



The Purbeck School  
Achieving Excellence Together

# Guided Choices

for

# Year 10

# 2024-25

*'Achieving excellence together'*  
*Kindness, Aspiration, Perseverance*

# The Purbeck School '*Student Teaching and Learning*' document

*The 'Student Teaching and Learning' document sets the standards that we aim for all students at The Purbeck School to achieve – these are the fundamental expectations within lessons and around the school.*



*'Achieving excellence together'*  
*Kindness, Aspiration, Perseverance*

# Foreword to Parents



Your child is now a third of the way through Year 9 and it is time to consider Year 10 optional subjects.

I hope you will find this booklet helpful in giving you and your child the information that you need to select the right GCSE options. If you require more information please go to the curriculum links on the School website where there is lots of information or contact the school. We encourage students to continue with a broad and balanced curriculum and suggest that students make choices from each area of the curriculum. This means choosing a variety of subjects which should include at least one foreign language (French, Spanish) or humanities subject (History, Geography) and a creative subject (such as Drama, Music, or Art). During the choices process please take the opportunity to think about your child's potential career, students should talk to their teachers, parents, careers advisors and use research material on the internet such as Careerscape, KUDOS, UCAS (the university website which gives information about courses and entry requirements).

It is particularly important that as a family you consider the longer term implications of your child's choices and the impact they will make in securing progression into the world of work and further or Higher Education. Many subjects studied at level 3 (equivalent of A level) require that students have taken the course first at level 2 (equivalent of GCSE).

All students will study the compulsory subjects which include: English (language and literature), mathematics, science, PE, elements of RE and personal development. Students then select 3 or 4 optional subjects to study (if a student is advised to take separate science or English Plus they will only take 3 optional subjects as this subject will take up one of the columns).

## GCSE Science

Students will be guided by the science department to take either double science or separate science. If the science department has recommended that a student takes separate science this will already be identified on their options form for them. Any students wishing to pursue a science-based career i.e. in medicine or veterinary science will need to take separate science and should discuss this with their science teacher.

## The Options Process

Students will have been introduced to the options process through tutor time by their tutor when they were given this booklet and you can now access subject advice videos on the School website. Students should use this booklet and the subject videos and information on our website to help them in thinking about the subjects they would like to take and then discuss this with Teachers at the Year 9 virtual parents' evening on Thursday 25<sup>th</sup> January 2024. Please do book appointments with subject teachers.

The next step will then be to complete a personalised options form which will be given to all students by their tutor on Friday 26<sup>th</sup> January 2024.

Courses will be assigned as forms are returned which must be before Thursday 8<sup>th</sup> February 2024.

Places on courses are not guaranteed and it is important to make you aware that not all combinations of subjects will be possible. The School will also review the combinations for their appropriateness and whether they satisfy the government initiative Progress 8. **It is not always possible to give students their first choice of subjects which is why we request a reserve option, this will be automatically used if a combination is not possible.** Hopefully the Year 9 Options process will be completed by Easter 2024 when we will send home a letter confirming the individual student option combinations we have on our School system.

## Who else can help?

The Careers Advisor is available in the Learning Resources Centre to give advice and guidance to students on Wednesdays. Should your child wish to make a one-to-one appointment they should email Mrs M Beale at: [mbeale@purbeck.dorset.sch.uk](mailto:mbeale@purbeck.dorset.sch.uk)

Please contact your child's Tutor or House Leader if you have any questions about the Options process.

Adam Darley

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# Core Subject Information

## English

Literacy and the ability to read, write and communicate are at the heart of learning and of daily life. At The Purbeck School, we take enormous pride in our ability to challenge students in these three core areas, in order to help them reach their potential in all walks of life. Through engaging lessons which stimulate discussion and exciting new resources, we foster an environment in which students are confident in their ability to express their understanding and opinion of a wide range of paper based and moving image texts. We promote a culture in which reading is celebrated and through strong links with our 'Learning Resources Centre', we are able to encourage students to read for pleasure and search for answers to questions independently.

We teach a broad and balanced curriculum in English, and this means that all students (whatever their ability) are taught specific skills related to their understanding at word, sentence and text level and experience a wide variety of text types through their studies. Our units of work focus on the key assessment objectives and aim to foster a love of literature. Exciting texts include work by a range of authors including, at key stage three, George Orwell, Robert Louis Stephenson, John Steinbeck and William Shakespeare.

### **GCSE**

All students will be working towards AQA GCSE English Language and AQA GCSE English Literature, and will therefore gain two GCSE qualifications from this course. The students will encounter their first GCSE texts in the middle of year nine where they will study 'The Sign of the Four' by Sir Arthur Conan Doyle and a selection of the conflict poetry that they will be tested on in their examinations.

The GCSE Language course is made up two terminal exams that test students' reading and writing skills, and students will also have their spoken language skills assessed though the marks for this will be awarded separately to the Language qualification.

The Literature GCSE involves studying: 'Romeo and Juliet' or 'Macbeth' by William Shakespeare; 'The Sign of Four' by Sir Arthur Conan Doyle; 'An Inspector Calls' by J. B. Priestley; a selection of conflict poetry and the analysis of unseen poetry. Students will be tested on these texts in two closed book examinations.

In order to support students in preparing for these assessments, we often arrange visits to theatres, both locally and in London, to allow students the experience of seeing their text live on stage. We further support students in their studies, through running weekly study clubs (after school), to allow the students to gain further support when completing their work.

### **Extra-curricular activities**

The importance of writing creatively and imaginatively is developed through the wide number of competitions we run. Students are encouraged to produce poetry, short stories, play scripts and much more, with exciting prizes and rewards for the best entries. As well as this, the English department are very proud of the number of enriching trips we provide for students. Amongst others, we have enjoyed taking students to see performances of 'The War Horse', 'The Curious Incident of the Dog in the Night Time', 'Shrek', 'The Woman in Black' as well as trips to the Harry Potter studios.

## English Plus

Some of you will be invited to choose English Plus as one of your options. This course is designed to support those of you who might require a little more support and guidance with their English in order for them to leave school with strong qualifications in this subject area. Students are invited to join this group after conversations with teachers, but if you feel you would like to join then please talk to your English teacher to discuss whether you might be a suitable candidate. You will be taught by an English teacher for an additional five lessons every two weeks in order to give you the maximum time available for you to develop your skills in English Language and English Literature so that you can leave with two strong GCSE results.

### What do you study?

In the English Plus group, you will get longer to look at some of the areas that are covered in your other English lessons. This means that you will get more time to understand complicated texts like 'Romeo and Juliet' or 'Macbeth' or longer to work on your grammar skills so that you are ready for your final English Language examinations. The extra time working on English in these lessons can really raise your confidence when studying English and, in the past, our English Plus students have become so confident that they have gone on to take English at A level afterwards. Your teacher for this lesson will often not be the same person as your other English teacher, but they will talk about the best ways to support you with developing your knowledge and skills so that any skills you need to develop can be addressed.





# Mathematics

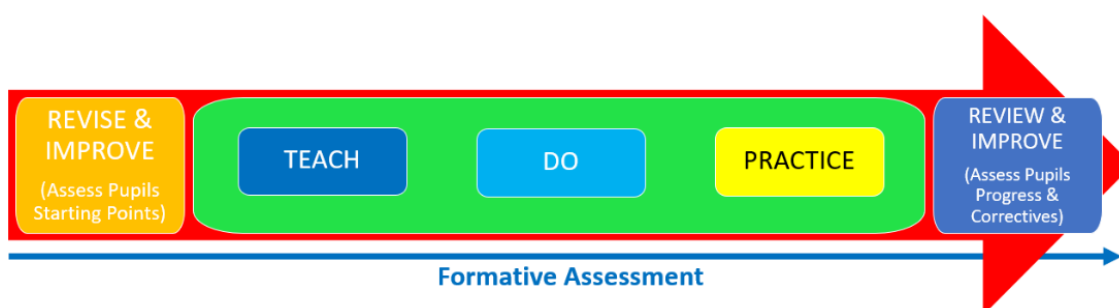
Our Mathematics Department runs very popular and successful courses throughout The Purbeck School. There is a notable consistency of high performance of students in Mathematics at all levels. We have a reputation for being creative and innovative in our teaching and learning.

Our vision is...

- To be a CENTRE OF EXCELLENCE in mathematics in order to achieve success for all.
- To MOTIVATE & INSPIRE all students through great teaching and learning.
- To provide a PERSONALISED LEARNING curriculum tailored to our student's needs.

## How is Mathematics taught?

At The Purbeck School, we deliver a Mastery curriculum in order to achieve our vision. The research shows that teaching fewer topics in much greater depth improves outcomes. We believe that this can be done if students are allowed the *right* amount of time to learn and are provided with the *appropriate conditions* to learn. Our lessons are based on developing students' key knowledge and skills required for success at the end of Year 11 and for when they leave school.



- Our curriculum is content specific, coherent, cumulative and challenging.
- We follow an 'Assess, Teach/Do, Practice' learning cycle.
- Assess:
  - Revise and improve time cement the foundations and closes the knowledge/skills gap.
  - Formative assessment is planned throughout our teaching. It checks student understanding regularly, identifying errors and misconceptions that can be addressed rapidly.
  - Review and improve time celebrate student's successes and allows intervention opportunities.
- Teach/Do:
  - Teachers use Example-problem pairs as model worked examples explicitly; mini-whiteboards are used to check student understanding.
  - Concrete, pictorial and abstract representations are used to provide students access to new learning.
  - Mathematical language is developed until fluent and confident.
- Practice:
  - Students are guided towards independent practice, with scaffolds for difficult tasks in order to become confident and fluent
  - Lessons begin with a Knowledge Quiz to support the retention of prior-learning.
  - Deliberate practice is planned that provides a variety of contexts to use and apply knowledge and skills.

The Sparx-Maths online home learning platform is used to support all students learning by providing additional practice opportunities. The website personalises each pupil's homework, creating a weekly set of questions tailored to their level of understanding and learning pace. The questions are designed to be achievable whilst offering the stretch that pupils need to make progress. Each week, homework should take around one hour. Questions from previous topics will also be included so that pupils can keep practising the skills they have learned.

## Rationale and ambition for The Purbeck School Mathematics Curriculum:

In mathematics, we want to enable students to:

1. Develop fluent knowledge, skills and understanding of mathematical methods and concepts;
2. Acquire, select and apply mathematical techniques to solve problems;
3. Reason mathematically, make deductions and inferences and draw conclusions;
4. Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

At The Purbeck School, we follow the AQA GCSE Maths exam board. There are 2 tiers of entry – Higher and Foundation. There is NO coursework in Maths. We seek to enter students in top set maths classes into Level 2 Certificate of Further Mathematics. In Y10/11, all students receive seven hours of maths lessons per cycle.

As part of our More Able offer, students from all year groups have the opportunity to enter The United Kingdom Mathematics Trust Challenges. This is an excellent way of introducing problems that require a different way of approaching the question to gain speed and accuracy. This can bring something different to inspire students to pursue maths in school.

Many students progress to using their mathematical knowledge by studying degrees in mathematics, engineering, a multitude of different sciences, medicine, dentistry, economics, business and more. Students are successful in securing places to study mathematics at universities, which include Oxford and Cambridge.

### **Concepts:**

Our Maths curriculum reflect the aims and learning outcomes outlined in the Department for Education's [Mathematics GCSE subject content and assessment objectives](#) document. GCSE Maths is split into six broad topic areas: Number, Algebra, Ratio, proportion and rates of change, Geometry and measures, Probability and Statistics. Each major topic can be split into lots of smaller topics with varying degrees of difficulty.

Our curriculum progression is planned from what students need to know in primary school to what students need to know to be successful at A-level. All knowledge, understanding and skills is specified in detail, with complex skills broken into small steps. New content draws on and makes links with the content that students have previously acquired. Our subject experts have created learning sequences by evidence-based, intelligent design rather than by choice or chance.

### **Careers guidance:**

Most jobs and careers will need you to use maths in some way and it's particularly useful in job families like accountancy, banking and finance, management, environmental sciences, construction, engineering and manufacturing, medical technology, and science and research. To explore the long list of careers that involve maths in more detail, click here...

- [ucas.com/ucas/after-gcses/find-career-ideas/explore-jobs?f=/job-subjects/maths](https://ucas.com/ucas/after-gcses/find-career-ideas/explore-jobs?f=/job-subjects/maths)



# Science

Thirty years ago it would have been hard to imagine recent developments such as nanotechnology, alternative energy, environmental concerns, 'GM' foods, cloning and stem cell technology and it is fair to say that we cannot predict all the advancements of the next thirty years. It is therefore our aim to develop students' critical thinking and develop lifelong skills that will allow them to adapt to this rapidly advancing world.

## Facilities

We offer a total of eleven, purpose built laboratories to deliver high quality science lessons. We believe an integrated practical approach, along with use of stimulating media, raspberry pi's, a 3D printer, microscopes, interactive whiteboards and computer packages, all help to further students' understanding and develop their scientific skills.



## Key stage 3

Our KS3 Science course has been specifically designed by Purbeck staff and provides a fully comprehensive range of skills and content required by the current KS3 curriculum. Students are given the opportunity to develop their literacy, numeracy, ICT and thinking skills, as well as the chance to really establish a concrete understanding of key scientific principles. Practical work is an integral part of the course and it will be used to develop student investigative skills, confidence and enjoyment of the subject. The course is designed to engage students with interesting and enjoyable lessons and is directly linked to the GCSE curriculum.

## KS4 Science, GCSE (from year 9 Autumn half-term)

GCSE Science is taught by specialist Biology, Chemistry and Physics teachers from October of year 9. During year 9, all students are taught GCSE units that are common to Separate Science and Combined Science.

From year 10 we offer two routes through the AQA science courses, with students either studying two GCSEs or three GCSEs. Both routes include Biology, Chemistry and Physics units and provide the foundation for further learning post 16. All the examinations are at the end of Year 11 with no coursework. Practical's are integrated throughout the course and include specific required practical activities that students could be examined on.

## Separate Sciences GCSE Route (from year 10)

The Separate Science GCSEs give students three GCSE grades in Biology, Chemistry and Physics and take up an option block. Students who follow this route will sit six 1hr 45min papers at the end of Year 11, two in each subject. Students will have five Biology, five Chemistry and five Physics lessons every two weeks, taught by separate subject specialists. This is an academically demanding course and students will be invited to sign up based on a combination of test results, teacher recommendation and student interest.

## Combined Science GCSE Route (from year 10)

The Combined Science GCSE route gives students two GCSE grades which are an average of all of their science exams. Students who follow this route will sit six 1hr 15min papers at the end of Year 11, two in each subject. Students will have three Biology, three Chemistry and three Physics lessons every two weeks, taught by separate subject specialists. This course is followed by the majority of students.

# The Personal Development Programme

The Personal Development programme aims to deliver a curriculum which is accessible to all students and ensures that each of our students understands how to play a positive and successful role within society. It provides students with a deeper knowledge of the world, both locally and globally, giving them the confidence and belief to face a range of issues as they grow.

The Personal Development programme removes barriers to learning experienced by students, improving their capacity to succeed. The curriculum significantly contributes to students' spiritual, moral, social and cultural development, behaviour, safety and their own well-being. The programme also develops students with further education on careers, linked to Gatsby Benchmarks.

The Personal Development programme works closely with all stakeholders including parents and employers; this holistic approach ensures students at The Purbeck School have a 360 support package both in school and at home.

Personal Development is delivered by tutors through a dedicated Personal Development lesson every cycle; the themes and topics are then further embedded through the assembly and tutor programme.



## Optional subjects

### Art & Photography

The Art department at The Purbeck School allows students of all abilities and backgrounds the equal opportunity of accessing the Arts. We provide a learning environment which takes into consideration each students' individual needs and inspires them to produce meaningful, skilful and diverse work.

The department is superbly equipped and offers specialist ceramics and photography facilities including a suite of computers and a darkroom, enabling students to sample a complete range of creative processes.

Our staff are comprised of highly skilled Art specialists and we deliver an exciting and challenging curriculum that reflects the interests of our learners and the ever-changing aesthetics of contemporary practice.

The Art department is very welcoming and supportive. Students have a range of extra-curricular opportunities including both art and photography clubs, working with visiting artists, specialist workshops, competitions and an annual arts festival. All students are offered opportunities to take part in visits to local and national museums and galleries and we aim to run regular overseas study trips for 6<sup>th</sup> form students.

#### **Rationale and Ambition for The Purbeck School Art & Design Curriculum:**

- At each different key stage students explore a range of visual, tactile and sensory experiences to enable communication of ideas and meanings. They work with traditional and new media developing confidence, competence, imagination and creativity. At each level students are asked to consider how context, concept and visual or technical processes impact the art they see and make.
- The research and synthesis of artists' work underpins Art & Design study. Our aim is for students to think and act as artists, craftspeople and designers, working creatively and intelligently in response to the world around them.
- At KS4 Students may opt to study OCR GCSE Art & Design: Fine Art (J171) and/or Art & Design: Photography (J173).
- At KS5 students who have previously studied either of the Art & Design courses may opt to continue to study either/both Fine Art or Photography A-Level. If they did not complete a creative GCSE course, they may still study at A-Level after submitting a personal portfolio for review with staff.

If you enjoy being creative, want to increase your practical skills and improve your analytical, communication and research abilities, Art and Design is a great choice at both GCSE and A-Level. The skills you gain make it a great complement to other subjects. Art & Design is a way of truly seeing and making sense of the world around you. It is a way to learn more about yourself and share your opinions, beliefs and ambitions with like-minded creatives. Both Fine Art and Photography routes at GCSE and A-Level offer a breadth of study that make them challenging courses for motivated and creative individuals and open the door to a wealth of career opportunities in the visual arts and creative industries.



# Business Studies

## What do I need to know, or be able to do, before taking GCSE Business Studies?

Prior knowledge of Business Studies isn't needed, what is key is that you have a willingness to understand and explore the world of business.

## Is Business Studies Useful?

Business studies looks at the real world, where work, money and entrepreneurship are at the centre of how our society works. Doing a Business Studies GCSE is also a great way to improve your employability or entrepreneurial skills. In every business there will be different departments doing wildly different things, but having a good understanding of how a business functions means you can look at the business as a whole. This perspective is rarer than you think and it can help you bring new ideas to the table that benefits the business. You will use the knowledge and skills, whether you work in a company or start your own business. Business Studies gives you an edge.



## What sort of Course is GCSE Business Studies?

This course is both interactive and highly enjoyable, we want you to get involved and actively engage within lessons from the very outset. There is a theoretical element to the course and we develop skills such as analytical thinking, financial management, critical decision-making, literacy and numeracy. There is also the integration of worked examples and calculations, necessary for achievement in Business Studies examinations.

## What will I become more confident with?



- Research and investigation
- Solving business problems
- Making decisions
- Application and analysis of statistics and data
- Communication and presenting information
- Understanding the world of business around us

Our aim is to bring business into the classroom and this is achieved through using a combination of using up-to-date, pertinent examples within lessons, sessions run by external organisations as well as talks delivered by local businesses.

## Which Exam Board do we use and what are the exams

We run the Pearson Edexcel GCSE Business (Grades 9-1) course with two exam papers at the end of Year 11 of 1hr 30min each, which have a combination of multiple choice, short and extended writing answers.

## What do some of our current Year 10 and 11 Business Studies students say?

*"Business Studies is a subject that will help you prepare for the real world. We look at lots of relevant business examples all the time. We are also able to use our own examples which allows us to talk about our own favourite businesses".*

*"It's interesting. I ask lots of questions as I want to know more".*

*"Studying Business offers lots of opportunities for you to get involved, I've really learnt useful things".*

# Computing

Computing at The Purbeck School offers students the opportunity to follow a creative and challenging curriculum that prepares them for life in the digital age. Our Computing ethos revolves fully around the ability to try, fail and try again. All students follow a Computing course that allows them to learn how to use software applications safely, effectively and professionally. Students develop their digital literacy, logical thinking and problem-solving skills through units of work including computational thinking, Animation, high level programming in Python, as well as computer hardware and networks. The curriculum is delivered by fully qualified specialist Computing teachers.

Computing qualifications at The Purbeck School

At the Purbeck School students have the option to study a GCSE Computer Science.

## GCSE Computing

At Key Stage 4 we are really pleased to be able to offer the OCR GCSE Computer Science J277 for students with a Maths MEG of 6+ who wish to pursue an interest in computing, programming and the technology behind computers. This is subject where learners can apply the knowledge and skills learned in the classroom to real-world problems and is highly relevant to the modern and changing world of technology.

GCSE Computing course includes a balanced combination of hardware and software units and a substantial Programming element using the Python Programming language. Python is a language used by professional programmers The breakdown is as follows:

Computer Systems: (50%, written exam)  *multiple choice, short response and extended response questions	Computational Thinking, Algorithms and Programming: (50%, written exam)  2 sections, A and B. Section B writing or refining algorithms
<ul style="list-style-type: none"><li>• Systems Architecture</li><li>• Memory and storage</li><li>• Computer networks, connections and protocols</li><li>• Network security</li><li>• Systems software</li><li>• Ethical, legal, cultural and environmental impacts of digital technology.</li></ul>	<ul style="list-style-type: none"><li>• Algorithms</li><li>• Programming fundamentals</li><li>• Producing robust programs</li><li>• Boolean logic</li><li>• Programming languages and Integrated Development Environments.</li></ul>

All students will be given the opportunity to undertake a programming task(s), to solve a problem (or problems), during their course of study.

The broad content means that students are encouraged to develop creativity and problem-solving skills which are applicable across a range of subjects. All Computing students have access to a specialist computer lab and a wide range of software tools.

# Design and Technology

Design and technology is about providing opportunities for students to develop their capability, combining their designing and making skills with knowledge and understanding in order to create quality products. We provide opportunities for students to engage in challenging, relevant and motivating activities. Students enjoy the challenge of designing and making quality products.

We run regular study clubs at lunchtimes and after school to help students achieve their best.

We have fantastic facilities, 3 workshops, 2 food rooms and some super ICT facilities including a 3D printer.

What the students say:

“DT is fun, you make lots of different products!”

“The rooms are great, full of all sorts of equipment and we get to use it all!”

“I had lots of help from my teachers and did really well in my GCSE.”

## Core activities in D&T

Students will investigate and evaluate products

Complete practical tasks to develop skills and students' fields of knowledge

Understanding materials and components

## Key stage 4

Students can choose a Design and Technology subject to take at GCSE – Product Design and Food Technology are on offer.

## Food Technology – AQA

### How it's assessed

*Written exam:* 1 hour 45mins which has some multi choice section and 5 questions each with a number of sub questions

- 100 marks
- 50% of GCSE
- *Controlled assessment* which is 50% of GCSE which is made up of
- Task 1: food investigation
- Task 2: food preparation assessment, where students plan and prepare a menu of 3 products.

### We cover a number of key topics over the 2 years.

- Food Choice - Dietary needs of different groups of people; vegetarians, children etc.
- Food Science – heat transfer, functional and chemical properties of food.
- Food, Nutrition and Health – nutritional needs and health.
- Food Safety – bacteria, routines and ways to keep the food safe to eat. We will also be taking the CIEH level 1 certificate in Food safety in catering in the first half term.
- Food Provenance –where food originates from, environmental impact and sustainability, food processing and production.



## Product Design - AQA

These GCSEs are 50% course work. This consists of an A3 project folder including research, design ideas, development sections and making a final product and is based around a design context given to the students by the exam board. The other 50% of the GCSE is the final exam which will test the students' knowledge on a variety of design theory topics.

The GCSE Product Design course aims to develop students ability to conceive, develop and manufacture their own products using a range of techniques and processes.

Students will have the opportunity to learn the following –

The design process and presenting design work in a professional manner.

Computer-aided designing and the use of CAD to develop and test design ideas.

Computer Aided Manufacturing: laser cutter, 3D Printer, CNC router.

Use of a range of hand and machine tools including centre lathes, wood lathes, vertical milling machines and the mortise.

The characteristics of different materials.

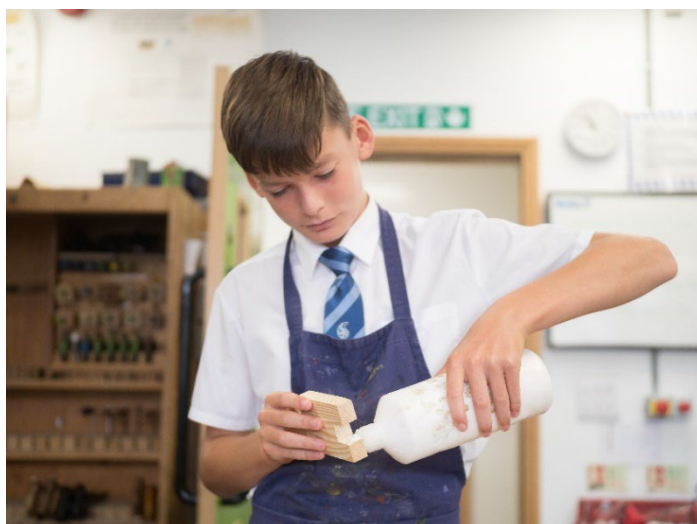
The selection and use of a range of adhesives.

Heat treatment of metals.

Joining and finishing techniques.

The impact of design movements on design outcomes.

How designers develop and create designs that cater to certain individual needs.





# Drama

## Why Study Drama?

This course is suitable for all candidates who want a firm foundation in Drama, learning to interpret script, devise, develop, interpret and communicate practical outcomes. By understanding the process involved in drama they will improve their own performance skills, develop their imagination and the ability to create drama. They will also learn how to communicate intention, develop the skill of working with others and develop their critical skills, through evaluation, analysis and reflection.

## But I don't want to be an actor – what use is drama to me?

A GCSE in Drama can help you develop many vital skills which are useful in all walks of life – confidence in communicating with other people, leadership skills, and teamwork to name but a few. A Drama GCSE is an essential choice for anyone who wants to work in the arts. It is also an excellent choice for anyone who wants to work in close contact with people.

## What will I be assessed on?

The Edexcel GCSE in Drama is comprised of three units. The route through the course rewards knowledge, understanding, process and performance. The full range of grades from 1-9 are available.

### Component 1: 1DR0/01                      Devising                      40% of the GCSE

#### Overview of assessment - Internally assessed

Create and develop a devised performance from a stimulus.

Performance of this devised piece.

Written portfolio which reflects on and analyses and evaluates the development process and the effectiveness of the work created (recommended maximum 2000 words).

### Component 2: 1DR0/02                      Performance from Text                      20% of the GCSE

#### Overview of assessment – Externally assessed by visiting examiner appointed by Edexcel

Students will perform two key extracts from a text. These scripted extracts will need to be learnt by heart and will be performed to an audience.

Students are marked only on their performance skills.

### Component 3: 1DR0/03                      Theatre Makers in Practice                      40% of the GCSE

#### Overview of assessment – Written Examination 1 hour 45 minutes

##### Part A

- Students will answer short and extended response based on an unseen extract from the chosen set text.
- Students are not permitted to take their annotated texts into the examination, fresh copies of the extract will be provided.

##### Part B

- This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen. Students are allowed to take notes into the examination of up to a maximum of 500 words.

### What could I do next with GCSE Drama?

You could go on to take an AS or A' Level in Drama and Theatre Studies, a Vocational A Level in Performing Arts, BTEC National Certificate or Diploma in Performing Arts. There are many careers paths that you can go on to do with a GCSE in Drama. If you are unsure about what to do next, the best thing to do is to speak to your Drama teacher who will know about the choices on offer.

### What else do I need to know?

**Don't be fooled – You will be expected to perform in a variety of situations and to keep up to date with deadlines, both will require commitment and dedication. If you are committed and are looking for an exciting GCSE course that will challenge you, then Drama could be just what you are looking for!**

## Geography

Today's students live in a dynamic and constantly evolving World. Geography at The Purbeck School encourages students to investigate and delve deeper into some of the issues which affect our everyday lives. Through challenging, engaging and innovative lessons, students are encouraged to not only develop knowledge of important geographical themes such as climate change and plate tectonics, but also to utilise vital learning skills such as independence, working with others and problem solving. Using modern mapping techniques such as Google Earth, modern field work equipment and the use of residential field centres, students are able to utilise resources which are at the cutting edge of geographical education.

Following completion of key stage 3, students can opt to further their geographical education through the two year GCSE course, before also considering the opportunity to continue their development within A level Geography.

GCSE Geography is a popular option subject amongst students, given the wide variety of topics which are covered in a clear and stimulating way. Students cover such modules that provide a rich blend of physical and human Geography. The GCSE course is designed to assess students in a number of different ways covering topics such as.

- Dynamic Development
- Global Hazards
- Distinctive Landscapes
- UK In the 21<sup>st</sup> Century
- Urban Futures
- Changing Climate
- Resource resilience
- Sustainable ecosystems

The Geography Department aims to utilise the fantastic opportunities for field work provided by the Dorset region. Students are also provided with opportunities to challenge and extend their learning within the subject, through visiting Geographical Ambassadors, engagement with local-community projects and essay writing competitions.



# Geology

Being lucky enough to be situated within the Jurassic Coast World Heritage Site, we simply have to offer student the opportunity to study Geology. This is perhaps unsurprisingly a popular course and as such we are able to offer it from GCSE. It gives students insight into the local natural history of Dorset as well as the Earth itself.

Following completion of key stage 3 earth science topics, students can opt to further their geological education through the two year GCSE course, before also considering the opportunity to continue their development within the subject at both AS and then A2-Level. GCSE Geology is a popular option subject amongst students, given the wide variety of topics which are covered in a clear and stimulating way. Students cover such modules as 'Global Tectonics', 'Geological Hazards' and 'Geology in Context', providing a very comprehensive background in the Earth Sciences. The GCSE course is designed to assess students in a number of different ways, thereby providing students with opportunities for both controlled assessment style coursework and traditional style examinations.

The Geology Department aims to utilise the fantastic opportunities for field work provided by the Dorset region such as visits to local quarries and local SSI's whilst also aiming to provide students with the opportunity to broaden their perspectives through field trips further abroad such as Iceland. Field trips are seen as an excellent way for students to observe processes and landforms, which they have studied within lessons, in a wider geological context. Students are also provided with opportunities to challenge and extend their learning within the subject, through visiting Geological Ambassadors, engagement with local-community projects and national Geological competitions.

## Health and Social Care OCR Cambridge National

Health and social care is an excellent option choice for those students who want to work in the health, education or social care professions in the future. It is practical, accessible, fun, and exciting to learn, it will inspire students to develop real-world skills to prepare them for their future. Students gain an OCR Cambridge National L1/L2 qualification in Health and Social Care. The course content is centred on people and how they grow and develop, the life experiences people have and how these affect us. The course is delivered in a practical way and students are given lots of opportunity to develop and deepen their understanding of the course content. Students learn how to plan, research, and evaluate their work. They need to refer to real life examples so parents and grandparents can often be a really useful source of research material! Many students continue with health and social care in the sixth form before studying nursing, midwifery, social work or primary education at university.

There is one external assessment, RO32: which provides the main synoptic assessment for the qualification and is studied in year 11. The two coursework units, RO33 and RO35 are studied in year 10.

Good attendance is important in order to succeed in health and social care, the two coursework units must be completed in lesson time and poor attendance will limit the ability to achieve the higher grades in this subject.



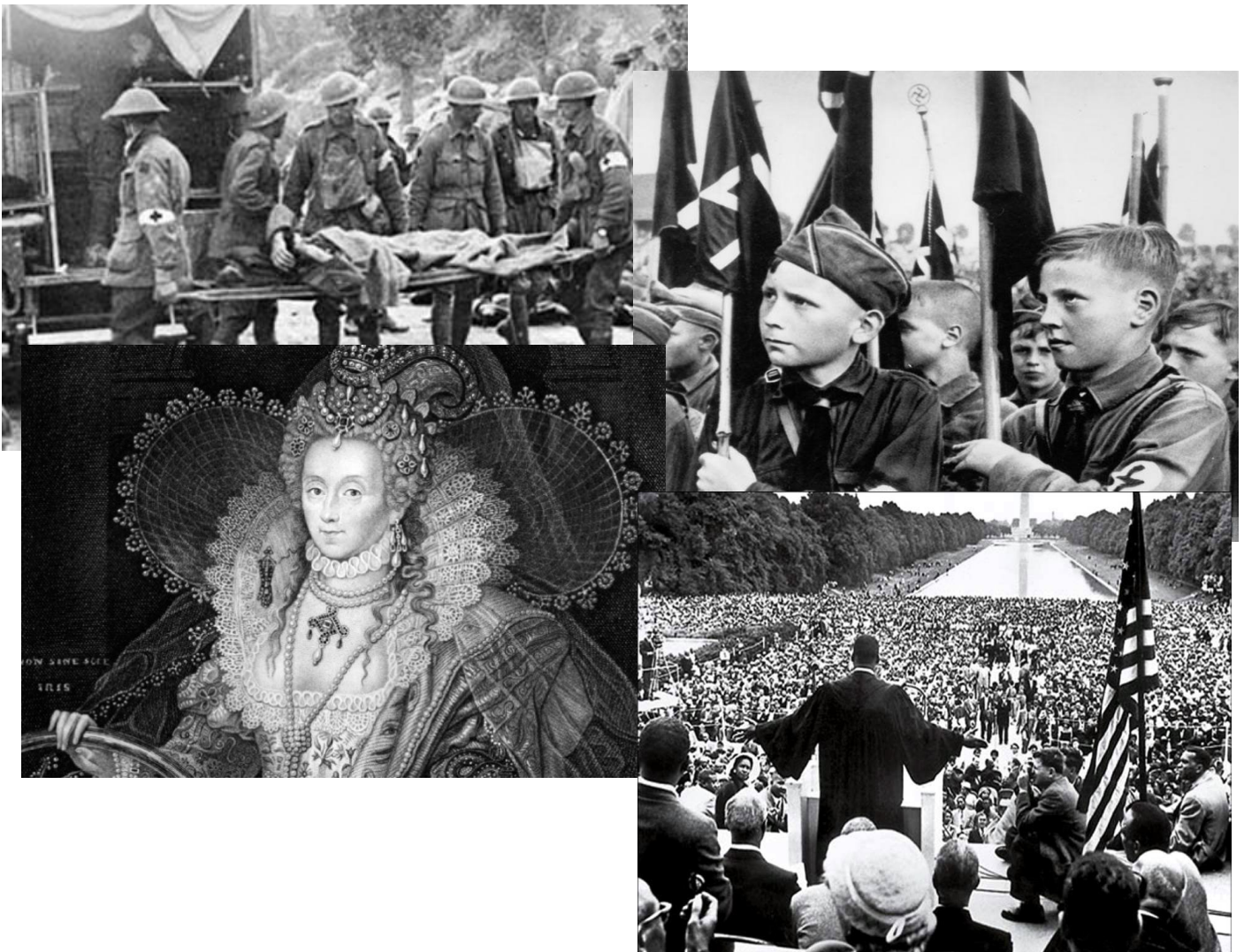
# History

History at The Purbeck School is an ambitious pursuit to understand the world around us. In our History lessons, students do not simply learn about the past; they encounter inspirational individuals, complex societies, and momentous events. Our ambitious curriculum spans from pre-history and early Britons to the information age and the rise of China. At the heart of our History curriculum is the belief that human beings, as individuals, have the power to shape their future; whether in the dusty annals of Salisbury Cathedral or recently de-classified documents released by the United States government, students encounter evidence of how people, just like them, have changed the world. Ultimately, the pursuit of History at The Purbeck School will challenge students not just to learn about the past, but to understand how they themselves are made by History.

**GCSE History** is a very popular option choice. The course engages students to gain depth and breadth of understanding about issues and events, both locally and globally, which have shaped the history of Britain and the modern world.

The topics studied include:

- The Elizabethan Age 1558-1603
- The rise and impact of Nazism in Germany 1919-39
- The development of the USA 1929-2000
- Changes in Health and Medicine c500-the present day





# Media Studies

Children today are now known as 'Digital Natives'; they have grown up in a world that is saturated by media. Media products, platforms and industries play a crucial part in all aspects of society and education.

Is your child considering a role in journalism, presenting, TV or film production or advertising and marketing? Are they even considering a role as a social media influencer? Do they spend hours immersed in films or TV, gaming or social media? If the answer is 'yes' to any of those questions then Media Studies is the subject for them.

Media Studies encourages students to reflect critically on the media industry and gain an understanding of how it's evolved, throughout time, to reflect historical, social, cultural and political changes.

The complements a range of subjects such as English Literature and Language, History and Business Studies. Through the critical analysis of a range of media forms and products, the students develop their knowledge and understanding of the theories and concepts behind a product or media platform. They will explore how to target a range of audiences by analysing how representations and forms of language reflect the society of the time.

Once they explored the theoretical aspects of industries such as new and digital media and film industries, they will select a production brief so that they can put their knowledge into action. They might choose to create a trailer for a fantasy TV drama or a promotional music package for a global artist.

## GCSE Media Studies:

Through GCSE Media studies, students will be study a range of Media forms: magazines, advertising and marketing, film, newspapers, online social and participatory media and video games, radio and music videos. Students will make a media product from a choice of five briefs, putting students in the seats of the producers and contributing a whole 30% of their GCSE marks. This fabulous course gives students both a detailed understanding and broad view of the media and sets them up especially well for our highly successful and popular A level course.

## A level Media Studies:

At A level Media Studies, students will study a range of Media forms: advertising and marketing, television, music promotion, video games, radio, newspapers and the film industry. At the end of the first year of study, students will select a production brief which is worth 30% of their final mark. Previous briefs have allowed students to delve into television production and produce marketing material for their own crime drama or develop and produce their own lifestyle magazine. A level Media studies compliments many other A levels such as Photography, Sociology, Business, Criminology, History and Politics, English Language, English Literature, Psychology and Politics as it builds on the skills and knowledge developed in these other subject areas.

The A level Media course will literally change the way you look at the world – if in any doubt, have a talk to some of our current Y13 students and they will tell you how exciting and interesting this course is. What is particularly exciting is that we have to teach you contemporary media issues, so you will find that the course is up to date and lively, dealing with very interesting topic areas.

By studying Media Studies at the Purbeck School, you will be joining one of the highest performing Media Departments in the country, with students receiving scholarships from universities based on the strength of their results here.



# Modern Foreign Languages

## French and Spanish

“Subjects most likely to be required or preferred for entry to degree courses and ones that will keep the most doors open include ...French, Spanish and other modern languages.” DfEE

Source: <http://university.which.co.uk/advice/gcse-choices-university/whats-the-english-baccalaureate>

Britain needs executives, managers, lawyers, IT specialists and other professionals with the language skills to make the most of the opportunities provided by the global economy. The study of a language provides an insight into another culture, broadens horizons and deepens the learner’s understanding of their own mother tongue. At The Purbeck School, we use up-to-date, engaging, interactive language resources to help equip the professionals of tomorrow with the linguistic skills that will enable them to compete successfully around the world.

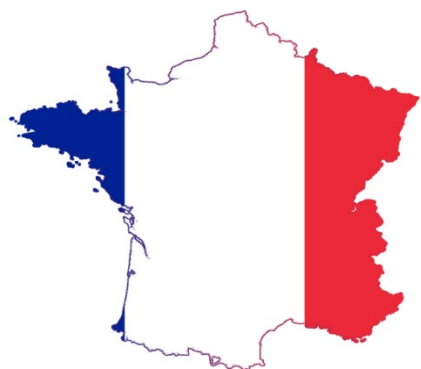
### The Course

The GCSE course sees students continue to develop their proficiency in French and Spanish. They follow the exciting new AQA syllabus. Reading, Listening, Speaking and Writing will all be assessed equally (25% each). The topics follow on from knowledge gained in KS3, for example Family relationships, free time, technology and holidays. There are also brand-new topics such as the environment, festivals and helping others. We continue with our work using sentence builders, ensuring that pupils develop the ability to write and speak freely in a variety of tenses. They will also be able to understand a wide range of written and spoken texts.

At A level, students really get the opportunity to develop their fluency, studying more ambitious areas such as media, social issues and cultural topics, becoming more fluent in the process. They will also get the opportunity to critically analyse a French or Spanish film and piece of literature.

As part of the course, in the past, trips have included visits to Parc Asterix for French and a trip to Valencia in Spain where we visited the city of Science and Arts. These trips are the highlight of the GCSE course and provide first-hand experience of the culture and country we are studying. We hope to be able to resume trips again soon.

### Why study French?



Spoken by **more than 300 million people worldwide**, French has truly become a global language. It is the official language of 29 countries including France, Canada, Switzerland, Monaco, Luxembourg, Senegal, Côte d’Ivoire, Haiti, Belgium, Rwanda, Togo, Mali and more.

France **dominates** in pharmaceuticals, telecommunications, aeronautics, energy production, and more. In addition, with global initiatives to promote development in impoverished areas of Africa, French is key. Many countries

throughout **West Africa, Central Africa and East Africa** have French as one of the official languages. Being able to **communicate in French** can land you consultant, non-profit, administration, and tons of other jobs.

French is also the **official language** of **NATO**, **the United Nations**, the Olympics, the **Red Cross**, and other international organizations.

**Financial Aspect:** Due to the wide usage of French language **as the second most learned language after English**, learning French is extremely valuable financially. Knowing how to speak French opens the doors to working for businesses all over the world from Belgium to Switzerland to Canada.

### Why study Spanish?

It is estimated that more than **437 million people** speak Spanish as a native language, which qualifies it as **second most widely spoken language on the planet** beaten only by Mandarin. In total, **21 countries speak Spanish** as their official language, they are: Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Equatorial Guinea, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Spain, Uruguay, Venezuela. Believe it or not, the United States has recently been cited as the second largest Spanish-speaking country in the world, where an estimated 37.6 million people speak it as their first language (according to 2019 figures) In the UK it is the **most popular GCSE language** choice.



Spain has the second largest tourism industry in the world and is among the top ten car manufacturing countries in the world. Fertilizers and chemicals are also two of the most prominent emerging industry sectors and increasing investment in research and development has resulted in the rapid expansion of the biotechnology industry in Spain. Education, Healthcare Services, Law, Marketing, Finance and Banking are just 5 of the industries in which Spanish could be a great asset, particularly if you plan on working in the states according to “Glossika.com” in 2019.

Finally, **Spanish is the 3<sup>rd</sup> most used language online**, so if you are thinking of entering into any kind of online business, Spanish would be a real asset.

(Sources: <http://www.internetworldstats.com> <https://medium.com/swlh/10-most-important-business-languages-in-global-market>)





# Music

If you play a musical instrument or sing and you love listening to music of all genres you should consider taking Music GCSE.

You will be able to develop your own musical interests and skills, and focus on the instrument (or singing) of your choice. The course will enable you to evaluate your own and others' music, develop an understanding of a range of different kinds of music as well as be able to identify key features of the different styles of music. You will explore musical questions such as – how does John Williams make the music in Harry Potter sound magical and other-worldly? or - how do you construct a bassline and drum beat that will get people dancing?

You will learn how music is constructed and be taught how to create your own music. You can complete your composition work in any style or genre that you choose and your teacher will support you as you gain a greater understanding of the key features of your chosen genre.

Music as a subject also develops a wide range of transferable skills such as critical and creative thinking, project development, time management skills, cultural understanding, self-confidence and the ability to develop, hone and refine ideas with good attention to detail. All of these skills are extremely valuable to employers and universities.

Lessons will require active participation through performing, listening, appraising and composing. We will expect you to join in with extra-curricular clubs which will be on offer from the Music department, and participate in musical performances in concerts & assemblies. There is an expectation that you should have some ability/experience with playing an instrument or singing in order to thrive on this course. If you have achieved *Excellence* in a range of KS3 assessments then it is likely you will be suitable for the demands of the course.

The Eduqas GCSE Music course is divided into 3 units:

Unit 1: **Performing** (30% of the qualification - coursework)

- A minimum of two pieces, at least one of which must be an ensemble (group) performance
- 4 minutes minimum total performance time; 1 minute minimum per performance

Unit 2: **Composing** (30% of the qualification - coursework)

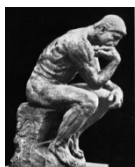
- Create two compositions; one of the compositions will be in response to a brief set by Eduqas
- Use a Digital Audio Workstation such as Soundtrap/Cubase/Flat to create original music
- Evaluate and explain the pieces you have composed

Unit 3: **Listening & Appraising** (40% of the qualification - written examination)

- Listening exam with of 8 questions, two on each of the four areas of study – musical forms and devices; music for ensemble; film music; popular music. You will develop your musical theory knowledge and learn a range of key vocabulary for this exam.



# Philosophy, Religion and Ethics



Philosophy Religion and Ethics is a popular and well respected GCSE by universities and many professions for instance medicine, Law and the Army. It is a lively and stimulating GCSE subject which provides a great opportunity for you to engage with current issues, developing social, cultural political and historical awareness. It encourages philosophical thought and decision making skills enabling you to discuss and analyse topics you encounter in society and through the media. PRE also helps you to develop an understanding of your own belief and values gaining a greater sense of your own identity, learning how to respect the rights and responsibilities of others.

**What will you study?** The course is split into three components, **Religion, Ethics and Philosophy**. Within the **'Religion'** you will predominately study Christianity and Judaism but you will also get the opportunity to explore other religious perspectives. You will also study religious beliefs traditions and practices and then apply these beliefs to Philosophical and Ethical issues for example, is there a life after death? What is God like? Should we eat meat? 'Should you have a day or rest? Should men and women be equal?

The topics that you will cover in **'Ethics'** are those that are constantly in the news. You will have the opportunity to 'go beyond the headlines' and to really think deeply about topical issues that concern everyone. For instance, medical ethics "should we be able to choose to live or die' or war 'is war ever justified? Crime and punishment- how should we punish people? Human rights- what are they and should people have them? The environment and animals- can we do what we like or should we be responsible? Human relationships- should people get married and divorced?



The topics covered in **'Philosophy'** are those that address life's 'big' questions, such as what is the purpose of life? Do we actually exist? Is there a God? How did the universe begin? Has science disproved God? Why there is evil? Why do people suffer? Does evil actually exist? Or 'is there a life after death?' you get the opportunity to consider a variety of perspectives, and weigh up which is the most valid.

**How will you be examined?** You will be examined at the end of Year 11 on all three modules. It will be two written exams each 1 hour and 45 minutes. **There is no coursework for this GCSE.**

**Future Careers and Ethics and Philosophy** There are many different pathways that pupils may choose to follow after completing their GCSE in Religious Education which include medicine, social work, nursing, religious and cultural interpreter for MI6 law teaching business management youth work police work, the medical profession, charity work, project work abroad journalism, environmental or conservation of the animals or the environment. Retail, charity work, human resources and PR to name a few.

## **Why should you take this subject?**

- If you enjoy discussing current issues this is the subject for you.
- If you like asking life's big questions then this is the subject for you.
- If you enjoy looking at issues from a variety of different points of view then this is the subject for you.

***Who do I ask for more information?*** Miss Wetherall S18 or Mrs Pointon in E16

Everyone is a Philosopher. We all have something valuable to say about our outlook on life. PRE looks at the views of theists, empiricists, humanists, agnostics, atheists, scientists, Philosophical thinkers – **and YOU**



# Physical Education

The Physical Education department offers examination courses in OCR Sport at both Level 2 and Level 3. These courses give students the opportunity to extend their theoretical and practical knowledge of the subject and are popular with both boys and girls.

## Year 10 & Year 11 - OCR Sport Nationals Level 2

The OCR Level 2 Sport is an equivalent to one GCSE and is graded as: Distinction\* (8.5), Distinction (7), Merit (5.5), and Pass (4). At OCR Sport Level 2 students study 4 units (75% coursework), one of which is externally assessed as an exam on socio-cultural effects. Unit 2 is a practical based unit where students get practically assessed in an individual and team sport, both out of 15. Students then perform a written performance analysis, three-point actions plan designing training sessions, then implement those sessions. The final section is a sole practical assessment based around officiating. In Unit 3, students learn about what makes a successful leader and then plan, implement, then evaluate sports sessions to lower school students. In Unit 4 students produce solely written coursework on the impact of the media in sport.

## Year 12 & Year 13 - OCR Sport Technical Level 3 (Single, Double & Triple)

OCR Level 3 has been hugely successful within the Purbeck Sixth form, achieving an ALPs 1 for the last 5 years now putting us in the top 1% of the country nationally. The course bridges the gap between more traditional A-Levels and more vocational BTEC's with a mixture of coursework and external examinations. Various units and sporting topical areas are covered throughout the two years ranging from 2-4 external exam depending on whether a student is on the single, double or triple award. Outlined below are all of the topical areas covered within the course:

## Cambridge Technicals Level 3 in Sport

### **Extended Certificate (Single Award)**

### **Diploma (Double Award)**

### **Extended Diploma (Triple Award)**



#### Year 12

Unit 1 (WTD) – Body systems and the effects of physical activity (90GLH)

Unit 2 (NHT) – Sport coaching and activity leadership (90GLH)

Unit 4 (NDS) – Working safely in sport, exercise, health and leisure (90GLH)

Unit 8 (SHN) – Organisation of sports events (60GLH)

Unit 13 (WTD) – Health and fitness testing for sport and exercise (60GLH)

Unit 21 (NHT) – Business in Sport (90GLH)

Unit 6 (SHN) – Group Exercise to Music (60GLH)

Unit 12 (WTD) – Nutrition & Diet (30GLH)

#### Year 13

Unit 3 (NHT) – Sports organisation and development (60GLH)

Unit 5 (WTD) – Performance analysis in sport and exercise (60GLH)

Unit 11 (WTD) – Physical activity for specific groups (30 GLH)

Unit 17 (NHT) – Sports injuries and rehabilitation (60GLH)

Unit 18 (NDS) – Practical skills in sport and physical activities (60GLH)

Unit 19 (AHS) – Sport and exercise psychology (60GLH)

Unit 14 (AHS) – Working in the Leisure Industry (60GLH)

Unit 10 (WTD) – Biomechanics (60GLH)

Unit 7 (NHT) – Improving Fitness for Sport (60GLH)

## Dates for the diary

25 <sup>th</sup> January 2024 Thursday	Year 9 virtual subject Parents' Evening	4pm to 6.30pm
26 <sup>th</sup> January 2024 Friday	Individual options forms handed out	
8 <sup>th</sup> February 2024 Thursday	Option Forms should have all been returned to School	





