

CHEADLE HULME HIGH SCHOOL

Learn and Succeed Together



**CHOICES FOR KEY STAGE 4
2022 - 2024**

The Options Process

INFORMATION AND GUIDANCE

First, you get this booklet. Please read it!

Second, the Year 9 Options online platform will go live on 28th February 2022 on SharePoint.

28th February 2022 KS4 Information Day:

- The Year 9 Options site on SharePoint will go live from 3pm.
- Both you and your parents will be able to access the SharePoint site where you will find all the information you need to help guide you through the Options process and making your choices.
- On the Year 9 SharePoint site, you will be able to watch and listen to audio presentations, created by the Heads of Department in each subject area to help inform your final Options choices.
- You will also be able to watch and listen to mini guidance presentations on some of the key elements of the Options process.

After May Half Term, Mr Peet will confirm your choices.

Some students may be asked to attend an Options Interview with Mr Peet or a member of the Options team.

9th March 2022 – you have the opportunity to stay in school and visit option departments. More information will follow about this.

The Options teams at CHHS will review your preferences.

Third, using SIMS Options on the SIMS Parent App, you will indicate your four preferences by completing the relevant sections. *See the attached guide at the back of this booklet.*

What is the Timeline for the Options Process?

Here are some key dates for your diary.

CHHS Options site will go live on
SharePoint
28th February 2022

Options booking system will
go live on Sims Parent App
14th March 2022

Deadline for submission of
Options Choices
20th March 2022

Confirmation of Options
choices will be **after** May Half
Term

KEY STAGE 4 AT CHEADLE HULME HIGH SCHOOL

The Curriculum

Part 1: Core Curriculum

There is a core curriculum that is the essential learning for all students and is **compulsory**:

- English Language & English Literature
- Mathematics
- Science
- Physical Education

Part 2: The English Baccalaureate (EBacc)

This is a combination of subjects which offer an important range of knowledge and skills and keep options open to young people. It is **recommended** that most students follow this curriculum:

- English Language & English Literature
- Mathematics
- Science

Plus...

- History or Geography
- A Language (ancient or modern)

Part 3: Further Option Subjects

You will have **THREE** Options subjects to add to your core curriculum.

IMPORTANT: Conditions and considerations:

- Students must indicate **four** preferences on the SIMS Options platform.
- Students must rank their choices in order of preference.
- We will endeavour to create a timetable that allows students to study their preferred subjects. This will not be possible in all cases.
- Depending on numbers, in some cases, subjects may be withdrawn from our offer after students have made their choices.
- Some combinations of subjects are not allowed. This is usually where the content and assessment procedure are too similar.
- Only current and prior attainment will be taken into account when allocating places to courses. We do not consider potential future attainment levels.

- Where it exists students must meet subject specific entrance requirements. In some cases, there may need to be a further meeting with a Head of Department in order to assess suitability for a course.

Making Your Choices

In the days following the launch of the Year 9 Options SharePoint site you should spend some time engaging with the subject presentations you feel relevant to you. You should discuss your thoughts with your parents/guardians and come to a decision about which subjects will make up your **four** preferences.

Mr Peet has overall responsibility for the Options process.

Please direct any questions to him via the school email address, enquiries@chhs.org.uk (FAO Mr Peet – Options)

IMPORTANT: We will endeavour to create a timetable that allows students to study their preferred subjects. This may not be possible in all cases.

What Subjects Can I Choose From?

- Art and Design (GCSE)
- Computer Science (GCSE)
- Design and Technology (GCSE)
- Drama (GCSE)
- Engineering (BTEC)
- Food Preparation and Nutrition (GCSE)
- Geography (GCSE)
- Health and Social Care (BTEC)
- History (GCSE)
- Languages (GCSE)
- Media (GCSE)
- Media – Creative Media Production (BTEC)
- Music (GCSE)
- PE (GCSE)
- PE - First Award in Sport (BTEC)
- Photography (GCSE)
- Religious Studies and Philosophy (GCSE)
- Separate Science (GCSE)
- Textiles (GCSE)

Your **four** preferences will be reviewed by a member of the Options Team and where deemed necessary, a member of the team may well contact you to discuss this in more detail. When your choices have been agreed, you will be informed via the SIMS Options App after May Half Term and your choices will be entered into the database in Option Blocks to create your Year 10 timetable.

Completing SIMS Options

You must select **ONE** Option from Block A and **THREE** Options from Block B – **FOUR** in total.

The Option in Block A will be choice 1.

The screenshot shows the 'Student Choices' interface. It is divided into three main sections: Humanities, Languages, and Open choice. Each section has a 'Pick one' instruction and a list of available subjects with 'Reserve' buttons. The 'My Choices in Order of Preference' section on the right shows the selected subjects ranked 1 to 4.

Humanities
Pick one Humanities subject, click the subject to add it to your choices.
You have chosen 1 of 4 courses from this list.
Geography - GCSE Full Course (Open choice) | History - GCSE Full Course (Open choice)

Languages
Pick one Language subject, click the subject to add it to your choices.
You have chosen 1 of 2 courses from this list.
French - GCSE Full Course (Open choice) | German - GCSE Full Course (Open choice)

Open choice
Pick three other subjects and one reserve, click the subjects to add them to your choices.
You have chosen 3 of 3 courses and 1 of 1 reserves from this list.

Accounting - GCSE Full Course (Open choice)	Reserve	Art - GCSE Full Course (Open choice)	Reserve
Human - GCSE Full Course (Open choice)	Reserve	Human - GCSE Full Course (Open choice)	Reserve
Business Studies - GCSE Full Course (Open choice)	Reserve	CDT-Des & Com - GCSE Full Course (Open choice)	Reserve
CDT-Des & Real - GCSE Full Course (Open choice)	Reserve	Drama - GCSE Full Course (Open choice)	Reserve
Economics - GCSE Full Course (Open choice)	Reserve	Electronics - GCSE Full Course (Open choice)	Reserve

My Choices in Order of Preference
1 Economics - GCSE Full Course (Open choice)
2 Geography - GCSE Full Course (Open choice)
3 German - GCSE Full Course (Open choice)
4 Accounting - GCSE Full Course (Open choice)
5 Electronics - GCSE Full Course (Open choice)

My Reserves in Order of Preference
1 Music - GCSE Full Course (Open choice)

IMPORTANT: You must select four preferences and rank them 1 to 4 (1 = 1st choice). We will endeavour to create a timetable that allows you to study three of your choices as long as you have met the entrance criteria.

IMPORTANT: When insufficient students select a subject, the course may be withdrawn. We will contact you about this as soon as this becomes a possibility. We will withdraw a course when we are satisfied that we have exhausted what we see as the alternative curriculum options.

Option Choices: Qualification Types

We offer a range of courses at KS4:

GCSE and Technical Qualifications

We offer a wide range of GCSE subjects, and in nearly all cases you will have to sit a number of final examinations. How much each element counts towards the final qualification depends on the subject. Please read the course details to find out. GCSEs are graded from 9 – 1 (9 being the highest).

It is our school's aim to have each and every one of you achieve the best grades possible in a broad and balanced range of subjects.

To succeed in GCSEs you will need to:

- Be able to perform well in examinations
- Be able to revise from your exercise books
- Be able to recall information and use it effectively to solve problems
- Be well organised

When considering GCSE courses, you must listen very carefully to your teachers' advice. Some subjects require particular skills, for example, PE GCSE requires not only a good level of practical ability in a number of activity areas, but also a solid grounding in Science to be able to cope well with the theory exam paper. Also, History and Geography require good literacy skills, and Media uses a lot of IT.

In all courses, you will be expected to work very hard and be responsible for all the work in your books and folders, which will have to be maintained very carefully so that you can revise properly for examinations.

BTEC and equivalent courses

Our BTEC and equivalent courses are also offered at **Level 2**. This means that they are the equivalent of one GCSE

qualification. BTECs and equivalents are graded Distinction*, Distinction, Merit, or Pass.

These courses differ from GCSE courses in that they **do not have as any examinations**. Assessment is largely based on coursework. However, these courses do still have an external examination element.

All the work done in these courses takes place in what we call a 'vocational context'. That means that you are expected to put yourself in the place of a person who is actually working in a job in the type of industry your work is connected to. For example, in Engineering you may be expected to produce work as if you were an Apprentice Engineer or in Sport as a Fitness Centre Assistant. BTECs can be continued post 16 to Level 3 – A Level equivalent.

To succeed in these courses the most important thing is to keep up with your work deadlines. Each course usually involves doing a number of separate units of work and if you are absent from school a lot you will find it hard to keep up. Nevertheless, you will be able to work at your own pace more than if you were taking a GCSE course - some of you will work towards Pass level whilst others will push on to Merit and even Distinction.

IMPORTANT: Please note that all course outlines are correct at the time of going to press but all course content is subject to alteration by individual exam boards and final approval by OFQAL.

Thinking about the Future

You should be aware that your Options choices can have a direct impact on your future choices.

What if my aim is to go to a 'top' university?

These universities have made it clear that they will be looking for high grade A Level passes in some of what they consider to be the most challenging subjects:

- Maths and Further Maths
- English Literature
- Physics, Chemistry, Biology
- History
- Geography
- Languages (Classical and Modern)
- Economics
- Computing

If you think you might want to go on to do A Levels in any of these subjects, then you should think very carefully about taking some of them at GCSE. Maths, English and Science are compulsory and will be well supported by EBacc subjects.

What if I want to do A Levels but not in these subjects?

That is fine. There are hundreds of universities and thousands of degree courses to choose from, and if the traditional

academic subjects listed above are not what you are interested in then you can go on to do A Levels and degrees in a wide variety of subjects. A broad and balanced base of strong GCSEs leaves your options open to choose a range of A Levels.

What if I want to do vocational courses?

Then you can; this will still allow you to go on to university in the future if that is what you want. BTEC at Level 2 can lead on to Level 3 qualifications and then on to university degrees and equivalent. There are also a host of other vocational qualifications related to specific employment sectors. It is about what is right for you.

What if I don't want to do any more qualifications after leaving school at 16?

All young people will be required to do additional training or education at age 16. The most common route into employment for 16-year olds is through **apprenticeships**, and you will need at least five good GCSE grades including Maths and English to access most of them.

For all the above possible routes it is essential that you do as well as you possibly can at KS4, because you will then have a wider range of choices of what you might do when you are 16.

What Should You Think About When Making Your Choices?

We advise you to think of the following:

- Does it help me in my future choices?
 - Am I interested in the subject and will I enjoy it?
 - Will the type of assessment suit me?
 - Will I be able to succeed in it?
- It is very important that you are able to **achieve** in your chosen course. We want you to leave school with a set of results that grant choice and opportunities at KS5 and beyond.
- Next, consider the **assessment requirements** of your choices – are you better at class and coursework or examinations? Which suit your strengths?
- Finally, do not do subjects that are too **similar in nature**; for example, Art and Photography. Breadth and rigor should be key considerations.

If at any stage, you are unsure about what choices to make, please speak to a member of staff who will listen to your thoughts about your choices and give you some advice.

What Should You NOT Think About?

- Whether your **friends** are choosing them. These choices must be based on what is best for **you**.
- What **former students** have done – courses and teachers change very quickly!
- Whether choosing a course means that you have to follow that pathway to **employment**. A BTEC in Creative Media does not mean that you have to follow a career in Media. A good grade in a BTEC says that you have worked well to deadlines, have shown skill and judgement and that you are capable of organising your work to meet deadlines and reach a certain standard.
- **Gender stereotypes**. For example, you may think that only boys do Engineering or girls take Health and Social Care. That is certainly not the case and there are many opportunities for both men and women in all sorts of employment across the different sectors.
- **Complimentary courses**. You don't need to choose courses that complement or seem to go well together. Of course, if you have a particular career in mind then choosing a connected course will help.

- Lastly, you will not be allowed to choose subjects that are **virtually the same for example:** PE GCSE and BTEC Sport for instance.

What Happens When There Are Small Numbers Choosing A Subject?

We will consider the implications of very small classes for the school. Too many small classes are not viable in terms of resources or available rooms. If we decide not to run a course, then we will speak with you and ask you to make another choice. You will be given plenty of time to think about this and talk to your parents/carers and subject teachers.

What Happens When Too Many Choose a Subject?

This very rarely happens, but if it does then we will consult closely with subject leaders to ensure that the right decisions are made. Decisions will never be made without speaking directly with students and parents/carers.

A Note about Science

As a core subject you will all study Science over the next two years and this will result in a combined award of two GCSEs. However, some of you may wish to study each of the three separate sciences – Biology, Chemistry and Physics - in greater depth and sit a GCSE in each, resulting in the award of three GCSEs. **If you do this, it will take up one of your Options.**

If you are interested in taking the Separate Sciences, then you must think very carefully.

If you have a love of Science, a good track record of success in assessments (working at or towards Level 7) and a possible wish to study Science at A Level then it may well be a good choice for you. Entry to this course is limited and you will be asked to discuss your choice with the Science Department, whose job it is to make sure that you have made an appropriate choice. You will also be asked to take an assessment to assess your suitability.

IMPORTANT: You do NOT need to have taken the Separate Sciences to gain access to A Level courses in our or other sixth forms, but it is an advantage

A Note about Languages

Most of you have already been studying a GCSE in a modern foreign language, which you will complete this year. This contributes towards the EBacc, which means choosing Geography or History completes your English Baccalaureate. However, because you will (hopefully) already have a good qualification in a language, this doesn't mean that you cannot choose to study a second language. In fact, a second language is highly valued by top universities.

What Next?

Please spend some time engaging with the material on the SharePoint site and speak to the relevant teachers on return to school if needed.

Thank you

Mr Peet

CORE SUBJECTS

These subjects form part of the core offer and are not part of the options process

GCSE ENGLISH (CORE)

Examination Board

AQA English Language

AQA English Literature

Examination Codes

- English Language 8700
- English Literature 8702

Form of Assessment – GCSE English Language

Module	Method of Assessment	Content
English Language Paper 1	Examination 1 hr 45 min	Unseen fiction text and creative writing.
English Language Paper 2	Examination 1 hr 45 min	Comparison of unseen non-fiction texts and transactional writing.

Form of Assessment – GCSE English Literature

Module	Method of Assessment	Content
English Literature Paper 1	Examination 1 hr 45 min	Shakespeare and the 19th Century Novel
English Literature Paper 2	Examination 2 hr 15 min	Modern prose/ drama and poetry.

GCSE MATHEMATICS (CORE)

Examination Board and Syllabus

AQA Specification GCSE Mathematics (8300) is used. The class teacher will decide on the most appropriate tier of entry for your child.

Form of Assessment

No coursework requirement

Foundation grades 1 - 5

Higher Level Grade 4 - 9

Students will sit three examinations to achieve a GCSE in Mathematics, one non calculator paper and two calculator papers. Each paper is equally weighted and last 1 hour 30 minutes and will have a range of questions.

All examinations must be taken at the same tier and will take place at the end of Year 11.

Course Content

Students will be assessed on 3 key areas of mathematics:

- AO1 Using and applying standard techniques
- AO2 Reasoning, interpreting and communicating mathematically
- AO3 Solving non-routine problems in mathematical and non-mathematical contexts

Skills and qualities required for success

- Rational thinking
- Appreciation of different methods and approaches
- Ability to solve problems in familiar and unfamiliar contexts
- Ability to make links, find connections and generalise

Futures

Computer games developer, furniture designer, actuary, aerodynamicist, avalanche researcher are just some of the exciting and rewarding careers you could have if you go onto studying Mathematics at college and university, See www.mathscareers.org.uk for further information about opportunities Maths can offer.

As competition for places increases, a grade 7 at GCSE is required if students wish to study Maths at A Level at CHHS, and it is advantageous if students wish to study Maths at A Level at an alternative institution. A grade 8 is required if students wish to study Further Maths at A Level at CHHS.

Most jobs and Sixth Form Colleges now require a minimum of a grade 5 GCSE for entry. However, increasingly places are asking for a grade 6. Universities also require a grade 6.

PHYSICAL EDUCATION (CORE)

Every child will continue with their PE lessons throughout KS4 where we expect students to further develop their knowledge and understanding of a variety of sports and promote a healthy active lifestyle.

All students in Year 10 will be given a choice to take a sport or dance route. If taking the sport route during these lessons, students will work on a wide variety of physical activities – football, rugby, netball, badminton, basketball, trampolining, rounders, cricket, athletics, climbing and fitness. Students opting for dance will work on different pieces of choreography and performance skills.

During Year 10, students who choose to complete the Bronze Duke of Edinburgh Award will spend one term completing relevant training in preparation for the day walks and expeditions.

We aim at KS4 to encourage our students to adopt an active and healthy lifestyle. This is promoted in lessons and then through our extra-curricular provision.

GCSE COMBINED SCIENCE (Core)

Examination Board and Syllabus

AQA Trilogy GCSE – Combined Science

Form of Assessment

2 x 1hr 15 minutes exams for Biology, Chemistry and Physics

100% exams. Including multiple choice, structured, closed short answer and open response questions.

Course Content

The specification is divided into topics which each cover different key areas of Biology, Chemistry and Physics. Practical skills are developed throughout the course and assessed in the written papers.

Biology	Chemistry	Physics
1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics	8. Atomic structure and the periodic table 9. Bonding, structure, and the properties of matter 10. Quantitative chemistry 11. Chemical changes 12. Energy changes	18. Energy 19. Electricity 20. Particle model of matter 21. Atomic structure
5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology	13. The rate and extent of chemical change 14. Organic chemistry 15. Chemical analysis 16. Chemistry of the atmosphere 17. Using resources	22. Forces 23. Waves 24. Magnetism and electromagnetism

Skills and Qualities required for success

Since it is a requirement of the National Curriculum that all students study Science, this course encourages students to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile course of study.

It encourages learners to develop their curiosity about the living, material and physical worlds and provides insight into and experience of how Science works.

It enables learners to engage with Science and to make informed decisions about further study in Science and related disciplines, and career choices.

Futures

The skills and qualities developed by this course provide a good foundation for further study and careers in a range of sectors.

OPTIONS SUBJECTS

OVERVIEW OF SUBJECTS

- Art and Design (GCSE)
- Computer Science (GCSE)
- Design and Technology (GCSE)
- Drama (GCSE)
- Engineering (BTEC)
- Food Preparation and Nutrition (GCSE)
- Geography (GCSE)
- Health and Social Care (BTEC)
- History (GCSE)
- Languages
 - French (GCSE)
 - Spanish (GCSE)
 - German (GCSE)
- Media (GCSE)
- Media – Creative Media Production (BTEC)
- Music (GCSE)
- PE (GCSE)
- PE - First Award in Sport (BTEC)
- Photography (GCSE)
- Religious Studies and Philosophy (GCSE)
- Separate Sciences:
 - Biology (GCSE)
 - Chemistry (GCSE)
 - Physics (GCSE)
- Textiles (GCSE)

GCSE ART AND DESIGN

Examination Board

AQA (Art, Craft and Design) - 8201

Form of Assessment

Component 1: Portfolio (coursework) 60%

Component 2: Externally Set Assignment: 40%

Course Content

The course is divided into two main parts: **Portfolio** and **Externally Set Assignment**. Both aspects must satisfy the following assessment objectives:

1. Develop ideas through investigations, demonstrating critical understanding of sources.
2. Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
3. Record ideas, observations and insights relevant to intentions as work progresses.
Written annotation is an integral aspect of the creative process.
4. Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Students are expected show evidence of written annotation and drawing in both Component 1 and Component 2.

Portfolio (60%)

Throughout Year 10 and 11, students work on a series of projects. Near the end of the course students are required to select and submit from this a portfolio. This must consist of a sustained project (including preparatory work, development of ideas and processes, and final pieces) and a selection of further work. Students will have the opportunity to produce work from a variety of starting points. They will investigate the work of artists and designers as well as art from different times and cultures. As the course is a general Art, Craft and Design course, candidates must show evidence of working in at least two of the following areas:

- Fine Art (drawing, painting, printmaking, sculpture, mixed media, photography)
- Graphic Communication (ICT, illustration, typography, package design)
- Textile Design (art textiles, embroidery, paper-making, printmaking)
- Three-Dimensional Design (ceramics, sculpture, jewellery architectural design).
- Photography (experimental imagery, location)

Externally Set Assignment (40%)

Towards the end of the course students are given an externally set assignment. Here they receive an AQA paper containing a range of starting points from which they must select one and independently produce a unit of work. During this time, they are given general guidance on how to work through this task. They have approximately 7-10 weeks to develop supporting preparation work before they sit a practical unaided session, which is split over two days, to create a final piece(s).

The preparatory work is marked alongside the final piece(s) and together with the externally set assignment, contributes 40% towards the final GCSE grade.

Skills and attitudes required for success

This course offers students the opportunity to produce work in a wide range of materials, to build up technical skills and to express their feelings and creative ideas in both two and three dimensions.

This course is aimed at enthusiastic students with an adventurous and enquiring approach to art and design, who wish to learn new skills as well as develop those acquired at Key Stage 3. It is best suited for those who have a particular interest or ability in art and design and wish to improve their creative thinking and problem-solving skills further. Students will need to take the initiative in decision-making and be able to research projects in their own time, so a firm sense of commitment to the subject is essential, whilst also being highly self-motivated.

Students must also be prepared to attend lunch and twilight sessions.

Futures

The career opportunities available in the Art World are vast and diverse as are the routes which students who wish to pursue their art and design education can take; from AS/A2 Levels, to BTEC National courses specialising in specific areas such as 3D Design, Fashion and Clothing and Photography.

Courses such as these can then lead on to Higher Education courses and careers in Architecture, Fine Art, Animation and Illustration, Media, Jewellery Design, Fashion, Education, Graphic Design, Furniture Design and Film to name but a few.

Alternatively, if a student would rather enter the work place post 16, then there are many careers in the creative industries that would welcome a GCSE in Art and Design, some of which provide further learning opportunities within them, for example a Modern Apprenticeship.

Additional Requirements

It is essential that those students who wish to opt for this course have achieved a Foundation Stage Level 4 or higher in Year 9 and have a pristine attendance, homework and behaviour record.

Students will also be required to purchase the following materials;

- A4 sketchbooks, which are supplied by the school for a very reasonable cost
- Two art folders, which are supplied by the school for a very reasonable cost
- A range of soft 'B' pencils for sketching and drawing
- A good quality eraser, pencil sharpener, biros and fineliners
- Coloured pencils
- Oil pastels
- A small set of water colour paints or acrylics
- Paint brushes
- A camera is also a great asset but not essential.

GCSE COMPUTER SCIENCE

Subject Title

GCSE Computer Science

Examination Board and Code

OCR – J277

Form of Assessment*

Unit 01: Computer systems – External Exam (50%)

Unit 02: Computational thinking, algorithms and programming - External Exam (50%)

Course Content

The subject content for this qualification consists of the following areas of study:

- Understanding of what algorithms are, what they are used for and how they work; ability to interpret, amend and create algorithms.
- Understanding of binary representation, data representation, data storage and compression, encryption and databases; ability to use SQL to insert, amend and extract data stored in a structured database.
- Understanding of components of computer systems; ability to construct truth tables, produce logic statements and read and interpret fragments of assembly code.
- Understanding of how computer networks, the internet and the World Wide Web work.
- Awareness of emerging trends in computing technologies, the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.
- Understand the need to decompose problems into sub-problems
- Ability to create original algorithms or work with algorithms produced by others.
- Ability to design, write, test and refine robust programs using a high-level programming language.

GCSE COMPUTER SCIENCE allows students, not only the opportunity of developing their knowledge and understanding of programming, but also the underlying principles of logic, decomposition, algorithms, data representation and communication.

Skills and Qualities Required for Success:

- Keen interest in Computer Science
- Keen to develop computational thinking skills and be able to apply these skills to solve real problems and produce robust programs
- Enjoying working independently, finding out your own answers – not just being taught
- Ability to complete work by the deadlines set

Futures

The skills and knowledge covered during this Level 2 qualification will prepare students for A Level Computing, as well as supporting students who wish to seek employment at entry or trainee level, within a wide range of different working environments.

Additional Requirements

Throughout the GCSE Computer Science course, you will need to show a keen interest in keeping up-to-date with emerging technologies and to meet career challenges in the future, it is important that you are self-reliant as well as good communicators and problem solvers.

A minimum of working towards FS Level 5 in Maths and FS Level 4 in English at Key Stage 3 is required for those students opting for the GCSE Computer Science course. Students **may** be considered if they can show sufficient evidence of programming experience.

Given the content of this course a further consultation with the Head of Department may be appropriate before a student is accepted onto the course.

GCSE DESIGN AND TECHNOLOGY

Subject Title

GCSE Design & Technology: Core Materials

Examination Board and Code

AQA (8552)

Form of Assessment

50% - Written Examination - 2 hours - *100 marks*

50% - Non-Examined Assessment (NEA) - 30-35 hours - *100 marks*

Course Content

GCSE Design and Technology sets out the knowledge, understanding and skills required to undertake the iterative design process of exploring, creating and evaluating. The majority of the specification is delivered through written theory and practical application, intended to develop students' knowledge and understanding.

- *Core technical principles* - including: materials and their properties, energy and conservation, new and emerging technologies, systems and mechanics.
- *Specialist technical principles* - including: forces and stresses, applied mathematics, ecological and social footprint, scales and methods of production, using and working with a range of different materials, including paper and boards, woods and polymers.
- *Designing and making principles* - including: research and investigation, prototype development, manufacturing techniques, the work of others and communication methods of designers.

Skills and Qualities Required for Success:

Students wishing to undertake the Design and Technology GCSE should have an interest in products and how they are made, materials, their properties and sources and the environment. The Design and Technology GCSE will involve a high level of creativity, sketching and modelling, prototyping potential designs and lots of written analysis, theory and evaluation. It will include using Computer Aided Design software to present and even model and prototype potential ideas. Students must also demonstrate mathematical/ scientific knowledge and understanding, in relation to design and technology.

Futures

Students can progress from this qualification to:

- A Level D&T: Product Design
- Level 3 vocational qualifications, e.g. the BTEC Level 3 qualifications in Engineering
- Employment, e.g. in a design or technology-based industry where an apprenticeship may be available

Additional Requirements

Students achieving an FS Level 4 and above in Maths & Science will be given first consideration for places on the Design and Technology GCSE.
A creative or problem-solving mind would be advantageous.

GCSE DRAMA

NQF Level 2

Examination Board and Syllabus

Edexcel 1 DRO

Form of Assessment

Component 1: Devising (40% of the qualification). Coursework: a portfolio covering the creating and developing process and analysis and evaluation of this process (45 marks). Practical assessment: a devised performance (15 marks) Teacher assessed, externally moderated.

Component 2: Performance from Text (20% of the qualification). Students perform in two key extracts from a performance text (48 marks). Externally assessed by a visiting examiner.

Component 3: Theatre Makers in Practice (40% of the qualification). 1 hour 45 minute written examination. Practical exploration and study of one complete text (45 marks) and one live theatre production (15 marks). Externally assessed and moderated.

Course Content

Term 1: Revising drama skills / techniques and collaborating as an ensemble. Component 1 mock assessment and practical exploration of the set text.

Term 2: Observation of a live theatre production to feed into Component 3 preparation and further exploration of the set text incorporating written responses. Preparation for Component 1 and exploration of stimuli alongside portfolio compilation.

Term 3: Rehearsal for Component 1 practical assessment and preparation of portfolio. Completion of Component 1 assessment and coursework portfolio. Component 3 preparation continues throughout the term.

Term 4: Preparation for the Component 2 examination. Component 3 written exam practice continues throughout the term.

Term 5: Component 2 examination takes place. Component 3 preparation (NB preparation for this exam will be taught throughout the whole course, alongside the other components).

Term 6: Component 3 examination.

Skills and Qualities Required for Success

- Good social skills and a willingness to mix with groups of people
- Ability to write with analysis, justification and evaluative response
- Bravery to try out new drama exercises in groups
- Ability to articulate ideas in voice and movement skills
- Desire to direct and encourage others to problem solve using drama strategies
- Confidence to perform work to others and give positive feedback
- Imagination to record drama work in written/diagrammatic form
- Sensitivity to listen and focus attention on others
- Ability to create imaginative drama without a given script.

Futures

Caring Professions; care work, teaching, law, medicine, police, social services, therapy, welfare, youth work.

Creative Industries; art administration, advertising, architecture, computer games, tourism, management, media, personnel, retail, acting, presenting.

Additional Requirements

Students should have gained a minimum of a High FS Level 4 in Year 9 Drama and a High FS Level 4 in English. They should have demonstrated a clear interest in the subject to manage this demanding course. Students must also be prepared to write in detail about their drama work on a regular basis in preparation for their controlled assessments.

As part of this course students are expected to attend the arranged theatre visits which form part of their coursework. Therefore, there will be a small cost involved to cover the payment of tickets and transport.

There is an expectation that all GCSE Drama students are part of/support extra-curricular events within the Performing Arts faculty.

BTEC LEVEL 1/LEVEL 2 TECH AWARD IN ENGINEERING

Examination Board: Pearson (603/0829/1)

Form of Assessment

1. **Controlled Assessment:** 60%
2. **External Assessment:** 40%

The external assessment is based on a set task that requires learners to demonstrate that they can identify and use effectively, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way.

Non Examined Assessment

The table below shows how marking of the internal assessment is broken down into two sections. Learners must be able to manage their time effectively in class, and in a workshop environment, be able to meet deadlines and complete work within set timescales.

Unit	Assessment	Marks
Component 1: Exploring Engineering Sectors and Design Applications.	Controlled Assessment	36
Component 2: Investigating an Engineering Project	Controlled Assessment	36
Total Marks		72

Course Content

Component 1 Exploring Engineering Sectors and Design Applications:

Learners will explore the links between the various engineering sectors and the role of design in the production of engineered products.

Learning Aim A - Written essay demonstrating understanding of engineering sectors, products and organisations, and how they interrelate.

Learning Aim B - Research portfolio exploring engineering skills through the design process.

These learning aims will be achieved through a written essay, in which learners investigate how different engineering companies from different sectors of engineering have collaborated to create a chosen product. Learners will then go on to produce a folder of research of existing engineered products and design designs, CAD models, specifications and manufacturing / environmental research based on their own in response to a given design brief.

Component 2 Investigating an Engineering Project:

Learners will investigate the selection of materials, proprietary components, making processes and disassembly of a given engineered product. They will plan, reproduce, inspect and test a single component.

- A.** Written report demonstrating understanding of components, materials and processes for a given engineered product.
- B.** Written specification and disassembly of a given engineered product to justify the material and process choices.
- C.** Planning of the manufacture and safe reproduction of a small engineered component for the given product.

This component will support you in progressing to a Level 2 or 3 qualification in a range of engineering sectors, for example aerospace, automotive, product, electrical, electronic, manufacturing, marine, mechanical or telecommunications.

You will develop transferable skills such as problem solving, communication and aspects of critical thinking, all of which will support your progression to Level 3 academic or vocational qualifications.

GCSE FOOD PREPARATION AND NUTRITION

Examination Board and Syllabus

WJEC (Eduqas) C560

Form of Assessment

Component 1: Principles of Food Preparation and Nutrition

Written examination: 1 hour 45 minutes. 50% of final GCSE mark.

This component will consist of two sections both containing **compulsory questions** and will assess the six areas of content as listed in the specified GCSE content.

Section A: Question based on stimulus material.

Section B: Structured, short and extended response questions to assess content related to Food Preparation and Nutrition.

Component 2: Food Preparation and Nutrition in Action. 50% of GCSE mark.

Non-examination assessment: internally assessed, externally moderated. Both completed in Year 11.

Assessment 1:

Food Investigation Assessment (8 hours): A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food. A report of 1500-2000 words will be produced. 15% of GCSE mark.

Assessment 2:

Food Preparation Assessment (12 hours including 3-hour practical)

Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food. A report will be produced of 15 sides of A4 to include all text, photos, charts and graphs. 35% of GCSE mark.

Course Content

This exciting course offers a GCSE in Food Preparation and Nutrition. It will equip learners with the knowledge, understanding and skills required to cook and to apply the principles of food science, nutrition and healthy eating.

Following this qualification will encourage learners to cook and enable them to make informed decisions about food and nutrition in order to be able to feed themselves and others affordably and nutritiously, now and later in life. It will allow the students to understand the huge challenges that we face globally to supply the world with nutritious and safe food.

Areas of study

1. Food commodities - cereals, fruit and vegetables, sugars, dairy products, eggs, fats, meat, fish and vegetarian alternatives. The course will look at their value in the diet, their working characteristics, experiments to understand changes occurring during cooking and also current recommended guidelines for a healthy diet
2. Principles of nutrition - the role of the main nutrients in the diet, their sources, function and deficiency diseases
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation

Skills and Qualities Required for Success

- Well-developed practical skills and a love of food
- Clear ingredient understanding from Key Stage 3 Food and Nutrition
- Independence and capability for writing up assignments
- Ability to use independent research skills
- Ability to work as part of a team

Futures

Successful completion of this qualification will allow access to the following career pathways:

- Employment in any hospitality area or a specialist catering service including hospitality management. Over 20% of the top 100 British companies are involved in food manufacturing
- Further study at college
- Nutritionist, nursing, dietetics, teaching and food scientist

Additional Requirements

- It is intended that students wishing to choose this course should be dedicated and self-motivating and have a **genuine** interest in food preparation and nutrition. Be able to achieve at least a foundation stage 4 in Design and Technology by the end of Year 9
- Students must be able to demonstrate a **consistent** work ethic throughout Key Stage 3 in Design and Technology
- An excellent record of bringing ingredients into school
- Excellent organisation and an enjoyment of experimenting with food ingredients
- Enjoy preparing and eating a wide variety of food

GCSE GEOGRAPHY

NQF Level 2

Examination Board and Syllabus.

AQA GCSE Geography (8035)

Assessment.

Unit 1 (35%) Living with the physical environment:
Written paper 1 hour 30 minutes

Unit 2 (35%) Challenges in the human environment:
Written paper 1 hour 30 minutes

Unit 3 (30%) Geographical applications:
Written paper 1 hour 15 minutes

All examinations will be sat during the summer 2024 exam period.

Course Content.

Unit 1 – Living with the physical environment:

- The challenge of natural hazards
- The living world
- Physical landscapes in the UK – Rivers and Coasts
- Geographical skills

Unit 2 – Challenges in the human environment:

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

Unit 3 – Geographical applications:

This unit is based on content from 'Living with the physical environment' and 'Challenges in the human environment' and will feature a decision-making exercise.

It will also include assessment of the human and physical fieldwork enquiries undertaken by students.

- Geographical skills
- Issue evaluation
- Fieldwork

Skills and qualities required for success:

Geographers can:

- Make a concise report
- Handle data
- Ask questions and find the answers
- Make decisions about an issue
- Analyse material
- Manage themselves
- Solve problems
- Think independently

Geographers are:

- Good communicators
- Spatially aware
- Socially and environmentally aware
- Problem solvers
- Good team players
- Computer literate
- Well rounded, flexible thinkers

Futures:

Post 16 AS/A2 Level

Geography, Geology, Sociology and Environmental Science.

Career Pathways

Urban/Rural Planning, Environmental Consultancy, Hazard/Emergency Management, Community Development, Climatologist, Oceanography, Teaching, Architecture, Geographical Information Systems (GIS)

Additional Requirements

An enthusiasm for Geography, an inquisitive approach to the world around you and a desire to find out how the world is going to change in the future.

Students are expected to develop and demonstrate a number of geographical skills, including numerical and graphical skills. Students also need to use and analyse different types of data.

BTEC TECH AWARD IN HEALTH AND SOCIAL CARE

Examination Board and Syllabus

Pearson Level 1 and 2

Qualification number 603/7047/6

Form of Assessment

This is a level 2 qualification. The grades range from Level 1 Pass to Level 2 Distinction. 40% of the course is externally assessed in a 2-hour exam, while 60 % is assessed through coursework internally during guided learning hours. Students are encouraged to take responsibility for their own learning by meeting deadlines and presenting information effectively

Course Content:

Health and Social Care is an exciting and challenging vocational subject for all students passionate about making a difference in the world. It will introduce learners to the important knowledge, understanding and skills that are needed for working in this sector. The Health & Social Care course is hands-on course and gives students a taste of what the sector is like, as well as the skills and confidence to succeed in their next steps. Students get to know the core care values, develop valuable skills and explore potential careers

Students will complete three mandatory units

- **Component 1: Human Lifespan Development**
- **Component 2: Health and Social Care Services and Values**
- **Component 3: Health and Wellbeing**

Components 1 & 2 are internally marked and graded by the teacher, while component 3 is an externally set and marked, synoptic, case study-based exam. The exam is based on the work studied in all three components. Coursework assignments will take a range of formats including report writing, information packs, writing reviews and demonstrating care values in a real situation then reviewing their own practice.

Skills and Qualities Required for Success:

- Have an interest in people and the world around you
- Be open minded and able to see events from different points of view
- Ability to work independently and as part of a group
- Organisation as the coursework projects have strict deadlines

Futures

The NHS is the UK's largest employer so Health and Social Care can take you down a wide range of pathways. These careers include Nursing, Midwifery, Allied Health Professionals such as Paramedic and Radiography, Counselling or Education.

Additional Requirements

Health and Social Care students require good literacy skills to make progress in this subject.

GCSE HISTORY

NQF Level 2

Examination Board and Syllabus
AQA

Form of Assessment

The course has two assessments completed at the end of Year 11:

Paper 1

'Understanding the modern world', 50%, 2 hours.

Paper 2

'Shaping the nation', 50%, 2 hours.

GCSE History does not offer a tier entry.

Course Content

Paper 1

Section A: PERIOD STUDY Germany, 1890–1945: Democracy and Dictatorship

- Germany and the growth of democracy
- Germany and the Depression
- The experiences of Germans under the Nazis

Section B: WIDER WORLD DEPTH STUDY Conflict and tension: the inter-war years, 1918-1939

- Peace-making
- The League of Nations and international peace
- The origins and outbreak of the Second World War

Paper 2

Section A: THEMATIC STUDY – Britain: Migration, empires and the people: c790 to the present day

- Conquered and conquerors
- Looking west
- Expansion and empire
- Britain in the 20th century

Section B: British depth studies and historic environment

Elizabethan England, c1568–1603

- Elizabeth's court and Parliament
- Life in Elizabethan times
- Troubles at home and abroad
- The historic environment of Elizabethan England

Skills and Qualities Required for Success

There is no escaping the fact that GCSE History places great demands on students. It is extremely important that students can demonstrate the ability to work independently. The course requires students to assess their own performance and respond positively to feedback and advice. Research skills are not essential on entry to the course, but students must be prepared to function as part of a group. A sound level of literacy is a must given the dependence upon written communication in the assessment of the course.

Futures

History is a universal qualification which increases the prospects of any students. The course is respected throughout colleges and higher education establishments. The study of History develops the ability to balance arguments, analyse evidence and add weight to any argument. GCSE History is valued for any post-16 course. Furthermore, the skills are transferable to careers that require analysis of situations and handling of information.

Additional Requirements

Students would ideally need to be performing at FS4 (or above) in English. Furthermore, students would need to have demonstrated a commitment to their studies throughout the course of Year 9 History.

GCSE FRENCH

NQF Level 2

Examination Board and Syllabus

AQA

Forms of Assessment

All GCSE language courses are now linear, which means that you will be assessed on all four skills at the end of the course. There is a higher and foundation option for:

- Listening (25%) – you will need to demonstrate that you can understand and respond to different types of spoken language.
- Reading (25%) – you will need to demonstrate that you can understand and respond to different types of written language.
- Speaking (25%) – you will need to communicate and interact effectively in speech for a variety of purposes.
- Writing (25%) – you will need to communicate effectively in writing for a variety of purposes.

Course Content

The topic areas that are covered in the four parts of the examination are:

- **Identity and Culture:** e.g. technology, social media, relationships, customs and festivals.
- **Local, national, international and global areas of interest:** e.g. voluntary work, the environment and tourism.
- **Current and future study and employment:** e.g. career choices, life at college and ambitions.

Futures

Students who are hoping to pursue a university or professional career will particularly benefit from pursuing an additional GCSE language course as many universities or professional bodies like to look for something unique and different that you can offer and others can't, such as foreign languages. Being able to speak another language could create opportunities to travel or live and work abroad. However, studying a language can provide you with many less obvious skills that you can use later in life. It will help you to recognise patterns, to crack codes, and to develop a better understanding of how the English language works. You will also have a better understanding of how other people in the world live – their culture and traditions. You will learn to interact with other people in situations that you do not usually encounter at school. Language skills can be transferred to all types of work, and employers will be looking for these skills to show that you are a cut above the rest.

GCSE SPANISH

NQF Level 2

Examination Board and Syllabus

AQA

Forms of Assessment

All GCSE language courses are now linear, which means that you will be assessed on all four skills at the end of the course. There is a higher and foundation option for:

- Listening (25%) – you will need to demonstrate that you can understand and respond to different types of spoken language.
- Reading (25%) – you will need to demonstrate that you can understand and respond to different types of written language.
- Speaking (25%) – you will need to communicate and interact effectively in speech for a variety of purposes.
- Writing (25%) – you will need to communicate effectively in writing for a variety of purposes.

Course Content

The topic areas that are covered in the four parts of the examination are:

- **Identity and Culture:** e.g. technology, social media, relationships, customs and festivals.
- **Local, national, international and global areas of interest:** e.g. voluntary work, the environment and tourism.
- **Current and future study and employment:** e.g. career choices, life at college and ambitions.

Futures

Students who are hoping to pursue a university or professional career will particularly benefit from pursuing an additional GCSE language course as many universities or professional bodies like to look for something unique and different that you can offer and others can't, such as foreign languages. Being able to speak another language could create opportunities to travel or live and work abroad. However, studying a language can provide you with many less obvious skills that you can use later in life. It will help you to recognise patterns, to crack codes, and to develop a better understanding of how the English language works. You will also have a better understanding of how other people in the world live – their culture and traditions. You will learn to interact with other people in situations that you do not usually encounter at school. Language skills can be transferred to all types of work, and employers will be looking for these skills to show that you are a cut above the rest.

GCSE GERMAN

NQF Level 2

Examination Board and Syllabus

AQA

Forms of Assessment

All GCSE language courses are now linear, which means that you will be assessed on all four skills at the end of the course. There is a higher and foundation option for:

- Listening (25%) – you will need to demonstrate that you can understand and respond to different types of spoken language.
- Reading (25%) – you will need to demonstrate that you can understand and respond to different types of written language.
- Speaking (25%) – you will need to communicate and interact effectively in speech for a variety of purposes.
- Writing (25%) – you will need to communicate effectively in writing for a variety of purposes.

Course Content

The topic areas that are covered in the four parts of the examination are:

- **Identity and Culture:** e.g. technology, social media, relationships, customs and festivals.
- **Local, national, international and global areas of interest:** e.g. voluntary work, the environment and tourism.
- **Current and future study and employment:** e.g. career choices, life at college and ambitions.

Futures

Students who are hoping to pursue a university or professional career will particularly benefit from pursuing an additional GCSE language course as many universities or professional bodies like to look for something unique and different that you can offer and others can't, such as foreign languages. Being able to speak another language could create opportunities to travel or live and work abroad. However, studying a language can provide you with many less obvious skills that you can use later in life. It will help you to recognise patterns, to crack codes, and to develop a better understanding of how the English language works. You will also have a better understanding of how other people in the world live – their culture and traditions. You will learn to interact with other people in situations that you do not usually encounter at school. Language skills can be transferred to all types of work, and employers will be looking for these skills to show that you are a cut above the rest.

GCSE MEDIA STUDIES

NQF Level 2

Examination Board and Syllabus

Eduqas

Form of Assessment

70% Exam:

Component 1: Exploring the Media

Critical exploration into a range of media industries (newspapers, advertising and marketing, film and video games, radio).

Component 2: Understanding Media Forms and Products

In-depth study of representation, media industry and audience from set study areas (television crime drama / music magazines, videos, online and social media).

30% Non-exam assessment

Individual media practical production work for an intended audience.

Proposed briefs:

TV: Create a sequence from a new TV programme or a website to promote a new TV programme.

Advertising and Marketing: Music - Create a music video or a website to promote a new artist / band.

Advertising and Marketing: Film – Print-based marketing material for a new film.

Magazines - Create a new print or online magazine.

Course Content

You will study a wide range of the media in this subject, some of which you may already have some knowledge of. We will look at the television, film and music industry amongst others and acquire the relevant media language associated with these topics. You will learn how to analyse and interpret various media texts in preparation for the exam. Analysing moving images will also play a large part in the course.

Through the use of contemporary equipment, you will develop your practical skills by having the opportunity to produce your own media productions. This involves using digital SLR cameras for both photography and filming as well as learning to use the software to manipulate and edit moving and still images and sound.

You will have access to the **imac suite**, which enables you to edit film footage digitally using *Premiere Pro / After effects*, record and edit podcasts and

music using *imac's Garage band*; manipulate photographs using *Photoshop* and *Indesign* plus much more.

Skills and Qualities Required for Success

Most importantly you need to have a keen interest in the media, be that film, music, the internet or photography to name but a few. You need to be keen to develop your interest and enjoyment of media communication in local and global contexts.

You need to be willing to form your own opinions and become a critical reader of the media by investigating and researching topics independently. The ability to manage your own time and work to deadlines in this subject is a must, just as it is in the media industry. Independent effort is of utmost importance, especially when producing your own media product, as are good teamwork skills as you will work with others when creating your own media productions.

Futures

GCSE Media studies can lead onto A Level Media studies, BTEC Level 3, Media courses. It also complements other creative subjects as well as areas such as Sociology. Possible routes into employment may involve roles in the creative media industry such as filming, radio broadcasting, production roles, advertising, photography, game designs, amongst many other roles that involve interacting with others and using new media technologies.

BTEC TECH AWARD

CREATIVE MEDIA PRODUCTION

NQF Level 2

Examination Board and Syllabus - Pearson

Form of Assessment

- **Component 1 - 30% (Internally assessed assignment)**
- **Component 2 - 30% (Internally assessed assignment)**
- **Component 3 - 40% (Externally assessed task)**

Course Content

Component 1: Exploring Media Products

You will learn about media sectors and investigate media products across the following sub-genres:

- **Audio / moving image** (TV programmes, films, video shorts /animations, radio broadcasts)
- **Publishing** (newspapers, magazines, books, e-magazines, comics)
- **Interactive** (websites, mobile applications, mobile games, video games, online games)

You will explore:

- Content and purpose of digital media products
- Style and the use of digital design principles
- Idea generation and the production process
- Industry regulations and professional practices

Component 2: Developing Media Production Skills

You will develop technical skills and techniques in audio / moving image, publishing and interactive media.

You will:

- Experiment with a variety of media production skills and techniques
- Apply the technical skills that you learn in creating your own media product
- Reflect on your progress use of skills

Component 3: Create a media product in response to a brief

This unit is in the form of a practical assessment that is set by the exam board and assessed by the exam board.

You will have a set amount of hours to complete the production.

You will apply digital skills and techniques by responding to a digital media brief.

- Learn how to respond to a media brief
- Plan your response to the brief
- Apply skills and techniques to a production
- Justify the process and outcome you have developed
- Reflect on your application of skills, time management and use of resources

Through the use of contemporary equipment, you will develop your practical skills by having the opportunity to produce your own media productions. This involves using Digital cameras and DV video cameras as well as learning to use the software to manipulate and edit moving and still images and sound. You will have access to the **imac suite**, which enables you to edit film footage digitally using *Premier Pro*, record and edit pod casts and music using *imac's Garage band*; manipulate photographs using *Photoshop* plus much more.

Skills and Qualities Required for Success

Most importantly you need to have a keen interest in the media, be that film, television, music, the internet or photography to name but a few. You need to be keen to develop your interest and enjoyment of media communication in local and global contexts.

You need to be willing to form your own opinions and become a critical reader of the media by investigating and researching topics independently. The ability to manage your own time and work to deadlines in this subject is a must, just as it is in the media industry. Independent effort is of utmost importance, especially when producing your own media products, as are good teamwork skills as you will work with others when creating your own media productions.

Futures

BTEC TECH can lead onto further Media studies courses such as BTEC (Level 3) and A Level. It also complements other creative subjects. Possible routes into employment may involve roles in the creative media industry such as filming, radio broadcasting, production roles, advertising, photography, game designs, amongst many other roles that involve interacting with others and using new media technologies.

Additional Requirements

Excellent attendance is required for this course as you will build up your portfolio of work from September in Year 10.

GCSE MUSIC

Exam Board & Code: Edexcel 1MU0

Form of Assessment - Exams and coursework

Component 1: *Performing Music* - 30%

- Performance 1: Solo Performance
- Performance 2: Ensemble (group) Performance

Component 2: *Composing Music* - 30%

- Composition 1: Composition to a brief
- Composition 2: Free composition (students choose their own style and instrumentation)

Component 3: *Appraising Music* - 40%

- Listening to, commenting upon and answering questions about musical extracts (8 set works & unfamiliar music)

Course content

The Edexcel GCSE Music course has been designed to give all students the opportunity to develop their knowledge, understanding and skills of music whatever their previous experience. In doing so students are able to enjoy and appreciate the benefits of being involved in performing, composing and understanding music.

There are four areas of study, and students will study two set works from each one:

- Instrumental Music 1700-1820
- Vocal Music
- Music for Stage and Screen
- Fusions

Skills and Qualities Required for Success

Students should play a musical instrument (this includes the voice) that can be used for performances in both solo and ensemble performances.

A genuine passion for this subject is essential. This course is an opportunity to take creative risks, experience on-stage performances and explore independent thinking and group work in a close-knit setting.

Futures

This GCSE Music course provides a solid foundation for AS and A Level as well as preparation for a music related career. Even if music is not a career path, universities prefer students who are well rounded and have skills outside of the chosen subject – GCSE Music demonstrates this well. Aside from this, GCSE Music equips students with the skills that are preferable to employers such as teamwork, communication, presenting skills, confidence, perseverance and problem solving.

Further relevant information

Students must be committed to progressing on their instrument/voice by attending weekly instrumental/vocal lessons and independently practicing regularly. Students can access a full programme of instrument tuition in school. Financial support may be available to support this.

Attendance at one extra-curricular activity during the course (per week) is compulsory as this supports performance and musical growth.

GCSE PHYSICAL EDUCATION

Examination Board and Syllabus

Edexcel GCSE in Physical Education

Form of Assessment & Course Content

Theory 60%

This is externally assessed through two written examination papers these include multiple-choice questions, short-answer, and longer-answer questions.

Component 1 - Fitness and Body Systems - 36%

Exam 1 hour 45 minutes

Topics include:

Applied anatomy and physiology - bodies systems

Movement analysis

Physical training

Use of data

Component 2 – Health and Performance - 24%

Exam 1 hour 15 minutes

Topics include:

Health, fitness and well-being

Sport psychology

Socio-cultural influences

Use of data

Practical 40%

Component 3 - Practical Performance – 30%

All students must complete three practical activities one of which must be an individual activity and one must be a team activity with the third activity being either an individual or team activity.

Component 4 – Personal Exercise Programme – 10%

Students will be required to plan, carry out and evaluate their own personal exercise programme. This must be done on one of the three activities from component 3.

Examinations and Coursework dates

Final Practical Examination – Date to be set between March – May 2024

Final Theory Exams x 2 - May 2024 (60% of Final Mark)

NEA – Personal Exercise Programme – Due to be completed in the summer July 2023.

Students can offer off site activities if participating to a high standard. A full list of activities is available on the Edexcel website.

Entry Requirements to GCSE Physical Education

GCSE Physical Education is a very challenging GCSE course requiring very specific skills and abilities. For this reason, we insist on a separate process for access to the qualification. Entry to this course is restricted to those students who have performed at the highest level in Physical Education throughout Key Stage 3 as a performer.

In order to be accepted on to the course you must have:

- An exemplary record of attendance and kit in PE lessons
- Evidence of extra-curricular activity both in and outside of school – must already be undertaking extra-curricular clubs in at least two activities and regularly participating in an activity outside of school from the examination boards recognised list of activities.
- Genuine ability in **THREE** different practical areas
- High FS Level 4 in English and Science

Some students may need a further consultation with the subject leader for PE and a member of SLT before being accepted on to the course.

Skills and Qualities Required for Success

Students taking GCSE Physical Education will be required to work independently, in pairs and also in teams in the practical elements of the course. **They will also be expected to attend extra-curricular clubs.** In theory lessons students will be required to make notes, complete presentations and research projects and produce and perform a six-week personal exercise programme.

Post 16 opportunities and possible career pathways/opportunities

As well as ideal preparation for the A Level Physical Education course, PE allows for progression to related vocational qualifications, such as BTEC, Firsts and Nationals in Sport or Sport and Exercise Sciences.

This course can lead on to other opportunities in: physiotherapy, nutrition, analysis of sporting performance, recreational management, leisure activities, the fitness industry, coaching and officiating.

BTEC TECH AWARD IN SPORT

Examination Board and Syllabus

Edexcel – Level 2

Form of Assessment

The course will be assessed through the following methods:

Students will complete 3 components.

Component 1 - *Preparing participants to take part in sport and physical activity.* Students will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.

Component 2 - *Taking part and improving other participants.* Students will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance

Component 3 - *Developing fitness to improve other participants performance in sport and physical activity.* This component is externally assessed, it is worth 60 marks and is a 90-minute exam.

Course Content

During practical sessions students will reinforce the work covered in class and computer rooms. Students will require ICT skills to access information required for independent study, ensuring work is presented to a high standard.

Students will study a wide range of practical activities – Health and fitness; including fitness testing and methods of training, Badminton, Basketball, Netball, Football, Trampolining, Leading Sports Activities and Training for Personal Fitness.

These areas of study have been chosen to provide the knowledge, understanding and skills necessary to prepare learners for employment and/or to provide career development opportunities for those already in work.

Skills and Qualities Required for Success

- A keen interest in all areas of sport, not just practical lessons
- Competence in the use of computers
- A keen interest in how the body copes with sporting activities
- Ability to lead others
- Ability to work independently on a task over several lessons
- The ability to produce presentations and perform them in front of others
- Bringing your PE kit to every practical lesson.

Please note that there will only be ONE practical sports lesson a week which will vary from fitness testing to analysing practical performance – you will not be playing a sport every lesson.

Additional Requirements

Good knowledge of a variety of computer programmes.

Ability to keep to deadlines.

Must attend at least one co-curricular activity per week either at lunch times or after school.

Post 16 opportunities and possible career pathways/opportunities

BTEC Sport allows for progression to related vocational qualifications, such as BTEC, Firsts and Nationals in Sport or Sport and Exercise Sciences.

This course can lead on to other opportunities in: physiotherapy, nutrition, analysis of sporting performance, sports science, sports psychology, sports rehabilitation, sports massage, journalism, teaching / lecturing, recreational management, leisure activities, the fitness industry, strength and conditioning, biomechanics, physiology, coaching and officiating.

GCSE PHOTOGRAPHY

Examination Board and Code

AQA 8206

Form of Assessment

Component 1: Portfolio (coursework): 60%

Component 2: Externally Set Assignment: 40%

Course Content

The course is divided into two main parts: **Portfolio** and **Externally Set Assignment**. Both aspects must satisfy the following four assessment objectives:

1. Develop ideas through investigations, demonstrating critical understanding of sources: this is the work of artists, photographers and other sources.
2. Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
3. Record ideas, observations and insights relevant to intentions as work progresses. Written annotation is an integral aspect of the creative process.
4. Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Students are expected show evidence of written annotation and drawing in both Component 1 and Component 2.

Portfolio (60%): Throughout Year 10 and 11, students work on two projects which are both submitted as Component 1, the Portfolio. This must consist of a sustained project (including preparatory work, development of ideas and processes and final pieces) which will be started in the second half of Year 10 and the first project which starts in September of Year 10.

Students will have the opportunity to produce work from a variety of starting points for the second main project. They will investigate the work of photographers and fine artists as well as art and photography from different times and cultures. Students will explore a range of techniques and processes including both traditional and new technologies. The course will predominately focus on digital lens-based media where students will explore ICT when manipulating and developing their photographs with the use of Adobe Photoshop. As well as working digitally, students are required to evidence drawing skills, this may include light drawing, composition designs and physically or digitally manipulating images.

Externally Set Assignment (40%): In January of Year 11 students are given an **Externally Set Assignment**. Here they receive an AQA paper containing a range of starting points from which they must select one and independently produce a unit of work. During this time, they are given general guidance on how to work through this task. They have approximately nine weeks to develop supporting preparation work before they sit a ten-hour practical session (split over two days) to create a final piece(s). Students may take all photographs prior to the practical session to allow time during the session to manipulate their photographs and produce a final piece(s).

The preparatory work is marked alongside the final piece(s) and contributes 40% towards the final GCSE grade.

Skills and qualities required for success

This course offers students the opportunity to explore the technical and creative aspects of Photography. They will explore the digital camera and develop skills in a range of techniques and processes. Creativity will be encouraged throughout the course and students will be encouraged to work collaboratively as well as alone to create a range of innovative pieces.

This course is aimed at enthusiastic students with an adventurous and enquiring approach to art and design, who wish to learn new skills as well as develop those acquired at Key Stage 3. It is best suited for those who have a particular interest or ability in art and design and/or photography and wish to improve their creative thinking and problem solving skills further. Students will need to take the initiative in decision making and be able to research projects in their own time, so a firm sense of commitment to the subject is essential, whilst also being highly self-motivated.

Students must also be prepared to attend lunch and twilight sessions.

Futures

The career opportunities available in the art/ photography world are vast and diverse as are the routes which students who wish to pursue their art and design/ photography education can take; from A Levels, to BTEC National courses specialising in specific areas such as, Fashion and Clothing and Photography.

Courses such as these can then lead onto Higher Education courses and careers in architecture, fine art, animation and illustration, media, jewellery design, fashion, education, graphic design, furniture design, photography and film to name but a few.

Alternatively, if a student would rather enter the work place post 16, then there are many careers in the creative industries that would welcome a GCSE in Photography, some of which provide further learning opportunities within them, for example a Modern Apprenticeship.

Additional Requirements

It is essential that those students who wish to opt for this course have achieved a level 4 or higher in Year 9 and have a pristine attendance.

Students will also be required to purchase the following materials:

Although digital SLR cameras are provided by the school for use in the Art Department, it is advisable but not essential to have a digital camera to use at home for extended practice although the cameras in current mobile phones are now excellent and students can use these. It is also advisable that students purchase an SD card for use in either their own or the school cameras which should be no smaller than 16GB so can fit multiple shoots onto it.

GCSE RS AND PHILOSOPHY

Examination Board and Code

AQA 8062A

Specification

GCSE Religious Studies A

Form of Assessment

100% of the course assessment will be via two external written examinations. All assessment is linear, with both exams taking place at the end of Year 11.

Paper 1:

- Written exam: 1 hour 45 minutes
- 96 marks (plus 3 marks for spelling, punctuation, grammar and specialist terminology)
- 50% of GCSE

Paper 2:

- Written exam: 1 hour 45 minutes
- 96 marks (plus 3 marks for spelling, punctuation, grammar and specialist terminology)
- 50% of GCSE

Course content

Students will complete two components of study over the two-year course. Component one (Paper 1) will be a study of the religious beliefs, teachings and practices of two major world religions: Christianity and Islam. Component two will involve the study of four Philosophical and Ethical themes.

Paper 1: The study of religion: beliefs, teaching and practices

Paper 2: Philosophical Thematic Studies

Skills and qualities required for success:

- A genuine interest in Religion and Philosophy and how it influences people's lives
- An awareness of differing viewpoints
- A good standard of spelling, punctuation and grammar
- The ability to be well organised and to meet deadlines for PP&R
- A willingness to think deeply about key questions
- A willingness to listen to others and respect their opinions
- The ability to use evidence from various sources to express and evaluate personal responses
- The ability to analyse different ideas and viewpoints and being willing to justify your point of view
- The ability to debate respectfully
- A willingness to share your personal opinions and defend your choices
- A willingness to build relationships with your peers and gain valuable skills for your future.

Futures:

A GCSE in RS and Philosophy is a highly valued qualification. Colleges, universities and employers recognise and value Religion and Philosophy as an academically challenging and rigorous subject which provides students with vital transferable skills and above all else a knowledge and understanding of issues of relevance to all people across society.

RS and Philosophy provides:

Progression onto further study including A Level studies in Religious Studies and Philosophy and other subjects including: History, Geography, English, Law, Psychology, Ethics, Theology, Sociology and Politics.

Careers which favour an RS and Philosophy qualification include: teaching, academia, the police service, nursing, medicine, law, journalism, social work, the armed forces and many more.

GCSE RS and Philosophy enables students to:

- Adopt an enquiring, critical and reflective approach to the study of Philosophy, Ethics and Religion
- Explore religions and beliefs, reflect on fundamental questions, and engage with them intellectually and respond personally
- Enhance their spiritual and moral development, and contribute to their health and well being
- Enhance their personal, social and cultural development, their understanding of different cultures locally, nationally and in the wider world, and contribute to social and community cohesion
- Develop their interest in, and enthusiasm for, the study of RS and Philosophy, and relate it to the wider world
- Reflect on and develop their own values, opinions and attitudes in light of their learning
- Assess current world issues critically and fairly

RS and Philosophy gives you the chance to be yourself, explore your personal beliefs and to spend time with like-minded students.

For more information, please speak to Mrs Alafiatayo or Miss Rosser

GCSE SEPARATE SCIENCES

Examination Board and Syllabus

AQA - GCSE Biology (Triple)

AQA - GCSE Chemistry (Triple)

AQA - GCSE Physics (Triple)

Form of Assessment

This course provides three separate GCSE qualifications (it is NOT possible to take them individually).

2 x 1hr 45minute exams for Biology, Chemistry and Physics (6 exams in total at the end of year 11)

100% exams. Including multiple choice, structured, closed short answer and open response questions.

Course Content

The specifications are divided into topics which each cover different key areas of Biology, Chemistry and Physics. Practical skills are developed throughout the courses and assessed in the written papers.

GCSE Biology	GCSE Chemistry	GCSE Physics
<ol style="list-style-type: none">1. Cell biology2. Organisation3. Infection and response4. Bioenergetics	<ol style="list-style-type: none">1. Atomic structure and the periodic table2. Bonding, structure, and the properties of matter3. Quantitative chemistry4. Chemical changes5. Energy changes	<ol style="list-style-type: none">1. Energy2. Electricity3. Particle model of matter4. Atomic structure
<ol style="list-style-type: none">5. Homeostasis and response6. Inheritance, variation and evolution7. Ecology	<ol style="list-style-type: none">6. The rate and extent of chemical change7. Organic chemistry8. Chemical analysis9. Chemistry of the atmosphere10. Using resources	<ol style="list-style-type: none">5. Force6. Waves7. Magnetism and electromagnetism8. Space physics

Skills and Qualities required for success

The GCSEs in Separate Sciences encourage students to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile course of study. It encourages learners to develop their curiosity about the living, material and physical worlds and provides insight into and experience of how Science works.

Futures

Although not essential, the Separate Sciences course is highly recommended for those students considering choosing Sciences at A Level. The course provides an

excellent grounding for A Levels in a broad range of subjects (especially in the Sciences) as well as other Further Education courses.

Additional requirements

There will be an entrance exam for GCSE Separate Science. As well as the exam, teacher assessment will be used to determine the suitability of the course for each student.

GCSE DESIGN AND TECHNOLOGY: TEXTILES

Subject Title

GCSE D&T: Textiles

Examination Board and Code

AQA (8552)

Form of Assessment

50% - Written Examination - 2 hours - *100 marks*

50% - Non-Examined Assessment (NEA) - 30-35 hours - *100 marks*

Course Content

GCSE Design and Technology: Textiles sets out the knowledge, understanding and skills required to undertake the iterative design process of exploring, creating and evaluating. The majority of the specification is delivered through written theory and practical application, intended to develop students' knowledge and understanding.

- *Core technical principles*- including: all material areas and their properties, energy and conservation, new and emerging technologies, systems and mechanics.
- *Specialist technical principles*- including: focussing on textiles and fabrics. Looking at forces and stresses, applied mathematics, ecological and social footprint, scales and methods of production, using and working with fabrics and materials
- *Designing and making principles*- including: research and investigation, prototype development, fashion drawing and manufacturing techniques, the work of others and communication methods of designers.

Skills and Qualities Required for Success:

Students wishing to undertake the GCSE D&T: Textiles should have an interest in fashion, textiles, wearable products and garments. Thinking about how they are made, fabrics and materials, their properties and sources and the environment. GCSE D&T: Textiles will involve a high level of creativity, sketching and modelling, prototyping potential designs and lots of written analysis, theory and evaluation. It will include using Computer Aided Design software to present and even model and prototype potential ideas. Students must also demonstrate mathematical/ scientific knowledge and understanding, in relation to textiles and technology.

Futures

Students can progress from this qualification to:

- A Level D&T: Product Design/ Fashion and Textiles
- Level 3 vocational qualifications, e.g. the BTEC Level 3 qualifications in Design & Technology
- Employment, e.g. in a fashion, interior, graphic design industry where an apprenticeship may be available.

Additional Requirements.

Students achieving an FS Level 4 and above in Maths and Science will be given first consideration for places on the GCSE: D&T Textiles.

Ability to sew and explore a range of techniques essential.

A creative or problem-solving mind would be advantageous.

Parent/Carer guide to using SIMS Options

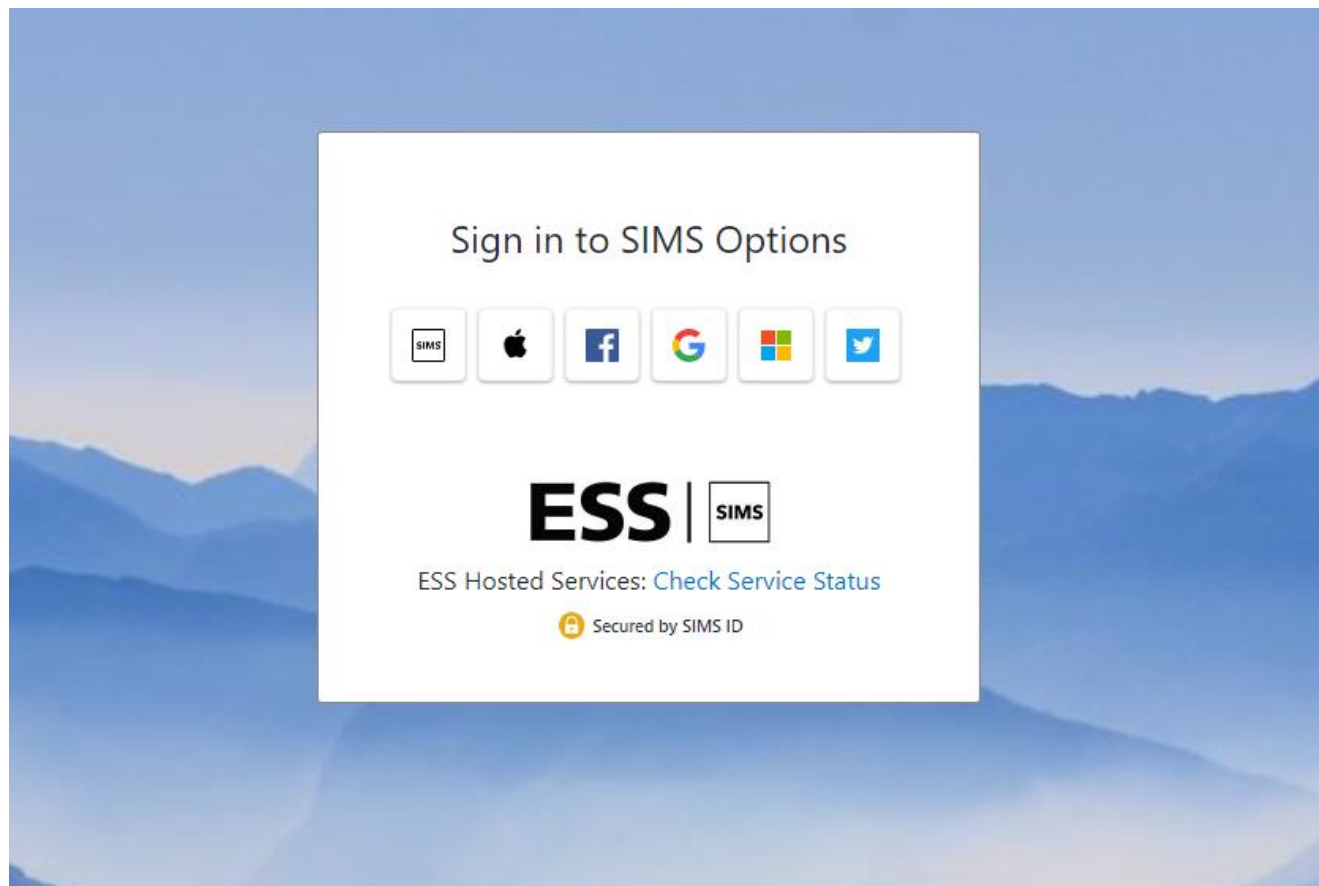


Step 1: Logging on to SIMS Options

Navigate to www.sims-options.co.uk or click on SIMS options from SIMS Parent.

You will be presented with the log in screen, your login platform is the same the that you use for SIMS Parent.

If you do not have a login for SIMS Parent please email parentapp@chhs.org.uk to request this.



Step 2: Making your choices

Once logged in you will be presented with the options on screen. Click on the name of the subject(s) you wish to choose. A selected choice will be highlighted in blue and appear in the list of choices on the right hand side of the screen. You need to select one choice from Pool A and three choices from Pool B.

Student Choices [Redacted]

Save

Pool A
You have chosen 1 of 1 ✓ courses from this list

BTEC Engineering BTEC Tech Award Level 1/2 This course is also available in Pool B	BTEC Media BTEC Tech Award Level 1/2 This course is also available in Pool B	BTEC Sport BTEC Award Level 2 This course is also available in Pool B
German GCSE 9 - 1 Full Course This course is also available in Pool B	French GCSE 9 - 1 Full Course This course is also available in Pool B	Geography GCSE 9 - 1 Full Course You have selected this course in Pool B
History GCSE 9 - 1 Full Course This course is also available in Pool B	Seperate Science GCSE 9 - 1 Full Course This course is also available in Pool B	Spanish GCSE 9 - 1 Full Course This course is also available in Pool B

Pool B
You have chosen 3 of 3 ✓ courses from this list

Art GCSE 9 - 1 Full Course	BTEC Engineering BTEC Tech Award Level 1/2 This course is also available in Pool A	BTEC Media BTEC Tech Award Level 1/2 This course is also available in Pool A
BTEC Sport BTEC Award Level 2 This course is also available in Pool A	Computer Science GCSE 9 - 1 Full Course	German GCSE 9 - 1 Full Course This course is also available in Pool A
Drama GCSE 9 - 1 Full Course	Design & Technology GCSE 9 - 1 Full Course	Food & Nutrition GCSE 9 - 1 Full Course
French GCSE 9 - 1 Full Course You have selected this course in Pool A	Geography GCSE 9 - 1 Full Course This course is also available in Pool A	BTEC Health & Social Car BTEC Award Level 2
History GCSE 9 - 1 Full Course This course is also available in Pool A	Media Studies GCSE 9 - 1 Full Course	Music GCSE 9 - 1 Full Course
PE GCSE GCSE 9 - 1 Full Course	Philosophy & Religion GCSE 9 - 1 Full Course	Photography GCSE 9 - 1 Full Course
Seperate Science GCSE 9 - 1 Full Course This course is also available in Pool A	Spanish GCSE 9 - 1 Full Course This course is also available in Pool A	Textiles GCSE 9 - 1 Full Course

Priority Choices (Total Choices: 1)
Course priorities do not need to be sorted by order of preference.

- French**
GCSE 9 - 1 Full Course Pool A

My Choices (Total Choices: 3)
To change your order of preference select a choice and click the position in the list you would like to move it to.

- Geography**
GCSE 9 - 1 Full Course Pool B
- Music**
GCSE 9 - 1 Full Course Pool B
- PE GCSE**
GCSE 9 - 1 Full Course Pool B

Step 3: Adjusting order of preference

Options choices and reservations appear in the order they have been selected by default. To alter the order, click on the option you wish to move then select the green box for the new position you would like it to be in. In the example below PE has been moved from preference 3 to preference 1. Please note that preferences only need to be indicated in Pool B. **It is imperative that you rank your choices** in order of preference as this will assist the options team in allocating courses.

My Choices (Total Choices: 3)

To change your order of preference select a choice and click the position in the list you would like to move it to.

- 1 Geography
GCSE 9 - 1 Full Course Pool B
Click to move PE GCSE here.
- 2 Music
GCSE 9 - 1 Full Course Pool B
Click to move PE GCSE here.
- 3 PE GCSE
GCSE 9 - 1 Full Course Pool B
Click again to deselect or click another course to change preference.

My Choices (Total Choices: 3)

To change your order of preference select a choice and click the position in the list you would like to move it to.

- 1 PE GCSE
GCSE 9 - 1 Full Course Pool B
- 2 Geography
GCSE 9 - 1 Full Course Pool B
- 3 Music
GCSE 9 - 1 Full Course Pool B

Step 4: Parent/Carer Approval

Scroll down to tick the box to indicate your approval of these choices and add any comments that you wish the options team to take into consideration. Please do not ask questions in this box as it is not monitored daily. If you have any questions please email ks4options@chhs.org.uk and Mrs Moroney or a member of the options team will get back to you.

▼ Parent/Carer approval

Parent/Carer Approval

Add any comments here

Step 5: You MUST Save

Student Choices - [Redacted]

Save

Pool A

You have chosen 1 of 1 courses from this list

BTEC Engineering BTEC Tech Award Level 1/2 <small>This course is also available in Pool B</small>	BTEC Media BTEC Tech Award Level 1/2 <small>This course is also available in Pool B</small>	BTEC Sport BTEC Award Level 2 <small>This course is also available in Pool B</small>
German GCSE 9 - 1 Full Course <small>This course is also available in Pool B</small>	French GCSE 9 - 1 Full Course <small>This course is also available in Pool B</small>	Geography GCSE 9 - 1 Full Course <small>You have selected this course in Pool B</small>
History GCSE 9 - 1 Full Course <small>This course is also available in Pool B</small>	Separate Science GCSE 9 - 1 Full Course <small>This course is also available in Pool B</small>	Spanish GCSE 9 - 1 Full Course <small>This course is also available in Pool B</small>

Pool B

You have chosen 3 of 3 courses from this list

Art GCSE 9 - 1 Full Course	BTEC Engineering BTEC Tech Award Level 1/2 <small>This course is also available in Pool A</small>	BTEC Media BTEC Tech Award Level 1/2 <small>This course is also available in Pool A</small>
BTEC Sport BTEC Award Level 2 <small>This course is also available in Pool A</small>	Computer Science GCSE 9 - 1 Full Course	German GCSE 9 - 1 Full Course <small>This course is also available in Pool A</small>
Drama GCSE 9 - 1 Full Course	Design & Technology GCSE 9 - 1 Full Course	Food & Nutrition GCSE 9 - 1 Full Course
French GCSE 9 - 1 Full Course <small>You have selected this course in Pool A</small>	Geography GCSE 9 - 1 Full Course <small>This course is also available in Pool A</small>	BTEC Health & Social Car BTEC Award Level 2
History GCSE 9 - 1 Full Course <small>This course is also available in Pool A</small>	Media Studies GCSE 9 - 1 Full Course	Music GCSE 9 - 1 Full Course
PE GCSE GCSE 9 - 1 Full Course	Philosophy & Religion GCSE 9 - 1 Full Course	Photography GCSE 9 - 1 Full Course
Separate Science GCSE 9 - 1 Full Course <small>This course is also available in Pool A</small>	Spanish GCSE 9 - 1 Full Course <small>This course is also available in Pool A</small>	Textiles GCSE 9 - 1 Full Course

Priority Choices

(Total Choices: 1)

Course priorities do not need to be sorted by order of preference.

- French**
GCSE 9 - 1 Full Course Pool A

My Choices

(Total Choices: 3)

To change your order of preference select a choice and click the position in the list you would like to move it to.

- PE GCSE**
GCSE 9 - 1 Full Course Pool B
- Geography**
GCSE 9 - 1 Full Course Pool B
- Music**
GCSE 9 - 1 Full Course Pool B