

Alderbrook School
& Sixth Form

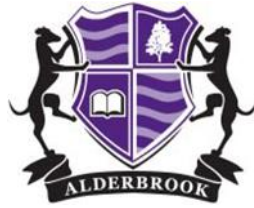
AMBITION | BRAVERY | KINDNESS

Year 8
Key Stage 4

OPTIONS BOOKLET

2021 - 2024

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Introduction

Key Stage 4 Options Process 2021-2024

The choosing of option subjects to study through Key Stage 4 is an important and exciting moment in a student's secondary education and, in this year in particular, it seems to have arrived more quickly than ever. We aim to ensure, despite all the uncertainty we are all currently facing, that all students and parents/carers are fully informed and supported throughout this process.

All students currently in Year 8 will be following a three-year Key Stage 4 programme of study in Year 9. We feel this approach enables our students to study a broad range of subjects in greater depth and provides plenty of opportunity to embed and apply their understanding. We believe that this gives the best chance for achieving success by the end of Year 11, whilst giving students the opportunity to study a broad and balanced curriculum.

Things are a little bit different this year as we have unfortunately been unable to invite you all into the school for our usual Options Evening. We will therefore be making all of the information available to you on the school website in the form of a virtual Options Evening. This will include a presentation from the headteacher, video clips from each subject area, qualification information sheets and some practical guidance through the option selection and submission process itself.

The evening will take place on Tuesday 19th January starting at 6.00pm and we invite you to log on to the school website at this time to join us for this event. There will be a live presentation from Mr Beveridge, the headteacher, and Mr McLoughlin, at 6.00pm, followed by a Q+A session, running from about 6.30 – 7.30pm, where you will have the opportunity to submit questions to members of the leadership team. We kindly request that you look through the FAQs located on the website before submitting any questions, as there is a good chance that your question will have been answered here. All the information from the evening, including a recording of the presentation for those who couldn't make the live event, will then remain available for you to access throughout the options process.

Our aim is that the information and guidance provided will support you and your child through the options process and that their choices are as well informed as possible. We fully appreciate that a vast majority of students will be unsure of what their future career path may look like, and we have already done some work with them within subject lessons and in a recent Life Ready Day to give them the opportunity to reflect on the skills for success that each subject can provide them with. It is also important during the options process that each student reflects on their own strengths and areas for development so that they can optimise their chances of success. We also recommend that during this process each student considers which courses they have the best aptitude for, as well as which subjects

most interest them, as this will provide them with further guidance towards making a well-considered choice.

What will the curriculum look like?

Alderbrook is a fully inclusive school. Our aim is to offer a curriculum that is varied and meets the needs and aspirations of all our students.

Students will all study the following compulsory subjects:

- English Language
- English Literature
- Mathematics
- Science (Combined Science or Triple Science: Biology, Chemistry and Physics)
- * Physical Education
- * Personal, Social, Health, Citizenship and Economic Studies
- * Religious Education

* These subjects are studied as statutory core subjects but do not lead to an exam, unless they are selected as an option subject in the case of PE and RE (which is called Religious Studies at GCSE level).

In addition to the core curriculum, we will be asking students to select four other subject choices, which become their 'Options'. These will be studied for three years and examined at the end, in the summer of 2024. We encourage students to select a combination of qualifications that will provide them with suitable progression routes into post-16 study and beyond. We therefore expect that students, except in a minority of cases, will opt to study at least one of the Ebacc GCSE option subjects: history; geography; French; Spanish; computer science.

Once students have submitted their selection we will review all option choices. We will contact students and parents to discuss the selections and provide advice where we feel the choices made are not in their best interest.

What happens now?

To support the students with making their choices we will be providing all the relevant information in the form of a virtual Options Evening on **Tuesday 19th January** starting at 6pm on the school website. All the information from this event, including the Options Booklet, will remain available on the website throughout the options process. We strongly advise that both parents/carers and students read this information carefully to be fully informed.

We also have a Year 8 parents evening on **Thursday 4th February**, when parents and students will be able to get further advice from individual subject teachers, should they need it.

Please note the deadline for submitting option choices will be **Friday 26th February**, which is the end of the first week after the half term break. Please be aware that the earlier deadline date, mentioned on the SIMS app instructional video on the website, is incorrect. Full details of how to complete the options submission process can be found in the videos on the school website.

What types of qualifications can I choose?

There are two main types of qualifications, **GCSEs** and **Technical Awards**.

The General Certificate of Secondary Education (**GCSE**) is a primarily exam-based qualification, which may include some coursework or practical work, depending on the nature of the subject. Full details can be found in the qualification information sheets which can be found on the website.

Technical Awards are practical, vocational qualifications available to 14-16 year olds to take alongside GCSEs. **A single Technical Award is equivalent to a GCSE.** Technical Awards will provide students with technical knowledge and skills to prepare them for further study, apprenticeships and the workplace. Full details can be found in the qualification information sheets which can be found on the website.

Technical Awards combine a variety of assessment methods including practical assessment, written coursework and external examinations. Students with a Technical Award will be able to go on to study A-Levels or vocational qualifications.

GCSE Grading:

The table below shows the comparison between the old and current grading scales.

New grading structure	Current grading structure
9	A*
8	
7	
6	B
5	
4	
3	D
2	E
1	F
	G
U	U

Vocational Grading:

Each vocational subject is equivalent to one GCSE. The tables below will enable you to compare the vocational grade against the GCSE grade.

BTEC First Awards

Pass Grades	Pass Points
Level 2 Distinction*	8.50
Level 2 Distinction	7.00
Level 2 Merit	5.50
Level 2 Pass	4.00
Level 1 Pass	1.25

OCR Nationals - Certificate

Pass Grades	Pass Points
Level 2 Distinction*	8.50
Level 2 Distinction	7.00
Level 2 Merit	5.50
Level 2 Pass	4.00
Level 1 Distinction	3.00
Level 1 Merit	2.00
Level 1 Pass	1.25

KS4 Curriculum

Our Key Stage 4 curriculum offers a wide range of subjects which provides you with a variety of academic and technical qualifications to choose from. It is important to carefully check all the information provided about the subjects you are considering, as this will help you understand what is expected of you during your studies and will ensure you are fully informed before making your choices.

Core Subjects

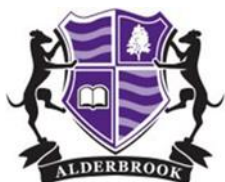
There are some subjects that you have to study; these are the compulsory 'Core' subjects:

1. English Language
2. English Literature
3. Mathematics
4. Science (Combined Science or Biology, Chemistry and Physics)
5. Physical Education
6. Religious Education
7. Personal Social Health Citizenship and Economics (PSHCE)

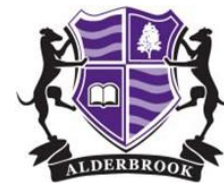
English Baccalaureate (EBacc)

The EBacc is not a qualification in itself. It is a group of GCSE subjects that the government has identified as helping students to keep their options open for further study and future careers if they opt to take them. It was introduced as a measure to encourage students to take subjects that demonstrate achievement across a range of academic subjects. The subjects include; English Language & English Literature, Mathematics, Modern Foreign Language, Science, Computer Science, Geography and History.

We expect that students, except in a minority of cases, will opt to study at least one of the Ebacc GCSE option subjects: history; geography; French; Spanish; computer science.



OPTION SUBJECTS LIST



GCSE		Technical Awards	
1.	Art GCSE*	17.	Performing Arts BTEC***
2.	Business GCSE	18.	Engineering Design (Cambridge Nationals)
3.	Computer Science GCSE	19.	Health & Social Care (Cambridge Nationals)
4.	Dance GCSE **	20.	ICT (Cambridge Nationals)
5.	Design & Technology GCSE	21.	Music BTEC
6.	Drama GCSE***	22.	Sport Studies (Cambridge Nationals)
7.	Food Preparation and Nutrition GCSE	<i>You cannot choose more than 3 Technical Awards</i>	
8.	French GCSE		
9.	Geography GCSE		
10.	History GCSE		
11.	Media Studies GCSE		
12.	Music GCSE		
13.	Photography GCSE*		
14.	Physical Education GCSE		
15.	Religious Studies (Philosophy & Ethics) GCSE		
16.	Spanish GCSE		

Note:

Subjects in bold count towards the English Baccalaureate

****Students are not permitted to take both GCSE Photography and Art. They must choose EITHER Photography OR Art.***

*****Students opting for Dance will study the GCSE Dance course in Year 9. In the summer term, students will select with their teacher to remain on the GCSE Dance pathway or move to vocational/technical course.***

*****Performing Arts BTEC is the vocational course for Drama - both cannot be selected together.**

How to select your options

Following the Options Evening, your son/daughter will be able to select their options online using the SIMS student app. All students will receive an email invitation to register to this app via their school email account on Wednesday 20th January. There is a video available on this website with instructions of how to do this.

Parents will be asked to approve student option choices via the SIMS ParentApp. An activation email and instructions on how to get started on the ParentApp were sent to you when your son/daughter joined the school. If you have not yet activated your ParentApp account, or did not receive an email, please contact parentapp@alderbrook.solihull.sch.uk to request an activation email. Upon receipt of this, please activate the ParentApp.

What subjects should I choose? (advice to students)

Reflect on the following points when considering your options. These 8 tips were discussed in more detail on the options evening presentation – a recording of this is available on the school website. Use all the other information and resources available on the website to help inform your decision. You can also speak to your family and teachers for advice or to ask any questions you may have.

TIP 1 : What are you good at?

TIP 2: What will you enjoy?

TIP 3: What skills can I develop?

TIP 4: What are your future aspirations?

TIP 5: How do you prefer to learn and be assessed?

TIP 6: Pick the subject NOT the teacher or trips

TIP 7: Don't follow your friends – think for yourself

TIP 8: Don't worry – it's your effort and engagement that will open doors for you in the future, whatever options you choose.

QUESTIONS AND ANSWERS

How many Option choices do I make?

In addition to core subjects, you will choose **four** Option subjects and **two** reserve subjects.

Will I definitely have all the subjects I ask for?

The majority of students will be allocated the selection of courses they have chosen. However, each year minor changes do need to be made and it may be that we will offer you one of your reserve subjects instead. This only affects a very small number of students and we will do everything we can to offer you the selection you make.

If there aren't enough students opting for a subject, that subject will not run. Is this true?

Yes. Unfortunately, we cannot run a course for a small number of students. If this happens, we will liaise closely with the students to ensure that the next most suitable option is selected.

If I want to go on to study at Alderbrook Sixth Form, which subjects would be best?

There are no 'best' Options to prepare you for further study. Keep your options broad and balanced. If you wish to study A-Level subjects at Alderbrook, then you will need to aim for grade 5 or above in all your subjects with a grade 6 or 7 in the subjects you wish to study. The website details the entry requirements for Sixth Form.

If I cannot decide between subjects, who should I talk to?

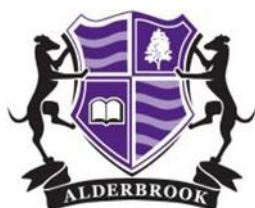
Talk to your teachers, parents, or form teachers. Remember to consider your own strengths, interests, needs and career plans in making your final choice.

What is Progress 8?

Progress 8 captures the progress a student makes from the end of primary school (KS2) to the end of KS4. Progress 8 is a type of value-added measure, it will show how the students have performed and the average of all students' progress will create the school's result. This result will be published by all schools in a standard format.

Can I change my mind later?

The subjects you choose are for the next three years. Therefore, it is very important that the right choice is made at the outset. It is only in exceptional circumstances that students are permitted to change their courses once they have begun in September. Please bear this in mind.



ART & DESIGN GCSE



Examination Board:

OCR

Assessment:

Exam 40%

Is a set task with preparation time followed by 10 hours working in exam conditions.

Coursework 60%

Is a Portfolio which includes Art projects studied from Year 10 which requires students to include the following:

Refine A01 - e.g. how you make changes, modify and conclude your ideas, a culmination or conclusion to the project, skilfulness, accuracy attention to detail. (25 marks)

Development A02 - e.g. how your ideas progress, style of artists and influences, scale, using a variety of media. (25 marks)

Recording A03 – e.g. drawings and paintings, secondary and primary observations (25 marks)

Present A04 - e.g. presentation and annotation in sketchbooks and conclusion of 2D or 3D work. (25 marks)

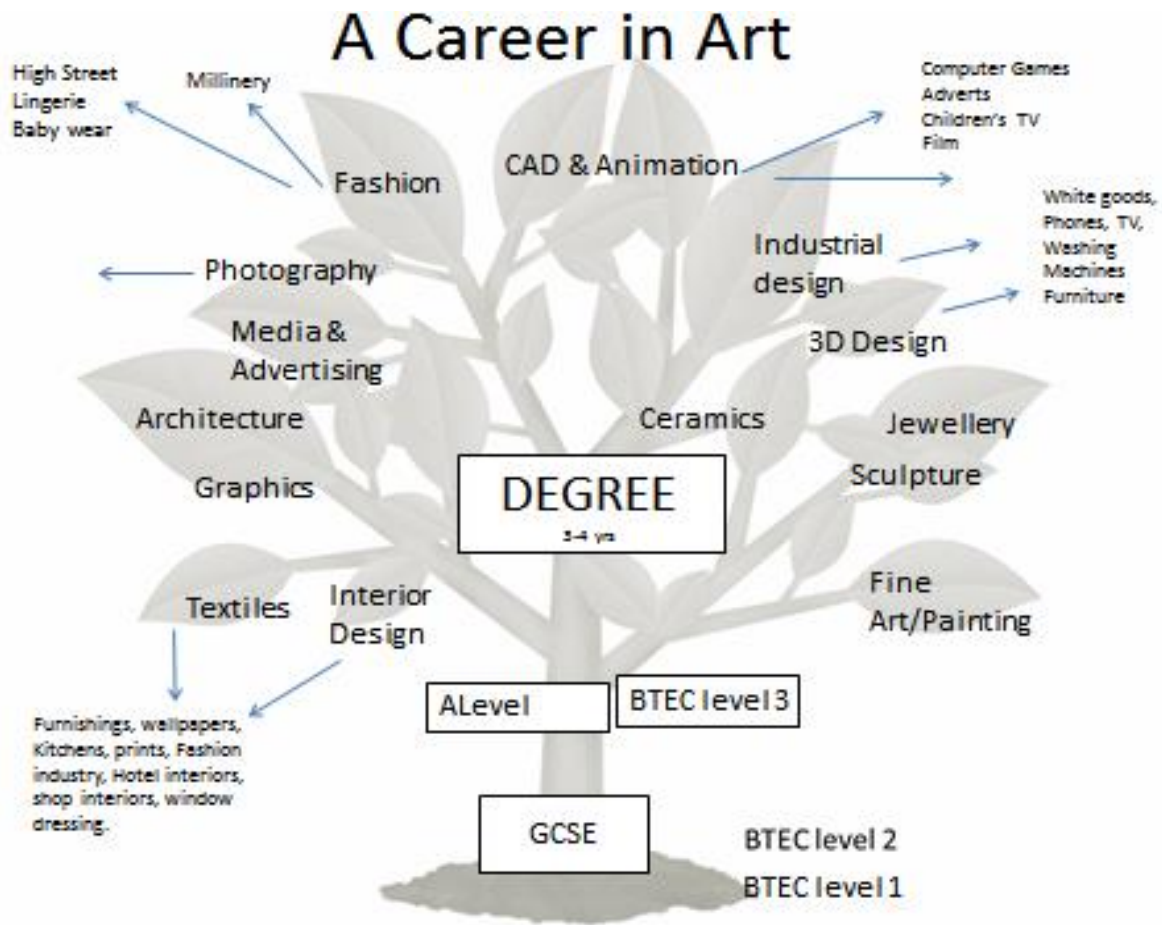
What Will You Learn?

Essentially 'formal elements of art', painting and drawing, 2D and 3D experiences, Art History and contemporary art practice. However, you may also experience printmaking and sculpture, photography and jewellery, model making and computer image manipulation, surface pattern design and textiles, graphic novels. In fact, almost anything that can be thought of as 'creative'.

Who Is This Course For? (This Will Suit You If...)

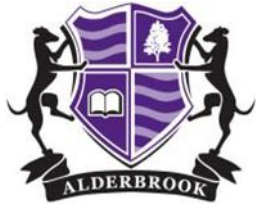
This course is for 2 types of people **firstly and importantly** anyone wanting to have a career in a creative capacity, within the creative industries. It is important to note that Art at GCSE level is the Foundation to bigger and more focused art forms. If you think you want to work with fashion, the expectation for further study is to have Art and Design at GCSE level, as with architecture and games design CAD.

The course is also for students who have interest and genuinely enjoy being creative. Drawing is a key skill for top grades. It is an intense world out there and creative open-minded people are highly desired in all careers and industries. Being creative is a lifelong skill and can be used in everyday situations. Creativity can impact on emotional intelligence, ability to become a risk taker, improve your hand-eye coordination as well as awakening your senses.



What Happens When You Finish? (Career Pathway)

Some will do an A-Level in Art and normally will undertake a one-year Foundation course before commencing an Art Degree. Others will study Art in more depth at a college on a BTEC course before a degree. Creative industries as highlighted above.



BUSINESS

GCSE



Examination Board:

AQA

Assessment:

Exam 100%

What Will You Learn?

There are a variety of different units which include:

1. Business in the real world
2. Influences on business
3. Business operations
4. Human resources
5. Marketing
6. Finance

Who Is This Course For?

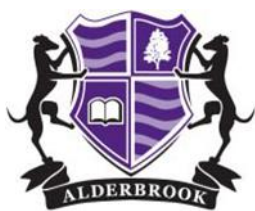
The course is, by its very nature, highly academic. It will develop critical thinking, analysis and problem-solving skills through the study of how businesses operate. It will be an interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life. In this respect, the course will make an excellent preparation for learners who want to study or work in areas that rely on these skills, especially where they are applied. Due to its academic nature it is only suitable for those students with a real enthusiasm for the Business environment. It is recommended for those students in Maths set two or above.

What Happens When You Finish? (Career Pathway)

It is the perfect grounding for further study of both A-Level Economics and A-level Business as well as other related A-Levels such as Law and Accountancy.

It is useful if you are interested in careers such as accountancy, banking, marketing, retail management, human resources and market research.

Apart from the obvious increased employability you will gain from having the qualification on your CV, the course aims to equip students with the skills they need to compete in a tough economic climate. It is important today that we show young people what it takes to be an entrepreneur, building students' confidence, initiative and team working skills (all highly valued by employers).



Certificate of Personal Effectiveness (CoPE)

Examination Board:

ASDAN

Assessment:

This course is 100% coursework. Students complete 6 Skills Units and create a portfolio of skills-based work. To complete a module, a student must do a minimum of 10 hours' work. There are two levels of pass and to achieve Level 2 requires more detailed work and a greater level of independence.



What Will You Learn?

The course focuses on the following key skills:

- Working with Others and improving own learning and performance
- Problem-Solving
- Planning and Carrying Out a Piece of Research
- Communicating Through Discussion
- Planning and Giving an Oral Presentation

Tasks undertaken relate to a range of topic areas, which are:

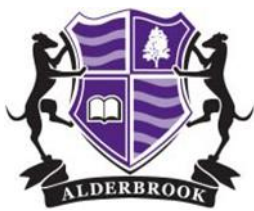
- Module 1 – Communication
- Module 2 – Citizenship and Community
- Module 3 – Sport and Leisure
- Module 4 – Independent Living
- Module 5 – The Environment
- Module 6 – Vocational Preparation
- Module 7 – Health and Fitness
- Module 7 – Work-Related Learning and Enterprise
- Module 10 - International Links
- Module 11 - Expressive Arts
- Module 12 - Beliefs and Values

Who Is This Course For?

This course is usually by invitation only and is for students who wish to increase their knowledge on a range of topics, to broaden their horizons and to develop a range of skills which will be of great benefit to them in college, in the workplace and in adult life in general.

What Happens When You Finish? (Career Pathway)

The learning skills which are developed through the CoPE award prepare students for further learning in a variety of subject areas. Students who have completed this qualification often go to college to study a course inspired by something they have learned about on the CoPE course.



COMPUTER SCIENCE GCSE



Examination Board:

OCR

Assessment:

Examination 100%

What Will You Learn?

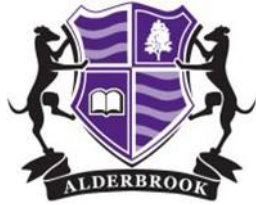
The course will give learners a real, in-depth understanding of how computer technology works. The course will give you an insight into what goes on 'behind the scenes', including computer programming, which many learners find absorbing.

Who Is This Course For? (This Will Suit You If...)

The course is by nature highly academic and will develop critical thinking, analysis and problem-solving skills through the study of computer programming. It will be an interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life. In this respect, the course will make an excellent preparation for learners who want to study or work in areas that rely on these skills, especially where they are applied. This is a highly academic GCSE and suitable for those students with a real enthusiasm for Computer science. It is recommended for those students in Maths set three or above.

What Happens When You Finish? (Career Pathway)

The course provides excellent preparation for higher study and employment in the field of Computer Science. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area. Learners who have taken a GCSE in Computing and who then progress to study the subject at A-Level or university will have an advantage over their peers who are picking up the subject at these levels.



DANCE GCSE



Examination Board:

AQA

Assessment:

Written exam –40%

Non-exam assessment – 60%



GCSE Dance

Component 1 Performance and Choreography

Students will:

- Learn a range of set phrases through a solo performance (approximately one minute in duration)
- Perform as part of a duet/trio
- Create a solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)

Component 2 Dance Appreciation

Students will:

- Demonstrate knowledge and understanding of choreographic processes and performing skills
- Show a critical appreciation of their own work and critical appreciation of professional works

What Will You Learn?

In performance students:

- Will learn about the skills required to develop physical, technical, expressive attributes and mental focus
- Will also learn about safe working practice

In choreography students:

- Will learn how to respond creatively to an externally set stimulus
- To choreograph your own complete dance. This will be presented as either a solo or a group dance

In appreciation students:

- Must be able to critically analyse, interpret and evaluate your own work in performance and choreography
- Demonstrate your knowledge and understanding of professional practice in six set works in the GCSE Dance Anthology

Who Is This Course For?

Dance GCSE is for the students who enjoy being creative, exploring ideas and transposing those ideas into movement. If you have an ability to notice nuances between different dance styles and genres, and you are able to communicate your interpretation of dance in discussion and through written analysis. If you want to be able to show that you can express movement and can remain focused, committed and prepared to undergo the rigorous physical training, this is the course for you.

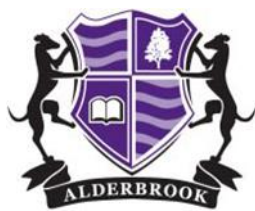
Attendance in Dance Clubs at Alderbrook is a benefit. However, some students pursue this course with no previous experience but a love for dance.

What Happens When You Finish? (Career Pathway)

Completing this course will prepare you for a KS5 Course in Dance

What kind of job can I get if I study this Dance course?

Choreographer	Community Dance Practitioner	Costume/Set Designer	Dance Performer	Dance/Arts Officer
Dance Education Specialist	Dance Film Maker	Dance Movement Therapist	Dance Journalist	Dance Lecturer or Academic Researcher
Dance Photographer	Dance Project Coordinator or Administrator	Press and Public Relations Specialist	Dance Teacher	Lighting Designer/Technical Production Manager
Choreologist (Someone who notates Dance)	Pilates Instructor	Dance Agent	Nutritionist for Dancers	Dance Critic



DESIGN & TECHNOLOGY

GCSE*



Students will experiment with all material areas throughout Years 9 and 10. In their last term of Year 10, they will get to choose their preferred material area to develop their final design.

Examination Board:

AQA

Assessment:

Exam 50%

Controlled Assessment Task 50%

What Will You Learn?

Students will learn all aspects of Design and Technology then will specialise in a material area.

On this course you will:

- Solve problems in a creative way using a variety of materials and techniques
- Design and make a prototype that meets a set design brief
- Use a combination of wood, metal, plastic and smart materials
- Use CAD/CAM – Utilising design software such as 2D design and Pro-DESKTOP including use of the laser cutter and 3D printer.

Who Is This Course For? (This Will Suit You If...)

- You enjoy being creative
- You have an imaginative way of solving problems
- You are good at visualising 3D concepts
- You are skilled in practical work
- You enjoy using machinery and tools

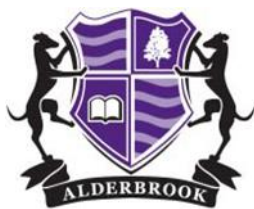
What Happens When You Finish? (Career Pathway)

A-Level - Product Design, Graphic Design and 3D Design

Degree - Product Design, Architecture, Interior Design, Jewellery Design, Civil engineering, Automotive engineering, Industrial Design, Illustration, Animation, Game Design, Packaging Design

Possible Careers - Product Designer, Furniture Designer, Jewellery Designer, Automotive Designer, Architect, Engineer manufacturing, Textile designer, Fashion designer, Colour technologist, Clothing/textile technologist, Retail buyer, Interior and spatial designer many more

**If you choose this course, you will be asked to make a £10 donation towards the cost of materials. Please note that this does not cover the cost of each student's revision guide and workbook.*



DRAMA GCSE



Examination Board:

AQA

Assessment:

70% of the course is assessed through academic writing.

30% of the course is assessed through practical work either as actor or theatre designer.

Exam

COMPONENT 1: Understanding Drama (40%)

This is a written paper held in the summer term of Year 11. The paper consists of three parts;

- **SECTION A:** Knowledge and Understanding multiple choice on your knowledge and understanding of theatre (4 marks)
- **SECTION B:** Four questions on a given extract from the set text 'Tings I Know To Be True' (44 marks)
- **SECTION C:** Analysis and Evaluation of a live theatre performance (32 marks)

Controlled Assessment

COMPONENT 2: Devising Drama (40%)

Students will work as a group to devise, perform and evaluate their own play. They will complete a devising log worth 60 marks, to evidence their contribution to the process and evaluate their work in addition to the performance worth 20 marks. Internally assessed and externally moderated.

COMPONENT 3: Texts in Practice (20%)

Performance of two contrasting script extracts, each worth 20 marks (40 total). Here you will have an opportunity to apply the works of drama practitioners and evidence your understanding of drama techniques practically.

What Will You Learn?

Studies will include the following:

- Developing techniques & performance skills
- Learning various approaches to creating (devising) performance material
- Studying and analysing how playwrights, past & present, write and why
- Creating your own scripted short plays
- Keeping a written Portfolio, detailing your reflection on the rehearsal process
- Visits to various performance venues for workshops or performances

Who Is This Course For?

You will enjoy this course if you want to study a subject that:

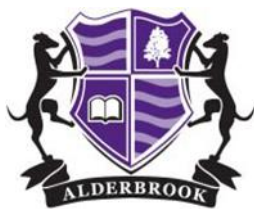
- Trains you to be an actor and understand the actor's craft

- Reflects your genuine interest in theatre
- Enables you to work closely with other students
- Allows you opportunities to see live theatre
- Develops your analytical, communication and creative skills
- Drives you to have pride in your work
- Can be fun, infuriating and intensely rewarding!

What Happens When You Finish? (Career Pathway)

Whatever your future plans, this course can help you to:

- Go on to study A-Level Drama & Theatre Studies or BTEC Level 3 Performing Arts
- Have a head start in other post-16 subjects such as English or Sociology
- Develop your understanding about the world you live in
- Develop confidence in yourself, in public speaking and in interview situations
- Develop organisation skills, self-discipline and meet deadlines



Cambridge National ENGINEERING DESIGN* Level 2 Certificate

Examination Board:

OCR

Assessment:

Examination 25%

Coursework 75%



What Will You Learn?

Engineering Design is a process used to develop and enhance new products and systems as a response to market opportunities. This qualification is an opportunity to:-

1. To develop a design specification and study the processes involved in designing new engineered products.
2. Use practical skills such as drawing, computer modelling and model making to communicate design ideas.
3. Consult with a client and, with a practical focus.
4. How to produce, test and evaluate a prototype in the form of a model.

There are four mandatory units each worth 25%.

Mandatory units:

- R105: Design briefs, design specifications and user requirements. Written paper OCR set and marked 1 hour – 60 marks. Students answer all questions
- R106: Product analysis and research. Centre-assessed task, OCR moderated.
- R107: Developing and presenting engineering designs. Centre-assessed task, OCR moderated.
- R108: 3D design realisation

Who Is This Course For?

- If you are creative, enjoy solving problems and have a flair for design
- If you enjoy practical work and using different materials such as wood, metal or plastic.
- If you are interested in a future career in Architecture, Construction, Built Environment, Surveyor, Civil Engineering, Automotive Engineering and Industrial Design.
- If you like working to different project briefs to suit different clients

What Happens When You Finish? (Career Pathway)

Learners who achieve this qualification could progress onto further Level 3 qualifications or A-Levels, such as:

- Level 3 vocational qualifications, such as Cambridge Technicals in Engineering.
- Academic qualifications, such as A-Level in Product Design, Graphics, Resistant Materials.
- Apprenticeships within the Manufacturing Industry and Engineering Industry.

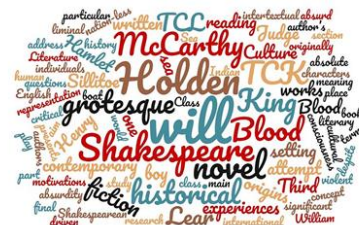
**If you choose this course, you will be asked to make a £10 donation towards the cost of materials. Please note that this does not cover the cost of each student's revision guide and workbook.*

If you have, any further queries please contact Mrs Williams, Head of Faculty



AQA

100% Examination



Paper 1 = 50% of the overall GCSE – 80 marks – 1 hour 45 minutes

Section B: Students will answer one extended writing question in which they will be asked to DESCRIBE or NARRATE. 40% of this mark will be awarded for “technical accuracy”.

Paper 2 = 50% of the overall GCSE – 80 marks – 1 hour 45 minutes

Section B: Students will answer one extended writing question in which they will be asked to write PRESENTING A VIEWPOINT. Again 40% of this mark will be awarded for “technical accuracy”.

Paper 1 = 40% of the overall GCSE – 64 marks – 1 hour 45 minutes

Section B: Students will answer a question on Jekyll and Hyde by Robert Louis Stevenson. One part of the question will be from an extract and the other on the play as a whole.

Paper 2 = 60% of the overall GCSE – 96 marks – 2 hours 15 minutes

Section B Students will answer a comparative question on one named poem (printed on paper) and one other poem of their choice taken from the Power and Conflict Poetry Anthology. The will not be printed.

Section C: Students will answer one question on an Unseen Poem and then one question comparing this poem to a second unseen poem.

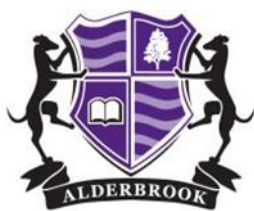
What Will You Learn?

English Language and English Literature will provide you with a wide range of experiences to improve your communication skills and your ability to read for meaning. Through the active study and analysis of fiction and non-fiction texts, you will learn how to decode messages from the writer and understand how language influences us as readers. You will study a variety of texts which include a modern play or novel, a wealth of literature from different times and cultures and a range of poems.

The GCSE specifications have changed quite dramatically in English over the last couple of years. Since September 2015, we have followed the new AQA course for both Language and Literature. Both English qualifications are comprised of 100% Examination assessment.

The Value of English Language and English Literature (Career Pathways)

A new grade 5 (old grade B/C) in English is often the minimum requirement for many employers and college courses.



FOOD PREPARATION & NUTRITION

GCSE*



Examination Board:

AQA

Assessment:

COMPONENT 1: Principles of food preparation and nutrition

Written examination (1 hour 45 minutes) 50% of qualification

COMPONENT 2: Food preparation and nutrition in action

Non-examination assessment (NEA) 50% of qualification

Assessment 1: Investigative task 10 hours (AQA recommendation as optimal time needed)

Evidence: No more than 1,500 to 2,000 words (plus any charts, graphs and photographs).

Assessment 2: Practical task 20 hours (AQA recommendation as optimal time needed)

Evidence: Concise portfolio to include all charts, graphs and photographs and a 3 hour practical examination.

Two options will be released annually by AQA for each assessment to ensure learners are able to complete assessments based on their preference or what is most suitable to their needs and that of the centre.

What Will You Learn?

- Learn in detail about nutrients and their functions **through practical activities and experimental work**
- Learn about healthy eating and related health issues
- Learn about the functions of the ingredients in a food product so that you can **modify recipes and create new food products**
- Learn how a new food product is **designed**, manufactured and packaged
- Learn about the environmental issues related to food

Who Is This Course For?

- You enjoy being creative
- You enjoy using practical skills and learn by doing
- You want to make a wide range of food products
- You want to learn more about diet and health
- You want to learn where food is grown and what affects people's food choices

What Happens When You Finish? (Career Pathway)

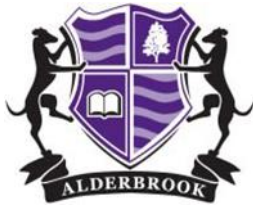
A-Level - Level 3 Diploma in Food Science and Nutrition

Degree – Food Technology, Food and Nutrition, Food Marketing Management, Food Safety and Quality Management

Apprenticeships – Food Manufacturing, Hospitality and Catering

Possible Careers – Catering, Chef, Product Development, Food Production, Marketing, Nursing, Teaching, Social Work, Dietician, Paediatrician, Environmental Health Officer

**If you choose this course you will be asked to make a £10 donation towards the cost of keeping up-to-date equipment and machinery available to all students. This also covers use of the AQA Food Preparation and Nutrition online Book and the Ridgewell Nutrition Programme.*



GEOGRAPHY

GCSE



Examination Board:

AQA

Assessment:

100% Examination

Paper 1: Living with the Physical Environment (35% of GCSE)

Paper 2: Challenges in the Human Environment (35% of GCSE)

Paper 3: Geographical Skills (including pre-release resources) (30% of GCSE)

What Will You Learn?

Geography is both current and relevant. It is a subject that helps us to make sense of the world around us. Many of the world's current major issues, such as climate change and how we are going to manage it, Urban environments and how to tackle them, all have a significant geographical element to them, and we need the geographers of the future to help us understand and solve them.

Geography is a stepping-stone to the skills and understanding that will help you succeed in a whole variety of careers. It will also provide you with an insight into a wide variety of important and topical issues that affect us, our local area and our planet, and give you the opportunity to see our world in a different way

The course is structured as follows:

Living with the Physical Environment

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

Challenges in the Human Environment

- Urban issues and Challenges
- The Changing Economic World
- The Challenge of Resource Management

Geographical Skills

- Issue Evaluation

Fieldwork

- Physical Geographical Enquiry
- Human Geographical Enquiry

Who Is This Course For?

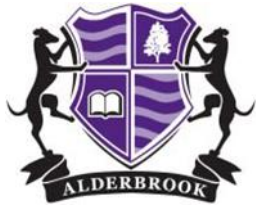
- Students who have enjoyed elements of geography so far in KS3
- Students who enjoy learning about both local and global issues
- Students who wish to develop the following skills:
 1. Problem solving
 2. Communication and report writing
 3. Team working and decision making
 4. Independent learning
 5. Research and presentation
 6. Debating topical issues
 7. Problem solving and independent thinking
 8. Statistical and numerical skills
 9. Map reading and interpretation

What Happens When You Finish? (Career Pathway)

Geography is the most employable discipline as it allows you to develop a wide range of skills and knowledge and it is highly regarded by employers and educational establishments. It is also an excellent choice at this stage of your education as it ties together elements of many other subjects (including science, maths, history and English) which will help keep your options open for any future educational or career choices.

Some of the careers that see a geography qualification as being an advantage are:

- Urban planner
- Environmental or coastal engineer
- Volcanologist and seismologist
- Conservation officer
- National Park officer/ranger
- Architect
- Environmental health
- Estate agent
- Census data analyst
- Travel Agent
- Meteorologist / weather forecaster
- The list is endless



HEALTH & SOCIAL CARE

Level 2 Certificate

Cambridge Nationals

Examination Board:

OCR

Assessment:

Examination 25%

Coursework 75%



What Will You Be Studying?

The Health and Social Care course consists of **two mandatory units and 2 optional units**.

Mandatory Units

Unit R021: Essential Values of Care for Use with Individuals in Care Settings (Exam)

Unit R022: Communicating and working with individuals in health and social care and early years settings - coursework-

Optional Units

Unit R023: Understanding body systems and disorders

Unit R024: Pathways for providing care in health, social care and early years setting

Unit R025: Understanding life stages

Unit R026: Planning for employment in health and social care and children and young people's workforce.

Unit R027: Creative activities to support individuals in health, social care and early years setting

Unit R028: Understanding the development and protection of young children in an early years setting

Unit R029: Understanding the nutrients needed for good health

Unit R031: Using basic first aid procedures

Who Is This Course For?

Cambridge Nationals in Health and Social Care are targeted at 14-16 year olds in a school environment. This course will help develop students to be independent and effective learners. Learners are also encouraged to understand the physical, intellectual, emotional and social well-being of people who use services. Learners will also cover a range of units, which help broaden their knowledge when working people of all ages.

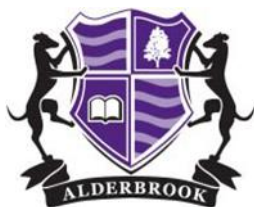
WHAT HAPPENS WHEN YOU FINISH? (Career Pathway)

Students can either progress on to an A-level programme or continue onto the Cambridge Technicals. Learners can embark on careers within the NHS such as the following:

1. Paramedic
2. Nursing/ Midwifery/Mental Health nursing
3. Medicine
4. Dentistry
5. Occupational therapy
6. Speech therapy
7. Art therapy
8. Domestic violence worker

Outside the NHS this qualification can lead to:

1. Social work
2. Primary school teacher
3. Nursery nurse/ room leader



HISTORY

GCSE



Examination Board:

AQA

Assessment:

100% Examination

What Will You Learn?

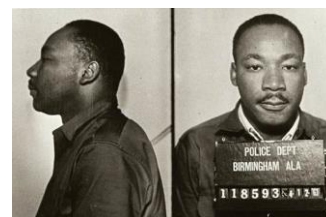
Your GCSE will include the study of the following topics:

Britain Health and the People (examined in Y11)



From the superstitions of Medieval England to the modern wonders of DNA & genetic medicine. How has medicine changed, and what factors and individuals made this possible? It will make you glad you were not a patient 100 years ago or before. You do not need to be a scientist to enjoy this course!

America 1920 – 1973 (examined in Y11) Students explore the dramatic change in 20th century America. Key focus questions include:
Why did the USA's economy boom in the 1920s?
What was the impact of the Great Depression?
How did black people and women challenge inequality?



Conflict and Tension (examined in Y11)



This depth study allows students to understand the causes of conflict in the 20th Century as well as the impact this has on nations. Particular focus is on foreign policy between World War One and Two.

Elizabethan England (examined in Y11)

This topic allows students to gain an understanding of the major events of the late 16th Century. This includes key moments such as The Spanish Armada, the execution of Mary Queen of Scots and Catholic plots.

British history will form a minimum of 40% of the assessed content over the full course.



Who Is This Course For?

Students who choose History are often inquisitive people. They like asking questions and want to understand why events happened, what effects people or events had and why our world looks the way it does today.

Students also enjoy lively debates and are able to offer opinions on the significance of events or people.

Students who choose History also often enjoy literacy and like the challenge of putting together well balanced arguments in extended pieces of writing.

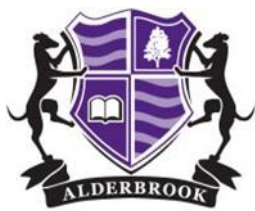
What Happens When You Finish?(Career Pathway)

History is a well-regarded subject by colleges, universities and employers. It is acknowledged as a challenging GCSE and as such, is one of the subjects that the top universities in the UK recommend students study.

Apart from being very interesting, History is also very useful. Employers who see you have a GCSE in History know certain things about you. They will know that you have taken on certain key skills that enable you to:

- Gather, read and understand different kinds of information
- Produce balanced arguments; weigh up the pros and cons of situations
- Communicate clearly and have learned how to express yourself verbally on paper
- Understand how people tick, and what motivates them, what they think and feel

Apart from being very interesting, History is also very useful. Employers who see you have a GCSE in History know certain things about you.



ICT

Level 2 Certificate

Cambridge Nationals



Examination Board:

OCR

Assessment:

Internal assessment 50%

External examination 50%

What Will You Learn?

The Award gives Learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment and are transferable skills required by employers. There are two areas of equal importance:

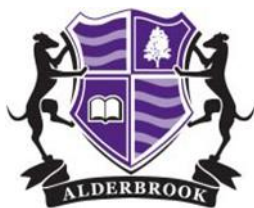
1. **Unit R012 Understanding tools, techniques, methods and processes for technological solutions.** Students will sit an exam to assess their knowledge and understanding of different technologies (hardware and software), and tools and techniques used to select, store, manipulate and present data and information.
2. **Unit R013 Developing technical solutions.** Students will be given a project to develop a technological solution that processes data and communicates information. The assessment of the project focuses on how effectively learners use their skills when developing a technological solution.

Who is This Course For?

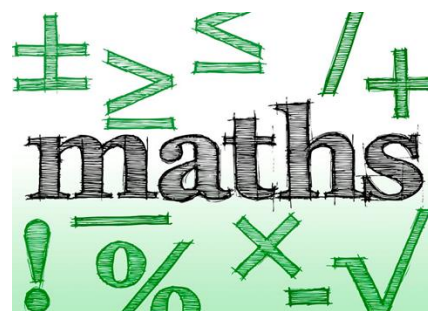
The OCR Cambridge Nationals in Information Technology is for Learners who wish to acquire technical skills through vocational contexts as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs.

What Happens When You Finish? (Career Pathway)

Learners who achieve a Level 2 in this subject might consider progressing to study a vocational qualification at Level 3 (such as a Cambridge Technical in IT or Digital Media). It will also equip Learners with the necessary skills for any employment in the ICT sector.



MATHEMATICS GCSE



Examination Board

Edexcel

Assessment

100% Examination

What Will You Learn?

You will build on what you already know and can do. The course follows the specification of the new 9-1 Maths GCSE. It emphasises sound understanding of concepts, fluency in procedural skill, competency to apply mathematical skills in a range of contexts and confidence in mathematical problem solving.

The Assessment objectives are as follows:

Apply standard techniques (40 – 50%)

Reasoning, interpreting and communicating mathematically (25 – 30%)

Solving non-routine problems in mathematical and non-mathematical contexts. (25 – 30%)

The Course You Will Follow

For Higher Tier candidates, you will follow the Edexcel linear GCSE. For Foundation Tier candidates, you will follow the OCR Foundation linear specification.

Exams will be taken in the Summer of Year 11.

Paper 1-Non Calculator	33.3%	Written Exam	1 hour 30 minutes
Paper 2-Calculator	33.3%	Written Exam	1 hour 30 minutes
Paper 3-Calculator	33.3%	Written Exam	1 hour 30 minutes

NB: The weightings and timings for Foundation Tier are the same as above, except the SECOND paper is non-calculator.

Students on track for a grade 9 (effectively an “A* with distinction”) by January of Year 11 will be presented with the opportunity to take the AQA Level 2 certificate in Further Mathematics in June.

Non Calculator Paper	40%	Written Exam	1 hour 30 minutes
Calculator Paper	60%	Written Exam	2 hours

The Assessment objectives are as follows:

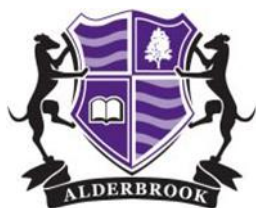
Recall and use knowledge of the prescribed content (45 – 55%)

Select and apply mathematical methods in a range of contexts (25 – 35%)

Interpret and analyse problems and generate strategies to solve them (15 – 25%)

The Value of Mathematics (Career Pathways)

The newgrade 5 (an old grade C/B) is considered a “Good Pass” in Maths and may be the minimum requirement for many employers and college courses.



MEDIA STUDIES GCSE



Examination Board:

EDUQAS

Assessment:

Component 1 Exploring the Media

Written exam: 1.5 hours (40%)

Component 2 Understanding Media Forms and Products

Written exam: 1.5 hours (30%)

Component 3 Creating Media Products

Non-exam assessment (30%)

A range of briefs in four media forms will be set annually.

What Will You Learn?

Within Media Studies, students will learn how to analyse a variety of Media platforms that aid their analysis of the world. Key aspects include recall, selection and communication of knowledge and understanding of media products; the contexts in which The Media is produced and consumed; the demonstration of research, planning and presentational skills, and the construction and evaluation of issues and debates within society.

The Course You Will Follow

At Key Stage 4, students are taught the EDUQAS Media Studies GCSE. The WJEC EDUQAS Specification is designed to introduce learners to the key areas of the theoretical framework - media language, representation, media industries and audiences. This is taught in relation to diverse examples from a wide range of media forms: advertising and marketing, film, magazines, music video, newspapers, online media, radio, television and video games.

Set texts for GCSE Media Specification:

Advertising and Marketing: Quality Street and This Girl Can

Film Posters: Man with the Golden Gun and Spectre

Newspapers: The Guardian and The Sun

Magazines: GQ and Pride

Sitcom: Friends and IT Crowd

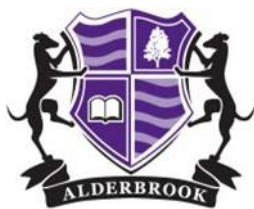
Music Videos: Taylor Swift, Pharrell Williams and TLC

Video Games: Fortnite

Radio: The Archers

What Happens When You Finish? (Career Pathway)

Media studies will equip you with skills that will render you suitable for a wide range of jobs, e.g. in journalism, advertising, social media management, PR consultancy, TV and film production, presenting or web design.



MODERN FOREIGN LANGUAGES (French & Spanish) GCSE



Examination Board:

AQA

Assessment:

100% Examination at the end of Year 11 in three themes with an equal weighting on Listening, Reading, Speaking and Writing.

Candidates can be entered at either **Foundation or Higher** level depending on ability and performance.

What Will You Learn?

The course promotes a more independent approach to language study and there are opportunities for students to practise and develop both the language and skills acquired at Key Stage 3. The emphasis is on effective communication and students encounter a wider and more complex range of expression and grammar, whilst developing their independence and confidence.

The course consists of three key themes:

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

Who Is This Course For?

The course is aimed at all learners who wish to continue with their study of a language and who have enjoyed and valued their language learning to date. Successful language learners are:

- Effective communicators
- Able to take the initiative
- Organised and confident
- Resourceful, imaginative and creative

All of the above equip learners for life and support them both in the subject and in other curriculum areas in school and beyond.

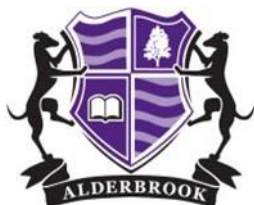
What Happens When You Finish? (Career Pathway)

A language qualification is often required for jobs and careers in the following areas:

1. Engineering
2. Translation and interpreting
3. Sales and Marketing
4. Journalism
5. Politics
6. Law
7. Commerce
8. Medicine
9. Armed forces
10. Teaching
11. Leisure and Tourism

A language qualification is regarded as a measure of a broad and balanced curriculum and is “one of the GCSEs, which form part of the English Baccalaureate”. Languages are also highly desirable in terms of further and higher education and the work place.

Language skills will be an asset for students whatever their future holds. Learning a language is, in itself, an enjoyable and rewarding experience; opening doors to all kinds of jobs and better prospects in an increasingly global world and socially in terms of leisure, travel and free-time. Language learning is a lifelong skill and one which develops confidence, independence and an increased understanding of both other cultures and our own.



MUSIC **GCSE**



Examination Board

OCR

Assessment

Exam 40%- Exam paper in Listening and Appraising Music.

Non-exam assessment- 60%- 30% Composition (1 own composition and 1 composition to a set brief)

and

30% Performance (1 solo performance and 1 ensemble performance).

What Will You Learn?

Learners are encouraged to be creative and to broaden their musical horizons and understanding with Areas of Study that inspire and challenge. This course will enable learners to explore performance and composition with a focus on their own instrument and genre choices and offer an opportunity to explore new instrumental skills. Through these various genres, styles and eras contained in the Areas of Study, they will explore musical context, musical language, and performance and composition skills.

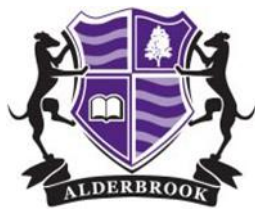
Area of study include: My Music, Concerto's Through Time, Rhythms of the World, Film Music and Conventions of Pop.

Who Is This Course For? (This will suit you if...)

GCSE Music is designed and catered for students who are keen to develop their musical skills and knowledge as a performer and composer. Ideally, to take GCSE Music, you must be receiving separate music tuition on voice or an instrument as this will strengthen your skills as an instrumentalist. You should have an awareness of Music Theory and be able to read notated music with ease. Having this experience when embarking this course, will give you a head start in completing the work.

What Happens When You Finish? (Career Pathway)

On completion of this course you will be equipped with the knowledge, skills and understanding to progress onto an A-Level Music course or Level 3 equivalent. You should also have the determination to proceed with your instrumental exam grades.



MUSIC BTEC **Level 2 Certificate**



Examination Board:

Edexcel

Assessment:

Exam- 25%

Controlled Assessment & Coursework- 75%

What Will You Learn?

On the course, you will learn how to:

1. Develop your skills as a performer (both as a soloist and as part of an ensemble)
2. Create your own music in response to a range of stimuli and for a wide range of situations
3. Develop an understanding of the wider world of the **Music Industry** through investigative case studies and scenarios

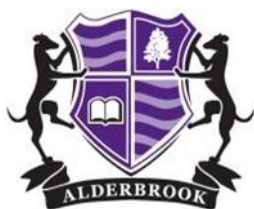
You will also have the chance to organise your own concerts/arrange your own CD and promote yourself as a musician to wider audiences. You will also get the chance to go on specialist music trips, play in exciting venues and make top quality recordings of your work.

Who Is This Course For? (This Will Suit You If...)

This is a course for anyone who is passionate about this area of the Arts. It suits experienced musicians who wish to refine their performance skills and develop their creative capabilities. Less experienced musicians who are committed to developing their musical abilities also do well. All students will be required to play an instrument of any level. Singers are invited to complete this course also.

What Happens When You Finish? (Career Pathway)

A large number of our students go on to study Music or Performing Arts at Sixth Form or College. Students can also follow the BTEC route by completing the Level 3 qualification in Music or Music Technology. Some students, with Grade 7 or Grade 8 in their instrument tend to take A-Level Music.



PERFORMING ARTS BTEC Level 2 Certificate



NOTE: Students can opt for Dance and Drama by choosing EITHER GCSE Dance and GCSE Drama OR L2 Vocational Diploma in Dance or Drama and a GCSE in Dance or Drama. HOWEVER, students are not permitted to select the L2 Diploma in both Dance and Drama.

Examination Board:

AQA

Assessment:

Written exam – 40%

Non-exam assessment – 60%

Technical Award Performing Arts

Unit 1: Unlocking creativity

Students will demonstrate core knowledge and understanding of the theoretical content of dance performance or production including:

- Research
- Idea development
- Planning and budgeting
- Presentation (skills and content)
- Transferable skill of communication

Unit 2: The production/performance

Students will demonstrate the theoretical content of a holistic production or performance, both as an individual and as a member of a group.

- A key performance or production role in a performance based on one of five performance briefs
- Use transferable skills as part of a team

Unit 3: The performing arts experience

Students will demonstrate core knowledge and understanding in a written exam of the following:

- Roles and responsibilities within the performing arts industry
- The role of performing arts in society
- Approaches to rehearsal
- Working as a deviser/performer/director
- Marketing and public relations
- Health and safety
- Design and technical elements

- Reviewing performance
- Theatre/film in education

What Will You Learn?

In Unit 1, you will develop the knowledge and understanding of the creative skills necessary to devise an idea for a production. This includes researching the five key areas within the performing arts. You will learn about how to develop an idea for your production as well as plan and budget for the production. You will learn how to pitch an idea to an audience, which is a valuable skill to learn for many different career paths.

In Unit 2, you will build on the knowledge, disciplines and specific skills areas developed in Unit 1 and work as a member of an ensemble creating a performance suitable for an audience. You will learn about making informed choices about the performing arts and learn to work collaboratively with others.

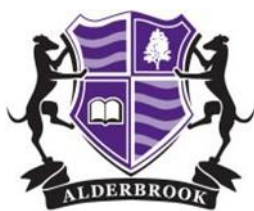
In Unit 3, you will learn to reflect on the learning experiences that you have encountered throughout Unit 1 and Unit 2. You will analyze and evaluate approaches to production and stimulated briefs.

Who Is This Course For?

This course is for students wishing to develop applied knowledge and practical skills in the performing arts. It is designed with both practical and theoretical elements. There is a real world experience of learning about the business side of the performing arts as well as becoming the artist. For any student seriously intending venturing into the industry, this is a course for you.

What Happens When You Finish? (Career Pathway)

Completing this course will prepare you for further qualifications in performing arts, dance, drama, music, media studies, film studies and art and design.



PHOTOGRAPHY GCSE



Examination Board

OCR

Assessment

Exam 40%

Is a set task with preparation time followed by 10 hours working in exam conditions.

Coursework 60%

Is a Portfolio which includes photography projects studied from Year 10 which requires students to include the following evidence of:

- **Recording A01**- eg; photographs from sources, secondary and primary observations
- **Development A02** - eg; how your ideas progress, style and influence of artists, scale and manipulation of photos using digital means
- **Refine A03** - eg; How you make changes, modify and conclude your ideas, accumulation or conclusion to the project, skillfulness, accuracy, attention to technical detail and explanation
- **Present A04**- eg; Presentation of an outcome and your evidence, annotation on Powerpoint slides explaining ideas and the Photoshop modifications using CS5

What Will You Learn

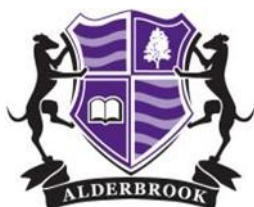
Photography is art and design without the drawing! Students opting for photography gain all the benefits of studying art and design but without the experience of using such a wide range of different media. You will learn all about how to control and manipulate photographic images for effect. This will include how to take photographs (including how to use the controls on a SLR), studio lighting and image processing, including 'state of the art' and Industry standard software. Photography is all about 'learning by doing'. You will be given a number of tasks and expected to keep a portfolio of work produced over the course. You may get the chance to work with art photographers and will visit galleries and museums to see exhibitions.

Who Is This Course For?

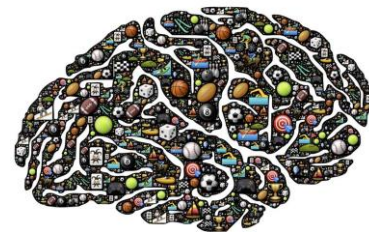
Anyone who is interested in the subject. Although photography is extremely interesting and really good fun, it is not an easy option. Students need a high level of self-discipline, a creative outlook and excellent planning skills. A willingness to experiment and try things out helps, as does the ability to work both independently and in groups. Computer based and practical learning.

What Happens When You Finish? (Career Pathway)

These are similar to mainstream art and design but obviously with an emphasis on the 'lens based Creative Industries': Advertising, media, graphics are but a few.



PHYSICAL EDUCATION GCSE



Examination Board

AQA

Assessment

Paper 1: The human body and movement in physical activity and sport

Written exam: 1 hour 15 minutes (78 marks) – Each paper has a combination of multiple choice, short answer and two long answer questions.

30% of GCSE

Paper 2: Socio-cultural influences and well-being in physical activity and sport

Written exam: 1 hour 15 minutes (78 marks)

30% of GCSE

Non-exam assessment: Practical performance in physical activity and sport

Practical performance in 3 different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third either in a team or in an individual activity. (75 marks)

30% of GCSE

Analysis and Evaluation

A written piece of coursework based on strengths and weaknesses of a practical performance in one of the chosen activity areas. Highlighting how the performance could be improved. (25marks)

10% of GCSE

What Will You Learn?

Subject content

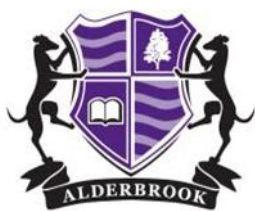
1. Applied anatomy and physiology
2. Movement analysis
3. Physical training
4. Use of data
5. Sports psychology
6. Socio-cultural influences
7. Health, fitness and well-being

Who Is This Course For?

This course is suitable for students aiming to develop mastery in a number of different physical activities, and so it is essential that students are already competing regularly and competitively in a number of activities prior to starting the course. It is also essential that students have a firm interest in the physiological and psychological factors that impact, sport as well as, the socio cultural influences that affect people's involvement in physical activity.

What Happens When You Finish? (Career Pathways)

This course provides the knowledge, understanding and skills for students to progress to academic qualifications, such as GCE in Physical Education, Level 3 vocational qualifications, such as BTEC Nationals, and employment within the sports and active leisure industry, such as junior roles working in the health and fitness industry, for example, physiotherapy or sports nutrition.



PSHCE

Personal Social Health Citizenship and Economic Studies



“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.” Damian Hinds

Whilst we believe that aspects of PSHCE are an integral part of school life, the explicit teaching of this curriculum aims to provide students with the information and understanding they need to be prepared for their teenage years and for their lives beyond school. At the heart of this curriculum are the school values: Ambition, Bravery and Kindness – which have been selected to provide the core principle and foundation for each area of PSHCE:

Living in the Wider World – Ambition

Health and Well-Being – Bravery

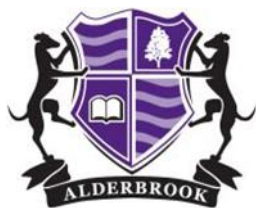
Relationships - Kindness

These values and PSHCE curriculum aim to support students to develop the knowledge and awareness to be safe, happy and engaged within society. Integral to this is a developing understanding of positive relationships and the celebration of differences both in school and the wider world. Students will understand where to go for support on key issues to keep themselves safe and well.

In Year 9 all students will continue to have one lesson a fortnight, and three Life Ready Days during Year 9. An outline of this programme showing the content for Year 9, 10 and 11 can be found on the school website, in the subjects/PSHCE section, with information about the consultation with parents/carers following during our initial planning stages.

**Overview of
Personal Social Health Citizenship and Economic Education and
ABK Values: Ambition, Bravery, Kindness overview**

		9	10	11
<u>Autumn Term 1</u>	Health Wellbeing: Bravery	Transition to KS4 Mental Wellbeing – developing personal toolkit.	Mental Wellbeing – developing personal toolkit.	Mental Wellbeing – developing personal toolkit.
<u>Autumn Term 2</u>	Relationships and Sex Education: Kindness	Sexual Relationships	Healthy sexual relationships	Healthy & Unhealthy sexual relationships
<u>Spring Term 1</u>	Living in the Wider World: Ambition	Skills for Work	Financial Future.	Employability
<u>Spring Term 2</u>	Health and Wellbeing: Bravery	Basic first aid. Physical health and fitness.	Drugs, alcohol and tobacco	Managing wellbeing during exams.
<u>Summer Term 1</u>	Relationships and Sex Education: Kindness	Online Safety	Relationship Breakdown	Revision and Health and Wellbeing at exam time.
<u>Summer Term 2</u>	Living in the Wider World: Ambition	Future Careers and Skills for Work.	Citizenship	



RELIGIOUS STUDIES (PHILOSOPHY AND ETHICS) GCSE



Examination Board:

OCR

Assessment:

One hour written paper: Beliefs and Teachings & Practices: Christianity. (25%)

One hour written paper: Beliefs and Teachings & Practices: Islam. (25%)

Two hour written paper: Religion, Philosophy and Ethics in the modern world. (50%)

What will you learn?

Students are required to study two major world religions. The focus of study for each religion is on 'Beliefs and teachings' and 'Practices'. The two religions we will study are Christianity and Islam.

Religious Studies (Philosophy and Ethics) in the modern world covers four themes:

Theme one: relationships and families, religious teachings about the nature and purpose of families in the 21st century, sex, marriage, cohabitation and divorce. Issues related to the nature and purpose of families; roles of men and women; equality; gender prejudice and discrimination.

Theme two: the existence of God, gods and ultimate reality, and ways in which God, gods or ultimate reality might be understood; through revelation, visions, miracles or enlightenment.

Theme three: religion, peace and conflict; violence, war, pacifism, terrorism, just war theory, holy war; the role of religion and belief in 21st century conflict and peace making; the concepts of justice, forgiveness and reconciliation.

Theme four: dialogue within and between religious and non-religious beliefs; how those with religious and non-religious beliefs respond to critiques of their beliefs including the study of a range of attitudes towards those with different religious views – inclusivist, exclusivist and pluralist approaches.

Students who study Religious Education (Philosophy and Ethics) GCSE will learn to:

1. develop knowledge and understanding of religious and non-religious beliefs, such as atheism and humanism

2. develop knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying
3. develop the ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
4. engage with questions of belief, value, meaning, purpose, truth, and their influence on human life
5. reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community
6. demonstrate knowledge and understanding of two religions
7. demonstrate knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith
8. understand the influence of religion on individuals, communities and societies
9. understand significant common and divergent views within religions and beliefs
10. apply knowledge and understanding in order to analyse questions related to religious beliefs and values
11. construct well-informed and balanced arguments on matters concerned with religious beliefs and values.

Who Is This Course For?

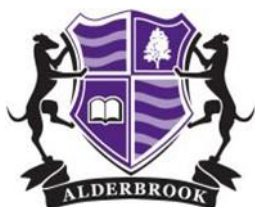
This course will appeal to:

1. Anyone who has enjoyed studying Religious Studies (Philosophy and Ethics)(Religious Education) in years 7 and 8.
2. Anyone who is interested in exploring the BIG questions about life.
3. Anyone who likes to think deeply and engage in discussion about their own views and the views of others.
4. Anyone who is interested in understanding the multi-cultural society in which we live.

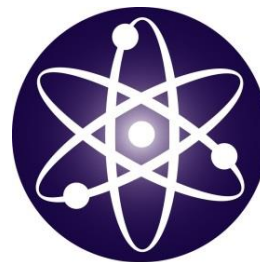
What Happens When You Finish? (Career Pathway)

Religious Studies (Philosophy and Ethics) GCSE helps students develop many skills. These include; understanding, empathy, evaluation, analysis, reflection, expression, interpretation and investigation.

In terms of vocational pathways, the course is seen as a good introduction to issues which affect all human beings and human thought processes. Past students have gone on to Oxbridge, the Russell Group and have gone on to such careers as doctors, dentists, solicitors, barristers, teachers and even rock musicians. Careers which have specifically identified religious education as being a desirable subject, and into which past students have progressed, include: the police, the armed forces, the civil service, banking, social services, local government and retail management.



SCIENCE GCSE



Examination Board:

AQA

Assessment:

100% Examination

What Will You Learn?

In your Key Stage 4 Science course, you will build on the knowledge and skills you have developed in Key Stage 3. The material you study in Key Stage 4 allows you to explore how Science is important in your everyday life.

Key scientific ideas from Biology, Chemistry and Physics run through the course and lead you to develop a deep understanding of Science, and an ability to apply and communicate this effectively. During your lessons, you will use your knowledge and understanding to learn about and explain every day and technological applications of Science. You will have opportunities to evaluate the personal, social, economic and environmental implications of scientific developments in the real world, to think critically about the many Science reports we see in the media, and make decisions based on the evaluation of evidence and arguments. The GCSE courses encourage you to develop your knowledge and understanding through practical work and you will also practise talking, reading and writing about Science, as well as representing scientific concepts both mathematically and visually through scientific modelling.

Science topics studied at GCSE include:

- **Biology:** cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution and ecology
- **Chemistry:** atomic structure and the periodic table, bonding, structure and the properties of matter, quantitative chemistry, chemical changes, energy changes, the rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere
- **Physics:** energy, electricity, particle model of matter, atomic structure, forces, waves, magnetism and electromagnetism

The Course You Will Follow

There are currently two routes towards GCSE Science qualifications:

- Combined Science GCSE leading to 2 GCSEs covering Biology, Chemistry and Physics equally

Or

- Triple Science GCSE leading to 3 GCSEs – in Biology, Chemistry and Physics
- All GCSE Science courses are assessed by written examinations only.
In addition to the exams, there are a number of Required Practicals that students must complete during the course which are then assessed within the examinations.

The assessment objectives for GCSE Sciences indicate how the exams will measure students' achievements in Science:

AO1: **Demonstrate knowledge and understanding** of scientific ideas, scientific techniques and procedures. (40% of marks)

AO2: **Apply knowledge and understanding** of scientific ideas, scientific enquiry, techniques and procedures. (40% of marks)

AO3: **Analyse information and ideas** to interpret and evaluate, make judgments and draw conclusions and develop and improve experimental procedures. (20% of marks)

Success in Science examinations requires students to be able to communicate their understanding effectively using scientific terminology accurately. The new GCSE courses also have an increased Maths content, with students required to apply and use scientific equations and analyse numerical data. This means that strong English and Maths skills will benefit students' progress in Science.

What Happens When You Finish? (Career Pathways)

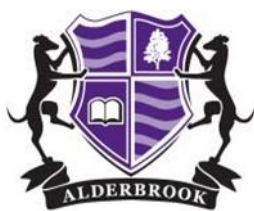
Both GCSE Science routes prepare students for a range of post-16 Science courses, including Science A-Levels in Biology, Chemistry or Physics. The broad and balanced GCSE content provides the knowledge and skills required by real scientists in their work.

Studying Science beyond GCSE gives you access to a wide variety of career opportunities, both in science industries and in scientific research in areas including Medicine, Dentistry, Physiotherapy, Chemical Engineering, Forensics, Environmental Science, Food and Textiles Sciences, Genetics, Pharmacy, Biochemistry, Biotechnology, Engineering, Biomedicine, Astronomy, Electronics, Environmental Health, Meteorology, Nursing and Education.

Science graduates are also extremely attractive to employers in non-science fields because of their high levels of analytical skill, excellent problem solving and decision-making.

If you do not intend studying Science beyond GCSE, you will still find that college entry requirements for most A-Level courses include a good qualification in a Combined Science. Other non-science college and training courses usually expect you to have a Science qualification along with English and Maths.

So, whatever your career plans – or if you are still undecided where your future lies – your Key Stage 4 Science qualifications are important in securing your next steps after GCSE.



SPORT STUDIES Level 2 Certificate Cambridge Nationals



Examination Board:

OCR

Assessment:

Cambridge Nationals in Sport is targeted at 13-16 year olds in a school environment. It is available as an Award and a Certificate, with the Certificate being the same size as a GCSE. They use both internal (teacher assessed) and external (exam board assessed) assessments.

What Will You Learn?

The course unit are:

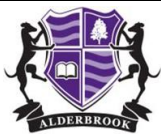
1. Contemporary issues in sport –written paper 1 hour
2. Developing sports skills – internally assessed and OCR moderated
3. Sports Leadership - internally assessed and OCR moderated
4. Sport and the media - internally assessed and OCR moderated

Who is This Course For?

This course is for students who have strong interest in PE and might be considering a career in the sports and active leisure sector, rather than just to participate in sport as recreation. It will give students the opportunity to gain a broad understanding and knowledge of, and develop skills in, the sport sector, e.g. the health and fitness industry or sports leadership.

What Happens When You Finish? (Career Pathway)

This course provides the knowledge, understanding and skills for students to progress to: other level 2 vocational qualifications, level 3 vocational qualifications, such as Cambridge Technicals of BTEC Nationals, academic qualifications, such as A-Level in Physical Education and employment within the sports and active leisure industry such as junior roles working in the health and fitness industry.



USEFUL WEBSITES



<https://nationalcareersservice.direct.gov.uk>

This is the National Careers Service website. It has information on planning for your career and includes lots of useful information on different jobs - have a look at the Job Profiles.

<http://icould.com/>

This careers website includes a whole section on how GCSE choices can affect your future. See the section on "Focus on Choices at 14"

<http://www.futuremorph.org>

Future Morph website is designed to show 14-18 year olds career routes that studying science, technology, engineering and maths can lead to.

<http://careersbox.co.uk>

Careersbox is a free online library of careers related film, news and information.

<https://www.startprofile.com/Login.aspx>

A careers website which can help you find out about a range of different careers. This section on "Choosing Your Career" is a good starting point. We are registered as a school and our code is 84588.

<https://www.bbc.co.uk/bitesize/careers>

Linking subjects to careers

<https://www.bbc.co.uk/bitesize/articles/zrjh92p>

Same website that help with choosing GCSE options