



Options Booklet

May 2018

Selecting your
Options
for
Year Nine

Introduction

As your son approaches the end of Year Eight we begin to prepare him for his transition to Year Nine. Part of that process is for him to choose a range of subjects to be studied in preparation for selecting his GCSE / BTEC options at the end of the next academic year. This booklet contains specifications for subjects which will be studied from Year Ten and provides an introduction to help your son to make a decision about his future studies.

The rationale behind this practice is that it allows boys to explore in much greater depth those subjects they consider are possibilities for selecting for their GCSE / BTEC courses beginning in Year Ten – the boys choose a wider range for Year Nine and are then in a better position to determine which subjects they would like to pursue for their GCSE or Level 2 BTEC courses, decided at the end of Year Nine.

Boys must, of course, continue with English, Mathematics, Science and Physical Education but can opt for new subject choices such as Photography or Travel and Tourism. To help with the decision process the boys will attend assemblies on the different subject areas and will have the opportunity to speak directly to individual teachers at Parents' Evening where they will be guided by the staff. Full School Year Reports will also be published ahead of the deadline. LDC will continue to run separately from these options and is delivered in the same way as in Year Eight.

This year we are offering **21** different subjects for the boys to choose from and this booklet highlights the key features of each, including a guide to the skill sets required for success. To help you differentiate between the type of qualification, we have colour coded them for you - Red for GCSE, Green for BTEC and Blue for Design Engineer Construct! Please note that the specifications are an outline of what needs to be taught in Years Ten and Eleven. Year Nine is a foundation year and will touch on a range of topics and skills required.

Unfortunately, due to timetabling constraints subjects cannot be chosen at random and instead are organised in three different blocks. Each boy will study two subjects from each block and will have three lessons per option subject over the fortnightly timetable, plus time on scheduled Flexi Fridays for the whole of the academic year.

Once you have made your choices, please complete the attached form and return it to the School Office marked for the attention of Mrs Kerr, no later than Thursday 24th May 2018.

We will communicate to you in writing your son's confirmed options before the end of the academic year.

Penni Kerr

Deputy Head - Curriculum

pkerr@morehouseschool.co.uk

Level 1/2 BTEC v GCSE subjects

All the Level 2 BTEC courses offered in Year Ten/Eleven are equivalent to GCSEs. The key difference is in how they are assessed:

- GCSEs are typically assessed through public examination with some subjects having a smaller element of non-examined assessment which is completed during the academic year.
- Level 1/2 BTECs are typically weighted 25% examination and 75% coursework.
- There are some variations, so please read the individual specifications for more details.
- BTEC examinations can be re-sat over the two years of study and the best result stands.
- Internal assessment is through a number of assignments set by the teacher. The assessment of BTEC Level 1/2 is flexible and can be tailored to suit the needs of the learners. For example, assignments can include discussion, presentations, reports, posters, etc.
- BTECs **aren't** easier than GCSEs; assessment is continuous so pupils need to be organised and prepared to meet deadlines.
- BTECs **aren't** inferior to GCSEs—they are just different. 95% of UK universities and colleges accept BTECs, including Oxbridge.
- Please note that BTEC specifications are due to change from September 2019. Specifications in this booklet, however, provide an overview of the type of material which will be studied.

Year Eight into Nine Options - May 2018

Block 1

GCSE Design & Technology

GCSE History

GCSE Psychology

GCSE Spanish

BTEC Business

BTEC Countryside and Environment

BTEC Media

Block 2

GCSE Drama

GCSE Photography

GCSE Sociology

BTEC Home Cooking Skills (Half GCSE Equivalent)

BTEC Information Creative Technology

BTEC Travel and Tourism

TLM Design Engineer Construct!

Block 3

GCSE Computer Science

GCSE Geography

GCSE Music

GCSE Religious Studies

BTEC Art

BTEC Engineering

BTEC Sport

At a Glance:

- Each pupil should choose **two** subjects from each block.
- We will make every attempt to offer each pupil his first choices but in the event that a subject is full one further subject should be nominated (from any of the blocks)
- Remember, pupils perform better in subjects which they enjoy and have an interest in.
- LDC will continue to be delivered as a separate timetabled subject.
- Option choices should be submitted by **Thursday 24th May 2018**.
- If you require further information before making your choices, please contact your son's Tutor or Head of Year who will be able to advise you.

Head of Year Eight

Miss Willmott/Mrs McGuire

hoy8@morehouseschool.co.uk

Core Subjects and Learning Development Centre

GCSE English Language

GCSE English Literature

GCSE Mathematics

GCSE/BTEC Science

Learning Development Centre (LDC)

Pupils will also continue to enjoy Core PE every week.

OCR

GCSE English Language

J351

(Grade 9-1)

OCR GCSE English Language helps students to explore communication, culture and creativity; to develop independent and critical thinking and to engage with the richness of our language and literary heritage. English is an essential part of our lives. As well as being spoken in a variety of countries worldwide, it is also the language most used within business, allowing us to communicate effectively, entertain, motivate and calm.

Aims:

- To read a wide range of texts fluently and with good understanding.
- To read critically, and use knowledge gained from wide reading to inform and improve their own writing.
- To write effectively and coherently using Standard English appropriately.
- To use grammar correctly and punctuate and spell accurately.
- To acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions for reading, writing and spoken language.
- To listen to and understand spoken language effectively.

Key features:

- A two-year course of two written papers and a spoken language non-exam assessment. Students sit the exams in May/June of the second year of study.

Assessment:

- Two-hour Written Paper 1 (50%) – Communicating information and ideas (80 marks). Read and compare one 19th century and one 20th or 21st century non-fiction text and write one piece of original non-fiction.
- Two-hour Written Paper 2 (50%) – Exploring effects and impact (80 marks). Read and respond to 20th or 21st century literary prose texts (one may be literary non-fiction) and one piece of original creative writing.
- Spoken language endorsement – Students present information and ideas in a spoken presentation and listen and respond to others appropriately.

Resources required:

- None required.

Progression:

- Most employers and universities will want a grade 4 in English at GCSE, so all students have to achieve this and keep on studying the subject until they do.
- English is good for any job involving communication, such as advertising, marketing, journalism, law, business, teaching, performing arts, media and design. Also careers in science, engineering, technology and maths need more English than you think. Success in English can lead to great opportunities in life.



Learn it in the Classroom:

English is the primary language of communication in the UK. Most of us grow up speaking it fluently or learn as in the classroom and from society around us. So, why study English?

Well, there's a lot more to English than the words we speak. Learning the rules of spelling, punctuation and grammar, and constructing sentences, takes time, study and patience.

Skill Set for Success:

Employers say that one of the most valuable things they look for in the people who work for them is good communication skills, which means writing and presentation as well as talking. Being able to write a good cover letter, which is free from mistakes, can also be key to getting that job in the first place.

Essentially, whenever you need to persuade, inform or connect with someone, English is your best friend.

Head of English

Miss Jenna Morgan

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OCR

GCSE English Literature

J352

(Grade 9-1)

OCR GCSE (9–1) in English Literature aims to encourage learners to read, engage critically with and to explore a wide range of literature; to develop and sustain confident, personal responses to their reading, using supporting textual evidence; to use accurate, effective writing skills; and enjoy a variety of texts across the major genres, including modern texts and texts from different cultures, as well as classic literature.

“Literature adds to reality; it does not simply describe it. It enriches the necessary competencies that daily life requires and provides; and in this respect, it irrigates the deserts that our lives have already become.” CS Lewis

Aims:

- To read a wide range of classic literature fluently and with good understanding, and make connections across their reading.
- To read in depth, so that they are able to discuss and explain their understanding and ideas.
- To develop the habit of reading widely and often appreciate the depth and power of the English literary heritage.
- To write accurately, effectively and analytically about their reading, using Standard English.
- To acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms needed to criticise and analyse what they read.

Key features:

- A two-year course of two written papers. Students sit the exams in May/June of the second year of study.

Assessment:

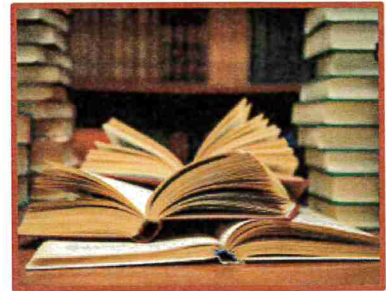
- Two-hour Written Paper 1 (50%) – Exploring modern and literary heritage texts (80 marks). Read and respond to one studied modern prose or drama text and one studied 19th century prose text.
- Two-hour Written Paper 2 (50%) – Exploring poetry and Shakespeare (80 marks). Read and respond to one thematic poetry cluster from the OCR Poetry Anthology, including making connections with a thematically linked unseen poem, and one studied Shakespeare play.

Resources required:

- None required.

Progression:

- Students can progress from this qualification to study AS and A Levels in English Literature and other subjects and if you are considering university then English Literature is recommended for: Teacher training; History; History of Art; Politics and Religious Studies.



At a Glance:

Studying English Literature helps to sharpen your analytical skills. If you can take a text and find the themes plus connect it with other texts, theories and historical events, you are showing that you can handle complex ideas, search for patterns and interpret information in a wider context.

You will also develop your planning and research skills as well as gain knowledge of history, culture, philosophy and even human behaviour.

Skill Set for Success:

You will need to be keen to develop your reading comprehension and reading critically as well as producing clear and coherent essays which describe, explain, summarise, argue, analyse and evaluate; discuss and maintain a point of view, emphasise key points with relevant quotations and detailed textual references. Accurate spelling, punctuation and grammar should also be developed.

Head of English

Miss Jenna Morgan

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OCR GCSE Mathematics J560 (Grade 9-1)

Studying Maths helps us find patterns and structure in our lives. Practically, Maths helps us put a price on things, create graphics, build websites, build skyscrapers and generally understand how things work or predict how they might change over time and under different conditions.

OCR GCSE (9–1) in Maths provides a broad course of study. It encourages students to develop confidence in, and a positive attitude towards, Maths and to recognise the importance of Maths in their own lives and to society. It also provides a strong mathematical foundation for pupils who go on to study Mathematics at a higher level, post-16.

Aims:

- To develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- To acquire, select and apply mathematical techniques to solve problems.
- To reason mathematically, make deductions and inferences and draw conclusions.
- To comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Key features:

- The GCSE in Mathematics consists of three papers of equal length. Students are entered for either Foundation or Higher tier. They will sit the exams in May/June of Year 11.

Assessment:

- Paper 1 (33.3%) – Written paper (1h 30m), 100 marks. Calculator permitted.
- Paper 2 (33.3%) – Written paper (1h 30m), 100 marks. Calculator **NOT** permitted.
- Paper 3 (33.3%) – Written paper (1h 30m), 100 marks. Calculator permitted.

Resources required:

- Electronic calculator and mathematical instruments (available to purchase at school).

Progression:

- Most universities and employers will want you to have a Grade 4 in Maths at GCSE so all students must now achieve this and keep on studying until they do. You will also need a good grade to study at GCE level.
- Beyond that, career possibilities are endless. People with Maths degrees and other qualifications can go into: accounting, medicine, engineering, forensic pathology, finance, business, teaching, IT, games development, scientific research, programming, design and construction to name but a few....



At a Glance:

Maths, like English, is a core subject at school, which must be studied at least up to GCSE level.

Just as languages provide the building blocks and rules we need to communicate, Maths uses its own language, made up of numbers, symbols and formulas, to explore the rules we need to measure or identify essential problems like distance, speed, time, space, change, force and quantities.

Skill Set for Success:

Maths is one of the best subjects to develop your analytical, research and problem-solving skills. Not only will studying Maths help give you the knowledge to tackle scientific, mechanical, coding and abstract problems, it will also help you develop logic to tackle everyday issues like planning projects, managing budgets and even debating effectively.

Head of Mathematics

Mrs Sandra Campbell

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AQA GCSE Biology 8461 (Grade 9-1)

GCSE Biology helps students to get a good understanding of the world of living things, from how a basic cell works to the complexities of an ecosystem. This is a topic-based qualification designed to help encourage a practical and enquiring approach, helping students to develop the necessary practical skills in Biology.

Aims:

- To develop knowledge and understanding of Biology.
- To develop understanding of the effects of Biology on society.
- To develop understanding of the importance of scale in Biology.
- To develop understanding of the relationships between hypotheses, evidence, theories and explanations.
- To develop awareness of risk and the ability to assess potential risk in the context of potential benefits.
- To develop observational, practical, modelling, enquiry and problem-solving skills.
- To develop ability to evaluate claims using scientific methods.
- To develop skills in communication, mathematics and the use of technology in scientific contexts.

Key features:

- A two-year course of two written papers and practical non-exam assessment. Students sit the exams in May/June of the second year of study.

Assessment:

- 1h 45m Written Paper 1 (50%) – Cell biology; Organisation; Infection and responses; and Bioenergetics (100 marks).
- 1h 45m Written Paper 2 (50%) – Homeostasis and response; Inheritance, variation and evolution; and Ecology (100 marks).
- Both papers - Multiple choice, structured, closed short answer and open response.

Resources required:

- None required.

Progression:

- Achievement at GCSE provides a foundation for study at GCE. Biology is a key subject for lots of careers, particularly in healthcare, medicine and careers involving plants or animals, including: nursing, dentistry, forensic science, psychology, physiotherapy, botany, environmental science, zoology, geology, oceanography, pharmaceuticals, energy, teaching, science writing, genetics and research.



At a Glance:

Biologists are scientists who study the natural world and all the living things in it, from the largest mammals down to our own microscopic DNA.

They try to understand how animals and organisms work (including humans), how we evolved and the things that can make us sick or improve our health.

Biologists use this knowledge to do things like try to stop the spread of disease, track down natural resources, improve public health, animal care and conservation and work out the true impacts of things like pollution.

Skill Set for Success:

As with the other sciences, biology helps you to build up research, problem solving, organisation and analytical skills.

If you study biology, you will be likely to find yourself working on group projects, which will help you build your teamwork and communication skills too.

Head of Science

Mrs Nancy Thomas

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AQA GCSE Chemistry 8462 (Grade 9-1)

GCSE Chemistry gives students an insight into the chemical processes, reactions and transformations that impact on our daily lives, from the products we use, the buildings we live in and the food we eat. The practical work opens students up to the 'magic' of Chemistry and eco-minded students will appreciate the content of lots of 'green' elements, e.g. looking at the impact on the environment of burning fossil fuels etc.

Aims:

- To develop an understanding of Chemistry.
- To develop observational, practical, modelling, enquiry and problem-solving skills.
- To grasp how hypotheses, evidence, theories and explanations work together.
- To develop understanding of how Chemistry can affect society and the environment.
- To develop awareness of risk and the ability to assess and weigh risk against potential benefits.
- To develop an ability to evaluate claims using scientific methods.
- To develop skills in communication, maths and the use of technology in scientific contexts.

Key features:

- A two-year course of two written papers and practical non-exam assessments. Students sit the exams in May/June of the second year of study.

Assessment:

- 1h 45m Written Paper 1 (50%) – Atomic structure and the periodic table; Bonding, structure and the properties of matter, Quantitative chemistry, Chemical changes and Energy changes (100 marks).
- 1h 45m Written Paper 2 (50%) – The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources (100 marks).
- Both papers - Multiple choice, structured, closed short answer and open response.

Resources required:

- None required.

Progression:

- Achievement at GCSE provides a foundation for study at GCE. Chemistry is an important subject for careers in: medicine, environmental science, engineering, toxicology, developing consumer products, metallurgy (studying how metals behave), space exploration, developing perfumes and cosmetics, pharmaceuticals, energy, teaching, science writing, software development and research, veterinary studies.



At a Glance:

Chemists conduct experiments to study how elements work in different conditions, test how they mix, and work out what they are made up of right down to the tiniest particle. The results can be ground-breaking, colourful, explosive, or almost impossible to see.

Chemists use their experiments and knowledge to develop medicines, foods, fabrics and other materials, from neon lights to shatterproof glass. They also use it to understand the world around us, from why leaves change colour to discovering invisible pollutants in the air.

Skill Set for Success:

All that questioning and experimentation can be really handy when it comes to building a whole range of skills for work. Chemistry helps you to develop research, problem solving and analytical skills. It helps to you challenge ideas and show how you worked things out through logic and step-by-step reasoning. Chemistry often requires teamwork and communication skills too, which is great for project management.

Head of Science

Mrs Nancy Thomas

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AQA GCSE Physics 8463 (Grade 9-1)

GCSE Physics encourages students to gain knowledge and practical experience about the underlying principles of how things work – from electrical circuits via X-ray machines to fairground rides. The practical elements of the course help students to match concepts and evidence that motivate and improve understanding and the variety and range of topics covering, for example, the medical application of Physics as well as household electricity and appliances, stimulates learning.

Aims:

- To develop an understanding of how physics can affect society and the environment.
- To grasp of how hypotheses, evidence, theories and explanations work together.
- To develop an awareness of risk and the ability to assess and weigh risk against potential benefits.
- To develop observational, practical, modelling, enquiry and problem-solving skills.
- To develop an ability to evaluate claims using scientific methods.
- To develop skills in communication, Maths and the use of technology in scientific contexts.

Key features:

- Two-year course of two written papers and practical non-exam assessments. Students sit the exams in May/June of the second year of study.

Assessment:

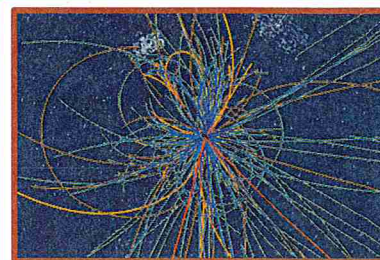
- 1h 45m Written Paper 1 (50%) – Electricity; Particle model of matter, and Atomic structures (100 marks).
- 1h 45m Written Paper 2 (50%) – Waves; Magnetism and electromagnetism; and Space physics (100 marks).
- Both papers - Multiple choice, structured, closed short answer and open response.

Resources required:

- None required.

Progression:

- Achievement at GCSE provides a foundation for study at GCE. Physics is a seriously useful subject for careers in science, technology, engineering and maths. It is especially helpful for jobs that involve building things and developing new technologies, including: engineering, astronomy, robotics, renewable energies, computer science, communications, space exploration, science writing, sports and games technology, research and nanotechnology (that's engineering on a seriously tiny molecular scale).



At a Glance:

Physicists use the laws they uncover to develop new materials, machinery, and technology to improve our lives and help us explore the universe further, from computers to telescopes and spacecraft.

They ask some big questions, but they specialise in different areas and their work can be varied. For example, nuclear physicists study the tiniest particles of matter to discover what the universe is made of, whereas astrophysicists study some of the largest things – stars, planets and celestial bodies.

Many physicists also combine their work with the other sciences (chemistry and biology) to study things like meteorology (the atmosphere) and geophysics (the structure of the earth).

Skill Set for Success:

Physics will help you to build up your problem solving, research, and analytical skills. With these skills you'll be able to test out new ideas plus question and investigate other people's theories, which is useful for any kind of job that involves research or debate.

Head of Science

Mrs Nancy Thomas

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Pearson Edexcel

BTEC Principles of Applied Science

Level 1/Level 2 First Award

A vocational approach to Science which provides an engaging introduction to applied science principles. The knowledge, understanding and practical skills which make up this qualification reflect the needs of employers and higher and further education professionals. It presents knowledge, skills and understanding in a meaningful work-related context, to allow learners to understand theory and application.

Aims:

- To develop scientific principles in vocational contexts, leading to an understanding of how those principles are applied in practice.
- To give learners the opportunity to gain a broad understanding and knowledge of science principles and practice.
- To develop a range of related skills and techniques that are essential for successful performance in working life.

Key features:

- Qualification graded at Level 2 Distinction*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Pass and Unclassified.
- Level 2 Pass and above broadly equivalent to one GCSE.
- For BTEC Science all units are mandatory.

Assessment:

- 25% is externally assessed based on a unit called Principles of Science, where the exam board sets and marks the assessment.
- The remainder is internally assessed allowing feedback on progress throughout the course based on assignments and practical work.

Resources required:

- None required.

Progression:

- Achievement at Level 2 supports progression into a more specialised level 3 vocational or academic course or into an apprenticeship or potential employment within a wide range of science sectors such as process, industrial, medical, or forensic.



At a Glance:

All units are Mandatory:

- Principles of Science (external assessment)
- Chemistry & Our Earth
- Energy & Our Universe
- Biology & Our Environment (all internally assessed)

Skill Set for Success:

The qualification is appropriate for students who benefit from a practical and applied approach to learning in a vocational context.

Head of Science

Mrs Nancy Thomas

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Block 1

Choose **two** subjects from this block

Block 1

GCSE Design & Technology

GCSE History

GCSE Psychology

GCSE Spanish

BTEC Business

BTEC Countryside and Environment

BTEC Media

OCR

GCSE Design & Technology

J310

(Grade 9-1)

GCSE Design & Technology is a subject that brings learning to life, encouraging pupils to apply their knowledge to real-life situations. It aims to relate real-world awareness of iterative design practices and strategies used by creative, engineering and manufacturing industries. Pupils will use critical thinking, leading towards invention and design innovation, to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

Aims:

- To use imagination, experimentation and combine ideas when designing.
- To develop skills to critique and refine ideas whilst designing and making.
- To communicate design ideas and decisions using different media and techniques.
- To develop decision-making skills including planning and organisation of time and resources.
- To develop knowledge of materials, components and technologies and practical skills to develop quality, imaginative and functional prototypes.
- To be ambitious, open to explore and to take design risks.
- To consider costs, commercial viability and marketing.
- To demonstrate safe working practices.
- To use key terminology related to designing, innovation and communication, materials and technologies, making, manufacture and production, critiquing, values and ethics.

Key features:

- Encourages creative thinking leading to design innovation by using authentic and contemporary design strategies and techniques centres around iterative design processes – explore/creat/evaluate, preparing pupils to become critical and innovative designers, engineers and consumers of the future.

Assessment:

- A two year GCSE in Design & Technology consists of one non-exam assessment – Iterative Design Challenge (50%) and one 2 hour externally examined written paper – Principles of Design & Technology (50%).
- Students will sit the exams in May/June of the second year of study.

Resources required:

- All resources provided with the exception of specialist materials.

Progression:

- GCSE in Design & Technology enables progression to GCE Product Design and GCE Engineering. It provides an understanding of the manufactured world and is valuable in all aspects of engineering, construction and architecture.



At a Glance:

GCSE Design & Technology offers you the chance to be creative, to evaluate the way we live our lives, giving thought to environmental concerns, and to have a better understanding of the manufacturing process of products we use in our everyday lives.

You will work with woods, metals, plastics, composite, modern and smart materials. As well as normal skills associated with manipulation of materials, there will be opportunities to do wood turning, bench joinery, traditional metalwork, MIG welding, CAD CAM, 3D printing, advanced DTP and plastic thermoforming.

Skill Set for Success:

If you enjoy thinking creatively, problem solving, designing products for the future, making your own unique product, using your initiative and creativity, using Computer Aided Design and working to deadlines then Design & Technology could be for you.

Head of Technology

Mr Mick Johnson

mjohnson@morehouseschool.co.uk

AQA GCSE History 8145 (Grade 9-1)

GCSE History teaches the origins of some modern political and social problems and helps begin to understand why people behaved as they did. It is only through studying history that we can really understand the present day. Modern conflicts can be explained by looking back in history, and firmly-held attitudes and ideas are often rooted in the past.

Aims:

- To develop and extend knowledge and understanding of specified key events, periods and societies in local, British, and wider world history, and of a wide diversity of human experience.
- To engage in historical enquiry to develop as independent learners and as critical and reflective thinkers.
- To develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical content.
- To develop awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them.
- To organise and communicate their historical knowledge and understanding in different ways and reach substantial conclusions.

Key features:

- A two-year GCSE in History consists of two written papers. Students will sit the exams in May/June of the second year of study.

Assessment:

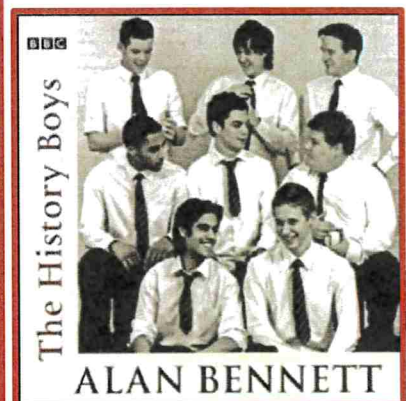
- Paper 1 (50%) – Understanding the modern world. Section A – a choice of four period studies focussing on two key developments in a country's history over a 50-year period. Section B – a choice of five wider world depth studies focussing on international conflict and tension.
- Paper 2 (50%) – Shaping the nation. Section A – a choice of three thematic studies looking at key developments in Britain over a long period. Section B – a choice of four British depth studies incorporating the study of a specific historic environment.

Resources required:

- None required.

Progression:

- Achievement at GCSE provides a foundation for study at GCE in preparation for higher education and possible careers in law, politics, public sector, business, marketing, journalism, economics, teaching, social research, archaeology and curation (museums, galleries, archives and libraries).



At a Glance:

GCSE History will help you understand how the world you live in was shaped, and make you consider today's society in a different way. As well as being fascinating, it is also very useful, showing that you are an independent thinker, open-minded, self-disciplined, and able to pick out the key points in a text. History helps you to develop the skills to look beyond the headlines, to ask questions confidently and to express your own opinions.

Skill Set for Success:

As History is literacy based, you will need to enjoy writing essays showing empathy, thoughts and feelings of key individuals in history and also to develop skills in critically analysing images and texts as part of a topic. The course will involve class discussion, guided note-taking, presentations, group work, role play and the chance to go on trips.

Teacher of History

Ms Erin Robinson

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OCR GCSE Psychology J203 (Grade 9-1)

GCSE Psychology introduces students to a range of classical and contemporary areas of human and animal psychology. Students will need to develop the ability to identify, understand and evaluate key critical concepts and issues from psychological theory and methodology with emphasis on the implications of psychology for society, explaining, theorising and modelling in psychology and procedural knowledge of ethical practice in psychology.

Aims:

- To engage in the process of psychological enquiry by developing as effective and independent learners, and as critical and reflective thinkers with enquiring minds.
- To develop an awareness of why psychology matters, how it works and its essential role in society.
- To understand the relationship between psychology and social, cultural, scientific and contemporary issues and its impact on everyday life.
- To develop an understanding of ethical issues in psychology and the contribution of psychology to individual, social and cultural diversity.
- To develop a critical approach to scientific evidence and methods.

Key features:

- A two year GCSE in Psychology consists of two written exams. There is no coursework. Students sit the exams in May/June of the second year of study.

Assessment:

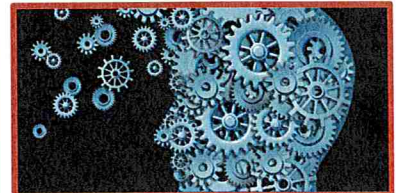
- **Written Paper 1h 30m. Unit 1:** Criminal Psychology • Development • Psychological Problems • Research Methods
- **Written Paper 1h 30m. Unit 2:** Social Influence • Memory • Sleep and Dreaming • Research Methods

Resources required:

- None required.

Progression:

- GCSE Psychology develops skills which are important for both the workplace and further education. This GCSE provides an excellent basis for continuing study to GCE A- level.



At a Glance:

If you are interested in human and animal behaviour and wonder why people act the way they do then GCSE Psychology is for you. You will consider moral, social, cultural and contemporary issues through a wide range of topic areas and research. You will learn about social, biological and developmental psychology through which you will explore stress, sensory organs and extra sensory perception, brain structure, prejudice, conformity, attraction, learning, animal behaviour and gender development.

Skill Set for Success:

As Psychology is a science-based subject, you will need to develop research skills in addition to knowledge and essay writing ability. You will need to be prepared to develop your independent learning and further critical and reflective thinking skills.

Head of Psychology

Mr Neil Fitzpatrick

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GCSE Spanish

GCSE Spanish encourages students to develop their ability to communicate with native speakers, from Spain and Latin America, in speech and writing. The study of Spanish should also broaden their horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

Aims:

- To develop the ability to communicate confidently with native speakers with increasing accuracy.
- To express and develop thoughts and ideas spontaneously and fluently.
- To listen to and understand clearly articulated speech.
- To deepen knowledge about how language works and enrich vocabulary.
- To develop awareness and understanding of the culture of the countries and communities where Spanish is spoken.

Key features:

- Two year course. Students sit the exams in May/June of the second year of study.

Assessment:

- Listening Paper – multiple choice and closed short answers.
- Speaking Assessment – answers to possible questions will be practised in advance.
- Reading Paper - multiple choice and closed short answers.
- Writing Paper – answers to possible questions will be practised in advance.
- Each of the above elements carries 25% of the marks.

Resources required:

- No specific resources required.

Progression:

- Achievement at GCSE provides a foundation for study at GCE (A Level). Spanish is a seriously useful subject for many careers and employers in service industries such as tourism and hospitality favour candidates with language qualifications. The same applies to businesses that deal with overseas clients and partners on a regular basis, as well as job roles that require overseas travel.

Spanish

At a Glance:

- Languages broaden your horizons: language study will not only provide you with the skills to speak, write and read a foreign language, but will also give insight into the history and culture of societies where the language is used.
- Languages can provide opportunities for travel and potentially for international study.

Skill Set for Success:

If you are starting Spanish as a new language for GCSE you can be confident in knowing that, through your previous studies in other subjects, you have already built up a lot of valuable language skills which will help you to learn this new one.

Teacher of Spanish
Mrs Cherry Anderson
canderson@morehouseschool.co.uk

Pearson Edexcel BTEC Business Level 1/Level 2 First Award

A two-year course designed to provide an engaging and stimulating introduction to the world of business, enabling both progression to further study and leading to a route into employment in areas such as marketing, finance, customer service and human resources.

Aims:

- To encourage knowledge and skills relevant to the business world through practical participation in a range of vocational business activities.
- To provide wider understanding and appreciation of the range of business sectors.
- To encourage development of communication, planning and team-working skills.
- To develop skills and techniques essential for success in working life, through presentations and in discussions giving opportunities to express opinions.

Key features:

- Qualification graded at Level 2 Distinction*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Pass and Unclassified.
- Broadly equivalent to one GCSE.
- Core units enable the development of key enterprise and financial skills and knowledge of how businesses recognise opportunities and build on them to succeed; and an understanding of how a business makes and manages its money and plans for the future.
- Optional units cover branding and promotion, customer service, sales, retail business, recruitment and career development, and business support.

Assessment:

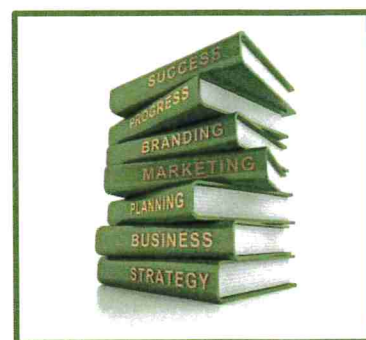
- 25% is externally assessed based on a finance unit, where the exam board sets and marks the assessment.
- The remainder is internally assessed allowing feedback on progress throughout the course based on assignment and project work case studies, workplace assessment, role play and presentations. Pupils are encouraged to research, liaising with local companies.

Resources required:

- None required.

Progression:

- Achievement at Level 2 provides a foundation for further study to other vocational qualifications such as Edexcel BTEC Level 3 in Business.



At a Glance:

Core Units (Mandatory)

- Enterprise in the Business World (internally assessed)
- Finance for Business (externally assessed)

Additional Units

Pupils choose from two of the following units (all internally assessed):

- Promoting a Brand
- Principles of Customer Service
- Sales & Personal Selling
- Introducing Retail Business
- Providing Business Support
- Recruitment, Selection & Employment

Skill Set for Success:

No prior knowledge or skills are necessary, however a keen interest in current affairs is vital.

Teacher of Business Studies

Mrs Helen Williams

hwilliams@morehouseschool.co.uk

Pearson Edexcel

BTEC Countryside & Environment

Level 2 Extended Certificate

A two-year course designed to provide an engaging and stimulating introduction to the environmental and land-based sector.

Aims:

- To encourage knowledge and skills relevant to the environmental and land-based sectors through practical participation in a range of vocational activities.
- To provide wider understanding and appreciation of the range of environmental and land-based sectors.
- To encourage development of communication, planning and team-working skills.
- To develop skills and techniques essential for success in working life, through presentations and in discussions giving opportunities to express opinions.

Key features:

- Qualification graded at Level 2 Distinction*, Level 2 Distinction, Level 2 Merit, Level 2 Pass and Unclassified.
- Broadly equivalent to one GCSE.
- Units give the opportunity to gain a broad understanding and knowledge of the environmental and land-based industries.

Assessment:

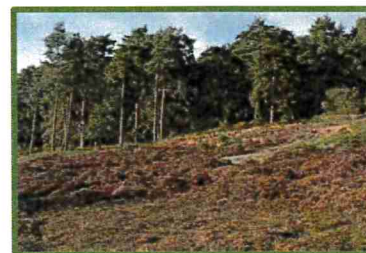
- All units are internally assessed allowing feedback on progress throughout the course based on assignment and project work case studies and presentations.

Resources required:

- Outdoor clothing—be prepared to be outside in all weathers.

Progression:

- Achievement at Level 2 provides a foundation for further study to other vocational qualifications such as Edexcel BTEC Level 3 in Countryside Management.



At a Glance:

Units

- Introduction to Environmental Studies.
- Conservation and improvement of British Habitats.
- Undertaking Ecological Surveys

(internally assessed)

Skill Set for Success:

No prior knowledge or skills are necessary for this qualification, although a keen interest in the environment is important.

Teacher of Humanities

Mrs Angela Saunders

asaunders@morehouseschool.co.uk

Pearson Edexcel

BTEC Creative Digital Media Production

Level 1/Level 2 First Award

A two-year course designed to inspire and enthuse learners to consider a career in the creative digital media industries, rather than just to participate in media recreationally, for example surfing the web or playing video games.

Aims:

- To encourage knowledge and skills relevant to the creative digital media industries through practical participation in a range of vocational business activities.
- To provide wider understanding and appreciation of the range of industries involved in the sector.
- To encourage development of communication, planning and team-working skills.
- To develop skills and techniques essential for success in working life, through presentations and in discussions giving opportunities to express opinions.

Key features:

- Qualification graded at Level 2 Distinction*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Pass and Unclassified.
- Level 2 Pass and above broadly equivalent to one GCSE.
- Core units explore the digital media industry and all five key sectors that fall under it. They will learn how use verbal, written and visual communication to enable them to formulate, develop and pitch ideas of a product that they then plan to produce.
- Optional units cover digital moving image production and Digital Game Production.

Assessment:

- 25% is externally assessed based on Digital Media Sectors & Audiences, where the exam board sets and marks the assessment.
- The remainder is internally assessed allowing feedback on progress throughout the course based on assignment and project work case studies, practical activities and presentations.

Resources required:

- None required.

Progression:

- Achievement at Level 2 provides a foundation for further study to other vocational qualifications such as Edexcel BTEC Level 3 in Creative Media Production.



At a Glance:

Core Units (Mandatory)

- Digital Media Sectors & Audiences (externally assessed)
- Planning & Pitching a Digital Media Product (internally assessed)

Additional Units

- Digital Moving Image Production
- Digital Game Production

Skill Set for Success:

No prior knowledge or skills are necessary for this qualification although a keen interest in the media industry is vital.

Head of Visual Arts

Mr Chris Aldred

caldred@morehouseschool.co.uk

Block 2

Choose **two** subjects from this block

GCSE Drama

GCSE Photography

GCSE Sociology

BTEC Home Cooking Skills (Half GCSE Equivalent)

BTEC Information Creative Technology

BTEC Travel and Tourism

TLM Design Engineer Construct!

OCR GCSE Drama J316 (Grade 9-1)

GCSE Drama aims to ignite and engage students' creativity, passion and interests. It provides freedom to experiment and take risks through a range of stimulating and creative activities, drawing on a variety of situations and contexts that students can relate to. Drama is an ideal subject to help improve confidence and social skills.

Aims:

- To provide opportunities to examine drama and the work of others as a practical art form.
- To investigate and apply knowledge and understanding to the process of creating and developing drama and to their own performance work.
- To offer a production option for the designer role.
- To develop skills in research, working with others, analysis, communication, time management, ICT, problem solving, planning and organising.

Key features:

- A two year GCSE in Drama consists of two non-exam assessments and one exam. All submitted in May/June of the second year of study.
- To show an ability to develop ideas to communicate meaning for theatrical performance; apply theatrical skills through performance; show understanding of how drama and theatre is developed and performed and evaluate their own and others' work.

Assessment:

- Non-exam assessment: Devising Drama (30%) – Exploring a stimulus and working together to create their own devised drama; Presenting & Performing Texts (30%) – Developing and applying skills in acting/design by showcasing two extracts from a performance text.
- Written exam: Drama: Performance & Response (40%). Demonstrate knowledge and understanding of drama through analysis and evaluation of live theatre performance.

Resources required:

- There will be an expectation to attend a minimum of two professional productions outside of school hours, which will incur additional costs.

Progression:

- Achievement at GCSE provides a foundation for study at GCE/BTEC in preparation for higher education and possible careers in the performing arts industry whether as a performer, technician, or stage manager.



At a Glance:

GCSE Drama is an exciting creative subject, ideal for those who enjoy the theatre, either as a performer or as a designer (through lighting, sound, set, costume), or a combination of both roles. A great opportunity to celebrate theatre in society.

A huge number of creative professionals can trace their inspiration for the theatre back to experiences at school through, perhaps, the encouragement of a teacher or acting or singing in a play. Maybe it will be you...

Skill Set for Success:

Drama requires long hours of hard work and dedication. You will have to be brave in exposing your abilities and accept criticism. You will also need to pay great attention to detail, to perfect and redo. Putting on a production takes strong organisational skills and you will need to be prepared to spend extra hours at school.

Head of Drama

Mrs Emily Richards

erichards@morehouseschool.co.uk

Pearson Edexcel

GCSE Photography (Art & Design)

1PY0

(Grade 9-1)

Photographs, moving image and digital media are a major part of our ever-growing visual culture. Photography opens doors to creativity and exploration of the imagination, encouraging communication of ideas and opinions through discussion and learning from one another.

Aims:

- To develop the use of formal elements of visual language: line, form, colour, tone, pattern and texture to communicate a variety of approaches.
- To understand the use of the camera and its functions, including depth of field, shutter speed, focal points and viewpoints.
- To develop skills to record from sources and communicate ideas.
- To understand the creative potential of combining and manipulating different two-dimensional and three-dimensional materials and media.
- To develop the use of digital and/or non-digital applications.

Key features:

- A two-year GCSE (9–1) in Photography consists of two internally assessed and externally moderated components. Students submit all assessment in May/June of the second year of study.
- Work must demonstrate knowledge and skills based on at least one of the following: documentary photography; photo-journalism; studio photography; location photography; experimental imagery; installation; moving image.

Assessment:

- Personal Portfolio - 60%. Students create a personal portfolio based on a task devised by the school showing knowledge and understanding through practical application. (Internally set and marked.)
- Externally Set Assignment - 40%. Set by the exam board in January of year 11 with twenty hours of preparation and a ten-hour practical test in April under exam conditions. (Externally set and moderated.)

Resources required:

- Your own Digital camera is essential.

Progression:

- Achievement at GCSE provides a foundation for study at GCE/BTEC in preparation for higher education and possible careers in film, television, web design, journalism, commercial photography and digital media.



At a Glance:

GCSE Photography is a very specialist, technical and exciting subject which doesn't just involve taking photographs! Although you will produce work using basic camera equipment, a digital camera, digital media and ICT as well as using general art and design methods to develop and produce your work, you will study the work of other photographers to help to inspire and improve your own work.

Skill Set for Success:

You must have a desire to take photographs and to look at them critically. Be prepared to visit galleries and to develop a general interest in photography. You will also need to learn specialist vocabulary to help describe your work and to display your work imaginatively.

Teacher of Photography

Miss Asha Patel

apatel@morehouseschool.co.uk

WJEC Eduqas GCSE Sociology C200QS (Grade 9-1)

Designed to foster an understanding and critical awareness of the social world focussing on the importance of social structure in explaining social issues. Pupils will be encouraged to explore and debate contemporary social issues enabling them to challenge assumptions and to question everyday understanding of social phenomena. They will develop their own sociological awareness through active engagement with the contemporary social world and their ability to think sociologically in relation to their experience of the social world, so that they can play a positive, active and informed role in society.

Aims:

- To apply sociological knowledge, understanding and skills to develop understanding of relationships and tension between social structures and individual agency within a UK and global context.
- To critically analyse information and use evidence to make informed arguments, reach substantiated judgements and draw conclusions.
- To use and apply knowledge and understanding of how social structures and processes influence social control, power and inequality.
- To use sociological theories to understand social issues, debates, social changes and continuities over time.
- To understand and evaluate sociological methodology and a range of research methods.
- To use sociological terminology appropriately and make connections between the key areas of subject content.

Key features:

- Key concepts and processes of cultural transmission; Families; Education; Sociological research methods; Social differentiation and stratification; Crime and deviance; Applied methods of sociological enquiry.

Assessment:

- A two year GCSE in Sociology consists of two written exams of 1h45m. There is no coursework. Students sit the exams in May/June of the second year of study.

Resources required:

- None required.

Progression:

- GCSE Sociology develops skills which are important for both the workplace and further education. This GCSE provides an excellent basis for continuing study to GCE A level.



At a Glance:

Learners will consider how human beings acquire their identity and examine the process of passing on culture from generation to generation and in diverse settings. Learners will be encouraged to contemplate how they acquire their individual identity. This theme is continued through a detailed study of two agents of socialisation: families and education, which will provide learners with a deeper, more theoretical understanding of the social world and an awareness that the process of socialisation is contested.

Skill Set for Success:

As Sociology is a science-based subject, you will need to develop research skills in addition to knowledge and essay writing ability. You will need to be prepared to develop your independent learning and further critical and reflective thinking skills.

Teacher of Sociology

Mr Neil Fitzpatrick

nfitzpatrick@morehouseschool.co.uk

Pearson Edexcel

BTEC Home Cooking Skills

Level 1/Level 2 First Award

This qualification gives learners the knowledge, skills and confidence to enjoy cooking meals at home by gaining an understanding of how to economise when planning meals to cook at home. This qualification has been developed in partnership with Jamie Oliver Ltd and has been inspired by his food initiatives and campaigns.

Aims:

- Be able to plan a nutritious a home cooked meal using different ingredients.
- Be able to prepare, cook and present a nutritious, home cooked meal.
- Demonstrate food safety and hygiene whilst preparing and cooking.
- Have an understanding of how to cook economically at home.
- Be able to pass on information about cooking meals at home

Key features:

- Qualification graded at Level 1 Pass and at a Level 2 Pass
- The two qualifications together are broadly equivalent to half a GCSE.

Assessment:

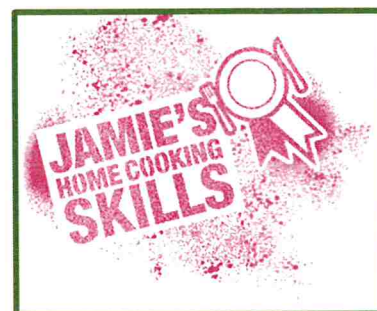
- Assessment is completed mainly through practical tasks.
- The remainder of assessment is through written evidence and tutor formal feedback.

Resources required:

- None required.

Progression:

- Pupils will be encouraged to transfer their skills to other recipes and to continue to cook at home for themselves and their families.



At a Glance:

Two units

- Unit 1: Level Home Cooking Skills
- Unit 2: Level 2 Home Cooking Skills

Skill Set for Success:

No prior knowledge or skills are necessary, however a keen interest in current affairs is vital. cooking is vital.

**PLEASE NOTE THAT
THIS
QUALIFICATION IS
THE EQUIVALENT
TO HALF A GCSE.**

Teacher of Home Cooking Skills

Mrs Anne Murphy

amurphy@morehouseschool.co.uk

Pearson Edexcel

BTEC Information & Creative Technology

Level 1/Level 2 First Award

A two-year course designed to provide an engaging and stimulating introduction to the world of Information and Creative Technology. It will give a broad understanding and knowledge of the Information Technology sector and some aspects of creative industries.

Aims:

- To encourage knowledge and skills relevant to the Information and Creative Technology sectors through practical participation in a range of vocational activities.
- To provide wider understanding and appreciation of the range of ICT sectors.
- To inspire and enthuse learners to become technology savvy – producers of technology products and systems and not just consumers.
- To encourage personal development, motivation and confidence, through practical participation and by giving learners responsibility for their own projects.

Key features:

- Qualification graded at Level 2 Distinction*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Pass and Unclassified.
- Broadly equivalent to one GCSE.
- Core units give skills to produce IT systems and software, websites and graphics.
- Optional units cover digital graphics and spreadsheet development.

Assessment:

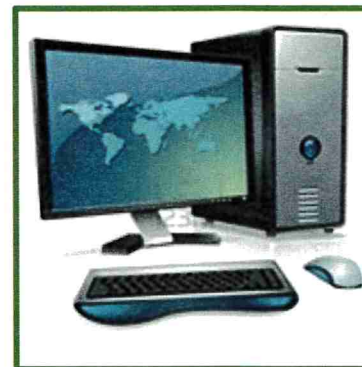
- 25% is externally assessed, based on the modern online world, where the exam board sets and marks the assessment.
- The remainder is internally assessed allowing feedback on progress throughout the course based on assignment and project as well as practical activities.

Resources required:

- None required.

Progression:

- Achievement at Level 2 provides a foundation for further study to other vocational qualifications such as Edexcel BTEC Level 3 in ICT.



At a Glance:

Core units:

- Digital Portfolio (internally assessed)
- The Online World (externally assessed)

Additional units:

- Creating Digital Graphics
- Spreadsheet Development (both internally assessed)

Skill Set for Success:

- No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification, but a keen interest in software applications and good keyboard skills.

Head of ICT

Mrs Vicky Burn

vburn@morehouseschool.co.uk

Pearson Edexcel

BTEC Travel & Tourism

Level 1/Level 2 First Award

A two-year course designed to inspire and enthuse learners to consider a career in the travel and tourism sector. The course provides knowledge and understanding of the different sectors including tour operating, airlines, travel agents and business travel.

Aims:

- To give learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the travel and tourism sector.
- To provide wider understanding and appreciation of the wide range of travel and tourism opportunities.
- To encourage the development of communication, planning and team-working skills.
- To develop skills and techniques essential for success in working life, through presentations and in discussions giving opportunities to express opinions.

Key features:

- Qualification graded at Level 2 Distinction*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Pass and Unclassified.
- Broadly equivalent to one GCSE.
- Core units enable the development of the travel and tourism sector and an understanding of UK travel destinations. Additional units cover international tourist destinations, customer service requirements for the industry and factors which may affect the sector.

Assessment:

- 25% of the course is externally assessed, based on The UK Travel and Tourism Sector unit, where the exam board sets and marks the assessment.
- The remainder is internally assessed, allowing feedback on progress throughout the course based on assignment and project work case studies, role play and presentations.

Resources required:

- None required.

Progression:

- Achievement at Level 2 provides a foundation for further study to other vocational qualifications such as Edexcel BTEC Level 3 in Travel and Tourism.



At a Glance:

Core Units (Mandatory)

- The UK Travel and Tourism Sector (externally assessed)
- UK Travel and Tourism Destinations (internally assessed)

Additional Units

Pupils choose from two of the following units (all internally assessed):

- Development of Travel & Tourism in the UK
- International Travel & Tourism Destinations
- Factors Affecting Worldwide Travel & Tourism
- The Travel & Tourism Customer Experience

Skill Set for Success:

No prior knowledge or skills are necessary, however a keen interest in the travel and tourism sector is vital.

Teacher of Travel & Tourism

Mrs Helen Williams

hwilliams@morehouseschool.co.uk

TLM

Design... Engineer... Construct! (DEC)

602/1199/9

Design...Engineer...Construct! is a qualification that offers learners the opportunity to develop a range of skills and knowledge fundamental to successful engagement in the construction and build environment of industry. With the support of industry leaders, professional bodies and progressive universities DEC delivers an inspiring programme for students. Equivalent to GCSE at A*-C.

Aims:

- To demonstrate knowledge and understanding associated with the built environment terms.
- To demonstrate mathematical knowledge associated with geometric structures.
- To demonstrate knowledge and understanding associated with energy and materials.
- To demonstrate knowledge and understanding associated with information and data terms.
- To deal with unfamiliar contexts drawing on learning and information provided.

Key features:

- A combination of coursework and two exams, one in Y10 and one in Y11. All candidates must complete the coursework before being eligible to take the exam, providing an incentive to complete the coursework and making it less likely that those sitting an exam are ill-prepared.
- Students submit all work in May/June of the second year of study.

Assessment:

- Coursework.
- Two online exams.

Resources required:

- None required.

Progression:

- DEC offers students the chance to develop a range of skills and knowledge fundamental to successful engagement in the professional aspects of the construction and build environment sector of industry.

**design...
engineer...
construct!®**

At a Glance:

DEC is a challenging and rewarding project-based approach to learning. You will work your way through an online portfolio and develop knowledge and skills by undertaking a sustainable building project and, through complementary workshops, have guaranteed face to face engagement with industry and professionals.

Skill Set for Success:

You will be keen to develop practical skills in creativity and problem solving in technological contexts, and an understanding of their place in the community and society; safe, secure and responsible attitudes to working with other people; skills for working collaboratively with IT; and knowledge in the field of critical evaluation and feedback.

Head of Technology

Mr Mick Johnson

mjohnson@morehouseschool.co.uk

Block 3

Choose **two** subjects from this block

GCSE Computer Science

GCSE Geography

GCSE Music

GCSE Religious Studies

BTEC Art

BTEC Engineering

BTEC Sport

AQA

GCSE Computer Science

8520

(Grade 9-1)

GCSE Computer Science aims to get students working with real-world programming and provides a good understanding of the fundamental principles of computing. The course also assesses computational thinking.

Aims:

- To understand and apply fundamental principles of computer science, including abstraction, decomposition, logic, algorithms, and data representation.
- To analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.
- To think creatively, innovatively, analytically, logically and critically and apply mathematical skills relevant to computer science.
- To understand components that make up digital systems, and how they communicate with one another and with other systems.
- To understand impacts of digital technology to the individual and to wider society.

Key features:

- Two written exams and a non-exam assessment. Students demonstrate the ability to recall information, draw together information from different areas of the specification and apply their knowledge and understanding.
- Students submit all work in May/June of the second year of study.

Assessment:

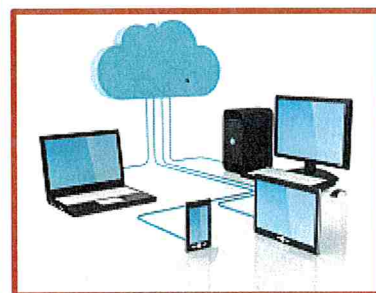
- Written Exam—Paper 1 (1h 30m): Computational thinking & problem solving (50%): Mix of multiple choice, short and longer answer questions assessing practical problem solving and computational thinking skills.
- Written Exam—Paper 1 (1h 30m): Written assessment (50%): Mix of multiple choice, short and longer answer and extended response questions assessing a student's theoretical knowledge.
- Non-exam assessment—Report totalling 20 hours of A report on the development of a computer program designed, written and tested by the student to solve a problem. This does not count towards the final grade.

Resources required:

- To be supplied as online content.

Progression:

- Students who complete this GCSE Computer Science course will be equipped with the logical and computational skills necessary to succeed at A-level, the workplace or beyond.



At a Glance:

Computing is of enormous importance to the economy, and the role of Computer Science as a discipline itself and as an 'underpinning' subject across Science and Engineering is growing rapidly.

Computer technology continues to advance rapidly and the way that technology is consumed has also been changing at a fast pace over recent years. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees. For example, businesses today need an ever-increasing number of technologically-aware employees. This is even more so in the gaming, mobile and web related industries.

Skill Set for Success:

You will need to have a keen interest in understanding programming concepts to help them adapt to different languages. You will also need to be an independent thinker, resilient and enjoy working in a team.

Head of Computing

Mrs Sarah Gooderham

sgooderham@morehouseschool.co.uk

AQA

GCSE Geography

8035

(Grade 9-1)

Students will travel the world from their classroom, exploring case studies in the UK, higher income countries (HICs), newly emerging economies and lower income countries. Topics include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use.

Aims:

- To develop knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts.
- To gain understanding of interactions between people/environments, change in places/processes and inter-relationship between geographical phenomena.
- To develop competence in fieldwork, using maps and GIS and researching secondary evidence; and develop investigative approaches.
- To apply geographical skills to real world contexts, including fieldwork, and to contemporary situations and issues; and develop arguments drawing on geographical knowledge and the significance of historical events.

Key features:

- A two year GCSE in Geography consists of three written exam papers. There is no coursework.
- Content includes: Living with the physical environment, challenges in the human environment, geographical applications and geographical skills.

Assessment:

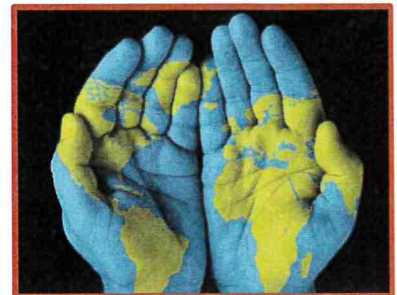
- Paper 1 (35%) - 1h30m. Living with the physical environment.
- Paper 2 (35%) - 1h30m. Challenges in the human environment.
- Paper 3 (30%) - 1h15m. Geographical applications.
- Question types are multiple choice, short answer and extended prose.

Resources required:

- Field trips are an integral part of the course so sensible outdoor clothing will be required.

Progression:

- Successful students will have skills to progress onto A-level and beyond. Geography is great for any career involving the environment, planning, or collecting and interpreting data including surveying, conservation, sustainability, waste/water management, environmental planning, tourism, and weather forecasting.



At a Glance:

If you're interested in how the world works, then GCSE Geography could be for you. It looks at both the physical structure of the planet and the social structure (how we affect our environment and how it affects us) in the past, present and future. Physical Geography studies things like climate, soil, how the earth was formed and how it is changing over time. Human Geography studies things like population growth, migration, how urban and rural settlements develop, how we work with animals and even how our economies are affected by the environment we live in.

Skill Set for Success:

Geography will help you develop your communication and teamwork skills, as you'll often work on group projects. You'll also develop research and analysis skills including in IT, lab and fieldwork, which means you will be able to collect and look for patterns in data—and you get to go on trips. A keen interest in current affairs is important.

Head of Humanities

Mr Brian Luff

bluff@moreshouseschool.co.uk

Pearson Edexcel GCSE Music 1MU0 (Grade 9-1)

Edexcel GCSE Music inspires personal and meaningful relationships with music through development of musical knowledge, understanding and skills. Students engage with a wide range of music, develop understanding of it in different cultures and contexts, and reflect on its use in the expression of personal and collective identities.

Aims:

- To engage actively in the study of music by developing performing/composing skills.
- To recognise how performing, composing and appraising informs the development of music and how broad musical experience and interest inspires creativity.
- To develop awareness of a variety of instruments, styles and approaches to performing and composing and as well the creative use of music technology.
- To recognise genres, styles and traditions of music and develop awareness of musical chronology.
- To develop as independent learners able to evaluate their own and others' music and appreciate how the diverse heritage of music helps to promote personal, social, intellectual and cultural development.

Key features:

- Two non-exam assessments: Performing (30%) - 2 performances. Solo and Ensemble performance. Composing (30%) - 2 compositions. One is set to a brief and the other is a free composition.
- Written exam: Appraising (40%) - 1h 45m. Based on the 4 areas of study with 2 set works each.

Assessment:

- Component 1 (30%) – Performing.
- Component 2 (30%) – Composing.
- Component 2 (40%) – Appraising, 1h45m.

Resources required:

- Own musical instrument(s) on which to practise.

Progression:

- Students can progress to GCE Music or Music Technology as well as a BTEC Level National Extended Certificate in Music. Music is useful for careers in performing arts, such as working in an orchestra, composing/arranging music and peripatetic teaching. It could lead to a career in the recording studio, working in radio production and sound production in theatre.



At a Glance:

GCSE Music is about performing, composing and listening to music in a wide variety of musical styles and you will also be able to develop your music technology skills in areas such as sequencing and recording. It's an excellent subject if you're thinking of a career in music or the performing arts. We'll cover classical, world and popular music allowing you to expand on your own interests.

Skill Set for Success:

You'll need to be able to play an instrument or sing to a reasonable standard. If you can't read music already, you must be willing to learn. You will also need an open mind about all styles of music as areas of study require you to learn about popular, classical and world music.

Note that senior Music students are expected to be involved in at least one music ensemble and a weekly lunchtime choir practice. If you struggle with music theory, you will also be expected to attend Theory Club each week.

Director of Music

Mr Mark Place

mplace@morehouseschool.co.uk

Pearson Edexcel

GCSE Religious Studies (B)

1RBO

(Grade 9-1)

GCSE Religious Studies enables students to focus on key areas such as ethics, philosophy and peace and conflict, including topics such as marriage and the family, crime and punishment and matters of life and death. Looking in particular at Christianity and Islam, students will develop skills enabling them to articulate their own and others' beliefs, values and commitments.

Aims:

- To develop understanding of religions and non-religious beliefs.
- To develop knowledge of religious beliefs, teachings and sources of wisdom and authority, including scripture and/or sacred texts.
- To develop the ability to construct balanced and structured arguments.
- To develop their own values, beliefs and attitudes in preparation for adult life by engaging with questions of belief, value, meaning, purpose and truth, and their influence on human life.
- To understand influence of religion on individuals, communities and societies and common and divergent views between religions and beliefs.

Key features:

- A two year GCSE (9-1) in Religious Studies consists of two written exams. Each paper has four questions – short, open response and extended writing - and assess spelling, punctuation and grammar and specialist terminology (5% of marks). Students sit the exams in May/June of the second year of study.

Assessment:

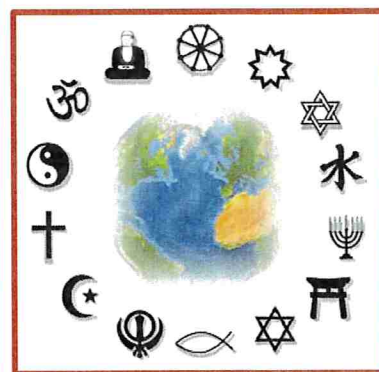
- Paper 1: Religion & Ethics – Christianity - 1h 45m written exam (50%). Study of beliefs, marriage and the family, living the religious life and matters of life and death.
- Paper 2: Religion, Peace & Conflict - Islam- 1h 45m written exam (50%). Study of beliefs, crime and punishment, living the religious life, and peace and conflict.

Resources required:

- No specific resources required.

Progression:

- Students can progress from this qualification to GCE in Religious Studies and other subjects such as History, English Literature, Law and BTEC qualifications.



At a Glance:

GCSE in Religious Studies is useful in many ways; whether you go on to further study or into work, you will meet people from all walks of life with different religious and moral opinions and it will help you to understand and appreciate them. Being able to evaluate differing opinions will enable you to develop similar skills in other subjects. Religious Studies broadens your understanding of people and the world around you, helping to see both sides of an argument and to learn more about yourself.

Skill Set for Success:

You will need to enjoy class discussion, looking at issues from various perspectives and putting across your own opinion. You will develop your analytical and critical thinking skills developing them into well-informed arguments and be able to explain and evaluate your knowledge in written form.

Teacher of Religious Studies

Mr Joseph Wright

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Pearson Edexcel BTEC Art & Design Level 1/Level 2 First Award

A two-year course designed to inspire and enthuse learners to consider a career in art and design. The course provides knowledge and understanding of the different disciplines including drawing, print making, ceramics and photography.

Aims:

- To encourage personal development through practical participation in a range of art and design disciplines.
- To provide a wider understanding and appreciation of art and design through a broad and balanced introduction to the core skills and knowledge necessary for work or further education in art and design.
- To encourage development of communication, planning and team-working skills.
- To develop skills and techniques essential for success in working life, through presentations and in discussions giving opportunities to express opinions.

Key features:

- Qualification graded at Level 2 Distinction*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Pass and Unclassified.
- Broadly equivalent to one GCSE.
- Core units enable an introduction to the different specialist pathways in art and design. Optional units are a 2D and 3D project.

Assessment:

- 25% is externally assessed based on a creative project, where the exam board sets the project and it is then marked internally and externally moderated.
- The remainder is internally assessed allowing feedback on progress throughout the course based on assignment and project work and presentations.

Resources required:

- Basic art materials.

Progression:

- Achievement at Level 2 provides a foundation for further study to other vocational qualifications such as Edexcel BTEC Level 3 in Art and Design.



At a Glance:

Core Units (Mandatory)

- Introduction to Specialist Pathways in Art and Design (internally assessed)
- Creative Project in Art and Design (externally assessed)

Additional Units

- Communicating Ideas in 2D (internally assessed)
- Communicating Ideas in 3D (internally assessed)

Skill Set for Success:

Good observational drawing skills are essential for success.

Teacher of Art

Mr Martin Roemer

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Pearson Edexcel BTEC Engineering Level 1/Level 2 First Award

BTEC Engineering provides an engaging, broad-based introduction to engineering, reinforcing knowledge and practical skills that reflect the needs of employers and higher/further education professionals, presenting knowledge, skills and understanding in a meaningful work-related context, and to enable the understanding of theory and its application.

Aims:

- To develop a broad understanding and knowledge of the engineering sector.
- To offer an understanding of engineering through the selection of optional specialist units.
- To develop a range of personal skills and techniques, through the selection of optional units that are essential for successful performance in working life.

Key features:

- Qualification graded at Level 2 Distinction*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Pass and Unclassified.
- Broadly equivalent to one GCSE.
- Core units cover the body of content that employers and educators within the sector consider essential for 14–19-year-old learners.
- Additional unit is a double unit.

Assessment:

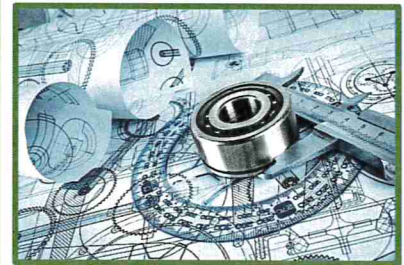
- 25% is externally assessed through an online exam, where the exam board sets and marks the assessment.
- The remainder is internally assessed, allowing feedback on progress throughout the course based on assignment and project work case studies.

Resources required:

- None required.

Progression:

- The Pearson BTEC Level 1/Level 2 First Award in Engineering provides a good foundation for learners in post-16 education, or to entry level job roles within the sector.



At a Glance:

Core Units (Mandatory)

- The Engineered World (externally assessed)
- Investigating an Engineering Product (internally assessed)

Additional Unit

- Machining Techniques (internally assessed)

Skill Set for Success:

No prior knowledge or skills are necessary, however a keen interest in the engineering sector is vital.

Head of Technology

Mr Mick Johnson

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Pearson Edexcel BTEC Sport Level 1/Level 2 First Award

A two-year course designed primarily for young people aged 14 to 19 who may wish to explore a vocational route in sport. The course provides knowledge and understanding of the different areas of sport including health related fitness, different sports and exercise.

Aims:

- To encourage personal development through practical participation and performance in a range of sports and exercise activities.
- To give learners a wider understanding and appreciation of health-related fitness, sports and exercise activities.
- To encourage learners to develop their people, communication, planning and team working skills by having the opportunity to select from optional units available in the qualification structure.
- To develop skills and techniques essential for success in working life, through presentations and in discussions giving opportunities to express opinions.

Key features:

- Qualification graded at Level 2 Distinction*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Pass and Unclassified.
- Broadly equivalent to one GCSE.
- Core units enable the development of key skills for fitness and sport and the practical knowledge of sports performance.
- Optional units cover mind and sports performance, personal fitness and leadership skills.

Assessment:

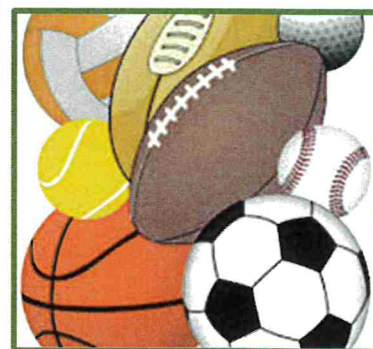
- 25% is externally assessed, based on a Fitness for Sport and Exercise Unit, where the exam board sets and marks the assessment. The remainder is internally assessed, allowing feedback on progress throughout the course based on assignment and project work case studies, workplace assessment, role play and presentations.

Resources required:

- None required.

Progression:

- Achievement at Level 2 provides a foundation for further study to other vocational qualifications such as Edexcel BTEC Level 3 in Sport.



At a Glance:

Core Units (Mandatory)

- Fitness for Sport and Exercise (internally assessed)
- Practical Sports Performance (externally assessed)

Additional Units

- The Mind and Sports Performance
- The Sports Performer in Action
- Training for Personal Fitness
- Leading Sports Activities (internally assessed)

Skill Set for Success:

No prior knowledge or skills are necessary for this qualification although an interest in sport and fitness is essential.

Head of Sport

Mr Mike Williams

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