

## Year 8 into Year 9



**2017 - 2019**

**“Helping you to make  
the right choice”**

# Year 8 into 9

## KS4 GUIDED PATHWAY INFORMATION

We are pleased to attach the Guided Pathway information booklet for Key Stage 4 at Outwood Academy Bydales.

At Outwood Grange Academies Trust we firmly believe that all children, irrespective of their starting point, are entitled to a broad and balanced curriculum which will enable them to succeed both whilst at the academy and in later life. To that end we are delighted to offer an innovative and knowledge rich curriculum, which enables any student within our academies to fulfil their potential and develop the all-important skills and qualities which will serve them well in later life.

As you will be aware, our Key Stage 4 curriculum is run over years 9, 10 and 11, rather than the two years (10 and 11) which were traditionally advocated. This additional year is one of the hallmarks of our Trust. This, along with the permanent, supernumerary subject specialist directors of English, maths, science, humanities, modern foreign languages, computer science and the arts, who work across all of our academies, are key to helping the teachers within each academy to add the maximum value that we can to your child's education.

Alongside these important subject specialists, we also deploy specialists in Special Educational Needs and Disabilities and Attendance: regular attendance, especially throughout Key Stage 4 is critical to your child's success.

A further feature of our curriculum at Key Stage 4 is the flexible Guided Pathways which, alongside a core entitlement, make up the broad and balanced range of subjects on offer. In the attached booklet you will see that the core subjects: GCSE English Language and Literature, GCSE mathematics and GCSE sciences (combined science or biology, chemistry and physics) are taken by all students alongside non-examined courses in physical education and personal, social, health and religious education (life lessons). Students then have three subjects to choose as part of their Guided Pathways allocation, to start in Year 9. To allow students to spread the examination load and help them achieve a balance in their studies, up to two of these can be studied and taken at the end of year 10; these are the non-EBacc subjects. This early entry option also helps students prepare for the further examinations that they will take at the end of year 11 and can often be a real turning point in students' education. In addition to this, we will advise and support some students who may require extra time in GCSE mathematics, by offering this core subject within the Guided Pathways. In year 11, there will be a further opportunity to have additional time for GCSE English and/or mathematics, for those who need it. We do this in the full knowledge that further and higher education, as well as many employment opportunities, require students to have attained a high level (GCSE grade 5 or higher) in literacy and numeracy. Furthermore, we fully support the entitlement that students have to study the group of qualifications which the government calls the English Baccalaureate (EBacc): a GCSE grade 5 or higher in one English, mathematics, two sciences, one humanities subject (geography or history) and a modern foreign language. To support attainment in this important group of subjects we require all students to study at least one of these subjects (geography or history or a modern foreign language or indeed computer science), which will be taken over the entire period of Key Stage 4 (years 9, 10 and 11). Computer Science, whilst not contributing directly to the full EBacc, it is an EBacc subject. For many students it will be appropriate that they also study a second EBacc subject so that they attain the full EBacc, which increasingly higher education establishments are looking for. We will advise you if we believe that your child should be following this route and as always, provide specialist independent careers advice to ensure that you have access to impartial support during this process.

We understand that this is a crucial time and the choosing of KS4 subjects is very important. You will find further information about support available to you later in this booklet, including details of the Guided Pathway Information Evening.

# Year 8 into 9

## KS4 OPTION INFORMATION

### Making the Choice

#### In general terms what does the curriculum look like?

The timetable week contains 25 x 1 hour periods; plus Mentor Group time.  
This 25 period week is split into compulsory Core subjects and Option subjects.

	Year 9	Year 10	Year 11
Core	English 5 hrs Maths 4 hrs Science 4 hrs PE 2 hrs RE/LIFE 1 hr	English 5 hrs Maths 4 hrs Science 4 hrs PE 1 hr RE/LIFE 1 hr	English 5 hrs Maths 4 hrs Science 6 hrs PE 1 hr
Guided Pathways	<p>Students can choose <u>three subjects</u> from a list of courses.            &gt;&gt; <u>EBacc subjects</u> (see list below / over page) will be completed at the end of year 11 and given <u>3 hrs per week in year 9, 2 hrs per week in year 10 and 3 hrs per week in year 11.</u>            &gt;&gt; <u>Non-EBacc subjects</u> will be completed at the end of year 10 and given <u>3 hrs per week in year 9 and 4 hrs per week in year 10.</u></p> <p><b>The expectation is that all students will study at least one EBacc subject in year 9/10/11; and that many will study for the full EBacc (1x MFL and 1x Humanity).</b></p>		<p>In <u>year 11</u> students will choose subjects to fill <u>up to 6 hrs of Guided Pathway time.</u></p> <p>Depending how many EBacc subjects a student is studying in year 9, they will have either 3 or 6 hrs of Guided Pathway time available in year 11 (see below).</p> <p>This time could be used to pick up a new subject or consolidate performance in the key subjects of English and maths.</p>

		Year 9	Year 10	Year 11
Possible Pathways	3xEBacc (Incl Full EBacc)	3hrs EBacc choice 1 3hrs EBacc choice 2 3hrs EBacc choice 3	2hrs EBacc choice 1 2hrs EBacc choice 2 2hrs EBacc choice 3 +4hrs accelerated subject # or consolidation	3hrs EBacc choice 1 3hrs EBacc choice 2 3hrs EBacc choice 3
	2xEBacc (Incl Full EBacc)	3hrs EBacc choice 1 3hrs EBacc choice 2 3hrs Non-EBacc choice 1 (The non-EBacc choice could be Option Maths in Y9 & 10)	2hrs EBacc choice 1 2hrs EBacc choice 2 4hrs Non-EBacc choice 1 # +2hrs accelerated subject # or consolidation	3hrs EBacc choice 1 3hrs EBacc choice 2 +3hrs guided pathway
	1xEBacc	3hrs EBacc choice 1 3hrs Non-EBacc choice 1 3hrs Non-EBacc choice 2 (One of the non-EBacc choices could be Option Maths in Y9 & 10)	2hrs EBacc choice 1 4hrs Non-EBacc choice 1 # 4hrs Non-EBacc choice 2 #	3hrs EBacc choice 1 +6hrs guided pathway

# Courses completed at the end of year 10

## **Core**

These courses are studied by all students.

## **Guided Pathway Courses**

The courses which students can choose from, to start in year 9 are:

### **EBacc option subjects:**

OCR Level 1/2 GCSE in Computer Science GCSE

AQA Level 1/2 GCSE in French

AQA Level 1/2 GCSE in Geography

Pearson Edexcel Level 1/2 GCSE in History

### **Non-EBacc option subjects:**

AQA Level 1/2 GCSE in Art and Design

Pearson BTEC Level 1/2 in Business

WJEC Level 1/2 Award in Hospitality and Catering

Pearson BTEC Level 1/2 in Information and Creative Technology

AQA Technical Award in Materials Technology

Pearson BTEC Level 1/2 in Music

Pearson BTEC Level 1/2 in Performing Arts

OCR Level 1/2 Cambridge National Certificate in Sport Science

## Change to GCSE grades

Grades in most GCSE subjects, for current Year 8 students, will be graded 9-1; with 9 being the highest grade. Approximate grade comparator:

New GCSE Grade	1	2	3	4	5	6	7	8	9
Current GCSE Grade	G	F	E	D	C	B	A	A*	

## Terminology that may help you and your child

<b>CORE</b>	These are compulsory subjects: English, maths, science, PE, RE/Life
<b>Guided Pathway Choices</b>	There is an element of choice about studying these subjects
<b>Key Stage 4</b>	Programmes of study for students in Years 9, 10 and 11
<b>Level 1</b>	GCSE grades 3-1 or equivalent (grades 3-1 are replacing grades D-G at GCSE)
<b>Level 2</b>	GCSE grades 9-4 or equivalent (grades 9-4 are replacing grades A*-C at GCSE) With grades 5+ being classed as good grades
<b>Level 3</b>	'A' Level grade A*-E or equivalent
<b>GCSE</b>	A course graded 9-1. These are assessed by a mix of examination and coursework (see individual subject guides for further information)
<b>BTEC/OCR National</b>	A vocational qualification graded pass/merit/distinction/distinction* and equivalent to a GCSE. It is mostly portfolio/coursework based, usually with a small exam element (see individual subject guides for further information)
<b>EBacc subjects (EBacc = English Baccalaureate)</b>	The EBacc subjects are : maths, English, sciences (including computer science), geography, history and modern foreign languages
<b>Full EBacc</b>	For students to achieve the full EBacc they must attain GCSE grade 5+ in maths, English, at least two sciences, one of history or geography and a modern foreign language

<http://russellgroup.ac.uk/for-students/school-and-college-in-the-uk/subject-choices-at-school-and-college/>

## What sort of future planning should students be doing?

Where possible, if students have a goal to aim for, this can help focus their choice of courses. Having said that, we fully understand that many students will either not have a career path planned out or may change their plans. Our curriculum has the flexibility to accommodate this and we would also encourage students to choose a broad range of courses over Key Stage 4 to keep their future options open.

## Attainment 8

The government has set a new Level 2 Threshold measure called Attainment 8. Whilst Attainment 8 is a measure of a school's performance, it may become the admissions criteria for further or higher education establishments and employment; as previous measures have, for example 5+ A\*-C. A student's Attainment 8 score not only indicates their average grade, it also demonstrates performance across a range of subjects. It expects students to have achieved good grades in:

- GCSE Maths and GCSE English
- Any three GCSE qualifications from the Sciences, Geography, History or Languages
- A further three qualifications which can be either BTEC/OCR National, GCSE or other approved qualifications

We will therefore support students in the core curriculum and through their Guided Pathway choices to achieve this threshold.

## What if students cannot do their chosen course?

We hope that the courses offered will be available to all the students who want them but we will ask you to give us two alternative/reserve choices.

Despite every effort to give all students their preferred choice, this may not always be possible. Alternatives may have to be considered if:

- Too many students opt for a particular course
- Too few students select a particular course
- We wish to advise a better range of courses to meet a student's needs
- Combinations of courses are chosen which are impossible to timetable.

We will write to you in the summer term to confirm your choices.

## Can students change their mind?

We always do our best to ensure that all students' choices can be matched but please bear in mind that students who submit choices after the deadline may not find it possible to be placed on their first choice courses. As soon as the options deadline has passed, work begins on timetabling. Alterations to choices may not be possible from this point onwards.

Once a decision has been made and a course begun, it is extremely difficult to make any changes. It is therefore essential that time and thought be given to the combination of courses to be taken.

## What support is available to help decide which Guided Pathway subjects to take?

1. Subject staff will be available at the KS4 Guided Pathway Evening on Thursday 5 January 2017 to discuss option courses
2. A careers advisor will also be available on this evening
3. Students are welcome to discuss course choices in relation to their future career plans and current level of performance with subject and VMG staff during the academy day, over the next few of weeks

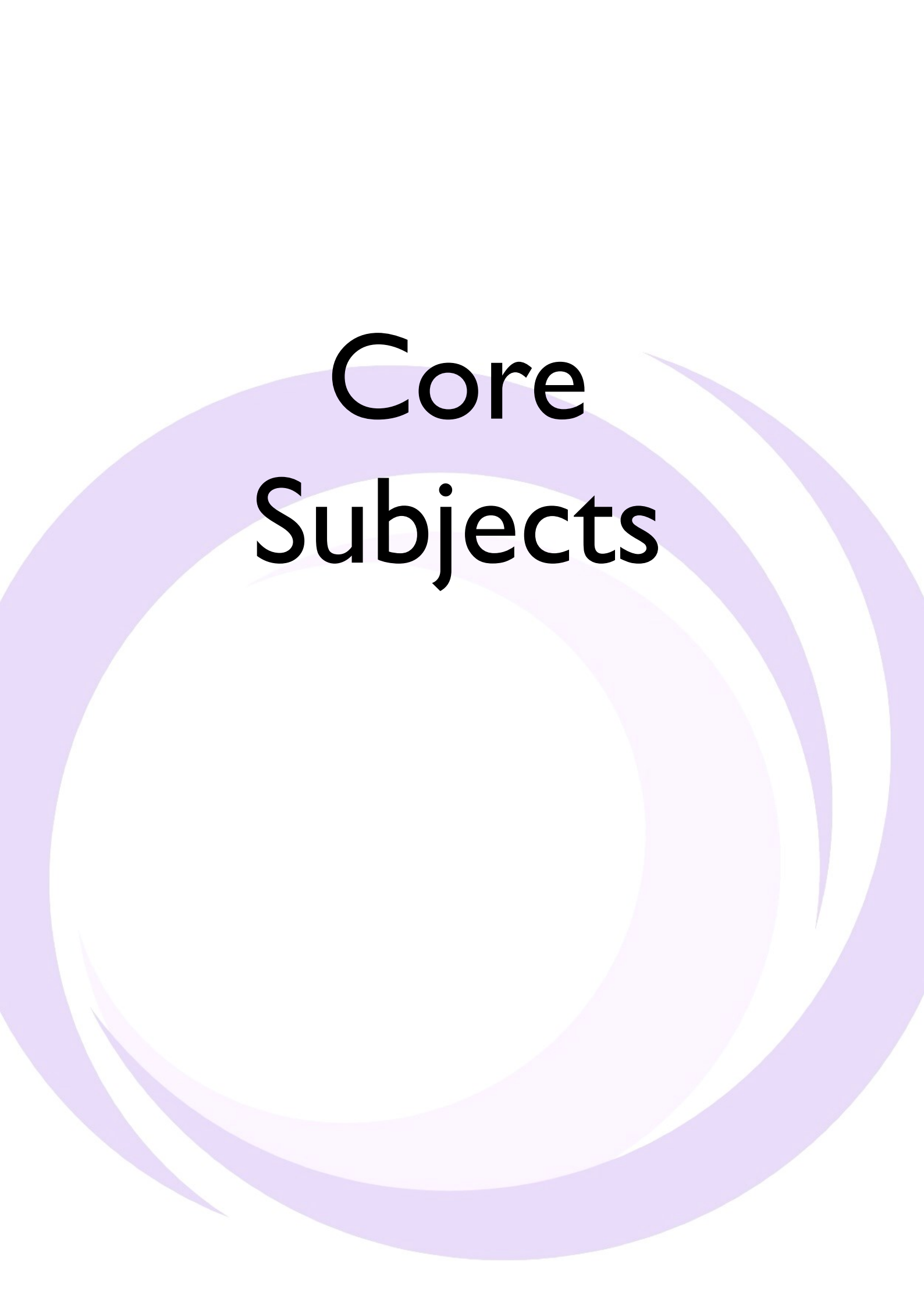
## Option English and maths

One of the core values of the Trust is to focus on raising standards, particularly in the basic skills of Literacy and Numeracy. As mentioned already in the introduction, we may identify some students who would benefit from using year 9 and 10 Guided Pathway time to improve their GCSE Maths grade by studying extra maths. These students will study two Guided Pathway subjects in year 9 and 10 alongside Option Maths. The academy reserves the right to make this decision where we feel it will be in the best interests of the student. Where this applies, students and parents will be kept fully informed and we would ask that you work with us to help your child see that this is a positive opportunity to improve their life chances. Many thanks.

Further opportunities for improving GCSE English and GCSE Maths grades will be available in year 11; performance reviews and discussions will take place during year 10, ready for new cohorts starting in year 11.

**Deadline for option forms to be returned to student reception:**

**Friday 27 January 2017**

The background features several overlapping, light purple, curved shapes that resemble stylized swirls or petals, creating a dynamic and modern aesthetic.

# Core Subjects

# English Language

## Course Details

Qualification	-	GCSE
Exam Board	-	WJEC
Method of Assessment	-	100% examination

## Course Information and Structure

In English Language we look at a range of texts from the 19th, 20th and 21st centuries which includes developing the skills to identify and interpret explicit and implicit information and ideas. In addition to this, students are required to explain, comment and analyse how writers use language and structure to achieve effects and influence readers.

Activities include developing skills in formal and informal situations, covering personal, creative and informative writing.

## Assessment

This is an un-tiered examination. Reading and writing will each contribute to 50% of the final qualification. 20% of the marks for the written examinations will be allocated to accurate spelling, punctuation and grammar.

### 20<sup>th</sup> Century Literature Reading and Creative Prose Writing

This 1 hour and 45 minute examination will test the reading of an unseen extract from one 20<sup>th</sup> century literary prose text and creative prose writing.

### 19<sup>th</sup> and 21<sup>st</sup> Century Non-fiction Reading and Transactional Writing/ Persuasive Writing

This 2 hour examination will test the reading of two high-quality unseen non-fiction texts, for example letters, extracts from autobiographies or biographies, diaries, articles and digital and multi-modal texts of various kinds from newspapers and magazines, and the internet. There will also be a section that will test transactional, persuasive and/ or discursive writing.

You will also be required to complete one formal presentation or speech. Achievement in Spoken Language will be reported as part of the qualification, but it will not form part of the final mark and grade.

## Student Comment

*"English is an important subject to study because it will help widen your vocabulary which will help you when you leave school. You need basic English skills in every job so you need to do your best to achieve the best possible grade."*

## Progression Routes

This highly valued qualification is essential for many further/higher education courses and careers. Career options include journalist, nurse, engineer, teacher, police force, law, medicine.

**Advice and Guidance** - For further information you should speak to Miss Conroy.



# English Literature

## Course Details

Qualification	-	GCSE
Exam Board	-	WJEC
Method of Assessment	-	100% examination

## Course Information and Structure

Students will develop their ability to write a critical analysis across a wide range of varying literary texts. In their study of Shakespeare students study the plot, the characters and the themes portrayed in 'Macbeth'. There will be skill development in analysis of a range of poems from the 20th and 21st centuries and students will also be required to study novels such as 'Lord of the Flies' and 'A Christmas Carol'.

## Assessment

This is an un-tiered examination. You will not be permitted to take copies of set texts into the examination.

### Shakespeare and Poetry

This 2 hour examination will have two sections. The first will test your knowledge and understanding of a Shakespeare text. You will be expected to comment on Shakespeare's use of language, structure and form and show an understanding of key themes, characters and ideas within the text. The second section will test knowledge and understanding of poetry from 1789 to the present day.

### Post 1914 Prose/Drama

This 2 hour and 30 minute examination will test your knowledge and understanding of the post-1914 prose/drama, a 19<sup>th</sup> century prose novel and also two unseen poems from the 20<sup>th</sup> and/ or 21<sup>st</sup> centuries.

## Student Comment

*"I have thoroughly enjoyed studying Literature and have found the texts studied and the lessons really engaging."*

## Progression Routes

Career options include research based work, analyst, lecturer, personal assistant, solicitor, teacher, author.

**Advice and Guidance** - For further information you should speak to Miss Conroy.

# Mathematics

## Course Details

Qualification	-	GCSE
Exam Board	-	Edexcel
Method of Assessment	-	100% examination

## Course Information and Structure

This course will allow you to develop knowledge, skills and understanding of mathematical methods and concepts in the key topics of number, algebra, geometry & measures, statistics & probability, ratio, proportion & rates of change. You will use your knowledge and understanding to make connections between mathematical concepts and be able to apply the functional elements of mathematics to solve problems in real-life situations. In addition you will have the opportunity to develop your ability to acquire and use problem-solving strategies, apply mathematical techniques to every day and real-world situations, reason mathematically and interpret and communicate mathematical information in a variety of forms.

The course is delivered in a linear format, providing flexibility and accurate assessment feedback throughout. After school lessons are provided for both tiers.

## Assessment

Assessment in mathematics is made up from three separate exams completed at the end of year 11 which make up 100% of the marks from the course, with no coursework in the subject. All three papers are 1 hour 30 minutes in length and each worth 80 marks, with paper 1 being a non-calculator exam and paper 2 and paper 3 both calculator exams. There is a new grading structure being introduced from 2015 (first exam in 2017), from grade 9 to 1, to replace the familiar A\* to G grading scale. There are two tiers of entry, foundation goes from grades 1-5 and higher goes from 4-9. In the assessments there is now a greater emphasis on problem solving and mathematical reasoning, with more marks now being allocated to these higher-order skills.

### Student Comment

*"Maths is a good subject subject to study because it will help you throughout life as it an important part of many jobs. It's also highly important for you to have maths skills for when you start to earn money, open a bank account, buy your own house etc.."*

### Progression Routes

This highly valued qualification is essential for many further/higher education courses and careers. Career options include accountant, actuary, architect, banker, engineer.

**Advice and Guidance** - For further information you should speak to Mr Upex.

# Life/Religious Studies

## Course Details

This course is not examined, however there will be an option to study GCSE RE in Y11.

## Course Information and Structure

Students will study a range of moral issues throughout the course, with particular focus on Christian and Muslim attitudes to these issues. Students will be expected to recognise that Christianity and Islam are two of the many religious traditions in Great Britain and that within Christianity and Islam there may be more than one perspective which might be linked to different forms or denominations of Christianity and Islam but might be more personal.

Students will also follow a sex and relationship education unit of work during the course.

Religious Studies is not about making people religious or training to be priests! It is about making sense of the world we live in. It is about asking questions, listening to the opinions of others and forming opinions. Most of all it is about people. Skills required to do well in Religious Studies include:

- Taking part in discussions
- Literacy
- Research
- Listening to the views of others
- Recognising that people's attitudes may be different

## Assessment

Students will be assessed through Praising Stars Assessments every half term.

### Student Comment

*"This is a great subject because you learn about moral issues and you are able to share your opinions with others and no one prejudices you. You learn life skills such as respect."*

### Progression Routes

GCSE Religious Studies (short course) will equip you with the skills needed to study Philosophy and Ethics (Religious Studies) at A/AS Level. Students often go on to study a degree in Religious Studies, Theology, Philosophy, Law, Sociology and Social Sciences. Possible careers include medicine, education, law, army, journalist or social worker.

**Advice and Guidance** - For further information you should speak to Miss Green.

# Science

## Course Details

Qualification	-	GCSE
Exam Board	-	AQA
Method of Assessment	-	100% examination

## Course Information and Structure

This is a GCSE level course which follows on from the work completed in Key Stage 3. The course units are split into Biology, Chemistry and Physics. Those studying triple science will achieve three separate qualifications, one in each of the three disciplines. Those doing double science will achieve two GCSEs in GCSE Combined Science: Trilogy.

Students will study a variety of topics covering all three disciplines including cell biology, organisation, infection and response, bioenergetics, homeostasis, inheritance and evolution, ecology, atomic structure, bonding, the Periodic Table, quantitative chemistry, chemical and energy changes, rates, organic chemistry, chemical analysis, chemistry of the atmosphere, forces, energy, waves, electricity, magnetism and electro magnetism, particle model and atomic structure.

## Assessment

Students who follow the double award Trilogy course will take two examination papers for each of Biology, Chemistry and Physics, each paper is worth 16.7% of the final mark.

Triple Science students will complete three examination per subject, with each worth 33% of the final mark. Students will be guided towards the most appropriate pathway to match their ability.

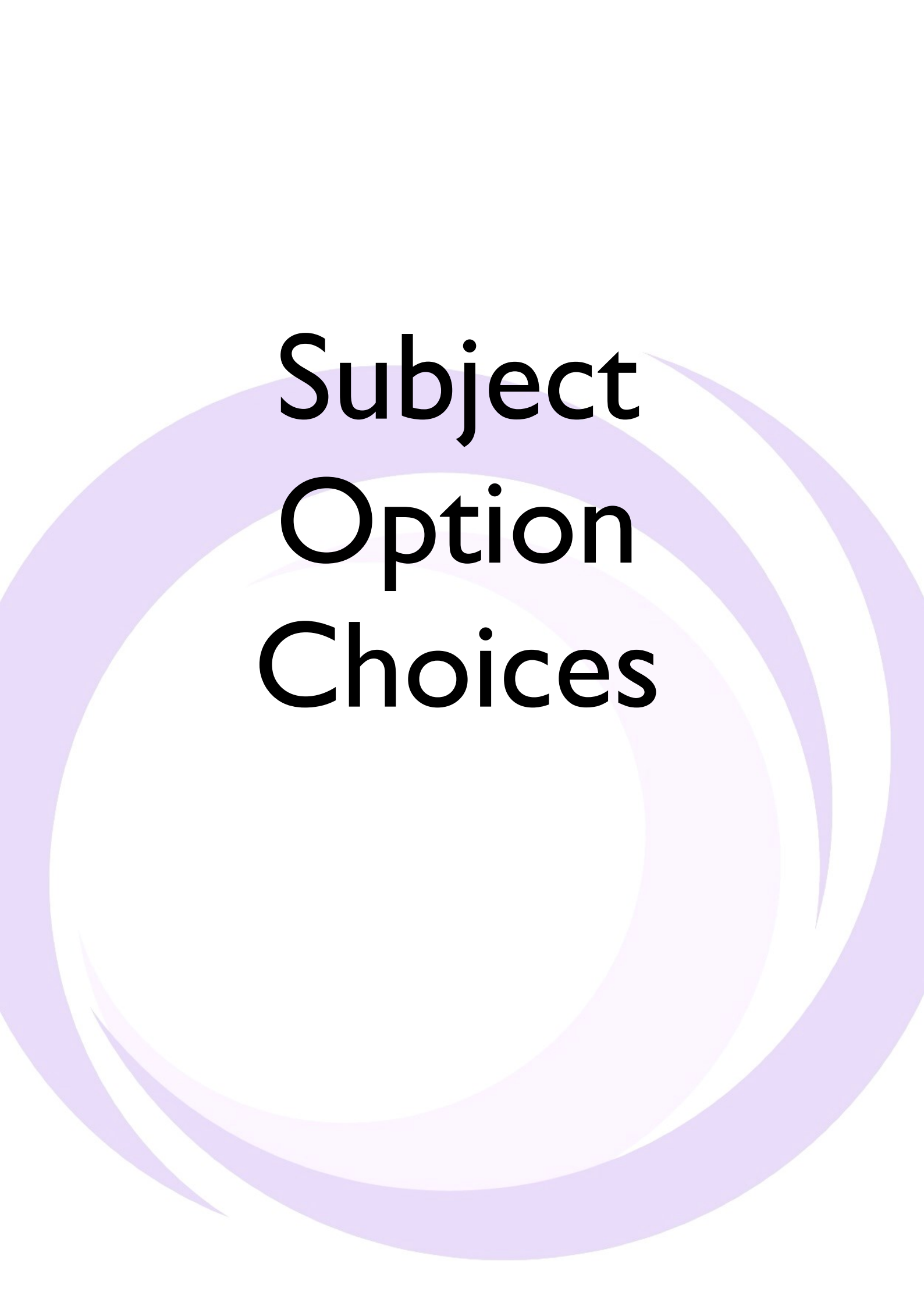
### Student Comment

*"I am enjoying Science. Make sure you try hard and have a positive attitude as this will make it easier for you to learn and take things in. Science will help you when you leave school because it opens up a lot of opportunities for you."*

### Progression Routes

The double/triple science options will provide you with the skills and knowledge required to study science at a higher level. You will be well equipped to study Biology, Chemistry or Physics A-Levels if you wish. Career options include medical, engineer, environmental work, sports science, technology, chemical industry.

**Advice and Guidance** - For further information you should speak to Mrs Chiverton.



# Subject Option Choices

# Art and Design

## Course Details

Qualification	-	GCSE
Exam Board	-	AQA
Method of Assessment	-	Portfolio (60%) and externally set assignment (40%)

## Course Information and Structure

This is an exciting course that builds upon and extends what you have learned in Key Stage 3 whilst helping to foster new art and design skills. The focus of the course is to develop your understanding of the key processes involved in creating a piece of art work. All work is project based with a major emphasis on research and development of a given theme. You will have the opportunity to work in a range of media including fine art, textiles, 3D sculpture, painting and drawing. Through the coursework component of this course you are expected to develop an extensive folder of artwork

2 coursework projects including drawings, sketches, and analysis of artists' work.

Skills required to do well:

Commitment

Follow ideas through to a conclusion

Organisation

Presentation

Independence

Imagination and Creativity

## Assessment

### Component 1: Portfolio, what's assessed

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

### Component 2: Externally set assignment, what's assessed

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives. It is assessed through a preparatory period followed by 10 hours of supervised time

### Student Comment

*"Art has helped me with confidence in the classroom and confidence with working as a team."*

### Progression Routes

Students can progress to study a range of A-Level practical creative subjects. Possible careers include designers (e.g. fashion, jewellery) painter, sculptor, photographer, art therapist, teacher.

**Advice and Guidance** - For further information you should speak to Mrs Smith or Ms Rice.

# Business Studies

## Course Details

Qualification	-	BTEC
Exam Board	-	Pearson
Method of Assessment	-	25% examination and 75% controlled assessment

## Course Information and Structure

### Unit 1: Enterprise in the Business World

This unit introduces students to the language and terminology used in business. It explores what businesses do, trends that affect them, how they operate and the factors that influence their success. Students will explore different types of business ownership and how these relate to the size and scale of a business, as well as how the type of ownership impacts on the responsibilities of the owners of a business. Combined with looking at types of business model, students can begin to understand how diverse the world of business is.

### Unit 2: Finance for Business

All businesses have to spend money before they can make a profit, and when they spend money, they incur costs. In this unit, students will explore the types of costs that businesses incur, from the initial start-up costs involved in setting up a business to the ongoing daily costs of running the business. They will then explore the ways in which the sale of products and services generates revenue, so that they can develop their understanding of profit.

### Unit 3: Promoting a Brand

A successful business promotes itself to customers through its brand and image. In this unit, students will find out what it takes to build a brand and what a business has to consider when planning brand development. Students will investigate the importance of branding to a business, the types of branding that are available and why businesses need to review and update their brands.

### Unit 8: Recruitment, Selection and Employment

Students will discover that there are a number of important roles in any business which have to be performed effectively for that business to be successful. Businesses use person specifications and job descriptions to ensure that they recruit the best people to fill job vacancies. Students will be given the opportunity to complete these important documents for given job roles and will also have the opportunity to complete an application and an interview for a specific job role.

## Assessment

Unit 1 - Enterprise in the Business World, Non-Exam Assessment (25%)

Unit 2 - Finance for Business, Examination (25%)

Unit 3 - Promoting a Brand, Non-Exam Assessment (25%)

Unit 8 - Recruitment, Selection and Employment, Non-Exam Assessment (25%)

### Students' Comments

*"Business Studies is really interesting; it helps you think on your feet and gives you knowledge on ways of making money. This subject will really help me because in the future I'd like to set up my own business."*

### Progression Routes

Students can progress to study a range of A-Level subjects that include Business, ICT, Economics and eventually Degree's in similar subject areas. Possible careers include becoming an accountant, public relations officer, estate agent, sales representative, bank manager, owner of a business

**Advice and Guidance** - For further information you should speak to Miss Peacock or Mrs Ellwood.

# Computer Science

## Course Details

Qualification	-	GCSE
Exam Board	-	OCR
Method of Assessment	-	80% examination and 20% controlled assessment



## Course Information and Structure

This is a course that has real relevance in our modern world. While learners will no doubt already have some knowledge of computers and related areas, this course will give them an in-depth understanding of how computer technology works and look at what goes on “behind the scenes” by providing them with the theory of how computers function. In addition pupils will learn how to program using low and high level languages.

### Computer systems

This unit covers the body of knowledge about computer systems on which the examination will be based. Topics include; systems architecture, memory, storage, wired and wireless networks, network topologies, protocols and layers, system security, system software, ethical and legal concerns.

### Computational thinking, algorithms and programming

This unit is designed to test your understanding of programming. Topics include; algorithms, programming techniques, producing robust programs, computational logic, translators and facilities of languages and data representation.

### Programming Project

This unit is designed to test your programming capability and your ability to test your solutions. This will be using the programming language Python.

## Assessment

Unit 1 - Computer systems, 1 hour and 30 minutes examination (40%)

Unit 2 - Computational thinking, algorithms and programming, 1 hour and 30 minute examination (40%)

Unit 3 - Programming project , 20 hours, Non-Exam Assessment (20%)

### Student Comment

*“Computing is challenging as it involves a lot of problem solving especially when it comes to programming, but it feels so good when you solve a problem and can create your own programs from scratch.”*

### Progression Routes

Students can progress to study a range of A-Level subjects that include, Information Communication Technology, graphics and eventually Degree’s in similar subject areas. Possible careers include becoming a web designer, digital photographer, animator, graphic designer, games developer and software developer.

**Advice and Guidance** - For further information you should speak to Miss Peacock or Mrs Ellwood. You may be ready to take this course or you may want to consider the BTEC ICT course as a pathway for taking the GCSE.



# French

## Course Details

Qualification	-	GCSE
Exam Board	-	AQA
Method of Assessment	-	100% examination



## Course Information and Structure

We encourage students of all abilities to develop their French language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence. The AQA GCSE French qualification stimulates students' cultural knowledge whilst developing their language skills.

Students study the following themes on which the assessments are based.

Theme 1: Identity and culture

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

Theme 3: Current and future study and employment

Learning a foreign language will offer you the chance to communicate more effectively, understand other cultures and develop an awareness of the nature of language. It will also help you develop additional skills, such as presentation and problem solving, and can open up opportunities to travel and meet new people abroad.

## Assessment

**Paper 1: Listening (25%),** 35 minutes – 40 marks (Foundation Tier), 45 minutes – 50 marks (Higher Tier)

Understanding and responding to different types of spoken language

**Paper 2: Speaking (25%),** 7–9 minutes (Foundation Tier) – 60 marks, 10–12 minutes (Higher Tier) – 60 marks

Communicating and interacting effectively in speech for a variety of purposes. Stimulus materials include role play, photo card and general conversation. Non-exam assessment.

**Paper 3: Reading (25%),** 45 minutes – 60 marks (Foundation Tier), 1 hour - 60 marks (Higher Tier)

Understanding and responding to different types of written language. Comprehension questions in English and French, and translation of short texts from French into English.

**Paper 4: Writing (25%),** 1 hour – 50 marks (Foundation Tier), 1 hour 15 minutes – 60 marks (Higher Tier)

Communicating effectively in writing for a variety of purposes. Stimulus materials include structured and open-ended writing tasks, and translation of short texts from English into French.

### Student Comment

*“The ability to speak more than one language gives me an edge when applying for jobs in the future, and opens the door to a range of exciting careers both in this country and abroad.”*

### Progression Routes

Some basic foreign language skills can prove essential in all kinds of careers, including jobs in accountancy, computing, customer services, engineering, finance, marketing, the media and, of course, travel and tourism. Potential careers in languages include translator/interpreter, teacher of English to speakers of other languages, travel, tourism, hospitality and catering, importer/exporter.

**Advice and Guidance** - For further information you should speak to Ms Hansford.

# Geography

## Course Details

Qualification	-	GCSE
Exam Board	-	AQA
Method of Assessment	-	100% examination



## Course Information and Structure

### Living with the physical environment

The aims of this unit are to develop an understanding of the processes and forms associated with tectonic, geomorphological, biological and meteorological processes in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere. In this unit students will learn about natural hazards, tectonic hazards, tropical storms, extreme weather, climate change, coasts, rivers, ecosystems, and hot deserts.

### Challenges in the human environment

This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a range of places, at a variety of scales and must include places in various states of development. The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments. In this unit students will study urbanisation, population, globalisation, economic development, resource management and energy.

### Geographical applications

This unit will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources. The resource sheet is available from the 15 March for students to work through before the exam. The second part of this paper will assess students understanding of the fieldwork they have completed in two contrasting environments.

## Assessment

### Paper 1 - Living with the physical environment

1 hour 30 minutes, 35%

### Paper 2 - Challenges in the human environment

1 hour 30 minutes, 35%

### Paper 3 - Geographical applications

1 hour, 30 %

## Student Comment

*"You should study Geography if you enjoy learning about people and their societies, economies, cultures and the environment and you are keen to learn and develop a wide range of skills."*

## Progression Routes

Geography is a broad based academic subject which is well respected by employers. Geography graduates have one of the highest rates of graduate employment. Geographers enter a very wide range of career areas and put simply there is no such thing as a geography job, there are jobs that geographers do. Studying geography provides you with valuable skills and a firm base for life-long learning.

**Advice and Guidance** - For further information you should speak to Miss McGee.

# History

## Course Details

Qualification	-	GCSE
Exam Board	-	Pearson Edexcel
Method of Assessment	-	100% examination



## Course Information and Structure

### Thematic Study and Historic Environment

The thematic studies require students to understand change and continuity across a long period of history. You will examine how medicine changed over time and compare different time periods.

The historic environment will involve students learning about the British sector of the Western Front during the First World War. This environment is linked to the thematic study. You will examine injuries and treatments in the trenches.

### Period Study and British Depth Study

The period study focuses on a substantial and coherent medium time span of at least 50 years whereas the depth study concentrates on a short time span.

In the period study you will learn about the American West from 1835-1895. Topics in this unit include The Plains Indians – beliefs and way of life, Migration and impact on the Indians, Development of the Plains and Conflict and conquest.

In the depth study you will learn about Elizabethan England from 1558-1588. Topics include The 'Virgin' Queen, Plots against Elizabeth, Mary Queen of Scots, War with Spain – The Armada.

### Modern Depth Study

This involves students studying Germany from 1918-39. Topics include The Weimar Republic 1919-29, Hitler's Rise to Power, Nazi dictatorship, Life in Nazi Germany.

## Assessment

### Paper 1 – Thematic Study and Historic Environment 1 hour and 15 minutes (30%)

Medicine in Britain 1250 – present

The British sector of the Western Front 1914-18

### Paper 2 – Period Study and British Depth Study, 1 hour and 45 minutes (40%)

Early Elizabethan England 1558-1588

The American West 1835-1895

### Paper 3 – Modern Depth Study, 1 hour 20 minutes (30%)

Germany 1918-39

## Student Comment

Students have commented on the variety of learning experiences in history. Many students have gone on to study history at A level. Although students have had opportunities to participate in fieldwork trips many would like to experience more!

## Progression Routes

Students can progress to study a range of A-Level Subjects including History, Law, Politics, Sociology and Economics eventually Degree's in similar subject areas. History is very highly regarded by employers with its ability to debate, analyse and evaluate evidence as well as producing well organised and structured written work.

**Advice and Guidance** - For further information you should speak to Mr Parker.

# Hospitality and Catering

## Course Details

Qualification	-	Level 1/2 Award
Exam Board	-	WJEC
Method of Assessment	-	40% examination and 60% controlled assessment

## Course Information and Structure

This course has been designed to develop learners 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.

There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, learners will also have 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.

Through the two units, learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression.

## Assessment

The WJEC Level 1/2 Award in Hospitality and Catering is assessed using a combination of internal and external assessment.

**Unit 1:** The Hospitality and Catering Industry will be externally assessed.

**Unit 2:** Hospitality and Catering in Action is internally assessed through controlled assessment.

### Student Comment

*"This is a new exciting course which I am hoping will combine my practical skills with my scientific knowledge. It will also help me to be able to cook for myself when I leave home."*

### Progression Routes

Successful completion of this qualification could support entry to qualifications that develop specific skills for work in hospitality and catering such as:  
Level 1 Certificate in Introduction to Professional Food and Beverage Service Skills  
Level 2 Certificate in Professional Food and Beverage Service Skills  
Level 1 or Level 2 NVQ Diploma in Professional Cookery

**Advice and Guidance** - For further information you should speak to Miss Collin.

# Information & Creative Technology

## Course Details

Qualification	-	BTEC
Exam Board	-	Edexcel
Method of Assessment	-	25% examination and 75% controlled assessment

## Course Information and Structure

### The Online World

How do websites work? How do emails reach your computer? How does the use of computer applications affect your daily life? This unit provides an introduction to the modern online world. Starting with your own experiences, you will extend your knowledge of online services and investigate the technology and software that supports them. You will learn more about a range of services including email, online data storage, collaborative software, search engines and blogging.

### A Digital Portfolio

You will learn how to create a digital portfolio that includes a series of web pages with links to content that you have created. You will learn how to make use of multimedia assets such as images, sound and video to make your portfolio appealing and engaging.

### Website Development

In this unit, you will investigate the features and uses of websites by exploring what they are and how their integrated components and applications interact with each other. You will also learn how to design, develop and test a website for a brief. Once this is completed you will review your website, having obtained feedback from others.

BTECs are vocationally related qualifications, where learners develop knowledge and understanding by applying their learning and skills in a work-related context. Additionally, they are popular and effective because they engage learners to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace.

## Assessment

The Online World - 1 hour and 30 minutes, online test (25%)

A Digital Portfolio - 30 hours, coursework (25%)

Website Development - 60 hours, coursework (50%)

### Student Comment

*"In ICT, I get to be creative, I design logos, websites and animated banners  
The theory is really interesting too. I have found out about shopping online and how technology works."*

### Progression Routes

Students can progress to study a range of A-Level subjects that include, Information Communication Technology, graphics and eventually Degree's in similar subject areas. Possible careers include becoming a web designer, digital photographer, animator, graphic designer, games developer and software developer.

**Advice and Guidance** - For further information you should speak to Miss Peacock or Mrs Ellwood.

# Materials Technology

## Course Details

Qualification	-	Technical Award
Exam Board	-	AQA
Method of Assessment	-	40% examination and 60% controlled assessment

## Course Information and Structure

This course is a practical way to understand the working properties of woods, metals and polymers. It will enable learners to work in a hands on way to develop the core skills to make high quality products. Learners will have the opportunity to use traditional skills and also modern technologies. This Technical Award Materials Technology will help learners develop the knowledge, skills and experience required within the industry and could potentially open the door to a career in related industries.

### Unit 1 Skills demonstration ( 30%)

Learners will undertake a number of mini projects that will allow them to be assessed against 12 practical skills. The practical skills include selecting and preparing materials/ marking out, using hand tools for cutting and shaping, forming, bending, laminating, casting or moulding, Non-permanent & permanent joining techniques, machining and the use of power tools.

### Unit 2 Extended making project (30%)

Learners will undertake an extended making project that showcases the skills they have developed in unit 1 and the knowledge they have developed through unit 3. It will also assess the transferable skill of communication.

Learners will produce a made outcome in response to the brief in addition to a small folder to evidence the planning, development, testing and evaluations stages.

### Unit 3 Fundamentals of materials technology (40%)

Learners will be assessed on their knowledge and understanding of materials and their working properties, processes and manufacture, joining, components, adhesives and finishes, production specification, commercial practice and careers opportunities

## Assessment

Unit 1 - Skills demonstration Non-Exam Assessment ( 30%)

Unit 2 - Extended making project, Non-Exam Assessment (30%)

Unit 3 - Fundamentals of materials technology, examination (40%)

### Student Comment

*“This is a very challenging course with a large amount of coursework. There is also a considerable amount of scientific principles and maths within the course which I was not expecting.”*

### Progression Routes

Students can progress to study a range of A-Levels including Product Design, Engineering, Manufacturing, and Design & Technology. Career opportunities include mechanical engineer, product designer, production engineer, architect and interior designer.

**Advice and Guidance** - For further information you should speak to Mr Burton.

# Music

## Course Details

Qualification	-	BTEC
Exam Board	-	Edexcel
Method of Assessment	-	25% examination and 75% controlled assessment

## Course Information and Structure

This course allows students the opportunity to immerse themselves in all facets of music making. Through the different units, students will gain an understanding of the different aspects of the music industry, from the jobs, through to performing, composing and creating a musical product. This course is ideal if you have skills in music making and playing that you want to develop. You will take charge of your progress as a performer and develop rehearsing and warm up techniques.

During the composition unit, you will follow a brief and compose music from a starting point such as music for film, advertising, TV or a piece for a concert. You will develop your ideas through the use of, for example, melody, chords, and textures. You will also experience using technology, including sequencing and recording of your ideas using Garage Band and Guitar Pro software.

Students will learn about the different styles and techniques used to successfully compose a song. They also learn about the structure of different songs and what to include when writing a piece of music or a song. Students who have studied this course in the past have found that it's not only helped them with their knowledge about music but with confidence in themselves when performing, as well as understanding the meanings of songs.

## Assessment

### Unit 1 Music industry (25%)

External 1 hour exam on the Music industry, covering jobs, organisations, venues and agents.

### Unit 2 Managing a Music product (25%)

Students will plan and organise the creation of a Music product. E.g. CD or musical concert

### Unit 4 Composing Music (25%)

Students will compose one piece of music from 4 original ideas. They can be written for any instruments and in any style. Students must produce a score or recording of their final composition

### Unit 5 Music performance (25%)

Students will develop their own performing skills and review their practice throughout the course. This unit culminates in a final performance either in an ensemble **or** a solo.

## Student Comment

*"Music has got me wanting to progress what I've learnt and take it on maybe as a career. Music has also got me into a musical theatre course at college where I know use all these skills in my practical work."*

## Progression Routes

Students can progress to study a range of A-Level practical creative subjects. Possible Careers include music therapy, instrumental tutor, professional musician, teacher, sound engineer, studio technician and vocalist/performer.

**Advice and Guidance** - For further information you should speak to Mrs Trenholm.

# Performing Arts (Acting)

## Course Details

Qualification	-	BTEC
Exam Board	-	Edexcel
Method of Assessment	-	25% examination and 75% controlled assessment

## Course Information and Structure

Students will study three Units.

### Individual Showcase

Students will prepare a piece of performance focusing on Acting or another performance skill such as Singing or Dance.

### Preparation, Performance and Production

This Unit requires the creation of a performance using a number of students and is performed to a specific audience. You will not only need to demonstrate your performance skills, but also your knowledge of the production process.

### Acting Skills

You will study and develop your acting skills in great detail and then demonstrate your ability by performing a piece of scripted drama.

Students find that their drama skills develop rapidly as a result of this course and they will learn a great deal about acting and the theatre.

## Assessment

Your assessment will be continuous throughout the course.

You will be graded on your effort in lessons as well as your understanding and ability in the performance skills.

### Student Comment

*“My drama skills developed rapidly as a result of this course and I have learned a great deal about acting and the theatre.”*

### Progression Routes

Students can progress to study A Level Drama or a Level 3 BTEC in Performing Arts. Career options can include: Actor, Director, Stage Manager, Sound designer, Stage designer, Teacher. Drama and the Arts also develop confidence, social skills and self esteem; all essential life skills for any career.

**Advice and Guidance** - For further information you should speak to Mrs Thompson.



# Sport Science

## Course Details

Qualification	-	Cambridge National Certificate
Exam Board	-	OCR
Method of Assessment	-	25% examination and 75% controlled assessment

## Course Information and Structure

### Unit R041 Reducing the risk of sports injuries

This unit focuses on the different factors which influence the risk of injury, appropriate warm up and cool down routines to prevent injury and how to respond to injuries in a sporting context. This unit also looks at how to respond to common medical conditions.

### Unit R042 Applying the principles of training

This unit focuses on the principles of training in a sporting context and the training methods that target different fitness components. Students will also be able to conduct fitness tests and develop fitness training programmes

### Unit R043 The body's response to physical activity

This unit looks at the components of the musculo-skeletal and cardio respiratory systems, their functions and roles in health and fitness. Students will be able to assess the short-term and long-term effects of physical activity on the musculo-skeletal and cardio respiratory systems.

### Unit R045 Sports Nutrition

This unit focuses on the nutrients needed for a healthy, balanced diet, the importance of nutrition in sport and the effects of a poor diet on sports performance and participation. Students will also develop diet plans for performers

## Assessment

25% Examination from Unit R041

75% Non-examined assessment

### Student Comment

*"Sports Science is fun, well structured and if you try hard you will succeed in both practical and theory. You learn how the body works and why exercise is so good for your health. I love my Sports Science lessons."*

### Progression Routes

OCR Cambridge Nationals in Sports Science is ideal preparation for the A Level and vocational qualifications in sports. The course develops an industry realistic foundation which can support students in their future careers as possible physiotherapists, fitness instructors and members of the armed forces to name a few.

**Advice and Guidance** - For further information you should speak to Mrs Hill.