



KS4 Guided Pathways

2024



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Introduction

Deciding which subjects to study is an important and exciting part of being in Year 9, as it gives you your first opportunity to choose the subjects that will lead you to university or a real alternative. We have structured the pathways to give you a wide range of subjects to choose from to ensure that you will have an ambitious programme of study, to support you to live a successful and fulfilling life.

You now can decide which subjects you will study at the Academy for the next two years. The process of choosing your subjects is designed to be as simple as possible. This booklet will help you to make these choices, it contains details of the courses we offer at Key Stage 4. (Year 10 and 11)

You will not be able to change subjects once you have started your studies in Year 10 unless there are exceptional circumstances. Therefore, it is essential that you make the right decisions from the very beginning. Talking through your subject choices with any of the following people is also an essential part of the process:

- ◆ Your parents, who know you best
- ◆ Other family members or people you see regularly
- ◆ Your teachers and Apollo Tutor who can tell you how well you are progressing in the subjects you are studying at present
- ◆ Your Academic and Pastoral Year Leaders
- ◆ Any member of the Senior Leadership Team

You can only select each option once; you are choosing subjects that will build upon your strengths over the next two years. The Key Stage 4 courses will be examined in different ways, using a range of examination boards. The decision about which examination board and which type of course you will study will be made by the Academy based on a variety of factors including

- ◆ The makeup of the final class group
- ◆ Specification details
- ◆ Government approval of courses (this can change mid-course)

All decisions made will support all scholars to achieve the very best outcomes possible, and to allow the broadest selection of routes to the next stage of your education, whatever that might be.

What do scholars have to study?

All scholars must study:

- English Language and English Literature
- Mathematics
- Science (dual award)
- Physical Education
- PSHE / Religious Studies

Scholars should then choose their preferred subjects from one of two pathways.



Pathways

All scholars will follow the core curriculum of English Language, English Literature, Mathematics, Science (dual award), PE and PSHE/RS. The remaining periods on the timetable will comprise of subjects selected from three blocks in two pathways.

We have placed scholars in one of two pathways based on their assessments from Key Stage 2, their progress tests (taken in Year 7 and 8) and their current Attitude to Learning Scores. Each of the two pathways are very similar, offer a range of subjects and potential combinations and both pathways can be found in the options booklet. We want every scholar to finish Year 11 with a broad set of qualifications that will take them on to their post-16 destination in education or employment-based training. All our qualifications are level 2 qualifications and should lead to level 3 qualifications at their post-16 destination. Our ambition is for all scholars to attend university or a real alternative.

Blue pathway – Ebacc Pathway

Scholars on the blue pathway will study a route that includes a language (Spanish) and a Humanity (History or Geography). This pathway meets the demands of the English Baccalaureate (EBacc). Being able to speak a foreign language is increasingly seen as a valuable skill for young people. Job roles and our local and national communities increasingly rely on the ability to communicate with people from all over the world. Businesses and university admissions teams look favourably on scholars with proven language skills. Scholars can choose Triple Science in addition to the Dual Award – which involves the study of Biology, Chemistry and Physics. This could be useful for anyone interested in a medical or scientific career.

Option 1	Option 2	Option 3
GCSE Spanish	GCSE History GCSE Geography	GCSE History* GCSE Geography* GCSE Art GCSE Drama GCSE Music GCSE Business and Enterprise BTEC Health and Social Care BTEC Sport BTEC Construction Triple Science (Biology, Chemistry, Physics)

*You can select History or Geography once only



Silver pathway

Scholars on the silver pathway will study a route which could include a language (Spanish) and must include a Humanity (History or Geography). This pathway might not follow the EBacc route as set out by the government.

Option 1	Option 2	Option 3
GCSE Spanish GCSE History GCSE Geography	GCSE History* GCSE Geography* GCSE Art GCSE Drama GCSE Music GCSE Business and Enterprise BTEC Health and Social Care BTEC Sport BTEC Construction	GCSE History* GCSE Geography* GCSE Art GCSE Drama GCSE Music GCSE Business and Enterprise BTEC Health and Social Care BTEC Sport BTEC Construction

*You can select each subject once

Choosing your subjects

Some things to think about:

- ◆ Don't choose a subject or course just because your friends do
- ◆ Don't choose a subject because you like the teacher.
- ◆ What are your strong subjects?

Disclaimer

While we aim for all scholars to study their first-choice options, it is sometimes not possible to accommodate these choices. If a first choice cannot be accommodated, we would ensure that the first reserve choice is offered instead.

How to choose your options

You will receive a link via text message, which will take you to the options form.

This needs to be completed by **Thursday 7th March.**

Please see Mrs Atkins if you need a paper copy.



MANDATORY SUBJECT

Subject: English Language

Subject Leader: Miss M. Coffield

Examination Board: Eduqas

Examination Type: Linear

Why study English Language?

Critical reading and comprehension

- ◆ Identifying and interpreting themes, ideas and information in a range of literature and other high-quality writing; reading in different ways for different purposes, and comparing and evaluating the usefulness, relevance and presentation of content for these purposes; drawing inferences and justifying these with evidence; supporting a point of view by referring to evidence within the text; identifying bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; reflecting critically and evaluatively on text, using the context of the text and drawing on knowledge and skills gained from wider reading; recognising the possibility of different responses to a text
- ◆ Summary and synthesis: identifying the main theme or themes; summarising ideas and information from a single text; synthesising from more than one text

How will you be examined / assessed?

<p>Component One: 20th Century Literature reading and Creative Prose Writing</p> <p>Written Examination: 1 hour 45 minutes</p> <p>40% of qualification</p>
<p>Section A (20%) – Reading</p> <p>Understanding of one prose extract (about 60-100 lines) of literature from the 20th century assessed through a range of structured questions</p> <p>Section B (20%) – Prose Writing</p> <p>One creative writing task selected from a choice of four titles</p>
<p>Component 2: 19th and 21st Century Non-Fiction Reading and Transactional/Persuasive Writing</p> <p>Written examination: 2 hours</p> <p>60% of qualification</p>
<p>Section A (30%) – Reading</p> <p>Understanding of two extracts (about 900-1200 words in total) of high-quality non-fiction writing, one from the 19th century, the other from the 21st century, assessed through a range of structured questions</p> <p>Section B (30%) – Writing</p> <p>Two compulsory transactional/persuasive writing tasks</p>
<p>Component 3: Spoken Language</p> <p>Non-exam assessment</p> <p>Unweighted</p>
<p>One presentation/speech, including responses to questions and feedback</p> <p>Achievement in Spoken Language will be reported as part of the qualification, but it will not form part of the final mark and grade.</p>



MANDATORY SUBJECT

Subject: English Literature

Subject Leader: Miss M. Coffield

Examination Board: AQA
Examination Type: Linear

What will you learn?

Throughout your course, you will analyse, debate and critically theorise literary works that span across 400 years. Including Shakespeare, the 19th Century novel, the 20th century play and poetry relating to power and conflict.

While you will be analysing classic texts and authors, you will gain core reading comprehension and writing skills that will be valuable to you in life and your career.

How will you be taught?

Within the English Literature GCSE, some of content and topics will be:

- ◆ An Inspector Calls
- ◆ Macbeth
- ◆ A Christmas Carol
- ◆ Power and Conflict poetry anthology
- ◆ Unseen Poetry

How will you be examined / assessed?

Paper 1: Shakespeare and the 19th-century novel

Section A – Shakespeare

You will answer one question on Macbeth. Writing in detail about an extract from the play and then writing about the play as a whole.

Section B - The 19th-century novel

You will answer one question on A Christmas Carol. Writing in detail about an extract from the novel and then writing about the novel as a whole.

Paper 2: Modern texts and poetry

Section A - Modern texts

You will answer one essay question from a choice of two on An Inspector Calls.

Section B – Poetry

You will answer one comparative question on one named poem printed on the paper and one other poem from the power and conflict anthology.

Section C - Unseen poetry

You will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.



MANDATORY SUBJECT

Subject: Mathematics

Subject Leader: Mr L. Sanders

Examination Board: Edexcel

Examination Type: Linear

Why study Mathematics?

- ◆ You will develop skills such as problem solving, analysing data, communication, logical thinking and attention to detail. All skills that can be applied to any future career path.
- ◆ Most jobs and careers will need you to use maths in some way and it's particularly useful in job families like accountancy, banking and finance, management, environmental sciences, construction, engineering and manufacturing, medical technology, and science and research.
- ◆ Having a grade 4 or above in Mathematics is something that almost all employers will look favourably on during the recruitment process.

What will you learn?

The course is divided in to 5 units of study which cover:

- ◆ Number
- ◆ Algebra
- ◆ Geometry
- ◆ Data/Statistics
- ◆ Ratio

How will you be taught?

- ◆ You will be taught in groups of similar abilities so that all the work is aimed at a level that you can access but will also challenge you.
- ◆ The lesson and scheme of lessons will be familiar to you as it continues from what you were taught in Key Stage 3. You will build in prior knowledge whilst also preparing to be able to answer exam questions.
- ◆ After every topic, you will complete a quiz that will help you to know if you are keeping on track. You will receive feedback on these with support on your areas of development.

How will you be examined / assessed?

- ◆ You will sit 3 papers at the end of the course in Year 11. Each one is 90 minutes long and has a possible 80 marks.
- ◆ Paper 1 is non-calculator.
- ◆ Papers 2 and 3 are calculator.
- ◆ The Foundation exam covers grades 1 – 5 and the Higher exam covers grades 4 – 9.



MANDATORY SUBJECT

Subject: Science (Dual Award)

Subject Leader: Mrs L. Barraclough

Examination Board: AQA

Examination Type: Linear

Why study science?

- ◆ Science is a core subject worth 2 GCSEs.
- ◆ The many skills that are vital to being a good scientist are also transferable across many other disciplines and career pathways.
- ◆ You will study a wide variety of topics across the 3 science disciplines of Biology, Chemistry and Physics, which seek to explain the science behind the world in which we live.

What will you learn?

The course is divided into 24 units of study which cover:

- ◆ Biology topics studied include: Cell Biology, Organisation of Living Organisms, Disease, Bioenergetics, Homeostasis, Variation and Inheritance and Ecology.
- ◆ Chemistry topics studied include: Atomic Structure, Bonding, Quantitative Chemistry, Chemical Changes, Energy Changes, Rates of Reaction, Organic Chemistry, Chemical Analysis, Atmospheric Chemistry and Using Resources.
- ◆ Physics topics studied include: Energy, Electricity, Particle Model, Atomic Structure and Radioactivity, Forces, Waves and Magnetism and Electromagnetism.

How will you be taught?

- ◆ You will be taught a topic at a time, alternating through Biology, Chemistry and Physics.
- ◆ Practical will be used as a teaching tool wherever appropriate, including required practicals that are set by the exam board.
- ◆ Throughout the course you will also build exam skills through exam-style questions and mini-assessments.

How will you be examined / assessed?

- ◆ You will be examined at the end of Y11.
- ◆ The exams for science consist of 6 exam papers – 2 Biology, 2 Chemistry and 2 Physics paper.
- ◆ Each exam paper is 1 hour and 15 minutes and worth 70 marks. Each paper has an equal weighting in the overall grade.

Science as a subject:

- ◆ Science is core subject that must be studied at GCSE but it opens up a whole range of opportunities, not just for those wishing to pursue science pathway.
- ◆ There are many disciplines within science that scholars can on to study further including medicine, research, engineering and teaching.
- ◆ In addition to this, the analysis, evaluation and critical thinking skills developed in science are transferable across many other career pathways.



OPTIONAL SUBJECT

Subject: Triple Science (Biology, Chemistry and Physics)

Subject Leader: Mrs L. Barraclough

Examination Board: AQA

Examination Type: Linear

Why study science?

- ◆ Triple science involves sitting 3 separate GCSEs in Biology, Chemistry and Physics.
- ◆ The many skills that are vital to being a good scientist are also transferable across many other disciplines and career pathways.
- ◆ You will study a wide variety of topics across the 3 science disciplines of Biology, Chemistry and Physics, which seek to explain the science behind the world in which we live.

What will you learn?

The course is divided into 25 units of study which cover:

- ◆ GCSE Biology includes: Cell Biology, Organisation of Living Organisms, Disease, Bioenergetics, Homeostasis, Variation and Inheritance and Ecology.
- ◆ GCSE Chemistry includes: Atomic Structure, Bonding, Quantitative Chemistry, Chemical Changes, Energy Changes, Rates of Reaction, Organic Chemistry, Chemical Analysis, Atmospheric Chemistry and Using Resources.
- ◆ GCSE Physics includes: Energy, Electricity, Particle Model, Atomic Structure and Radioactivity, Forces, Waves and Magnetism and Electromagnetism and Space Physics.

How will you be taught?

- ◆ You will be taught a topic at a time, alternating through Biology, Chemistry and Physics.
- ◆ Practical will be used as a teaching tool wherever appropriate, including required practicals that are set by the exam board.
- ◆ Throughout the course you will also build exam skills through exam-style questions and mini-assessments.

How will you be examined / assessed?

- ◆ You will be examined at the end of Y11.
- ◆ The exams will consist of 2 exam papers per science (6 in total) – 2 Biology, 2 Chemistry and 2 Physics papers.
- ◆ Each exam paper is 1 hour and 45 minutes and worth 100 marks. Each paper has an equal weighting in the overall grade.

Science as a subject:

- ◆ Science is core subject that must be studied at GCSE but it opens up a whole range of opportunities, not just for those wishing to pursue science pathway.
- ◆ There are many disciplines within science that scholars can on to study further including medicine, research, engineering and teaching.
- ◆ In addition to this, the analysis, evaluation and critical thinking skills developed in science are transferable across many other career pathways.



OPTIONAL SUBJECT

Subject: Art & Design (GCSE)

Subject Leader: Mr S. Whitter

Examination Board: OCR

Examination Type: Modular (60% Coursework Portfolio/40% Externally Set Task)

Why study Art & Design?

The OCR GCSE Art and Design course offers the opportunity for scholars with an aptitude and passion for art and design to nurture and embrace their artistic efficiencies within a creative and appreciative environment.

Scholars will have the opportunity to develop their knowledge and understanding in the use of a range of different media and learn about a variety of art, design & technical techniques and processes through theory and practical application.

What will you learn?

Scholars will have the opportunity to develop knowledge and understanding in the following areas:

- Development of critical understanding through investigative, analytical, experimental, practical, technical and expressive skills.
- Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent.
- Demonstrating a confidence in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques.
- Actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds.
- Develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products

How will you be taught?

Scholars will be taught how to analyse and reflect upon the artwork of other artists, designers and craftspeople, develop an in-depth knowledge and understanding of materials, techniques and processes; and to explore and develop new creative concepts to create innovative personalised outcomes.

Component 01 – Portfolio

Starting from a specified theme, scholars will be taught how to research and to demonstrate their use of research, practical investigation and understanding of how artists and designers produce work for a specific purpose to generate and record ideas. Scholars will demonstrate their exploration and application of materials, techniques and processes through creative and innovative development of ideas to create and present work which communicates their creative intentions forming a personal final response.



Component 02 – Externally Set Task

This is an externally assessed component, following the same strategies and journey as the Portfolio component, scholars will be supported and guided throughout the interpretation of the Externally Set Task. This is an external set and assessed component. Scholars will be given an examination paper that offers a variety of themes and topics; from these the scholars will respond by exploring their chosen theme through to the production of a personal response.

Scholars will work through a development stage, analysing the work of other artists and craftsperson's, exploring materials and techniques, reviewing their development process and outlining their intentions, and make a personal response. The development and final response will be presented in a portfolio. The personal response is completed within an examination environment and conditions of 10 hours.

How will you be examined / assessed?

Component 1 – Portfolio (60%)

- This component is a non-exam portfolio assessment, The theme is set by the art department and marked by the centre and moderated by an External Moderator. This theme is explored and investigated via a range of materials, techniques and processes; with a variety of personal responses developed. Scholars will exhibit the best of their work as part of the Portfolio Assessment in Year 11.

Component 2 – Externally Set Task (40%)

- In this component, Scholars interpret a creative theme and produce specific art or design work in response. This is an externally set and assessed component marked out of 80 marks and will be completed in the second term of Year 11, under specified examination conditions. The supervised final response is produced in 10 hours and will be arranged appropriately by the examination officer; and completed with examination conditions.

Why choose Art & Design?

A successful completion of the GCSE Art and Design course creates a pathway for scholars to make a smooth transition into Post 16 programmes at College or 6th Form. Scholars can pursue opportunities to follow different university/college courses that can lead to numerous career paths such as Graphic Design; Interior Design; Fine Art; Illustration; Fashion Design; Computing - Web Design, Animation, Computer Game Design etc.



OPTIONAL SUBJECT

Subject: Business (GCSE)

Subject Teacher: Mr M. Lambert

Examination Board: Edexcel Pearson Examination Type: Linear

Why study GCSE Business?

GCSE Business Studies is an interesting and 'hands on' course with scholars learning the skills required to run a business. Looking at the integral elements of success in an entrepreneurial environment, from managing money and increasing profit potential, to marketing and advertising, scholars develop the creative ability to devise a business idea assessing potential and risks along the way.

What will I learn?

Through studying this qualification, you will learn how to

- apply knowledge and understanding to different business contexts. These include businesses ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts
- develop an understanding of how these contexts impact on business behaviour
- use business terminology to identify and explain business activity
- apply business concepts to familiar and unfamiliar contexts.

How will you be examined?

You will sit two separate written papers on the Business GCSE - both are 1hr 45mins long and each paper is worth 50% and 90 marks each.

Paper 1: Theme 1: Investigating small business - concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for scholars to explore core concepts through the lens of an entrepreneur setting up a business.

Content overview

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

Paper 2: Theme 2: Building a business - examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows.

Content overview

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions



What qualities will you need to study Business GCSE?

You will need to be a creative thinker and have a passion for creating new things. You must have good writing skills to apply to the business plans and justifications. You will need some degree of maths skill to calculate how much profit your business will make.

Where will study of Business take me?

If you choose the Business GCSE, this will allow you to look for future in a business or a business role / job. You could look to management within a company or even set one up yourself. The skills learnt in a business GCSE really do mean the possibilities are endless. You could also study business further at post 16 as A level or a BTEC level 3.



OPTIONAL SUBJECT

Subject: Construction (vocational)

Subject Leader: Mrs A. Duffield

Examination Board: Pearson

Examination Type: Modular

Why study BTEC Tech Award in Construction and the Built Environment?

1. The BTEC Tech Award is an introduction to vocational learning. The qualification gives learners the opportunity to build skills that show an aptitude for further learning, both in the sector and more widely.
2. The approach to the suite is based on well-established BTEC assessment approaches that are proven to be successful in building skills and motivating learners to engage fully with challenging study.
3. There is no limit to progression options as the skills acquired are applicable to a range of post-16 study options.

What will you learn?

1. The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop applied knowledge and practical skills in the following areas:
 - a) Construction Technology
 - b) Construction in Practice
 - c) Construction and Design
2. This Tech Award complements the learning in GCSE programmes such as GCSE Design and Technology by teaching additional and specific skills in either brickwork or carpentry and joinery and by providing a more applied area of study when looking at the different types of technologies being used in a real-world setting for low-rise construction.

How will you be taught?

1. Components 2 and 3 are assessed through non-exam internal assessment. The non-exam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:
2. The acquisition of practical skills and techniques used in industry for safe working practices to create a practically constructed outcome to a specification in carpentry and joinery, and quality control procedures to ensure an aesthetic, well-finished and accurate product produced in timber.
3. The development and application of skills such as interpreting a brief to extract relevant information that will impact design ideas, principles of design, constraints of design, and sketching skills and techniques.
4. Component 1: requires learners to understand the different areas of technology and the real-life application of these technologies in the UK and around the world. Be able to make connections between different construction technologies to ensure appropriateness of low-rise construction projects in different scenarios



How will you be examined / assessed?

1. **Component 1:** Construction Technology (48 GLH) (External Assessment)
2. **Component 2:** Construction in Practice (36 GLH) (Internal – externally moderated)
3. **Component 3:** Construction and Design (36 GLH) (Internal – externally moderated - synoptic)

Non-exam internal assessment is delivered through Pearson Assignments. These assignments are set by Pearson, marked by the centre and moderated by Pearson.

Why choose BTEC First Award in Construction and the Built Environment?

The Edexcel BTEC Level 1/Level 2 Tech Award in Construction and the Built Environment provides the skills, knowledge and understanding for level 2 learners to progress to:

1. A Levels as preparation for entry to higher education in a range of subjects
2. Study of a vocational qualification at Level 3, such as a BTEC National in Construction and the Built Environment, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the construction or engineering sectors.



OPTIONAL SUBJECT

Subject: Drama (GCSE)

Subject Leader: Mrs J. Atkins

Examination Board: OCR

Examination Type: Modular

Why study Drama?

- ◆ Drama enhances scholars' artistic and creative skills and gives them a better understanding of themselves and the world around them. By exploring contexts relating to current world issues such as identity, societies, cultures and ideologies scholars are able to become more critically reflective members of the community.
- ◆ Drama fosters some of the top 'soft skills' that are most valuable to employers or hiring/recruitment managers, such as self-discipline, confidence and teamwork, problem solving, leadership, organisation and stress-management.

What will you learn?

The course is divided in to 3 components of study which cover:

Unit 1: Devising Theatre	Unit 2: Presenting and Performing Texts	Unit 3: Performance and Response
You will have the opportunity to create an original piece of theatre, inspired by a variety of stimuli. This will be assessed through performance and written portfolio 30% of Final Grade	You will develop your acting skills and techniques through the reproduction of acting repertoire as a performer or designer 30% of Final Grade	You will study a set text and make decisions as to the direction of the play. You will see a piece of live theatre and analyse how effective the performance was 40% of Final Grade

How will you be taught?

- ◆ Classroom based teaching.
- ◆ Computer based coursework completion.
- ◆ Practical workshops and performances.

How will you be examined / assessed?

- ◆ Component 1 will be assessed internally (by your teacher).
- ◆ Component 2 and 3 will be assessed externally (by the exam board).
- ◆ Assessment will be through coursework, practical, and controlled assessment. There is a formal written exam at the end of the course.

Why choose Drama?

- ◆ Drama has an academic study base that involves historical (theatre history), literary (play canon) and practitioner study (acting methodology).
- ◆ Drama provides a good foundation for further study in creative and performing arts, teaching, journalism, law and public relations.
- ◆ Any career which involves social interaction, public presentation and leadership will be enhanced by the study of Drama.



OPTIONAL SUBJECT

Subject: Geography

Subject Leader: Mrs A Bowskill

Examination Board: AQA

Examination Type: Linear

Why study Geography?

Geography helps you to make sense of the world around you. It is hands on, relevant and exciting. Geography bridges the gap between human society and the natural environment and find solutions to some of our planet's most pressing problems

What will you learn?

You will learn through opportunities to:

- ◆ Enquire about the world you live in
- ◆ Appreciate & understand contemporary issues
- ◆ Develop interpersonal skills, communication and problem-solving skills
- ◆ Progress from receiving regular feedback & celebrating your success
- ◆ Complete fieldwork & issue evaluation

Scholars will firstly be introduced to Living with the Physical Environment, within this unit scholars will explore various aspects of the physical environment, for example; natural hazards, the living world and the physical environment coasts and rivers. Scholars will then move on to the unit Challenges in the Human Environment, scholars will study urban issues and challenges, and the changing economic world. Scholars will have the opportunity in Year 10 to conduct both their human and physical fieldwork investigations. Year 11 consists of covering the final topic of resource management, scholars will then spend their time preparing for the pre- release element of the course for paper 3 and preparing for the final examination period.

How will you be taught?

In addition to the high-quality lessons, the Geography department also ensure that scholars are given an opportunity to learn outside the classroom. Scholars will enjoy a trip to the Peak District to conduct a rivers study, and a trip to Sheffield to conduct the Human fieldwork element.

How will you be examined / assessed?

- ◆ Paper 1: Living with the physical environment (1hr 30min 35% of the final mark)
- ◆ Paper 2: Challenges in the human environment (1hr 30min 35% of the final mark)
- ◆ Paper 3: Geographical applications (1hr 15min 30% of the final mark)

All three examinations contain marks for the quality of spelling, punctuation, grammar and the use of key terms. Examination questions are a combination of multiple choice, short answer, levels of response and extended prose.

Why choose Geography?

There has never been a better or more important time to study geography. Geography helps you to make sense of the world around you. Whatever your passion for the world – fascination with landscapes or concerns about sustainability – geography will provide you with knowledge and transferable skills that will reward you personally and advance you professionally.



Employers and universities see geography as a robust academic subject, which is rich in skills, knowledge and understanding. As a subject linking the arts and the sciences it is highly flexible in terms of what you can combine it with. Geographers enter a very wide range of career areas and put simply there is no such thing as a geography job, just jobs that Geographers do.

Examples include- Social Worker, Housing Developer, Natural Disaster Manager, Weather Forecaster, Travel Agent, Accountant, Lawyer, Armed forces, Emergency services, Crime statistical analysis, Pilot, Travel writer, Photographer, Journalist.



OPTIONAL SUBJECT

Subject: History

Subject Leader: Mrs J. Roe

Examination Board: AQA Examination Type: Linear

Why study History?

We believe that scholars deserve a broad and ambitious History curriculum, rich in skills and knowledge of a range of different time periods and cultures.

- ◆ We study national and international history in Medieval, Early Modern and Modern time periods.
- ◆ Be exposed to different people's perspectives on issues and events throughout history.
- ◆ Develop an understanding of how to apply and write about historical concepts such as causation; continuity and change; significance; consequence; diversity.

What will you learn?

The course is divided in to 4 topics that we study over the two years.

- ◆ British Thematic Study - Britain: Health and the people: c1000 to the present day
- ◆ Period Study – Germany, 1890-1945: Democracy and dictatorship
- ◆ British Depth Study including the historic environment – Elizabethan England, c1568-1603
- ◆ Wider World Depth study – Conflict and Tension: The inter-wars years, 1918-1939

How will you be taught?

- ◆ The History department will teach you history through enquiries and investigations within each of the topics as well as stimulating discussions and debates.
- ◆ There will also be analytical thinking about events and sources as well as lessons being mainly written based through note taking and practicing exam questions to prepare you for your exams in year 11.

How will you be examined / assessed?

The History exam is split into two History papers.

- ◆ Paper 1 is Understanding the modern world –
Germany, 1890-1945: Democracy and dictatorship
Conflict and Tension: The inter-wars years, 1918-1939
2hrs – 50% weighting
- ◆ Paper 2 is Shaping the nation –
Britain: Health and the people: c1000 to the present day
Elizabethan England, c1568-1603
2hrs – 50% weighting

Why choose History?

- ◆ Studying History does not mean you have to become a Historian or History teacher. The skills you develop in History help you in any career that involves large amounts of information or making judgments.
- ◆ Many who study History go on to careers in Law, English, Politics, Sociology, Business, Journalism, Finance, Psychology, Tourism, Medicine, and others



OPTIONAL SUBJECT

Subject: Music (GCSE)

Teacher of Music: Mrs A. Hanslip

Examination Board: Eduqas

Examination Type: Linear

Why study Music?

- ◆ Music Education enhances learning skills, communication skills, creativity, teamwork, discipline, cultural awareness, respect for others, and self-esteem through personal accomplishment.
- ◆ Grade 3 Music is the standard level.

What will you learn?

The course is divided in to 3 units of study which cover:

- ◆ Component 1 – Performing 30% - Perform a minimum of two pieces. One piece must be an ensemble group piece. You can use any instrument, voice or technology
- ◆ Component 2 – Composing 30% - Two pieces – Compose one piece in response to a set piece from the exam board. Compose one free composition.
- ◆ Component 3 – Appraising 40% - Listening Examination covering Musical forms and Devices, Music for Ensemble, Film Music and Popular Music

How will you be taught?

- ◆ Scholars will learn through classroom experience, both written and practical with your class teacher.
- ◆ Scholars will also conduct research and rehearse together in groups and solo.

How will you be examined / assessed?

Component 1 and 2 are teacher assessed modules. Component 3 is an externally assessed examination.

Why choose Music?

- ◆ If you already play a musical instrument or sing, scholars can develop their skills and gain a GCSE from this.
- ◆ Employers value music because it shows that scholars are committed to learning new skills that take time and effort to develop and that scholars can work well in a team to create a good quality product to a deadline.
- ◆ Scholars get the best grades in the subjects they most enjoy – high grades open more doors for you, regardless of the subject.



OPTIONAL SUBJECT

Subject: Spanish

Subject Leader: Miss S. Bouclier

Examination Board: AQA
Examination Type: Linear

Why study Spanish?

- ◆ Spanish is one of the most widely-spoken languages in the world.
- ◆ This course will build on your communication and interpersonal skills.
- ◆ This course will enable you to learn about culture in the world around you.

What will you learn?

The course is divided into 3 broad units of study which cover:

- ◆ Theme 1: People and Lifestyle
- ◆ Theme 2: Popular Culture
- ◆ Theme 3: Communication and the World around us
- ◆ Scholars are taught using learning phases focusing on specific components; reading, listening and writing.

Why choose Spanish?

- ◆ Popular areas of work for those who have studied Spanish are business and journalism, where you will be able to converse with many people from around the world and interpret information effectively.
- ◆ Spanish is also an attractive choice for those who wish to travel, perhaps as cabin crew, for those who want to work abroad on a gap year helping disadvantaged people or simply for holidays.



OPTIONAL SUBJECT

Subject: Sport (vocational)

Subject Leader: Mr S. McClune

Examination Board: Pearson

Examination Type: Modular

Why study Sport?

The Pearson BTEC Level 1/Level 2 Tech Award in Sport is for Scholars who want to acquire sector-specific applied knowledge and skills through vocational contexts by exploring the different types and providers of sport and physical activity and the equipment and technology available for participation as part of their Key Stage 4 learning. They will also explore the different types of participants and their needs to gain an understanding of how to increase participation for others in sport and physical activity and further develop their knowledge and understanding of anatomy and physiology.

Scholars will undertake practical sessions to develop skills in planning and delivering sports activity sessions to participants. The qualification enables Scholars to develop their sector-specific skills, such as sport analysis and sports leadership, using realistic vocational contexts, and personal skills, such as communication, planning, time management and teamwork through a practical and skills-based approach to learning and assessment. The qualification recognises the value of learning skills, knowledge, and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them

What will you learn?

The course is divided in to 3 Components of study which cover:

Pearson BTEC Level1/Level 2 Tech Award in Sport				
Component Number	Component title	GLH	Level	Assessment Method
1	Preparing Participants to Take Part in Sport and Physical Activity	36	2	Internal
2	Taking Part and Improving Other Participants Sporting Performance	36	2	Internal
3	Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity	48	2	External - Synoptic

How will you be taught?

- ◆ Scholars will engage in a mixture of Practical and Theoretical classroom-based modules.
- ◆ Scholars are taught using learning phases focusing on specific components.
- ◆ A range of teaching styles will be used throughout the course which include direct teaching, research opportunities and collaborative peer opportunities.

Why choose Sport?

- ◆ Opportunity to understand how your body works.



- ◆ Knowledge and know-how of how to maintain/improve positive mental, emotional, and physical health
- ◆ Knowledge to lead a Healthy activity lifestyle and support others including family and friends.
- ◆ Develop a passion for Sport and pursue a career within the sporting industry.



OPTIONAL SUBJECT

Subject: Health & Social Care (vocational)

Subject Leader: Mr S.McClune

Examination Board: Pearson

Examination Type: Modular

Why study Health & Social Care?

- ◆ The BTEC Tech Award is an introduction to vocational learning. The qualifications give scholars the opportunity to build skills that show an aptitude for further learning, both in the sector and more widely.
- ◆ The approach to the suite is based on well-established BTEC assessment approaches that are proven to be successful in building skills and motivating scholars to engage fully with challenging study.

What will you learn?

This course provides a practical approach to learning and develops specific knowledge and skills scholars need to work successfully in a health and social care setting. They are designed to;

- ◆ Give scholars the opportunity to gain a broad understanding and knowledge of the health and social care sector.
- ◆ Give scholars the opportunity to experience the vocational elements of the programme, and develop practical skills, such as demonstrating health and social care values that will help prepare scholars for the world of work.

How will you be taught?

- ◆ Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.
- ◆ There is one external assessment, Component 3. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation. The external assessment is based on a key task/key tasks that requires scholars to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way.

How will you be examined / assessed?

- ◆ Component 1: Human Lifespan development
- ◆ Component 2: Health and Social Care Services and Values
- ◆ Component 3: Health and Wellbeing

Why choose Health & Social Care?

- ◆ Study of a vocational qualification at Level 3, such as a BTEC National in Health and Social Care, which prepares scholars to enter employment or apprenticeships, or to move on to higher education by studying a degree in aspects of health or social care.
- ◆ Study at Level 2 post-16 in a range of technical routes designed to lead to work, to progression to employment, to apprenticeships or to further study at Level 3. Study of health and social care post-16 through the study of a Technical Certificate.
- ◆ Some scholars may wish to build on an interest in human growth and development but take it in a different direction (at either Level 2 or Level 3) by studying for qualifications in Early Years education.