



Broadgreen International School
A Technology College

Key Stage 4 Curriculum Document
For Pupils and Parents

Options

**Yellow
Pathway A
2018-2021**

INTRODUCTION

Year 8 students are approaching one of the most important times in their education, the transition into Key Stage 4 and GCSEs and BTECs. The purpose of this booklet is to provide information on the range of courses available in Key Stage 4 along with guidance about the process of choice.

Year 9 will be used as a 'foundation' year across all subjects seeing a gradual move into GCSE/BTEC content in most courses. This means that students will be able to learn and develop subject specific skills without the implicit pressure that can sometimes be associated with what can be seen as an 'instant' start to the examination courses.

We have 3 Pathways for students to follow: Yellow Pathway B, Green Pathway and Yellow Pathway A. Each student will be given a Pathway to follow based on academic strengths. This has been done to maximise the opportunity for every student to achieve - all students will be following the core subjects of GCSE English, GCSE maths, GCSE science, RE, citizenship, PE and in Year 9 computer studies.

For the first time in their education, students will be able to exercise a degree of choice over aspects of the curriculum they will follow. It is important that all students consider the options available to them carefully and in full consultation with parents and teaching staff. Key Stage 4 should be demanding for all students, but if realistic choices of subjects are made, success is possible for everyone. It is the intention of the school to use our experience of the courses available allied to our knowledge of the individual student's strengths to offer professional judgements which we hope families will consider carefully before making final decisions.

It should be noted that courses need a viable number of students to run, and if over or under-subscription of courses occurs some adjustments to student choices will be necessary. In all such cases, students will receive advice and parents will be kept informed.

Finally, I am confident that if students follow the advice given and show commitment, they will acquit themselves with credit and gain success in their external assessments in 2021.

P. Duffy.

Deputy Headteacher February 2018

FOR PUPILS...

In making choices, it is easy to be influenced by friends and preferences for certain teachers. **You should try to avoid these influences**; there is absolutely no guarantee you will have the same teacher in Key Stage 4 as you have in Year 8 and there is no point in choosing a subject because your friend likes it and is good at it! You should aim to choose a **variety** of subjects to give you a **broad and balanced** experience which will be a good basis for future study or employment.

Choose subjects which play to your **strengths** and which you enjoy. We offer a range of courses to suit different students; some subjects require a very good level of maths, some courses are designed to help students who have struggled in English/maths, some courses are more practical and have more direct links to the world of work.

As you approach the task ahead of choosing your options for study in Key Stage 4, you should try to consult fully with both your parents and staff within the school. Choosing carefully and wisely will lead to enjoyment of the courses and to ultimate success in the final assessments.

Having spent sufficient time to find out as much as possible about the courses on offer, make your choices for the right reasons. You should make sure that:

- You will **ENJOY** studying the subject (being careful to distinguish between your opinion of the subject and of the teacher);
- You are **CAPABLE** of studying the subject to examination level (consult your teachers about this);
- The **COMBINED WORK LOAD** of all the subjects is not too easy nor too difficult;
- If you have a particular **CAREER** in mind, consult with the careers staff - Mr Hilton - to find out if specific subjects are required;

FOR PARENTS...

You have a key role in deciding which combination of courses is best for your son or daughter. We will advise you as carefully and as professionally as we can, and I am sure you will consider the advice carefully in completing your choices.

*In addition to this booklet, you are invited to the **Options Evening on Thursday 15th March at 6pm** (I will send you a letter nearer the date with the details) which gives you the opportunity to meet all the subject staff involved in delivering the option subjects.*

What is the English Baccalaureate?

The government has introduced a measure of achievement called the 'English Baccalaureate'. It is to be awarded to any pupil who secures good GCSE passes in all of the following:

- English
- mathematics
- sciences/computer science
- modern or ancient foreign language
- humanities: history or geography

The 'E Bacc.' is a composite award designed to ensure that students study a broad and balanced curriculum. This combination of GCSEs at grades 9-4 will entitle the student to gain the E Bacc.

Students, supported by parents, as well as schools generally, need to take account of the potential implications of this E Bacc qualification for example; it may be recognised as a future entry requirement for university. The Government has given no guidance as to the currency of the E Bacc and we could speculate that a change of Government could well result in further changes to the 'measures of success' upon which students' and schools' achievements will be judged. The Government were influenced by the Russell Group of universities in the 'design' of the E Bacc, information about the group is included on the following page.

The Russell Group

The Russell Group represents 20 leading UK universities which are committed to maintaining the very best research, an outstanding teaching and learning experience for students of all backgrounds and unrivalled links with business and the public sector.

Many courses at university level build on knowledge which you will gain while still at school. Where this is the case, universities need to make sure that all the students they admit have prepared themselves in the best way to cope with their chosen course. For this reason, some university courses may require you to have studied a specific subject prior to entry, others may not. However, there are some subjects that are required more often than others. These subjects are sometimes referred to as facilitating subjects.

Subjects that can be viewed as 'facilitating' subjects are:

- Mathematics*
- English*
- Physics*
- Biology*
- Chemistry*
- Geography*
- History*
- Languages (Classical and Modern)*

Visit <http://www.russellgroup.ac.uk> to find out more.

Some other useful information

Controlled Assessment is a key element in some GCSE specifications. These are specific assignments, which pupils complete during the duration of the course, and the marks for their controlled assessment contribute towards the final results.

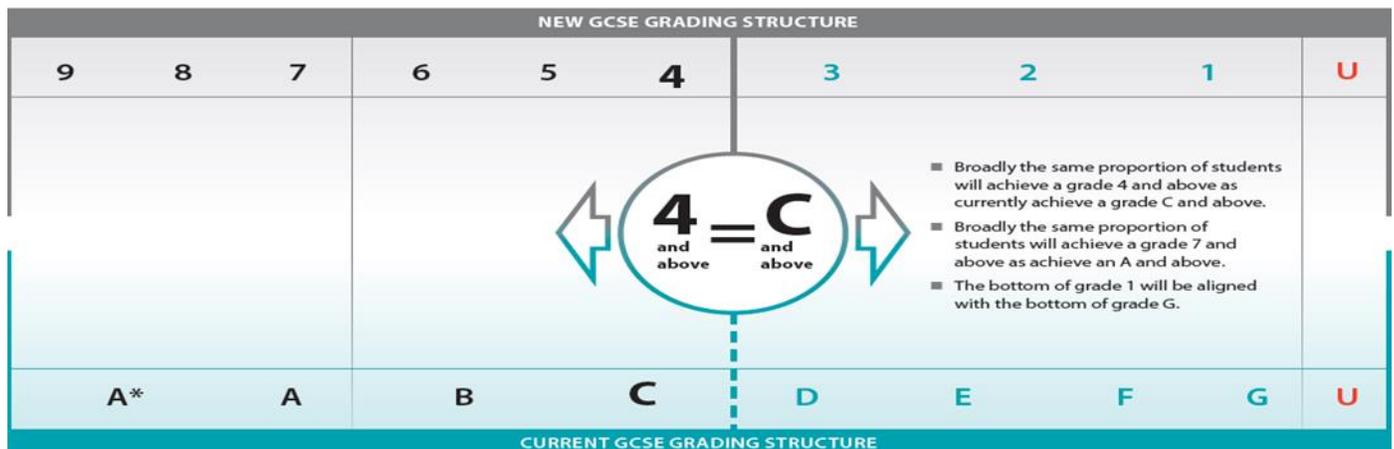
'Tiers of entry' is a term used in relation to exams. Some subjects have papers with two tiers of difficulty. Where there is a Higher Tier, the papers will be quite challenging and the top grade achievable is a 9. Foundation Tier has more direct questions but allows pupils still to gain a Grade 5 if they do well in the examinations. Decisions on entry tiers are generally not made until Year 11.

New GCSEs

The new GCSEs will be more demanding and require higher levels of literacy and numeracy to access the top grades. There will be a new grading scale, replacing the current A* to G grading, that uses the numbers 9 to 1 to identify levels of performance, with 9 being the top grade. A comparison between the 9 to 1 grading and the current A* to G grades can be most easily represented by the following diagram.

Grading the New GCSEs in 2017

Ofqual



CURRICULUM STRUCTURE 2018-2021

Yellow Pathway A students entering KS4 in September 2018 will follow a three year curriculum as outlined below:

English	8 periods
Maths	8 periods
Science (Combined Higher)	8 periods (Y9)
or	10 periods (Y10 & Y11)
Science (Separate)*	9 periods (Y9)
	13 periods (Y10 & Y11)
MFL	5 periods
EBACC Option	5 periods
PE	2 periods
Computer Studies	2 periods (Y9)
RE	2 periods
RE (Separate science pupils)	1 period
Option subjects	10 periods
Total	50 periods

*Separate science will have an after school lesson once a week.

CORE SUBJECTS

Subjects in this section are compulsory and will be studied by all pupils

GCSE ENGLISH LANGUAGE AND GCSE ENGLISH LITERATURE

COURSE DESCRIPTION

The course will help you to:

- Read with understanding texts of different kinds
- Speak clearly and confidently in different situations
- Write in different genres, for different audiences, for different purposes.

METHOD OF STUDY

Studying English involves;

- Reading to yourself and to others
- Speaking to a group, discussing in a group and some role play
- Writing alone and in groups, asking questions and marking writing tasks

METHODS OF ASSESSMENT

English will be taught in two strands: English Language and English Literature. Pupils receive two separate GCSEs at the end of the course.

Assessment will consist of examination at the end of the course.

GCSE English Language is designed for creative and analytical minds. The course allows students to demonstrate their ability to use English in real life contexts and uses an investigative and analytical approach to language topics, drawing on personal experience.

GCSE English Literature requires candidates to explore texts from a personal perspective and offers an experience of:

- Literature today
- Literature globally
- The Literary heritage (ELH).

GCSE MATHEMATICS

COURSE DESCRIPTION

The course will help you to:

- Use and apply mathematics in practical tasks, in real-life problems and within mathematics itself
- Develop and use flexibly a range of methods of computation, and apply these to a variety of problems
- Consider how relationships between number operations underpin the techniques for manipulating algebraic expressions
- Explore shape and space through drawing and practical work using a wide range of materials
- Undertake purposeful enquiries based on data analysis.

METHOD OF STUDY

- Demonstrating and modelling
- Explaining and illustrating
- Questioning and discussing
- Exploring and investigating
- Consolidating and embedding
- Reflecting and evaluating
- Summarising and reminding

TIER OF STUDY

- Higher
- Foundation

METHODS OF ASSESSMENT

100% Written Examination (Paper 1 Non Calculator)
(Paper 2 Calculator)
(Paper 3 Calculator)

GCSE SCIENCE

COURSE DESCRIPTION

The course will help you to:

- Recognise, recall and show understanding of scientific principles and concepts.
- Devise, plan and carry out practical investigations.
- Understand why science is important for society and the environment.

METHOD OF STUDY

Demonstrations and practical work form an important part of the course and these skills will be assessed in the final exam. Pupils will have an opportunity to use ICT, including software packages, presentations and internet research.

METHODS OF ASSESSMENT.

GCSE SEPARATE SCIENCE

- This qualification will result in the pupils achieving 3 GCSEs in Biology, Chemistry and Physics.
- Assessment in year 11 will consist of six written exam papers, two in biology, two in Chemistry and two in Physics.
- Each exam paper will be 1 hour 45 mins in length and test knowledge of subject content, numeracy skills and practical skills.

GCSE Combined Science

- This qualification will result in the pupils achieving 2 GCSEs in Combined Science.
- Assessment of Combined Science will be in year 11 and will consist of six written exam papers, each worth 16.7% of the final grade.
- Each exam paper will be 1 hour 10 mins in length and test knowledge of subject content, numeracy skills and practical skills.

The GCSE examinations are available at two levels:

- HIGHER Covers grades 9-4
- FOUNDATION Covers grades 5-1

GCSE MODERN FOREIGN LANGUAGES

Pupils following the Yellow Pathway A will follow the GCSE programme, taking the exam at the end of Year 11. They will continue to study the language that has been studied in Year 8.

COURSE DESCRIPTION

The course will help you to:

- Develop understanding of the spoken and written forms of the modern foreign language in a range of contexts.
- Develop the ability to communicate effectively in the language, using a range of vocabulary and structures.
- Develop knowledge and understanding of countries and communities where the language is spoken.
- Develop positive attitudes to modern foreign language learning.

METHOD OF STUDY

Over the two year course, you will study topics from these four contexts:

Personal and social life, Local community, The world of work and The wider world.

A range of methods are used during this course: you will listen to the CD to try and find relevant information; you will learn through a variety of activities e.g. games, chanting, repeating, watching video clips and role-play.

METHODS OF ASSESSMENT

There are four skill areas that are assessed over the 3 years:

- Listening - 20%
This forms part of the final exam and has 2 levels Foundation or Higher.
- Speaking - 30%
This forms part of the final exam but pupils can prepare part of this in advance (refer to use of MP3 players and CD)
- Reading - 20%
This forms part of the final exam and has 2 levels Foundation or Higher.
- Writing - 30%
This is completed over the 2 years in the form of controlled written assessment. Various pieces are completed over the course and the best two pieces are put forward for assessment.

During both years of study there are many opportunities for pupils to attend after school activities to enrich and support their work.

If pupils are entered for Foundation level they can achieve grades 5-1

If pupils are entered for Higher level they can achieve grades 9-4

HUMANITIES OPTION

Pupils need to select one subject, either History or Geography.

GCSE HISTORY

The course will help you to:

- Understand the world that you live in now, based on what has happened before - how countries are run, how they make money, why wars happen, why some countries get on and some countries don't.
- Most importantly History helps to develop a wide range of skills that you can use in any career that you want to go in to; communication; logical thinking; analysis; research; seeing how a complex series of events interact; decision-making; interpretation; deciding between relevant and irrelevant information; questioning; social interaction; attention to detail - to name a few!

METHOD OF STUDY

You are **expected to do a lot of reading and writing** in History; assessing evidence; solving puzzles; research and presentation; developing and arguing your opinion, working individually, working in groups.

METHODS OF ASSESSMENT: GCSE history is 100% exam.

Paper 1 - 30% 1 hour 15	Paper 2 - 40% 1 hour 45	Paper 3 - 30% 1 hour 15
<p><u>Thematic study and historic environment:</u> <u>Medicine in Britain through time, c1250-present</u></p> <ul style="list-style-type: none"> • This unit looks at ways in which medicine in Britain developed through time, from the causes of The Black Death in 1348 to the Cholera outbreak in London in 1854, to the development of penicillin during WW2, to the 20th century fight against cancer. 	<p><u>World depth study: Superpower rivalry 1945-1991.</u></p> <ul style="list-style-type: none"> • This unit focuses on the Cold War between Russia and the USA, investigating a range of events which created tension and threats between the two countries, almost leading to World War 3! <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • <u>The American West, c1835-c1895.</u> Some groups will have the option to study life of the Plains Indians, migration and the conflict and tension between settlers and Indians. <p><u>British Depth Study: Early Elizabethan England, 1558-88</u></p> <ul style="list-style-type: none"> • This unit looks at how Queen Elizabeth governed Britain and dealt with numerous problems at home (the poor, her cousin, and marriage) and abroad (Spain). 	<p><u>Modern depth study: Germany 1919-1939</u></p> <ul style="list-style-type: none"> • This unit focuses on one country in depth, how Germany came out of WW1 and dealt with a range of problems in the 1920s. This unit also investigates how Hitler got in to power and what life in Germany was like under the Nazis rule.

Any student interested in taking this subject should ask themselves the following questions:

Am I prepared to think for myself and ask questions?

Am I interested in history? Am I prepared to work hard at it for 2 years?

Am I interested in people and the world I live in?

Do I like reading and writing?

GCSE GEOGRAPHY

Geography takes you in the right direction! Geography is:

Big - it's about knowing what's where, why it's there, and why it matters.

Geography will make your life more interesting, more exciting, and more fun.

Out there - Geography is near AND far. It's in your backyard and across the globe. Get to know your local and global community.

What you eat - When you eat you are exploring the geography of the world through cultures and global links.

What you buy - Everything comes from somewhere. Geography helps you understand where things come from and why. It helps you understand the issues related to this globalisation.

Your future - Geography can take you anywhere and everywhere. It's about understanding and tackling challenges—globally and close to home.

Important - through its study you can help shape the future of our Earth and the lives of those who inhabit it.

OCR GCSE Geography Specification A: Course summary

Unit title	Content overview	Assessment summary
Living in the UK	Landscapes of the UK People of the UK UK environmental challenges	1 hour written paper 60 marks 30% of the total GCSE
The World around us	Ecosystems of the planet People of the planet Environmental treats to our planet	1 hour written paper 60 marks 30% of the total GCSE
Geographical skills	Geographical skills Fieldwork assessment	1 hour 30 minutes written paper 80 marks 40% of the total GCSE

Fieldwork

You will be required to take part in **two** fieldwork trips visiting two contrasting locations such as a coastal environment and a city and completing a range of fieldwork tasks using a variety of techniques. In your examination you will refer to these techniques to help you answer a series of questions. **Remember**, fieldwork trips can be some of the best trips you will take part in whilst at school! So answering a question on your examination about a great day is a bonus!

Geographers are: good communicators / spatially aware / socially, economically and environmentally aware / problem solvers / good team players / well rounded and flexible individuals / creative thinkers / inquisitive and employable!

OPTION A

Pupils need to select a 1st choice and a reserve choice from this section.

The NCFE Level 2 Certificate in Creative Studies: Interactive Media

COURSE DESCRIPTION

This course will help you to explore how technology is created and the effects it has - not just on daily life, but in everything from commerce and communication, to politics and the music industry.

This qualification is designed for learners who have an interest in interactive media, design or animation.

This qualification aims to:

- focus on an applied study of the interactive media industry
- offer breadth and depth of study, incorporating a significant core of knowledge and theoretical content with broad-ranging applicability
- provide opportunities to acquire a number of practical and technical skills.

The objectives of this qualification are to help learners to:

- use a range of primary and secondary sources to develop ideas
- understand how artists and designers use visual language and formal elements in their work
- select, use and apply a range of 2D and 3D techniques, processes, media and materials to interactive applications
- develop personal responses to artistic themes and design briefs
- determine areas of interest and skill for progression to further courses of study or employment.

METHOD OF STUDY

All 3 Mandatory Units will be completed plus one Option Unit

Unit 01 Originate ideas in response to an interactive media design brief	Mandatory	Internally assessed portfolio of evidence
Unit 02 Understand and explore a variety of interactive media products and processes	Mandatory	Internally assessed portfolio of evidence
Unit 03 Plan and produce a creative interactive media product	Mandatory	Externally assessed assignment
Unit 04 Investigate typefaces in developing a graphic interface design	Optional	Internally assessed portfolio of evidence
Unit 05 Investigate the creative use of moving images through interactive media	Optional	Internally assessed portfolio of evidence
Unit 06 Investigate the use of sound for an interactive media product	Optional	Internally assessed portfolio of evidence
Unit 07 Authoring an interactive DVD	Optional	Internally assessed portfolio of evidence

METHODS OF ASSESSMENT

80% Coursework, internally assessed, externally moderated

20% Controlled assessment, externally assessed. (30 hrs)

IS THIS SUBJECT FOR YOU?

Any student interested in taking this subject should ask themselves the following questions: Do I enjoy working with computers?

BTEC Performing Arts - Dance

The Pearson BTEC Level 2 First Award: is a level 2 qualification; the grades are Level 2 Pass, Level 2 Merit, Level 2 Distinction and Level 2 Distinction* It is a 120 guided-learning-hour qualification (equivalent to one GCSE) with core units and optional units.

METHODS OF ASSESSMENT/**Unit	Assessment Method
1	<p>UNIT ONE - INDIVIDUAL SHOWCASE - Externally assessed This unit covers what to include in a letter of application and how to prepare audition pieces or presentations that demonstrate your relevant skills and knowledge. In this unit you will:</p> <p>A understand the skills required for the selected progression opportunity B present a self-promotional response to the selected progression opportunity.</p>
2	<p>UNIT TWO - PREPERATION, PERFORMANCE AND PRODUCTION - Internally assessed This unit focuses on the work of a company, not just the individual. It will therefore give you the chance to experience the highs and lows of working as a member of a performance company. In this unit you will:</p> <p>A take part in the preparations for a live performance B demonstrate performance or production skills and techniques in a performance.</p>
4	<p>UNIT FOUR - DANCE SKILLS - Internally assessed This unit is all about developing your versatility as a dancer. As part of this development you will be encouraged to develop your physical skills to help you become a stronger and more flexible dancer. In this unit you will:</p> <p>A explore and develop your dance skills and review your own practice B use your dance skills within rehearsal and performance.</p>

IS THIS SUBJECT FOR YOU?

You will enjoy this course if you want to:

- You have some previous experience in dance. Including different dance styles
- Study a practical subject and you enjoy being creative
- You have a good kit record in PE.
- Would like to develop your knowledge and understanding of different dance genres
- You are committed to attending after school sessions on a regular basis.

BTEC LEVEL 2 FIRST AWARD IN ART & DESIGN

COURSE DESCRIPTION

The qualification is aimed at learners who are interested in entering employment in the Art & Design industry. The course will provide you with a grounding in essential skills allowing you to progress to a Level 3 course and other Higher Education courses.

There are two core units plus 2 other specialist units to cover.

Core units

- Unit 1 - Introduction to Specialist Pathways in Art & Design. Portraiture
- Unit 2 - Creative Project in Art & Design (examination)

Specialist units

- Unit 3 - 2D Visual communication 'Drawing and painting'
- Unit 4 - 3D Visual communication 'Ceramics' Natural form

Pupils will experience a variety of media and materials including painting and drawing, clay, mixed media, printmaking plus ICT software including Photoshop and Publisher.

METHOD OF STUDY

Students will be expected to attend out-of-school workshops, visit galleries, museums and places of work designed to develop critical.

ASSESSMENT

Units 1, 3 and 4 are assessed in class. Unit 2 is set by the examination board and although it is assessed in class it will be moderated and checked by a member of staff from the exam board. Pupils will be expected to achieve at least a PASS grade (equivalent to a 4 grade at GCSE). Pupils can also achieve a MERIT (GCSE 5/6 grade), DISTINCTION (GCSE 7 grade) or a LEVEL 1 (equivalent to a 3 GCSE grade).

Students will be expected to:

- Reflect and evaluate their work in written form
- Study independently through regular home learning tasks
- Select and apply materials, techniques and processes, evaluating how they enhance and support creative intentions.
- Produce a creative outcome, showing an imaginative exploration in meeting the requirements of the brief.
- Select and present in-depth investigations into a diverse range of 2D Artists, analysing how they communicate their ideas.
- Complete ALL units in order to achieve the award

IS THIS SUBJECT FOR YOU?

Do I enjoy working to a brief?

Do I like drawing, painting, printmaking and making sculpture?

Do I enjoy using a computer to make images and using the internet to find and select information on the work of artists?

Can I write about my work and other creative people e.g. artists, sculptors and craftspeople?

Are you able to work independently to develop your own ideas?

Have I enjoyed my art lessons during years 7-8?

NCFE CACHE Level 2 Award in Child Development and Care

COURSE DESCRIPTION

This qualification provides the opportunity to gain a vocational qualification that gives a basic introduction to the sector. It includes the knowledge and understanding of child development and well-being necessary for working with children in a variety of settings. It is aimed at a range of learners who wish to be introduced to childcare and development for children aged 0-5 years. It also gives learners an insight into their preferred learning styles and assists in developing their ability to study.

METHOD OF STUDY

This qualification consists of 3 units: two graded A*- D assessed by a graded Assessment Task; and a Synoptic Assessment unit which is assessed via a Multiple Choice Paper.

Unit 1: An introduction to working with children aged 0-5 years

Unit 2: Development and well-being 0-5 years

Unit 3:-Child care and development 0-5 years.

Learners must pass all three units to gain qualification.

METHOD OF ASSESSMENT

Assessment is via two internally assessed graded Assessment Tasks and an externally assessed Synoptic Assessment unit, which is assessed via a Multiple Choice Paper. The Award is graded from A* to D

IS THIS SUBJECT FOR YOU?

You will enjoy this subject if:

You want to work with people - children in particular.

You are interested in how children develop and grow.

You are good at working to deadlines.

GCSE DRAMA

COURSE DESCRIPTION

Drama provides a fantastic curriculum to ignite and engage learners' creativity, passion and interests. It is a subject that provides you with an invaluable set of skills which will be useful in whatever career path you choose. It will help you to develop your confidence and presentation skills, teach you how to work successfully as part of a team and show you how to communicate meaning effectively. Through practical workshops, theatre visits and exploring a variety of classic and modern play texts; you will have the opportunity to engage with a range of issues. You will be able to explore the world from a different perspective working with your group to produce exciting and challenging work.

METHOD OF STUDY

Drama allows learners to explore their own interests and develop their skills in either performance or design. It also provides freedom for learners to experiment and take risks with their work while developing their own style. You must be willing to spend time after school rehearsing with your group as class time will not be sufficient.

METHODS OF ASSESSMENT: OCR

UNIT	Assessment Method	Weighting
1 Devising Drama	You will research and explore a stimulus, work in a group and create your own drama performance.	30%
2 Presenting and Performing Texts	You will develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a play in front of a visiting examiner.	30%
3 Performance and Response	You will study a full play and demonstrate your knowledge and understanding of drama. We will take you to see a theatre production which you will analyse and evaluate. This will be a written exam which will be 1 hour 30 minutes.	40%

IS THIS SUBJECT FOR YOU?

If you want to work in a career which involves working with people or demands presentation or good communication skills then Drama would be an excellent choice. Drama demands good attendance and discipline as it is a subject where other people rely on you. You will be able to express yourself in a creative and safe environment and explore and develop your thinking and understanding in an exciting and challenging way.

BTEC L2 TECH AWARD IN BUSINESS & ENTERPRISE

COURSE DESCRIPTION

The course will help you to:

- Learn about how a new business is set up and the role of an entrepreneur.
- Learn about the different kinds of jobs, which people can do in different businesses.
- Study the key marketing activities and customer services used by businesses.
- Plan and operate a micro-enterprise activity
- Develop business communication skills.

METHOD OF STUDY

Learning methods include:

- Visits to different businesses and listening to visiting speakers who come into school.
- Carrying out your own research into the operations of different kinds of businesses.
- Operating a real micro-enterprise
- Making notes on your research findings and from given resource materials.
- Analysing case studies to find out about the marketing activities of successful businesses.
- Word processing reports and using ICT to produce financial documents and accounts.

METHODS OF ASSESSMENT

The following units are studied and assessed:

- Component 1 Exploring Enterprises - Coursework
- Component 2 Planning for and Running an Enterprise - Coursework
- Component 3 Promotion and Finance for Enterprise - Externally Assessed Task

IS THIS SUBJECT FOR YOU?

Any student interested in taking this subject should ask themselves the following questions:

Do I enjoy carrying out my own research?

Do I enjoy working on group projects?

Am I prepared to commit the regular effort needed to complete a 2-year course which has significant coursework content?

Am I interested in developing a range of personal skills and attributes essential for successful performance in working life?

GCSE DESIGN AND TECHNOLOGY-RESISTANT MATERIALS

COURSE DESCRIPTION

GCSE DESIGN AND TECHNOLOGY

The GCSE Design and Technology specification sets out the knowledge, understanding and skills required to undertake the iterative design process of exploring, creating and evaluating. The majority of the specification will be delivered through the practical application of this knowledge and understanding. In year 9, you will develop the foundation skills and knowledge that will prepare you for the GCSE requirements, and then in year 10 you will further explore the main areas of the subject. In the summer term of year 10 and into year 11, the assessed Design and Make project will be completed, with the remainder of year 11 dedicated to exam preparation.

SUBJECT CONTENT

[Core technical principles](#) covers core technical principles and all content must be taught. You will study all the areas of Design and Technology to a basic level.

[Specialist technical principles](#) covers specialist technical principles where students will go into greater depth. This will be the Resistant Materials area of Design and Technology. [Designing and making principles](#) covers design and making principles and all content in this section will be taught throughout years 9 and 10.

ASSESSMENT

You will be assessed in two ways-first, you will complete a Design and Make assessment that will be set by the exam board in the summer term of year 10. You will have approximately 35 hours to complete this task, which is then sent to the board for assessment. Second, you will sit a written exam in summer of year 11, which will test all the areas identified above. These areas will be learnt over the 3 years of the course. Each section carries an equal weighting of 50%.

IS THIS SUBJECT FOR YOU?

Any student interested in taking this subject should ask themselves the following questions:

Do I enjoy practical courses?

Am I aware that I must act responsibly at all times so that I and my peers remain healthy, safe and secure?

Do I enjoy using tools and materials in Technology lessons?

Am I interested in the different processes used in a school workshop?

Am I creative and enjoy coming up with new ideas for products?

Am I interested in developing the skills and knowledge required to work in the Resistant Materials Industry?

BTEC FIRST AWARD IN CONSTRUCTION

COURSE DESCRIPTION

Unit 1-Construction Technology-External Assessment

- Understand the structural performance required for low-rise construction.
- Explore how sub-structures are constructed
- Explore how superstructures are constructed.

Unit 2-Construction and Design

- Understand the work of the construction industry.
- Understand a client's needs to develop a design brief for a low-rise building.
- Produce a range of initial sketch ideas to meet the requirements of a client brief for a low-rise building.

Unit 3-Scientific and Mathematical Applications for Construction

- Understand the effects of forces and temperature changes on construction materials.
- Use mathematical techniques to solve construction problems.

Unit 6-Exploring Carpentry and Joinery Principles and Techniques

- Understand tools, materials and equipment used in carpentry and joinery.
- Develop practical skills using safe techniques to produce a timber frame.
- Practical Observation. Your trainer/assessor will observe you undertaking practical tasks, your work will be judged against set criteria. A log book will be used to regularly record your achievements validated by your assessor.

IS THIS SUBJECT FOR YOU?

Any student interested in taking this subject should ask themselves the following questions:

Do I enjoy practical courses?

Do I mind physical work?

Am I aware that I must act responsibly at all times so that I and my colleagues remain healthy, safe and secure?

Do I enjoy using tools to shape wood?

OPTION B

Pupils need to select a 1st choice and a reserve choice from this section.

GCSE PHYSICAL EDUCATION

COURSE DESCRIPTION

The course will help you to:

- Improve physical skills in an informative and competitive environment.
- Combine written knowledge with physical skill assessment.
- Study health related exercise and health related fitness in detail.
- Understand the impact of lifestyle on health and fitness

METHOD OF STUDY

- Classroom based study of theoretical aspects of sport.
- Facility based practical teaching and coaching.

METHODS OF ASSESSMENT

- External examination grading.
- Internal assessment of physical skills in chosen areas
- Externally moderated assessment of physical skills in end of course practical examination
- **10%** controlled assessment **30%** practical exam, **60%** theory exam.

IS THIS SUBJECT FOR YOU?

Any student interested in taking this subject should ask themselves the following questions:

- *Do I have an **excellent** kit and participation record?*
- *Do you attend regular extra-curricular clubs after school?*
- *Have you represented the school in a sporting context (have I attended clubs to try and represent the school)*
- *Will I be fully committed to the course by attending compulsory extra - curricular sessions, on weekends and attending residential trips?*
- *Am I committed to improving and maintaining a high level of individual fitness that is required throughout the 2 year course?*
- *Do I intend to achieve maximum attendance over the next two years?*
- *Do I understand that being good at sport is not enough? I will need to demonstrate reading, writing and analytical skills in addition to physical performance.*

If your answer to most of the above is "YES"

You will enjoy this course if you:

- Enjoy the challenge of different activities (not just football) that will not only improve your sporting ability but your overall physical fitness, your ability to outwit an opponent and develop knowledge and understanding of how to live a healthy and active lifestyle.
- Can work independently and as part of a team.
- Would like to improve your confidence in performing.
- Would like to develop skills such as team work and problem solving.

BTEC FIRST AWARD IN SPORT

COURSE DESCRIPTION

It is a vocational course which is intended to give pupils an insight into the workplace of Sport leading to further study or a career within the Sporting Industry. The course will provide an opportunity for pupils to gain a nationally recognised vocational qualification for the sporting sector. It will include approximately 75% classroom based lessons.

METHOD OF STUDY

- The pupils will conduct research and carry out assessment in working conditions taking responsibility for their own learning and achievement (75% coursework/ 25% exam)
- Examples of study areas include units such as 'Practical Sport', 'Training for Personal Fitness', 'Leading Sports Activities' and 'Fitness for Sport and Exercise'

ASSESSMENT

- All work is carried out and undertaken by pupils
- 75% Coursework taken from 3 modules.
- 25% Exam taken from 1 module ('Fitness for Sport and Exercise')
- Pupils can achieve a pass, merit, distinction or distinction star award

IS THIS COURSE FOR YOU

- Have you participated fully in PE during Key Stage 3 (full PE kit) and intend to continue to do so
- Have you attended regular extra-curricular clubs after school and will continue you to?
- Have you represented the school in a sporting context (have I attended clubs to try and represent the school)
- Do you have a wide range of interests in different sports (not just football).
- Can I work independently? Can I work as part of a team?
- If you are genuinely interested in the sports industry and are looking to continue studying sport or to gain employment within the industry
- If you are committed and motivated enough to take responsibility for your own work over the 3 years and complete it in accordance to deadlines
- If you understand that this is not only a practical course involving performance in different sports but a theory based coursework driven option.

If your answer to most of the above is "YES"

You will enjoy this course if you;

- Enjoy the challenge of different activities (not just football) that will not only improve your sporting ability but your overall physical fitness, your ability to outwit an opponent and develop knowledge and understanding of how to live a healthy and active lifestyle.
- Can I work independently? Can I work as part of a team?
- Would like to develop skills such as team work and problem solving and improve creativity, imagination, physical, emotional and intellectual capabilities.

BTEC Hospitality and Catering

COURSE DESCRIPTION

Choosing to study Level 2 Hospitality and Catering qualification is a great decision to make for many reasons. Pupils gain hands on experience and skills when preparing and making a range of sweet and savoury dishes. The Hospitality and Catering industry is very diverse and offers a wide variety of exciting careers here in the UK or internationally. So, whether you want to be a top sous chef at a Michelin-starred restaurant, an events co-ordinator running big named corporate events or a front office manager for a large international hotel chain, this qualification can help you achieve your dream job as well as sharpen your skills for employment or further study and help you take that first step.

METHOD OF STUDY

All students will complete the following two units in order to gain the Level 2 Hospitality and Catering qualification.

Unit 1 - The Hospitality and Catering Industry - theory to support external examination

Unit 2 - Hospitality and Catering in Action - controlled assessment with practical element to support overall grade.

METHODS OF ASSESSMENT

Unit 1: - externally assessed - Learners will study commodities, menu planning and key aspects of commercial catering practice including food hygiene and food presentation. They will also learn about possible careers within industry. Pupils will be sit a 75 minute external assessment.

Unit 2: - internally assessed - Learners will undertake an extended making project that showcases the skills and knowledge they have developed in Unit 1 and the knowledge they have developed through Unit 2.

IS THIS SUBJECT FOR YOU?

Do you like to cook?

Are you interested in how ingredients work?

Are you creative with food?

Are you interested in the food and catering industry?

Do you want to learn a skill for life?

If the answers to the above are YES then this course is for you

RSL MUSIC PRACTITIONERS

COURSE DESCRIPTION

The course will help you to:

- Improve your music performance and rehearsal skills.
- Improve music repertoire and prepare for music auditions.
- Learn about and identify different styles of music from across the music spectrum
- Have a working knowledge of music theory
- Work as a team to produce and direct a school production
- Work towards a live performance recital - Year 11 (15 mins)

METHOD OF STUDY

- Performing pieces of music (Grade 2 + standard) using a range of musical genres.
- Listening and analysing music from a wide spectrum.
- Understanding the music industry and working as a team to put on an event.
- Keeping a record of the methods you have used to progress in performance techniques.
- Live performances

METHODS OF ASSESSMENT

1. Portfolio / video recorded evidence of rehearsal / performance preparation.
2. Portfolio / video recorded evidence of staging a school event.
3. Live music performance

IS THIS SUBJECT FOR YOU?

Any student interested in taking this subject should ask themselves the following questions:

Do I enjoy performing, either singing or playing?

Can I listen to different types of music and identify what goes on in those pieces?

Do I want to understand the music industry?

Will I be able to put in enough personal practice to ensure that my performance standards improve?

Do I know enough about music theory and if not, can I catch up?

Can I work independently? Can I work as part of a team?

*I can't read music; do I need to be able to? **Yes** - so you must be prepared to learn.*

*Do I need to be able to play an instrument or sing? **Yes** - you have been playing/singing for three years.*

Some reasons why you should study follow the music practitioner's course:

The course allows for pupils to progress into higher level of music education or into the industry itself. The aim is to allow the individual to develop the range of skills needed to progress them forward as operating musicians.

GCSE ART TEXTILES

Course Description: The aim of the Art Textiles Design is to allow students to develop knowledge and understanding during the course through a variety of learning experiences and approaches, including engagement with sources. This will allow them to develop the skills to explore, create and communicate their own ideas. Students will demonstrate these skills through the development, refinement, recording, realisation and presentation of their ideas through a portfolio and by responding to an externally set assignment.

Areas of Study

- In Component 1 and Component 2 students are required to work in one or more area(s) of textile design, such as those listed below:
- art textiles
- fashion design and illustration
- costume design
- constructed textiles
- printed and dyed textiles
- surface pattern
- stitched and/or embellished textiles
- soft furnishings and/or textiles for interiors
- digital textiles

Skills within the context of textile design, students must demonstrate the ability to: use textile design techniques and processes, appropriate to students' personal intentions, for example: weaving, felting, stitching, appliqué, construction methods, printing, use media and materials, as appropriate to students' personal intentions.

Year 9: *This will be a foundation year where students will build skills in all areas of Textiles that will assist them in their GCSE year. It will give students the chance to learn a variety of skills in Art Textiles finding their strengths and addressing their weaknesses.*

Methods of Assessment

Component 1: A portfolio of evidence (gathered over the course).

Portfolio 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 this is 60% of the overall mark.

Component 2: Externally set examination (10 hours to complete assessment)

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.

This is 40% of the marks.

IS THIS SUBJECT FOR YOU?

Any student interested in taking this subject should ask themselves the following questions:

Interested in fashion or design? Art Textiles could be for you. Want to work in one of the biggest industries in the UK today? The world of Textiles and fashion design, costume design, high-street retail, home-furnishings, product design, marketing and all aspects of business - are all career paths possible with a textiles background.

GCSE RELIGIOUS STUDIES

COURSE DESCRIPTION

The course will help you to:

- Gain knowledge and understanding of religious beliefs and how human experiences affect the way people live their lives.
- Adopt an enquiring, critical and reflective approach to your studies.
- Enhance your personal, social and cultural development.
- Reflect on and develop your own values, opinions and attitudes to topics we cover.

TOPICS WE COVER INCLUDE:

Abortion, euthanasia, medicine, forgiveness, war and weapons, capital punishment, religious dress, identity, attitudes to sex and belief in life after death.

METHOD OF STUDY

Pupils will learn through discussion, debate, visiting places of interest, listening to outside speakers, note taking, problem solving, watching relevant film clips and independent research.

METHODS OF ASSESSMENT

Pupil progress will be monitored throughout the course, and assessment will be based on contributions to discussions, quality of written communications, knowledge and understanding and the ability to construct reasoned arguments.

Paper 1: Philosophical and Ethical Studies in the Modern World (50% of the qualification, 2 hour paper)

Paper 2: Study of Christianity (25% of the qualification, 1 hour paper)

Paper 3: Study of a world faith (25% of the qualification, 1 hour paper)

IS THIS SUBJECT FOR YOU?

This course will be useful for those pupils wishing to pursue careers in the armed forces, police, caring professions (eg. Teacher, doctor, nursery nurse, nurse) and any profession where you deal with members of the public (eg. solicitor, barrister, hairdresser, shop assistant).

Any student interested should ask themselves the following questions:

Have I enjoyed RE in year 7,8 and 9?

Do I like discussing and debating topics that I feel strongly about?

Am I willing to try and see other peoples' points of view?

BTEC Tech Award in Health and Social Care

COURSE DESCRIPTION

The course will help you to:

Health and Social Care offers an exciting opportunity to develop your knowledge and understanding of health and social care services, jobs and skills.

This course relates everything to the workplace and will help you to develop a range of skills and techniques, personal qualities and attributes essential for successful performance in working life.

METHOD OF STUDY

The course is made up of three components: two internally assessed and one that's externally assessed.

The three-block structure, explore, develop and apply, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned.

The assessment structure is also designed so that students can build on what they learn, and develop their assignment skills, as they move through the course.

METHOD OF ASSESSMENT

Explore: Human Lifespan Development • Internally assessed 30%

Develop: Health and Social Care Services and Values • Internally assessed 30%

Apply: Health and Wellbeing • Externally assessed task 40%

IS THIS SUBJECT FOR YOU?

This subject is suitable for pupils who are preparing to enter employment in the Health & Social Care sectors, especially in job roles, (e.g. doctors, nurses, midwives, physiotherapists, human resources, social workers, care workers, finance officers etc), where they will be expected to communicate effectively with people and provide active support within environments such as care settings.

This qualification is also suitable for pupils who wish to further their studies and progress to a L3 qualification.

BTEC TECH AWARD IN BUSINESS & ENTERPRISE

COURSE DESCRIPTION

The course will help you to:

- Learn about how a new business is set up and the role of an entrepreneur.
- Learn about the different kinds of jobs, which people can do in different businesses.
- Study the key marketing activities and customer services used by businesses.
- Plan and operate a micro-enterprise activity
- Develop business communication skills.

METHOD OF STUDY

Learning methods include:

- Visits to different businesses and listening to visiting speakers who come into school.
- Carrying out your own research into the operations of different kinds of businesses.
- Operating a real micro-enterprise
- Making notes on your research findings and from given resource materials.
- Analysing case studies to find out about the marketing activities of successful businesses.
- Word processing reports and using ICT to produce financial documents and accounts.

METHODS OF ASSESSMENT

The following units are studied and assessed:

- Component 1 Exploring Enterprises - Coursework
- Component 2 Planning for and Running an Enterprise - Coursework
- Component 3 Promotion and Finance for Enterprise - Externally Assessed Task

IS THIS SUBJECT FOR YOU?

Any student interested in taking this subject should ask themselves the following questions:

Do I enjoy carrying out my own research?

Do I enjoy working on group projects?

Am I prepared to commit the regular effort needed to complete a 2-year course which has significant coursework content?

Am I interested in developing a range of personal skills and attributes essential for successful performance in working life?

Am I interested in developing a range of personal skills and attributes essential for successful performance in working life?

VTCT Level 2 Certificate in Hairdressing and Beauty Therapy

This qualification is an introduction to the world of hair and beauty.

The qualification is designed to provide young people with a good understanding of the hair and beauty sector in a way that is interesting, challenging and enjoyable and offers a fascinating insight into six industries, hairdressing, African type hairdressing, barbering, beauty therapy, spa therapy and nail services and provides the opportunity to combine academic study with the practical application of skills.

What sorts of things will I cover?

- Safe and healthy working practices in the hair and beauty sector and related industries
- The world of hair and beauty
- The science of hair and beauty
- Communication and clients' care in the hair and beauty sector
- History of hair and beauty
- Promoting and selling products and services by professional recommendation in the hair and beauty sector
- Salon business systems and processes
- Exploring skin care and make up
- Exploring hair care and styling
- Exploring hand care and nail art

Methods of assessment

- **Coursework.** You will be required to complete assignments and build up a portfolio of evidence covering full competence in all areas outlined above.
- **Internally and externally assessed oral/written questions.** You will undertake oral and / or written assessments.
- **Practical Observation.** Your trainer/assessor will observe you undertaking practical tasks and your work will be judged against set criteria. A log book will be used to regularly record your achievements validated by your assessor.

What careers can this lead to?

It provides a gateway to the different sectors of hair and beauty. It allows you to build on acquired knowledge and understanding and progress into further/higher education and future employment. You will gain the skills and knowledge required to progress onto hair and beauty apprenticeships, further education or university.

In addition, there is also a Level 4 qualification Diploma in Management practice and advanced techniques in the hair and beauty industry.

Is this subject for you?

Any student interested in taking this subject should ask themselves the following questions:

- Do I enjoy completing assignment work as home study when required?
- Do I enjoy meeting and talking to people?
- Can I stand for long periods and still look happy and friendly?