



## Key Stage 4 Options Booklet 2021-2022

**For courses studied:  
2022-2024**



**[WWW.RRCA.ORG.UK](http://WWW.RRCA.ORG.UK)**



## Contents

Page 1 - Introduction

Page 2 – What now? FAQs

Page 3—Key Dates

Page 4 - 8 - Core Curriculum

Pages 9 onwards—Subject Information



Dear Year 9 student,

### **Welcome to Key Stage 4**

Starting Key Stage 4 is an important and exciting new phase in your life. Until now, you have had little say in the subjects you study. We have worked hard to ensure you have been given a wide range of subject areas and a high quality curriculum in Years 7, 8 and 9. Now you have the opportunity to choose some of the subjects that you study in Years 10 and 11. In doing so, you begin to set out your own path towards university, employment and beyond.

This is an important decision to get right. This booklet and the options process are designed to guide you and your parents or carers through your options so that you can make an informed choice.

Please use all the information available to you: your reports, this booklet, advice from teachers, your tutors and your parents or carers. All of these people know you in some way and may be able to suggest whether they think a subject would suit you as a learner. You should consider the following as you make your choices:

- Do my choices give me a broad and balanced curriculum?
- Do my choices enable me to do the things I want to do at sixth form, university and for my career? Anyone interested in medicine or veterinary sciences, or other science-based careers, should take triple science.
- Do my choices include the subjects I am good at and enjoy studying?

If you have any questions or queries that are not answered in this booklet, there is a range of staff in school that you can speak to:

Mrs Barnsley—Director of KS3

Mr Reilly—Academic Head of Year

Mrs Sheridan—Pastoral Head of Year

Miss Whyte—Careers Coordinator

Mr Dyer—Assistant Principal—Curriculum

Mr Markham—Principal

## What Now?



### Steps to take:

1. Read the Options Booklet
2. Listen carefully in your PSHE lesson next week
3. Speak to staff if you have questions about their subjects
4. Attend Parents' Evening
5. Speak to your Year Team and Mrs Barnsley if you have questions about lots of subjects/future aims and ambitions
6. Complete the online form, thinking very carefully about your rank order. Deadline **Monday 21st February, 2022**

[https://forms.office.com/Pages/ResponsePage.aspx?id=NezMG8rA-0mbIfQAQFIrSX1A5BxW9w9Fj2sP5B\\_05w5UQU42T1A3NFg5WFdaVFRFOEpNNDZYQjJJNi4u](https://forms.office.com/Pages/ResponsePage.aspx?id=NezMG8rA-0mbIfQAQFIrSX1A5BxW9w9Fj2sP5B_05w5UQU42T1A3NFg5WFdaVFRFOEpNNDZYQjJJNi4u)

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### FAQ

**Q.** Am I on a certain Pathway? **A.** You have not been assigned to a Pathway. However, we will guide you through the process and ensure you have the best starting points in order to complete the subjects chosen. There are entry requirements for some subjects and these will be discussed at the interview stage.

**Q.** What is a BTEC subject and what is the main difference between that and a GCSE? **A.** A BTEC is a subject that is partly assessed using coursework. Typically, it suits students who perform better in classwork than in examinations, providing they work to complete all the tasks set. Most GCSEs are examined at the end of the course.

**Q.** Are BTEC subjects worth the same as GCSE subjects? **A.** All subjects are worth the same: one GCSE.

**Q.** Will I get all of my first choices? **A.** While the majority of students do get their first choices, we do have to allocate a significant number of back-up choices, so it is important you select your rank order carefully. If you have a specific career direction or outside interest in mind, you should write this on the options form so that we can take this into account when we allocate subjects.

**Q.** What happens once I have submitted my options form? **A.** You will have an interview with a senior member of staff before finalising your options.

**Q.** When do I find out which subjects I have been given from my choices? **A.** You will find out which subjects you have been allocated in July 2022.

**Q.** If I start a subject and later realise that I have made a mistake, what can I do? **A.** This happens to some students every year. We try to accommodate all students but there is a point early in Year 10 when restrictions of the timetable and missed content become a barrier to any switch.



**Key Dates:**

**KS4 Options Evening—26/01/22**

**Year 9 Parents' Evening— 27/01/22**

**Options Form Completion— 21/2/22**

**Student Interviews—WB 28/2/2022**

**Course Confirmation - July 2022**

# English Language (GCSE)

## Overview

Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.

This specification will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.



## Year 10

During Year 10, students will build significantly on skills introduced to them during Key Stage 3. These skills include the following:

- Read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism.
- Read and evaluate texts critically and make comparisons between texts.
- Use knowledge gained from wide reading to inform and improve their own writing.
- Write effectively and coherently using Standard English appropriately.
- Use grammar correctly and punctuate and spell accurately.
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.
- Listen to and understand spoken language and use spoken Standard English effectively.

## Year 11

Year 11 is our opportunity to return to the skills and objectives we cover in Year 10, but we now look to refine them and develop a greater sense of purposeful and thoughtful analysis and engagement with texts and writing styles. During Year 11 we look more closely at sophisticated styles of writing from a wider range of texts, and we develop a robust application of language skills and styles in the students' own writing.

## Internal & External Assessment

Students complete mock examination papers throughout KS4. The course is 100% examination; there is no coursework.

Paper 1: Explorations in Creative Reading and Writing

Section A: Reading (one literature fiction text) Section B: Writing (descriptive or narrative writing)

Assessed:

Paper 2: Writers' Viewpoints and Perspectives

Section A: Reading (one non-fiction text and one literary non-fiction text)

Section B: Writing (writing to present a viewpoint)

Course	Board	Specification	Website
English Language	AQA	8700	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>

**Next Steps & Career Prospects:** English is a valuable subject for any career potential – journalism, law, teaching, writing novels, publishing.

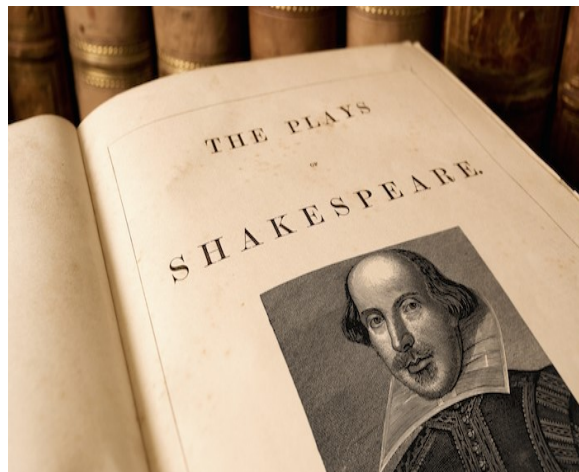
There is the opportunity to study English Language as an A Level course.

# English Literature (GCSE)

## Overview

The course encourages students to develop knowledge and skills in reading, writing and critical thinking. Through literature, students develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature should encourage students to read widely for pleasure, and as a preparation for studying literature at A-level.

The course is designed to allow students to read texts from various time periods, and texts in a range of different forms. Each text we study has an interesting contextual influence to it, thus allowing students to appreciate the depth and power of the English literary heritage.



## Year 10

During Year 10, students will study all of their literature texts. Departmentally, we have a shared approach that always begins with a focus on three key big ideas and three key methods for each text. Through the study of these texts, students will be expected to do the following:

- Widen their understanding of literal and inferential comprehension.
- Widen their skill of critical reading.
- Understand how to evaluate a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation
- Evaluate the impact and importance of wider social contexts, and how they inform literature.
- Understand how to compare texts effectively: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality.
- They will also be expected to produce clear and coherent essays and responses; writing effectively about literature for a range of purposes.

## Year 11

During Year 11, we will return to all of the literature texts that have been studied in Year 10, and focus on refining knowledge and understanding of them. We put a greater emphasis on developing more thoughtful and sophisticated 'reading' of a text; looking more closely at developing two layers of inference within examinations and classroom responses.

### Internal & External Assessment

Paper 1: Shakespeare and the 19th century novel Written exam: 1 hour 45 minutes

Section A: Shakespeare: students will answer one question based on Macbeth.

Section B: The 19th-century novel: students will answer one question based on A Christmas Carol.

Paper 2: Modern texts and poetry. Written exam: 2 hour 15 minutes

Section A: Modern texts: students will answer an essay question based on An Inspector Calls.

Section B: Poetry: students will answer a comparative question on a named poem printed on the paper and another poem from their anthology cluster: Love and Relationships.

Section C Unseen poetry: Students will answer a question on an unseen poem and a question comparing this poem with a second unseen poem.

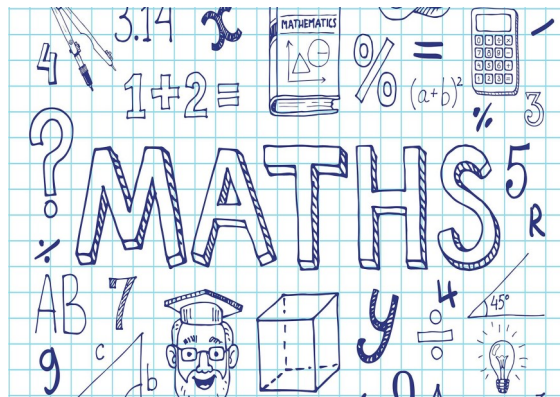
Course	Board	Specification	Website
English Literature	AQA	8702	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>

**Next Steps & Career Prospects:** English Literature is a valuable subject for any career potential – journalism, law, teaching, writing novels, publishing.

# Mathematics (GCSE)

## Overview

Mathematics is taught to all students throughout Years 10 and 11. Topics from the KS3 programme of study are revisited, extended and interleaved at regular intervals, whilst increasing amounts of new topics are introduced towards the end of Year 10 and especially into Year 11. This is particularly true of the Higher Pathway (please see below).



## Year 10

All students will begin Year 10 being taught the same units which are; rearranging formulae, linear graphs, gradient and intercept, compound measures, quadratic graphs, turning points, roots and simultaneous equations. After Christmas Year 10 students will then be put on their correct pathway of study, either foundation or higher. Foundation students will be taught the following units; further graphs, probability, standard form, simple interest, ratio, growth and decay, statistics, plans and elevations and constructions. Whilst higher students will be taught probability, capture and recapture, standard form, proportion, surds, recurring decimals, bounds, growth and decay, statistics, simple interest, right angled trigonometry, plans and elevations, construction and Loci and similar shapes. Allocation of pathways are reviewed on a regular basis in the light of assessment data.

## Year 11

Students continue on their tier of entry path in Year 11. Foundation students will look at the following units; Pythagoras, right angled trigonometry, bearings, scale drawings, transformations, congruence, vectors and similar shapes. Whilst higher tier students will be taught the following units; bearings, circle theorems, further trigonometry, transformations, vectors, gradients, area under a curve, kinematics and graphical transformations. Following this all students begin their revision programme for their GCSE exam.

### Departmental Expectations:

We expect all students to attend all lessons with the correct equipment and attitude for learning. Maths home-learning is set once a week on Hegarty Maths. Students are expected to watch the tutorial video and make notes in their exercise book, they are then to complete the associated task. Should students achieve below 75% they should re-watch the video to deepen their understanding and then re-complete the task. Maths home-learning should take around 60 minutes to complete.

Internal Assessment		External Assessment	
After each unit the students are taught they are given a KPI assessment. This looks at GCSE questions relating to the teaching they have had. This is intended so that students can regularly see what GCSE questions will look like in their Mathematics exams. In Year 10 students will also have three larger internal examinations during the course of the academic year. These are at October half term, February and at the end of the year. During Year 11, students will have two formal PPE exams, these take place in No-		The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier. All three papers must be at the same tier of entry and must be completed in the same assessment series. Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3.	
Course	Board	Specification	Website
Mathematics	Edexcel	1MA1	<a href="http://www.qualifications.pearson.com">www.qualifications.pearson.com</a>
Maths is a gateway subject for all post-16 courses. Maths lends itself to careers across the financial sector, as well as engineering, business and management.			
<b>Head of Subject: Mrs L Lovatt</b>			



# Science Trilogy Combined (GCSE)

## Overview

A specification designed with the help of teachers to inspire and challenge students of all abilities and aspirations. New, improved exams have fewer contexts, fewer words and questions that increase in difficulty. You will achieve two qualifications in the sciences while studying elements of Biology, Chemistry and Physics.



## Year 10

The subjects are taught by specialist teachers in Biology, Chemistry and Physics. The topics covered are: cell biology, organisation, ecology, bioenergetics, atomic structure and the periodic table, bonding, structure, and the properties of matter, quantitative chemistry, chemical changes, energy changes, energy, electricity, particle model of matter and atomic structure.

## Year 11

The subjects are taught by specialist teachers in Biology, Chemistry and Physics. The topics covered are: homeostasis and response, inheritance, variation and evolution, infection and response, the rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere, using resources, forces, waves, magnetism and electromagnetism.

## Departmental Expectations:

To show a keen interest in science. Work hard as an individual and be willing to work well in groups when completing practical tasks. Produce high-quality work and take pride in presentation when completing class and homework.

Internal Assessment		External Assessment	
Regular end of topic tests in each subject every 6-7 weeks allow students to measure their progress through the course. There are end of year mock examinations to ensure students are on the correct course route. No coursework but 16 required practical's to develop and assess practical skills.		Students will sit all their exams at the end of the course. Six papers: two Biology, two Chemistry and two Physics. Each paper is 1 hour 15 minutes and students will study either Higher or Foundation.	
Course	Board	Specification	Website
Combined Science Trilogy	AQA	8464	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
<b>Next Steps:</b> A Level science, science apprenticeships. Medicine, law, teaching, journalism, forces, nursing. In the world of work, practical skills developed within the course are increasingly valued.			
<b>Career Pathways:</b> Anything! Medicine, law, teaching, journalism, forces, nursing. In the world of work, practical skills developed within the course are increasingly valued.			
<b>Head of Subject:</b> Mr L Blood			



# Physical Education - Core

## Overview

All students will take part in two lessons of core PE which will continue to offer a range of sports and activities as well as include elements of choice where appropriate that enable students to deepen learning and select activities relevant to their identity with physical activity.

Lessons will progressively increase the use of performance analysis, enabling students to demonstrate their knowledge and understanding of both technical and tactical aspects of performance.

These would typically be achieved through a range of sports and activities to give students the opportunity to further develop their learning from KS3. Students will be taught to:

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games
- develop their technique and improve their performance in other competitive sports
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- engage with physical activity to encourage lifelong participation for health and wellbeing
- take part in competitive sports and activities outside school through community links or sports clubs

## Years 10 & 11

You will have options of covering a range of sports and activities such as:

- Football
- Rugby
- Netball
- Badminton
- Basketball
- Fitness
- Trampolineing
- Athletics
- Cricket
- Rounders
- Dance



## **Departmental Expectations:**

The Academy has the following expectations of students:

- Actively involved in lessons
- Organised with full PE kit to every lesson looking smart and as part of a team
- Strive to perform and be more physically active during your time at the Academy
- Have an enthusiasm to learn in lessons about all aspects of sport, health and physical activity
- Attend extra curricular clubs and represent the Academy in a range of sports or activities

**Next Steps & Career Prospects:** This qualification can be further developed in post 16 education with courses such as Level 3 BTEC Sport or A Level PE. Potential career paths can be anything relating to the sporting world, Examples are Physiotherapy, Sports Science, Nutritionist, Coaching and Leading, Teaching, Personal Training, Sports and Leisure industry.

**Head of Subject:** Mr A McLellan

# German (GCSE)

## Overview

The German GCSE curriculum aims to inspire students to become strong communicators in both Writing and Speaking, to understand gist and details in extracts from a range of authentic sources. We strongly believe in languages as a skill for life and something students should enjoy and find rewarding. Through a knowledge rich KS4 curriculum, students develop an in depth understanding of core vocabulary and grammatical structures, which they can use and manipulate in a range of contexts.

There are three broad topics of study:

1. Identity and Culture
2. Local, national, international and global areas of interest
3. Current and future study and employment.

Our intent is to enable students of all abilities to develop their German language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence. The German curriculum is delivered through a wide range of activities focusing on developing the key four language skills (Listening, Speaking, Reading and Writing), using a variety of methods. By the end of Year 11 students will have mastered a systematic knowledge of the vocabulary, grammar and the sound spelling systems, through which they will be able to work independently to achieve the highest grades at GCSE. The content of the new language GCSE is taught in a creative and stimulating way to widen students' knowledge of the culture, history and literature of speakers of German. The ability to understand and communicate in another language is a life-long skill for education, employment and leisure in this country and throughout the world.

## Year 10

Theme 1: Identity and Culture

Me, my family and friends

Relationships, marriage/partnership

Social media and modern technology

Free-activities

Food and eating out

Theme 2: Local, national, international and global areas of interest:

Home, town, neighbourhood and region

Global issues and the environment

Theme 3: Current and future study and employment:

My studies, Life at school/college, Education post-16,

Jobs, career choices and ambitions.

## Year 11

Theme 2: Local, national, international and global areas of interest

Travel and tourism

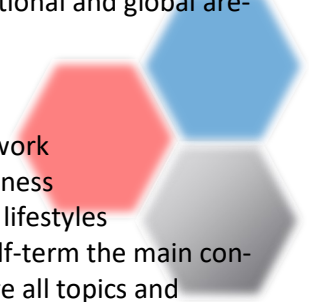
Global issues - the environment

Social issues - charity/voluntary work

Global issues - poverty/homelessness

Social issues - healthy/unhealthy lifestyles

From approximately February half-term the main content will be covered and therefore all topics and themes will be revisited. There will all be a strong focus on exam technique and practice.



Internal Assessment		External Assessment	
After the completion of each of the units of study, there will be an end of unit test, that will summarise the learning for that section of the course. Not all four language skill areas will be tested at these points, but over the year all the skills of Listening, Speaking, Reading and Writing will be tested.		GCSE German is a linear course and therefore all assessments are completed at the end of Year 11. The Speaking component is completed within an exam board specified window which is usually in April/May of Year 11. The four components are equally weighted, that means that the Listening, Speaking, Reading and Writing papers each equate to 25% of the overall grade.	
Course	Board	Specification	Website
Separate Sciences	AQA		<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
<p><b>Next Steps:</b> The study of a language at GCSE opens many options for students upon leaving school at 16 or 18. Languages at GCSE are challenging and the commitment demonstrated by students following a language at GCSE is an admirable quality for future employers and prospective educational institutions. It is a qualification that sets them apart from their peers and is regarded highly on CVs and letters of application. There are many careers that are explicitly linked with the study of languages, however, many of the communicative skills that are developed in MFL at GCSE, are highly desirable assets to many trades and industries.</p>			
<p><b>Head of Subject:</b> Mrs K Lown</p>			

# History (GCSE)



## Overview

GCSE History is a writing based subject, requiring skills of analysis, evaluation, and interpretation.

Students will learn through rigorous practising of essay and source analysis skills.

## Year 10

**Britain, Health and the People:** This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments and their impact on British Society.

**Germany, 1890-1945: Democracy and Dictatorship**

This period study focuses on the development of Germany during a turbulent half century of change. Students will study the political, economic, social and cultural aspects of these two developments and how these have influenced change.

## Year 11

**Conflict and Tension 1918-1939 :** This topic focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected by and influenced international relations. **Elizabethan England, c1568-1603:** This topic allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.

### Departmental Expectations:

We would expect you to enjoy learning about History and different time periods and demonstrate a good positive attitude towards your studies. In each lesson you are expected to work to your full potential and contribute to group and whole class discussions, to showcase what you have learnt and your own personal beliefs on Historical events. You will be expected to complete your homework to a high quality and to revise your learning from lessons regularly to help develop your long-term subject knowledge.

Internal Assessment		External Assessment	
At the end of each topic you will be assessed through a written 50 minute exam, to help measure your progress throughout the course. At the end of Year 10, there will be a Mock Exam to assess what has been learnt so far in the course and in Year 11 there will be a Mock Exam in the Autumn and Spring term to help prepare for the final summer exams.		The GCSE History content comprises the following elements: - Exam Paper 1: Germany, 1890-1945: Democracy and Dictatorship ( 1 hour exam worth 25% of the GCSE) - Exam Paper 2: Conflict and Tension 1918-1939 (1 hour exam worth 25% of the GCSE) - Exam Paper 3: Britain, Health and the People (1 hour exam worth 25% of the GCSE) - Exam Paper 4: Elizabethan England, c1568-1603 (1 hour exam worth 25% of the GCSE)	
Course	Board	Specification	Website
History	AQA	8145	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
Many of our students progress to study A-Level History in KS5. Students who study History can progress into the following careers: Law, journalism, broadcasting, civil service, teaching, police, publishing, personnel work, banking, management, social work, insurance, accountancy and nursing.			
<b>Head of Subject:</b> Miss A McComb			

# Geography (GCSE)

## Overview

Students will travel the world from the classroom, exploring case studies in the United Kingdom (UK), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.



## Year 10

Unit 1: Living with the physical environment

- The challenge of natural hazards
- The living world
- Physical landscapes in the UK

Unit 3: Geographical applications

- Fieldwork Skills
- Fieldwork Investigation (Physical & Human)

## Year 11

Unit 2: Challenges in the human environment

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

Unit 3:

- Issue Evaluation



## Departmental Expectations:

In each lesson you are expected to work to your full potential and contribute to group and whole class discussions, to showcase what you have learnt and share your opinions on global issues such as deforestation and global warming. You will be expected to complete your homework to a high quality and to revise your learning from lessons regularly to help develop your long-term subject knowledge.

Internal Assessment		External Assessment	
Regular end of topic tests every six weeks allow students to measure their progress through the course. In Year 10 there will be an end of Year Mock Exam, that will test all of the units of work covered so far in the course. In Year 11 students will have Mock exams in the Autumn and Spring term, to help identify areas of development as they head towards their final exams.		Assessment: You will be assessed by three exams Paper 1: Living with the Physical Environment 1 hour and 30 minutes worth 35% of total GCSE Paper 2: Challenges in the Human Environment 1 hour and 30 minutes worth 35% of total GCSE Paper3: Geographical Application 1 hour worth 30% of total GCSE	
Course	Board	Specification	Website
Geography	AQA	8035	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>

## Next Steps: Post 16 Opportunities

Many students successful in this course have gone on to study A-Level Geography, Geology, Sociology or World Development. University courses include African/Asian Studies, Environmental Science, Geography, Geology, Land Management, Leisure Management and Travel.

## Career Possibilities:

Many employers like to see Geography on your CV. It tells them you are able to investigate issues, research problems and come up with evidence based solutions. There are a huge range of jobs where geography will help; expedition leader, travel agent, TV researcher, conservation officer, architect, urban planner, forestry manager, environmental engineer, aid worker, human rights officer, retail manager, insurance, surveyor, advertising and marketing.

**Head of Subject:** Miss A McComb

# Triple Science (GCSE)

## Overview

A specification designed with the help of teachers to inspire and challenge students of all abilities and aspirations. New, improved exams have fewer contexts, fewer words and questions that increase in difficulty. You will achieve three qualifications in the sciences in Biology, Chemistry and Physics.

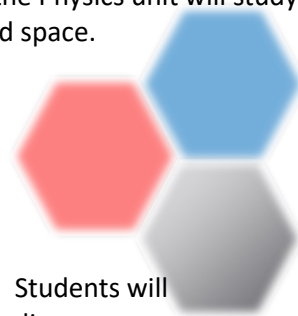


## Year 10

In Biology you will be studying cells, organisation of plants and animals, infection and response, photosynthesis and respiration. Chemistry will be looking at the topics of atomic structure, periodic table, bonding, moles, chemical changes and energy changes. Lastly, in Physics students will be studying energy, electricity, particle model of matter, atomic structure.

## Year 11

In Year 11 students will continue their studies and as a triple scientist will study some extra units and topics. The Biology course will learn homeostasis, inheritance, evolution and ecology. The chemistry course will contain rates, hydrocarbons, chemical analysis and the atmosphere. Lastly the Physics unit will study forces, waves, magnetism and space.



## Departmental Expectations:

A keen interest in science, excellent behaviour and effort, drive for independent learning. Students will also be required to complete any homework set promptly and complete complimentary online resource as set by their teacher.

Internal Assessment		External Assessment	
You will learn using a variety of methods including: Practical work, Maths, Independent learning and Interactive teaching. These will then be assessed by GCSE style examinations at the end of each topic.		Each GCSE will be completed by two examinations. There will be six papers set at the end of the course two for each subject: Biology, Chemistry & Physics.	
Course	Board	Specification	Website
Separate Sciences	AQA	8461/2/3	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
<b>Next Steps &amp; Career Prospects:</b> Anything! Medicine, law, teaching, journalism, forces, nursing. In the world of work, practical skills developed within the course are increasingly valued.			
<b>Head of Subject:</b> Mr L Blood			



# Drama (GCSE)

## Overview

The Drama curriculum focuses on acquiring the required skill set needed to develop as an actor and gain transferable skills for developing confidence, team work and public speaking. The curriculum enhances individual talent by developing their imagination, confidence, vocal and physical skills. Students will respond to a variety of stimuli, study drama texts, watch and review live theatre, work from a script and create their own drama.



## Year 10

Students will be introduced to devising, focusing during the first two terms on key skills and an introduction to important theatre practitioners and their methodologies. From this they will work towards completion of a devised piece for Component 1 of their GCSE in the summer, to include a portfolio demonstrating the creative process. They will also begin to explore a play which will form the basis of their written exam, Component 3, taken at the end of Year 11. Finally, they will be introduced to scripted performance as part of their work for Component 2. A theatre trip will take place towards the end of the year; students will produce a mock assessment based around the second part of the Component 1 written exam.

## Year 11

In preparation for their summer exam, students will develop their understanding of how to structure responses in the Component 3 exam. Students will learn how to respond to questions from the perspective of a performer, designer and director. They will also take part in a theatre trip, producing notes that will form part of a live theatre review in the written exam. For Component 2, students will finalise their performances from a script and during the spring term, these will be performed in front of an audience and examiner which will conclude Component 2. Final exam preparation for Component 3 will aim to build confidence for the final exam in the summer.

### Departmental Expectations:

Students who want to take Drama GCSE must be working at a minimum of a level 5 in English. They must have the confidence to get up and speak in front of their peers and any experience of performance beyond the classroom - be that in drama, dance or music - will be very beneficial in this respect. They will need to exhibit the maturity and resilience to cope with potentially difficult subject matter. Students will be expected to work well with others and to commit to after school rehearsals, alongside learning lines outside of lesson time. Finally, a genuine interest in and desire to explore theatre through both performance and text is a must.

Internal Assessment		External Assessment	
Component 1: Devising - 40% of the final mark at GCSE This is marked internally and moderated externally.		Component 2: Performance from a Text - 20% of the final mark at GCSE Performance in front of an examiner Component 3: Theatre Makers in Practice - 40% of the final mark at GCSE Written paper - 1 hour and 45 minutes in duration	
Course	Board	Specification	Website
Drama	Edexcel	1DRO	<a href="http://www.qualifications.pearson.com">www.qualifications.pearson.com</a>

Students can go on to study Drama at A level or a BTEC diploma in Performing Arts. The skill set developed by the study of drama lends itself to any variety of careers in the arts: actor, designer, costumier, stage management, arts administration, drama therapy, teacher, television/broadcasting, radio presenting. Beyond the arts world, many employers value the confidence, creativity and team-working skills developed by the study of drama and graduates can be found in all walks of life such as: police, social care and health, psychology, law, hospitality, retail, tourism, the armed forces and so on!

**Head of Subject:** Mr J Sistrerson

# Photography (GCSE)

## Overview

GCSE Photography offers a programme of study which will challenge students to refine and develop their practical photography skills, improve their understanding of visual imagery and language and test their creative thinking. Projects will combine research and development, practical experimentation, visual and written recording as well as the creation of individual final outcomes. The project titles will enable students to work within the parameters of a given topic and set of criteria, but also allow for the development of individual styles and/or direction.



## Year 10

Following a teacher-led, introductory project in Year 9, students are given 'My World' as a starting point. This project allows students to choose an individual approach which is personal to them. It encourages students to continue building their confidence behind the camera, whilst setting them up for wider experimentation with a range of photography styles. This then provides the knowledge and embeds the skills needed to make appropriate choices to succeed in the Externally Set Assignment.

## Year 11

September to January - The focus of this period is to review work completed so far and set targets to improve the quality of coursework overall. Students will continue to work on their strongest coursework project to refine drawings, advance sketch books and written annotations, develop ideas and create a personal and meaningful response.

January to May - Externally Set Assignment.

## Departmental Expectations:

GCSE Photography will count towards entry requirements for all of our creative A-Level courses: Art, Craft and Design, Textile Design, Photography and Graphic Communication.

There are a broad range of Photography-based courses available at College and University level. Job opportunities in the creative industries sector include: Fashion Photography / Wedding Photography / Event Photography, Product Photography, Sports Photography, Graphic Design, Magazine Editing, Advertising, Marketing and Photojournalism. Freelance / self-employment opportunities are also popular in this field.

Internal Assessment		External Assessment	
60% of marks are generated from Coursework. Students must complete two projects which will be internally assessed against GCSE criteria at regular intervals throughout years 10 and 11.		40% of marks are generated from an Externally Set Assignment. This runs from the January of Year 11 to May, when students will complete a 10 hour controlled assessment.	
Course	Board	Specification	Website
Photography	AQA	8206	WWW.AQA.ORG.UK

GCSE Photography will count towards entry requirements for all of our creative A-Level courses: Art, Craft and Design, Textile Design, Photography and Graphic Communication.

There are a broad range of Photography-based courses available at College and University level. Job opportunities in the creative industries sector include: Fashion Photography / Wedding Photography / Event Photography, Product Photography, Sports Photography, Graphic Design, Magazine Editing, Advertising, Marketing and Photojournalism. Freelance / self-employment opportunities are also popular in this field.

**Head of Subject:** Mr B Riley



# Textile Design (GCSE)

## Overview

GCSE Textile Design offers a programme of study which will challenge students to refine and develop their practical skills and ability to work with a variety of traditional and contemporary textile techniques. This course will improve students understanding of visual imagery and language as well as testing their creative thinking. Projects will combine research and development, practical experimentation, visual and written recording as well as the creation of final outcomes. The projects will enable students to work within the parameters of a given topic and set of criteria but also to develop their individual style and/or direction.



## Year 10

Following a teacher-led, introductory project in Year 9, the Year 10 project takes a more contemporary approach. It aims to encourage students to be more experimental, incorporate a much wider selection of materials and to push the boundaries of 'traditional' textile techniques and processes as far as they can. Broad starting points allow students to specialise and make the project their own. This more personal focus will develop the research skills and independence needed to succeed in the Externally Set Assignment. Tasks will include, the collection of primary sources, observational drawing, experimenting with a variety of 2.D. materials, techniques and processes, analysing the work of others, presenting and communicating ideas creatively in sketchbooks.

## Year 11

September to January - The focus of this period is to review work completed so far and set targets to improve the quality of coursework overall. Students will continue to work on their strongest coursework project to refine drawings, advance sketch books and written annotations, develop ideas and create a personal and meaningful response. January to May - Externally Set Assignment.

### Departmental Expectations:

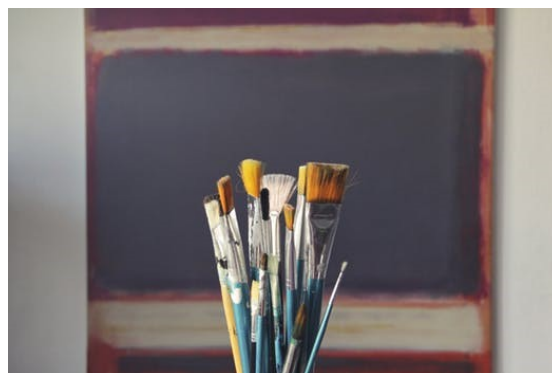
To respect and maintain a creative environment within the art department which allows everyone to develop and succeed. To be willing to take part and take risks in order to challenge yourself and learn new things. To present work with commitment and care. To work outside of lessons to develop, improve and complete class-work and ensure deadlines are met.

Internal Assessment		External Assessment	
60% of marks are generated from Coursework. Students must complete two projects which will be internally assessed against GCSE criteria at regular intervals throughout Years 10 and 11.		40% of marks are generated from an Externally Set Assignment. This runs from the January of Year 11 to May, when students will complete a 10 hour controlled assessment.	
Course	Board	Specification	Website
Art Textiles	AQA	8204	WWW.AQA.ORG.UK
GCSE Textile Design will count towards entry requirements for all of our creative A-Level courses: Art, Craft and Design, Textile Design, Photography and Graphic Communication. There are a broad range of textile-based courses available at College and University level. Job opportunities in the creative industries sector include: Fashion, Accessory and Costume Design, Fashion Illustration, Interior Design, Surface Design, Sales and Marketing, Retail Buyer and Quality Control. Freelance / self-employment opportunities are also popular within this field.			
<b>Head of Subject: Mrs C Carson</b>			

# Art, Craft & Design (GCSE)

## Overview

GCSE Art, Craft and Design offers a programme of study which will challenge students to refine and develop their practical art skills, improve their understanding of visual imagery and language and test their creative thinking. Projects will combine research and development, practical experimentation, visual and written recording as well as the creation of individual final outcomes. The project titles will enable students to work within the parameters of a given topic and set of criteria, but also allow for the development of individual styles and/or direction.



## Year 10

Following a teacher-led, introductory project in Year 9, students are now provided with a selection of starting points suitable for all interests and abilities. They are given the opportunity to develop research by choosing the title they want to work with, the angle they want to take it in and the artists they want to reference. Students work following the same project structure as their Year 9 project, but with more independence and more awareness of their individual strengths and weaknesses.

Tasks will include, the collection of primary sources, observational drawing, experimenting with a variety of 2.D. materials, techniques and processes, analysing the work of others, presenting and communicating ideas creatively in sketchbooks.

## Year 11

September to January - The focus of this period is to review work completed so far and set targets to improve the quality of coursework overall. Students will continue to work on their strongest coursework project to refine drawings, advance sketch books and written annotations, develop ideas and create a personal and meaningful response.

### Departmental Expectations:

To respect and maintain a creative environment within the art department which allows everyone to develop and succeed.

To be willing to take part and take risks in order to challenge yourself and learn new things.

To present work with commitment and care.

Internal Assessment		External Assessment	
60% of marks are generated from Coursework. Students must complete two projects which will be internally assessed against GCSE criteria at regular intervals throughout Years 10 and 11.		40% of marks are generated from an Externally Set Assignment. This runs from the January of Year 11 to May, when students will complete a 10 hour controlled assessment.	
Course	Board	Specification	Website
Art & Design	AQA	8201	WWW.AQA.ORG.UK

GCSE Art, Craft and Design will count towards entry requirements for all of our creative A-Level courses: Art, Craft and Design, Textile Design, Photography and Graphic Communication.

There are a broad range of art-based courses available at College and University level. Job opportunities in the creative industries sector include: Illustration, Fashion Design, Graphic Design, Interior Design, Media, film and theatre (Costume, Make-up, Set Design, Teaching, Curation, Art Therapy, Animation, Games Design, Photography and Visual Merchandising. Freelance / self-employment opportunities are also popular within this field.

**Head of Subject:** Mrs C Carson

# Religious Studies Full Course (GCSE)

## Overview

The GCSE course in Religious Studies will allow students to study either four religious, philosophical and ethical studies themes, or two religious, philosophical and ethical studies themes and two textual studies themes.

Students will be reflecting, on and developing their own values, beliefs and attitudes in light of what they have learnt from different religions. There will be a range of relevant and contemporary themes to study that will promote awareness of modern-world issues and engagement within the classroom. Students will be challenged and inspired, whilst developing valuable skills sought after by higher education and employers.



## Year 10

Component 1: You will learn about different beliefs and attitudes towards religious and non-religious issues in contemporary British society and the traditions of Christianity in Great Britain.

Throughout the course you will learn about two different religions and will be able to compare their beliefs, traditions and practices.

You will learn about the influence of different religious beliefs and teachings studied, on individuals, communities and societies.

## Year 11

Component 2: Thematic Studies: You will study religious and non-religious beliefs, such as atheism and humanism, in contemporary British society and learn about the issues raised. In addition, you will also study religious, philosophical and ethical arguments related to the issues raised, and their impact and influence on the modern world, such as 'Family and Relationships' and 'Religion, Peace and Conflict'

## Departmental Expectations:

In each lesson you are expected to work to your full potential and contribute to group and whole class discussions, to showcase what you have learnt and your own personal beliefs on religions and issues. You will be expected to complete your homework to a high quality and to revise your learning from lessons regularly to help develop your long-term subject knowledge.

Internal Assessment		External Assessment	
There will be regular end of topic assessments every 6 weeks to allow students to measure their progress through the course. At the end of Year 10, students will sit a Mock Exam in the summer term and in Year 11 students will have Mock Exams in both the Autumn and Spring terms, to help identify areas of development as they approach their final exams.		Paper 1: The study of religions Paper 2: Thematic Studies	
Course	Board	Specification	Website
Religious Studies Full	AQA	8062	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
<p><b>Next Steps:</b> Possible Careers and Further Education: Careers using Philosophy, Religion and Ethics include; advertising, PR and communications, media, journalism, publishing, politics, teaching, law, medicine, social work, event management, marketing, working with charities and much more!</p> <p>Philosophy, Religion and Ethics is a highly regarded academic subject. It is traditional enough to be highly respected by employers and universities but modern enough to be relevant and engaging for people of any age... the content affects everyone.</p>			
<p><b>Head of Subject:</b> Miss A McComb</p>			

# Computer Science (GCSE)

## Overview

Computer science enables students to be the creators of computer programs, rather than just an everyday user of modern devices.

Have you ever thought...?

- How does your phone, console, or computer actually work?
- What would your life be like, without the internet?
- How do you communicate with people?

Computers are not going anywhere. Every laptop, phone, application and social media started from someone with the knowledge of how computer systems work and how to develop them. This course allows students to learn different aspects of Computer Science, gaining knowledge of what is driving the technological world forward. Computer Science is a very demanding subject, and as a programmer, you will need to be confident in your use of maths and your ability to cope with mistakes.

## Year 10

The curriculum covers a vast amount of topics which include:

- Systems architecture
- Memory and storage
- Boolean logic
- Algorithms

## Year 11

Computer science will further develop programming constructs to make code more efficient which involves expanding on topics such as programming constructs but students will also study:

- Computer networks, connections and protocols
- Network security
- Producing robust programs
- Systems software



## Departmental Expectations:

To be resilient and embrace errors as a tool for learning and further development. Problem solve and enhance programs creatively and efficiently. Be willing to work independently and be able to work in groups respectfully. Present work to the best of your ability and be prepared to study a range of topics enthusiastically and with interest.

Internal Assessment		External Assessment	
Regular end of topic assessments will allow progress to be tracked by staff and students. Mock exam papers will be completed to refine exam techniques and ensure students are on track. Students will also complete a programming project which they will design, review, create and evaluate demonstrating a wide range of skills.		Two papers: 1 hour and 30 minutes each 100% exams. Weightings 50% / 50% + Non Examined Assessment component = Coding project 80 marks available in both exams Both papers are non-calculator All questions are mandatory. This papers consists of multiple choice questions, short response questions and extended response questions.	
Course	Board	Specification	Website
Computer Science	OCR	J276	Www.ocr.co.uk

**Next Steps & Career Prospects:** Sixth Form, apprenticeships or into employment options are all available with IT now in almost everything. Careers in IT include IT technician, programmer, network engineer, teacher, cyber security analyst, data analyst or games developer.

**Head of Subject:** Mr D Jeffrey



# Music (GCSE)

## Overview

The specification has three components based on the skills of Performing, Composing and Appraising. Knowledge and understanding of a variety of musical genres and styles is developed through exploration of four Areas of Study. You will complete coursework in the Performing and Composing components, whilst sitting an exam for the Appraising component



## Year 10

Classroom lessons are divided between the two components of Composing and Appraising. You will be set composition tasks that support your work in a particular area of study, increasing in complexity as the year progresses. In Appraising lessons you will complete work on the following: Area of Study 1 - Musical Forms and Devices, Area of Study 2 - Music for Ensemble, Area of Study 3 - Film Music and Area of Study 4 - Pop Music. For the Performance component, you will begin weekly peripatetic lessons on keyboard, voice or guitar based on prior experience and agreement in advance.

## Year 11

Classroom lessons continue to be divided between Composing and Appraising. You will complete two compositions for submission - the first will be to a set brief from the exam board, whilst the other will be a free composition of your own choice. In Appraising lessons you will explore how to answer an essay style questions in preparation for the exam and begin a cycle of revision of prior learning from the other Areas of Study. In your peripatetic lessons, you will prepare and record a solo performance and an ensemble performance for submission to the exam board.

### **Departmental Expectations:**

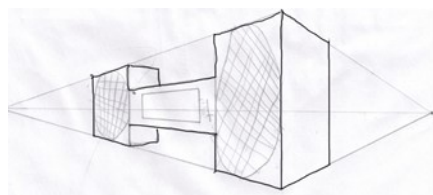
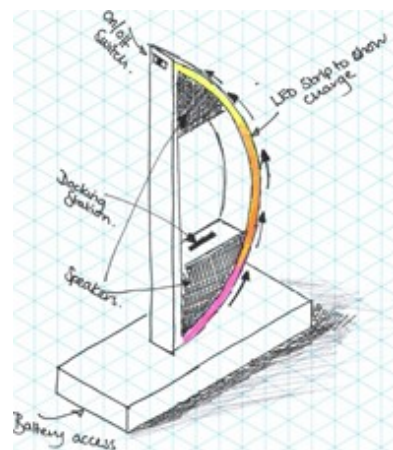
To show a real interest in music of all styles and the study of these. Be committed to your peripatetic music lessons and schedule regular, weekly practise on your instrument or voice. Ideally be performing at or working towards a Grade 3 in your chosen instrument. To join an extra-curricular music group and take part in music concerts.

Internal Assessment		External Assessment	
There will be regular tests throughout the course designed to measure progress including end of year mock examinations. In Year 11, students submit Composition and Performance coursework that is assessed internally and moderated externally. Each component is worth 30% of the overall mark at GCSE.		You will sit a Listening and Appraising paper which lasts approximately 1 hour and 15 minutes. This component is worth 40% of the overall mark at GCSE.	
Course	Board	Specification	Website
Music	Eduqas	N/A	<a href="http://www.eduqas.co.uk">www.eduqas.co.uk</a>
<b>Next Steps &amp; Career Prospects:</b> A Level Music, Music/Performing Arts BTEC diploma courses. Future careers can include that of performer, teacher, music administrator, songwriter, conductor, composer, recording engineer, manager, or music publisher. There are roles in the extended music business including digital marketing, social media and PR. It is also common to find music graduates in television, consultancy, finance, banking, music therapy and			
<b>Head of Subject:</b> Mrs H Robinson			

# D&T—Engineering Design

## Overview

For pupils who are interested in learning about the role of materials in the development of products. Engineering and Design and Technology, offers a foundation in the principles and iterative design practices of various 21st century design and manufacture industries. The qualification offers flexibility in the approaches students use to apply knowledge and understanding of these practices and principles when designing and making prototypes that solve real and relevant problems. This course will inspire and equip students with the confidence to use skills that are relevant to the sector and more widely. It covers the design process, types of drawings, influences on design, and the use of computer-aided design (CAD).

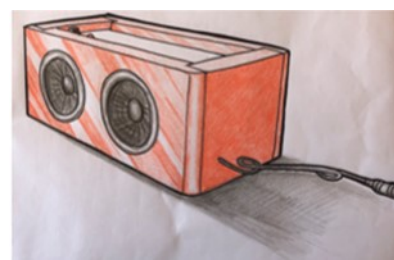


## Year 10

Students will work their way through the Exam based content. This will be taught both practically and theoretically, where students will learn engineering and design processes through practical teaching, underpinned by theoretical knowledge. Students are surrounded by products that have been created to solve a particular problem, whether that be a backpack that needs to be strong enough to carry a specific piece of equipment, or a desk tidy that can help to store pens and writing equipment. These engineering designs do not magically appear; they are typically developed by following a design strategy or process.

## Year 11

Unless designers can communicate their ideas to others, then it is unlikely that their engineering designs will be fully appreciated. By using drawing skills designers can provide a far better sense of what a new product will look like and encourage the creative process that can enhance a successful design. In this unit you will learn how to develop your techniques in sketching, and gain industrial skills in engineering drawing using standard conventions that include dimensioning, line types, abbreviations, and representation of mechanical features.



You will develop your virtual modelling skills using computer aided design (CAD) 3D software, to produce a high-quality model that will be able to simulate your design pro-

## Departmental Expectations:

- To respect and maintain a creative environment within the department which allows everyone to develop and succeed.
- To be willing to take part and try things out in order to challenge yourself and learn new things.
- To present work with commitment and care.
- To work outside of lessons to develop, improve and complete classwork and ensure deadlines are met.

Internal Assessment		External Assessment
50% Coursework, that is set by the exam board, but marked and moderated by your teachers.		50% Examination that is set and marked by the exam board.
Course	Board	Website
Engineering/ Design Technology	OCR	<a href="http://www.ocr.org.uk">www.ocr.org.uk</a>
<b>Next Steps &amp; Career Prospects:</b> Graphic designer, Fashion design, Media, Engineering, Construction and building services, Product designer.		
<b>Head of Subject:</b> Mr E Percival		

# Design & Technology - 3D Design (GCSE)

## Overview

GCSE Three Dimensional Design offers a programme of study which will challenge students to refine and develop their practical design skills, improve their understanding of visual imagery and language and test their creative thinking.

Projects will combine research and development, practical experimentation, visual and written recording as well as the creation of individual final outcomes. The project titles will enable students to work within the parameters of a given topic and set of criteria, but also allow for the development of individual styles and/or direction.



## Year 10

Students will work on various projects in order to refine the designing and making skills that they developed at KS3. They will work to set design briefs and investigate and explore the work of other designers and design eras in order to inspire and inform their own work. They will also explore modelling techniques and sculpture; and work in mixed media – cardboard, foam, wood, metal, plastics, textiles and ceramics. Towards the end of Year 10 students will start a sustained project which will form the basis of their final internally assessed exam piece in Year 11.

## Year 11

The focus of the first half of the year is to review work completed so far in the sustained project and set targets to improve the quality of coursework overall. Students will continue to work on this project to refine drawings, advance sketch books/design sheets and written annotations, develop ideas and create a personal and meaningful 3D response. It is essential for students to understand the holistic nature of the Assessment Objectives whilst working towards and meeting their final deadline.

During the second half of the year students will develop a project for the Externally Set Assignment based on a theme chosen from the Exam Paper. Students will receive advice and support however, it is important for students to develop an independent approach / response to meet the first 3 assessment objectives. Time management also plays a vital part in this very short unit which makes up 40% of students' overall grades. Students will complete a 10 hour exam where they will use all of their previous knowledge and skills to produce a final practical piece of work that will meet the final assessment objective.

### **Departmental Expectations:**

- To respect and maintain a creative environment within the department which allows everyone to develop and succeed.
- To be willing to take part and try things out in order to challenge yourself and learn new things.
- To present work with commitment and care.
- To work outside of lessons to develop, improve and complete classwork and ensure deadlines are met.

Internal Assessment		External Assessment	
60% Coursework unit consisting of 2 projects. On-going assessment throughout the course /96 marks.		40% Externally Set Assignment which includes a 10 hour controlled assessment.	
Course	Board	Specification	Website
Art - 3D Design	AQA	8205	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
<b>Next Steps &amp; Career Prospects:</b> Graphic designer, Fashion design, Media, Engineering, Construction and building services, Product designer.			
<b>Head of Subject:</b> Mr E Percival			



# Food Technology - Hospitality & Catering

## Overview

This course concentrates on the hospitality and catering industry. You will develop the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. You will have the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, you will also develop food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management.



## Year 10

The focus in Year 10 will be on Unit 1 The Hospitality and Catering Industry. Students will learn about job roles and responsibilities within the industry, factors that effect the success of providers, the operation of the kitchen and front of house as well as understanding customer requirements and how these are met. They will also learn about personal safety in the workplace and will be able to identify risks and propose control measures to reduce these risks. Students will also take part in regular practical lessons, cooking a variety of dishes to develop and refine their skills.

## Year 11

The focus of Year 11 is on Unit 2 Hospitality and Catering in Action. Students will learn how to safely plan, prepare, cook and present nutritional dishes that meet the needs of the client and customer. Students will take part theory lessons as well and regular practical lessons in order to learn the content of the unit.

### **Departmental Expectations:**

Practical lessons will take place every other week and you will be required to bring the fresh ingredients for these lessons, store cupboard ingredients will be supplied by the school.

You must have a willingness to take part in all aspects of the subject, not just the practical side as this is only 1 part of the course. A good attitude to working in pairs is also essential as students will share a kitchen when cooking, this includes carrying out the cleaning at the end of practical lessons also.

Internal Assessment		External Assessment	
Year 10 Unit 1 (40%): The Hospitality and Catering Industry will be externally assessed with an examination that lasts 90 minutes.		Year 10 - Unit 1 externally assessed exam 40%	
Year 11 Unit 2 (60%): Hospitality and Catering in Action is internally assessed: This involves students completing a piece of coursework, over 6 hours; during lesson time, under examination conditions. Students will be set a task by the exam board and will have to safely plan, prepare, cook and present 2 dishes to satisfy the task.		Year 11 - Unit 2 internally assessed controlled assignment 60%	
Course	Board	Specification	Website
Hospitality & Catering	WJEC	N/A	<a href="http://www.wjec.co.uk">www.wjec.co.uk</a>
<b>Next Steps &amp; Career Prospects:</b> A range of Level 3 courses. Chef, sports science, dietician, food journalism, product development, home economist, events management, hospitality, front of house, conference management, buyer, production manager, public relations, hygiene control, National Health Service, health promotion, technical man-			
<b>Head of Subject:</b> Mr E Percival			

# Physical Education - GCSE PE

## Overview

Physical Education as a GCSE option is in addition to the core PE lesson which is followed by all students. Those who wish to take this option must be enthusiastic about all aspects of sport and willing to perform at their highest level. However, students must also be interested in the science of sport and physical activity, all of which is covered in the theory lessons. You need to enjoy a wide range of sports and have at least 1, but hopefully 2, strong sports. These could also be sports covered outside school, such as horse riding, swimming, or skiing. You will be expected to show that you are hard-working, organised and dedicated.

## Paper 1

Students will learn and be assessed in content in the following areas, Anatomy, Movement Analysis, Physical Training and Use of Data. Students will have the opportunity to take regular assessments in each area of learning to track their progress and the final exam will be worth 30% of the final grade.

## Paper 2

Students will learn and be assessed in content in the following areas, Sports Psychology, Socio-Cultural Influences, Health, Fitness and Wellbeing and Use of Data. In the same way as content for paper 1 students will have regular opportunities for assessment in each area and the final exam will also be worth 30% of the final grade.

## NEA Practical Coursework

Students must perform in one team sport and one individual activity and then their third practical mark may come from either a team or individual activity. These three marks carry 30% of the total marks.

One piece of guided coursework on "Analysis of Performance". This is worth 10% of the total marks.

## **Departmental Expectations:**

Students choosing to take this option should be:

- Actively involved in physical activity both inside and outside of the Academy
- Strive to perform and be more physical active during your time in the Academy
- Have an enthusiasm to learn in theory and practical lessons about all aspects of sports, health and physical performance
- Enjoy taking part in a range of sports settings
- Prepared to be organised with PE kit for every practical lesson.



Internal Assessment		External Assessment	
40% coursework internally assessed with external moderation – Including performance in 3 sports which are a mixture of team and individual.  10% of this is analysis of performance guided course-		External assessment (Paper 1 and Paper 2 exams in Year 11, 1 hour 15 minutes each) full course breakdown for assessment is: 60% examination – 2 written paper – 1 hour 15 minutes long 40% Coursework – 2 different units will be covered.	
Course	Board	Specification	Website
GCSE OE	AQA	AQA GCSE Physical Education	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
<b>Next Steps &amp; Career Prospects:</b> This qualification can be further developed in post 16 education with courses such as Level 3 BTEC Sport or A Level PE. Potential career paths can be anything relating to the sporting world, Examples are Physiotherapy, Sports Science, Nutritionist, Coaching and Leading, Teaching, Personal Training, Sports and Leisure in-			
<b>Head of Subject:</b> Mr A McLellan			

# Physical Education - Sport

## Overview

BTEC Sport provides an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, anatomy and physiology, practical sports performance and sports leadership. It enables you to develop and apply your knowledge, while also developing a range of relevant practical, communication and technical skills.

It has been developed to:

- Encourage personal development through practical participation and performance in a range of sport and exercise activities
- Give learners a wider understanding and appreciation of health-related fitness, sports and exercise through a selection of specialist units
- Encourage learners to develop their people, communication, planning and team working skills by having the opportunity to take part in practical units available in the qualification structure
- Give learners the opportunity to develop a range of skills and techniques, persona skills and attributes essential for successful performance in working life.

## Year 10

In Year 10 Students will study component 1, Preparing Participants to Take Part in Sport and Physical Activity which includes ways to increase sports participation and use of technology in sport. In addition to this students will study Component 2 - Taking part and improving sporting performance which includes practical sports including skills, techniques and tactics and improving performance in others.

- Programming fundamentals
- Ethical, legal, cultural and environmental impacts of digital technology

## Year 11

In Year 11 students will study component 3, Developing Fitness to Improve Other Participants' Performance in Sport and Physical Activity, will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing.

### Departmental Expectations:

Students choosing to take this option should be:

- Actively involved in physical activity both inside and outside of the Academy
- Strive to perform and be more physical active during your time in the Academy
- Have an enthusiasm to learn in theory and practical lessons about all aspects of sports, health and physical performance
- Enjoy taking part in a range of sports settings
- Prepared to be organised with PE kit for every practical lesson.



Internal Assessment		External Assessment	
60% coursework internally assessed – 2 different units will be covered: <ul style="list-style-type: none"> <li>• Preparing Participants to Take Part in Sport and Physical Activity</li> <li>• Taking Part and Improving Other Participants' Sporting Performance</li> </ul>		External assessment (Component 3 - Developing Fitness to Improve Other Participants' Performance in Sport and Physical Activity) The full course breakdown for assessment is: 40% examination – 1 written paper – 1 hour 30 minutes long 60% Coursework – 2 different units will be covered.	
Course	Board	Specification	Website
BTEC Sport	Pearson	Pearson BTEC Tech Award Level 1/2 in Sport	<a href="http://www.qualifications.pearson.com">www.qualifications.pearson.com</a>

**Next Steps & Career Prospects:** This qualification can be further developed in post 16 education with courses such as Level 3 BTEC Sport or A Level PE. Potential career paths can be anything relating to the sporting world, Examples are Physiotherapy, Sports Science, Nutritionist, Coaching and Leading, Teaching, Personal Training, Sports and Leisure industry

**Head of Subject:** Mr A McLellan

## Health & Social Care

### Overview

Around 3 million people work in Health & Social Care which makes it an ideal subject for those students who want to pursue a career in this sector. Examples of employment which this qualification in health and social care might lead to include: nursing, occupational therapy, nursery nursing, social work and care assistant work. Gaining a qualification in Health and Social Care introduces you to a wide variety of work in evaluating a range of health and social care services and organisations, increasing your knowledge and developing awareness of influences on an individual's health and well-being and examining the influences on individual development.

### Skills:

This subject will give you an opportunity to find out about the world of work, while keeping open your ability to continue further studies in college and higher education. Vocational qualifications allow students to gain theoretical and practical experience about working within a business or industry.

### Assessment:

The qualification is made up of both course work and one exam. This style of assessment promotes deep learning through connecting individual's knowledge to their practice. The units of work focus on the following:

- Knowledge and understanding of human growth and development
- Knowledge and understanding of how people deal with major life events
- Knowledge and understanding of health and social care services
- Practical demonstration of care values, together with the ability to reflect on own performance.
- Knowledge and understanding of health and wellbeing in an individual, developing a health plan to overcome any ongoing issues



### Departmental Expectations:

Coursework deadlines must be met. Students are made aware of these dates which are taken from the assessment plan.

External assessments are carried out throughout delivery of component 3. Booklets developed with exam questions included. Students are provided with a revision guide, a set of revision cards and a laminated set of flashcards in Sept as they start their exam content. Homework set after each lesson - high expectations set on students.

Internal Assessment		External Assessment	
Component 1 and 2 Internal assessments are carried out in relation to meeting coursework deadlines.		Component 3 completed May in year 11. 40% of the total qualification (GLH).	
Course	Board	Specification	Website
Health & Social Care	BTEC	Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care	<a href="http://www.qualifications.pearson.com">www.qualifications.pearson.com</a>

### Next Steps & Career Prospects: Post 16 Opportunities

Students successful in this course often go on to study Health and Social Care at Level 3 (equivalent to A level) followed by a range of degrees including Nursing, Midwifery, Teaching and Social Work. Other students choose to go to college to gain a clearer understanding of working within the Health and Social care sector.

### Career Possibilities

Careers that lead on from these qualifications include Nursery Nurse, Care Assistant, Child-minder, Pre-school/Nursery School Assistant. The qualification will also contribute towards meeting the entry requirements for training professions such as nursing, midwifery, occupational therapy, physiotherapy, pharmacy, social work, teaching and working with people

**Head of Subject:** Mr A McLellan



# Creative iMedia

## Overview

Digital Media is a key part of many areas of our everyday lives and vital to the UK economy. Production of digital media products is a requirement of almost every business, so there is huge demand for a skilled and digitally-literate workforce. This qualification will help students develop specific and transferable skills such as research, planning and review, working with others and communicating creative concepts. The qualification's hands-on approach has strong relevance to the way young people use the technology required in creative media.



## Year 10

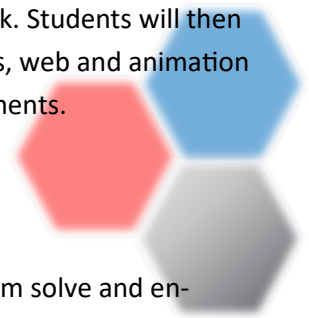
Students will study pre-production planning techniques such as storyboards, mood boards, mind-maps and Gantt charts as well as many other methods to help develop projects. Students will then be introduced to 3 different units. Developing practical and theoretical skills to help build up a portfolio of evidence.

### Departmental Expectations:

To be resilient and embrace errors as a tool for learning and further development. Problem solve and enhance their projects creatively and efficiently. Be willing to work independently and be able to work in groups respectfully. Present work to the best of your ability and be prepared to study a range of topics enthusiastically and with interest.

## Year 11

Year 11 will see students study project management in term 1 and gain an understanding of the need to plan do and review their work. Students will then complete projects in graphics, web and animation based around client requirements.



Internal Assessment		External Assessment	
Creating digital graphics. Centre assessed task, OCR moderated – 60 Marks R085: Creating a multipage website. Centre assessed task, OCR moderated – 60 Marks R086: Creating a digital animation. Centre assessed task, OCR moderated – 60 Marks at the end of each topic.		Unit R081: Pre-production skills Written paper, 1 hour 15 minutes – 60 Marks	
Course	Board	Specification	Website
Creative imedia	OCR	J807	Www.ocr.org.uk
<p><b>Next Steps &amp; Career Prospects:</b> Sixth Form, apprenticeships or into employment options are all available with IT in a variety of disciplines. Careers in IT include web developer, graphics designer or animator. Skills gained on this course can help towards roles involving design or project management such as an</p>			
<p><b>Head of Subject:</b> Mr D Jeffrey</p>			

# Business Studies - Enterprise

## Overview

Enterprise is a vibrant, exciting, applied course that fits well with the needs of today's employers. It blends an understanding of core business issues such as starting a new business and written communication, with the practical use of IT to create reports and business plans. It matches well with other course selections including technology subjects. The course gives an opening to the world of commerce and enterprise and is strongly orientated towards a real world business context through exploration of local businesses. The course is practically orientated and has a demanding workload. The maths content should not put anyone off this subject. Some basic accounting is included .



## Year 10 & 11

A taught course to build a basic understanding of business start-up, marketing and external influences.

In Year 10 students will complete portfolio work completed in autumn/spring term. Then taught material relating to the exam.

In Year 11 the second portfolio completed in autumn term. Exam late January. Second exam option early May.

### Departmental Expectations:

- All homework deadlines must be met
- Students are expected to take an interest in the news and the world around them
- Participate in lessons and show respect when your peers are sharing ideas
- Respect the environment you are in and treat the facilities you have with respect.



Internal Assessment		External Assessment	
Component 1 – Exploring Enterprises Component 2 – Planning for and Pitching an Enterprise Activity		<p>Component 1 is coursework based and the outcome is decided upon the successful completion of a written report. This is internally assessed and worth 30% of the overall grade.</p> <p>Component 2 is also coursework based and the outcome is decided upon the successful completion of a written report. This is also internally assessed and worth 30% of the overall grade.</p> <p>Component 3 is examined through a formal written exam which lasts 2 hours. This component is externally assessed and worth 40% of the overall grade - February of Year 11 and a resit opportunity in May of Year 11.</p>	
Course	Board	Specification	Website
Level 1/2 Enterprise	BTEC	N/A	<a href="http://www.qualifications.pearson.com">www.qualifications.pearson.com</a>

Business is a versatile subject, and as such, students have gone on to pursue a variety of different fields - including: recruitment, marketing, human resources, banking, management, journalism, entrepreneurs and economists. Business studies gives students the opportunity to progress on to further studies at BTEC Level 3 courses in Business

**Head of Subject:** Mrs S Slater

# Travel & Tourism

## Overview

The qualification provides an engaging and stimulating introduction to the world of travel and tourism giving you the opportunity to develop knowledge and technical skills in a practical learning environment. You will explore some of the key areas within the sector, including accommodation, tourism development and promotion, transport and visitor attractions. You will investigate the importance of the travel and tourism sector to the UK and investigate different types of customer and UK destinations. You will also have the opportunity to study international travel and tourism. You will develop key skills, such as research, report drafting and writing skills and project management. The qualification is aimed at everyone who wants to find out more about the travel and tourism industry.



## Year 10

### Unit 1: The Travel and Tourism Sector

- In this unit, you will gain an understanding of the range of organisations involved with different types of tourism in the UK, including their roles, how they work together and how they use technology to meet changing customer needs. This understanding is useful for a wide range of travel and tourism jobs, including travel services, tourism services, conferences and events, visitor attractions and passenger transport.

### Unit 2: UK Travel and Tourism Destinations

- In this unit you will explore UK travel and tourism destinations and gateways, investigate the appeal of UK tourism destinations for different types of visitors and plan UK holidays to meet the needs of different visitors.

## Year 11

Unit 3: The Travel and Tourism Customer Experience  
- In this unit you will investigate travel and tourism customer service, explore the needs and expectations of different types of customer in the travel and tourism sector and understand the importance of customer service to travel and tourism organisations.

Unit 4: International Travel and Tourism Destinations  
- In this unit you will investigate the major international travel and tourism destinations and gateways, explore the appeal of international travel and tourism destinations to different types of visitor, learn to understand how to plan international travel to meet the needs of visitors.

## Departmental Expectations:

In each lesson you are expected to work to your full potential and contribute to group and whole class discussions, to showcase what you have learnt about the travel and tourism industry and issues within. You will be expected to complete your internal assessments independently and to a high quality, following feedback to ensure you achieve the best possible outcome. Throughout each lesson, you will be responsible for researching and gathering evidence on travel and tourism, to use in your assignments and you must be able to demonstrate your knowledge and understanding to meet the outcomes of the unit.

Internal Assessment		External Assessment	
Students will be assessed every 6 weeks to help measure and track their progress throughout the course. Assessments will be both written tests and completion of coursework. Please find the units below: 2 UK travel and tourism destinations - INTERNAL COURSEWORK 3 The travel and tourism customer experience - INTERNAL SYNOPTIC		Unit How is it assessed? 1 The UK travel and tourism sector - EXTERNAL EXAM 1 HOUR 15 MINS	
Course	Board	Specification	Website
Travel & Tourism	BTEC	N/A	<a href="http://www.qualifications.pearson.com">www.qualifications.pearson.com</a>

## Next Steps: Example Jobs:

Merchant Navy deck cadet. Helping with the safe navigation of a ship and overseeing crew members. Airline passenger service agent. Greeting passengers, checking passports and tickets, issuing boarding passes, being security aware. On board train crew. Serving food and drinks, customer care. Transport information assistant. Compiling data on passenger numbers, publishing information notices and leaflets.

**Head of Subject:** Miss A McComb