

Year 8 into Year 9

Guided Pathways



2019 - 2021

“Helping you to make
the right choice”

Year 8 into 9

YEARS 9-11 GUIDED PATHWAY INFORMATION

We are pleased to attach the Guided Pathway information booklet for Years 9-11 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 curriculum, which enables any student within our academies to fulfil their potential and develop the all-important knowledge, skills and qualities which will serve them well in later life.

As you will be aware, qualification courses in our curriculum are run over three years (Y9, 10 and 11), rather than the two years (Y10 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.

In addition to these important subject specialists, we also deploy specialists in Special Educational Needs & Disabilities and Attendance; as regular attendance, especially throughout Years 9-11, is critical to your child's success.

A further feature of our Years 9-11 curriculum 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 (currently called the Life programme). 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. 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 extra time on 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 in literacy and numeracy (GCSE grade 5, known as a 'strong' pass, or higher). Furthermore, we fully support the entitlement that students have to study the group of qualifications which the government calls the English Baccalaureate (EBacc): one English, Mathematics, two Sciences, one Humanities subject (Geography or History) and a Modern Foreign Language. To both support attainment in this important group of subjects and promote a broad and balanced curriculum for your child, we require all students to study at least one of these Guided Pathway subjects (geography or history or a modern foreign language), which will be taken over the entire period of Years 9-11. For many students it will be appropriate that they also study a second EBacc subject so that they can 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 qualification courses 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.

Whatever your child is hoping to study, and then go on to do in later life, I am sure that you will find the Guided Pathway process helpful, in the full knowledge that our sole aim is to put Students First:: raising standards and transforming lives.

Making the Choice

In general terms what does the curriculum look like?

The timetable week contains 25 x 1 hour periods; plus, Vertical Mentor Group (VMG) time. This 25 period week is split into compulsory Core subjects and Guided Pathway 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 >> EBacc subjects (see list below / over page) will be completed at the end of Year 11 and given <u>three hours study time per week in Year 9, two hours per week in Year 10 and three hours per week in Year 11</u> >> Other subjects will be completed at the end of Year 10 and given <u>three hours study time per week in Year 9 and four hours per week in Year 10</u></p> <p>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).</p>		<p>In <u>Year 11</u> students will choose subjects to fill <u>up to 6 hours 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 hours 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
Courses completed at the end of Year 10	3xEBacc (Incl. Full EBacc)	Choice 1 = 3hrs EBacc Choice 2 = 3hrs EBacc Choice 3 = 3hrs EBacc	2hrs EBacc 2hrs EBacc 2hrs EBacc +4hrs accelerated subject # or consolidation	3hrs EBacc 3hrs EBacc 3hrs EBacc
	2xEBacc (Incl. Full EBacc)	Choice 1 = 3hrs EBacc Choice 2 = 3hrs EBacc Choice 3 = 3hrs Other (The other choice could be Option Maths in Y9 & 10)	2hrs EBacc 2hrs EBacc 4hrs Other # +2hrs accelerated subject # or consolidation	3hrs EBacc 3hrs EBacc +3hrs Guided Pathway
	1xEBacc	Choice 1 = 3hrs EBacc Choice 2 = 3hrs Other Choice 3 = 3hrs Other (One of the other choices could be Option Maths in Y9 & 10)	2hrs EBacc 4hrs Other # 4hrs Other #	3hrs EBacc +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:

Students to choose three subjects (plus two reserves) from these lists	
Students need to choose at least one subject from this list	
History (GCSE)	Art and Design (GCSE)
Geography (GCSE)	Computer Science (GCSE)
French (GCSE)	Engineering (BTEC Tech Award)
German (GCSE)	Enterprise and Marketing (Cambridge National)
Spanish (GCSE)	Hospitality and Catering (Vocational Award)
	Music (GCSE)
	Performing Arts (BTEC Tech Award)
	Sport and Coaching Principles (Vocational Award)

Change to GCSE grades

Grades in all GCSE subjects are now graded 9-1; with 9 being the highest grade. Approximate grade comparator:

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

Terminology that may help you and your child

Core	These are compulsory subjects: English, Maths, Science, PE, RE/Life
Guided Pathway Choices	There is an element of choice about which of these subjects to study
Level 1	GCSE grades 3-1 or equivalent (grades 3-1 have replaced grades D-G at GCSE)
Level 2	GCSE grades 9-4 or equivalent (grades 9-4 have replaced grades A*-C at GCSE) With grades 5+ being classed as strong pass grades
Level 3	'A' Level grade A*-E or equivalent
GCSE	A course graded 9-1. These are assessed mainly or solely by examination (see individual subject guides for further information)
BTEC / OCR National / Technical Award	Vocational qualifications, graded pass/merit/distinction/distinction*, and equivalent to a GCSE. Mostly portfolio/coursework based, with an exam element (see individual subject guides for further information). Designed to equip students with applied knowledge and associated practical skills; and closely aligned with the world of work
Facilitating Subjects	The Facilitating Subjects are: Maths, English, Sciences (including Computer Science), Geography, History and Modern Foreign Languages. Please see link below regarding the value placed on these subjects
Full EBacc (EBacc = English Baccalaureate)	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 qualifications over Years 9-11, to keep their future options open.

Attainment 8

The government has set a new Level 2 Threshold measure called Attainment 8. Attainment 8 is starting to become part of the admissions criteria for some further or higher education establishments and employment; in the same way as previous measures, 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. The expectation is for students to have achieved the best possible grades in:

- GCSE Mathematics and GCSE English

- Any three GCSE qualifications from the Sciences, Geography, History or Modern Foreign Languages

- A further three qualifications which can be either BTEC/OCR National/Technical Award, 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 build the Guided Pathway subject blocks based on student choices rather than ask them to pick from pre-determined blocks, so 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 don't work once the blocks have been created

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?

- Subject staff will be available at the Year 8 into 9 Guided Pathway Evening on Thursday 20 December 2018 to discuss courses
- A careers advisor will also be available on this evening
- 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 normal academy day over the next few of weeks

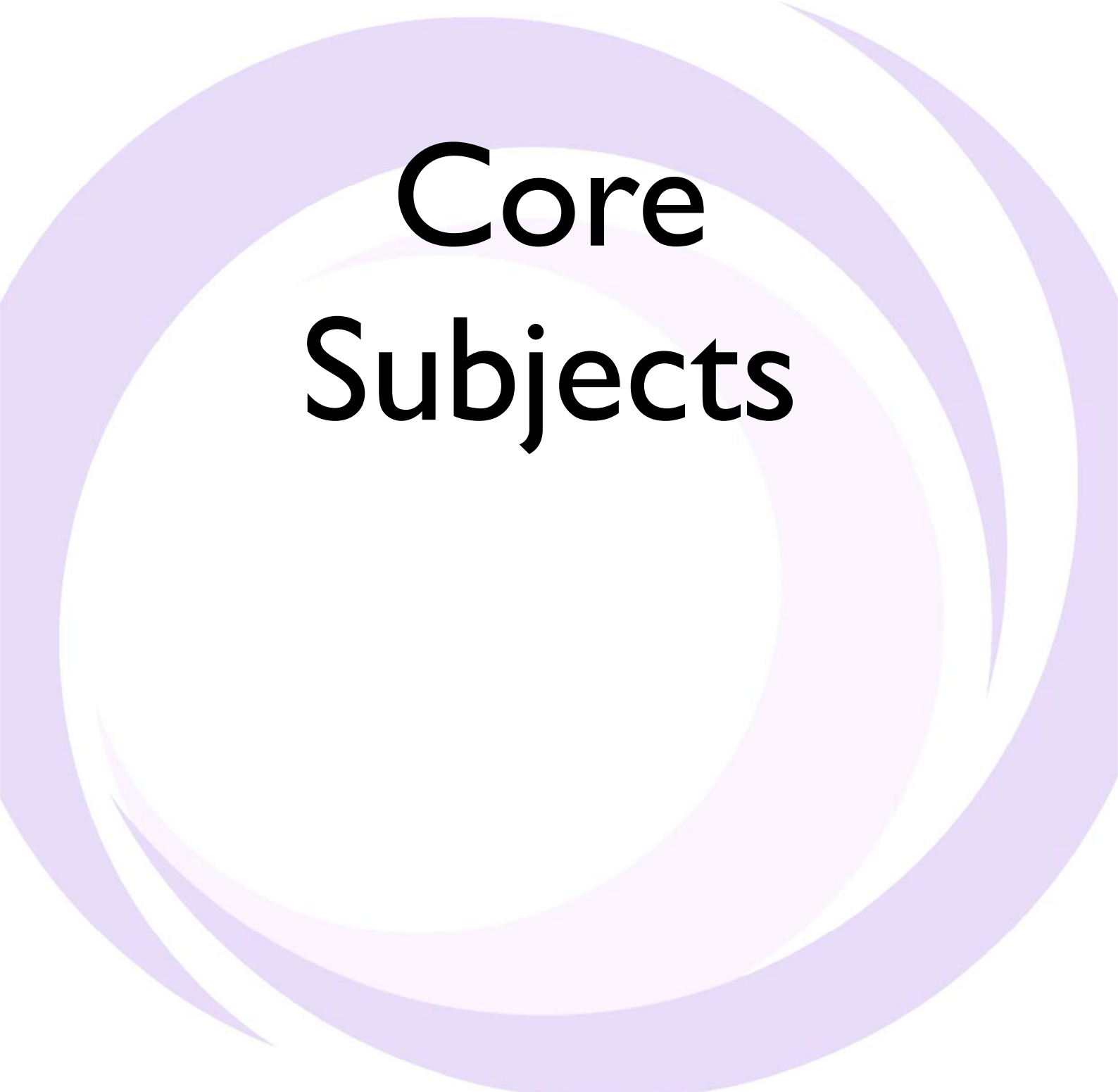
Option English and maths

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 Guided Pathway choices forms to be returned to student reception:

Monday 28 January 2019

The background features several overlapping, stylized purple swirls of varying shades, creating a dynamic and modern aesthetic. The swirls are centered around the text, with some appearing as thin, sharp lines and others as thicker, more solid bands.

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.

20th Century Literature Reading and Creative Prose Writing

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

19th and 21st 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 Mrs Townsend.

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 and Unseen Poetry

This 2 hour and 30 minute examination will test your knowledge and understanding of a post-1914 prose/drama and a 19th century prose novel. You will also be tested on your ability to interpret and compare two unseen poems from the 20th and/or 21st 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 Mrs Townsend.

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 are two tiers of entry, foundation goes from grades 5-1 and higher goes from 9-4. 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 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 Mrs Charlton.

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, the 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. Each paper is 1 hour and 15 minutes.

Triple Science students will complete two examination papers per subject, with each worth 50% of the final mark. Each paper is 1 hour and 45 minutes.

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, engineering, environmental work, sports science, technology, chemical industry.

Advice and Guidance

For further information you should speak to Mrs Emmett.

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 'keeping safe and staying healthy' unit of work which will include sex and relationship education.

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

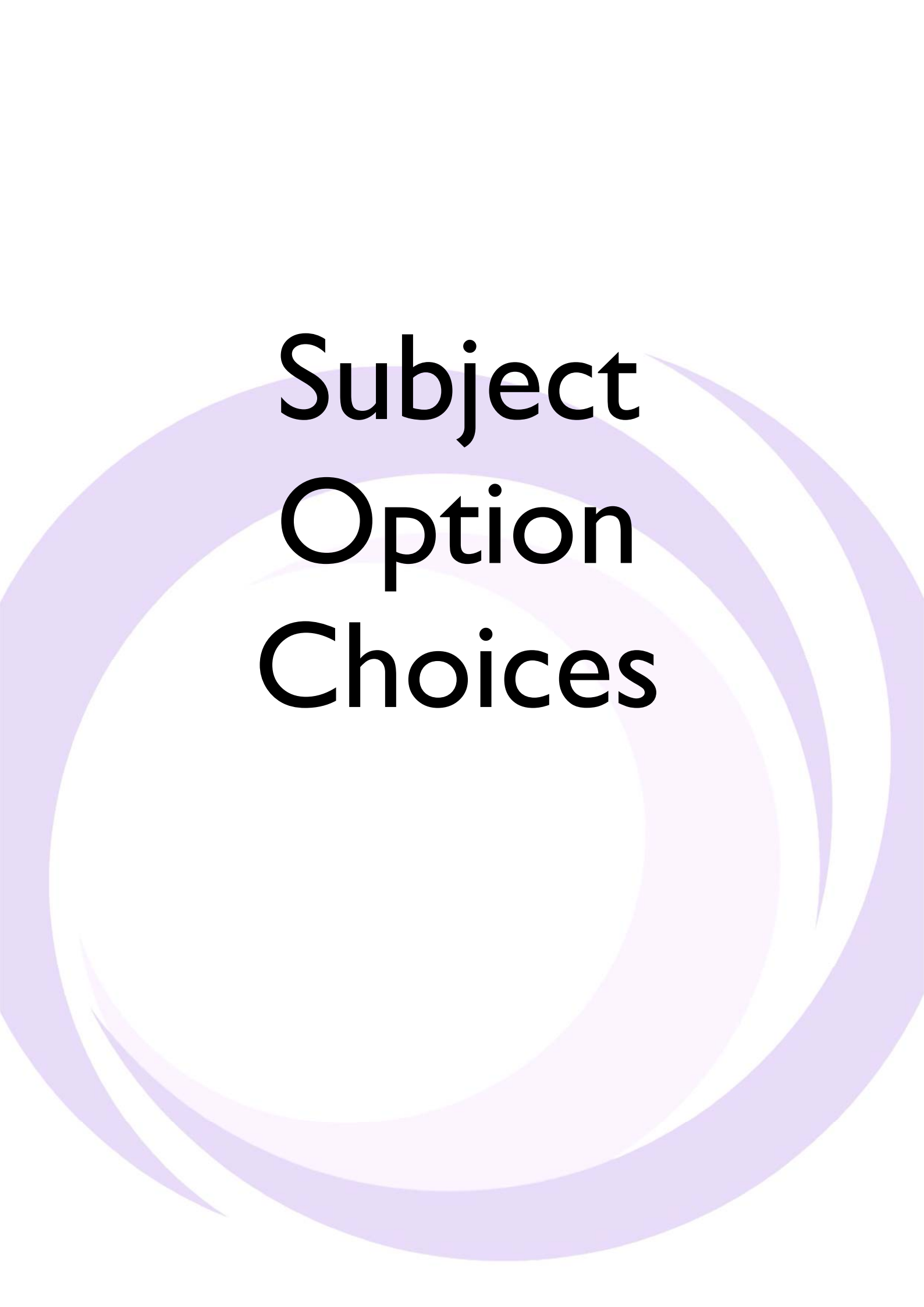
"This is a great subject because you learn about moral issues and you are able to share your opinions with others and no one prejudices you. You learn life skills such as respect."

Progression Routes

GCSE RE will motivate and educate students to become thoughtful and active citizens who engage intelligently and enthusiastically with public life.

Advice and Guidance

For further information you should speak to Miss Green.



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.

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 Degrees 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.

Engineering

Course Details

Qualification	-	BTEC Tech Award
Exam Board	-	Pearson
Method of Assessment	-	40% examination and 60% controlled assessment

Course Information and Structure

The UK is regarded as a world leader in engineering, which covers a wide range of exciting and rapidly developing areas such as renewable energy, space, low carbon, aerospace, automotive, agri-food and bio-science. People with engineering skills are always in demand. Between 2010 and 2020, engineering companies are projected to have 2.74 million job openings.

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 engineering practical and technical skills, such as research, observation, measurement, making, using computer-aided design (CAD) and disassembly
- knowledge of key engineering sectors (mechanical, electrical/electronic and engineering design) and the interrelation of each in industry
- knowledge of the stages involved in planning and implementing an engineering project
- knowledge and skills involved in the investigation of solutions to engineering problems in response to a given brief.

Assessment

Component 1 Exploring Engineering Sectors and Design Applications (30%)

The aim is to get to know industry sectors, how they work together to solve problems and apply related skills to a design product. Students will explore different sectors, investigate organisations, discover more about manufacturing and build their knowledge through a design project.

Component 2 Investigating and Engineering Product (30%)

The aim is to explore types of materials, components and processes used to make products, then reproduce and test a component. Students will learn why they chose certain materials, investigate how products are made, identify safe working practises, develop observational skills and create production plans.

Component 3 Responding to an Engineering Brief (40%)

The aim is for students to investigate and produce solutions to problems by creating their own engineering solution to a client brief. Building on knowledge they have learned in components 1 and 2, students will identify a problem, develop a theory and investigate solutions. Students will carry out tests, analyse data, reflect on their findings and suggest solutions. This will be on two set exam tasks set over one week.

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 Mrs Brown. This course is heavily analytical and will involve written reports as part of your assessment. Please ensure you are aware of this expectation.

Enterprise and Marketing

Course Details

Qualification	-	Cambridge National Certificate
Exam Board	-	OCR
Method of Assessment	-	50% examination and 50% controlled assessment

Course Information and Structure

Unit RO64: Enterprise and Marketing Concepts

This unit covers the main activities involved in starting up a business and what the key factors are to consider. Learners will understand how and why customer segmentation is used and how to target a customer market. They will also develop an understanding of how to attract and retain customers, the techniques to use when developing products and how to investigate what makes a product viable. These elements will provide learners with underpinning knowledge and understanding for completion of Units R065 and R066.

Unit RO65: Design a Business Proposal

This unit provides learners with the skills and knowledge to design a product proposal to meet a business challenge scenario. Learners will be able to identify a customer profile for their own product design, develop market research tools and use these to complete market research for their product.

Learners will then use their research outcomes to generate product design ideas, assess their strengths and weaknesses and work collaboratively with peers to gain feedback to inform final design decisions. Learners will complete financial calculations to select a pricing strategy and determine whether their proposal is viable.

Unit RO66: Market and Pitch a Business Proposal

This unit provides learners with the skills and knowledge to create a brand identity and promotional plan for their product proposal, developed in Unit R065. They will be able to pitch their product proposal to an external audience after completing a practice pitch, and complete a review of both their pitching skills and product proposal, using their learning from this qualification, self-assessment and feedback generated.

By completing this unit, learners will know how to use a combination of branding and promotional methods that complement each other and appeal to a specific customer profile. They will gain the crucial skills of professionally pitching to an unknown audience. This will help to prepare them both for employment situations such as interviews and for starting up a business in the future, while also developing the transferable skill of presenting information to others in a clear and persuasive manner.

Assessment

Unit RO64 – Enterprise and Marketing Concepts	Examination (50%)
Unit RO65 – Design a Business Proposal	Controlled Assessment (25%)
Unit RO66 – Market and Pitch a Business Proposal	Controlled Assessment (25%)

Student Comment

“I think this subject will really help me because in the future I’d like to set up my own business or work within marketing and enterprise.”

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.

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 offers the chance to communicate more effectively, understand other cultures and develop an awareness of the nature of language. It also develops 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. 60 marks (Foundation Tier) 10–12 minutes. 60 marks (Higher Tier)
Communicating and interacting effectively in speech for a variety of purposes. Stimulus materials include role play, photo card and general conversation.

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

“French is a fun and interesting subject that has something for everyone, I love it. I’d encourage someone to take it, you’ll be surprised the range of career opportunities it can lead you onto and how valuable the qualification is.”

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

In this unit students will develop a deeper understanding of the distinctive physical processes that can severely affect people in different parts of the world and how different environments are being affected and managed by humans: Why do earthquakes, volcanic eruptions and tropical storms occur and how can we reduce their effects? What are extreme weather events and is climate change increasing their frequency? How can we effectively manage the coastal and river environments that impact people in the UK? What are the challenges faced by humans trying to balance economic growth and environmental protection in tropical rainforests and hot deserts? All of the issues that you will investigate are issues that will continue to provide challenges for the world in the future.

Challenges in the Human Environment

This unit is concerned with the amazing human processes across our planet, the systems that humans put into place in order to improve the quality of peoples life. In the urban unit, we will focus on the changes occurring in the massive mega-cities that are growing rapidly and explain how and why they impact the economic growth of the countries they are found in. You will learn in depth about two major Newly Emerging Economies and about the UK to gain a better understanding of the changes that are occurring across the globe and how the need for sustainable economic development drives change. As part of this unit, you will develop an understanding of changing populations and how we manage resources in the UK such as food and energy. You will also look in depth at the challenges of managing water supplies sustainably around the world.

Geographical Applications

The specification gives us the opportunity to develop a wide range of transferable geographical skills which also allows us to make links to other subjects including mathematics and science. In the final exam, students will apply these skills to a range of questions including a decision making issue in the form of a pre-release booklet that we can use in lessons for 12 weeks before the exam. The second part of this paper will assess students understanding of the fieldwork they have completed in two contrasting environments which will include a coastal study and a housing inequality study in the local area.

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

“Choose Geography to become more aware of the world you live in and how it works. It’s an all round qualification where you get to go on fieldtrips and develop a wide range of skills.”

Progression Routes

Geography is a strong academic subject which is well recognised and respected because of the wide range of transferable skills that are valued by universities, colleges and employers. Geography graduates have one of the highest rates of graduate employment and Geographers enter a very wide range of career areas including the emergency services, town and transport planning, chartered surveying, land and water management, sustainability and environmental consultancy, tourism, conservation, housing and social welfare, information technology, teaching, international aid and development, administration and management, the financial sector, marketing, research, and industry and manufacturing.

Advice and Guidance

For further information you should speak to Mr Parker.

German

Course Details

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



Course Information and Structure

For students who have already demonstrated promising language skills but wish to learn a different foreign language, we are now able to offer GCSE German as a more intensive course. As with French, the AQA German course develops linguistic skills as well as cultural knowledge. 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. 60 marks (Foundation Tier) 10–12 minutes. 60 marks (Higher Tier)
Communicating and interacting effectively in speech for a variety of purposes. Stimulus materials include role play, photo card and general conversation.

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 German, and translation of short texts from German 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 German.

Student Comment

“I believe being fluent in another language is the coolest thing. It stands out to employers and opens lots of good opportunities in life. I have found studying a language extremely interesting and enjoyable.”

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.

Students who opt for German would be expected to reach the same level over three years as they would have done in French over five years, so must be aware of the additional challenges this brings.

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. Students 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 students 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 Degrees 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	-	Vocational 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.

Students will learn essential life skills that will allow them to be able to cook and serve food safely both at home or within a job role. Students who have taken this course felt that it gave them a distinct advantage when applying for part-time jobs as well as pursuing hospitality as a career.

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.

Music

Course Details

Qualification	-	GCSE
Exam Board	-	Eduqas
Method of Assessment	-	40% examination and 60% controlled assessment

Course Information and Structure

The Eduqas GCSE music course allows students the opportunity to immerse themselves in music making. Students will study music, in four areas:

Area of study 1: Musical Forms and Devices

Area of study 2: Music for Ensemble

Area of study 3: Film Music

Area of study 4: Popular Music.

Through this work students will develop their understanding of how music is composed and organised and will be able to compose their own two pieces through the use of technology or through more traditional methods.

Through performing work, students will focus on expression and the quality of their playing. Students will form ensembles and develop their ability to make music together.

Assessment

Performing

Students will play their instrument or sing as a soloist and as part of an ensemble. One piece must link to an area of study. Performing is 30% of the overall qualification.

Composing

Students will compose two pieces of music. One will be a composition of the student's choice. The second will be set by the exam board and students will have to respond to a set brief released by the exam board in Y10. Composing is 30% of the overall qualification.

Appraising

This component is assessed via a listening examination. There will be eight questions in total, two on each of the four areas of study. This examination is 40% of the overall qualification.

Please note:

Students will need to have experience with a musical instrument and must be able to play or sing to at least a basic level before starting the course.

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 now 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

Course Details

Qualification	-	BTEC Tech Award
Exam Board	-	Pearson
Method of Assessment	-	40% examination and 60% controlled assessment

Course Information and Structure

Students will study three components.

Exploring the Performing Arts

This component allows the student to explore three styles of theatre in detail. Students will look at different practitioners, their influences and the plays they created. Learners will be required to log their finding and compare styles and practitioners through the use of a log book, blog or video diary.

Developing Skills and Techniques in the Performing Arts

Students will develop their acting skills and techniques through a series of specially designed workshops that focus on building confidence and acting abilities. The component will culminate in a professionally produced performance of a published play.

Performing to a Brief

The final component is externally assessed and requires the student to produce work to a brief given by the examination board. Students will log their progress and show their practical work as they go. This will end in a performance, devised and produced entirely by the students themselves.

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

Assessment will be continuous throughout the course.

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

The formal assessments at the end of each unit will include a range of different types of performances and also the completion of log books to demonstrate the journey they take for each unit.

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 Miss Bishop.

Spanish

Course Details

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



Course Information and Structure

For students who have already demonstrated promising language skills but wish to learn a different foreign language, we are now able to offer GCSE Spanish as a more intensive course. As with French, the AQA Spanish course develops linguistic skills as well as cultural knowledge. 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 students the chance to communicate more effectively, understand other cultures and develop an awareness of the nature of language. It will also help students 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. 60 marks (Foundation Tier) 10–12 minutes. 60 marks (Higher Tier)
Communicating and interacting effectively in speech for a variety of purposes. Stimulus materials include role play, photo card and general conversation.

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 Spanish, and translation of short texts from Spanish 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 Spanish.

Student Comment

“I believe being fluent in another language is the coolest thing. It stands out to employers and opens lots of good opportunities in life. I have found studying a language extremely interesting and enjoyable.”

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.

Students who opt for Spanish would be expected to reach the same level over three years as they would have done in French over five years, so must be aware of the additional challenges this brings.

Sport and Coaching Principles

Course Details

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

Course Information and Structure

Unit 1: Improving Sporting Performance

Why do some teams fall apart when they go behind in a game? Is there such a thing as trying too hard or too much training? In this unit students learn about the psychological, physiological and technical factors that affect performance. They measure the effect of these factors on performance, analyse the results and determine the best way to improve the performance of that individual.

Unit 2: Fitness for Sport

Why do I always feel tired half way through a match? Does walking to school every day make any difference to my fitness? In this unit students will learn about body systems and how they are affected by different types of exercise and training. They will learn about the components of fitness so that they understand how they impact performance. Students will demonstrate their understanding of principles and methods of training through the development of an exercise programme.

Unit 3: Coaching Principles

What makes a successful sports coach? How difficult is it to coach at the highest level? How do the best coaches develop? Where do they start?

In this unit students will learn about what is required to become an effective leader and sports coach. They will develop an understanding of the planning process, skills and qualities needed. Students will develop their own leadership skills and qualities through the delivery and evaluation of leadership activities. This is a synoptic unit and will be assessed towards the end of the course.

Assessment

40% Examination from Unit 2
60% 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

This is an excellent course for preparing students for A Levels and other vocational qualifications. The course helps develop an industry realistic foundation which can support students in their future careers as possible physiotherapists, fitness instructors, coaches and members of the armed forces to name a few.

Advice and Guidance

For further information you should speak to Mrs Hill.