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The best in everyone™
Part of United Learning

GCSE PATHWAYS 2025-2027

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Introduction

Welcome to Key Stage 4

Dear Year 9 student,

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? For example, 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, the following staff would be happy to assist:

Mr Blood: Assistant Principal – Curriculum & Inclusion

Ms Cregan: Director of KS3

Ms Best: Head of Year

Ms Whyte: Careers Co-ordinator

The right choices today will open up incredible opportunities tomorrow.

Best wishes,

Mr D Markham
Principal

What now?

Steps to take:

1. Read the Pathways Booklet
2. Listen to the presentations at the Pathways Evening and visit the subject stands
3. Speak to staff if you have questions about their subjects
4. Speak to your Year Team if you have questions about lots of subjects/future aims and ambitions
5. Complete the online form with your families during the week commencing 17 March. You will choose FOUR subjects in order of preference and TWO backup options.

Frequently Asked Questions

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. Whilst we endeavour to give students their first choices, we do have to allocate a significant number of back-up choices, so it is important you select your rank options 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. All pupil options will be analysed and subjects will be allocated based upon pupil preference, suitability and backup options where necessary.

Q. How can we discuss Year 10 GCSE subjects once they have been allocated?

A. There is an Options Coffee Morning scheduled for 8:45-10:15am on Thursday 1 May. Parents and carers are invited to drop in, ask questions and discuss any issues relating to GCSE subject allocations.

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 on the week commencing 31 March 2025.

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 and Events

3 March: Submit Pathways Planning Form to Tutors

6 March: Year 9 Pathways Evening

17 March: Year 9 Subject Selection Week

31 March: Year 9 Pathways Confirmation

1 May: Year 9 Pathways Coffee Morning

2025-2027 GCSE Courses

- Art
- BTEC Sport
- Business
- Construction
- Drama
- Food Technology
- Geography
- Creative iMedia
- Music
- Travel and Tourism
- French
- Health & Social Care
- History
- GCSE PE
- Photography
- Religious Studies
- Textiles
- Separate Sciences*
- GCSE Statistics*
- GCSE Further Maths*



GCSE English Language

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 a good understanding, a wide range of texts from the 19th, 20th, and 21st centuries, including literature and literacy 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.

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)

Non-exam assessment: Pupils will complete an individual presentation to an audience and be assessed on their spoken language skills. Pupils will be awarded a pass, merit or distinction and the grade will be published as an addition to their English Language grade.

Course	Board	Specification	Website
English Language	AQA	8700	www.aqa.org.uk

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.

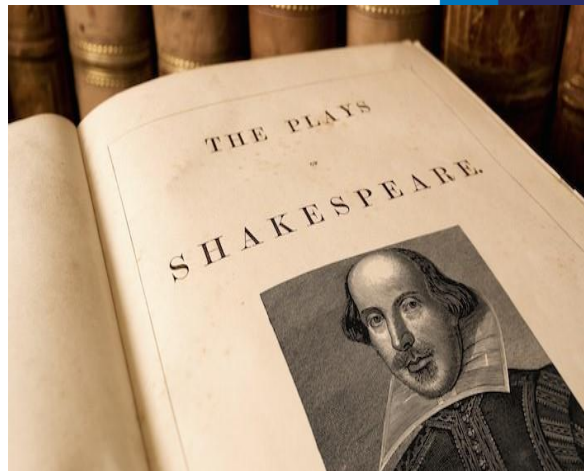
Head of Subject: Mrs S Denny (Acting)

GCSE English Literature

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 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 text effectively: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality.
- They will all be expected to produce a 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 layers of inference in interpretations 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: Post-1914 Literature. Students will answer one essay question based on A Christmas Carol.

Paper 2: Modern texts and poetry. Written exam: 2 hour 15 minutes Section A: 19th century novel: 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. Unseen poetry: Students will answer a comparative question on two unseen poems.

Course	Board	Specification	Website
English Literature	AQA	8702	www.aqa.org.uk/subjects/english/gcse/english-8702/specification

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

Head of Subject: Mrs S Denny (Acting)

GCSE Mathematics

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, constructions and Loci and similar shapes. Allocation of pathways are reviews on a regular basis in the light of assessment data.

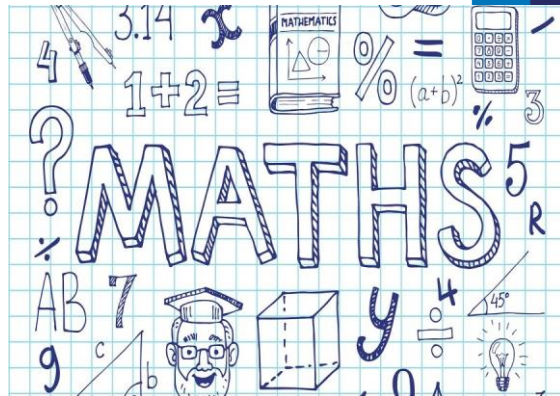
Year 11

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 SPARX 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 45 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	www.qualifications.pearson.com
<p>Maths is a gateway subject for all post-16 courses.</p> <p>Maths lends itself to careers across the financial sector, as well as engineering, business and management.</p>			
Head of Subject: Mr S Hurst			



GCSE Trilogy Science (Combined)

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	www.aqa.org.uk
Next Steps: 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.			
Career Pathways: Anything! Medicine, law, teaching, journalism, forces, nursing. In the world of work, practical skills developed within the course are increasingly valued.			
Head of Subject: Mrs E Munson			

Core Physical Education

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.

Year 10 and 11

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

- Football
- Rugby
- Netball
- Badminton
- Basketball
- Fitness
- Trampolining
- Athletics
- Cricket



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

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 D Reid

GCSE Triple Science

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	www.aqa.org.uk
Next Steps & Career Prospects: Anything! Medicine, law, teaching, journalism, forces, nursing. In the world of work, practical skills developed within the course are increasingly valued.			
Head of Subject: Mrs E Munson			

Deeper Mathematics: GCSE Statistics and Level 2 Extended Maths Qualification

Overview

The Deeper Maths route is in addition to the Mathematics which is taught to all students throughout Years 10 and 11 as part of their core curriculum. New for this year, it aims to provide students already considering Maths or Science A-Levels with a more effective bridge between year 11 and 12. Topics from the KS3 programme of study are revisited, with a particular focus on the data presentation and interpretation units which serve the GCSE Statistics examination, whilst concepts new to the students from the Higher Core curriculum are then studied in more complex and algebra-rich form to enable students to sit the Level 2 Extended Mathematics GCSE. Students who opt for the Deeper Maths route will therefore gain two full GCSE or equivalent qualifications, in addition to the one they obtain in Core Maths itself, making 3 in total.

Year 10

All students will begin Year 10 being taught some key topics from the core units, in an accelerated manner. Between October Half-term and Christmas, the focus will switch to the delivery of those Statistics and Data topics which constitute the GCSE Statistics module. These include methods of collecting and processing data, as well as representing and finding measures of central tendency of the resulting data. In the Summer term, students will conduct a statistical mini-investigation (not coursework) which enables them to analyse data in context and draw conclusions, including in relation to probabilities of an event occurring.

Year 11

Students will have covered sufficient topics within their Core Maths curriculum to begin their preparation for Level 2 Extended GCSE Mathematics in Year 11. This extends core topics through the greater inclusion of algebraic challenges, which form 50% of the examination questions. Topics such as surds, fractional indices, algebraic proof and graphical work will be studied in greater depth, whilst ratio and geometric challenges, especially involving Trigonometry, will not be over-looked. A unit on Probability will cover theoretical and conditional probabilities, including those expressed in algebraic form. Following this all students begin their revision programme, as necessary, for their resulting level 2 exam.

Departmental Expectations:

Students selecting the Deeper Maths option will already be previous high attainers in Maths. They will have a solid record of Home-learning, completed upon Sparx Maths. Moreover, these students will typically be those already considering an Academic route of post-16 study, which includes A-levels. They may be thinking of Geography and/or the Science suite of A-Levels, which Deeper Maths absolutely supports, as well, of course, as Maths A-Level itself, to which the Level 2 Extended course is the bridge of choice.

Deeper Mathematics: GCSE Statistics and Level 2 Extended Maths Qualification

Internal Assessment		External Assessment	
After each unit the students are taught they are given a KPI assessment. This looks at GCSE Statistics 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 final exams. It is envisaged that students will sit an end of year 10 exam in GCSE Statistics, and then Mock exams in year 11 to include both GCSE Statistics, and the Level 2 Extended Maths qualification.		GCSE Statistics is examined by two equally-weighted external examination papers, sat in the summer of year 11. Both are of 1 hour and 30 minutes duration, and it is anticipated that all who follow the Deeper Maths route will be entered for the Higher tier. Level 2 Extended Maths Certificate is examined through 2 equally-weighted exams, at the end of Year 11. Both are 1 hour and 15 minutes, the first being non-Calculator and the second with a Calculator. Resulting grades are Pass, merit, distinction and "distinction star".	
Course	Board	Specification	Website
GCSE Statistics Extended Certificate	Edexcel Edexcel	1 ST0 7M20	www.qualifications.pearson.com
GCSE Statistics and Level 2 Extended Maths Certificate serve all the same futures as Core Mathematics (please see earlier in this booklet), whilst the Extended Certificate is the direct bridge of choice to Maths and Further Maths at A-Level.			
Head of Subject: Mr S Hurst			

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

During Year 10, students will study a combination of Human Geography and Physical Geography disciplines, students will study the following topics:

- **Physical-** The challenge of Natural Hazards
- **Human-** Urban issues and challenges
- **Physical-** Physical landscapes in the UK

Year 11

During Year 11, students will study a combination of Human Geography and Physical Geography disciplines, students will study the following topics:

- **Human-** The changing economic world
- **Physical-** The living world
- **Human-** The challenges of resource management

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.		You will be assessed by three exams, all sat at the end of Year 11. 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 Paper 3: Geographical Applications 1 hour worth 30% of total GCSE	
Course	Board	Specification	Website
Geography	AQA	8035	www.aqa.org.uk
Many students successful in this course have gone on to study A-Level Geography, Geology, Sociology or Travel and Tourism. University courses include Environmental Science, Geography, Geology, Land Management, Leisure Management and Travel. 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.			
Head of Subject: Mr S Armstrong			

Overview

The GCSE course in Religious Studies will allow students to study four religious, philosophical and ethical studies themes and two religions in-depth.

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 study two world religions in depth. You will study Christianity as the main religion of contemporary British society and then either Islam or Buddhism.

Throughout the course you will learn about these different religions and will be able to explain and evaluate their beliefs, traditions and practices.

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 modern societal issues.

The Four Themes are..

- Religion & Life (Abortion, Euthanasia, Origins of Life and Universe)
- Religion, relationships and Family Life
- Religion Peace & Conflict.
- Religion, Crime & Punishment.

Departmental Expectations:

In each lesson you are expected to work to your full potential and contribute to group and whole class debates/ discussions, to showcase what you have learnt and reflect on your own personal beliefs on religious 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 and practice exam questions to allow students to measure their progress throughout 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.		Two exams, 1hr45mins each. Paper 1: The study of religions (50%) Paper 2: Thematic Studies (50%) No coursework	
Course	Board	Specification	Website
Religious Studies Full	AQA	8062	www.aqa.org.uk
<p>Next Steps: 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 align="center">Head of Subject: Mrs R Ferguson</p>			

GCSE History

Overview

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

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

Year 10

Britain, Health and the People c.1000AD: 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.

Germany, 1890-1945 Democracy and Dictatorship:

This period study focuses on the development of Germany during a turbulent half century of change, from the Kaiser's Germany to Weimar Germany and then to Nazi Germany.

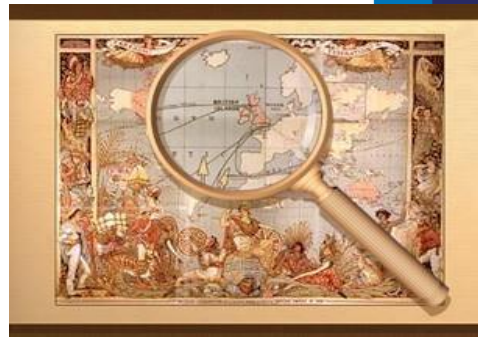
Year 11

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.

Elizabethan England, c1568 – 1603: This topic allows students to study in depth a specific 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.



GCSE History

Internal Assessment		External Assessment	
<p>At the end of each topic you will be assessed through a written 1 hour exam, to help measure your progress throughout the course.</p> <p>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.</p>		<p>The GCSE History content comprises the following elements:</p> <p>Exam Paper 1 (2 hour slot): Germany, 1890-1945: Democracy and Dictatorship (1 hour exam worth 25% of the GCSE)</p> <p>- Conflict and Tension 1918-1939 (1 hour exam worth 25% of the GCSE)</p> <p>Exam Paper 2 (2 hour slot): Britain, Health and the People (1 hour exam worth 25% of the GCSE)</p> <p>- Elizabethan England, c1568-1603 (1 hour exam worth 25% of the GCSE)</p>	
Course	Board	Specification	Website
History	AQA	8145	www.aqa.org.uk
<p>Many of our students progress to study A-Level History in KS5.</p> <p>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.</p>			
<p style="text-align: center;">Head of Subject: Mrs A Moffatt</p>			

GCSE Physical Education

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.

Internal Assessment		External Assessment	
40% coursework internally assessed with external moderation – Including performance in 3 sports which are a mixture of team and individual.		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.	
10% of this is analysis of performance guided course-			
Course	Board	Specification	Website
GCSE OE	AQA	AQA GCSE Physical Education	www.aqa.org.uk

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 in-

Head of Subject: Mr D Reid

Overview

Language is more than words

Combining clear, concise and straightforward assessments with engaging, meaningful and relatable content, our new Pearson Edexcel Level 1/Level 2 GCSE (9-1) in French is fit for the future, equipping students for life and careers in a global setting. Thematic contexts The vocabulary in this qualification enables students to communicate across a range of engaging and relatable thematic contexts, which are relevant to their current and future needs. We asked students and teachers about the subjects that were meaningful and interesting to them, and selected the following six broad thematic contexts to provide a focus for the teaching and learning of the vocabulary and grammar listed:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism



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. There will be a formal assessment at the end of Year 10.		GCSE French 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
French	Edexcel	1FR1	GCSE French Specification Issue 1
Next Steps: 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.			
Head of Subject: Mrs K Lown			

GCSE Drama

Overview

The Drama curriculum in KS4 builds on and further develops the performance skills and theatrical knowledge gathered in KS3 Drama to transform students into knowledgeable, confident and capable performers. The curriculum is designed to engage and inspire students through diverse and interesting areas of study. Students will explore methods of creating original performance work (Devising), study and perform from exciting play texts, watch and review live theatre and take part in extra-curricular Theatre trips and visits. Students are nurtured and encouraged to enhance their own individual talents whilst honing and refining their vocal and physical performance skills. Students will also naturally develop key transferrable skills such as confidence, teamwork, creativity and public speaking.



Year 10

In the first term, students will study a wide range of theatre styles and practitioners; with a focus on building a solid class dynamic and developing performance skills to a competent level. Following on from this, in term 2 students will embark upon a devising drama project for their Component 2 assessment. Students will work together to create an original performance piece based on a given stimulus – utilising the performance skills and techniques acquired from term 1 and documenting the creative process through a portfolio. There will be an extra-curricular theatre trip in term 2 for GCSE Drama students. In term three, students will begin to explore and perform from a scripted piece in preparation for moving into Year 11.

Year 11

In preparation for summer assessment, students will complete a mixture of practical and written lessons in preparation for Component 1 (Written exam paper) and Component 3 (Scripted performance). For Component 1, students will study a set text (Blood Brothers) and learn how to respond to questions on the text from the perspective of a performer and theatre designer. Students will also take part in a theatre trip to enable them to develop analysis and evaluation skills and be able to critically comment on the successes of live performers work as required in the written paper. For Component 3, students will put together two short extract performances from a chosen play. They will rehearse and perform these performances to a live audience including a visiting examiner.

GCSE Drama

Departmental Expectations:

Prospective GCSE Drama students must be working to a good level in KS3 Drama and preferably English too. A good degree of confidence - to be able to get up and speak in front of their peers would be a valuable trait, although this is something we will obviously build on over time. Any experience of Drama and or performing arts (Music, Dance etc...) outside of school would be additionally beneficial. Students will need to show maturity and resilience to cope with potentially difficult subject matter as they grow older. Students will be expected 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 2: Devising - 40% of the final GCSE grade. Devised Performance (10%) Devising Log Portfolio (30%) This is marked internally and moderated externally.		Component 3: Texts in Practice - 20% of the final GCSE grade. Two Scripted Performances in front of an examiner Component 1: Understanding Drama - 40% of the final GCSE grade. Written paper - 1 hour and 45 minutes in duration	
Course	Board	Specification	Website
Drama	AQA	8261	AQA Drama GCSE Drama
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 Sisterson			

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

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. In Year 11. This project then becomes evidence of further work to contribute to their overall grade. In January of Year 10, Students will then start on their own personal photography project and pick a starting point of their choosing to create a sustained project for the remainder of Year 10. This project would work through the four assessment objectives of developing ideas, experimentation, refining work and producing a final outcome.

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 sketchbooks, improve 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 classwork and ensure deadlines are met.

To take photographs outside of school depending on project need (Landscapes / Buildings / Crowds).

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: 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: Miss S Monaghan

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

Our Year 10 project takes a contemporary approach to Textiles Design which aims to encourage students to be more experimental, incorporate a much wide 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 sketchbooks, improve 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.

To work outside of lessons to develop, improve and complete classwork 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 & Design: Textile Design	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.

Head of Subject: Miss S Monaghan

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

Students will be provided with a selection of broad starting points suitable for all interests and abilities. They are given the opportunity to develop research skills by choosing the title they want to work with, the angle they want to take it in and the artists they want to reference.

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, improve 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.

To work outside of lessons to develop, improve and complete classwork 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 & Design: Art, Craft & 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: Miss S Monaghan

Studying GCSE Business introduces students to the world of business as students learn the fundamental concepts about how businesses operate and make decisions. Understanding these concepts prepares students for both further study and helps them develop valuable skills for their future careers.



Pupil attributes

- Motivated to learn a new and exciting subject.
- Interested in how different businesses operate.
- May wish to set up their own business in the future.
- Keen to learn about current affairs and the contemporary business world.

Course Content

Edexcel GCSE Business provides an opportunity for students to apply knowledge and understanding to different business contexts. These include businesses ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts.

Year 10 – Theme 1

Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up

Year 11 – Theme 2

Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows.

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	
Throughout the course, students will be regularly assessed through short quiz-style assessments as well as mock exam-style papers.		The qualification is assessed entirely by examination using the 9-1 grading scheme, consisting of two externally-examined papers:	
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.		Theme 1: Investigating small business - Written examination: 1 hour and 45 minutes - 50% of the qualification- 90 marks Theme 2: Building a business - Written examination: 1 hour and 45 minutes - 50% of the qualification- 90 marks	
Course	Board	Specification	Website
Business	Edexcel	1BS0	https://qualifications.pearson.com/

Many of our students progress to study BTEC Level 3 Business or equivalent courses at college. Studying GCSE Business also equips students with the relevant skills, knowledge and awareness to succeed in the ever-changing workplace environment and enhances the appeal of students' CVs when they look for jobs and apprenticeships in the near future.

Head of Subject: Mr D Jeffrey

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	www.eduqas.co.uk
Next Steps & Career Prospects: 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 and music therapy.			
Head of Subject: Mr J Sisterson			

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 imagery and media representation. Developing practical and theoretical skills to help build up a portfolio of evidence.

Year 11

Year 11 will see students study project management and gain an understanding of the need to plan do and review their work. Students will then complete projects in graphics based around client requirements and become familiar with pre planning, production and evaluation..

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.

Internal Assessment		External Assessment	
R094 – Visual Identity and Digital Graphics Centre assessed task, OCR moderated		Unit R093: Creative <u>imedia</u> in the media industry	
R098 – Visual Imaging Centre assessed task, OCR moderated			
Course	Board	Specification	Website
Creative <u>imedia</u>	OCR	J834	www.ocr.org.uk
Next Steps & Career Prospects: Sixth Form, apprenticeships or into employment options are all available with IT in 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.			
Head of Subject: Mr D Jeffrey			

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

Component 1: Travel and Tourism Organisations and Destinations. In this component, you will investigate travel and tourism organisations, their aims and how they work together. You will explore types of travel and tourism, the features that make destinations appealing to visitors and different travel routes.

Component 2: Customer Needs in Travel and Tourism. In this component, you will investigate how organisations use market research to identify travel and tourism trends, and customer needs and preferences. You will apply your understanding by selecting products and services and planning a holiday to meet customer needs and preferences.

Year 11

Component 3: Influences on Global Travel and Tourism. In this component, you will explore the different factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors. You will examine the potential impacts of tourism at global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism.

Departmental Expectations:

In each lesson you are expected to work to your full potential. You will be expected to complete your internal assessments independently and to a high quality. 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	
Two separate controlled assessments completed in school under exam conditions. PSA 1 is completed over 10 hrs in the spring term of year 10. 30% of grade. PSA 2 is completed over 10 hrs in the autumn term of year 11. 30% of grade. Students have to complete 5 separate assignments worth 12 marks each for each PSA.		One terminal exam paper of 2 hrs duration - Summer 2027. 40% of final grade.	
Course	Board	Specification	Website
BTEC Tech Travel & Tourism	Pearson	N/A	www.qualifications.pearson.com
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: Mrs L A Hepburn			

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:		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.	
<ul style="list-style-type: none"> • Preparing Participants to Take Part in Sport and Physical Activity • Taking Part and Improving Other Participants' Sporting Performance 			
Course	Board	Specification	Website
BTEC Sport	Pearson	Pearson BTEC Tech Award Level 1/2 in Sport	www.qualifications.pearson.com
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 D Reid			

Overview

Around 3 million people work in Health & Social Care which makes it is 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	www.qualifications.pearson.com
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			

BTEC Technical Award in Construction and the Build Environment

Overview

The construction industry is one of the UK's most important sectors. In 2018 it employed, directly or indirectly, around 2.4 million people and accounted for £117 bn of the value to the UK economy. The range of jobs available is large, covering traditional craft trades, large civil engineering infrastructure projects, housebuilding, design and consultancy, and the professions such as architecture, management and surveying. Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study.

Year 10

In Year 10 Students will study Component 1 - Construction Technology this is in preparation for an external assessment looking at the following assessment objectives:

Demonstrate and understand knowledge of work of the construction industry and the different technology used in low-rise construction projects. Including the appropriateness of the different technologies used.

In addition to this, students will study Component 2 – Construction in practice this is a practical project linked to a construction sector e.g. Carpentry understanding the hazards and risks when manufacturing products.



Year 11

In Year 11 students will study Component 3 – Construction and Design this is a designing activity looking at ensuring the needs of a client can be addressed when designing a low-rise building.

Departmental Expectations:

Students choosing to take this option should be:

- Keen on developing high level practical outcomes using a range of construction techniques.
- Demonstrate high standards in a high risk sector.
- Have a genuine desire to work in the construction sector

Internal Assessment		External Assessment	
60% coursework internally assessed – 2 different units will be covered: <ul style="list-style-type: none"> • Construction in Practice • Construction and Design 		40% exam focussed on Construction Technology.	
Course	Board	Specification	Website
BTEC Construction and the Built Environment	Pearson	Pearson BTEC Tech Award Level 1/2 in Construction and the Built Environment	Www.qualifications.pearson.com
Next Steps & Career Prospects: This qualification can be further developed in post 16 education with courses such as Level 3 Engineering or A-Level Product design. Students taking this course will develop key skills for the all areas of the construction sector.			
Head of Subject: Mr E Percival			

NCFE Level 1 and 2: Food and Cookery

Overview

Food Preparation and Nutrition, is an exciting and creative course which focuses on practical cooking skills to ensure you develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing your practical cookery skills to give you a strong understanding of nutrition.



Key Areas of Knowledge

Over the course of the two-year course, we expect students to gain these intended areas of knowledge: Food, nutrition and health, food science, food safety, food choice and food provenance.

Main Assessment Areas

Component 1 Written Exam What's assessed: Theoretical knowledge of food preparation and nutrition, health and safety, legislation, bacteria and hygiene and cooking methods.

Component 2 Non-exam assessment (NEA) : Students will be set a series of tasks for Food preparation, cooking skills and techniques, Recipe amendment, development, and evaluation, and Menu and action planning for completed dishes.

Departmental Expectations:

Practical lessons will take place, on average, 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	
60% of your final grade will be on an unseen NEA assessment, that will take place in year 11 and comprise of a combination of coursework and practical assessment.		1 exam, worth 40% of your final grade.	
Course	Board	Specification	Website
Food and Cookery	NCFE	N/A	https://www.ncfe.org.uk/
Next Steps & Career Prospects: 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-			
Head of Subject: Mr E Percival			

