



Key Stage 4 Transition 2021

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CHOOSING THE CORRECT PATH

INTRODUCTION

This document is designed to be a reference for you to use throughout Key Stage 4 as well as providing information on choices to be made over the next few weeks. Please read it carefully, use it as a guide and look after it.

You have reached a very important stage in your education where you have to make decisions about the subjects you will study for up to 40% of the time in Years 10 and 11. Find out as much as you can about the courses by reading the information contained inside this booklet and talking to your teachers, parents or carers. As a school we will continue to try our best to meet all your differing individual needs.

If you have any queries about the content of this booklet please feel free to contact any of the staff named within, Mr L Hamer – Data manager 01209 712256/
hamerl@cambornescience.co.uk or myself – haase@cambornescience.co.uk

E. Haase – Vice Principal

KEY DATES TO REMEMBER

| | |
|--|---|
| Wednesday 10th February 2021 | - KS4 Transition Evening <i>Essential</i> for all Year 9 students and parents. This may have to be on Zoom via the website – further details will be published nearer the time. |
| Monday 22nd February – Friday 5th March 2021 | - Individual student interviews with senior management. Parents/carers are encouraged to attend but this may have to be done remotely via the Parents Evening booking software. |
| Thursday 11th March 2021 | - All Student Response Forms to be returned to the post box in Main Reception. |
| The process of allocating students to subjects will begin on 12 th March 2021 | |
| W/C Monday 19th April 2021 | - Confirmation of courses and subjects for next year will be sent home. |

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| • Computer Science (GCSE) | • Hospitality and Catering (WJEC Award) |
| • Construction (BTEC) | • Media Studies (GCSE) |
| • Creative iMedia (OCR National) | • MFL – French (GCSE) |
| • Dance (BTEC) | • MFL – Spanish (GCSE) |
| • Design & Technology (GCSE) | • Music (BTEC) |
| • Textiles (GCSE) | • Religion, Philosophy and Ethics (GCSE) |
| • Drama (BTEC) | • Sport (BTEC) |
| • Economics (GCSE) | • Sociology (GCSE) |
| • Enterprise & Marketing (OCR National) | • Triple Science (GCSE) |
| • Geography (GCSE) | |

GUIDED PATHWAYS

January 2021

Dear Parents, Carers and Students

The curriculum the school will provide in Years 10 and 11 has been designed:

- To be broad and balanced
- To allow for the maximum number of students to achieve to their highest potential in nationally recognised qualifications (i.e. study appropriate courses in their 'best' subjects)
- To allow students to select a coherent programme of study to enable them to access a meaningful progression through to Post-16 routes and beyond
- To meet the requirements of the National Curriculum

It is a requirement that all students study English, Mathematics, Science, PSHCE (Personal, Social and Health & Citizenship Education) and Work Experience and Careers Education together with Physical Education. **We call this our 'compulsory curriculum'; in addition to this students must also select one from History, Geography, French, Spanish, Computer Science or Triple Science.**

It is also important to know about the English Baccalaureate. The Government believes that schools should offer a broad range of academic subjects to age 16 and therefore will be measuring how many students achieve full GCSEs in English, Mathematics, Double Science, a Modern Foreign Language and a Humanities subject (Geography or History). We will be offering students the chance to achieve the English Baccalaureate at school and will discuss this pathway at the options evening and with you at your interview.

As a school we recognise that all students are individuals with differing needs and we try to offer 'Personalised Pathways', tailored to each student. For the majority of students, this means studying a selection of GCSEs, and BTEC/OCR Nationals in non-compulsory subjects in addition to the compulsory curriculum. For all students, the total number of courses available is limited to balance the need for breadth against the time required for each subject to attain the highest grades for each individual.

Experience has shown that all students need a substantial amount of help and advice to make decisions about their pathway at Key Stage 4. In order to aid you, all students will have an interview with a senior manager to discuss and agree choices. Further details regarding this interview will be sent to you shortly.

The programme of study that you will be advised to pursue will take into account:

- Your strengths, weaknesses and current performance in all subjects
- Likely future progression beyond the age of 16
- National practice in providing opportunities for all pupils, including recent government initiatives.

A small number of students with particular needs may be offered an alternative curriculum; there will be further opportunity to discuss this at the interview.

It is very important that prior to the interview students, parents and carers take time to read the information in this booklet before completing the Student Response Form.

The Response Form will be discussed at your interview and, following the interview, there will be time for students to discuss the guidance with parents or carers at home.

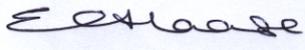
Completed Student Response Forms, confirming the chosen pathway, should be placed in the labelled post box in Reception by Thursday 11th March 2021. The allocation of subjects will begin on Friday 12th March 2021. Please inform Mrs Haase or Mr Hamer in the Data Office in advance if this deadline cannot be met.

Studying at Key Stage 4 requires a considerable commitment of both time and effort. It is very important that home and school work together to support the demands of studying.

In the event of any difficulties, parents should not hesitate to contact Mr L Hamer – Data manager 01209 712256 / hamerl@cambornescience.co.uk or myself – haase@cambornescience.co.uk.

Our collective aim is to ensure that all students have the best possible opportunity to achieve their potential.

Yours sincerely

A handwritten signature in black ink that reads "E Haase". The signature is written in a cursive style and is positioned above a light blue rectangular background.

Emma Haase – Vice Principal
haase@cambornescience.co.uk

STUDENT GUIDE

1) READ THROUGH THE WHOLE BOOKLET.

(This may seem a daunting task but is essential to make the right decisions for your future!)

2) ATTEND THE TRANSITION EVENT ON Wednesday 10th February 2021

3) COMPULSORY ELEMENT – THE SUBJECTS YOU HAVE TO STUDY

4) NON-COMPULSORY ELEMENT – THE SUBJECTS WHERE YOU HAVE SOME CHOICE

Consider your future career aspirations and which combination of subjects and courses is going to give you the best possible opportunity to achieve this. Please also consider whether your choice of subjects will enable you to achieve the English Baccalaureate (English, Mathematics, Double Science, Modern Foreign Language and a Humanity subject). Make sure that you have discussed this with your parents/carers.

5) THE INTERVIEW

- You will be given an appointment to attend an interview with senior staff between 22nd February and 5th March 2021. **Remember to bring this booklet and your options form with you!**
- Your interviewer will have a list of all your current performance levels and grades and information from your teachers of your suitability for courses where possible. Your initial preferences will be discussed and you will be given advice on which subjects to study.

6) AFTER THE INTERVIEW

Take time to consider the recommended pathway very carefully. With the help of your parents/carers you must make a final decision as to which non-compulsory subjects you want to undertake.

Your completed Student Response Form should be returned to the labelled post box in Main Reception by

Thursday 11th March 2021

The process of allocating students to courses will begin on Friday 12th March 2021.

Please note it is not possible to guarantee student preferences or that any specific subject will run. In the event that a student's 'First Choice' cannot be met, then the 'Second Choice' will be offered, wherever possible.

QUALIFICATIONS

Many parents and carers have told us how confusing qualification names have become. The following tables are designed to help you understand the range and standard of qualifications encountered. Each subject being studied has the level clearly marked at the top of the page in this booklet.

Types of Qualification available in School

| Qualification | Explanation |
|--|---|
| GCSE | <u>General Certificate of Secondary Education</u> Most common qualification for students - covers Levels 1 and 2 Grades 9-1 |
| BTEC /OCR Cambridge Nationals/ WJEC Award | Available at Levels 1 and 2: 1 GCSE equivalent Grades Distinction*- Pass |

Levels of Qualification available in School

| Level | Explanation |
|----------|--|
| 1 | Foundation Level e.g. OCR Nationals L1, BTEC L1, WJEC Award L1 and GCSE grades 3-1 |
| 2 | Intermediate Level e.g. OCR Nationals L2, BTEC L2 and WJEC Award L2 and GCSE grades 9-4 |
| 3 | Advanced e.g. A Levels, Vocational Level 3 qualifications (usually post-16 education) |

Courses may be assessed in different ways. At present the main forms of assessment are:

Examinations

Most examinations are now taken at the end of the course and usually at the end of Year 11. These are known as linear assessments. In some cases e.g. BTEC, WJEC Award and OCR Cambridge National qualification examinations may be taken at other points during the course.

Coursework

Assessed as you go through the course in OCR Nationals, WJEC Awards and BTECs

Guided Pathways

Compulsory Element

(The subjects you have to study)

COMPULSORY ELEMENT

| SUBJECT | OVERVIEW (see subject guides for detail) | GCSE VALUE |
|--|--|------------------------------|
| English and English Literature | All students study to GCSE level. | 2 |
| Mathematics | All students study to GCSE level. | 1 |
| Science | All students will achieve a minimum of two GCSEs in Science combining Biology, Chemistry and Physics. If students choose Triple Science as one of their options, they will achieve 3 separate GCSE grades in Biology, Chemistry and Physics. | Minimum 2 Maximum 3 |
| Work Experience & Careers Education | There are opportunities to undertake Work Experience and Career Planning throughout Key Stage 4. A planned programme and regular tutorial sessions ensure independent information and guidance is provided. | N/A |
| Preparation for Life (Personal, Social, Health Education & Citizenship) | This course does not lead to an accredited qualification. The programme is designed to broaden knowledge of social, moral, health and political issues, whilst developing independence and responsibility. The lessons are designed to broaden students' critical thinking and discussion skills. Included within this programme is Relationships and Sex Education. | N/A |
| Physical Education (PE) | As part of the programme in Key Stage 4 students will participate in a range of activities including Games, Fitness and Dance. Where possible these will be linked to opportunities in the community. | N/A |
| Compulsory option | Students must choose one from History, Geography, French, Spanish, Computer Science or Triple Science | 1 |
| Non-compulsory options | Students must choose three from this section: Non-compulsory element | 3 |

ENGLISH LANGUAGE AND ENGLISH LITERATURE (GCSE)

DEPARTMENT: English and Media

Level: GCSE

Duration of course: 2 Years

Examination Board: AQA

Overview:

All students will study toward two GCSEs:

- English Language
- English Literature

Throughout Year 10 and Year 11, students will build on the foundations they established in KS3 as they work towards these two qualifications. Each semester has either a Literature or a Language focus, with students acquiring the knowledge and practising the skills they need for success in both. Building on their knowledge of 19th-century fiction covered in Year 8, students start by reading Charles Dickens' masterpiece *A Christmas Carol*, before moving onto creative writing and analysis of unseen fiction in Language Paper 1. In Semester 3 students build on their work on *Macbeth* in Year 9 to study their final Shakespearean tragedy *Romeo and Juliet*, before grappling with non-fiction writing and unseen analysis in Language Paper 2. With *An Inspector Calls* at the beginning of Year 11, and a range of poems throughout the three Literature units, students will have covered the course and will be well-prepared for final revision and exam practice.

Assessment Method and Component Percentages

Both qualifications are based on two exams taken at the end of Year 11; there is no coursework. There is also a Spoken Language endorsement taken in Year 10 which is in addition to the final two grades.

In English Literature, students are assessed on their ability to read and understand texts (AO1); analyse the writers' methods (AO2); show understanding of the relationship between the text and the context (AO3); and write clearly and with technical accuracy (AO4).

In English Language, students are assessed on their ability to identify the meaning of a text and select evidence (AO1); analyse the writers' methods (AO2); compare writers' ideas and perspectives (AO3); evaluate texts critically (AO4); communicate clearly, effectively and imaginatively (AO5); and write with a range of vocabulary and technical accuracy (AO6).

We assess student work through mock exams which are supported in Year 10, before becoming gradually more like the real timed exam in Year 11.

What will I learn?

English Language and **English Literature** are two GCSEs that are taught together. **English Language** deals with communication and you will continue to develop your speaking, listening, reading and writing skills. **English Literature** deals with exploring writers' ideas through plays, poetry and a novel.

How will I learn?

English Language: You will explore a range of texts, including unseen literary and non-literary 19th, 20th and 21st century texts. You will write in different forms for different purposes and speak and listen in a variety of forms such as speeches, role play and group work.

English Literature: We will read the full text together as a class before focusing on individual scenes and chapters for analysis. We write and plan whole essays together and individually.

Departmental Expectations:

All students will be expected to complete assignments, essays, examination practice questions and research tasks on time. Reading for pleasure is to be encouraged at home.

Career Potential:

GCSE English Language is essential for most careers and is of immense value in opening up opportunities for a full range of Post-16 studies. GCSE English Literature is of particular benefit to those students wishing to continue their English studies at further and higher education level.

Future Progression routes possible:

GCE A level courses in English Language and Literature; English Literature and A level Media Studies.

Contact Person: Mr I Blackwell – Director of Learning for English and Media

MATHEMATICS (GCSE)

DEPARTMENT: Mathematics

Level: GCSE

Duration of course: 3 Years

Examination Board: Edexcel

Overview:

Mathematics at GCSE incorporates the topics studied in Key Stage 3 and extends them. You will learn a variety of strategies and skills, which will gain you a GCSE in Mathematics and enable you to cope with the mathematical demands of both everyday life and your courses in other subject areas.

Assessment Method and Component Percentages:

For GCSE Mathematics there will be three terminal examinations during Year 11. Paper 1 is non-calculator whereas Paper 2 and Paper 3 require a calculator. Each examination lasts for ninety minutes. Students will sit either the foundation tier or higher tier. The choice of tier will be based on the target for each student and their progress throughout Year 9, 10 and 11. A student must take all three papers of the same tier. The maximum possible grade achievable on the foundation paper is a grade 5.

What will I learn?

| TIER | Topic Area | Weighting |
|------------|---------------------------------------|-----------|
| Foundation | Number | 22 - 28% |
| | Algebra | 17 - 23% |
| | Ratio, Proportion and Rates of change | 22 - 28% |
| | Geometry and Measures | 12 - 18% |
| | Statistics & Probability | 12 - 18% |
| Higher | Number | 12 - 18% |
| | Algebra | 27 - 33% |
| | Ratio, Proportion and Rates of change | 17 - 23% |
| | Geometry and Measures | 17 - 23% |
| | Statistics & Probability | 12 - 18% |

The aims and objectives in Mathematics are to enable students to:

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

How will I learn?

- | | |
|---|---|
| <ul style="list-style-type: none"> • Whole-class interactive teaching • Teacher exposition • Group work • Exploratory activities • Investigations • Textbooks • Worksheets | <ul style="list-style-type: none"> • Problem Solving • Practical Work • Topic work • Computers • Homework tasks • Graphical calculators |
|---|---|

Departmental Expectations:

We expect you to arrive fully equipped for each lesson with pen, pencil, ruler and your own scientific calculator and to complete homework punctually. We expect you to meet deadlines, join in discussions and to be sure that you understand each new idea you meet. Regular attendance and the ability to meet deadlines are essential. You will be expected to progress through the individual pathways on offer to you.

Career Potential:

A GCSE in Mathematics is viewed as a must by most of today's employers and we expect all of you to achieve this. A good mathematician will be able to find career choices from photography to banking, from nursing to archaeology, from accountancy to graphic design. The skills developed through Mathematics are applicable to all career choices.

Future Progression routes possible:

A level GCE courses in Mathematics, Further Mathematics and other Level 3 Mathematics qualifications require a minimum GCSE grade.

Contact Person: Ms J Ward – Mathematics Director of Learning

SCIENCE: COMBINED (GCSE)

DEPARTMENT: Science

Level: GCSE

Duration of course: 3 Years

Examination Board: AQA

Overview:

GCSE study in Combined Science provides the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity, and all students will be taught essential aspects of the knowledge, methods, processes and uses of Science.

Assessment Method and Component Percentages:

Over the 3 years, students will prepare for their terminal examinations. The new Linear GCSEs in accordance with government changes will involve assessments at the end of the course, in June 2020.

Students will sit 6 external examinations at the end of the course in Year 11 and as a result will achieve 2 GCSE qualifications.

The new Science qualification will also encompass assessment which is by external examination only, meaning there will be no controlled assessment element. Students will work through a Required Practical Handbook which covers all of the practical elements needed in order to satisfy regulations and to prepare the students for any questions that may come up in the exam. The qualification will be graded using the new 1-9 grading system.

(Internal assessment, mock examinations and intervention will be present throughout the 3 years.)

What will I Learn?

- Year 9, 10 and 11: Students will cover the following topics over the two years:

| Biology | Chemistry | Physics |
|--|---|---------------------------------|
| Cell Biology | Atomic Structure and the Periodic Table | Energy |
| Transport Systems | Structure, Bonding and the Properties Of Matter | Forces |
| Health, Disease and the Development of Medicines | Chemical Changes | Forces and Motion |
| Coordination and Control | Energy Changes in Chemistry | Waves in Matter |
| Photosynthesis | The Rate and Extent of Chemical Change | Light and Electromagnetic Waves |
| Ecosystems | Chemical Analysis | Electricity |
| Inheritance, Variation and Evolution | Chemical and Allied Industries | Magnetism and Electromagnetism |
| | Earth and Atmospheric Science | Particle Model of Matter |
| | | Atomic Structure |

How will I learn?

Through practical activities, discussions, demonstrations and modelling concepts. You will use the following technologies to aid your learning: data loggers; iPads; video cameras and green screen.

Departmental Expectations:

- Ensure that homework is completed on a regular basis.
- Attend all scheduled revision sessions to support the teaching of the subject content that is delivered in lessons.
- To make use of the internal assessment opportunities employed by the Science department throughout the course, to ensure you make maximum progress.
- To use revision techniques, using the end of topic tests and teacher feedback to structure your revision.

Career Potential:

All science related jobs. GCSE Combined Science double award is good preparation for A Level Sciences.

Future Progression routes possible:

A Levels in Biology, Chemistry, Physics or Level 3 Applied Science

Contact Person: Miss V Holland-Lloyd – Science Director of Learning
Miss K M Hendrick - Key Stage 4 Science Coordinator

WORK EXPERIENCE AND CAREERS EDUCATION

DEPARTMENT: Character Education

Level: This is a non-accredited course

Examination Board: Not applicable

Overview: *65% of today's students will be employed in jobs that don't yet exist.*

Careers Education is an integral part of the Key Stage 4 curriculum. We recognise the importance of encouraging ambition and will support you in pursuing extraordinary careers and employability provision to ensure that you are prepared for the ever-changing world of work. All teachers (working closely with Careers 4 U, the Careers and Enterprise Company and the Cornwall Education Business Partnership) are committed to supporting the young people with whom they work.

Our provision across the school is shaped around the Gatsby benchmarks to help you make the choices that are right for you and your future:

- **Encounters with employers and employees** – there will be a number of opportunities for you to do this, including our annual KS4 Careers Fair.
- **A stable careers programme** – this is structured to support you in making informed choices about your future. For example, in Year 11 we prepare you for your Post 16 options, including preparing for the world of work.
- **Experiences of workplaces** – in Year 10 you will take part in a week long placement in the summer term. You will be involved in real and purposeful activities. Work experience allows you to find out what you like or do not like doing; acquire practical experience; develop employability skills; and consider future career options.
- **Learning for career and labour market information** – this can be utilised to review employment, training and education opportunities in Cornwall and beyond. You can use this information at home through accessing www.careerpilot.org.uk
- **Linking curriculum learning to careers** – All teachers link curriculum to careers to ensure you are aware of the career paths that are open to you.
- **Encounters with further and higher education** – You will have the opportunity to visit providers and attend in school activities delivered by outreach teams.
- **Addressing the needs of each pupil** – You will have guidance throughout KS4 tailored to your needs and your future.
- **Personal Guidance** – You will have a careers guidance appointment with an independent careers advice and guidance advisor before the end of Year 11.

Careers literature is accessible by all students in the Learning Zone, V1th Form Centre and in Room 22. Parents and carers can support their child in their careers development through using the following websites:

www.cswgroup.co.uk/parents-and-carers - Careers SouthWest Group

www.icould.com/resources/information-for-parents/ - iCould

<https://www.startprofile.com/> - Start – creating a careers profile

www.nationalcareersservice.direct.gov.uk – National Careers Service

www.barclayslifeskills.com – Barclays Lifeskills

www.unlockingpotential.co.uk – Unlocking Potential

Our Careers Education policy, including our provider access statement, can be found

<https://www.cambornescience.co.uk/policies/>

Departmental Expectations:

To pro-actively investigate opportunities for future employment, education or training and positively engage in all experiences on offer.

Contact Person: Mrs S Gellatly – Assistant Principal, Character Education

PREPARATION FOR LIFE: CITIZENSHIP AND PERSONAL, SOCIAL, HEALTH EDUCATION

DEPARTMENT: Character Education

Level: This is a non-accredited course

Duration of course: 3 full days per year – These will be collapsed curriculum days where the entirety of the school will focus on Citizenship and PSHE topics.

Regular dropdown lessons from the start of Year 10 through to the Christmas of Year 11

Examination Board: Not Applicable

Overview:

Preparation for Life: Citizenship and PSHE encompass all aspects of a school's planned provision to promote its students' personal and social development, including health and well-being. Studying these subjects will enable you to develop the self-awareness, positive self-esteem and confidence to stay as healthy as possible; keep yourself and others safe; have worthwhile relationships; respect differences between people; develop independence and responsibility; understand how to maintain financial stability; play an active role as members of a democratic society; make the most of your abilities and seek appropriate advice and guidance.

What will I learn?

Citizenship:

- Living in a democratic society including understanding government
- Rights and responsibilities including British Values
- Financial Literacy
- Role of the active citizen and as a participant in the local and national economy

PSHE:

- Sex and Relationships Education (our RSE policy is available upon request)
- Managing risk including online safety
- Mental and personal well-being including healthy eating
- How to identify and access help, advice and support
- Critical Thinking including evaluating the role of the media

How will I learn?

You will learn using a variety of methods including:

- Guest speakers
- Workshops
- Teacher-led activities
- A variety of primary and secondary sources
- ICT investigations
- Role-play
- Self-evaluation

Departmental Expectations: To support a climate for learning where students develop as well-rounded citizens equipped to be safe and confident in who they are as individuals, whilst respecting the rights and responsibilities of the communities in which they interact.

Career Potential: The entire world of work and Higher Education. A mature, thoughtful, responsible candidate is a more desirable candidate. The life and employability skills developed throughout this course are increasingly valued in today's competitive society.

Contact Person: Mrs S Gellatly – Assistant Principal, Character Education

PHYSICAL EDUCATION

DEPARTMENT: Physical Education, Health and Performing Arts

Level: This is a non-accredited course, however, there will be opportunities to gain National Governing Body awards in coaching, leading and/or officiating.

Duration of course: 2 Years

Examination Board: Not Applicable

Overview:

In Years 10 and 11 your **Core PE** continues to contribute to your healthy lifestyle and in developing important life skills. You will have the opportunity to select one of the following pathways; Performance or Health & Wellbeing. You will participate in 3 Core PE lessons a fortnight where you will undertake a range of different activities and training sessions across a variety of sports.

Assessment Method and Component Percentages:

- This is a non-accredited course and there is no examination in PE. It is compulsory for all students at Key Stage 4.

What will I learn?

Throughout all units you will develop communication skills, problem solving skills, emotional resilience and a deeper understanding of the social, mental and physical benefits of sport and exercise.

Wherever possible your activities will be linked to opportunities within the community to help you to develop healthy, lifelong habits. You will have an increasing amount of choice over the units that you cover within your PE lessons. You will need to cover at least 2 of the broad topic areas which include:

- Outwitting Opponents - Progression from basic to more advanced games skills and tactics, knowledge of rules and regulations.
- Exercising Safely & Effectively - Developing and planning a personal fitness programme.
- Exploring & Communicating Ideas – Communicating emotions and current issues through various styles of dance. You will develop choreographic and appreciation skills.
- Solving Problems – This could be through leadership, games or outdoor adventurous activities.
- Exercising at Maximum Levels – Target setting and achieving your best through experience, observation and analysis in athletics style events.
- Accurate Replication – Achieving the perfect model and developing accuracy in your skill performance through swimming, gymnastic or athletic style activities.

How will I learn?

- Practical performance
- Coaching/Analysis & Observation
- Umpiring/Refereeing

Departmental Expectations:

To always bring correct kit for practical lessons and to participate to the best of your ability in all lessons. Those excused from practical activities; due to injury or medical reason will be expected to wear PE kit as normal but take on a non-active role as an umpire, coach or analyst.

Career Potential:

Specific opportunities exist in all sports, leisure and fitness industries and most Public Services e.g. Fire, Police, Army and Navy. However, all careers hold expectations of employees to be fit and healthy for work.

Future Progression routes possible:

- Vocational Level 2 and 3 in Sport and/or Public Services
- AS and A2 Physical Education
- AS and A2 Dance

Contact Person: Mrs Tamsin Hosking - Head of PE

Guided Pathways

Non-compulsory Element

(The subjects where you have some choice)

NON-COMPULSORY ELEMENT

This is the non-compulsory element of the curriculum in Key Stage 4. **REMEMBER: All students will study English, Mathematics, Science, RPE, PE and Preparation for Life alongside whatever they choose from this section.** The information in the following pages is designed to give students an overview of what is expected in terms of course content and modes of study. More detailed information can be obtained from the teaching staff.

Please also consider whether your choice of subjects will enable you to achieve the English Baccalaureate (English, Mathematics, Double Science, Modern Foreign Language, Humanity). Make sure that you have discussed this with your parents/carers.

IMPORTANT INFORMATION TO CONSIDER WHEN SELECTING COURSES OF STUDY

- Everyone has to choose **one** from History, Geography, French, Spanish, Computer Science and Triple Science.
- Students wishing to achieve the English Baccalaureate must choose a Modern Foreign Language and a Humanities subject (History or Geography).

Non-compulsory Options

A summary of the non-compulsory elements:

| | |
|---|---|
| • Art & Design (GCSE) | • Health & Social Care (BTEC) |
| • Child Development (OCR National) | • History (GCSE) |
| • Computer Science (GCSE) | • Hospitality and Catering (WJEC Award) |
| • Construction (BTEC) | • Media Studies (GCSE) |
| • Creative iMedia (OCR National) | • MFL – French (GCSE) |
| • Dance (BTEC) | • MFL – Spanish (GCSE) |
| • Design & Technology (GCSE) | • Music (BTEC) |
| • Textiles (GCSE) | • Religion, Philosophy & Ethics (GCSE) |
| • Drama (BTEC) | • Sport (BTEC) |
| • Economics (GCSE) | • Sociology (GCSE) |
| • Enterprise and Marketing (OCR National) | • Triple Science (GCSE) |
| • Geography (GCSE) | |

WHICH PATHWAY?

All of the choices for the non-compulsory curriculum will be discussed with students in the personal interview. Senior staff will help students to find an appropriate combination of subjects to enable them to achieve to their full potential. **Students must consider the following questions very carefully.** The answers will help them to make decisions about their future studies.

- In which subjects have I achieved to a high standard?
- In which subjects have I **not** achieved to a high standard?
- Which subjects do I enjoy the most?
- Do I want to achieve the English Baccalaureate?
- Do I feel that I have a particular talent for any group of subjects? For example, a Science/Maths strand, Humanities (Geography, History, RPE) the Arts (Drama, Music, Art) or Languages (French or Spanish).
- Are there subjects that I need to study in order to help me in my proposed career?

Student Response Form – enclosed with this booklet is a copy of the form and sections **A & B** should be completed before the personal interview. Section **C** will be completed at interview. All students are asked to read the information relating to the various programmes of study and consider what their selection might be in order of preferences. All students will be asked to choose a first choice and a second choice in each block.

ACTION: Please complete Sections A & B on the Student Response Form and bring it and the Transition 2021 booklet to the interview. Section C will be completed during the interview.

If a subject cannot run or is otherwise full, it may be necessary to offer the second choice. For this reason, it is very important that all students complete First Choice and Second Choice for each block. **If it is not possible to offer the Second Choice we will contact you to make alternative choices.**

**‘Final Responses’ must be clearly marked on the form which should be returned via a post box in the Main Reception by
Thursday 11th March 2021**

Changing subjects once allocated is very difficult as classes fill up quickly. It is our hope that our comprehensive procedures will avoid disappointment and disengagement of students who start on the wrong pathway.

Changes after the beginning of October of Y10 will not be allowed and students will be committed to the course for the 2 year programme.

ART & DESIGN (GCSE)

DEPARTMENT: Art, Design & Photography

Level: GCSE

Duration of course: 2 Years

Examination Board: AQA

Overview:

Students will have the opportunity to further their skills and experience in Art & Design, by using and exploring a wide range of materials and techniques, which could include any of the following: drawing and painting, photography, sculpture, textiles, three-dimensional design, printmaking and mixed-media work. This will give students the essential skills that they need for commencing the GCSE course.

In Years 10 and 11 this course covers several areas of Art and Design. Students can follow a mixed course that can include a range of media and skills. These include printmaking, photography, sculpture, textiles and graphics as well as traditional Fine Art elements. The course encourages students to be creative through the development of ideas from research and experimentation and to develop their own interests and style of working.

Assessment Method and Component Percentages:

- Two coursework units – includes a portfolio/sketchbook/journal (60%)
- One examination unit - supporting portfolio/sketchbook/journal (40%)
- **You will have preparation time for your examination unit and a 10 hour period in which to produce a final outcome. All work is marked internally and externally moderated.**

What will I learn?

- How to observe, analyse and record from direct observation, real objects and environments.
- How to record imaginative ideas, personal research and information, through the use of a mixture of drawing, painting and collage techniques, photography, computer images, magazine images, relevant supporting notes.
- How to research and record information about other artists and cultures and how to make a connection to your own ideas (the use of images and personal notes researched from books, the Internet, Gallery visits or visiting artists.)
- How to use a range of media and art equipment to develop and create personal artwork realising intentions in a final piece.

How will I learn?

With the use of a series of initial workshops, you will be prepared to work independently, which is essential for the GCSE course. You will regularly have one to one tutorials with staff to discuss the development of your work and ideas.

Departmental Expectations:

We expect you to try all types of media and techniques in Year 9 to enable you to discover your strengths, weaknesses and interests. We expect you to work independently in your own time and to research artists outside of lesson time. We would like you to act positively to advice given. You may like to use the afterschool coursework support sessions to work in your own time especially if you have limited access to resources and materials at home.

Career Potential:

Art and Design can lead to many careers from illustration to graphics, from photography to interactive multimedia design, from Gallery Management to advertising executive. Other career paths include animation, photography, theatre design, fashion and costume design and graphic designer.

Future Progression routes possible:

Students may progress onto A Level Art and Photography. Students may go onto Foundation Art courses or HND courses at college, and then on to degree courses at university.

Contact Person: Miss A. Souch and Ms B. Powell – Teachers of Art & Design

CHILD DEVELOPMENT (OCR CAMBRIDGE NATIONAL)

DEPARTMENT: Health and Social Studies

Level: OCR Cambridge National Certificate in Child Development

Duration of course: 2 Years

Examination Board: OCR

Overview:

This qualification is for students who wish to develop applied knowledge and practical skills in child development. It is designed with both practical and theoretical elements. **Suitable for both boys and girls.**

Assessment Method and Component Percentages:

This scheme of assessment covers all levels of ability.

Single Award: (Pass – Distinction*)

Three units of study (One examination. Two pieces of controlled assessment)

This scheme of assessment is not tiered and covers all levels of ability from Pass – Distinction*

What will I learn?

Unit RO18 Health and well-being for child development. Examination unit

Learning outcomes include:

Understand reproduction and the roles and responsibilities of parenthood.

Understand antenatal care and preparation for birth.

Understand postnatal checks, postnatal provision and conditions for development.

Understand how to recognise, manage and prevent childhood illnesses.

Know about child safety.

Unit RO19 Understand the equipment and nutritional needs of children from birth to five years. Controlled assessment.

Controlled assessment.

Four learning outcomes to include the key factors when choosing equipment, knowing the nutritional guidelines and requirements and to investigate and develop feeding solutions.

Unit RO20 Understand the development of a child from birth to five years. Controlled assessment.

Four learning outcomes to include understanding developmental norms, the benefits of play, plan and evaluate play activities.

How will I learn?

You will have the opportunity to learn in a variety of ways:

- Carrying out surveys, observation and producing case studies
- Independent work
- Videos
- Class discussions
- Worksheets and textbooks
- Practical investigations

Departmental Expectations:

This is a demanding course and content driven. Students will be expected to develop the ability to work independently and meet controlled assessment deadlines and personal targets. Personal research, up to date portfolios and self-motivation are essential to this course. Also being able to actively participate in group discussion and practical work.

Career Potential:

Traditional routes such as nursing, child care, but also teaching and social services. The “Life Skills” taught will also benefit students when they become parents in the future.

Future Progression routes possible:

There is a natural progression from this course to the BTEC Level 3 Children’s Play, Learning and Development course. It will prepare students for further qualifications in Child Care, Health and Social Care, Psychology, Sociology and Biology

Contact Person: Miss P Williams – Health and Social Care Coordinator

COMPUTER SCIENCE (GCSE)

DEPARTMENT: Computing, Business & Economics

Level: GCSE

Duration of course: 2 Years

Examination Board: OCR

Overview:

This carefully planned course gives students a real, in-depth understanding of how computer technology works. It offers an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing.

This course is a great way to develop critical thinking, analysis and problem-solving skills, which can be transferred to further learning and to everyday life.

Assessment Method and Component Percentages:

You will sit two written exams in Year 11

- Computer systems (50%) - This is assessed by a written paper, which has a mixture of short- and long answer questions.
- Computational thinking, algorithms and programming (50%) - This is assessed by a written paper, which has a mixture of short- and long answer questions, some of which require students to write program code.

You will also complete a 20 hour programming project in Year 10. This will be externally moderated by OCR but will not influence the final grade.

What will I learn?

Candidates will learn current and emerging technologies and how they work. The use of algorithms in computer programs. Candidates will become independent and discerning users of IT. They will acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts. Candidates will have to develop computer programs to solve problems. Candidates will develop an understanding of the effectiveness of computer programs/solutions and the impact of computer technology in society.

How will I learn?

You will have built up a good foundation of theory knowledge through our Key Stage 3 curriculum. In Years 10 and 11, you will learn about how various parts of computer systems work together to store and process data. Lessons will alternate between examination theory and practical programming workshops.

Departmental Expectations:

We expect all students to behave and contribute to a positive working environment, respecting other students' right to learn and the equipment/physical environment. We encourage independent learning and facilitate this with our numerous online resources. Any absence from ICT lessons should be made up by extra work at lunch or after school.

Career Potential:

There is currently a shortage of people with programming skills in the UK. Students completing this course will have a highly desirable skill-set. Students will be able to go onto employment or higher education.

The skills learnt with this course will be relevant in all types of industry, not only ICT. Students will become better problem solvers and logical thinkers. This course will empower students to build their own programs that can be used to benefit all areas of industry.

Future Progression routes possible:

Students who want to go on to higher study and employment in the field of computer science will find it provides a superb stepping stone. We offer an A Level in Computer Science for students who want to progress in the subject.

Contact Person: Mr T Smith - Computing, Business and Economics Director of Learning

CONSTRUCTION & THE BUILT ENVIRONMENT (BTEC)

DEPARTMENT: Design and Technology

Level: BTEC Level 1/2 First Award

Duration of course: 2 Years

Examination Board: Pearson

Overview: The construction industry continues to experience labour shortages throughout the skills range. BTEC Firsts provide specialist work-related and motivating programmes of study which address key areas of knowledge, understanding and skills required for learners contemplating a career in the construction industry. This Level 2 BTEC First Certificate is broadly equivalent to one GCSE grade 9 to 4.

Assessment Method and Component Percentages: This qualification is built on two **core units** that form the fundamental knowledge and understanding of construction principles. This qualification includes one **mandatory units** as well as an additional **optional specialist unit**, thereby providing an opportunity to develop a broader understanding of the construction sector, i.e. the opportunity to acquire knowledge, understanding and practical skills identified by employers.

One of the four units is externally assessed through a one hour examination; the other three units are internally assessed. Students can achieve a 'pass', 'merit' or 'distinction' subject to them achieving the criteria.

What will I learn?

Core units

Unit 1: Construction Technology – this unit covers the different forms of construction that can be used for low-rise offices, retail units and homes. Learners will develop an understanding of the structural performance required for low-rise construction, and explore how substructures and superstructures are constructed. This unit will be externally assessed.

Unit 3: Construction and Design – in this unit learners will develop a broad understanding of the construction industry, the sort of projects it undertakes, and the contribution it makes to wider society. Learners will also look at how client needs can shape the design of a building, and develop their own design ideas to a given brief.

Mandatory units

Unit 2: Scientific and Mathematical Applications for Construction – in this unit learners will apply scientific and mathematical knowledge, understanding and skills to practical construction contexts. Learners will develop an understanding of the scientific principles affecting the performance of construction materials, and develop skills to perform mathematical calculations in construction contexts.

Optional specialist units

Unit 5: Exploring Carpentry and Joinery Principles and Techniques - this unit will introduce learners to the tools, materials and personal protective equipment (PPE) used by carpenters and joiners. Learners will find out about the potential health and safety hazards in a carpentry and joinery work area, how to carry out a risk assessment, and learn about safe working practice in the use of common tools and equipment. Learners will also develop the knowledge, skills and techniques to determine and select appropriate materials to produce a timber frame to a given specification.

Departmental Expectations: Students must be excited by and interested in the area of construction. It is important that learners realise that this is not an entirely practical course and that the content of the two core units and mandatory unit is essential in underpinning their future understanding and studies. We expect learners to be mature, responsible and conscientious, especially given the health and safety issues surrounding the construction industry. We are intending to involve agencies, organisations and companies in order to make the course as interesting and stimulating as possible, it is therefore essential that learners conduct themselves in a responsible manner. We expect learners to work hard both in class and on homework tasks and to act promptly on feedback given by their teacher.

Career Potential: The BTEC First Award will deliver the skills areas highlighted above. In the longer term students would have the opportunity to progress onto careers in the following areas: bricklayer, carpenter and joiner, painter & decorator, plasterer, roof slater and tiler, dry liner, wall and floor tiler and construction operative.

Future Progression routes possible: Progression routes would include work, an apprenticeship or further study such as the BTEC Level 2 Diploma or BTEC Level 3 Nationals.

Contact Person: Mr T Burt – Design & Technology Director of Learning

CREATIVE iMEDIA (OCR CAMBRIDGE NATIONAL)

DEPARTMENT: Computing, Business & Economics

Level: Level 2

Duration of course: 2 Years

Examination Board: OCR

Overview:

Creative iMedia is suitable for everyone who is passionate about creative media. This suite offers vocationally-related, high quality, industry-recognised qualifications that develop skills and techniques for using digital media. Qualifications enable learners to gain relevant workplace skills and techniques, keeping them one step ahead in a highly competitive market.

Assessment Method and Component Percentages:

To achieve this qualification, candidates must complete one exam and three coursework units.

- Unit 1 – Pre-production Skills (Mandatory Examined Unit)
- Unit 2 – Creating Digital Graphics (Mandatory Coursework Unit)
- Unit 4 – Storytelling with a Comic Strip (Coursework Unit)
- Unit 5 - Creating a Multipage Website (Coursework Unit)

All units will be centre assessed and externally moderated by OCR apart from Unit 1. Unit 1 is externally assessed.

What will I learn?

This course is designed to provide candidates with an understanding of the types and uses of digital graphics. Candidates will explore the equipment and settings required to take photographs and source digital images. They will be able to develop competencies in using digital image manipulation software to edit digital images to a particular specification and will be able to save these in different formats for different purposes such as digital animation.

Students will also show an understanding of the capabilities of web authoring and the skills involved in building a website and Interactive multimedia concepts. Candidates will develop an understanding of the requirements and capabilities of web authoring and the necessary resources. They will be able to use appropriate software to create, add content, test, publish and review a website.

How will I learn?

Lessons are primarily skills focused, allowing students to demonstrate creativity and software skills working through a set of pre-determined tasks. A scenario is given at the start of each coursework unit, this includes the client and work required. These scenarios are set by the exam board and changed annually. This course allows students to set and work at their own pace, whilst learning about pre-production skills used in industry.

Departmental Expectations:

We expect all students to behave and contribute to a positive working environment, respecting other students' right to learn and the equipment/physical environment. We encourage independent learning and facilitate this with our numerous on-line resources. Any absence from ICT lessons should be made up by extra work at lunch or after school.

Career Potential:

There are very few careers today that do not use ICT to some extent in everyday working life. Many careers demand high level ICT skills. There are also a wide range of careers for students working within the ICT industry.

Future Progression routes possible:

At Post-16 studies we offer Level 3 BTEC in IT.

Contact Person: Mr J Reed – Lead Practitioner Computing

DANCE (BTEC)

DEPARTMENT: Physical Education, Sport & Dance

Level: BTEC LEVEL 1 /2 Tech Award in Performing Arts (Dance)

Duration of course: 2 Years

Examination Board: BTEC

Overview: Dance supports learning across a range of subjects as well as promoting fitness and well-being. As a performer, you will develop confidence and self-esteem, self and body awareness. As a choreographer, you will develop the skills of problem-solving and creativity as well as developing your interpersonal and communication skills. As critics, you will make informed decisions about the professional works that you see.

Assessment Method and Component Percentages:

BTEC Performing Arts (Dance Pathway)

- Component 1: Exploring the Performing Arts
- Component 2: Developing Skills and Techniques in the Performing Arts
- Component 3: Responding to a brief

Assessment across all units includes portfolio evidence, workshop diaries, reflections and evaluations, practical work and live performance.

What will I learn?

- Performance
- Choreography
- Critical Appreciation
- Production Skills
- Safe Practice

How will I learn?

- Practical work including Dance technique
- Group performances
- Choreography
- Peer appreciation
- Group work and Discussion
- Video analysis and appreciation
- Individual reflection
- Worksheets
- Educational visits and guest artists

Departmental Expectations: Students are expected to come prepared for each lesson. They need to ensure that they wear the correct kit for practical lessons, and behave appropriately to create a professional and purposeful working environment.

Career Potential: The BTEC in Dance provides a range of transferrable skills across the spectrum of career choices. More specifically, BTEC Dance can lead to careers such as performer, choreographer, community arts practitioner, arts manager, teacher/lecturer, therapist, fitness/movement coach, journalism.

Future Progression routes possible: Level 3 BTEC Diploma in Performing Arts: Dance, and there are opportunities for all students to attain the Sports Leaders UK - Dance Leaders Award.

Contact Person: Miss H Mugford – Head of Dance and Drama

DESIGN & TECHNOLOGY (GCSE)

We are offering two courses within Design & Technology, GCSE Design & Technology and Art & Design: 3D Design. The courses have the same value, however they differ in structure with the 3D Design course having a lower percentage of examined content. The school will place students on the course which best suits student's individual strengths and learning styles.

DESIGN & TECHNOLOGY

DEPARTMENT: Design & Technology

Level: GCSE

Duration of course: 2 Years

Examination Board: AQA

Overview:

GCSE Design and Technology (D&T) gives young people the skills and abilities to engage positively with the designed and made world and to harness the benefits of technology. They learn how products and systems are designed and manufactured, how to be innovative and to make creative use of a variety of resources including digital technologies, to improve the world around them.

GCSE D&T is a challenging and academic subject which is important for ALL students, not only those who wish to pursue specialised courses in further or higher education. An important feature of Design & Technology is that it makes immediate and practical use of knowledge from other school subjects. It is closely linked with Science, Mathematics and Art. Other subjects can also contribute to this understanding because Design & Technology influences our lives in so many ways. For students interested in a future career in Science, Technology, Maths or Engineering (STEM) fields, D&T is an excellent choice as it provides students with the opportunity to apply the knowledge they have acquired in these subjects. GCSE D&T is also welcomed by universities offering degree courses in medicine, dentistry and veterinary science as the practical work helps develop students' dexterity and fine motor skills.

GCSE D&T opens the door to a wide range of careers in the creative, engineering and manufacturing industries which is particularly important now as the UK faces a skills shortage in these areas. Whatever career you choose, the knowledge and skills you learn, particularly those concerned with rapidly developing technologies, will be extremely valuable. You will also develop skills, such as teamwork and time management which are highly prized by employers.

Course Structure: GCSE Design & Technology

Examined unit: Core Technical Principles, Specialist Technical Principles and Designing & Making Principles. Assessed through a two hour examination at the end of the course and worth 50% of the overall grade.

Non-examined assessment unit: A substantial design and make task, including investigating, designing and making. Assessed through a coursework portfolio, worth 50% of the overall grade.

Departmental Expectations:

Students must be excited by and interested in the world of design in all its forms. Design & Technology is by its nature a very broad course that will look at 2D and 3D products. Coursework is worth a large number of marks and because of this you will be offered a great deal of support. We expect attendance at our after school support sessions which have had a very positive affect on results in Design & Technology.

Career Potential:

- Architecture, interior design and landscape design
- Design (including digital and interactive, fashion and textiles, product etc.)
- Engineering (including aerospace, civil, electrical, mechanical etc.)
- Higher education courses in medical, dental and veterinary subject areas

Future Progression routes possible: A Level Design & Technology: Product Design

Contact Person: Mr T Burt - Design & Technology Director of Learning

DESIGN & TECHNOLOGY (GCSE)

We are offering two courses within Design & Technology, GCSE Design & Technology and Art & Design: 3D Design. The courses have the same value, however they differ in structure with the 3D Design course having a lower percentage of examined content. The school will place students on the course which best suits student's individual strengths and learning styles.

GCSE ART & DESIGN (3D Design)

DEPARTMENT: Design & Technology

Level: GCSE

Duration of course: 2 Years

Examination Board: AQA

In Year 10 3D Art Students will cover a range of media and skills these include clay work, card construction, assemblage wire sculpting and printmaking as well as drawing and research. The course focusses heavily on encouraging students to build and expand their making skills and be inspired by art and culture leading into Year 11 which will culminate in a three dimensional final outcome.

Assessment Method and Component Percentages:

- Two coursework units – includes a portfolio/sketchbook/journal (60%)
- One examination unit - supporting portfolio/sketchbook/journal (40%)

You will have preparation time for your examination unit and a 10 hour period in which to produce a final outcome. All work is marked internally and externally moderated.

What will I learn?

- How to observe, analyse and record from direct observation, real objects and environments.
- How to record imaginative ideas, personal research and information, through the use of a mixture of drawing, painting and collage techniques, photography, computer images, magazine images, relevant supporting notes.
- How to research and record information about other artists and cultures and how to make a connection to your own ideas (the use of images and personal notes researched from books, the Internet, Gallery visits or visiting artists.)
- How to use a range of media and art equipment to develop and create personal artwork realising intentions in a final piece.

How will I learn?

With the use of a series of initial workshops, you will be prepared to work independently, which is essential for the GCSE course. You will regularly have one to one tutorials with staff to discuss the development of your work and ideas.

Departmental Expectations:

We expect you to try all types of media and techniques in Year 9 to enable you to discover your strengths, weaknesses and interests. We expect you to work independently in your own time and to research artists outside of lesson time. We would like you to act positively to advice given. You may like to use the afterschool coursework support sessions to work in your own time especially if you have limited access to resources and materials at home.

Career Potential:

Art and Design can lead to many careers from illustration to graphics, from photography to interactive multimedia design, from Gallery Management to advertising executive. Other career paths include animation, photography, theatre design, fashion and costume design and graphic designer.

Contact Person: Mr T Burt - Design & Technology Director of Learning

D&T TEXTILES - FASHION & INTERIOR DESIGN (GCSE)

DEPARTMENT: Design & Technology

Level: GCSE

Duration of course: 2 Years

Examination Board: AQA

Overview:

Students who choose to study Textiles - Fashion and Interior Design learn a wide range of textiles skills, some very traditional such as needlework skills and others linked to new technology using machinery like laser cutters. They will learn about a wide range of textiles materials, including modern and smart materials that have been engineered to have high tech properties. They will also design and make a range of products which will include fashion items and interior products. Students will also learn about the modern textiles industry to help them keep up to date with high tech developments in materials and machinery.

Textiles - Fashion and Interior Design embraces STEM and academic learning, as well as embracing learning within the arts. Students will be investigating topics touching on science, technology, engineering or maths in some way in most lessons. The modern textiles curriculum differs greatly from traditional needlework lessons. Students handle high tech, engineered fabrics designed by the army and NASA alongside traditional materials. Career now routes embrace skills in science, maths and engineering as well as traditional design and manufacturing skills.

In Year 10 students will learn about a range of materials including woods, metals and plastics so that they have a broad understanding of material properties and industrial processes. This will help prepare the students for their final exam in Year 11. Students will also complete a practice coursework project to help them develop their skills ready for their non-examined assessment work in Year 10. Year 10 also focuses on building on student's skills and developing these further so they are well equipped to achieve their potential in the subject.

Course Structure: GCSE Design & Technology

Examined unit: Core Technical Principles, Specialist Technical Principles and Designing & Making Principles. Assessed through a two hour examination at the end of the course and worth 50% of the overall grade.

Non-examined assessment unit: A substantial design and make task, including investigating, designing and making. Assessed through a coursework portfolio, worth 50% of the overall grade.

Departmental Expectations:

Students should have an interest in design and how it impacts the world around them. We expect students to be motivated and focused especially when it comes to completing practical tasks. Non-examined assessment (NEA) is worth a large number of marks and because of this students will be offered a great deal of support. We expect attendance at our after school support sessions during the NEA period.

Career Potential:

The Fashion and Textile industry is a major UK industry with more than 79,000 businesses employing over 340,000 people. Possible career routes include:

- Fashion Design
- Interior Designer
- Textile Technologist
- Retail Buyer

Future Progression routes possible: A Level Design & Technology: Product Design and A Level Art and Design: Textiles

Contact Person: Miss E Weston- Teacher of Design and Technology

Drama (BTEC)

DEPARTMENT: Physical Education, Sport & Dance

Level: BTEC LEVEL 1 / 2 Tech Award in Performing Arts (Drama)

Duration of course: 2 Years

Examination Board: BTEC

Overview: THE BTEC Level 1 / 2 Tech Award in Performing Arts (Drama) is for learners who want to acquire technical knowledge and technical skills through vocational contexts by studying acting or musical theatre as part of their Key Stage 4 learning.

Assessment Method and Component Percentages:

BTEC Performing Arts (Drama Pathway)

- Component 1: Exploring the Performing Arts
- Component 2: Developing Skills and Techniques in the Performing Arts
- Component 3: Responding to a brief

Assessment across all units includes portfolio evidence, workshop diaries, reflections and evaluations, practical work and live performance.

What will I learn?

- Gain experience through workshops
- Explore Techniques, styles themes and texts
- Create characters and plots
- Demonstrate performance skills
- Develop a sense of theatre

How will I learn?

- Practical work
- Individual and group performances
- Group work and Discussion
- Video analysis and appreciation
- Individual reflection
- Worksheets
- Educational visits and guest artists
- Live Theatre is also a key element

• **Departmental Expectations:**

- To be able to comfortably work in a group environment and have a keen interest in the subject.
- To be willing to try all types of techniques in the initial workshops to enable you to discover your own strengths, weaknesses and interests.
- To complete all tasks set, reflecting and acting on all feedback.
- To attend performances when given the opportunity.
- To complete written tasks on time
- To be organised and able to work independently

Career Potential: Drama enables students to better understand the value of teamwork, time-management, problem solving and creative input leading to a diverse range of career possibilities within any industry that requires interpersonal skills.

Acting, Theatrical and Technical skills can also be a career pathway to the Performing Arts and Leisure Industry sectors.

Future Progression routes possible: Students may progress onto A Level Drama and Theatre studies or BTEC Performing Arts. These can be the foundation for university entrance.

Contact Person: Miss Mugford – Head of Dance and Drama

ECONOMICS (GCSE)

DEPARTMENT: Maths & Economics

Level: GCSE

Duration of course: 2 Years

Examination Board: OCR

Overview:

Unit 1 - Includes: The main economic groups and factors of production, The basic economic problem, The role of markets, Demand and Supply, Price and competition, Production, The labour market and The role of money and financial markets

Unit 2 - Includes: Economic growth, Low unemployment, Fair distribution of income, Price stability, Fiscal policy, Monetary policy, Supply side policies, Limitations of markets, Importance of international trade, Balance of payments, Exchange rates and Globalisation

Assessment Method and Component Percentages:

Unit 1 - Introduction to Economics and the role of money markets.

Unit 2 - Economic objectives and the role of government and International trade and the global economy

Each unit is assessed via a 1.5 hour examination paper. 20 multiple choice questions and 10 longer answer questions. 50% of the total marks for the qualification come from each unit.

What will I learn?

How markets operate and the roles of consumers, producers or workers within markets

How the economy works nationally and globally and the levers employed by governments to reach desired

How will I learn?

You will learn by understanding and applying economic knowledge to investigate current and historical economic situations and issues in a range of national and global contexts; building economic arguments, making informed judgements by using economic concepts and quantitative evidence through the use, application and interpretation of data

Departmental Expectations:

- To read economic articles to appreciate how leading economists approach economic problems.
- To consider moral, ethical and sustainability issues that arise as a result of the impact of economic activity.
- To watch the news
- To discuss current and historic issues and articles with friends and family.

Career Potential:

Common career paths for economics graduates include:

- Economist
- Financial risk analyst
- Data analyst
- Financial planner
- Accountant
- Economic researcher
- Financial consultant
- Investment analyst
- Actuary
- Public sector roles

Future Progression routes possible:

Students may progress onto A Level Economics this also links well with Mathematics, Geography and Sociology A-Level's for university study.

Contact Person: Ms S Ormerod - Head of Economics

ENTERPRISE AND MARKETING (OCR CAMBRIDGE NATIONAL)

DEPARTMENT: Computing, Economics and Business Studies

Level: 2 CERTIFICATE IN ENTERPRISE AND MARKETING

Duration of course: 2 Years

Examination Board: OCR

Overview:

This qualification is designed for learners who want an introduction to business and marketing that includes a vocational and hands on element. It has been developed to enthuse and inspire learners about a career in business and marketing. The qualification will appeal to learners who wish to either set up their own business, move into employment or progress onto further study

Assessment Method and Component Percentages:

- 2 x Internally assessed coursework units and 1 x externally assessed examination
- Unit 1 –Enterprise and Marketing Concepts (1 hour written exam) - 50% of final grade
- Unit 2 – Design a business proposal (Coursework unit) – 25% of final grade
- Unit 3 – Market and pitch a business proposal (Coursework unit) – 25 % of final grade

What will I learn?

Candidates will study a variety of areas including:

- The many different types of businesses and enterprises in their local and wider community
- What it takes to become an entrepreneur
- How to research and make contact with a local entrepreneur
- The risks and, most importantly, the rewards of being an entrepreneur
- How to research a new idea
- How to market a new business
- How to use social media
- The finance, National Insurance and VAT for a small business
- How to plan, develop and take part in at least one business or enterprise project
- Communication with stakeholders of a business
- Business communication tools
- Marketing and how to sell a product

How will I learn?

There will be a combination of theoretical and practical activities including:

- Case studies
- ICT
- Text Books
- Business visits and speakers

Departmental Expectations:

You will be expected to be focused and self-motivated. Coursework must be submitted on time and in detail. We also require students to keep up to date with current events and business news.

Career Potential:

With knowledge and understanding of a wide range of business organisations there are many opportunities within the world of work. The course will suitably prepare students for employment, advanced study or training.

Future Progression routes possible:

Business Studies Level 3

Contact Person: Mr T Smith - Computing, Business and Economics Director of Learning
Mrs S Deacon – Head of Business Studies

GEOGRAPHY (GCSE)

DEPARTMENT: Humanities

Level: GCSE

Duration of course: 2 years studying in preparation for a full course GCSE

Examination Board: AQA syllabus A

Overview:

In Geography, students will gain knowledge and understanding of the World around them. In addition they will be developing their Geographical skills. Furthermore, they will investigate case studies that relate to syllabus information and complete activities about the environment we live in and the processes that take place globally. The students carry out tasks that are designed to recognise achievement in a modern and practical way that is relevant to workplace tasks.

The course is divided into Physical and Human Geography with current global issues being investigated to aid your understanding of our work.

Assessment Method and Component Percentages:

- Physical environments – **examination** 90 minutes 35% mark
- Human environments – **examination** 90 minutes 35% mark
- Geographical applications – **examination** 1 hour 30% mark

There is **NO** Coursework Element to this course but there is a two day fieldwork requirement that is then examined through the Geographical applications Assessment.

What will I learn?

All Year 9 students will have covered a number of basic units prior to opting for Geography, these concepts covered will be skill and map based, while linking to the topics covered at GCSE. Students start the GCSE course in Year 10 Autumn Term, and study issues that include Plate tectonics, River processes, the coastal zone, Tropical storms, cold environments and extreme weather. Also, you will study Population change, Globalisation, Tourism, Urbanisation and Resource management. You will develop a number of skills including decision making, map work, data collection, analysis and presentation.

How will I learn?

The emphasis is on fun & learning:

- Using wide range of techniques
- Textbooks & Maps
- Videos & DVDs
- Internet
- Presenting using PowerPoint
- Geographical publications
- Past papers & peer marking
- Role play
- Poster presentations

Departmental Expectations:

Our departmental expectations are that students work to the best of their ability. We expect and encourage students to actively participate in lessons, asking questions about the important issues that we study. All students are welcome, whatever ability.

Career Potential:

Geography has one of the widest ranges of career opportunities. It is an ideal bridging subject between Arts and Science. Students develop a number of skills such as map reading and decision making. The myriad of associated jobs are endless: travel agents; environment consultant; archaeology, charity worker, development officer, teacher, architect, land agent along with working in the forces.

Future Progression routes possible:

AS and A2 Geography. A Level Leisure and Tourism; and A Level Environmental Studies also lends itself to GCSE Geographers.

Contact Person: Miss K Finn - Head of Geography

HEALTH AND SOCIAL CARE (BTEC)

DEPARTMENT: Health and Social Studies

Level: BTEC Tech Award in Health and Social Care

Duration of course: 2 Years

Examination Board: BTEC

Overview:

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment.

The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove your aptitude in health and social care such as interpreting data to assess an individual's health
- process that underpins effective ways of working in health and social care, such as designing a plan to improve an individual's health and wellbeing
- attitudes that are considered most important in health and social care, including the care values that are vitally important in the sector, and the opportunity to practise applying them

Assessment Method and Component Percentages:

Component 1 – Human Lifespan Development

Component 2 – Health and Social Care Services and Values

Component 3 – Health and Wellbeing (Externally assessed)

This scheme of assessment covers all levels of ability.

Single Award: (Pass – Distinction*)

Three units of study (One examination. Two pieces of controlled assessment)

What will I learn?

You will learn about the knowledge that underpins effective use of skills, process and attitudes in the sector such as human growth and development, health and social care services, and factors affecting people's health and wellbeing.

How will I learn?

You are expected to work on an individual controlled assessment, which may take you out into the local Community. Lessons are lively, dynamic and interesting. You will have the opportunity to learn in a variety of ways: local research, visiting speakers, videos, teamwork, worksheets and textbooks, using ICT. You will be required to work exceptionally hard towards the final examination

Departmental Expectations:

We expect you to attend regularly with equipment to work (pen, pencil, ruler), to behave and contribute to a positive working environment respecting other students' right to learn. We ask that you work to the best of your ability at all times and to meet important deadlines.

Career Potential:

Health and Social Care helps prepare you for any career involving caring for people. This will include medicine, social work, nursing, childminder, care work, nursery nurse, teaching, police force, paramedics and being a caring citizen in your community.

Future Progression routes possible:

This qualification is ideal for students who want a broad background in Health and Social Care and is a suitable basis for further study in this subject, which could include BTEC Level 3 in Health and Social Care, NVQs and Modern Apprenticeships.

Contact Person: Miss P Williams – Health and Social Care Coordinator

HISTORY (GCSE)

DEPARTMENT: Humanities

Level: GCSE

Duration of course: 2 Years

Examination Board: Edexcel

Overview:

This course looks at both the history of Britain and the wider world. Students will study British and European history from the medieval period through to the modern day by following the development of medicine and by conducting depth studies in Elizabethan England and the rise of the Nazi Party in Germany. Students will also have the opportunity to explore the clash of cultures in the American West. We have deliberately chosen a course that builds on the skills and knowledge students have acquired in the Key Stage 3 History course, develops key skills that are transferable into other subjects and will support future careers. The course is varied and wide-ranging and offers the opportunity for exciting and engaging learning throughout the three years of study.

Assessment Method and Component Percentages:

3 written examinations:

- Thematic Study and Historic Environment (30%)
- Period Study and British Depth Study (40%)
- Modern Depth Study (30%)

What will I learn?

- Thematic Study: Medicine in Britain (1250-present)
- Historic Environment link: Injuries, treatment and the trenches of the Western Front (1914-18)
- Period Study: The American West c.1835-c.1895.
- British Depth Study: Early Elizabethan England (1558-88)
- Modern Depth Study: Weimar and Nazi Germany (1918-1939)

How will I learn?

Lessons are lively and offer a full of a range of different activities:

- using work-books and text books
- wall displays and posters
- video and audio sources, including music
- simulation and role play
- use of the Internet for research exercises
- a trip during the course. Recent trips have been to the World War I battlefields, Berlin in Germany, and Krakow in Poland.

Departmental Expectations:

Commitment to the course with full attendance and completion of homework assignments. Willingness to ask questions and use initiative to research independently. Work as part of a team in group work and adapt to different roles.

Career Potential:

Management, Law, Civil Service, Journalism, Arts Administration, Research, Lecturing in higher education, Librarian, Museum curator, Teaching, Archaeology.

Future Progression routes possible:

A-Level History, University (especially useful for History, Law, Journalism, Business, and Archaeology courses).

Contact Person: Miss K Jones – Head of History

HOSPITALITY AND CATERING (WJEC)

DEPARTMENT: Design and Technology

Level: Level 1 /2 Award (Equivalent to GCSE)

Duration of course: 2 Years

Examination Board: WJEC

Overview: The WJEC Level 1/2 Award in Hospitality and Catering has been designed to support learners who want to learn about this vocational sector and the potential it can offer for careers or further study..It will give you a basic understanding of the skills required for a career in food. It will help learners to:

- prepare and cook using basic skills
- understand the hospitality and catering industry
- plan and produce dishes for a purpose.

Assessment Method and Component Percentages: This qualification is built on two units. Students can achieve a 'pass', 'merit' or 'distinction' subject to them achieving the criteria. One unit is externally assessed (Unit 1) with the remaining units being internally assessed.

What will I learn?

Unit 1: The hospitality and catering industry - This unit aims to introduce learners to the hospitality and catering industry. This unit is externally assessed. This unit will develop learners the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. This is worth 40% of the Award.

Unit 2: Hospitality and catering in action - This unit will give learners the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem-solving, organisation and time management, planning and communication. Students will be required to plan and produce a menu to a given brief. This is worth 60% of the Award.

How will I learn?

- | | |
|---|---|
| <ul style="list-style-type: none"> • Practical work • Evaluations • Project work | <ul style="list-style-type: none"> • Research • Completion of Basic Food Hygiene Certificate • Practical assessments |
|---|---|

Departmental Expectations: Students are expected to bring appropriate ingredients and a pen to all lessons. All students should have due regard for the health and welfare of all working in catering areas, adhering rigidly to all Health and Safety guidelines. Students can demonstrate their commitment to this course by regular attendance, completing all work on time and to the best of their ability.

Career Potential: A variety of careers within the food industry

Future Progression routes possible: This course will give you the basis to pursue further studies in the field of Catering and Hospitality, or just enjoy working with food.

Contact Person: Mr T Burt – Design & Technology Director of Learning

MEDIA STUDIES (GCSE)

DEPARTMENT: English, Media and Drama

Level: GCSE

Duration of course: 3 Years

Examination Board: AQA

Overview:

In Year 9 students will cover the foundations of Media study looking at four key areas: Representation, Institutions, Audience and Media Language. They will explore a range of texts from more contemporary Blogs/ Vlogs and social media to more conventional forms such as: TV, Film, magazine and newspapers. This will provide them with a well-rounded understanding of a variety of media texts and a grasp of the importance of the media in our society.

In Years 10 and 11, students will continue to explore a variety of media forms. They will look at key case studies in depth and analyse a variety of examples from each category. They will also have the opportunity to create a media text of their own choosing for a piece of coursework. This can be informed by their own interests and choices and contributes towards 30% of their overall GCSE grade.

Assessment Method and Component Percentages:

- 2 written exams (70% - 35% each)
- 1 piece of coursework (30%)

What will I learn?

Media Studies includes a strong element of independent work. In Media you will learn the knowledge, skills and concepts necessary for critical study of the mass media (TV, film, radio and newspapers); to analyse the relationship between the media and their audiences and to understand how to operate media technology and to create your own media products.

How will I learn?

You will take part in classroom discussions, analysis of media products, independent research into your own media consumption and group work involving role play and discussion tasks. You will also have the opportunity to create, individually or in small groups, your own high-quality media products.

Departmental Expectations:

Punctuality, regular attendance and the ability to meet deadlines are essential. You will be expected to work independently and in small groups. You will be expected to complete assignments, essays and practice exam questions.

Career Potential:

The media is one of the fastest growing industries in Britain. A qualification in this subject offers opportunities both for employment and further education. Furthermore, the study of Media develops and extends critical analysis skills, benefitting all future occupations.

Future Progression routes possible:

GCE AS and A2 courses in Media

Contact Person: Ms S Doolin – Teacher of English, Media and Drama

MFL – FRENCH (GCSE)

DEPARTMENT: Modern Foreign Languages

Level: GCSE

Duration of course: 3 Years

Examination Board: Edexcel

Overview:

In the French GCSE course you will build upon the skills you gained in Key Stage 3. You will develop your communication skills, in both speaking and writing. In addition, you will increase your range of vocabulary so you understand information you hear and read.

Assessment Method and Component Percentages:

There will be assessment tasks every semester to help you monitor your progress. You will be assessed at the end of Year 11 in each of the following skills:

- Listening (25%)
- Speaking, including role play and general conversation (25%)
- Reading, including translation out of target language (25%)
- Writing, including translation into target language (25%)

What will I learn?

You will cover the following five themes:

- Identity and culture, including daily life and celebrations and festivals in French speaking countries;
- Local area, holiday and travel;
- School;
- Future aspirations, study and work;
- International and global dimension, including environmental issues.

How will I learn?

You will complete activities covering all four skill areas each lesson. You will have access to a range of authentic materials, such as literature and up-to-date news articles. From the start of the course you will regularly cover grammar points to enable you to use the language more accurately. Lessons will be interactive and will include regular conversations in the target language.

Departmental Expectations:

We expect students to attend all lessons, to complete tasks set and homework. Students should approach the subject with a positive attitude and aim to develop vocabulary across the four skills. Personal contact with the target country, people and culture will be of immense benefit, whether through trips abroad with the school or family, via internet or by email communication.

Career Potential:

Employers are always asking for candidates with language skills and a GCSE in a modern language will place you in a strong position for interesting employment with plenty of career opportunities. Just a few examples where language skills are particularly valued include journalism and media, law, engineering, ICT, business and marketing, sport, leisure, travel and tourism and customer service.

Future Progression routes possible:

A level French.

Contact Person: Miss C Regan – Modern Foreign Languages Director of Learning

MFL – SPANISH (GCSE)

DEPARTMENT: Modern Foreign Languages

Level: GCSE

Duration of course: 3 Years

Examination Board: Edexcel

Overview:

In the Spanish GCSE course you will transfer the skills you gained in Key Stage 3 to a new language. As it is a beginner language, you will need to have a Year 11 target grade of 6 or higher and successfully sit a French writing test to be able to take the course. You will also need to have a strong desire to learn a new language. You will develop your communication skills, in both speaking and writing. In addition, you will increase your range of vocabulary so you understand information you hear and read.

Assessment Method and Component Percentages:

There will be assessment tasks every semester to help you monitor your progress. You will be assessed at the end of Year 11 in each of the following skills:

- Listening (25%)
- Speaking, including role play and general conversation (25%)
- Reading, including translation out of target language (25%)
- Writing, including translation into target language (25%)

What will I learn?

You will cover the following five themes:

- Identity and culture, including daily life and celebrations and festivals in Spanish speaking countries;
- Local area, holiday and travel;
- School;
- Future aspirations, study and work;
- International and global dimension, including environmental issues.

How will I learn?

You will complete activities covering all four skill areas each lesson. You will have access to a range of authentic materials, such as literature and up-to-date news articles. From the start of the course you will regularly cover grammar points to enable you to use the language more accurately. Lessons will be interactive and will include regular conversations in the target language.

Departmental Expectations:

We expect students to attend all lessons, to complete tasks set and homework. Students should approach the subject with a positive attitude and aim to develop vocabulary across the four skills. Personal contact with the target country, people and culture will be of immense benefit, whether through trips abroad with the school or family, via internet or by email communication.

Career Potential:

Employers are always asking for candidates with language skills and a GCSE in a modern language will place you in a strong position for interesting employment with plenty of career opportunities. Just a few examples where language skills are particularly valued include journalism and media, law, engineering, ICT, business and marketing, sport, leisure, travel and tourism and customer service.

Future Progression routes possible:

A level Spanish.

Contact Person: Miss C Regan – Modern Foreign Languages Director of Learning

MUSIC (BTEC)

Faculty: Music

Level: Level 2

Duration of course: 3 Years

Examination Board: BTEC (Pearson)

Overview:

The BTEC Tech Award in Music Practice is a specialist music industry vocational qualification with a practical focus. The aim of this qualification is to provide you with the knowledge and range of skills needed to become a successful music performer and producer. The course is equivalent to GCSE and fully accredited by OfQual and DfES.

Assessment Method and Component Percentages:

This course is 100% coursework. Component 3 takes the form of a timed assessment under controlled conditions based on an assignment set and marked by Pearson.

- COMPONENT 1 – EXPLORING MUSIC PRODUCTS AND STYLES 30% (internally assessed)
- COMPONENT 2 – MUSIC SKILLS DEVELOPMENT 30% (internally assessed)
- COMPONENT 3 – RESPONDING TO A COMMERCIAL MUSIC BRIEF 40% (externally assessed)

What will I learn?

- You will develop knowledge and understanding of styles and genres of music.
- Explore techniques used to create music products.
- Explore professional and commercial skills for the music industry.
- Apply and develop individual musical skills and techniques.
- Perform stylistically accurate cover versions.
- Create original music using existing stylistic frameworks and traits.

How will I learn?

- Through focused listening and music-making activities, you will explore a variety of musical styles and understand the key stylistic features of different genres of music. You will apply these stylistic features to performance, composition and music production activities. Through a combination of practical and taught sessions you will investigate how music from a variety of genres is performed, created and produced.
- You will explore personal and professional techniques for musicians and how musicians share their music with others. You will learn to use a variety of methods of evidencing processes and outcomes and communicating skills development. You will participate in workshops and sessions to identify and develop musical skills and techniques in music performance, when creating original music, and in music production.
- You will learn how to respond to a commercial music brief, by selecting and applying musical skills in response to a brief, presenting a final musical product, and commenting on the creative process and outcome.

Departmental Expectations:

Music is both a highly academic and highly creative subject. It is recommended that you take formal instrumental lessons with a qualified teacher on your instrument or voice. You should be passionate about learning an instrument or singing, and open to writing your own music and performing in front of others.

Career Potential:

The BTEC Music Qualification could lead to a career in Performance, Recording, Music Production, Music Business, Band Management, Music Journalism, Music Therapy, Teaching and many more careers.

Future Progression routes possible:

The BTEC Music Qualification allows you to progress to, Level 3 RSL and BTEC courses, A Level Music and Music Technology courses, and higher education courses such as degrees in Music, Popular Music, Music Technology and Music Business.

Contact Person: Ms I Noble - Head of Music

RELIGION, PHILOSOPHY AND ETHICS (GCSE)

Department: Humanities

Level: GCSE

Duration of course: 2 Years

Examination Board: AQA

Overview:

Have you ever thought about the answers to these questions?

- Is there such a thing as the soul?
- Is society fair?
- How was the universe created?
- How should we punish criminals?

This GCSE allows students to study and debate different religious and philosophical viewpoints, and engage in investigating contemporary issues from a variety of perspectives.

Assessment Method and Component Percentages:

- 100% examination
- 2 written papers at the end of Year 11

What will I learn?

- You will study in detail the beliefs, philosophy, practices and teachings of two major world religions: Christianity and Buddhism; and how they affect individuals; communities and society.
- You will investigate key issues in contemporary society and philosophy, and different perspectives about these, including:
 - Human Rights (including issues of wealth and poverty; racism and social justice)
 - Crime and punishment (including reasons for crime, aims of punishment and the death penalty)
 - Relationships (Including sexual orientation, gender equality and family relationships)
 - The Existence of God (philosophical arguments for and against the existence of God)

How will I learn?

You will learn using a variety of methods including:

- Discussions and debates
- Critical thinking and analysis
- Group work investigations and presentations
- Analytical and evaluative writing skills

Departmental Expectations:

An interest in current affairs and having an open mind.

To investigate perspectives and beliefs in a learning environment where all students can express their opinions without fear of prejudice or bullying and respect the rights of others.

Career Potential:

Anything! Medicine, law, teaching, journalism, forces, nursing...in the world of work, life skills developed within the course are increasingly valued. A mature, thoughtful, responsible candidate or future Higher Education student is much sought after.

Future Progression routes possible:

A Level Philosophy and Ethics

Contact Person: Mrs J Watson – Head of Religion, Philosophy and Ethics

SOCIOLOGY (GCSE)

DEPARTMENT: Humanities

Level: GCSE

Duration of course: 3 Years

Examination Board: EDUQAS/WJEC

Overview:

Unit 1

This component covers the following topic areas:

- Key concepts and processes of cultural transmission
- Families
- Education
- Sociological research methods

Unit 2

This component covers the following topic areas:

- Social differentiation and stratification
- Crime and deviance
- Applied methods of sociological enquiry

Assessment Method and Component Percentages:

Component 1

Understanding Social Processes - Written examination: 1 hour 45 minutes - 50% of qualification

Component 2

Understanding Social Structures - Written examination: 1 hour 45 minutes - 50% of qualification

What will I learn?

You will learn how society works in relation to both the individual and groups of people, and how to critically analyse information and use evidence in order to make informed arguments, reach substantiated judgements and draw conclusions.

You will learn how to understand and evaluate sociological methodology and a range of research methods as well as use sociological terminology appropriately and make connections between the key areas of subject content.

How will I learn?

Learning will take place through a variety of methods. This can be teacher or pupil lead. Learning will take place by being able to critically analyse relevant sociological perspectives and to formulate one's own point of view as a way of understanding Society's infrastructure.

Departmental Expectations:

- To read sociological articles as background reading and apply them to what is learnt in the classroom
- To watch the news and relevant sociological programmes
- To discuss issues and articles with friends and family.

Career Potential:

Sociology is about understanding people and society's dynamics. As such the study of Sociology will open up a wide variety of potential career paths. People who have studied Sociology have progressed on to careers within for example Law, Teaching, the Social Services and Business.

Future Progression routes possible:

Students may progress onto A Level Sociology and also on to university study. It links well with other Humanities subjects as well as Psychology.

Contact Person: Mr M Thompson – Teacher of Sociology

SPORT, ACTIVITY AND FITNESS (BTEC)

Department: Physical Education, Sport and Dance

Level: Level 1 /Level 2 Award (Equivalent to GCSE)

Duration of course: 2 Years

Examination Board: BTEC (Pearson)

Overview:

The course is aimed at young people seeking a career in the sports industry or wishing to further their studies at level 2. The qualification aims to do the following:

- Develop candidates' knowledge and understanding of sport.
- Develop candidates' skills knowledge and understanding that are directly relevant to employment situations.
- Develop ability to work effectively in a sports context.
- Demonstrate skills, knowledge and understanding of sports principles and the practicalities of delivering sports opportunities to others.

Assessment Method & Component Percentages:

Two of the three units are internally assessed and externally moderated through coursework. One unit is assessed through an external examination.

The coursework based units involve a series of assignments relevant to the work place. These may include presentations, projects, podcasts, posters and practical demonstrations.

What will I learn?

The three units covered are:

- **Understanding the Body and Supporting Technology for Sport and Activity**
- **The Principles of Training, Nutrition and Psychology for Sport and Activity (External Exam)**
- **Applying the Principles of Sport and Activity**

How will I learn?

You will learn through a combination of classroom based theory lessons and lessons delivered through practical activities. Assignments are project based and designed to be relevant to the work place with real life scenarios for students to address. These may include assuming the role of a sports coach, athlete or specialist advisors such as psychologists and nutritionists. Wherever possible the lessons and assignments are delivered through practical activity but students should be prepared for theory work and coursework.

Departmental Expectations:

There is an expectation that each student has an interest in sport and physical education and comes with a willingness to have a go at the various opportunities available. You do not need to be a 'top sportsman/woman' or have played sport for the school but you do need to be organised and prepared to work hard to meet deadlines.

Career Potential:

Opportunities exist in all sports, leisure and fitness industries and most public services e.g. Fire, Police, Army and Navy. In addition all careers now have expectations of employees to be fit and healthy for work.

Future Progression routes possible:

There is direct progression to the Vocational Level 3 Sports courses that run within our VI Form but students could also progress to traditional AS and A2 PE.

Contact Person: Mrs T Hosking - Head of PE

SCIENCE: TRIPLE AWARD (GCSE)

DEPARTMENT: Science

Level: GCSE

Duration of course: 3 Years

Examination Board: AQA

Requirements: To successfully complete this course, the majority of KPIs achieved in Year 7 and 8 should be predominantly met and mastered. Students will also sit a GCSE preparatory examination to indicate if they can meet the high demands of the course.

Overview: GCSE study in the Sciences provides the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity, and all students will be taught essential aspects of the knowledge, methods, processes and uses of Science. Studying Triple Science will develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics.

Assessment Method and Component Percentages:

Over the 3 years, students will prepare for their terminal examinations. The new Linear GCSEs in accordance with government changes will involve assessments at the end of the course, in June 2020.

Students will sit 6 exams in total, 2 of each specialism. They will achieve 3 separate GCSE qualifications, in Biology, Chemistry and Physics. The new Science qualification will also encompass assessment which is by external examination only, meaning there will be no controlled assessment element. Students will work through a Required Practical Handbook which covers all of the practical elements needed in order to satisfy regulations and to prepare the students for any questions that may come up in the exam. The qualification will be graded using the new 1-9 grading system.

What will I learn?

Throughout the three years, students will cover the following components of each specific subject:

| Biology | Chemistry | Physics |
|--|---|---------------------------------|
| Cell biology | Atomic structure and the periodic table | Energy |
| Inheritance, variation and evolution | Structure, bonding and the properties of matter | Forces |
| Health, disease and the development of medicines | Chemical changes | Forces and motion |
| Coordination and control | Energy changes in chemistry | Waves in matter |
| Photosynthesis | The rate and extent of chemical change | Light and electromagnetic waves |
| Ecosystems | Chemical analysis | Electricity |
| Transport systems | Chemical and allied industries | Magnetism and electromagnetism |
| | Earth and atmospheric science | Particle model of matter |
| | | Atomic structure |

How will I learn?

Through practical activities, discussions, demonstrations and modelling concepts. You will use the following technologies to aid your learning: data loggers; iPads; video cameras and green screen.

Departmental Expectations:

- The Majority of the KPIs achieved should be predominantly Met and Mastered in Year 7 and 8.
- Teacher testimony will be required to support the application.
- A GCSE Preparatory test to indicate if the student can meet the high demands of the course will also be completed.
- Excellent attendance is essential. Ensure that homework is completed on a regular basis.
- Attend all scheduled revision sessions to support the teaching of the new subject content that is being delivered in lessons.
- To make use of the internal assessment opportunities employed by the Science department throughout the course, to ensure you make maximum progress.

To use revision techniques, using the end of topic tests and teacher feedback to structure your revision.

Career Potential:

Studying the separate Sciences in key stage 4 provides the platform for more advanced studies and establishing the basis for a wide range of scientific careers.

Future Progression routes possible:

A Levels in Biology, Chemistry, Physics and level 3 Applied Science

Contact Person:

Miss V. Holland-Lloyd - Science Director of Learning

Miss K-M. Hendrick - Key Stage 4 Science Coordinator

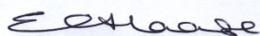
Points to consider:

1. Students must recognise that by opting for a specific course they are making a 2 year commitment that includes full attendance, completion of all coursework, preparation and entry for the final examination.
2. Please also consider whether your choice of subjects enables you to achieve the English Baccalaureate (English, Mathematics, Double Science, Modern Foreign Language and a Humanity subject). Make sure that you have discussed this with your parents/carers.
3. Parents should not assume that all these courses will automatically run and alternative courses may be offered or another choice may have to be chosen.
4. If you do not take certain courses in Key Stage 4 this will reduce your opportunities in the same subjects at Advanced Level in the VI Form - French and Spanish are notable examples but if you are in any doubt you should discuss the issue with your subject teacher.

If, having read this booklet, you feel there are any details you wish to discuss, please do not hesitate to contact:

- The Director of Learning/named contact for the subject area of interest
- Mr Lee Hamer – Data Manager (01209 720256)
- Mrs Emma Haase – Vice Principal (01209 720300)

Thank you for reading this booklet and good luck with your future.



E. Haase
Vice Principal