



KS4

Subject Pathways

Brochure 2022



Southmoor Academy
ASPIRE • ACHIEVE • ENJOY

Key Stage 4 Pathways

At the start of Year 10, pupils at Southmoor will start the courses that will lead them to their first major set of qualifications at the age of 16. Some of these are compulsory – everyone needs to study English, Maths, Science, Core PE and Personal Development. Over the next two weeks, we will be supporting you to choose which of those subjects you would like to study.

This is a really important decision – but it is worth remembering it is not the only time you get to make a decision like this. When you finish your GCSEs at 16, you will then choose further options – either to study for academic subjects like A-levels, a vocational course such as a BTEC, or to take up an apprenticeship.

Before we begin, there are a few key questions which everyone always asks.

What is a GCSE?

GCSE stands for “General Certificate of Secondary Education”. Most of your subjects will be GCSEs, and the ones that are not will be equivalent to a GCSE. GCSEs are graded on a scale of grade 1 to grade 9, with 4 being a ‘pass’, 5 a ‘strong pass’ and 9 being the very top grade, described as ‘exceptional achievement’. They are designated as level 2 courses.

Why do we study so many different subjects?

The word general in ‘GCSE’ is key. They are designed to prepare you for the point you choose your specialist route at the age of 16. You need to do lots of subjects to give you a broad and balanced education, so you can make an informed choice later.

Think of it like a gym. You have lots of different exercise machines to exercise different muscles – but together, they give you a good level of general fitness. In fact, studying is very like exercise – the more you do, the better you get, and you can do different types of studying to stimulate different parts of the brain. That’s why you shouldn’t always think about subjects in terms of just whether the content is going to be useful to you – you should think about whether the mental exercise is going to make you mentally fitter. Languages are a great example of this – whether or not you ever go to France, scientists have shown that the discipline of learning French improves your thinking abilities all round.

Why does everyone have to do English, Maths, Science, Core PE and Personal Development?

Well, one answer is that, like French, they make you mentally fitter. But there is more. Some things you learn at school, you will use directly. For example, you might learn about photography, and become a photographer, or you might study the psychology or criminals, and go on to become a police officer. But there are some things you study that are so central to our general understanding of the world that we call them ‘Core’. English, Maths and Science are like this – no matter what you do or where you go, you need to be able to use language well, to understand numbers, and to understand the way the natural world works.

If I do not pick PE as a subject, do I still get to have some normal PE lessons?

Yes!

What subjects are best for my career prospects?

There are some subjects that you need to study at GCSE to take them at A level and beyond – like languages, art, history, or geography. But it is not as many as you think. Really, the most important thing is to choose something you enjoy. If you enjoy it, you are probably good at it, and you will be motivated to work hard and get a good grade. Remember, it is like a gym – the most important thing is that you put the time in!

What is the English Baccalaureate?

The English Baccalaureate, also known as EBacc, is a group of GCSE subjects that fit together very well and are good preparation for people who intend to go on to study at A-level or university. EBacc consists of English, Maths, Science, a humanities subject (History or Geography, and a language (French or German).

You do not have to have EBacc to follow the academic route.

What if I cannot decide?

It is easy to worry about making the wrong decision – but most of the time what makes the difference is what happens once you have decided. Do you go on and give it your best shot? Do you work hard, and push through when something is challenging? Or do you roll over and give up.

I think you know what is best.

Making Your Choice

Do the research

When making a choice you should consider: -

- a.** your own personality, interests, and abilities
- b.** what each subject involves and what each examination consists of
- c.** future career paths

Subject information can be obtained from subject teachers and form tutors at the Academy as well as this booklet. Careers information can also be sought from Careers Guidance Adviser (Mrs J Robinson), Connexions, and our Sixth Form Progress Mentors.

There are various websites which pupils and parents/carers can access to support their decision making and where key subject choices could determine future job choices.

<http://www.southmoorschool.co.uk/careers-education-information-advice-guidance/> - Our own comprehensive careers section of the school website gives information on different future pathways and has advice on different career options for each subject. Our Careers Explorer website

<https://www.southmoorschool.co.uk/careers-explorer/> has a variety of resources to support students with their career choices, including videos, activities and guidance.

<https://nationalcareers.service.gov.uk> - Provides information, advice and guidance to help individuals make decisions on learning, training and work. Young people can explore over 800 different career profiles and learn more about skills needed for potential new careers.

<https://icould.com> - Young people can explore a range of different career options and be inspired by real life stories from those who are currently following those career pathways.

<https://www.bbc.co.uk/bitesize/careers> - This website is packed full of resources for young people to understand more about the world of work, including advice from people who have found the right path for them. The website also provides access to many BBC programmes featuring careers and the world of work.

<https://successatschool.org> - Careers Advice for students and parents. Young people and parents can explore careers, find out about top employers, and search for the latest advice, jobs, courses and more. Parents can register for their own newsletter and you can download student and parent guides.

www.ucas.com - The University Admissions service website allows you to search any course interest across all UK universities. It will also indicate which subjects and grades are required to access specific courses and careers.

All further education and training providers, university and apprentice providers have key subject and career information on their own websites.

General Advice to Pupils

Choose a subject you enjoy and are good at.

Do not choose a subject because your friends are doing it or because you like a particular teacher. Most likely your friends will be in a different group and you will have a change of teacher!

Do not select a subject thinking that you can change your mind later.

Think carefully about what you are going to do post 16. Find out what subjects you will need to do courses at further and higher education levels.

Please read the individual subject areas for more specific exam / coursework details

Please note that the information contained in this booklet is correct at time of going to print but may be subject to change. It should also be noted we might not be able to run some courses if numbers of pupils choosing them are too low to be viable.

Post-16 Progress and Careers Advice

Wherever you go at the end of Year 11, after the raising of the school leaving age you will now need to be in some form of training or education until the age of 18. The pathway you choose at Key Stage 4 will give you both skills that might be directly relevant in the workplace, and skills that might help you on to the next stage of your education.

Your options will fall into three categories:

- ▶ To continue in full time education at Sixth Form or College
- ▶ To continue learning through Work Based Learning programmes such as Traineeship or Study Programme
- ▶ To gain work experience and qualifications through Apprenticeship.

Advice and guidance on the full range of options open to you will be available through our Sixth Form team and the Academy careers provision, as well as the National Careers Service.

Whatever you are looking at doing, your core provision will provide the main skills and grades necessary. For example, 5 grade 5s at GCSE including English will get you into the Sixth Form at Southmoor. If for whatever reason you have been unable to do an option at GCSE, you may well be able to still pick it up at A-level. If in any doubt, please contact the Sixth Form team for advice.

In Year 11 pupils have a short, informal, and independent consultation interview with an experienced Careers Adviser and support from our Sixth Form guidance team. Should an extended interview be required, parents are invited to attend.

CORE SUBJECTS

These are subjects that everyone has to study



English Language



English Literature



Mathematics



Science



Core PE



Personal Development

GCSE English Language

Career Options

Journalism
Publishing
Teaching
Legal work
Advertising



Subject Content

Paper 1:

- In preparation for section A, pupils will read a range of literature fiction texts to consider how writers use narrative and descriptive techniques to capture the interest of readers.
- In section B, pupils will write their own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a stimulus.

Paper 2:

- In preparation for section A, pupils will read linked sources from different time periods and genres and consider how each presents perspectives to influence the reader.
- In preparation for section B, pupils produce written texts to specified audience, purpose and form in which they give their own perspective.

Assessment Information

Paper 1:

Reading (40 marks) (25%) – one single fiction text

- 1 short form question (1 x 4 marks)
- 2 longer form questions (2 x 8 marks)
- 1 extended question (1 x 20 marks)

Writing (40 marks) (25%)

1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Paper 2:

Reading (40 marks) (25%) – two linked texts

- 1 short form question (1 x 4 marks)
- 2 longer form questions (1 x 8, 1 x 12 marks)
- 1 extended question (1 x 16 marks)

Writing (40 marks) (25%)

1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Why Study...?

English language will increase your employability. Through the development of your reading, writing and spoken skills, you will become more creative thinkers and more confident speakers. Being able to express yourself clearly is a fundamental life skill.

Key Contact: Mrs Forster

GCSE English Literature



Career Options

Teaching
Journalism
Publishing

Subject Content

Areas studied include:

In GCSE Literature students study a range of texts to help them to develop knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written.

Students will study the following full texts. They will explore the plot, characters, themes and context:

- Shakespeare's play 'Macbeth'.
- Dickens' novel 'A Christmas Carol' (the 19th Century novel)
- JB Priestley's play 'An Inspector Calls' (modern drama text)

They will also study the Power and Conflict poetry anthology of 15 poems as well as a range of 'unseen' poetry texts.

Assessment Information

GCSE English Literature – 2 papers

What's assessed – Paper 1

- Shakespeare play 'Macbeth'
- The 19th Century novel – 'A Christmas Carol'

How it's assessed

- Written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE

What's assessed – Paper 2

- Modern prose or drama texts
- The poetry anthology (comparison)
- Unseen poetry (comparison)

How it's assessed

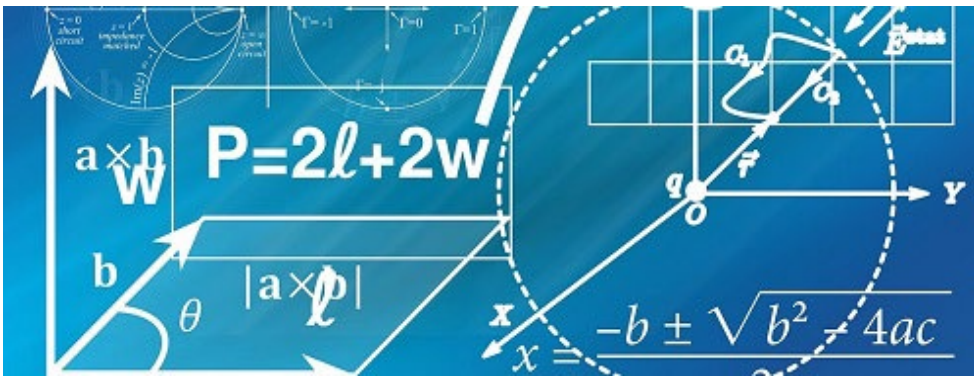
- Written exam: 2 hour 15 minutes
- 96 marks
- 60% of GCSE

Why Study...?

Studying English literature will develop your knowledge of a range of texts, exposing you to different cultures and intellectual traditions. It will also develop your critical thinking and analysis, skills that are transferable into a variety of professions.

Key Contact: Mrs Forster

GCSE Mathematics



Career Options

Mathematics is required by most employers in the majority of career paths including: Engineering, Surveying, Science related fields, Education, Accounting, Management, and many more

Subject Content

GCSE Mathematics subject content has been designed to ensure that all students will develop confidence and competence with both the basic foundation content and the additional foundation content. More highly attaining students will develop confidence and competence with all of the foundation work and the higher content.

The content is organised into broad topic areas:

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry
5. Probability
6. Statistics

The subject content will be delivered in a way that will allow all pupils to

1. use and apply standard techniques,
2. reason, interpret and communicate mathematically
3. solve problems within mathematics and in other contexts

Assessment Information

Qualification aims and objectives

All pupils will study for GCSE Mathematics. The course will enable all pupils to

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

Tier of entry will be decided during year 11. All pupils will be entered for GCSE Mathematics at the tier that will maximise their final grade.

Assessment

Assessment at the end of Year 11 will consist of three external exam papers.

Paper 1 – Non Calculator – 1 hour and 30 mins

Paper 2 & 3 – Calculator – 1 hour and 30 mins

Tiers: Higher (Grades 9-4) *
Foundation (Grades 5-1)

Percentage of marks: 100% exam

Exam Board: AQA/OCR

Why Study ...?

GCSE Mathematics is highly valued by employers and is often a key requirement for entry into apprenticeships, further and higher education. You will further develop your fluency, reasoning and analytical skills. These skills will be invaluable in your life beyond school.

Key Contact: Mr Temple

GCSE Biology



Career Options

Examples of careers opportunities include: medicine; physiotherapist; chemist; beautician; plumber; nurse; surveyor; engineer; farmer; sports trainer; lawyer; journalist; computer games developer.

Subject Content

GCSE Biology is part of the AQA Separate Science suite, developed to inspire and challenge students. The course provides the foundations for understanding the natural, material and physical world.

Pupils will study the following topics in Biology:

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

Assessment Information

- GCSE Biology is a linear course worth 1 GCSE.
- Pupils will follow the higher tier subject content (Grades 9 – 4) and are assessed by two 1 hour and 45-minute exams. Paper one assesses, Cell Biology, Organisation, Infection and response and Bioenergetics. Paper two assesses, Homeostasis and response, Inheritance, variation and evolution and Ecology.
- Each paper will assess knowledge and understanding from distinct topic areas. Questions include multiple choice, structured, closed short answer, and open response.
- Each examination is out of 100 marks and has a weighting of 50%. Scores will be added to give an overall total which will then be converted to a grade.
- Pupils will also gain experience of 10 practical activities. Questions in the written exams will draw on the knowledge and understanding students have gained by carrying out the practical. These questions will count for at least 15% of the overall marks for the qualification.

Why Study...?

GCSE Biology includes progression in the subject content and consistency in the exam questions, so pupils have the best preparation for A-level. The course aims to also develop pupil's ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

Key Contact: Mrs Draper

GCSE Chemistry



Career Options

Examples of careers opportunities include: medicine; physiotherapist; chemist; beautician; plumber; nurse; surveyor; engineer; farmer; sports trainer; lawyer; journalist; computer games developer.

Subject Content

GCSE Chemistry is part of the AQA Separate Science suite, developed to inspire and challenge students. The course provides the foundations for understanding the natural, material and physical world.

Pupils will study the following topics in Chemistry:

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

Assessment Information

- GCSE Chemistry is a linear course worth 1 GCSE.
- Pupils will follow the higher tier subject content (Grades 9 – 4) and are assessed by two 1 hour and 45-minute exams. Paper one assesses the topics, Atomic structure and the periodic table through to Energy changes. Paper two assesses the topics, the rate and extent of chemical change, through to Using resources.
- Each paper will assess knowledge and understanding from distinct topic areas. Questions include multiple choice, structured, closed short answer, and open response.
- Each examination is out of 100 marks and has a weighting of 50%. Scores will be added to give an overall total which will then be converted to a grade.
- Pupils will also gain experience of 8 practical activities. Questions in the written exams will draw on the knowledge and understanding students have gained by carrying out the practical. These questions will count for at least 15% of the overall marks for the qualification.

Why Study...?

GCSE Chemistry includes progression in the subject content and consistency in the exam questions, so pupils have the best preparation for A-level. The course aims to also develop pupil's ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

Key Contact: Mrs Draper

GCSE Physics



Career Options

Examples of careers opportunities include: medicine; physiotherapist; chemist; beautician; plumber; nurse; surveyor; engineer; farmer; sports trainer; lawyer; journalist; computer games developer.

Subject Content

GCSE Physics is part of the AQA Separate Science suite, developed to inspire and challenge students. The course provides the foundations for understanding the natural, material and physical world.

Pupils will study the following topics in Physics:

- Energy
- Electricity
- Particle model of matter
- Atomic structure
- Forces
- Waves
- Magnetism and electromagnetism
- Space physics

Assessment Information

- GCSE Physics is a linear course worth 1 GCSE.
- Pupils will follow the higher tier subject content (Grades 9 – 4) and are assessed by two 1 hour and 45-minute exams. Paper one assesses, Energy, Electricity, Particle model of matter and Atomic structure. Paper two assesses, Forces, Waves, Magnetism and electromagnetism and Space physics.
- Each paper will assess knowledge and understanding from distinct topic areas. Questions include multiple choice, structured, closed short answer, and open response.
- Each examination is out of 100 marks and has a weighting of 50%. Scores will be added to give an overall total which will then be converted to a grade.
- Pupils will also gain experience of 10 practical activities. Questions in the written exams will draw on the knowledge and understanding students have gained by carrying out the practical. These questions will count for at least 15% of the overall marks for the qualification.

Why Study...?

GCSE Physics includes progression in the subject content and consistency in the exam questions, so pupils have the best preparation for A-level. The course aims to also develop pupil's ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

Key Contact: Mrs Draper

GCSE Combined Science Trilogy



Career Options

Examples of careers opportunities include: medicine; physiotherapist; chemist; beautician; plumber; nurse; surveyor; engineer; farmer; sports trainer; lawyer; journalist; computer games developer.

Subject Content

Combined Science Trilogy is part of the AQA science suite, developed to inspire and challenge students of all abilities and aspirations. Some examples of the subject topics are:

Biology

- Cell biology
- Organisation
- Bioenergetics
- Inheritance, variation, and evolution
- Ecology

Chemistry

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- The rate and extent of chemical change
- Organic chemistry

Physics

- Energy
- Electricity
- Atomic structure
- Forces
- Magnetism and electromagnetism

Assessment Information

- Trilogy is a linear double award course, and worth two GCSEs.
- Pupils will follow either the higher (Grades 9 – 4); or the foundation tier (Grades 5 – 1).
- Both are assessed by six, 1 hour and 15-minute exams. Pupils will sit two Biology, two Chemistry and two Physics papers. Each of the papers will assess knowledge and understanding from distinct topic areas. Questions include multiple choice, structured, closed short answer, and open response.
- Each examination is out of 70 marks and has a weighting of 16.7%. Scores will be added to give an overall total which will then be converted to a grade.
- Pupils will also gain experience of 21 practical activities. Questions in the written exams will draw on the knowledge and understanding students have gained by carrying out the practical. These questions will count for at least 15% of the overall marks for the qualification.

Why Study...?

Science provides a foundation for many science-related and unrelated careers. The course aims to: - develop scientific knowledge through the disciplines of biology, chemistry and physics as well as enabling pupils to understand the nature, processes and methods of science through different types of scientific enquiry that help them answer scientific questions about the world around them.

Key Contact: Mrs Draper

Core PE



Career Options

PE Teacher
Sports Coach
Physiotherapist
Armed Forces
Uniformed Services

Subject Content

Component 1 – Team Games

You will participate and develop your skills in a variety of team games such as football, basketball, rugby, netball, cricket, hockey and more. You will learn to analyse your own performance and suggest areas for improvement.

Component 2 - Individual Sports

You will participate and develop your skills in a variety of individual Sports such as Athletic Events, Tennis, Table Tennis, Badminton, Orienteering and more. You will learn to analyse your own performance and suggest areas for improvement.

Component 3 – Health and fitness development

In this Component you will participate in a range of fitness-based activities, including circuit training, boxercise, dance, swimming and Personal Survival training. You will also design a fitness training programme tailored to meet your personal training goals, in order to help you improve your overall fitness and sporting performance

Component 4 – Striking and Fielding Sports

In this component you will develop your skills in striking and fielding games, such as softball, rounders, cricket and baseball. You will also look at how to identify weaknesses in the opposition and devise tactics to overcome them.

Component 5 – Sports Leadership

In this component you will be introduced to and helped to develop your sports leadership skills. You will learn to lead your own sporting sessions, warm-ups and how to officiate games. This provides you with what could be your first step into sports leadership and could be linked to the completion of a sports leader's award!

Assessment Information

Your assessment in PE will be on-going, through the full range of different sports and activities that you will participate in.

You will be assessed in:

- Your application and development of your practical skills
- Your knowledge and understanding of the rules and regulations of different sports
- The development of your health, fitness and wellbeing
- Your leadership skills
- Your officiating skills
- Your ability to analyse a performance (either your own or somebody else's)

Why Study...?

Participation in PE is essential to help you maintain a healthy and active lifestyle. You will participate in a wide range of different sports and activities, including less traditional sports, to try and broaden your experiences. You will learn how to create your own fitness plans, develop your understanding of the rules and regulations of different sports, and develop essential leadership and teamwork skills that you will be able to use in everyday life.

Key Contact: Mr Parker

Personal Development



Career Options

Throughout Personal Development you will have the opportunity to develop essential transferable employability skills which will prepare you for any careers pathway. Skills which are part of the Skills Builder Framework are:

Listening; Speaking; Problem Solving;
Creativity; Staying Positive; Aiming High;
Leadership; Teamwork.

You will also have the chance to look in detail at different job families and sectors of the labour market, so you have the most up-to-date information available.

Subject Content

Personal Development is divided into three key themes and within those themes there are two different topics:

RSHE (Relationships, Sex and Health Education):

Mental Health – including exploring the influence of role models; British Values, human rights and community cohesion; challenging extremism and radicalisation; tackling stigma of mental health

Managing Change – including Personal values and assertive communication in relationships; managing romantic relationship challenges; tackling domestic abuse and forced marriage; managing change, grief and bereavement; understanding different families.

Living in the Wider World:

Online security and fraud – including managing your ‘personal brand’; identity theft; fake emails; protecting yourself financially; online security.

Risk & Reward – including attitudes to risk; assessing risk; investments; gambling.

Careers & Aspirations:

Preparing for the Workplace – including progression routes; work experience; health and safety in the workplace.

Making an Application – including personal statements and CV writing; interview skills and mock interviews; post-16 progression routes and applying for post-16 education and training.

In Year 11, you will also focus specifically on post-16 progression routes, applications, employment skills, revision skills, promoting self-esteem and coping with stress.

Careers Advice & Guidance

Outside of your actual Personal Development lesson each week, there will be plenty of opportunities for you to find out more about your future career pathway. We will have special, extra events that will take place throughout Years 10 and 11, which will include:

- Presentations and talks by employers, training providers and further & higher education providers.
- Interactive workshops with employers, education and apprenticeship providers.
- Annual Careers Fair giving you the chance to speak directly to employers, training and education providers.
- Work Experience placement with local employers
- Careers Weeks within your other subjects
- Trips and visits to employers, education and training providers.

In addition, in Year 11, every student is guaranteed an individual Careers Guidance Interview with our own Careers Advisor. These can be followed up with further interviews where required to ensure that all students have a clear plan for post-16 study and a backup option.

Assessment Information

Your assessment in Personal Development will be on-going, through the different themes and topics that you will complete.

Assessment will include:

- Baseline assessments at the start of a topic
- In class discussions
- Self and peer assessment reviews
- Questionnaires and surveys
- Mind-maps and spider diagrams
- Presentations
- Group work and role-play
- Self-reflection diaries and journals
- One-to-one discussions

Why Study...?

You are growing up in an increasingly complex world and you are living your lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, you need to know how to be safe and healthy, and how to manage your academic, personal and social lives in a positive way. Personal Development is designed to prepare you for your future life. It gives you the opportunity to understand how you can develop into a healthy, independent and responsible member of society and to become a well-rounded citizen able to take your place within society when you leave school at 16 or 18.

Key Contact: Mr Wareham

OPTION SUBJECTS



Child Development & Care



Computer Science



Drama



Engineering Design



Enterprise & Marketing



Fine Art



French



Geography



German



Graphic Communications



Health & Social Care



History



Information Technologies



Media Studies



Music



Photography



Psychology



Religious Studies



Sociology



Sports Studies

Level 2 Technical Award in Child Development and Care (NCFE CACHE)



Career Options

Primary School Teacher
Secondary School Teacher
Teaching Assistant
Nursery Nurse
Speech and Language
Therapist
Social worker
Special Educational Needs
Teacher

Subject Content

The qualification will cover 3 core units.

Unit 1: An introduction to working with children aged 0-5 years (Year 10)

This is an introductory unit designed to give an overview of the types of settings and local provision for children. Students will learn how to prepare for working in settings and the responsibilities of early years workers.

Unit 2: Development and well-being 0-5 years (Year 10 & 11)

This unit focuses on holistic development and factors that affect development. Learners will be introduced to ways of observing children so that they can support development through appropriate activities and care routines.

Unit 3: Childcare & Development 0-5 years (Year 11)

The remainder of Year 11 is spent applying the knowledge acquired over the 2 years for revision, and examination practice. In order to be **successful in a scenario based short answer examination, learners will need to be sure that they are confident about everything they have learned in Unit 1 & Unit 2.**

Assessment Information

There are two (2) externally set, internally marked units: 1 and 2

These internal coursework assessments cover:

- Unit 1: 33.3% of the qualification's content and 25% of the qualification's grade
- Unit 2: 33.3% of the qualification's content and 25% of the qualification's grade

There is one (1) external assessment, Unit 3 which is subject to external assessment through a scenario based short answer examination.

The synoptic external assessment contributes to 50% of the qualification grade.

Learners must achieve a minimum of a D grade in the scenario based short answer examination in order to gain the qualification alongside a minimum of a D grade in the two internal assessments. All units are graded A*-D.

The curriculum includes formal teaching, in-class group/team activities, independent work, paired work, online computer projects and home learning opportunities.

Why Study...?

Studying Child Development and Care offers students the opportunity to explore a wide variety of topics that underpin the skills and qualities needed for a multitude of future careers within the child care sector. This course allows students to acquire the skills, knowledge and interdependence required to work in this industry and provide the best possible care for people under their supervision, whether this be a nursery nurse, primary teacher, speech and language therapist or social worker to name but a few.

Key Contact: Miss Machowiecka

GCSE Computer Science



Career Options

Software Developer
Computer Systems Analyst
IT Manager
Data Security Analyst
Web Developer
Network Engineer

Subject Content

A modern course for a modern world...

Computer Systems (01)

This unit introduces students to the Central Processing Unit (CPU), computer memory and storage. They investigate how and why network are set up and consider system security. Students become familiar with the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science.

Computational Thinking, algorithms and programming (02)

This unit introduces students to algorithms and programming, learning about programming techniques.

Students undertake programming tasks during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students are assessed on these skills in component 02.

Assessment Information

Computer Systems (01)

Written exam:

- 50% of the total qualification
- 1 hour 30 minutes.
- 80 marks
- The question paper consists of short and medium answer questions. There is also one 8-mark extended response question. This question will enable students to demonstrate the ability to construct and develop a sustained line of reasoning.

Computational Thinking, algorithms and programming (02)

Written exam:

- 50% of the total qualification
- 1 hour 30 minutes.
- 80 marks
- Section A – assesses students' knowledge and understanding of concepts of Computer Science. Students then apply these to problems in computational terms, where they may use an algorithmic approach.
- Section B - assesses students' Practical Programming skills and their ability to design, write, test and refine programs.
- The question paper will consist of short and medium answer questions.

Why Study...?

Computer Scientists take humanity forward with innovative advancements in technology. You could go on to develop the next generation of gadgets or software programmes which could improve the lives of millions of people. You will develop critical thinking and problem solving skills which can be applied to any subject or career. When creating computer programs you feel a real sense of accomplishment!

Key Contact: Mrs O'Brien

GCSE Drama



Career Options

Performance and theatre based careers: e.g. Actor, entertainer, stage-manager, theatre designer, presenter, voice-over artist, theatre manager

Careers requiring communication and creativity: e.g. teacher, lawyer, counsellor, journalist, games designer, researcher, human resources

Subject Content

The course consist of 3 components

Component 1: Understanding drama

You will learn about drama and theatre. You will study and practically explore a set play. You will also visit the theatre to evaluate live performances. You will learn about roles within the theatre.

Component 2: Devising drama

You will work in a group to research, create and perform your own drama to be performed before an audience. You can contribute as an actor or designer.

Component 3: Texts in practice

You will work in a group to perform plays or extracts from plays, taking a script form page to stage. You can contribute as an actor or as a puppet, set, sound, or costume and make-up designer.

Assessment Information

In GCSE drama, assessment take place over both years 10 and 11.

Component 1: Understanding drama

Students sit a written paper in *June of year 11*. The paper has three sections:

A; Theatre roles and responsibilities – multiple choice

B: Questions on our set text, *Blood Brothers* by Willy Russell

C: Questions on a live theatre performance you have seen.

This component is worth 40% of your final grade.

Component 2: Devising drama

This coursework unit is completed in the *Summer term of year 10*.

Students are assessed on their performance or design skills and the success of their original work. Students also write a working notebook. Your teacher internally assesses this unit. This component is worth 40% of your final grade.

Component 3: Texts in practise

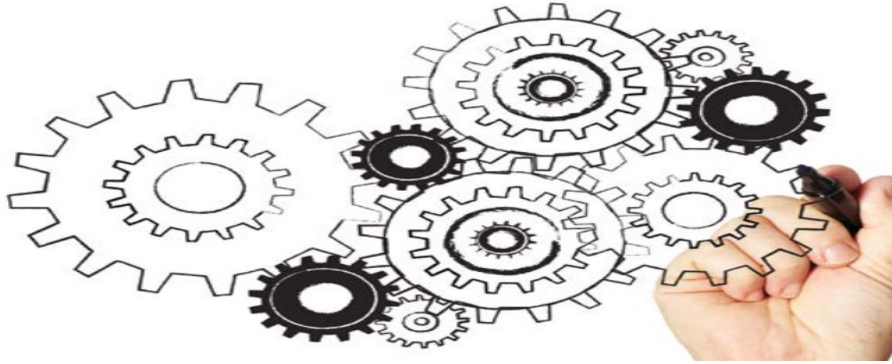
This practical exam takes place in *December of year 11*. You will perform or design two extracts of a play, A visiting examiner assesses this unit. This unit is worth 20% of your final grade.

Why Study...?

- You enjoy creating drama, reading plays and watching theatre
- You want a career in theatre or a creative industry
- Drama develops lifelong transferable '*soft skills*' that employers look for and often complain are lacking in young people. A GCSE in drama shows you have developed these skills: e.g. cooperation and team work, resilience, leadership, tolerance and understanding of others, communication skills, problem solving and initiative. **These skills are sought after and essential in the modern work place.**
- Drama/performing arts develops your self-confidence, command of spoken English and communication skills
- Drama involves practical, group work, which may be something you enjoy

Key Contact: Mrs Wilson

OCR Level 2 Cambridge National Certificate in Engineering Design



Career Options

This course could lead to entry into any engineering or design based professions, or practical based apprenticeships.

Subject Content

This course covers a range of practical and theory based engineering topics. You will begin with practical wood working skills in the workshop and develop these skills through a series of practical based activities. This will include the safe use of tools and machinery, making a range of wooden joints culminating in a project that incorporates these new skills. The skills also cover engineering drawing and CAD (Computer Aided Design) skills that are essential for the coursework.

Alongside these tasks you will learn the theory knowledge to prepare you for the written exam. The theory elements are all about engineering in industry. You will look at the design cycle and how products are designed and made. This covers every stage in detail from the sourcing of raw materials and why they are chosen based on their properties/availability and environmental impact. It goes on to the manufacturing elements looking at a range of machines and processes and finally what happens when you discard a product and the impact it would have on the environment, and how to reduce this impact.

This course covers a wide range of technical and engineering knowledge and has close links to science and geography topics. Along with the practical skills you will look at environmental issues when designing, new/smart materials and their properties, forces and a wide range of other areas that would be perfect for someone wanting to progress to a career in engineering.

Assessment Information

The course is split into 3 units. One exam and two pieces of coursework.

Exam

The exam (R038) is worth 40% of your final grade. You can have 2 attempts at this exam. One in June Year 10 and one in January of Year 11. Whichever exam you score the highest on will be the mark you receive at the end. The exam is 1 hour and 15 minutes.

Coursework

The other 2 units are coursework based where you will research, design and make a product which will give you the final 60% of your overall mark.

1. The first unit (R039) is design based and you will have to design a series of products using a range of drawing techniques such as isometric, 2 point perspective, orthographic as well as computer based drawing.
2. The second unit (R040)

Course Structure

- **Year 10** will be split into 3 elements, learning the theory knowledge for the exam in June, alongside practical skills, whilst also starting the first unit of coursework.
- **Year 11** will cover the second unit of coursework where you will put the practical knowledge from year 10 into use, as well as prepping for the exam resit in January.

Why Study...?

This is a great course to lead onto a wide range of career areas such as Engineers, Computer Games Developers, Tradesmen, Fashion Designers, Graphic Designs and Teachers. This course has a high percentage of controlled assessment (60%) which means a lot of your final grade comes from work completed in the lesson. According to the labour market, engineering is one of the most needed jobs in the future. Engineering currently generates £27 billion per year for the UK economy.

Key Contact: Miss Chester

Cambridge National Level 1/2 Certificate in Enterprise & Marketing



Career Options

Accountant
Business Project Manager
Digital Marketing
Financial Adviser
Franchise Owner
Human Resources

Subject Content

RO67: Enterprise and marketing concepts (exam)

This unit gives students an overview of the main concepts that underpin a 'start-up' business. Key concepts include:

- Characteristics skills, risk and reward for enterprise
- Market research to target a specific customer
- What makes a product financially viable
- Creating a marketing mix to support a product
- Factors to consider when starting up and running an enterprise

RO68: Design a business proposal (coursework).

An exciting unit that involves designing a product proposal to meet the needs of a given group of customers, and then conduct research to gain an understanding of how successful their idea is likely to be in the market! As budding entrepreneurs, students will then have to adopt a suitable pricing strategy and produce financial calculations to determine whether their idea is likely to be viable.

RO69: Market and pitch a business proposal (coursework)

Having developed and researched a product idea, this unit is all about creating brand identity and promotional plan for it. Students will learn what brands are and how they are used, creating one for their product. Having moulded a brand image, students must then discuss the different promotional methods, and put together a promotional plan that will get the message across to the intended target market. Finally—in true 'Dragon's Den' style—students have to pitch their product as part of a presentation, and then review all elements of their product, promotion and pitch and make recommendations for improvement.

Assessment Information

This is the equivalent to a GCSE qualification and is graded from Level 1 Pass to Level 2 Distinction*

Unit R067: Enterprise and marketing concepts

- 40% of the marks will be awarded for this
- This unit is a 1hr 30 minute external examination
- This exam paper comprises multiple choice and short-answer questions, giving students a great foundation in understanding how businesses work, and the key concepts that any budding entrepreneur will need to understand if they are to be a success.

Unit R068: Design a business proposal

- This will account for 30% of the overall qualification.
- This is assessed internally via externally moderated coursework.

Unit R069: Market and pitch a business proposal

- This will account for 30% of the overall qualification.
- This is assessed internally via externally moderated coursework.

Why Study...?

This course is both active and enjoyable. To solve business problems you need to be good at communicating and explaining your ideas. You will learn how to be a creative thinker and how to make decisions. You will also learn about the world of business through research, investigation and practical tasks. You might have an interest in business, and want to start your own business one day. You may have an enquiring mind and be interested in learning about the world around you, how businesses are set up, and what it is that makes someone a great entrepreneur.

Key Contact: Mrs O'Brien

GCSE Fine Art



Career Options

Art and design can lead to lots of exciting careers. Artist•Fashion design•Graphic design•Theatre designer•Animator•Video game designer•Illustrator•Museum curator•Photographer•Architecture•Product design•Textiles design•Ceramics•Advertising•Publishing•Interior design•Fashion and media journalism•Hair and make-up design•Retail design•Exhibition design•Jewellery design• Visual media• Teaching

Subject Content

If you have a particular passion to create art through drawing, painting, mixed-media and other art-based processes, and want to increase your practical skills and improve your analytical, communication and research abilities, then Fine Art is a great choice for you. The skills you gain make it a great complement to other subjects. A Fine Art course helps you to develop a way of seeing things and making sense of the world around you in a unique and personal way. Expressing your own thoughts, concepts and ideas is a truly important aspect of ourselves. We have explored such themes such as 'Identity', 'Icons', 'Portraiture', 'Current Events', 'Natural Based Forms' and many other themes that can be interpreted in many personalised ways. This subject can help you with further study and prepare you for the world of work.

Art students are required to develop knowledge, understanding and skills relevant to Fine Art through integrated practical, critical, and contextual study that encourages direct engagement with original works and practice within the world of both contemporary and historical art practice. All students will keep an Art Journal that supports and underpins each project and assignment. This includes the exploration of ideas and processes, contextual references with supporting annotations, recording of ideas and reflective commentary.

Students may work in any medium or combination of media, including digital media or entirely non-digital media, or in a mixture of both, provided the aims and assessment objectives are met. Students should be aware due to the nature of a coursework subject, they are expected to complete 2-3 hours per week at home or during lunchtime and afterschool sessions, due to this, students who take Fine Art should be motivated, dedicated, organised and show passion for the subject.

Possible areas studied at GCSE:

- Painting and drawing
- Mixed media
- Collage/assemblage

Assessment Information

• **Component 1 Portfolio:** produce a sustained project and a selection of further work that represents the course of study. This is worth 60 % of your overall marks. You will produce a range of work that will be developed from different starting points and themes that will lead you to create and develop your own ideas. The work is linked to contextual sources and we ensure that our pupils respond using a range of materials and processes. You will be required to have a solid understanding and application of drawing skills as this underpins the work that you will be doing.

• **Component 2 Externally set assignment:** There is an externally set task paper that features seven tasks, and you have to complete one of them. You get plenty of preparation time, plus ten hours of supervised time. This is worth 40 % of your total marks. This project will be your individual choice and you decide how you approach it, including the choice of materials. It is a real opportunity to show off those Fine Art skills in a fully independent assignment.

Assessment objectives (AOs) are the same across all GCSE Art and Design specifications and all exam boards.

The exams and non-exam assessment will measure how students have achieved the following assessment objectives in both Components 1 and 2.

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Why Study...?

All three subjects that we offer: Fine art / Photography / Graphic Communications include the following definitions of art, craft and design that highlight the distinguishing characteristics of each area. These areas can be addressed separately or in an integrated way depending upon the intentions and purposes of work undertaken.

ART based study can be defined as practice that involves the development of personal work and lines of enquiry determined by the need to explore an idea, convey an experience, or respond to a theme or issue. **CRAFT** based study can be defined as practice that involves making activities that draw upon knowledge of tools, materials, and processes, and associated intellectual, creative, and practical skills. **DESIGN** based study can be defined as practice that involves developing a response to a specific need, brief or starting point, taking account of established requirements, constraints and/or parameters.

Key Contact: Miss McHugh

GCSE French



Career Options

Journalist
Pilot
Hospitality
Retail
Interpreter

Subject Content

Identity and culture

Me, my family and friends:

- Relationships with family and friends
- Marriage/partnerships

Technology in everyday life:

- Social media
- Mobile technology

Free-time activities:

- Music
- Cinema and TV
- Food and eating out
- Sport

Customs and festivals in French-speaking countries/communities

Local, national, international and global areas of interest

Home, town, neighbourhood and region

Social issues:

- Charity/voluntary work
- Healthy/unhealthy living

Global issues:

- The environment
- Poverty/homelessness

Travel and tourism

Current and Future Study and Employment

My Studies

Life at school/college

Education post-16

Jobs, career choices and ambitions

Assessment Information

Paper 1: Listening

Understanding and responding to different types of spoken language

Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)

40 marks (Foundation Tier), 50 marks (Higher Tier)

25% of GCSE

Paper 2: Speaking

Non-exam assessment

7–9 minutes (Foundation Tier) + preparation time

10–12 minutes (Higher Tier) + preparation time

60 marks

25% of GCSE

Paper 3: Reading

Understanding and responding to different types of written language

Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)

60 marks

25% of GCSE

Paper 4: Writing

Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)

50 marks at Foundation Tier and 60 marks at Higher Tier

25% of GCSE

Why Study...?

Learning French opens your mind and enables you to see the world so you can learn about and experience other cultures. Learning French develops analytical skills and critical thinking skills, you can earn more money if you understand and speak other languages, it improves your memory and helps to stave off dementia, you can work in international companies, helps you to think outside the box.

Key Contact: Miss Rowe

GCSE Geography



Career Options

- Management
- Conservation
- Planning
- Research
- Media

Visit this website for more examples of Geography careers:

<https://www.rgs.org/iamageographer/>

Subject Content

Unit 1 (Living with the Physical Environment)

This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales. The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.

Unit 2 (Challenges in the Human Environment)

This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs). The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.

Assessment Information

Exam Board: AQA (8035)

Unit 1 (Living with the Physical Environment)

Exam (1hr 30min) – 35%

- The Challenge of Natural Hazards
- The Living World
- Physical Landscapes in the UK

Unit 2 (Challenges in the Human Environment)

Exam (1hr 30 min) – 35%

- Urban Issues and Challenges
- The Changing Economic World
- The Challenges of Resource Management

Unit 3 (Geographical Applications)

Exam (1hr 15 min) – 30%

- Fieldwork (Physical and Human)
- Unseen fieldwork
- Pre-release material

Why Study...?

Geography helps you to make sense of the world around you. The GCSE course is a good mix of topics such as urban issues, world development, extreme environments, rivers and hazards – to name but a few. The course will give you the chance to get to grips with some of the big questions which affect our world, and understand the social, economic and physical forces and processes which shape and change our world.

Key Contact: Dr Allan

GCSE German



Career Options

Civil Servant
Finance Officer
Nurse/Doctor
Barrister/Lawyer
Engineer

Subject Content

Identity and culture

Me, my family and friends:

- Relationships with family and friends
- Marriage/partnerships

Technology in everyday life:

- Social media
- Mobile technology

Free-time activities:

- Music
- Cinema and TV
- Food and eating out
- Sport

Customs and festivals in German-speaking countries/communities

Local, national, international and global areas of interest

Home, town, neighbourhood and region

Social issues:

- Charity/voluntary work
- Healthy/unhealthy living

Global issues:

- The environment
- Poverty/homelessness

Travel and tourism

Current and Future Study and Employment

My Studies

Life at school/college

Education post-16

Jobs, career choices and ambitions

Assessment Information

Paper 1: Listening

Understanding and responding to different types of spoken language

Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)

40 marks (Foundation Tier), 50 marks (Higher Tier)

25% of GCSE

Paper 2: Speaking

Non-exam assessment

7–9 minutes (Foundation Tier) + preparation time

10–12 minutes (Higher Tier) + preparation time

60 marks

25% of GCSE

Paper 3: Reading

Understanding and responding to different types of written language

Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)

60 marks

25% of GCSE

Paper 4: Writing

Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)

50 marks at Foundation Tier and 60 marks at Higher Tier

25% of GCSE

Why Study...?

Learning German opens your mind and enables you to see the world so you can learn about and experience other cultures. Learning German develops analytical skills and critical thinking skills, you can earn more money if you understand and speak other languages, it improves your memory and helps to stave off dementia, you can work in international companies, helps you to think outside the box.

Key Contact: Miss Rowe

GCSE Graphic Communications

Career Options

Art and design can lead to lots of exciting careers. Artist•Fashion design•Graphic design•Theatre designer•Animator•Video game designer•Illustrator•Museum curator•Photographer•Architecture•Product design•Textiles design•Ceramics•Advertising•Publishing•Interior design•Fashion and media journalism•Hair and make-up design•Retail design•Exhibition design•Jewellery design• Visual media• Teaching



Subject Content

If you have a particular interest in creating imagery and responses that relates to the Graphic and Advertising Industry through the use of digital editing software and more traditional drawing and artistic methods, then the Graphic Communication course could be your choice. Be aware that a significant amount of time is spent using a PC in this subject. The skills you gain make it a great complement to other subjects as it helps to increase your practical skills and improve your analytical, communication and research abilities. We have explored in the past Design Briefs that have looked at 'Company Re- Branding', 'Book Illustration', 'Experimental Typography', 'Magazine Covers' that have allowed students to explore their own ideas and outcomes. Graphics helps to develop a way of seeing things and making sense of the world around you, especially the communication of imagery that surrounds us in our daily lives. It can help you with further study and prepare you for the world of work.

Graphic Communication students are required to develop knowledge, understanding and skills relevant through integrated practical, critical, and contextual study that encourages direct engagement with original works and practice within contemporary and historical Design contexts. All students will keep a digital journal that supports and underpins each project and assignment. This includes the exploration of ideas and processes, contextual references with supporting annotations, recording of ideas and reflective commentary. Screen shots showing process and understanding will also need to be evident.

Students may work in a combination of media but will be expected to develop design skills through digital applications as a strong basis for their work

Possible areas studied:

- Digital media
- Illustration
- Advertising
- Packaging design
- Communication graphics

Assessment Information

• **Component 1 Portfolio:** produce a sustained project and a selection of further work that represents the course of study. This is worth 60 % of your overall marks. You will produce a range of Graphic communication work that will be developed from different Design Briefs and Starting points that will lead you to creating and developing your own ideas and responses through digital applications and more traditional responses. The work is linked to contextual sources and we ensure that our pupils respond using a range of materials and processes. You will be required to have a solid understanding and application of drawing skills as this underpins the work that you will be doing.

• **Component 2 Externally set assignment:** There is an externally set task paper that features seven tasks, and you have to complete one of them. You get plenty of preparation time, plus ten hours of supervised time. This is worth 40 % of your total marks. This project will be your individual choice and you decide how you approach it, including the way that you create your outcomes using Graphic Design methods and approaches. It is a real opportunity to show off those Communication skills in a fully independent assignment.

Assessment objectives (AOs) are the same across all GCSE Art and Design specifications and all exam boards. The exams and non-exam assessment will measure how students have achieved the following assessment objectives in both Components 1 and 2.

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Why Study...?

If you enjoy being creative, want to increase your practical skills and improve your analytical, communication and research abilities, graphic communication is a great choice. The skills you gain make it a great complement to other subjects. Art and design subjects are a way of seeing things and making sense of the world around you. It can help you with further study and prepare you for the world of work. You can continue your art and design studies at AS and A-level. Learn how to design visual materials to convey information, ideas, meaning and emotions in response to a given or self-defined brief. Areas of study include communication graphics, advertising, branding, package design and typography.

Key Contact: Miss McHugh

Level 2 Technical Award in Health & Social and Care (NCFE CACHE)



Career Options

Social Worker, Nurse, Doctor, Health Care Assistant, Midwife, Activities Co-ordinator, Outreach Worker, Occupational Therapist, Counsellor, Dietician, Teaching Assistant, Primary School Teacher, Nursery Nurse, Carer, Physiotherapist

Subject Content

The qualification will cover 4 core units.

Unit One: An introduction to the health and social care sector (Year 10)

This unit provides learners with a broad and in-depth knowledge base providing the opportunity to explore the health and social care sector.

Unit Two: Professional practice and the health and social care practitioner (Year 10)

This unit provides a broad, in-depth knowledge base from which learners can explore working practice in health and social care.

Unit Three: Human growth and development through the life stages. (Year 11)

This unit provides breadth and depth of knowledge and understanding in relation to human growth and development through the life stages.

Unit Four:

The remainder of Year 11 is spent applying the knowledge acquired over the 2 years from Units 1-3 for revision, and examination practice. In order to be **successful in a scenario based short answer examination, learners will need to be sure that they are confident about everything they have learned in Unit 1, Unit 2 & Unit 3.**

Assessment Information

There are three (3) externally set, internally marked units: Unit 1, 2 and 3.

These internal coursework assessments cover:

- Unit 1: 33.3% of the qualification's content and 18.2% of the qualification's grade
- Unit 2: 33.3% of the qualification's content and 18.2% of the qualification's grade
- Unit 3: 33.3% of the qualification's content and 18.2% of the qualification's grade

Unit 4 is an externally set, externally marked scenario based short answer examination graded pass, merit or distinction. The synoptic external assessment contributes to 45.5% of the qualification grade.

Learners must achieve a minimum of a Pass grade in the scenario based short answer examination in order to gain the qualification alongside a minimum of a Pass grade in the three internal assessments. All units are graded Pass, Merit, and Distinction.

The curriculum includes formal teaching, in-class group/team activities, independent work, paired work, online computer projects and home learning opportunities.

Why Study...?

Studying Health & Social Care offers students the opportunity to explore a wide variety of topics that underpin the skills and qualities needed for a multitude of future careers within the Health & Social and Early Years sectors. Allow students to acquire the skills, knowledge and interdependence required to work in this industry and provide the best possible care for people under their supervision, whether this be a nurse, primary teacher, a midwife or social worker to name but a few.

Key Contact: Miss Machowiecka

GCSE History



Career Options

- Politics
- Journalism
- Law
- Advertising
- PR
- Police
- Forensics
- Armed forces

Subject Content

Paper 1 – Understanding the Modern World

Section A: America, 1920-1973 – Opportunity & Equality

The Roaring 20s, Prohibition, Gangsters, Entertainment, the Wall Street Crash, The Great Depression, impact of WWII, the Civil Rights Movement, The Feminist Movement of the 1960s

Section B: Conflict & Tension: The inter-war years, 1919-1939

The Armistice, the Treaty of Versailles and the impact on Germany, The League of Nations during the 1920s, Failures of the League of Nations during the 1930s, Hitler's aims and road to WWII

Paper 2 – Shaping the Nation

Section A: Britain- Health & the people, 1000c-Modern day

Medieval ideas of causes and preventions of diseases, the Black Death, The Great Plague, Early modern impact on surgery, Vaccinations, public health during the 19th century, the creation of the NHS

Section B: Norman England, 1066-1100

Contenders to the throne in 1066, Battle of Hastings, Norman changes to religion, towns and villages, changes to law and order

Assessment Information

Paper 1 – Understanding the Modern World

Section A: America, 1920-1973 – Opportunity & Equality

6 questions that covers the whole time period

Total mark of this paper is 40 marks

Worth 50% of Paper 1 and 25% overall

Section B: Conflict & Tension: The inter-war years, 1919-1939

4 questions that covers the whole time period

Total mark of this paper is 44 marks (4 additional marks for Spelling, Punctuation and Grammar)

Worth 50% of Paper 1 and 25% overall

Paper 2 – Shaping the Nation

Section A: Britain- Health & the people, 1000c-Modern day

4 questions that covers the whole time period

Total mark of this paper is 44 marks (4 additional marks for Spelling, Punctuation and Grammar)

Worth 50% of Paper 2 and 25% overall

Section B: Norman England, 1066-1100

4 questions that covers the whole time period

Total mark of this paper is 40 marks

Worth 50% of Paper 2 and 25% overall

Both exams are 2 hours in length (students advised to spend 1 hour on Section A and 1 hour on Section B)

Why Study...?

"How do you know who you are unless you know where you come from? How can you tell what's going to happen, unless you know what's happened before? History isn't just about the past. It is about why we are who we are – and about what's next".

Tony Robinson, Actor & Television presenter.

Key Contact: Mr Wood

Cambridge National Level 1/2 Certificate in Information Technologies



Career Options

Cyber security
Project Manager
Systems Analyst
Web developer
Digital Marketing

Subject Content

R050 – IT in the digital world

Students will sit an exam to assess their knowledge and understanding of

- Different technologies (hardware and software applications)
- Human computer interfaces
- Cyber security and legislation
- Internet of Everything (IoE)

R060 – Data manipulation using spreadsheets

Students will plan and design a spreadsheet solution to meet client requirements.

The project will require students to:

- Plan and design a spreadsheet
- Create a spreadsheet solution
- Test the spreadsheet solution
- Evaluate the spreadsheet solution

R070 – Using Augmented Reality to present information

Students will design and create an Augmented Reality model prototype. The project will require students to:

- Plan and design an AR model prototype
- Create an AR model prototype
- Test and review the process of creating the AR model prototype

Assessment Information

This is the equivalent to a GCSE qualification and is graded from Level 1 Pass to Level 2 Distinction*

R050 – Understanding tools, techniques, methods and processes for technological solutions

Written exam:

- 40% of the total qualification
- 1 hour 30 minutes.
- 70 marks

R060 – Data manipulation using spreadsheets

Controlled assessment (coursework):

- Assignment set by OCR, marked by teachers and moderated by OCR
- 30% of the total qualification
- 60 marks

R070 – Using Augmented Reality to present information

Controlled assessment (coursework):

- Assignment set by OCR, marked by teachers and moderated by OCR
- 30% of the total qualification
- 60 marks

Why Study...?

This course allows students to understand how to use IT, explore how it was created and investigate the impact. If you have ever considered the effect IT may have on you or the world around you, then this is the perfect course to help you to find out about IT's impact on daily life. You will have the opportunity to explore the latest technologies from Apple and Google to earthquake and tsunami prediction software in our world of technology.

Key Contact: Mrs O'Brien

GCSE Media Studies



Career Options

Actor / Journalist /
Broadcaster /
Cinematographer /
Computer Games Tester / DJ
/ Editor / Teacher / Social
Media Manager / TV
Presenter / TV, Film, Theatre
Producer / Video Editor /
Web Editor / Youth &
Community Worker

Subject Content

The current GCSE Media Studies course attracts an increasingly large number of students every year because it makes learning interesting, challenging, creative and fun. It offers rigorous but accessible learning on a subject of key importance for young people's understanding of the world they experience.

GCSE Media Studies is an exciting opening chapter in the study of Media and Film and provides students with the adequate bedrock of skills which aid study through to Key Stage 5. Students will study a range of media set texts. Our GCSE Media Studies specification nurtures students' ability to formulate their own responses to the range of media that saturates modern life – both old and new. It also encourages students to develop their opinions on how the media represents the world. A choice of practical activities means that you can select according to your personal expertise, students' interests, or skill set.

Areas studied include:

- Music Press
- Codes and Conventions
- Narrative and Plot
- The Media Industry
- Style
- Characters and Stars
- Ideology

Assessment Information

Examinations 70%

Two examinations, both 1.30hrs. The first on 'Industries and Audiences' and the second on 'Media Language and Representations'. The examinations will have various questions that focus on all aspect of the media:

- Multiple choice questions assessing breadth of knowledge.
- Short answer questions assessing in depth knowledge.
- An extended response question assessing in depth knowledge.

Controlled Assessment 30%

Exploring, planning and creating:
Designing a media production, linked to a yearly changing theme.

Why Study...?

Media and Film are an important part of everyone's lives, we are constantly surrounded by both Media and Film; these forms are evolving at a rapid and exciting rate. Through the study of Media and Film, at KS4 and KS5, students will gain an analytical 'toolkit', develop creativity and explore original ideas in a fair and inclusive context. Media and Film is an intensive and academic field of study with a specific film and media terminology and a range of theorists' ideals to explore and examine. You will need commitment, drive, ambition; high expectations are the key motivators to inspiring, achieving and excelling within this exciting and unique area of study.

Key Contact: Mr McBain

GCSE Music



Career Options

Music Therapist
Music Teacher
Musician
Arts Administrator
Composer
Technician
Sound Engineer
Music Venue Manager

Subject Content

Component 1: Understanding Music

Section A: You will develop use of specialist Musical Language to demonstrate an in-depth knowledge and understanding of four areas of study:

- Western Classical Tradition 1650-1910
- Popular Music
- Traditional Music
- Western Classical Tradition since 1910

Section B: You will analyse the following study pieces for each Area of Study:

- Mozart's Clarinet Concerto in A major iii
- Little Shop of Horrors
- Paul Simon's Graceland
- Kodaly's *Battle and Defeat of Napoleon* and *Intermezzo* from Hary Janos

Component 2: Performing Music

You will complete a solo performance and an ensemble performance totalling a minimum of 4 minutes at a standard of Grade 5 (minimum).

Component 3: Composing Music

You will compose two compositions:

- Composition to a brief
- Free composition

Assessment Information

Component 1: Understanding Music

Section A:

Use specialist Musical Language to answer listening exercises and written questions relating to unfamiliar excerpts of music.

Section B:

Use specialist Musical Language to answer written questions relating to the study pieces detailed in 'Content' section.

Component 1 is an exam paper worth 40% of your GCSE marks.

Component 2: Performing Music

This Non-exam assessment will be internally marked by your teacher and externally moderated by AQA.

Component 2 is worth 30% of your GCSE marks.

Component 3: Composing Music

This Non-exam assessment will be internally marked by your teacher and externally moderated by AQA.

Component 3 is worth 30% of your GCSE marks.

You must already be working towards Grade 3 on your instrument to choose this option.

Why Study...?

If you enjoy playing your instrument and listening to eclectic music then Music GCSE is a brilliant option for you. It is a demanding course which offers a huge amount of development of skills and knowledge as well as enjoyment and well-being for the right student. There are a whole host of career options for Musicians as well as the fact that it looks brilliant to have that something different and reputable on your CV whatever career you're going into – all employers love to see a candidate who excels at something!

Key Contact: Mrs Wilson

GCSE Photography



Career Options

Art and design can lead to lots of exciting careers. Artist•Fashion design•Graphic design•Theatre designer•Animator•Video game designer•Illustrator•Museum curator•Photographer•Architecture•Product design•Textiles design•Ceramics•Advertising•Publishing•Interior design•Fashion and media journalism•Hair and make-up design•Retail design•Exhibition design•Jewellery design• Visual media• Teaching

Subject Content

If you enjoy being creative and recording images through a camera lens in addition to using digital editing software, then Photography is a great choice. Manipulating and refining images into aesthetic works can be achieved through skilful use of camera, lighting and supporting software such as Photoshop. Be aware that a significant amount of time is spent using a PC and at no time are pupils allowed to wander freely around the school taking photographs, therefore photography students are expected to take their own photography outside of school using a camera phone or taken during lunch times and afterschool with the supervision of a member of staff. The skills you gain make it a great complement to other subjects as it helps to increase your practical skills and improve your analytical, communication and research abilities. We have undertaken such themes such as 'Self-Identity', 'Structures', 'Experimental Portraiture', 'Current Events', 'Transformations', 'Image and Text' and many other themes that have allowed students to explore their own ideas in many personalised ways.

All students will keep a digital journal that supports and underpins each project and assignment. This includes the exploration of ideas and processes, contextual references with supporting annotations, recording of ideas and reflective commentary. Screen shots showing process and understanding will also need to be evident.

Students may work in a combination of media but will predominately be using their own photographic responses as basis for their work. Digital media or entirely non-digital media, or in a mixture of both can be explored provided the aims and assessment objectives are met.

Possible areas studied:

- Portraiture
- Still life
- Computer-manipulated imagery / Adobe Photoshop
- Landscape / urban or natural environment

Assessment Information

• **Component 1 Portfolio:** produce a sustained project and a selection of further work that represents the course of study. This is worth 60 % of your overall marks. You will produce arrange of Photography work that will be developed from different starting points and themes that will lead you to creating and developing your own ideas and responses digitally, with some opportunities to work on print outs in artistic ways. You will learn the use of a camera along with supporting digital editing skills as a part of the course. The work is linked to contextual sources and we ensure that our pupils respond using a range of materials and processes. Having a solid interest in using a camera creatively and willing to explore ideas beyond school will be crucial to your success.

• **Component 2 Externally set assignment:** There is an externally set task paper that features seven tasks, and you have to complete one of them. You get plenty of preparation time, plus ten hours of supervised time. This is worth 40 % of your total marks. This project will be your individual choice and you decide how you approach it, including the way that you create your outcomes using Photography based approaches. It is a real opportunity to show off those Photography and digital editing skills in a fully independent assignment.

Assessment objectives (AOs) are the same across all GCSE Art and Design specifications and all exam boards. The exams and non-exam assessment will measure how students have achieved the following assessment objectives in both Components 1 and 2.

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Why Study...?

All three subjects that we offer: Fine art / Photography / Graphic Communications include the following definitions of art, craft and design that highlight the distinguishing characteristics of each area. These areas can be addressed separately or in an integrated way depending upon the intentions and purposes of work undertaken.

ART based study can be defined as practice that involves the development of personal work and lines of enquiry determined by the need to explore an idea, convey an experience, or respond to a theme or issue. **CRAFT** based study can be defined as practice that involves making activities that draw upon knowledge of tools, materials, and processes, and associated intellectual, creative, and practical skills. **DESIGN** based study can be defined as practice that involves developing a response to a specific need, brief or starting point, taking account of established requirements, constraints and/or parameters.

Key Contact: Miss McHugh

GCSE Psychology



Career Options

- Forensic Psychologists
- Law enforcement
- Counselling/therapist
- Legal profession
- Education sector (Teaching etc)
- Business
- Sport and exercise coach
- Neuroscientist
- Many more!

Subject Content

Criminal Psychology:

- Explanations of why criminal/anti-social behaviour occurs, including The Social Learning Theory of Criminality and Eysenck's Criminal Personality Theory
- The effects of punishment, alternatives to imprisonment, rehabilitation and reducing criminal/anti-social behaviour

Development:

- Stages of development including cognitive and brain development and the role of education and intelligence including Piaget's Theory of Cognitive Development
- Types of intelligence and how intelligence is measured

Psychological problems:

- Symptoms and diagnosis criteria of two mental health issues: Schizophrenia and Depression
- Psychological and biological explanations of treatments for Schizophrenia and Depression

Social influence:

- The impact of social groups, situations and other people on an individual's thoughts and behaviour,
- The impact of peer pressure and majority influence, including
- Obedience to authority, including the study of the situational factors that explain such behaviour

Memory:

- The structure and process of human memory, including features of short-term and long-term memory
- Inputs and outputs of human memory, and how different types of memory are encoded and stored

Sleep and dreaming:

- Functions, features and benefits of sleep, including internal and external influences on sleep, and the features and causes of sleep disorders
- The nature of dreaming including why and when dreaming occurs

Research methods:

- Planning to conduct a psychological investigation and writing a hypothesis including null and alternative
- Using, understanding, interpreting and analysing numerical data and graphical representation of data

Assessment Information

This course is exam based with no coursework. Students will sit **two papers** at the end of Year 11, both of which are **1 hour 30 minutes** per paper. The papers are outlined below:

Paper 1* (50% of overall GCSE)

- Criminal psychology
- Development
- Psychological problems
- Research methods (designing a research piece)

Paper 2* (50% of overall GCSE)

- Social influence
- Memory
- Sleep and dreaming
- Research methods (Q & A of a novel source)

A minimum of 10% of the overall marks across the two papers are targeted at the assessment of **mathematics relevant to research methods in Psychology*

Skills assessed:

- Demonstrate knowledge and understanding of psychological ideas
- Apply psychological knowledge and understanding in a range of contexts
- Analyse and evaluate psychological ideas
- Evaluate therapies and treatments
- Show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour
- Demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity
- Develop an understanding of the interrelationships between the core areas of psychology.

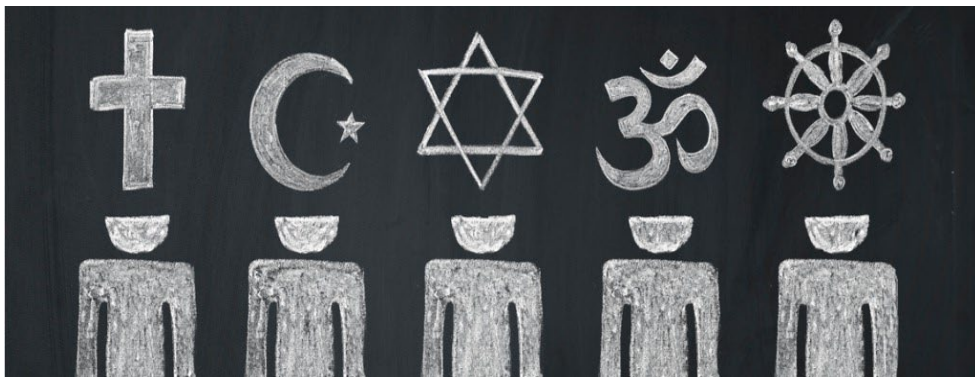
Please note: Students must have solid knowledge of Mathematics and Biology to study Psychology at GCSE. Students are also required to have a good standard of English writing as the exam consists of several extended writing pieces.

Why Study...?

Psychology is a fascinating area of study. It will help you understand human behaviour and mental processes and allow you to better understand how we think act and feel. If you are considering studying psychology, you probably already know what an interesting subject it is to study. Our psychology course looks at some of the important questions such as why do people act the way they do? What shapes our personality? How do we learn and change throughout our life? If you are interested in a deeper understanding of the human condition, you should consider studying psychology.

Key Contact: Miss Booth

GCSE Religious Studies



Career Options

Healthcare

Teaching

Criminal Justice

Anything that involves working with people!

Subject Content

Students will acquire and develop knowledge and understanding of the beliefs, teachings and practices of religions and debate religious and other responses to moral issues.

Component 1: The study of religions: beliefs, teachings and practices – 50%

Beliefs, teachings and practices of two from:

- Buddhism
- Christianity
- Islam

Component 2: Thematic studies – 50% - 4 studies from:

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

Assessment Information

There are 2 examinations in GCSE RS - all examinations: taken in final year of the course.

You will answer a series of questions which will require you to:

- Remembering key words and meanings.
- Understanding new ideas, beliefs and worldviews.
- Using religious ideas, beliefs and teachings to back up a point of view.
- Discussing - giving your own ideas and opinions.
- Arguing /debating from different points of view.
- Writing evaluative answers about moral issues using opinions, examples and beliefs.
- Reflecting on your own ideas and experiences and those of others.

Number and length of papers: 2 x 1hr 45m

Percentage of marks: 2 x 50% = 100%

Qualification: 1 GCSE

Why Study...?

You should consider RE if you are interested in the ultimate meaning of life – answering questions such as: is marriage out of date? What happens when you die? Should doctors be allowed to “create” life? Is capital punishment a better option than a life in prison?

Key Contact: Mrs Bagshaw

GCSE Sociology



Career Options

Healthcare

Teaching

Criminal Justice

Anything that involves working with people!

Subject Content

1. The sociological approach - how has sociological knowledge changed over time and how have these ideas informed our understanding of the social world.
2. Social structures, social processes and social issues.
3. Families – what is the role of the family in society?
4. Education - what is the role of the education in society?
5. Crime and deviance – why does crime occur?
6. Social stratification – why is there so much inequality in the world?
7. Sociological research methods – how do we study society?

Assessment Information

How is it assessed?

2 x written exams: 1 hour 45 minutes each
100 marks each
Each worth 50% of the GCSE

Question structure:

On both exams:

Section A has two multiple-choice questions followed by a range of short and extended responses.

Section B has two multiple-choice questions followed by a range of short and extended responses.

Why Study...?

GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification. Students are asked to look at the world objectively – how does it function – why do people behave in the way they do? Students will develop their communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions.

Key Contact: Miss Gordon

OCR CNAT Sports Studies



Career Options

PE Teacher
Sports Coach
Physiotherapist
Armed Forces
Uniformed Services

Subject Content

Unit 1 – R184 Contemporary issues in Sport (External)

In this unit, you will explore the reasons why people participate in sport, and the barriers facing others. You will look at the values and skills developed through sport, including the benefits of technology in sport, the Olympic games and the use of Performance Enhancing Drugs.

Unit 2 – R185 Performance and Leadership in Sports Activities (Internal)

This unit focuses on developing and improving your own practical sports performance and leadership. This unit introduces you to a variety of different sports and, through participating in different sports, it is expected that you will develop the knowledge of the associated rules, regulations, scoring systems, skills, techniques and tactics. You will also plan and lead your own sports session, demonstrating key leadership qualities.

Optional units – 1 unit selected from the 2 below.

Unit 3- R186 Sport and the Media (Internal)

In this unit you will look at the role media plays in the promotion of sport, as well as the positive and negative impacts. This includes looking at TV, Social media, the internet and written press.

Unit 4 – R187 Increasing awareness of Outdoor Adventurous Activities (Internal)

You will research, promote and partake in OAA activities such as hill walking, rock climbing or mountain biking, looking at the key skills involved.

Assessment Information

Unit 1 – R184 Contemporary issues in Sport (External)

How is it assessed? This unit is externally assessed by a written exam paper.

This test lasts 1 hour 15 minutes and has 70 marks worth 40% of your overall grade.

Unit 2 – R185 Performance and Leadership in Sports Activities (Internal)

How is it assessed? You will be given a set assignment from the exam board. This unit will be completed via coursework and involve video assessment of your performances in sport and as a leader. Please be aware ***you will be required to participate in practical sport and leadership*** sessions. This unit is worth 40% of your overall grade.

Unit 3- R186 Sport and the Media (Internal)

How is it assessed? You will be given a set assignment from the exam board. This unit will be completed via coursework and involve you producing a written report on your investigation. This unit is worth 20% of your overall grade.

Unit 4 – R187 Increasing awareness of Outdoor Adventurous Activities (Internal)

How is it assessed? You will be given a set assignment from the exam board. This unit will be completed via coursework and involve video assessment of your performances in OAA. This unit is worth 20% of your overall grade.

Why Study...?

This course is ideal for anyone who has a passion for PE, sport, fitness, health and wellbeing or a love of being active. It will help you to understand the importance of being fit, how to plan and complete your own training sessions, how to improve your sporting performance and develop your skills as a Sports Leader.

This course is NOT 100% practical based. You will have 50% of your lessons in a classroom

Key Contact: Mr Parker