HAZEL GROVE HIGH SCHOOL

OPTIONS CHOICES FOR KEY STAGE 4
2022 - 2024

The Options Process

First, you get this booklet. Please read it!

Second, access the Virtual Options Evening on Thursday 24th February.

Thursday 24th February KS4 Virtual Options Information Evening:

- **Parents/carers and students to access via the school's website.**
- **Specific information on all subjects offered will be available from Heads of Subject.**

You complete the Options Online form, indicating your three preferences plus a reserve choice.

Around the end of March, Mr Evans will confirm your Options choices via your form tutors.

KEY STAGE 4 AT HAZEL GROVE HIGH SCHOOL

The Curriculum

Part 1: Core Curriculum

There is a core curriculum that is the essential learning for all students and is **compulsory**:

- **English Language & English Literature**
- **Mathematics**
- **Combined Science**
- **Physical Education**
- **Beliefs and Values**

Part 2: Option Subjects

You will have THREE Options subjects to add to your core curriculum.

Part 3: The English Baccalaureate (EBacc)

The EBacc is a combination of subjects which offers an Important range of knowledge and skills and keeps future careers open to young people. To achieve this, students need to follow the core curriculum outlined above, complete their Modern Foreign Language GCSE this summer and select **History or Geography** as one of their **three** Options choices.
It is recommended that most students should follow the Ebacc curriculum.

IMPORTANT: Conditions and considerations:

- When you complete the Options Online form you will select from pre-populated option blocks, Pool A and Pool B.
- You will select one option from Pool A and two options (and a reserve) from Pool B.
- We will endeavour to create a timetable that allows you to study your three preferred subjects.
- Depending on numbers, in some cases, subjects may be withdrawn from our offer after you have made your choices.
- Some combinations of subjects are not allowed. This is usually where the content and assessment procedure are too similar. If this is the case you will meet with Mr Evans or Mrs Leach to discuss other options.
- Only current and prior attainment will be considered when allocating places to courses. We do not consider potential future attainment levels.

- Where it exists, you must meet subject specific entrance requirements, a summary of those entry requirements is at the back of this booklet.

Making Your Choices

In the week following the KS4 Virtual Options Evening you will be given access to SIMS Options online, this will be available via SIMS Parent. You will log in and indicate your preferences. After making your choices online, you may have a follow up meeting with the Options team to discuss suitability.

Mr Evans has overall responsibility for the Options process. Please email ks4options@hazelgrovehigh.co.uk if you have any queries.

Your options choices have been put into pre-populated pools to ensure the timetable can be created with as few alterations as possible.

Pool A (1 choice)

- Geography
- History
- MFL (ab initio) (must be a different language to GCSE taken in Year 9).
- Separate Science (suitability assessed by assessment).
- BTEC Sport or CNAT Engineering.

Pool B (2 choices and a reserve)

- Art, Craft and Design (GCSE)
- Business Studies (GCSE)
- Business Studies (BTEC)
- Computer Science (GCSE)
- Design and Technology (GCSE)
- Dance (GCSE)
- Digital Information Technology (BTEC)
- Drama (GCSE)
- Engineering Manufacture (Cambridge National)
- Food Preparation and Nutrition (GCSE)
- Geography (GCSE)
- Health and Social Care (BTEC)
- History (GCSE)
- Media (GCSE)
- Media – Creative (BTEC)
- Modern Foreign Languages (ab initio)
- Music (GCSE)
- PE (GCSE)
- Religious Studies (GCSE)
- Sport Award (BTEC)
- Separate Science
- Textiles (Art) (GCSE)

Option Choices: Qualification Types

We offer a range of courses at KS4:

GCSE and Technical Qualifications

We offer a wide range of GCSE subjects, and in nearly all cases you will have to sit a number of final examinations. How much each element counts towards the final qualification depends on the subject. Please read the course details to find out. GCSEs are graded from 9 – 1 (9 being the highest).

It is our school's aim is to have each and every one of you achieve the best grades possible in a broad and balanced range of subjects.

To succeed in GCSEs, you will need to:

- Be able to perform well in examinations
- Be able to revise from your exercise books
- Be able to recall information and use it effectively to solve problems
- Be well organised

When considering GCSE courses you must listen very carefully to your teachers' advice and in your Options appointment. Some subjects require particular skills and again you will be told about this in your Options discussion. For example, PE GCSE requires not only a good level of practical ability in a number of activity areas, but also a solid grounding in Science to be able to cope well with the theory exam paper. Also, History and Geography require good literacy skills, and Media uses a lot of IT.

In all courses, you will be expected to work very hard and be responsible for all the work in your books and folders, which will have to be maintained very carefully so that you can revise properly for examinations.

BTEC and equivalent courses

Our BTEC and equivalent courses are also offered at **Level 2**. This means that they are the equivalent of one GCSE qualification. BTECs and equivalents are graded Distinction*, Distinction, Merit, or Pass.

These courses differ from GCSE courses in that they **do not have as many examinations**. Assessment is largely based on coursework. However, these courses do still have an external examination element.

All the work done in these courses takes place in what we call a 'vocational context'. That means that you are expected to put yourself in the place of a person who is actually working in a job in the type of industry your work is connected to. For example, in Engineering you may be expected to produce work as if you were an Apprentice Engineer or in Sport as a Fitness Centre Assistant. BTECs can be continued post 16 to Level 3 – A Level equivalent.

To succeed in these courses the most important thing is to keep up with your work deadlines. Each course usually involves doing a number of separate units of work and if you are absent from school a lot you will find it hard to keep up. Nevertheless, you will be able to work at your own pace more than if you were taking a GCSE course - some of you will work towards Pass level whilst others will push on to Merit and even Distinction.

IMPORTANT: Please note that all course outlines are correct at the time of going to press but all course content is subject to alteration by individual exam boards and final approval by OFQUAL.

Thinking about the Future

There is a long way to go before you decide what you will do when you are 16 and then 18. However, you should be aware that your Options choices can have a direct impact on your future choices.

What if my aim is to go to a 'top' university?

These universities have made it clear that they will be looking for high grade A Level passes in some of what they consider to be the most challenging subjects:

- Maths and Further Maths
- English Literature
- Physics, Chemistry, Biology
- History
- Geography
- Languages (Classical and Modern)
- Economics
- Computing

If you think you might want to go on to do A Levels in any of these subjects, then you should think very carefully about taking some of them at GCSE. Mathematics, English Language and Literature and Combined Science are compulsory and will be well supported by EBacc subjects (History and Geography).

What if I want to do A Levels but not in these subjects?

That is fine. There are hundreds of Universities and thousands of degree courses to choose from, and if the traditional academic subjects listed above are not what you are interested in then you can go on to do A Levels and degrees in a wide variety of subjects. A broad and balanced base of strong GCSEs leaves your options open to choose a range of A Levels.

What if I want to do vocational courses?

Then you can do and this will still allow you to go on to university in the future if that is what you want. BTEC at Level

2 can lead on to Level 3 qualifications and then on to University degrees and equivalent. There are also a host of other vocational qualifications related to specific employment sectors. It is about what is right for you.

What if I don't want to do any more qualifications after leaving school at 16?

All young people will be required to do additional training or education at age 16. The most common route into employment for 16 year olds is through **Apprenticeships**, and you will need at least five good GCSE grades including Maths and English to access most of them.

For all the above possible routes it is essential that you do as well as you possibly can at KS4, because you will then have a wider range of choices of what you might do when you are 16.

What Should You Think About When Making Your Choices?

We advise you to think of the following:

- Does it help me in my future choices?
- Am I interested in the subject and will I enjoy it?
- Will the type of assessment suit me?
- Will I be able to succeed in it?

It is very important that you are able to **achieve** in your chosen course. We want you to leave school as qualified as you can be, because this will give you greater choice and more opportunities not just at Key Stage 5 but in also in employment and for many years to come.

Next, consider the **assessment requirements** of your choices – are you better at class and coursework or examinations? Which suit your strengths? Finally, do not select subjects that are too similar in nature. We do not allow some combinations, and these will be discussed at an Options meeting if needed.

What Should You NOT Think About?

Please do **NOT** choose courses just because your **friends** are choosing them. These choices must be based on what is best for **you**.

Do not be easily swayed by what **former students** have done – courses and teachers change very quickly!

Do not think that choosing a course means that you have to follow that pathway to **employment**. A BTEC in Media does not mean that you have to follow a career in Media. A good grade in a BTEC says that you have worked well to deadlines, have shown skill and judgement and that you are capable of organising your work to meet deadlines and reach a certain standard.

You should not think about **gender stereotypes** in certain subjects. For example, you may think that only boys do Engineering. That is certainly not the case and there are many opportunities, regardless of gender in the jobs market, in all sorts of employment sectors.

Of course, if you have a particular career in mind then choosing a connected course will help.

You also don't really have to choose courses that complement each other or seem to go together well. Some people may think that Media goes well with Art – which they may well do, but it isn't necessarily a reason for taking them.

Lastly, you will not be allowed to choose subjects that are **virtually the same, for example** PE GCSE and BTEC Sport or Art and Textiles.

What Happens When There Are Small Numbers Choosing a Subject?

We will consider the implications of very small classes for the school. Too many small classes are not viable in terms of resources or available rooms. If we decide not to run a course, then we will speak with you and ask you to make another choice. You will be given plenty of time to think about this and talk to your parents/carers and subject teachers.

What Happens When Too Many Choose a Subject?

This very rarely happens, but if it does then we will consult closely with subject leaders to ensure that the right decisions are made. Decisions will never be made without speaking directly with students and parents/carers.

A Note about Science

As a core subject you will all study Science over the next two years and this will result in a combined award of 2 GCSEs. However, some of you may wish to study each of the three separate sciences – Biology, Chemistry and Physics - in greater depth and sit a GCSE in each, resulting in the award of 3 GCSEs. **If you do this, it will take up <u>one</u> of your Options.**

If you are interested in taking the Separate Sciences, then you must think very carefully.

If you have a love of Science, a good track record of success in assessments and a possible wish to study Science at A Level then it may well be a good choice for you. Entry to this course is limited and you will be asked to discuss your choice with the Science Department, whose job it is to make sure that you have made an appropriate choice. You will also be asked to take an assessment to assess your suitability.

IMPORTANT: You do NOT need to have taken the Separate Sciences to gain access to A Level courses in the Sixth Form, but it is an advantage.

Note about Languages

The majority of you have already been studying a modern foreign language with the GCSE being taken this year. This contributes towards the EBacc, which means choosing Geography or History completes your English Baccalaureate.

For those students who wish to study another language at GCSE will need to choose a language they have not studied before.

CORE SUBJECTS

These subjects form part of the core offer
and are not part of the options process

- Mathematics
- English Literature and Language
- Combined Science

GCSE ENGLISH LANGUAGE AND LITERATURE

Examination Board and Syllabus
AQA English Language - 8700
AQA English Literature - 8702

Form of Assessment

The English Language and Literature course is linear (all examinations are at the end of the course). When students are awarded their GCSE grade, it will be in the form of two numeric grades (9-1).

English Language

Paper 1 – **Explorations in Creative Reading and Writing (50%)**
- Reading: One literature fiction text with four questions
- Writing: Descriptive or narrative writing

Paper 2 – **Writers' Viewpoints and Perspectives (50%)**
- Reading: Two non-fiction texts with four questions
- Writing: To present a viewpoint

Speaking and Listening: Presenting and responding to feedback (awarded as an endorsement of the GCSE grade)

English Literature

Paper 1 – **Shakespeare and the 19th century novel (40%)**

- Romeo and Juliet: One question based on an extract and wider understanding of the play
- A Christmas Carol: One question based on an extract and wider understanding of the novel

Paper 2 – **Modern texts and poetry (60%)**
- An Inspector Calls: One question on the modern drama text
- Power and Conflict Poetry: One comparison essay from the anthology cluster
- Unseen Poetry: One question on an unseen poem and one comparison question of two unseen poems

Course Content

The English Language course enhances and extends students' knowledge in each of the 3 elements: Reading, Writing and Speaking & Listening. These skills will prepare students for their future. Students will read a selection of texts from the 19th, 20th and 21st Century, including prose and high-quality journalism. They will learn how to write for a number of different purposes and explore how to communicate with others in a variety of situations.

All our students study English Literature. Students study a rich variety of texts including: a Shakespeare play, a poetry anthology and post 1945 British drama. The course supports students in their study of English Language which also includes a Literature element.

Skills and Qualities Required for Success

- Resilience and stamina for extended writing
- Organisation and note-making skills
- Able to see the bigger picture of how all parts of your learning link together
- Discussion skills, ability to form, share and respond to others' opinions confidently
- Good reading skills - be able to read texts carefully but also skim and scan for particular detail
- Make comparisons and see how texts link together

Futures

GCSE English Language is an essential qualification that is a requirement for all employers, professions and higher education establishments. The Language and Literature qualifications will support all future academic study, as well as providing students with essential skills in their lives after education.

The skills that are used and refined at GCSE can be applied to a variety of A-Level courses such as English Literature, English Language, Media Studies, History, Drama and Theatre Studies.

Students can go onto follow some of the following career pathways: Journalism, Education, Creative Writing, Law, Marketing, Advertising, Performing Arts and much more.

Additional Requirements

- Students will benefit from regular reading in their spare time to develop a love for reading, both fiction and non-fiction
- Students should be critical as they read- ask questions, think about purpose and impact
- Students should try to develop their own powerful knowledge by keeping up to date with the news, current affairs and what is happening in the world

GCSE MATHEMATICS

Examination Board and Syllabus

AQA Specification GCSE Mathematics (8300) is used. The class teacher will decide on the most appropriate tier of entry for your child.

Form of Assessment

No coursework requirement
Foundation grades 1 - 5 Higher Level Grades 4 - 9

Students will sit three examinations to achieve a GCSE in Mathematics, one non-calculator paper and two calculator papers. Each paper is equally weighted and lasts 1 hour 30 minutes and will have a range of questions.

All examinations must be taken at the same tier and will take place at the end of Year 11.

Course Content

Students will be assessed on 3 key areas of mathematics:

- AO1 Using and applying standard techniques
- AO2 Reasoning, interpreting and communicating mathematically
- AO3 Solving non-routine problems in mathematical and non-mathematical contexts

Skills and qualities required for success

- Rational thinking
- Appreciation of different methods and approaches
- Ability to solve problems in familiar and unfamiliar contexts
- Ability to make links, find connections and generalise

Futures

Most jobs and Sixth Form Colleges now require a minimum of a Grade 5 GCSE for entry. However, increasingly places are asking for a Grade 6. Universities also require a Grade 6.
Careers with numbers can range from:

- Computer Programmer
- Meteorologist
- Financial Planner
- Air Traffic Controller
- Urban Planner
- Sports Analytics
- Engineer

Post 16 AS/A2 Level:

As competition for places increases, a Grade 7 at GCSE is required if students wish to study Maths at A Level at most colleges.

A Grade 8 is required if students wish to study Further Maths at A Level.

GCSE COMBINED SCIENCE

Examination Board and Syllabus (Codes):

AQA Trilogy GCSE – Combined Science (8464)

Assessment:

2 x 1hr 15 minutes exams for Biology, Chemistry and Physics

100% exams-Multiple choice, structured, closed short answer and open response

Course Content:

The specification is divided into topics which each cover different key areas of Biology, Chemistry and Physics. Practical skills are developed throughout the course and assessed in the written papers.

Biology	Chemistry	Physics
1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics	1. Atomic structure and the periodic table 2. Bonding, structure, and the properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes	1. Energy 2. Electricity 3. Particle model of matter 4. Atomic structure
5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology	6. The rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere 10. Using Resources	5. Forces 6. Waves 7.Magnetism and electromagnetism

Skills and Qualities required for success

- Good scientific knowledge from KS3
- Good scientific vocabulary developed from KS3
- Enquiry and problem-solving skills
- Independent learner
- Good observational and practical skills
- Modelling skills

This course encourages students to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile course of study. It encourages learners to develop their curiosity about the living, material and physical worlds and provides insight into and experience of how Science works. It enables learners to engage with Science and to make informed decisions about further study in Science and related disciplines, and career choices.

Future Success:

All Science courses are highly respected by both further education establishments and employers alike. Whether your next step is Sixth Form, College or an Apprenticeship, GCSEs in Science are highly regarded when considering students in this competitive environment. Alongside this, Science provides skills which can be applied to all aspects of life.

Although triple Science is preferred by organisations when students are going on to study A Levels in Science, it is still possible to continue to A Level from Combined Science GCSE.

Career Pathways:

Successful completion of this qualification will allow access to most career pathways. It is a key qualification for students wanting to start university, apprenticeships and many careers.

Additional Requirements (Entry Levels):

Combined Science is a Core Subject and the traditional route that most students will follow, unless Separate Science is opted for.

There are two available tiers of entry; higher and foundation. Throughout the GCSE course, we will track and monitor progress matching the student to the correct tier.

OPTIONS SUBJECTS

- Art, Craft and Design (GCSE)
- Business Studies (GCSE)
- Business Studies (BTEC)
- Computer Science (GCSE)
- Design and Technology (GCSE)
- Dance (GCSE)
- Digital Information Technology (BTEC)
- Drama (GCSE)
- Engineering Manufacture (Cambridge National)
- Food Preparation and Nutrition (GCSE)
- Geography (GCSE)
- Health and Social Care (BTEC)
- History (GCSE)
- Media (GCSE)
- Media – Creative (BTEC)
- Modern Foreign Languages (ab initio)
- Music (GCSE)
- PE (GCSE)
- Religious Studies (GCSE)
- Sport Award (BTEC)
- Separate Science:
- Biology (GCSE)
- Chemistry (GCSE)
- Physics (GCSE)
- Textiles (Art) (GCSE)

GCSE ART, CRAFT & DESIGN

Examination Board and Syllabus (Codes):

AQA

Form of Assessment:

Component 1: Artists portfolio. 60% of GCSE mark.

The portfolio of work is completed in the form of coursework style projects & media skills workshops throughout year 10 and the autumn term of year 11. Students will carefully select and present a range of their best work covering the syllabus assessment objectives.

Current coursework projects include the hugely popular “Puppets” and “Urban Environment, Architecture and Street Art” projects.

Component 2: Externally set task. 40% of GCSE mark.

Students respond to their chosen starting point from an externally set assignment paper provided by the exam board. Students are provided with a preparatory period to explore the question/theme followed by 10 hours exam time in which they create a personal and meaningful response to the theme. The externally set task starts in the spring term in year 11.

Course Content:

The GCSE Art, Craft & Design course provides an important platform for young people to explore creativity and imagination. It teaches students about Art, Craft & Design processes and how one can develop meaningful responses from briefs or starting points, as would happen in the creative industries.

As an artist/designer your learning experience will be wide, varied and packed with knowledge that helps you become the artist you would like to be. Both coursework projects explore a range of key skills such as 2D and 3D exploration, drawing, painting, colour theory, mixed media and research methods. The individual coursework themes then allow students to explore more niche specialisms.

The Puppet Project Explores: Concept art and character design. Modelling process and ceramics.

The Urban Environment, **Architecture & Street Art Project Explores**: Architectural & experimental drawing technique, Photography, Photo-manipulation, Architectural modelling, Plaster casting, Stencilling & Graffiti skills, paint & media experimentation and much more.

All students' learning journeys will be enriched with contextual research based around their briefs and opportunity to explore historical & contemporary artists, cultures and issues. Students will also have opportunity to attend educational visits.

Skills and Qualities Required for Success:

- You are interested or passionate about Art, Craft & Design.
- You are enthusiastic & creative.
- You are explorative and enjoy developing new skills.
- You are independent and enjoy having ownership over your work and projects.
- You want a creative future or are considering one.

Futures & Pathways:

The Art, Craft & Design course is the best & most exciting platform into the creative industries. Opportunities within the sector are vast and diverse and there are many routes to take when completing the GCSE course.

Students will have opportunity to explore A Levels and BTEC National courses which specialise in a range of creative subjects such as Art & Design, 3D Design, Photography, Fashion & Textiles and more. Students could also access the creative working world through modern apprenticeships.

A Levels and BTEC National courses naturally lead to higher education courses and careers in Architecture, Interior Design, Fine Art, Illustration, Animation, Digital Media, Media, Ceramics, Crafts, Photography, Fashion, Textiles, 3D Design, Graphic Design, Web Design, Computer Game Design, Education to name but a few.

Additional Requirements (Entry Levels):

It is essential that students opting for this subject have a keen or growing interest in the field. They will be hard working, enthusiastic and want to explore creativity.

We also suggest that students who opt for the subject make sure they are kitted out for success. Every year the Art department offers options students an art pack. This provides a range of specialist Art kit to support students' learning from home. A camera would also be a great asset but not essential.

GCSE BUSINESS

Examination Board and Syllabus: Edexcel Business GCSE (1BS0)

Assessment:

Theme 1 – Investigating Small Business (50%) 1 ½ hour examination

Looking at the core concepts of starting and running a small business. The nature, purpose and reasons businesses exist. Entrepreneurs, adding value, market research and the competitive environment. We look at aims/objectives, ownership, finance – revenue, costs, profit, cashflow and breaking-even and how small businesses obtain finance. We investigate franchising, location and marketing before moving on to the economy, legislation and the external factors effecting business

Theme 2 – Building a Business (50%) 1 ½ hour examination

We look at how businesses develop and grow beyond the start-up phase. Marketing, operations, finance and human resources. We also consider the impact of the wider world e.g. pressure groups, ethical issues and the environment versus globalization and business performance. We look at technology and production, motivational management, stock control and JIT manufacturing. We investigate recruitment, training and the growth of business.

Course Content:

The Business course enables students to gain knowledge and an insight into the business world. Students will look at many aspects of Business, from the types of businesses, to how products and services are successfully marketed. They may get to pretend to be the famous Alan Sugar as they do role play and make the executive decisions in business, or work in a team to build models to find out if flow production is faster than batch production. We will again look to invite speakers into school as well as arranging work place visits where possible.

Students will have opportunities to invent and market a product, developing a new invention and experiencing the Dragons Den. They will experience the role of recruitment, applying and interviewing for a job, as a newsagent manager. They will investigate business opportunities in Hazel Grove and plan a new business start-up.

Skills and Qualities Required for Success:

- A thirst to find more how to make money
- An interest in news and business
- Inquisitive nature about jobs and companies
- Ability to use independent research skills
- Ability to work as part of a team

Futures:

Successful completion of this qualification will allow access to the following career pathways:

- Students successfully completing GCSE Business could continue with Business at A-Level
- Students could use the skills developed in other A-Level choices
- The subject is a good platform for a range of apprenticeships at Post-16 or Post-18

Post 16 AS/A2 Level:

Business can be taken as a subject at A-Level and as a BTEC at most colleges and Sixth Form centres. It is very popular and highly regarded A-Level subject that provides a broad-based understanding to a huge array of degree courses. A-Level Business supports other subjects such as Economics, Geography, Business Administration and Accountancy.

Career Pathways:

Students studying Business could go on to be involved in a wide range of commercial activities. It also provides a sound footing to A-Levels. Students with GCSE Business could go on to work in Public Relations, Customer Service, Retail, Marketing and Financial Accounting. Who knows they could be creating TV advertisements for ITV? Be the Marketing Manager at Microsoft? Or the face behind a new concept on the internet?

Additional Requirements (Entry Levels):

To study Business GCSE it is important to have

- A good understanding of Maths and English at KS3 and we recommend that students should be capable of attaining a FS5 in these subjects, to perform well in Business.
- Students need a thirst for knowledge and an inquisitive nature to think about laws, politics, business activity, ethics and finance
- They should have an interest in why some businesses are successful and why some fail.
- They must have demonstrated a good academic performance during KS3.

BTEC BUSINESS

Examination Board and Syllabus: Pearson Tech Award in Enterprise (603/1916/1)

Assessment:

Unit 1: Exploring Enterprises – 30% Coursework

We investigate entrepreneurs and the concepts of starting and running a small business. The nature, purpose and reasons businesses exist. How small businesses add value, conduct market research and why they remain competitive. We investigate how small businesses deal with a changing competitive environment looking at external factors affecting business. For the coursework student research, investigate a local successful business of their choice and present their findings.

Unit 2: Planning and Pitching an Enterprise Activity - 30% Coursework

We consider promotional methods businesses use and how effectively they combine the Marketing mix. We look at aims/objectives, ownership, finance – revenue, costs, profit, cashflow and breaking-even and how small businesses obtain finance. For the coursework students set up a business in theory investigating business ideas before writing their own business plan. They then have to pitch their ideas "Dragons Den" style to their teacher to gain investment for their idea. This will allow our students to practice communication and oracy skills as they sell their ideas.

Unit 3: Promotion and Finance for Enterprise - 40% 2 hour examination

The examination covers a wide range of business-related documentation and financial records needed for an understanding of record keeping within business. There are three areas. 1. Promotional factor, targeting customers, segmentation, marketing budgets and advertising methods. 2. Financial records, looking at documents in business, payment methods, revenue and costs, profits and liquidity and finally, 3. Cash flow, forecasting, break-even and sources of finance.

Course Content:

The BTEC Enterprise course enables students to gain knowledge and an insight into the business world through the eyes of a small business. Students will look at many aspects of Business, from the entrepreneurialism through to growth and changes in ownership. It is very much hands-on, learning theory of business and then applying it to business examples. Students investigate local businesses, interview local business owners to write up about how businesses operate and thrive in the local area. We use a range of local businesses but equally students can look at a family business and evaluate its success.

They will investigate business opportunities in Hazel Grove getting the chance to set up their own business in theory. They evaluate local opportunities and produce a business plan covering all the aspect of establishing a new enterprise. They also present this ensuring they have covered the financial aspects and the overall feasibility of the idea.

Skills and Qualities Required for Success:

- A thirst to find more about how to make money
- An interest in news and business
- Inquisitive nature about jobs and companies
- Ability to use independent research skills
- Ability to type up their coursework

Futures:

Successful completion of this qualification allows access to career pathways:

- Students successfully completing BTEC Business could continue with Business at A-Level
- Many students enjoy business and go on to complete the BTEC Level 3 at college
- The subject is a good platform for a range of apprenticeships at Post-16 or Post-18

Post 16 AS/A2 Level:

Business can be taken as a subject at A-Level and as a BTEC at most colleges and Sixth Form centres. It is very popular and highly regarded A-Level subject that provides a broad-based understanding to a huge array of degree courses.

Career Pathways:

Students studying BTEC Enterprise could go on to be involved in a wide range of commercial activities. It also provides a sound footing to A-Levels or to complete a Level 3 in BTEC. Students with Business qualifications could go on to work in Public Relations, Customer Service, Retail, Marketing and Financial Accounting. Who knows they could be creating TV advertisements for ITV? Be the Marketing Manager at Microsoft? Or the face behind a new concept on the internet?

Additional Requirements (Entry Levels):

To study BTEC Enterprise it is important to have

- A solid understanding of Maths and English at GCSE
- A strong work ethic is important as students will need to be independent workers. Students MUST be self-motivated.
- Students need a thirst for knowledge and an inquisitive nature to think about laws, politics, business activity, ethics and finance.
- They should have an interest in why some businesses are successful and why some fail.

GCSE COMPUTER SCIENCE

Examination Board and Syllabus

AQA Computer Science (8525)

Form of Assessment

Component 1: Computational Thinking and Programming Skills
Written examination: 1 hour 45 minutes. 90 marks. 50% of final GCSE mark.
Students will be assessed on their computational thinking, problem solving, code tracing and applied computing. This unit will also assess the students' theoretical knowledge of computer science, including areas such as algorithms, programming, data representation, and computer systems. This unit will also test the students' ability to plan out computer programs given specified scenarios.

Component 2: Computing Components 50% of GCSE mark.

Written examination: 1 hour 45 minutes. 90 marks. 50% of final GCSE mark.
Students will be assessed on their theoretical knowledge of computer science. This will include topics such as data representation, computer systems, computer networks, cyber security, relational databases and SQL, and ethical, legal and environmental impacts of digital technology on wider society.

Course Content

This exciting course will develop critical thinking, analysis and problem-solving skills through the study of computer programming, giving students a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life.

- **Fundamentals of algorithms** – Using pseudocode and flowcharts to design programs. Searching and sorting algorithms. Abstraction and Decomposition.
- **Programming** – Writing programming concepts such as sequence, selection and iteration, validation, procedures and subroutines, records and files.
- **Fundamentals of data representation** – Binary conversions and arithmetic. Storing images and sound. Compression methods.
- **Computer systems** – Boolean logic. Application and System Software. The CPU and fetch-execute cycle. Memory and storage devices.
- **Fundamentals of computer networks** – Wired and Wireless
- networks. Network Topologies. Network Security. Protocols and Layers.
- **Cyber security** – Cyber security threats. Social Engineering. Malicious Code. Detection and prevention.
- **Relational databases and structured query language (SQL) –** Databases and relational databases. Structured Query Language.

- **Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy -** Ethical issues in Computing. Digital technology in the wider world. Computing legislation.

Skills and Qualities Required for Success

- Well-developed Python programming skills and a love of computing
- A solid grasp of Mathematics. This is important as you will need to show mental arithmetic skills for converting and calculating binary, hexadecimal and denary numbers, as well as logical thinking and problem solving. (No calculators are allowed to be used in this course)
- Independence and capability for logical thinking and problem solving
- An understanding of how computers are used, and their importance to society

Futures

Successful completion of this qualification will allow access to the following career pathways:

- Employment in any Computing and ICT area, as well as the ability to transfer skills into employment in fields such as Business, Finance, Hospitality, Retail, Engineering, Manufacturing, Architecture and many more
- Further study at college and university
- Examples of careers available include - Game Developer, Cyber Security Analyst, Computer Forensics, Web Developer, Network Manager, IT Technician

Additional Requirements

- It is intended that students wishing to choose this course should be dedicated and self-motivating and have a genuine interest in Computer Science. Be able to achieve at least a Foundation Stage 4 in Computing and Mathematics by the end of Year 9
- Students must be able to demonstrate a consistent work ethic throughout Key Stage 3 in Computing
- The ability to take a problem and work out an efficient way this can be solved using programming
- Enjoyment of, and interest in, developments in new technologies

GCSE DESIGN AND TECHNOLOGY

Examination Board and Syllabus

AQA Design and Technology (8552)

Form of Assessment

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course in the summer term of year 11.

There are two, equally weighted, forms of assessment:

The written paper (50%)

This is a 2-hour written exam that tests the students' knowledge of:

Core technical principles
Specialist technical principles
Designing and making principles

The Non-exam Assessment (NEA) (Coursework) (50%)

This is a designing and making task set by the exam board.
Students will be able to choose their own personal brief from the exam board and work through an iterative design process of research, analysis, designing, developing, modelling, and a final practical outcome, which matches their personal specification. This will showcase the students' creative problem-solving skills, a range of hand drawing and CAD design. Students can use a range of high-level processes including wood turning, casting, laser cutting and CNC machining. Students will be creating a range of models and test pieces to inform high quality practical skills in the workshop, where they will make a final working prototype.

Students have approximately 30–35 hours to demonstrate their practical application of:

Core technical principles
Specialist technical principles
Designing and making principles

Course Content

Core technical principles

To make effective design choices students will be taught a breadth of core technical knowledge, including:

- New and emerging technologies
- Energy generation and storage
- Developments in new materials
- Systems approach to designing

- Mechanical devices
- Materials and their working properties.

Specialist technical principles

In addition to the core technical principles, the students will develop an in-depth knowledge and understanding of the following specialist technical principles:

- selection of materials or components
- forces and stresses
- ecological and social footprint
- sources and origins
- using and working with materials
- stock forms, types, and sizes
- scales of production
- specialist techniques and processes
- surface treatments and finishes.

Designing and making principles

Students should know and understand that all design and technology activities take place within a wide range of contexts. They should also understand how the prototypes they develop must satisfy wants or needs and be fit for their intended use. They will need to demonstrate and apply knowledge and understanding of designing and making principles in relation to the following areas:

- investigation, primary and secondary data
- environmental, social and economic challenge
- the work of others
- design strategies
- communication of design ideas
- prototype development
- selection of materials and components
- tolerances
- material management
- specialist tools and equipment
- specialist techniques and processes

Skills and Qualities Required for Success

Students wishing to study Design and Technology at GCSE should have enjoyed the KS3 foundation course in Technology and have an interest in the products we find in our manmade world.

The following skills will enhance the students learning:

- An enjoyment of practical activities
- An enquiring mind
- An environmental conscience
- Good drawing skills
- Good IT skills
- The ability to work with accuracy
- The ability to work independently
- The ability to work to set deadlines

Futures

Successful completion of this qualification will allow access to the following career pathways:

Further study at college on a Technical/Art based course such as:

- A Level 3D Product Design
- Art 3D Design

Possibly leading to a career in Product design, mechanical engineering, manufacturing, and architecture.

Further study at college at A Level or Apprenticeship with Pathways to University, which can lead to a career as:

An Architect
Product Designer
Civil Engineer
Research and Development Engineer
Graphic Designer
3D Designer
Joiner/Construction
Furniture Designer
Manufacturing Engineer

Additional Requirements

- It is intended that students wishing to choose this course should be dedicated and self-motivating and have a genuine interest in designing and making.
- Be able to achieve at least a foundation level 5 in Design and Technology by the end of Year 9
- Students must be able to demonstrate a consistent work ethic throughout Key Stage 3 in Design and Technology
- They should have an excellent record of working safely within a workshop environment.

GCSE DANCE

Examination Board and Syllabus (Codes): AQA 8236

Assessment: All practical components are internally marked and externally moderated.

Choreography: 30%

- Students can choose to choreograph a solo or group dance
- Must respond to a choice of stimuli from a prescribed list set by AQA
- This can be in any style of dance but contemporary is advised

Performance: 30%

- Students perform 2 selected dance phrases (1 – 1 ½ minutes)
- Students perform a duet/trio based on the 2 phrases (approx. 3 ½ minutes)

Critical Appreciation of Dance: 40%

Written exam (1 ½ hours) with 3 sections:

1. Relates to choreographic processes, safe practice and skills.
2. Relates to your own experience of performance and choreography within the course.
3. Relates to an anthology of six works with a focus on production features and choreographic content.

Course Content:

The course allows students to develop skills, knowledge and understanding of dance as a choreographer, performer and critic. The course includes practical based work and theory, with at least one lesson a week in a classroom. It is therefore expected that students understand there are written elements and a desire to choreograph and perform is essential. Students will gain knowledge of safe practices, healthy lifestyles, choreographic processes and techniques.

Professional works are analysed to link to practical assessments along with aspects of drama and production such as costume, set design, music and use of camera. Experience in dance is beneficial in order to assist with the development of technique, but it is not essential, providing the student attends an extra-curricular club whilst on the course. Students develop performance and expressive skills through performance tasks, as well demonstrating creativity through choreographing a solo or group dance.

Skills and Qualities Required for Success:

- Experience in dance or a strong commitment and willingness to develop as a dancer
- Confidence and willingness to perform
- Ability to work within a group as well as an individual
- An open-minded approach to exploring new styles of Dance

Post 16: A Level Dance, A Level Drama, BTEC Level 3 in Performing Arts

Career Pathways:

- Professional performer i.e. film and TV, West End, theatre / dance companies, cruise ship, events, entertainment industry
- Dance Teacher / Choreographer (private dance school, secondary school, FE college / university, primary / community teacher, fitness)
- Behind the scenes i.e. lighting / costume designer, administrator for the arts, dance development officer, events coordinator
- Therapy i.e. movement therapist, physiotherapist

Additional Requirements (Entry Levels):

- It is intended that students wishing to choose this course should be dedicated and self-motivating and have a genuine interest in dance and the arts.
- An excellent record of bringing PE kit into school
- Excellent organisation
- A genuine desire to perform as a part of the course
- A clear understanding that the course is 40% written.

BTEC DIGITAL INFORMATION TECHNOLOGY

Examination Board and Syllabus

BTEC Level 2 Tech Award in Digital Information Technology

Form of Assessment

Component 1: Exploring User Interface Design Principles and Project Planning Techniques

Internal Assessment: 30% of final mark.

In component 1 students will learn different project planning techniques that can be used to both plan and deliver a project that meets a set of user requirements. User interfaces allow individuals and individuals in organisations to interact with digital technologies. The design of the user interface is crucial in ensuring that users are able to interact positively with their hardware devices. In this component, students will learn the different design principles that can be used to design effective user interfaces and apply appropriate project planning techniques to create a user interface that meets user requirements.

Component 2: Collecting, Presenting and Interpreting Data.

Internal Assessment: 30% of final mark.

In component 2 students will learn the different data manipulation tools that can be used to change the way that data is presented. Students will provide clear summaries of the data and present them in a dashboard that will allow organisations to make effective decisions. Even when data has been converted into information, it will not provide any conclusions on its own. It is up to the data user to be able to look at the information and draw conclusions, so how the information is presented is key to ensuring that effective and accurate decisions are made. In this component, students will learn the different presentation features that can be used to ensure that information is understood clearly in an objective way so that it is not misinterpreted.

Component 3: Effective Digital Working Practices.

Written Examination: 1 hour 30 minutes. 80 marks. 40% of final mark.

In component 3 students will get the opportunity to explore how the developments in technology over recent years have enabled modern organisations to communicate and collaborate more effectively than ever before. The component is designed to allow students to explore the digital systems available to organisations and how their features have an impact on the way organisations operate. Students will explore how developments in technology have led to more inclusive and flexible working environments, and how regulation and ethical and security concerns influence the way in which organisations operate.

Course Content

In this course you will develop important technical skills in data interpretation, data presentation and data protection. You will cover aspects of user interface (UI) design and development, and learn how to develop a project plan for your own UI designs.

Cybercrime is an increasing threat – understanding the different types of threats and how to mitigate against them is vital to any business that uses and retains sensitive data. You will develop an understanding of what cyber security is and the importance of legal and ethical considerations when using modern technologies.

Organisations often implement technological improvements by rolling out change projects, so understanding how projects are structured is of vital importance. This qualification will enable you to use project-planning tools, models and techniques within a digital context.

Digital projects today often involve working with diverse teams across different locations. You will develop an understanding of what a virtual work environment is and how cloud technologies allow remote teams to work together more effectively.

Skills and Qualities Required for Success

- Well-developed ICT skills.
- The ability to organise and plan projects, so they can be carried out effectively.
- Independence and capability for designing new ICT products.
- An understanding of how computers are used, and how they can be made accessible to all.

Futures

Successful completion of this qualification will allow access to the following career pathways:

- The digital sector is a major source of employment in the UK. Around 1.46 million people work in digital companies and there are around 45,000 digital jobs advertised at any one time. Digital skills span all industries, and almost all jobs in the UK today require employees to have a good level of digital literacy.
- Further study with a BTEC National in IT or Computing at Level 3. You could also progress to a Computer Science AS or A level.
- Further study at college and university
- Alternatively, you may want to progress to an apprenticeship, for example at Level 3 in Digital Marketer, Infrastructure Technician or Software Development Technician.

Additional Requirements

- It is intended that students wishing to choose this course should be dedicated and self-motivating and have a genuine interest in ICT.
- Students must be able to demonstrate a consistent work ethic throughout Key Stage 3 in Computing.
- Enjoyment of, and interest in developments in new technologies.

GCSE DRAMA

Examination Board and Syllabus

Edexcel (Pearson) C560

Form of Assessment

Component 1: Devising (40%)
Coursework: Devised Performance (10%) Portfolio (30%).
Content: Here students will work in groups to create their own original piece of theatre based on a piece of stimulus. They will also write or record a portfolio analysing and evaluating their process. *(Performer or Designer routes available).*

Component 2: Performance from Text (20%).
External Examination: Two performances each worth 10%.
Content: Working as a performer or designer students will explore and rehearse two key extracts from a performance text. These pieces will then be performed to an external examiner.

Component 3: Theatre Makers in Practice (40%).
External Examination: 1 hour 45 minutes Written Examination. Section A (30%) Section B (10%).
Content: Section A Bringing Texts to Life: This section asks students to demonstrate knowledge of how a performance text can be developed and performed. They will have to write about our set text (DNA) from the perspective of an actor, director and designer. The preparatory work for this will be to stage a full production of the play at the beginning of Year 10.
Section B Live Theatre Evaluation: This section requires students to analyse and evaluate a live theatre performance. They will be allowed up to 500 words of notes in the exam to support their responses.

Course Content

Practical exploration is central to the Drama GCSE course, with opportunities to be a deviser, performer, director, designer and an active audience member. Throughout the course you will be participating in workshops that explore and develop your knowledge of a range of styles and genres of theatre. As well as deepening your understanding of theatrical traditions you will also get to understand the process of working with script – getting the work 'from page to stage'. Early on in the course you will be putting on a full-scale production of our set text, later you will be performing two scripted pieces. A key part of the course is enabling your independence as a theatre maker and so a large focus will be upon you creating your own original theatre. In addition to this, it is vital that you have as many opportunities as possible to engage with live theatre. There will be trips throughout the course to watch live theatre as well as workshops with professional theatre companies to develop and hone your skills.

1. From page to stage – the process of putting on a full-scale production (working as a director, performer and designer)
2. Style, genre and practitioners – understanding the conventions of different types of theatre (participating in workshops as a performer)
3. Devising Skills – developing practical skills (participating in workshops as a performer)
4. Responding to Live Theatre – how to analyse and evaluate a production (watching live theatre and responding in the role of a theatre critic)
5. Development of vocal, physical and characterisation skills
6. Development of design skills (set, lighting, costume, sound, props)

Skills and Qualities Required for Success

- Well-developed practical skills in Drama.
- A passion for, and interest in, Theatre.
- Good written communication when analysing and evaluating.
- Independence when rehearsing.
- Commitment to rehearsal schedules.
- Ability to work collaboratively as part of a group.
- A willingness to push yourself beyond your comfort zone!

Futures

Successful completion of this qualification will allow access to the following career pathways:

- Careers within the arts, theatre, media and entertainment industry (e.g. Actor, Stage Manager, Make-up Artist, TV Presenter, Theatre Critic).
- Careers where excellent communication skills are needed (e.g. Law, Social Work, Teacher, Therapist, Event Management, Marketing).
- Careers where creativity is highly valued. In a study completed by the World Economic Forum 'creativity' is now ranked as the 3rd most valued skill by employers.

Additional Requirements

- It is intended that students wishing to choose this course should be dedicated and self-motivating and have a genuine interest in Drama and Theatre. In addition, they must be able to achieve at least a foundation stage 4 Drama by the end of Year 9
- Students must be able to demonstrate a consistent work ethic throughout Key Stage 3 in Drama.
- It is essential that students have demonstrated an enthusiasm for participation and performance in the subject throughout KS3.

CAMBRIDGE NATIONAL IN ENGINEERING MANUFACTURE OCR LEVEL 1/2

Examination Board: OCR J823

Form of Assessment

- **Controlled Assessment**: 70%
- **External Assessment**: 30%

The course consists of three units:

Unit R014 is the written exam which consists of 70 marks which is 1 hour 15 minutes. **Unit R015 and R016** are centre assessed and externally moderated. Both of these units are marked out of 60.

The breakdown of each unit is below

RO14: Principles of engineering manufacture: Written exam

In this unit, students will learn about the different types of manufacturing processes, the materials that can be used to manufacture products using these processes, and the factors to be considered when determining the manufacturing requirements of an engineered product. They will consider the different types of manufacturing process that are typically used in engineering, using specific examples of each process type. The engineering materials include ferrous and non-ferrous metals, polymers, ceramics, composites, and smart materials.

Students will understand how the properties of these materials relate to their manufacturing characteristics. In addition, they will also develop an understanding of some of the current developments in engineering manufacture.

Non-Examined Assessment:

R015: Manufacturing a one-off product

In this unit, students will learn to identify the information required to make a product, plan the production of a product and carry out risk assessments for the processes, tools and equipment needed to produce a product in small quantities. They will also learn how to select and safely use the equipment, processes and tools required to mark out, measure and manufacture a product in small quantities, using a range of hand-held equipment and conventional non-computer numerical control (CNC) machining methods.

R016: Manufacturing in quantity

In this unit, students will learn how to manufacture and use simple jigs and templates to support manufacturing in volume. By using CAD software, they will learn about the information needed to facilitate manufacture, and apply this in order to program CNC equipment.

In addition, students will learn how to set up and operate the CNC equipment and monitor the quality of the manufactured products.

Unit	Marks	Duration	GLH*
R014: Principles of engineering manufacture	70	1 hour 15 mins	48
Written paper, OCR set and marked			
R015: Manufacturing a one-off product	60	Approx. 10-12 hours	36
Centre-assessed tasks, OCR moderated			
R016: Manufacturing in quantity	60	Approx. 10-12 hours	36

Skills and Qualities Required for Success

Students wishing to study Cambridge National in Engineering should have enjoyed the KS3 foundation course in Technology and have an interest in research and manufacture of Industry standard products and components.

The following skills will enhance the students learning:

- An enjoyment of practical and written activities
- An enquiring mind for independent research
- An environmental awareness of the world around you.
- Good IT skills using design software
- The ability to work with accuracy and to high tolerances
- The ability to work independently and safely.
- The ability to work to set deadlines with good time management.

Futures

Successful completion of this qualification will allow access to the following career pathways:

Further study at college on an Apprenticeship or college T Level course.

Possibly leading to a career in mechanical engineering, manufacturing, and construction.

Further study at college on an Apprenticeship, possibly leading to a career as a tradesperson:

- Joiner
- Plumber
- Electrician
- Builder
- Mechanic
- Engineer

Additional Requirements

- It is intended that students wishing to choose this course should be dedicated and self-motivating and have a genuine interest in how products are manufactured and how quality control is maintained in larger scale production.
- Be able to achieve at least a foundation level 4 in Design and Technology by the end of Year 9
- Students must be able to demonstrate a consistent work ethic throughout Key Stage 3 in Design and Technology
- They should have an excellent record of working safely within a workshop environment.

GCSE FOOD PREPARATION AND NUTRITION

Examination Board and Syllabus

AQA Code: 8585

Form of Assessment

Component 1: Principles of Food Preparation and Nutrition Written examination: 1 hour 45 minutes.
50% of final GCSE mark.
This component will consist of:

- Section A: Multiple choice questions based on the five topics within the specification. (20 marks)

- Section B: Structured, short and extended response questions to assess content related to the five topics within the Food Preparation and Nutrition.

Component 2: Food Preparation and Nutrition in Action. 50% of GCSE mark.

Non-examination assessment (NEA): internally assessed, externally moderated.
Two pieces of controlled assessment both completed in Year 11.

What is assessed?

Task 1: Food investigation (30 marks) 15% of GCSE mark.
Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task.

Task 2: Food preparation assessment (70 marks) 35% of GCSE mark.
Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

How it is assessed?

Task 1: Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.

Task 2: Written or electronic portfolio including photographic evidence. Maximum 20 x A4 sides. Photographic evidence of the three final dishes **must** be included.

Course Content

This exciting course offers a GCSE in Food Preparation and Nutrition. It will equip learners with the knowledge, understanding and skills required to cook and to apply the principles of food science, nutrition and healthy eating.

Following this qualification will encourage learners to cook and enable them to make informed decisions about food and nutrition in order to be able to feed themselves and others affordably and nutritiously, now and later in life. It will allow the students to understand the huge challenges that we face globally to supply the world with nutritious and safe food.

The course includes five core topics:

- Food, nutrition and health
- Food safety
- Food science
- Food choice
- Food provenance

Skills and Qualities Required for Success

- Well-developed practical skills and a love of food
- Clear ingredient understanding from Key Stage 3 Food and Nutrition
- Independence and capability for writing up assignments (NEA)
- Ability to use independent research skills
- Ability to work as part of a team

Futures

Successful completion of this qualification will allow access to the following career pathways:

- Employment in any hospitality area or a specialist catering service including hospitality management. Over 20% of the top 100 British companies are involved in food manufacturing
- Further study at college
- Nutritionist, Dietetics, Teaching, Product Development, Food Scientist, Food Safety, Chef, Farming and Agriculture.

Additional Requirements

- It is intended that students wishing to choose this course should be dedicated and self-motivating and have a genuine interest in food preparation and nutrition. Be able to achieve at least a foundation stage 4 in Design and Technology by the end of Year 9
- Students must be able to demonstrate a consistent work ethic throughout Key Stage 3 in Design and Technology
- An excellent record of bringing ingredients into school
- Excellent organisation and an enjoyment of experimenting with food ingredients
- Enjoy preparing and eating a wide variety of food

GCSE GEOGRAPHY

Examination Board and Syllabus (Codes):
AQA GCSE in Geography 8035

Assessment:
Paper 1: Living with the physical environment
Written exam: 1 hour 30 minutes
Paper 2: Challenges in the human environment
Written exam: 1 hour 30 minutes
Paper 3: Geographical applications
Written exam: 1 hour 15 minutes
Pre-release resources booklet made available 12 weeks before Paper 3 exam

Course Content:

LIVING WITH THE PHYSICAL ENVIRONMENT

The Challenge of Natural Hazards
Tectonic Hazards, Tropical Storms, Extreme Weather UK and Climate Change

Physical Landscapes in the UK
UK Physical Landscape, Coastal Landscapes, River Landscapes.

The Living World
Ecosystems, Tropical Rainforests and Hot deserts

CHALLENGES IN THE HUMAN ENVIRONMENT

Urban Issues and Challenges
Urban Growth, Urban Change, Urban Sustainability

The Changing Economic World
Development Gap, Globalisation, Economic Futures UK

The Challenge of Resource Management
Resource Management, Food Management

Skills and Qualities Required for Success:
The world in which we live in is likely to change more in the next 50 years than ever before. Geography explains how and helps you understand how society prepares for those changes.

As Michael Palin, the Immediate Past President of the Royal Geographical Society (with IBG), says, “Geography is not only up-to-date and relevant, it is one of the most exciting, adventurous and valuable subjects to study today. So many of the world’s current problems boil down to geography, and need the geographers of the future to help us understand them.”

A good Geographer is able to:

- Consider a range of view points
- Come to informed decisions by critically analysing sources of information
- Communicate effectively
- See the world from a range of perspectives
- Demonstrate a range of geographical skills including graphic, numeracy, GIS and source analysis to name a few.

Skills you will develop at GCSE Geography:

- Subject knowledge that is highly relevant to many of the challenges facing society and the environment today;
- Specialist and transferable skills including statistical, spatial and environmental analysis alongside other quantitative and qualitative skills;
- Strong analytical and research skills, critical analysis, ability to judge evidence and work across the social and natural sciences;
- An ability to collect, understand and interpret complex data and communicate it to a variety of audiences;
- Tackling problems and examining big issues at a variety of scales and from different perspectives;
- The experience of working in a team, including through field research;
- An interest in how the world works, contemporary issues and other cultures.

Futures:

Geography holds the key to so many questions, as such the skills that Geographers have can provide them with access to a range of careers. It is a highly sought-after qualification by universities and employers.

Post 16 AS/A2 Level:

Geography at GCSE links with many A level courses including- A Level Geography, Environmental Science, Geology, sociology, Maths, Physics, Biology, Chemistry

Career Pathways:

Common careers for Geographers are: Pilot, Archaeologist, Architect, Cartographer, Climate Change Analyst, Climatologist, Emergency Management Specialist, Geomorphologist, Geospatial analyst, GIS specialist, Hydrologist, Location analyst, Meteorologist, Pollution Analyst, Soil Conservationist, Surveyor, Town planner, Water conservation officer.

Additional Requirements (Entry Levels):

- Good organisation to help you keep on top of PP&R
- An interest in world events- keeping up to date with current events
- Numeracy skills - solid performance in Maths at KS3
- Literacy skills - solid performance in English at KS3

BTEC TECH AWARD IN HEALTH AND SOCIAL CARE

Examination Board and Syllabus
Pearson Level 1 and 2
Qualification number **603/7047/6**

Form of Assessment
This is a level 2 qualification. The grades range from Level 1 Pass to Level 2 Distinction. 40% of the course is externally assessed in a 2-hour exam, while 60 % is assessed through coursework internally during guided learning hours. Students are encouraged to take responsibility for their own learning by meeting deadlines and presenting information effectively

Course Content:
Health and Social Care is an exciting and challenging vocational subject for all students passionate about making a difference in the world. It will introduce learners to the important knowledge, understanding and skills that are needed for working in this sector. The Health & Social Care course is hands-on course and gives students a taste of what the sector is like, as well as the skills and confidence to succeed in their next steps. Students get to know the core care values, develop valuable skills and explore potential careers

Students will complete three mandatory units

- **Component 1: Human Lifespan Development**
- **Component 2: Health and Social Care Services and Values**
- **Component 3: Health and Wellbeing**

Components 1 & 2 are internally marked and graded by the teacher, while component 3 is an externally set and marked, synoptic, case study-based exam. The exam is based on the work studied in all three components. Coursework assignments will take a range of formats including report writing, information packs, writing reviews and demonstrating care values in a real situation then reviewing their own practice.

Skills and Qualities Required for Success:

- Have an interest in people and the world around you
- Be open minded and able to see events from different points of view
- Ability to work independently and as part of a group
- Organisation as the coursework projects have strict deadlines

Futures
The NHS is the UK's largest employer so Health and Social Care can take you down a wide range of pathways. These careers include Nursing, Midwifery, Allied Health Professionals such as Paramedic and Radiography, Counselling or Education.

Additional Requirements
Health and Social Care students require good literacy skills to make progress in this subject.

GCSE HISTORY

Examination Board and Syllabus (Codes): AQA GCSE History (8145)
Assessment:

Paper 1-2 hours 84 marks (50% of the GCSE)
Paper 2-2 hours 84 marks (50% of the GCSE)
GCSE History is purely focused on exams - there is no coursework.

Course Content:
The GCSE History content comprises the following elements:

- one period study (paper 1)
- one wider world depth study (paper 1)
- one thematic study (paper 2)
- one British depth study including the historic environment (paper 2)

Paper one

AB Germany, 1890–1945: Democracy and dictatorship

How can one country have changed so much in the period of 55 years? This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them. Students will focus on three different time periods in Germany: Germany and the growth of democracy (the role of the Kaiser); Germany and the Depression; and the experiences of Germans under the Nazis. This is a fascinating option which explores a country over a period of 55 years and analyses the many events that shaped a nation.

BB Conflict and tension: the inter-war years, 1918–1939

Did the actions of the leaders from WWI lead to WWII? This wider world depth study enables students to understand the complex and diverse interests of different individuals and states including the Great Powers. It looks at concepts such as national self-determination, ideas of internationalism and the challenges of revising the peace settlement. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected by and influenced international relations. The course is split into three key parts, Peacemaking (Treaty of Versailles); The League of Nations and international peace; and origins and outbreak of the Second World War (Hitler's foreign policy). This option really highlights the impact that the Allies made in 1919 which eventually led to the rise of Hitler and WWII.

Paper two

AC Britain: Migration, empires and the people: c790 to the present day

How did Britain become the modern nation that we see today rich with a variety of cultures? This thematic study will enable students to gain an understanding of how the identity of the people of Britain has been shaped by their interaction with the wider world. It will consider invasions and conquests and study the country's relationship with Europe and the wider world. It will also explore the ebb and flow of peoples into and out of Britain and evaluate their motives and achievements. It examines the causes, impact and legacy of Empire upon the ruled and the ruling in the context of Britain's acquisition and retreat from Empire. This option spans from the Anglo-Saxon period right up to modern day. It is an excellent topic which enables an understanding of how modern-day Britain was formed.

BC Elizabethan England c1568-1603

Could Henry VIII have ever truly known the power and legacy his daughter would eventually have? This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies. There are three key themes which we will study: Part one - Elizabeth's court and Parliament; Part two - Life in Elizabethan times; and Part three - Troubles at home and abroad. This option highlights the incredible drama that was seen during the Elizabethan times.

Skills and Qualities Required for Success:

- The first quality that will help you with studying History is a thirst for knowledge and a drive to learn more about the past.
- You must be prepared to read and justify your opinions in extended written answers.
- You must also be organised, willing to get involved in class discussion and interested in the world around you.

Futures:

Studying History at GCSE will enable and support you in most A Levels /BTECS /apprenticeships. You will gain an understanding of the modern world, develop your analytical skills and be able to articulate your opinion in any debate.

Post 16 AS/A2 Level:

GCSE History helps with a variety of A Levels. It is excellent to develop your knowledge to then take A Level History and will also help with any written based A Levels/BTECS.

Career Pathways:

Studying History opens up a lot of doors for a variety of careers for example: historian, lawyer, journalist, teacher or solicitor. The fundamental point about studying History is the transferable skills of writing, discussion and questioning sources which are applicable to any career.

Additional Requirements (Entry Levels):

- Ability to read large pieces of text
- Ability and desire to write
- A consistent record of progress in KS3
- Organisation skills to assist with PP&R
- A love for History which goes beyond the classroom-books, documentaries and museums.

GCSE MEDIA STUDIES

Examination Board and Syllabus:

WJEC (Eduqas) C680QS

Form of Assessment:

Component 1: Exploring the Media

Written examination: 1hr 30 minutes. 40% of GCSE.
This examination requires students to explore the key concepts of Media and apply these to the set products, as listed in the GCSE specification.

Section A: Media Language and Representation. Mixture of short questions and one extended response where students compare a set product and an unseen product.
Section B: Industries and Audiences. A series of shorter responses that build up to a longer response.

Component 2: Understanding Media Forms and Products

Written examination: 1hr 30 minutes. 30% of GCSE.
This examination requires students to study audio-visual products from the TV and E-Media sectors. This examination requires students to watch a short clip of an episode they have previously studied, then to write about this. This assessment contains a range of short responses, plus one longer response.

Component 3: Creating Media Products

Practical coursework project: 30% of final GCSE grade.
Students will produce a media product in response to a brief set by the exam board; typically, students create a DVD cover and promotional poster or a magazine front cover and double page article, depending on the brief and/or their chosen interests. They will have to take original images for their productions. Students will be shown how to use Photoshop to create professional-looking media products.

Course Content:

GCSE Media is an exciting, dynamic course that equips students with the skills to understand how the media industry works. As much of our lives are influenced by the media we use, Media is more in demand than ever, with colleges and future employers valuing the skills this course promotes. Following this course will encourage students to become digitally literate, critical thinkers who can interpret the media they use in a skilful and appropriate way. By studying a range of modern and older media products, such as TV Crime Drama, advertising and film marketing, students experience a broad range of media products across all sectors, and allows them to understand how different sectors of the media attract audiences, create new products and make money.

The set products for study are currently as below, although these may be subject to change:

- Film Marketing (The Man with The Golden Gun and Spectre film posters)
- Advertising (Quality Street and This Girl Can print advertisements)
- Magazines (Pride and GQ)
- Newspapers (The Sun and The Guardian)
- Radio Drama (The Archers)
- Online Gaming (Fortnite)
- Film Websites (007.com)
- TV Crime Drama (Luther and The Sweeney)
- Music Videos:
    - Taylor Swift, Bad Blood
    - Justin Bieber, Intentions
    - TLC, Waterfalls

Students will also explore a range of additional media products to allow them to prepare for the unseen aspect of the exam, and to build their confidence in writing analytically.

Through the use of contemporary equipment, you will develop your practical skills by having the opportunity to produce your own media productions. This involves using Digital SLR cameras for both photography and filming as well as learning to use the software to manipulate and edit moving and still images and sound. You will have access to industry-standard software, such as Photoshop, Premiere Pro and After Effects, and you will learn how to airbrush and edit images effectively.

Skills and Qualities Required for Success:

- An interest in the media: no prior knowledge of editing software is required
- An ability to write in an analytical style- similar to English Literature
- An independent attitude to study, particularly for the coursework element
- An interest in debating different ideas and viewpoints

Futures:

Although not a new subject, Media has become increasingly popular in recent years, and employers value the skills we teach more than ever; Media encourages students to become critical writers and creative problem-solvers, all of which are valuable in a range of careers. Crucially, more businesses rely on the media than ever before as online marketing is often a key source of promotion. Media is offered at most major colleges and can be pursued at university level. Alternatively, there are different apprenticeships and more vocational routes, which are ideal given our close proximity to MediaCityUK. Previous students have gone on to study Media at university level whilst others have taken the apprenticeship route; both are valuable options, and depend on the learner's preferred route into industry. Staff can advise students on this as they consider choices about their further study options.

Post 16 AS/A2 Level:

This course equips students very well for study at AS/A2 level, as the course layout is very similar to the GCSE. Learners are able to build on the skills gained at KS4 and develop these further at KS5 as they encounter increasingly challenging concepts. Similarly, if students wish to pursue the more practical BTEC route at Level 3, this course will give them the practical and analytical skills they need to succeed.

Additional Requirements (Entry Levels):

- Confidence in writing: ideally achieving at least foundation stage 4 in English by the end of Year 9
- Good organisational skills
- A consistently good work ethic

BTEC TECH AWARD: CREATIVE MEDIA PRODUCTION

NQF Level 2

Examination Board and Syllabus - Pearson

Form of Assessment

- **Component 1 - 30% (Internally assessed assignment)**
- **Component 2 - 30% (Internally assessed assignment)**
- **Component 3 - 40% (Externally assessed task)**

Component 1: Exploring <u>Media Products</u>

You will learn about media sectors and investigate media products across the following sub-genres:

- **Audio / moving image** (TV programmes, films, video shorts / animations, radio)
- **Publishing** (newspapers, magazines, books, e-magazines, comics)
- Interactive (websites, mobile applications, mobile games, video games, online games)

You will explore:

- Content and purpose of digital media products
- Style and the use of digital design principles
- Idea generation and the production process
- Industry regulations and professional practices

Component 2: Developing Media <u>Production Skills</u>

You will develop technical skills and techniques in audio / moving image, publishing and interactive media.

You will:

- Experiment with a variety of media production skills and techniques
- Apply the technical skills that you learn in creating your own media product
- Reflect on your progressing use of skills

Component 3: <u>Create a media product</u> in response to a brief

This unit is in the form of a practical assessment that is set by the exam board and assessed by the exam board.
You will have a set number of hours to complete the production.

You will apply digital skills and techniques by responding to a digital media brief.

- Learn how to respond to a media brief
- Plan your response to the brief
- Apply skills and techniques to a production
- Justify the process and outcome you have developed
- Reflect on your application of skills, time management and use of resources.

One key difference between BTEC and GCSE is that you do not sit traditional exams: you complete assignments that are marked in-school, and sit a practical exam in Y11.

Through the use of contemporary equipment, you will develop your practical skills by having the opportunity to produce your own media productions. This involves using Digital cameras and DV video cameras as well as learning to use the software to manipulate and edit moving and still images and sound.

You will have access to the **iMac suite**, which enables you to edit film footage digitally using *Premier Pro*, record and edit pod casts and music using *iMac's Garage band*; manipulate photographs using *Photoshop* plus much more.

Skills and Qualities Required for Success

Most importantly you need to have a keen interest in the media, be that film, television, music, the internet or photography to name but a few. You need to be keen to develop your interest and enjoyment of media communication in local and global contexts.

You need to be willing to form your own opinions and become a critical reader of the media by investigating and researching topics independently. The ability to manage your own time and work to deadlines in this subject is a must, just as it is in the media industry. Independent effort is of utmost importance, especially when producing your own media products, as are good teamwork skills as you will work with others when creating your own media productions.

Futures

BTEC TECH can lead onto further Media studies courses such as BTEC (Level 3) and A Level. It also complements other creative subjects. Possible routes into employment may involve roles in the creative media industry such as filming, radio broadcasting, production roles, advertising, photography, game designs, amongst many other roles that involve interacting with others and using new media technologies.

Additional Requirements

Excellent attendance is required for this course as you will build up your portfolio of work from September in Year 10.

MODERN FOREIGN LANGUAGES
GCSE FRENCH / GERMAN / SPANISH

NQF Level 2

Examination Board and Syllabus
AQA (French – 8658 / German – 8668 / Spanish – 8698)

Forms of Assessment

All GCSE language courses are now linear, which means that you will be assessed on all four skills at the end of the course.

There is a higher and foundation tier option for:

- Listening (25%) – you will need to demonstrate that you can understand and respond to different types of spoken language.
- Reading (25%) – you will need to demonstrate that you can understand and respond to different types of written language.
- Speaking (25%) – you will need to communicate and interact effectively in speech for a variety of purposes.
- Writing (25%) – you will need to communicate effectively in writing for a variety of purposes.

Course Content

The topic areas that are covered in the four parts of the examination are:

- **Identity and Culture:**
  e.g. technology, social media, relationships, customs and festivals.
- **Local, national, international and global areas of interest:**
  e.g. voluntary work, the environment and tourism.
- **Current and future study and employment:**
  e.g. career choices, life at college and ambitions.

Skills and Qualities Required for Success:

- Willingness to participate in spoken conversations in lessons.
- Confidence to try! Resilience when making errors is an essential part of the learning process.
- Independent study skills – vocabulary retrieval, listening/reading skills practice.
- An eye for detail– proof reading and checking written work.
- An ability to spot language patterns – which will help you express yourself with new language.

Futures

Students who are hoping to pursue a university or professional career will particularly benefit from pursuing a GCSE language course as many universities or professional bodies like to look for something unique and different that you can offer and others can't; such as foreign languages.

Being able to speak another language could create opportunities to travel or live and work abroad. However, studying a language can provide you with many less obvious skills that you can use later in life. It will help you to recognise patterns, to crack codes, and to develop your mental ability and a better understanding of how the English language works. You will also have a better understanding of how other people in the world live – their culture and traditions. You will learn to interact with other people in situations that you do not usually encounter at school. Language skills can be transferred to all types of work, and employers will be looking for these skills to show that you are a cut above the rest.

Post-16 AS/A2 Level:

Option to continue study at A Level – 2-year course.

Career Pathways:

Typical careers where languages are useful: translator/interpreter, broadcast journalist, secondary school teacher, English as a foreign language teacher, international aid/development worker, logistics and distribution manager, marketing executive, sales executive, tour manager, jobs in tourism, business services or engineering. Any job that can be done in a French / Spanish / German speaking country!

You can also use your language skills when connecting with a global client base or contacts within your organisation from around the world. Often, your language skills mean you get the job over someone else!

Additional Requirements (Entry Levels):

None.

GCSE MUSIC

Examination Board and Syllabus

Edexcel

Form of Assessment - Exams and coursework

-

Component 1: Performing Music - 30%

- Performance 1: Solo Performance
- Performance 2: Ensemble (group) Performance

Component 2: Composing Music - 30%

- Composition 1: Composition to a brief
- Composition 2: Free composition (students choose their own style/genre)

Learners will use industry standard software, Logic and Sibelius on the Apple Mac computers. Examples of a composition brief:

- Compose the music for the opening scene in a sci-fi film called 'Alien Attack'.
- Compose the music for a duet in a musical between two people arguing.
- Compose a rock song to be performed at a music festival.

Component 3: Listening and Appraising - 40% (Written exam- 1 hour 45 mins)

- Critically listening to, analysing and answering questions about musical extracts (8 set works and unfamiliar music).

Course content

Performing, composing and listening skills are integrated throughout the course in order to develop you as a musician. You will develop your knowledge and appreciation of music through these four areas of study:

Instrumental Music 1700–1820

- J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major
- L van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique'

Vocal Music

- H Purcell: Music for a While
- Queen: Killer Queen (from the album 'Sheer Heart Attack')

Music for Stage and Screen

- S Schwartz: Defying Gravity (from the album of the cast recording of Wicked)
- J Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)

Fusions

- Afro Celt Sound System: Release (from the album 'Volume 2: Release')
- Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')

There are numerous performance opportunities throughout the course for you to perform as a soloist and as part of a group. It is important that you engage with a range of live music. There will be trips throughout the course to watch live music as well as masterclasses with professional musicians to develop and hone your skills.

Futures

GCSE Music provides a solid foundation for further study in music, music production, music technology and the performing arts.

Even if music is not your chosen career path, universities and employers prefer students who are well rounded and have skills outside of your chosen subject. Having a GCSE in Music is a great talking point at an interview and demonstrates you are skilled in many areas. GCSE Music involves written, analytical, practical and social/personal skills such as:

- independent learning: having to be disciplined about practising on your instrument or voice
- team working: particularly if you're involved in weekly groups or ensembles, concerts and performances
- performance and presentation skills are useful for any job/career
- listening: this is highly developed in musicians and it is an important part of the course
- confidence and self-esteem have a knock-on effect in all areas of life and learning
- creativity and self-expression which helps you to think differently and harness the power of your imagination.

Further relevant information

Attendance at one extra-curricular activity during the course is compulsory as this supports performance and musical growth. Groups on offer: Senior Choir, Guitar Group, Woodwind Group, School of Rock, Drumming Group, Soul Band.

In order to succeed at GCSE Music, you must be having weekly lessons on your instrument or voice and practice regularly. In some cases, school can offer financial support to those struggling to fund instrumental lessons, depending on whether you are eligible.

Here at HGHS we offer lessons in keyboard, singing, piano, guitar, bass guitar, drums, ukulele, flute, clarinet, saxophone, trumpet, cornet, trombone, French horn, tenor horn, violin, viola, cello, double bass, and percussion.

Skills and Qualities Required for Success

- Commitment to playing and listening to music.
- Be open minded about studying and embracing a variety of musical styles.
- Performing as a soloist and as a member of a group.
- A genuine passion for this subject is essential.

GCSE PE

Examination Board and Syllabus
Edexcel GCSE in Physical Education

Form of Assessment & Course Content

Theory 60%
This is externally assessed through two written examination papers these include multiple-choice questions, short-answer, and longer-answer questions.

Component 1 - Fitness and Body Systems - 36%
Exam 1 hour 45 minutes
Topics include:
Applied anatomy and physiology - bodies systems
Movement analysis
Physical training
Use of data

Component 2 – Health and Performance - 24%
Exam 1 hour 15 minutes
Topics include:
Health, fitness and well-being
Sport psychology
Socio-cultural influences
Use of data

Practical 40%
Component 3 - Practical Performance – 30%
All students must complete three practical activities one of which must be a team activity and one must be a game activity.

Component 4 – Personal Exercise Programme – 10%
Students will be required to plan, carry out and evaluate their own personal exercise programme. This must be done on one of the three activities from component 3.

Examinations and Coursework dates

Final Practical Examination – Date to be set between March – May 2024
Final Theory Exams x 2 - May 2024 (60% of Final Mark)
NEA – Personal Exercise Programme – Due to be completed in the summer term 2023.

Students can offer off site activities if participating to a high standard. A full list of activities is available on the Edexcel website.

Entry Requirements to GCSE Physical Education

GCSE Physical Education is a very challenging GCSE course requiring very specific skills and abilities. For this reason, we insist on a separate process for access to the qualification. **Entry to this course is restricted** to those students who have performed at the highest level in Physical Education throughout Key Stage 3 as a performer.

In order to be accepted on to the course you must have:

- An exemplary record of attendance and kit in PE lessons
- Evidence of extra-curricular activity both in and outside of school – must already be undertaking extra-curricular clubs in at least one activity and regularly participating in an activity outside of school from the examination boards recognised list of activities.
- Genuine ability in **THREE** different practical areas
- Working at FS4 in Physical Education, English & Science

Some students may need a further consultation with the subject leader for PE and a member of SLT before being accepted on to the course.

Please note that there will only be ONE practical sports lesson a week which will vary from fitness testing to analysing practical performance – you will not be playing a sport every lesson.

Skills and Qualities Required for Success

Students taking GCSE Physical Education will be required to work independently, in pairs and also in teams in the practical elements of the course. **They will also be expected to attend elective clubs – there will be a requirement that students attend an extra GCSE practical session either before or after school during the course**. In theory lessons students will be required to make notes, complete presentations and research projects and produce and perform a six-week personal exercise programme.

Post 16 opportunities and possible career pathways/opportunities

As well as ideal preparation for the A Level Physical Education course, PE allows for progression to related vocational qualifications, such as BTEC, Firsts and Nationals in Sport or Sport and Exercise Sciences.

This course can lead on to other opportunities in: physiotherapy, nutrition, analysis of sporting performance, recreational management, leisure activities, the fitness industry, coaching and officiating.

GCSE RELIGIOUS STUDIES

Examination Board and Syllabus

AQA (8062)

Form of Assessment

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

Written examination: 1 hour 45 minutes. 50% of final GCSE mark.

This component will consist of two sections both containing **compulsory questions** and will assess knowledge of **Christianity Beliefs and Practices** and **Islam Beliefs and Practices.**

- Written exam: 1 hour 45 minutes
- 96 marks, plus 6 marks for spelling, punctuation and grammar (SPaG)
- 50% of GCSE

Component 2: Thematic Studies

Written examination: 1 hour 45 minutes. 50% of final GCSE mark.

This component consists of **four of the following six themes**. These will be approached from a Christian and Islamic perspective.

Religious, philosophical and ethical studies themes:

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

Course Content

This exciting course offers a GCSE in Religious Studies. It will equip learners with the knowledge, understanding and skills required to apply knowledge of religion to modern ethical debates, evaluate religious traditions and beliefs and express a deep understanding of different beliefs and practices.

Following this qualification will encourage learners to engage with our diverse society and be knowledgeable of a wide range of religious beliefs and practices. There are many opportunities to debate ethical issues from a range of perspectives and appraise and evaluate the opinions held by religious groups and specific individuals.

The thematic side of the course offers a modern and relevant look at many ethical debates which we approach from religious and nonreligious points of view; students are encouraged to form their own opinions on controversial topics in an informed and respectful manner

Skills and Qualities Required for Success

- Extended writing and English skills
- Respect for others
- Evaluation and open mindedness
- Ability to use independent research skills
- Ability to work independently

Futures

Successful completion of this qualification will allow access to the following career pathways:

- Teaching, lecturing and childcare
- Leisure and tourism
- Police and law
- Medical profession
- Food and catering
- Journalism
- Politics
- Sports
- Health and social care

Additional Requirements

- It is intended that students wishing to choose this course should be dedicated and self-motivated to independent research
- Students should be able to demonstrate debate and evaluation skills
- A good record of PP&R and in-class organisation
- An enjoyment of participating in class discussions

BTEC TECH AWARD IN SPORT

Examination Board and Syllabus
Edexcel – Level 2

Form of Assessment
The course will be assessed through the following methods:

Students will complete 3 components.

Component 1 - *Preparing participants to take part in sport and physical activity***.** Students will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.

Component 2 - *Taking part and improving other participants*. Students will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance

Component 3 - *Developing fitness to improve other participants performance in sport and physical activity*. This component is externally assessed, it is worth 60 marks and is a 90-minute exam.

Course Content
During practical sessions students will reinforce the work covered in class and computer rooms. Students will require ICT skills to access information required for independent study, ensuring work is presented to a high standard.

Students will study a wide range of practical activities – Health and fitness; including fitness testing and methods of training, Badminton, Basketball, Netball, Football, Table Tennis, Trampolining and Athletics, Leading Sports Activities and Training for Personal Fitness.

These areas of study have been chosen to provide the knowledge, understanding and skills necessary to prepare learners for employment and/or to provide career development opportunities for those already in work.

Skills and Qualities Required for Success
- An exemplary record of attendance and kit in PE lessons
- A keen interest in all areas of sport, not just practical lessons
- Competence in the use of computers
- A keen interest in how the body copes with sporting activities
- Ability to lead others
- Ability to work independently on a task over several lessons
- The ability to produce presentations and perform them in front of others
- Bringing your PE kit to every practical lesson.

Please note that there will only be ONE practical sports lesson a week which will vary from fitness testing to analysing practical performance – you will not be playing a sport every lesson.

Additional Requirements

Good knowledge of a variety of computer programmes.
Ability to keep to deadlines.

GCSE SEPARATE SCIENCES

Examination Board and Syllabus (Codes):

AQA - GCSE Biology (Triple 8461)
AQA - GCSE Chemistry (Triple 8462)
AQA - GCSE Physics (Triple 8263)

Assessment:
This course provides three separate GCSE qualifications (it is NOT possible to take them individually).
2 x 1hr 45minute exams for Biology, Chemistry and Physics (6 exams in total at the end of year 11)
100% exams-Multiple choice, structured, closed short answer and open response.

Course Content
The specifications are divided into topics which each cover different key areas of Biology, Chemistry and Physics. Practical skills are developed throughout the courses and assessed in the written papers.

GCSE Biology	GCSE Chemistry	GCSE Physics
1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics	1. Atomic structure and the periodic table 2. Bonding, structure, and the properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes	1. Energy 2. Electricity 3. Particle model of matter 4. Atomic structure
5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology	6. The rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere 10. Using resources	5.Force 6. Waves 7. Magnetism and electromagnetism 8. Space physics

The GCSEs in Separate Sciences encourage students to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile course of study. It encourages learners to develop their curiosity about the living, material and physical worlds and provides insight into and experience of how Science works.

Skills and Qualities Required for Success:

- Excellent Scientific knowledge from KS3
- Good scientific vocabulary developed from KS3
- Effective enquiry and problem-solving skills
- Independent learner
- Good observational and practical skills
- Modelling skills
- Excellent numeracy and literacy skills

Futures:

Post 16 AS/A2 Level:

All science courses are highly respected by both further education establishments and employers alike. Whether your next step is Sixth Form, College or an Apprenticeship, GCSEs in science are highly regarded when considering students in this competitive environment. Alongside this, Science provides skills which can be applied to all aspects of life.

Separate Science, although not essential, is preferred by organisations when students are going on to study A-Levels in Science. This qualification gives more in-depth knowledge and allows students the time to develop the understanding and skills in all three areas of science.

Career Pathways:

Successful completion of this qualification will allow access to most career pathways. It is a key qualification for students wanting to start university, apprenticeships and many careers.

However, it is a must for students considering careers in medicine and veterinary science.

Additional Requirements (Entry Levels):

Ability to opt for Separate Science GCSE will be decided by an entrance exam, carried out in school time, along with teacher assessment grades. A letter with more details of the exam will be available.

The assessment will be similar to tests taken throughout KS3 and contain material that students have studied from Y7-Y9. There is no need for extra revision or preparation.

GCSE ART AND DESIGN, TEXTILE DESIGN

Examination Board and Syllabus

Form of Assessment

Component 1: Portfolio

This component has two parts, a sustained project and a selection of further work. This is the NEA (non-examined assessment) which is known as the coursework element of the course.

The sustained project is completed in response to a theme. A sustained project shows your ability to take an idea and develop it through drawing for Textiles and sampling using extensive Textiles techniques through to a realisation of intentions where you will make a final piece.

The selection of further work is compiled through a smaller project which focuses on experimentation, trials and sampling workshops. The selection of further work aims to develop an understanding of general textiles techniques and skills needed to develop an extended project.

Component 1 Portfolio Assessment:

Component 1 is marked and assessed in school, it is then moderated by AQA during a visit to the school. The component 1 part of the course is marked as a whole, you do not get an individual mark for each project.

There is no timescale for component 1 and it is completed throughout year 10 and year 11.

Component 1 is worth 60% of your GCSE.

Component 2: Externally Set Assignment

The exam brief will be given by the exam board in January of Year 11. You are expected to use your knowledge of the creative process to create research boards and sampling in response to the theme of the brief provided. This is your preparatory period.

The final exam is a practical 10-hour exam. In these 10 hours you will make a final piece in response to your preparatory work which to complete the examination.

Component 2 is marked as a whole. It is marked in school and then moderated by AQA on a visit to school.

You will start component 2 in the January of year 11 and this will run until the end of year 11.

The component 2 is worth 40% of your GCSE.

Course Content

This creative course offers a GCSE in Art and Design Textiles. This course will equip you with the knowledge of both traditional and current textiles techniques which will allow you to develop your ideas as part of a creative process.

This qualification will encourage you to become comfortable with experimentation, creative risk taking and problem solving as a way of developing a project from just one initial theme or idea.

Throughout the GCSE in Art and Design Textiles you will learn textiles techniques and skills such as:

- Drawing for Textiles
- Hand Embroidery
- Machine Embroidery
- Appliqué
- Hand Dyeing
- Batik
- Image Transfer
- Hot Textiles
- Printing
- Lino Cutting
- Embellishing
- Marbling
- Weaving
- Quilting
- Laser Cutting
- Paper Manipulation
- Heat Setting
- Computer Aided Design Embroidery

Skills and Qualities Required for Success

- Well-developed practical skills and a love of Textiles
- A clear understanding of basic Textiles equipment and how to use them.
- Commitment and self-motivation when working on extended projects.
- Independence when working creatively.
- The ability to work as part of a team.

Futures in Textiles

On successful completion of this qualification you could continue onto career pathways such as:

Working in a fashion retail setting. Continuing on to further study such as A Levels or Apprenticeship schemes, Seamstress, Designer, Garment Technologist, Fashion Promotion and Marketing.

Additional Requirements

If you are intending to choose Textiles, you should:

- Be dedicated and self-motivated with a genuine interest in design.
- Be able to achieve a Foundation Stage 4 in Design and Technology by the end of Year 9.
- Be able to demonstrate a consistent work ethic throughout KS3.
- Enjoy working on long extended projects.
- Be comfortable working as part of a team.

Entry requirements for all subjects

Course:	**EntryCriteria**	**Notes**
Art, Craft and Design (GCSE)		
Business Studies (GCSE)	Foundation stage 5 in Maths and English at KS3.	
Business Studies (BTEC)		
Computer Science (GCSE)	Foundation stage 4 in Computing and Mathematics by the end of Year 9.	
Design and Technology (GCSE)	Foundation stage 5 in Design and Technology by the end of Year 9.	
Dance (GCSE)		
Digital Information Technology (BTEC)		
Drama (GCSE)	Foundation stage 4 Drama by the end of Year 9.	
Engineering Manufacture (CNAT)	Foundation stage 4 in Design and Technology by the end of Year 9	
Food Preparation and Nutrition (GCSE)	Foundation stage 4 in Design and Technology by the end of Year 9.	

Geography (GCSE)		
Health and Social Care (BTEC)		
History (GCSE)		
Media (GCSE)	Foundation stage 4 in English by the end of Year 9.	
Media – Creative (BTEC)		
Modern Foreign Languages (GCSE)		
Music (GCSE)		
PE (GCSE)	Working at Foundation stage 4 in Physical Education, English & Science.	
Religious Studies (GCSE)		
Sport Award (BTEC)		
Separate Science		
Textiles (Art) (GCSE)	Foundation stage 4 in Design and Technology by the end of year 9.	