Brookvale Groby Learning Campus

Valuing Everyone, Achieving Excellence

Courses and Subjects Guide for Years 10 and 11

2023 - 2025

Work Hard, Be Kind

COURSES AND SUBJECTS GUIDE FOR YEARS 10 AND 11 2023 – 2025

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Details provided in this booklet were correct at the time of printing.
Whilst every effort is made to offer all of the courses listed,
it cannot be guaranteed and some changes may occur.

Contents

1	Introduction
2	Core Subjects
3	Option Subjects
4	Choices

In case of queries about this booklet, please contact:
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Section 1

Introduction

Welcome
Curriculum Overview
Learning Support

Subject Choices for Year 10

We hope that you are looking forward to September when you start year 10 where you have greater freedom and choice to what you study.

The curriculum at year 10 and 11, is a mixture of core subjects such as English, Maths, Science, PE and Life skills along with the additional subjects that you want to pursue at GCSE or Vocational Level 2. We have a wide variety of subjects for you to choose from.

Your additional subject choices range from more traditional subjects to more modern applied subjects. Each subject allows you to be successful. There is no difference between GCSEs or Vocational Level 2 subjects; they are of equal value and rigour. What is different about them is the style of learning and the way they are assessed, which will suit different students and their learning styles.

All the subjects are designed to provide you with useful skills that you can take into further study or employment with training. We are proud to see our students developing into confident adults who make positive contributions in the wider world.

This booklet has been designed to help you make the correct year 10 subject choices. We have given you some information about each of the subjects taught. Don't rush into choosing, you need to weigh up what is best for you. You may wish to discuss your choices with:

- your parents or carers
- your current subject teachers
- your tutor

There will also be people here on campus, who are happy to answer any questions you may have about your subject choices, so don't be afraid to ask.

Here are some questions you might want to discuss or think about before making your choice:

- Should I choose the subjects I like?
- Are some subjects more useful to me than others?
- What are my teachers recommending?
- How is the subject assessed?
- Is the subject the most suitable for the way I like to learn?
- Will my subject choices allow me to follow the career path I want?

The aim is that you take subjects in which you can be highly successful and which can lead on to a successful future.

Good luck!

Mr W Teece
Headteacher

CURRICULUM SUMMARY

Hopefully after reading the core and option subject description pages in the following sections of this booklet you will have the information about each subject to help you in making your choice of the subjects you wish to study.

The majority of students will follow a curriculum which is achieved by studying the following:

- **ALL CORE SUBJECTS**
- **4 OPTION SUBJECTS – these should include:**
  Either**: TWO E-BACCALAUREATE SUBJECTS** (one Language and one Humanities)
  and TWO ADDITIONAL SUBJECTS (E-Baccalaureate Pathway)
  Or: **ONE E-BACCALAUREATE SUBJECT and THREE ADDITIONAL SUBJECTS** (General Pathway)

CURRICULUM PATHWAYS

A E-Baccalaureate Pathway (Highly recommended for students hoping to go to university)	B General Pathway
All Core subjects • English Language and English Literature • Maths • Combined Science • Life Skills • PE	**All Core subjects** • English Language and English Literature • Maths • Combined Science • Life Skills • PE
English Baccalaureate options Students choose **two** subjects, one from each category: • Category 1: French, German or Spanish • Category 2: Geography or History	**English Baccalaureate option** Students choose **one** subject from these: • French, German, Spanish, Geography, History, Separate Sciences, Computer Science
Options • **Two further options** from the Options List	**Options** • **Three further options** from the Options List

CORE SUBJECTS

Subject	Exam
English Language	GCSE
English Literature	GCSE
Maths	GCSE (plus a possibility of a further maths qualification for some students, depending on ability)
Science	GCSE (worth 2 GCSE's)
Life Skills (PSHE, Citizenship and Religious Studies)	No qualification
Physical Education	No qualification or exam

ENGLISH BACCALAUREATE SUBJECTS

The English Baccalaureate was introduced by the government and is achieved by studying a combination of core subjects and additional option subjects which are considered to be key academic courses. Students who take these combinations of subjects do not achieve an extra qualification but are looked on favourably by colleges, universities and employers. We ask all students following the General Pathway to pick at least one subject from this list. Students wishing to follow the full E-Baccalaureate pathway must pick 2 **(1 Language and 1 Humanities subject):**

Students are asked to choose **TWO subjects** (one Language and one Humanities for the E-Baccalaureate Pathway) **or ONE subject** (for the General Pathway) **from the list below:**	
Computer Science	GCSE
French	GCSE
Geography	GCSE
German	GCSE
History	GCSE
Spanish	GCSE
Separate Sciences	3 GCSEs

ADDITIONAL OPTION SUBJECTS

Students choose a further TWO subjects (for the E-Baccalaureate Pathway) or **THREE subjects** (for the General Pathway) **from the list below:**	
Art (Fine Art)	GCSE
Business	GCSE
Computer Science	GCSE
Drama	GCSE
Engineering: Design	Cambridge National Level 2
Food Preparation and Nutrition	GCSE
French	GCSE
Geography	GCSE
German	GCSE
Graphic Design	GCSE
Health & Social Care	BTEC equivalent to 1 GCSE
History	GCSE
ICT	BTEC equivalent to 1 GCSE
Media Studies	GCSE
Music	GCSE
Performing Arts	BTEC equivalent to 1 GCSE
PE or SPORT	GCSE / Cambridge National
Religious Studies	GCSE
Separate Sciences	3 GCSEs
Spanish	GCSE
Textiles	GCSE

You will note that the English Baccalaureate subjects are repeated in red in the additional options list, giving students as much freedom of choice as possible to pick 4 subjects they are most likely to enjoy and be successful at studying.

When students indicate their choices, we also ask them to identify reserve subject choices in both categories, in case their priority choices are not available for any reason. This may include factors such as timetabling restrictions/class sizes/oversubscribed numbers/other clashes. Where reserve choices need to be considered, we will contact the student

to let them, in conjunction with parents/carers review their choices and make a new informed decision about their final allocation.

Students will be supported in making their choices by their tutor and through life skills lessons. We will also be running a series of subject based assemblies to give out more detailed information about each available option.

Some subjects cannot be studied together, these are:

- **Art, Graphics and Textiles**
- **Drama and Performing Arts**
- **PE and Sport**

LEARNING SUPPORT

Our team of professional LSAs support students' learning in all years across all subjects.

The range of support we offer is broad. We work closely with outside agencies and try to put together the best combination to meet specific needs; this may include one or a combination of the following, depending on need:-

- A flexible programme of learning that may include elements of the following:
  - Work related learning:
  - ASDAN
  - Visiting speakers
  - Day visits
- In-class support
- Personalised programmes of support
- Small group work
- Mentoring
- Education psychology
- Specialist careers advice
- Autism outreach team
- Visual impairment team
- Hearing impairment team
- Access to The Hub Learning Centre

The Learning Support Team offer the following provision where appropriate:

- ✓ Shared in class support
- ✓ Dedicated specialist Learning Support Assistants/HLTAs in English, Science and Maths
- ✓ Access arrangements for public examinations
- ✓ Literacy/numeracy support
- ✓ Lunch time homework support
- ✓ Lunchtime Oasis club
- ✓ Extended support after school where appropriate

If you require any further information about these provisions, please contact:

Mrs Michelle Tointon, Faculty Leader SEND (SENDCo) mtointon@brookvalegroby.com
Mrs Kay Pratt, Senior SEND Administrator (Asst. SENDCo) kpratt@brookvalegroby.com
Mrs Clare West, SEND Administrator cwest@brookvalegroby.com

Section 2

Core Subjects

English Language
English Literature
Maths
Science
Life Skills
Physical Education

ENGLISH LANGUAGE GCSE CORE SUBJECT

Exam Board: AQA

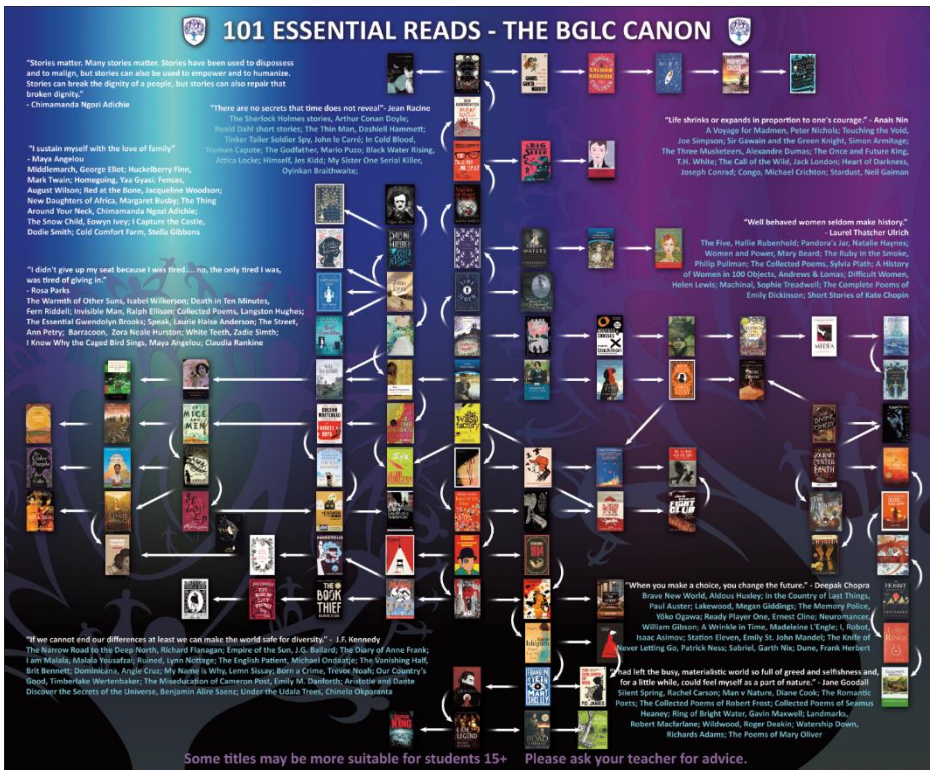
Course Overview

Our English Language schemes of learning are written to inspire, challenge and motivate students of all abilities.

Course Breakdown

Students will explore fiction and non-fiction covering a wide range of topics and voices, mastering how to:

- select relevant information
- interpret and infer meaning
- write critically and analytically
- synthesise information
- compare perspectives and points of view
- use appropriate subject terminology to communicate clearly and expertly



Students will also master how to:

- write for a specific audience and purpose
- plan and write creatively
- use appropriate, higher order vocabulary
- vary punctuation and sentence types to convey clear meaning

Assessment

Students will sit 2 papers: each paper is a written exam of 1 hour, 45 minutes. One paper focuses on reading and writing fiction, the second paper focuses on reading and writing non-fiction. All exams are set externally and sat at the end of the course in Summer.

Qualities needed for success in the course:

To do well you need to be able to listen carefully to instructions and always work to the best of your ability. Being curious about how language works and a creative, flexible approach to learning will give you the best opportunities to do well. Being well organised and able to read fluently and independently is also essential for success.

Possible Post 16/career paths:

English is an essential grounding for all A Level subjects, college courses or apprenticeships. There are clear progression routes into English Literature, English Language, and Media at A Level.

ENGLISH LITERATURE GCSE CORE SUBJECT

Exam Board: AQA

Course Overview

Literature is studied by all students in years 10 and 11. Our schemes of learning are written to inspire, challenge and motivate students of all abilities.

Course Breakdown

Students will explore a play by Shakespeare, 19th century fiction, a 20th century novel and a selection of poetry mastering how to:

- identify key moments in a text
- infer meaning through personal engagement
- write critically, analytically and creatively
- synthesise information
- compare how different writers explore the same theme
- discuss the influence of relevant context
- use sophisticated vocabulary
- use appropriate subject terminology to communicate clearly and expertly

Assessment

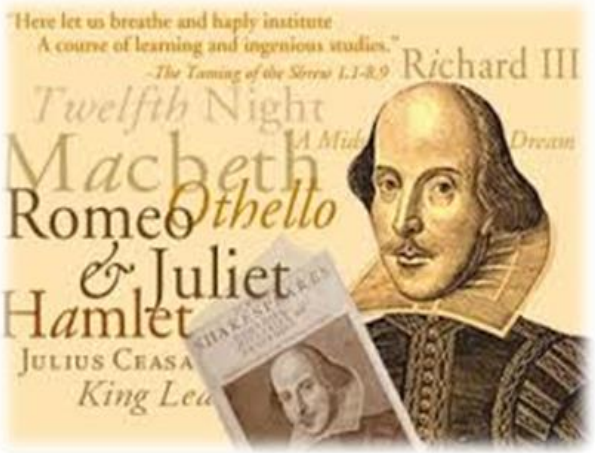
Paper 1 is a written exam of 1 hour, 45 minutes where students respond to 2 sections (a Shakespeare play, and the 19th century fiction); this represents 40% of the total exam mark. Students are given an extract for each section and have to answer essay style questions on character, theme or idea.

Paper 2 is a written exam of 2 hours, 15 minutes where students respond to 3 sections; this represents 60% of the total exam mark. Students are given a choice of 2 questions on the 20th century novel, 1 comparison question for the anthology poetry, and 2 questions on 2 unseen poems.

All exams are set externally and sat at the end of the course in Summer.

Qualities needed for success in the course:

To do well you need to be able to listen carefully to instructions and always work to the best of your ability. An interest in reading different types of fiction texts (short stories, novels, plays, and poetry) and being curious about different cultures and experiences, as well as a creative, flexible approach to learning will give you the best opportunities to do well.



Possible Post 16/career paths:

English is an essential grounding for all A Level subjects, college courses or apprenticeships. There are clear progression routes into English Literature or English Language at A Level.

MATHEMATICS GCSE CORE SUBJECT

Exam Board: Edexcel (www.edexcel.com)

Course Overview

Maths is a challenging, rewarding and enjoyable experience for many students. They recognise the importance of this core subject and from their first day, are determined to do well and achieve the best grade they can. A Maths qualification is essential to many career paths.

Students have four lessons of Maths per week. The topics covered will build on the work completed at KS3. There will be new skills and concepts to learn. Classroom activities are designed to improve mental agility and logical thought. Students are encouraged to work independently and in small groups, sharing ideas to become confident learners.

Students make regular use of computers, using spreadsheets, graph plotters, geometry programs and tutorial sites on the internet. We subscribe to the Hegarty Maths website as well as PiXL mathsapp, the PiXL timestables app and Tassomai and we expect students to use these from home too. Some students take part in local and national maths competitions and challenges. Confidence in problem solving is promoted at every level. Homework is an important part of the course and will be used to help the students' progress.

Course Breakdown

All students will do GCSE Mathematics. There are two tiers: Higher grades 9 - 4, Foundation grades 5 - 1. All students will sit their Maths exam at the end of Year 11. There is also the opportunity for some students to study the Level 2 Certificate in Further Maths. This will be dependent on ability.

GSCE Mathematics Assessment:

- 3 exams taken at the end of the course
- No internal assessment

GCSE Statistics Assessment (sat be selected sets at the end of Year 10):

- 2 exams taken at the end of year 10
- No internal assessment

Level 2 Certificate in Further Mathematics (set 1 only) Assessment:

- 2 exams taken at the end of the course
- No internal assessment

Qualities needed for success in the course:

Hard work and confidence in working independently to solve problems. Complete all homework set. Recognising your own weaknesses and being able to address them independently.

Possible Post 16/career paths:

'A' level and other Level 3 courses or apprenticeships.
A wide range of careers begin with maths.

SCIENCE GCSE CORE SUBJECT

Exam Board: AQA (Trilogy)

Course Overview

All students are offered the opportunity to achieve a double GCSE award from the study of a Combined Science course, however students with particular interest and strength in science may also choose 'Separate Science' as one of their options.

Experimental practical work is a feature of the course as a whole and will be used together with a variety of other classroom activities, to stimulate interest and increase understanding.

Course Breakdown

Students follow a Combined Science course over the 2 years which will cover a wide range of scientific concepts from the fields of biology, chemistry and physics. Practical work is embedded throughout the course with a minimum of 16 required practicals to complete. Tassomai homework is an important part of the course and will be used to help the students' progress.

Assessment

We will be following the **AQA Combined Science: Trilogy** specification. Assessment consists of 6 papers altogether**,** two biology, two chemistry and two physics, each will assess different topics.

Duration: All the papers are 1 hour 15 minutes. **Tiers:** Foundation and Higher.

Weighting: Each paper consists of 70 marks and is worth 16.7% of the grade.

Question types: Multiple choice, structured, closed, short answer and open response. 15% of GCSE marks in exams come from questions relating to practicals.

Combined Science will have a 17 point grading scale, from 9–9, 9–8 through to 2–1, 1–1.

This course will prepare students to follow A level courses in any of the Sciences.

Qualities needed for success in the course:

- Interest and ability in all aspects of science
- Ability carry out experiments with care and skill
- Ability to interpret data from a variety of sources, including your own experiments
- Be determined and hard working

LIFE SKILLS CORE SUBJECT

Life Skills is delivered to all Year 10 and year 11 students for one hour per week and includes statutory requirements for Relationships and Sex Education, Health Education and Careers Related Learning. Core aspects of Religious Education, Citizenship and Finance Education are also included in the programme which builds upon the Life Skills Curriculum taught throughout Key Stage 3. The programme of topics covered is outlined in the table below:

Year	TERM	TOPIC
10	Autumn	Health & wellbeing - Emotional & mental wellbeing - Promoting self - esteem - Dealing with stress/ Internet safety and harms RE/RSE - Religious beliefs and attitudes to relationships RSE & Health - Sexual health STI's ,Contraception, Consent/Delay
10	Spring	RSE - Positive /negative relationships - harassment, Domestic Violence, mutual respect • Healthy body image/pornography • Equalities - LGBTQ + Financial Education - understanding institutions and products • Managing debt, financial support • Issues from gambling online and off
10	Summer	Democracy and British Values Careers related learning - Researching careers and the world of work, linking learning to careers, preparing for work experience CRL - Investigating academic and vocational routes post 16
11	Autumn	Health & Wellbeing - Mental wellbeing and positivity/stress CRL - Prepare for transition inc Interview practice/CV writing/Employability skills feedback Research post 16 options and learning routes. PS16 - Complete online applications
11	Spring	Health & Wellbeing - Physical wellbeing - Blood and organ donation - Immunisation and vaccination, self examination and screening Independent Health Research project.

Careers Support Programme for Students

Yr 10 June/July: During their Life Skills lessons students will be given an introduction to the careers process, research and action planning for career paths at the end of year 11.

Yr 11 October:

- Careers Fair - A range of education and training providers come to the campus to talk to parents and students about the opportunities they offer. Year 11 interim reports are issued to students.
- Post 16 Open Evening: This provides an opportunity for students to consider A level courses available on campus.

Yr 11 November:

- Life Skills Lessons: Students extend the research started in June and are issued with logins for **UCAS Progress.** They are given guidance to use online resources to help inform their choices on career and educational pathways.
- Year 11 Practice interviews: All students will have the opportunity to take part in a mock job or college interview. The students are interviewed by a mixture of local employers and FE college staff and they provide each student with detailed individual feedback to help when it comes to a real interview!
- Year 11 full reports are issued.

Yr 11 December: Deadline for students to submit application to college post 16

Yr 11 January: Deadline for students to complete applications via PS16. Year 11 progress evening is held.

Yr 11 February: Year 11 interim reports are issued.

Yr 11 March/April: Any students who have not completed an online application for a further education course or apprenticeship will be given support by our careers advisor.

Careers Advice Service

Our Careers Advisor is available on campus to help students to make informed, impartial decisions about their future. The advisor has a detailed knowledge of provision both locally and nationally. All students will be introduced to the advisor via the Life Skills programme and KS4 assemblies to find out precisely what kind of support is on offer. Appointments to meet with the advisor can be requested by asking Reception staff.

Campus Open Days/Evenings

As well as the Campus Post-16 Open Evening, all local FE colleges will give students the chance to see the courses they offer during the Autumn Term in their own open day/evening events. These dates are promoted through the Life Skills programme, via the daily student bulletin and on careers notice boards.

Assemblies and Workshops

Running in parallel with the Life Skills programme will be a series of assemblies to help students focus on the key decisions they need to make and tasks they need to complete. Sometimes these will be functional in the sense that they are simply designed to highlight key events and deadlines for students. However external speakers will be used to raise awareness of the many opportunities available, as well as help our students to aspire to areas they may previously have not been aware of or discounted. Workshops are provided by Leicestershire Cares and Prospects on specialist topics and apprenticeships.

Displays and Resources in the Library

There are careers displays across campus to advertise opportunities for our students.

Our Library has a large selection of materials from further education establishments and other educational providers.

PHYSICAL EDUCATION CORE SUBJECT

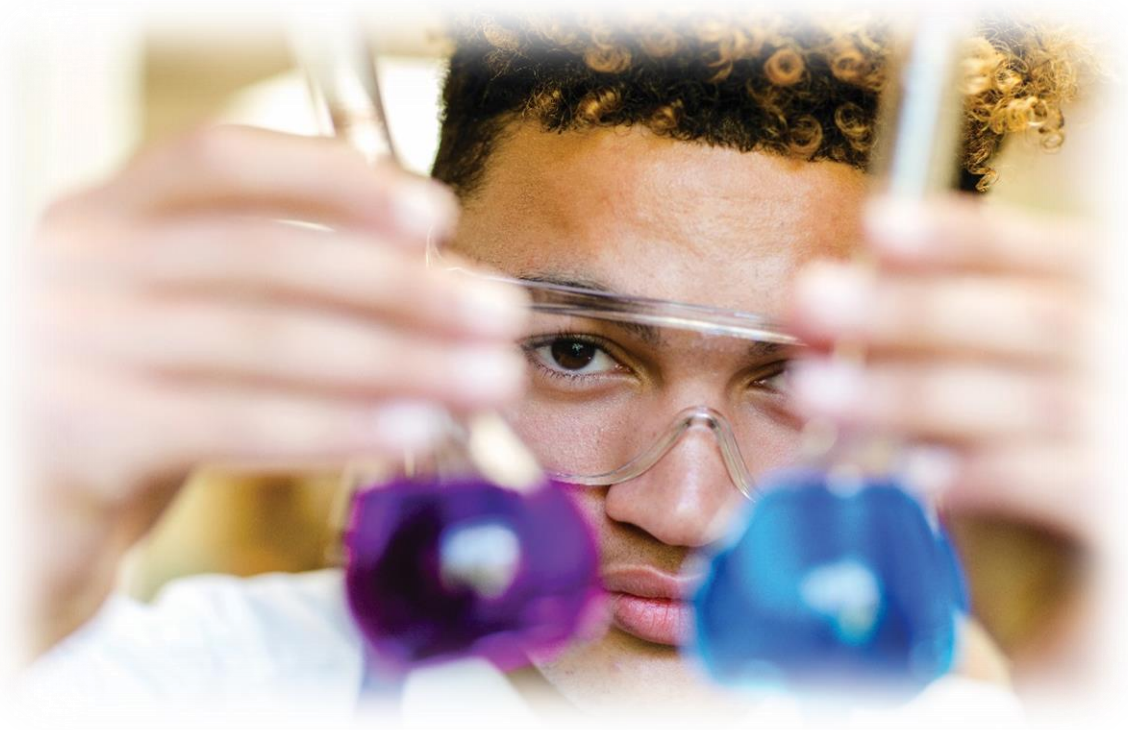
Students have one core Physical Education lesson a week. This gives them the opportunity to develop physical skills in a range of activities and expand their knowledge of health related fitness. Activities covered include traditional sports, like basketball and badminton, team-building activities as part of an Outdoor Education programme, and Health Related Exercise.

We encourage students to develop their sporting interests through the extra-curricular programme and we offer an extensive range of activities. Teams compete in a variety of inter-school competitions, such as badminton, netball, football and rugby, and the inter-house competitions supplement this. We also guide students to other sport and leisure opportunities outside college to encourage students to make participation in regular physical activity a life-long experience.

The campus has a designated PE kit that must be worn to all PE lessons.

GCSE PE and CNAT Sports Studies are available as additional option subjects for students to study – please see the Options Subjects section of this booklet.

Section 3



Option Subjects

Art (Fine Art)	Business	Computer Science
Drama	Engineering: Design (CNAT)	French
Food Preparation and Nutrition	Geography	German
Graphic Design	Health and Social Care (BTEC)	History
ICT (BTEC)	Media Studies	Music
Performing Arts (BTEC)	PE	Sport (CNAT)
Religious Studies	Separate Sciences	Spanish
Textiles		

ART (FINE ART) GCSE OPTION SUBJECT

Exam Board: AQA

Course Overview

You want to choose this subject if you are creative, have developed good art skills in year 7, 8 and 9 and are prepared to work hard and enjoy producing Art at GCSE level.
We base the course on drawing as the foundation on which to develop a variety of ideas. We offer a general art course in which all students will cover the following major areas of study: Drawing and painting, relief work, 3D and mixed media which includes use of ICT and analytical skills through literacy.

Course Breakdown:

You will be expected to complete a portfolio of work that covers a number of individual projects. In each project you will be assigned a series of tasks and problems to be carried out in a set sequence.
The sequence is as follows:

- Develop ideas through research and analyse other artists' work, cultures and genres.
- Develop, plan and explore ideas and use a variety of materials, techniques and processes.
- Record ideas, preparatory studies from observations and relevant insights.
- Select and present a personal response as a final outcome/s by the deadline date.

Assessment

Internal

Students are monitored regularly through one-to-one feedback time during lessons. Verbal and written feedback is given regularly and documented in relation to the assessment criteria.
Interim assessments - Students evaluate their own and others' work. Personalised Learning Checklists (PLC's) are provided to assist with the monitoring of progress throughout each project. Homework is set on a weekly basis.

External

Assessment is through a portfolio of work - Coursework (60%) and an Externally Set Assignment (40%) in Year 11.

Coursework Requirements:

You want to choose this subject if you are creative, self-motivated, dedicated and have developed good art skills in KS3. You must be prepared to work hard, deliver good quality work, including weekly homework, meet deadlines and enjoy producing Art at GCSE level.

Qualities needed for success in the course:

You should have an interest in creating and understanding Art and be determined to develop that interest further.

Possible paths in Post 16:

- Fine Art (A Level - 2 year course)
- Photography (A Level - 2 year course)
- 3D Art (A Level - 2 year course)
- Graphic Design (A Level - 2 year course)

Please note: Students are not able to study Graphic Design or Textiles at GCSE if they choose Fine Art due to course restrictions.

Please discuss with a member of the ADT Faculty if you are unsure which would be the most appropriate option for you.

BUSINESS GCSE OPTION SUBJECT

Exam Board: Pearson Edexcel

Course Overview

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

Theme 2 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.

Course Breakdown:

Theme 1: Investigating small business Worth 50% of the overall GCSE	Theme 2: Building a business Worth 50% of the overall GCSE
Topic 1.1 Enterprise and entrepreneurship	Topic 2.1 Growing the business
Topic 1.2 Spotting a business opportunity	Topic 2.2 Making marketing decisions
Topic 1.3 Putting a business idea into practice	Topic 2.3 Making operational decisions
Topic 1.4 Making the business effective	Topic 2.4 Making financial decisions
Topic 1.5 Understanding external influences on business	Topic 2.5 Making human resource decisions

Assessment

The course is assessed through two 105-minute exams. The exams are equally weighted with each exam being worth 50% of the overall GCSE grade. The papers consist of calculations, multiple-choice, short-answer and extended-writing questions.

Grading:

Students are able to gain grades 9-1.

Qualities needed for success in the course:

- Students will need to have a keen interest in the world of business
- Good mathematical skills (at least 10% of the questions involve quantitative skills)
- Good literacy skills (sections B and C of both papers involve reading case studies and writing extended answers that make reference to the case studies

Possible paths in Post 16:

Students will develop their essay writing and numerical skills. The course provides a broad introduction to the study of business and enables progression to Advanced Level Business, Economics, Accounting or Finance related courses.

COMPUTER SCIENCE GCSE OPTION SUBJECT

Exam Board: OCR J277

This carefully planned course gives students a real, in-depth understanding of how computer technology works. It offers an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing. This course is a great way to develop critical thinking, analysis and problem-solving skills, which can be transferred to further learning and to everyday life.

Assessment

Content Overview	Assessment Overview	
Paper 1: Computer Systems	50%	1 hour 30 minute written paper
Paper 2: Computational Thinking, Algorithms and Programming	50%	1 hour 30 minute written paper

Qualities needed for success in this course:
Students wishing to take Computer Science should have an interest in technology and be determined to develop that interest further. Students should also have an interest in both computer programming and computer theory. They must be able to work independently to solve problems.

Possible paths in Post 16:
There is a clear pathway from GCSE Computer Science to A Level.

Please note: Students will need to be competent Mathematicians (set 1 or 2) and/or have a recommendation from a Key stage 3 teacher.

DRAMA GCSE OPTION SUBJECT

Exam Board: AQA

Course Overview

The course is very practical and focuses on developing acting skills. All projects culminate in assessed performance. We will present devised and scripted work.

Students will also learn to analyse a script in detail and explore it practically as an actor and designer. They will also learn to evaluate live theatre. This will involve watching videos of live performance and theatre trips. Both these elements will be assessed in the exam.

Written work will include keeping a log to show the work produced in the devised unit and becomes part of the assessment for the Devised unit. Students will also prepare for the written exam.

Course Breakdown

- Performance and rehearsal skills
- Using and responding to different drama stimuli
- Devising plays
- Analysing scripts
- Production design
- Different styles of drama
- Using different drama practitioner techniques to develop work
- Using drama strategies, elements and mediums
- Evaluating own and others work

Assessment

Unit 1. Understanding Drama. Written exam. 40%

Unit 2. Devising Drama. Assessed performance (10%) and written log (30%). 40%

Unit 3. Text in practice. Assessed Performance of two extracts. 20%

Coursework Requirements

Qualities needed for success in the course:

- Enthusiasm in Drama and working well with others.
- Willingness to work hard and take on feedback to improve.
- Imagination, creativity, focus and a willingness to perform in front of an audience.
- An ability to reflect on your own and others work.

Possible paths in Post 16:

- BTEC Performing Arts.
- BTEC Production Arts

Please note that Drama GCSE and Performing Arts BTEC cannot be studied together.

Please discuss with a member of the PA Faculty if you are unsure which would be the most appropriate option for you.

ENGINEERING: DESIGN - LEVEL 2 CERTIFICATE OPTION SUBJECT

Exam Board: OCR

Course Overview

This course allows students to use practical skills in the workshop, drawing, digital and physical modelling to communicate design proposals. Students will develop specifications and study the processes involved when designing new products. The course also allows students to consult with a client and, with its practical focus, engages them in producing, testing and evaluating working prototypes.

Course Breakdown

From the beginning of the academic year students respond to a variety of design briefs to build up their technical knowledge. They will start year 10 by completing design projects on bedside storage and animal habitats. Following this, students begin the first of their units of work which are outlined below.

R038 - Principles of engineering design 40% - exam

This unit will help students to understand different design strategies and the stages involved in designing products. Students will discover what information is needed to produce design briefs and design specifications. They will focus on iterative design, which is one of the most widely used design strategies, and look at other design influences, including market demand, sustainability and manufacturing. Finally, they will learn how designers communicate their ideas using engineering drawings, using virtual and physical prototypes.

R039 - Communicating designs 30%

This practical unit gives students the opportunity to learn how to communicate engineering designs through free hand sketching, formal engineering drawings and 3D - Computer aided design (CAD) presentation. Students will develop skills in sketching to generate a range of initial design ideas. They will then select ideas to develop into formal engineering drawings, using CAD and other techniques to communicate a final design idea.

R040 Design, evaluation and modelling 30%

This unit provides an introduction on how to carry out product analysis and research. Students will use product evaluation tools such as ACCESS FM and ranking matrices to compare the advantages and disadvantages of different products. Students will also undertake a practical activity to disassembler and analyse a product, They will create a virtual CAD simulation and use physical modelling to create a prototype, comparing this against a design specification and identifying potential design improvements.

Possible paths in Post 16:

A level Art & Design: 3D Design.

Advanced GNVQ courses in Engineering, Art & Design, Interior Design, Furniture Design, Architecture, Jewellery Design and similar course offered at various FE colleges.

FRENCH GCSE OPTION SUBJECT

Exam Board - AQA

Course Overview

- Listening – 25% of final mark
- Speaking – 25% of final mark
- Reading – 25% of final mark
- Writing – 25% of final mark

Course breakdown

There are 3 key themes that students will study over the 2 years and on which assessments will be based:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

Assessment

GCSE French has a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9.) Students must take all four papers at the same tier.

- **Paper 1: Listening.** Understanding and responding to different types of spoken language. Questions and answers to be in both English and French and non-verbal answers. Length of exam: 35 minutes at Foundation and 45 minutes at Higher.
- **Paper 2: Speaking**. Communicating and interacting effectively in speech for a variety of purposes. Tasks will include: A role-play, discussion of a photo card and a conversation. Length of exam: 7-9 minutes + preparation time at Foundation and 10-12 minutes + preparation time at Higher.
- **Paper 3: Reading**. Understanding and responding to different types of written language. Questions and answers to be in both English and French and non-verbal answers. Translation from French into English. Length of exam: 45 minutes at Foundation and 60 minutes at Higher.
- **Paper 4: Writing.** Communicating effectively in writing for a variety of purposes. Tasks include: writing lists, messages, translation from English to French, structured writing tasks and open-ended writing tasks. Length of exam: 1 hour at Foundation and 1 hour 15 minutes at Higher.

Qualities needed for success in this course:

Have the desire to learn about French culture and the language.
Students must have studied French at KS3.

Possible Post 16 study:

- A Level French
- A language is particularly useful for students who may want to study in Higher Education.
- Many Universities consider a language to be an important indicator of ability when selecting prospective students.

GEOGRAPHY GCSE OPTION SUBJECT

Exam Board: Eduqas Geography B

Course Overview: This course covers physical, human and environmental geography, whilst incorporating a wide range of graphical, cartographical and statistical skills, including fieldwork. You will also have a problem solving examination.

Is this for me? If you enjoy learning about the environments within which you live and depend on, then this is a subject for you. You will explore the interrelationships between the physical and human environments and explore the sustainable future of our planet. You should have an interest in maps, photographs, ICT, drawing, sketching and fieldwork. You will require the ability to learn factual content for a vast range of case studies, be determined and hardworking and enjoy reading and researching.

How will I be assessed?

You will be externally examined at the end of year 11.

Component 1: Investigating Geographical Issues **Written Exam:** 1 hour 45 minutes 40% total qualification
Three structured data response questions. Qu 1 Will assess Theme 1, changing places - changing economies. Qu 2 will assess Theme 2, changing environments Qu 3 will assess Theme 3, Environmental challenges
Component 2: Problem Solving Geography **Written Exam:** 1 hour 30 minutes 30% total qualification
This component will assess content from across the themes. **Part A** will introduce an issue and set the geographical context. **Part B** will outline a number of possible solutions to the issue. **Part C** will provide an opportunity for the candidates to choose a solution and justify their choice.
Component 3: Applied Fieldwork Enquiry **Written Exam:** 1 hour 15 minutes 30% total qualification 2023 exam - *use of transects* and *Inequalities* 2024 exam - *Change over time* and *mitigating risks*
A written exam in three parts. **Part A** will assess approaches to fieldwork methodology, representation and analysis. **Part B** will assess how fieldwork enquiry may be used to investigate geography's conceptual frameworks. **Part C** will assess the application of those geographical concepts investigated during fieldwork to a wider UK context.

Geographical fieldwork:

You will be carrying out your fieldwork in contrasting environments (one human and one physical environment) to be able to show an understanding of both physical and human geography. ***You are required, as part of the course, to attend both field work days to meet exam board requirements.***

Geography is one of the subjects which contribute to the English Baccalaureate accreditation.

GERMAN GCSE OPTION SUBJECT

Exam Board: AQA

Course Overview

- Listening – 25% of final mark
- Speaking – 25% of final mark
- Reading – 25% of final mark
- Writing – 25% of final mark

Course breakdown

There are 3 key themes that students will study over the 2 years and on which assessments will be based:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

Assessment

GCSE German has a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9.) Students must take all four papers at the same tier.

- **Paper 1: Listening**. Understanding and responding to different types of spoken language. Questions and answers to be in both English and German and non-verbal answers. Length of exam: 35 minutes at Foundation and 45 minutes at Higher.
- **Paper 2: Speaking**. Communicating and interacting effectively in speech for a variety of purposes. Tasks will include: A role-play, discussion of a photo card and a conversation. Length of exam: 7-9 minutes + preparation time at Foundation and 10-12 minutes + preparation time at Higher.
- **Paper 3: Reading**. Understanding and responding to different types of written language. Questions and answers to be in both English and German and non-verbal answers. Translation from German into English. Length of exam: 45 minutes at Foundation and 60 minutes at Higher.
- **Paper 4**: **Writing**. Communicating effectively in writing for a variety of purposes. Tasks include: writing lists, messages, translation from English to German, structured writing tasks and open-ended writing tasks. Length of exam: 1 hour at Foundation and 1 hour 15 minutes at Higher.

Qualities needed for success in this course:

The desire to learn about German culture and the language. Self-motivation, drive and commitment.

Students must have studied German at KS3.

Possible Post 16 study:

- A Level.
- A language is particularly useful for students who may want to study in Higher Education.
- Many universities consider a language to be an important indicator of ability when selecting prospective students.

GRAPHIC DESIGN GCSE OPTION SUBJECT

Exam Board: EDUQAS

Course Overview

This course has been purposely put together to introduce creativity within graphic design through a range of processes and techniques in a fun, secure, inclusive and supportive environment. Students will develop a sound understanding of the design process and experience a wide range of activities that will promote the understanding of Graphics within the design context. Graphic Design at the Brookvale Groby Learning Campus has featured heavily in the 'Good Schools Guide' for the last 8 years and has won a total of 15 awards for the best performance for students in the country at both GCSE, AS and A Level.

Course Breakdown

In Year 10 students will undertake both individual and group tasks that will enable them to produce an extensive and varied body of work for a design portfolio. The majority of these mini projects will include work based on existing graphic designers and image manipulation using Photoshop. During these projects students will learn how to manipulate images and develop their presentation skills.

Assessment

Internal: Each project will be marked and detailed feedback sheets given to aid improvement. This extensive body of work will be then reviewed, selected and presented effectively by the student with staff support for a formal assessment. The portfolio accounts for 60% of the final GCSE grade.

External: The externally set task is 40% of the GCSE grade. This will be based on a theme set by the exam board. Students will be given time for research and preparation which will culminate in a 10 hour session under exam conditions.

Coursework Requirements

Year 10/11 - Candidate Portfolio:

A series of mini projects plus a large personal project for 60% of the final grade.

Year 11 - Externally set task:

40% of the final GCSE grade.

Qualities needed for success in the course:

Students will be taught all the skills required to succeed on this course.

It will be advantageous to have good ICT skills and access to a laptop/pc at home, but not essential.

Well-motivated students that are creative and imaginative perform well on this course. Students will be encouraged to respond and act on positive and regular constructive feedback enabling them to reach their full potential.

Possible Post 16/career paths / choices:

This course equips students with the necessary skills to continue in Post 16 on the Graphic Design course. Other similar courses include 3D Design, Photography, Textiles and Fine Art.

Please note you are not able to study Fine Art or Textiles if they choose Graphic Design due to course restrictions.

Please discuss with a member of the ADT Faculty if you are unsure which would be the most appropriate option for you.

HEALTH and SOCIAL CARE BTEC OPTION SUBJECT

Level 1/2 (equivalent to 1 GCSE)

Course Overview

This course provides opportunities for learners interested in healthcare to gain a nationally recognised vocational qualification while developing a range of skills, techniques, personal qualities and attitudes essential for successful performance in working life. The course also looks at the role of the health or social care worker, their relationship with patients/service users and their responsibilities towards patient/service users and the wider health and social care sectors. Students will complete the units outlined below.

Course Breakdown

The course includes three components.

Component 1: Human Lifespan Development

Learners will explore different aspects of growth and development and the factors that can affect this across the life stages. They will explore the different events that can impact on individuals' physical, intellectual, emotional and social (PIES) development and how individuals cope with and are supported through changes caused by life events.

Assessment: Pearson sets the assignments for the assessment of this component. The assignment for this component consists of four tasks. These assignments are completed in the classroom under exam conditions.

Component 2: Health and Social Care Services and Values

Learners will explore health and social care services and how they meet the needs of service users. They will also study the skills, attributes and values required when giving care. This component will give an understanding of health and social care services and will help you to understand the skills, attributes and values that are common across the sector (some of which are transferable to other sectors that involve interactions with clients or customers).

Assessment: Pearson sets the assignments for the assessment of this component. The assignment for this component consists of four tasks. These assignments are completed in the classroom under exam conditions.

Component 3: Health and Wellbeing

In this component, students will explore the factors that can have a positive or negative influence on a person's health and wellbeing. Students will learn to interpret physiological and lifestyle indicators and what they mean for a person's state of health. You will learn how this information is used to recommend appropriate actions for improving a person's health and wellbeing. Additionally, you will explore the difficulties an individual may face when trying to make these changes.

Assessment: An exam worth 60 marks will be completed under supervised conditions. The assessment availability is January/February and May/June. First assessment is January/February 2024.

Qualities needed for success in the course:

You do not need any prior knowledge of Health and Social Care but you do need to be very interested in studying it or even thinking of a career in Health and Social Care. The course does involve a lot of work and you should be able to work independently.

Possible Post 16 study:

BTEC Level 3 Extended Certificate in Health and Social Care (equivalent to A Level qualification).

The specification is available from: https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/health-and-social-care/2022/specification-and-sample-assessments/btec-tech-award-health-and-social-care-spec.pdf

HISTORY GCSE OPTION SUBJECT

Exam Board: AQA

Course Overview
GCSE History awards grades 1-9 and follows the specification below.

AQA GCSE History: 8145
This paper is made up of two exams, each including two distinct sections.

Paper 1: Understanding the Modern World
Section A: Period Studies - AD America 1920-1973, Opportunity and Inequality
This covers the history of the USA through the Roaring Twenties; the years of the Great Depression and the New Deal; the impact of the Second World War; the Civil Rights movement, the 'Great Society' and the impact of the feminist movement on equal rights for women.
Section B: Wider World Depth studies - BC Conflict and Tension between East and West, 1945-1972
This covers the period of the Cold War, including its outbreak; the impact of the Post War conferences and the Iron Curtain speech; the atomic bomb and the nuclear arms race; the space race; the Berlin Wall; the Prague Spring and the Thaw.

The Paper 1 exam is 50% of the final GCSE and is two hours long. Each section is 1 hour.

Paper 2: Shaping the Nation
Section B: Thematic Studies - AC Britain: Migration Empires and the People
This covers the way migration both to and from the British Isles has affected life in the United Kingdom. This goes from the first Viking Raids around 790AD all the way to the present day, and includes the impact of the growth, development and fall of the British Empire.

Section C: British Depth Studies including the Historical Environment - BC Elizabethan England
This covers the background to Elizabeth's rule; her relationships with court and parliament; the marriage question; life in Elizabethan times including poverty, culture and religion; troubles at home and abroad and the study of an Elizabethan historical site.

The Paper 2 exam is 50% of the final GCSE and is two hours long. Each section is 1 hour.
Both papers include shorter and longer answer written questions.

Possible paths in Post 16:
Students that achieve well in History will be able to progress to History at A Level which is a well-respected qualification by Universities.
It can be helpful for careers in Law, Education, Media, Politics, Business and obviously, History.
Studying History also supports further study of a range of Humanities qualifications at A Level, such as Psychology, Sociology and Geography.

GCSE FOOD PREPARATION AND NUTRITION OPTION SUBJECT

Exam Board AQA

Course content

GCSE Food Preparation and Nutrition is an exciting course. It focuses on practical cooking skills ensuring that students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. The focus is on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

Assessment

Paper 1: Food preparation and nutrition

Theoretical knowledge of food preparation and nutrition from Sections 1 to 5 above.

Written exam: **1 hour 45 minutes**

- 100 marks
- 50% of GCSE

Multiple choice questions (20 marks)

- Five questions each with a number of sub questions (80 marks)

Non-exam assessment (NEA)

Task 1: Food investigation (15%)

Students write a report on their understanding of the scientific principles that underpin the preparation and cooking of food. This task theme is set annually by the exam board.

Practical investigations are a compulsory element of this NEA task.

Task 2: Food preparation assessment (35%)

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the exam board set chosen task.

Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

How it's assessed

Task 1: Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.

Task 2: Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.

Qualities needed for Students

Students will need to have a genuine interest in food and start to develop competent practical skills. Students need to be prepared to work hard both in college and at home. Commitment in sourcing and bringing in ingredients for practical activities. Students need to research and develop the scientific understanding of ingredients and use a computer to present their work. Students are expected to bring in their ingredients for every practical lesson.

Possible P16/career paths

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries.

ICT BTEC OPTION SUBJECT

BTEC Digital Information Technology Level 1/2 - Equivalent to one GCSE
Exam Board: Edexcel

Course Overview

In this qualification you will develop important technical skills in data interpretation, data presentation and data protection. You will cover aspects of user interface (UI) design and development, and learn how to develop a project plan for your own UI designs. Cybercrime is an increasing threat – understanding the different types of threats and how to mitigate against them is vital to any business that uses and retains sensitive data. You will develop an understanding of what cyber security is. You will also learn about project-planning tools, models and techniques within a digital context. Digital projects today often involve working with diverse teams across different locations. You will develop an understanding of what a virtual work environment is and how cloud technologies allow remote teams to work together more effectively.

Course Breakdown

Component 1: Exploring User Interface Design Principles and Project Planning Techniques
- How to plan a project. Different types of interfaces. How to design a successful product

Component 2: Collecting, Presenting and Interpreting Data
- Spreadsheets and Databases

Component 3: Effective Digital Working Practices
- Data security and protection. Legal & ethical issues. Cloud technologies.

Assessment

Components 1 and 2 are currently assessed through a 6 hour coursework project carried out during lessons. Each is worth 30% of the final grade (for 60% total coursework). Coursework will be completed in year 10 & 11.

Component 3 is assessed through a 1 ½ hour exam marked externally (40%). The exam will be taken in year 11.

The full award and units from this qualification are graded as:
Level 1: Pass / Merit / Distinction
Level 2: Pass / Merit / Distinction / Distinction*

Coursework Requirements	Qualities needed for success in this course	Possible paths in Post 16
The majority of this course is assessed through internal coursework which means that students need to be self-motivated, dedicated and be able to meet deadlines.	Students wishing to take ICT should have an interest in technology and be determined to develop that interest further. This course is aimed for students who wish to acquire real-world practical knowledge in ICT.	Progression to a level 3 vocational ICT course.

MEDIA STUDIES GCSE OPTION SUBJECT

Exam Board: OCR

Course Overview

Media Studies is a subject that requires students to be critical and thoughtful about the world around them. Much of what we know about the world is mediated through some form or another, be it in television, films, newspapers or the internet. Rather than simply passively consume what the media presents us with, we encourage discussion, insights and ideas and questioning of the world around us and the way the media works. ***This is a two year course, examining summer term year 11***.

Course Breakdown:

Component 1: *Television and Promoting the Media*
Television series, Marketing and advertising in film and video games
Assessed by: Examination - 35% of final mark.

Component 2: *Music and The News*
Music video, Music magazines and Radio. Online news and social media and newspapers
Assessed by: Examination - 35% of final mark.

Component 3: *Creating media products.*
Research, planning and production work of a personal NEA/Coursework
Assessed by: NEA/Coursework - 30% of final mark.

Qualities needed for Media Students

Students must have the ability to work independently, maturely, and a critical and curious mind. The ability to work in small groups, they should be able to take control of important equipment, use IT skilfully and inventively and suggest and explore ideas.

Possible P16/career paths

Media Studies students go on to do a range of A Levels, including Media Studies, Film Studies, English Literature and English Language and Literature. Students of Media Studies find work in a range of professions that require open and critical thought and the ability to hold a point of view, such as the media industry, teaching and law.

For more details contact: Mr Male **– mmale@brookvalegroby.com**

MUSIC GCSE OPTION SUBJECT

Exam Board: Eduqas

Course Overview

The course covers performing, composing, listening, and appraising.

Course Breakdown

- Performing-This includes both performing as a solo musician and as part of an ensemble. Performances can be on any instrument or voice and can also be realised using Music Technology.
- Composing- This includes a composition to a brief which is set by the exam board and a free composition which can be in any style. To record composition work students will learn how to use notation software and the DAW Logic pro using our new IMac suite
- Listening and Appraising- Listening skills and knowledge are taught through the following areas of study- Musical Forms and Devices, Music for Ensemble, Film Music and Popular Music. Students will also study two pieces of Music in depth- Bach's Badinerie and Toto's Africa
- This is a highly practical course where lots of the time will be spent Music making.

Assessment

Internal: Performance 30%, Composition 30%
External: Listening Exam 40%

Coursework Requirements

- Performances will be recorded during the second half of the autumn term of year 11
- Compositions will be completed by the end of the Spring term of Year 11
- Listening exam taken in June of Year 11.

Qualities needed for success in the course:

- Ability to play an instrument or sing.
  (It is possible to be a near beginner and still pass the GCSE but be prepared to work hard and practice).
- A passion for music.
- Lessons on the students' own instrument or voice would be an advantage. Some lessons are available at school. The campus will subsidise lessons for students who are categorised as Pupil Premium.
- Motivation and a commitment to practising.
- Ability to work independently.
  (Ability to read music is not necessary.)

Possible paths in Post 16:

BTEC Extended Certificate in Music Performance/BTEC Performing Arts.

PERFORMING ARTS BTEC OPTION SUBJECT

Exam Board: Edexcel Pearson BTEC Level 1/2 Tech Award in Performing Arts 2022

Course Overview

This is a practical course which looks at developing your skills in acting, singing and dancing. Students will also develop their knowledge and understanding of job roles, the rehearsal process and analysing professional performance work. Students will reproduce professional work as well as creating their own performance work.

Assessment

Assessment is through external marking (Component 3), and externally moderated teacher assessment of written work, rehearsal process and practical performance.

Coursework Requirements

- Component 1 – Exploring the Performing Arts (36 guided learning hours) 30%
- Component 2 – Developing Skills and Techniques in the Performing Arts (36 guided learning hours) 30%
- Component 3 – Performing to a Brief (48 guided learning hours) 40%

Qualities needed for success in the course:

- Enthusiasm for Performing Arts
- An interest in watching, analysing and researching professional performance work.
- A genuine interest in developing skills in singing, acting and dancing
- An ability to work independently and take lots of responsibility for your own work
- A willingness to perform on stage in front of live audiences

Possible paths in Post 16:

BTEC Level 3 Nationals in Performing Arts.

Please note that Drama GCSE and Performing Arts BTEC cannot be studied together.

Please discuss with a member of the PA Faculty if you are unsure which would be the most appropriate option for you.

PE GCSE OPTION SUBJECT

Exam Board: OCR

Course Overview
The course has two main components:

The Theory of Physical Education
The theory aspect of the course is taught in the classroom and has two main components:
1: *Physical Factors Affecting Performance,* covering Anatomy and Physiology and Physical Training.
2: *Socio-Cultural Issues and Sports Psychology,* covering Socio-Cultural Influences, Sports Psychology and Health, Fitness and Wellbeing.

Performance in Physical Education
The practical aspect of the course gives students the opportunity to develop their skills, techniques and understanding across various activity areas. It includes three practical performances in both individual and team activities and a written analysis task in one of these three sports. Students are expected to represent the campus in the extra-curricular programme as well as playing club sport outside of school.

Assessment
Exams – all students will sit two exams at the end of Year 11, one on each theoretical component. Each exam is worth **30%** of the overall grade, so **60%** in total.

NEA – all students are assessed in **three** practical activities from the list of activities set out by the exam board. One must be a team activity and one must be an individual activity. The third can be taken from either section. Members of the Physical Education staff will assess practical activities during Year 11. This is externally moderated. In addition, students must complete a coursework task, based on one of their chosen practical activities. This section is worth **40%** of the overall grade.

Qualities needed for PE Students
- Students need to be strong practical performers in a range of sports and participating in physical activity regularly outside of school.
- Students also need to be academically sound to cope with the demands of the theoretical component of the course. Appropriate homework will be set throughout the course and students will be expected to complete regular written tests.

Please note GCSE PE and CNAT Sport Studies cannot be studied together.
Please discuss with a member of the PE Faculty if you are unsure which would be the most appropriate option for you.

CAMBRIDGE NATIONAL IN SPORTS STUDIES OPTION SUBJECT

Exam Board: OCR

Course content:

The course consists of three main components, two are mandatory and chosen by the exam board, one is optional and has been selected by us.

Mandatory Units

R184 - Contemporary Issues in Sport

This unit is examined and covers barriers to participation, solutions to these barriers, popularity trends of sport in the UK, values and ethics, performance enhancing drugs, hosting major sporting events, the roles of National Governing Bodies (NGB's) and the use of technology in sport. The exam paper is 1 hour and 15 minutes in duration and is sat at the end of Year 11. This unit is worth 40% of students' overall grade.

R185 - Performance and Leadership in Sports Activities

This unit focuses on developing and improving your own practical sports performance. Students are marked out of 15 on their ability to successfully apply the skills, techniques and tactics in two sports. They also need to analyse their own performance and develop ways in which they could improve their own performance. The final part of this unit involves students planning, delivering and evaluating a sports activity session. Lessons will be both practical and classroom based during this unit. This unit is worth 40% of students' overall grade.

Optional Unit

R186 - Sport and the Media

Students will develop their knowledge and understanding of the different types of media in modern society and the relationship between sport and the media. Furthermore, students will also develop their ability to evaluate and interpret the different ways in which sports items may be represented by the media. This unit is worth 20% of students' overall grade.

Assessment

External

Unit R184 consists of a 1 hour 15 minute external written exam that is taken in Year 11.

Internal

Units R185 and R186 consist of coursework assignments that must be completed by specific deadlines. These units contain tasks that involve a combination of practical work and written work. They are marked internally by teachers and moderated externally by OCR.

The CNAT in Sport Studies is broadly equivalent to 1 GCSE and marks are graded at either Level 1 Pass, Merit, Distinction or Level 2 Pass, Merit, Distinction and Distinction*.

Please note GCSE PE and CNAT Sport Studies cannot be studied together.

Please discuss with a member of the PE Faculty if you are unsure which would be the most appropriate option for you.

RELIGIOUS STUDIES GCSE OPTION SUBJECT

Exam Board: AQA Religious studies A

Course Overview

The AQA GCSE Religious Studies course covers a range of the major world religions, focusing on ethical themes and textual studies.
You will be challenged with questions about belief, values, meaning, purpose and truth, enabling you to develop your own understanding and attitudes towards religious issues. You will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture, and will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills throughout the course.

Component 1: The study of religions (50%)

We will study in depth the beliefs, teachings and practices of <u>two</u> main world religions:

1. Christianity
2. Buddhism

Component 2: Thematic studies (50%)

This part of the course allows us to study religious, philosophical and ethical themes focusing on religious, non-religious and British beliefs. These themes allow us

1. <u>Relationships and families</u> - *Contraception, sexual relationships before marriage, marriage, divorce, families, gender equality, and homosexual relationships.*
2. <u>Religion and life</u> - *Abortion, euthanasia, animal experimentation and the origins and value of the universe.*
3. <u>Religion, peace and conflict</u> - *Religion, violence, terrorism and war, weapons of mass destruction, pacifism and 21st century conflict.*
4. <u>Religion, crime and punishment</u> - *Crime and the causes of crime, punishment and corporal punishment, death penalty and forgiveness.*

Assessment

Each component will be assessed by a 1 hour 45 minutes written exam.
You will sit 2 papers. Each component is worth 50% of GCSE.
This qualification is linear, you will sit your exams at the end of Year 11.

Why choose Religious Studies?

A GCSE in Religious Studies can be useful in many ways:

- analytical and strategic thinking
- research skills
- critical judgement
- the ability to work with abstract, conceptual ideas
- an ability to 'understand both sides' and negotiate and resolve conflict
- problem-solving skills
- leadership skills
- an appreciation of human diversity, belief systems, cultural and spiritual experiences.

Possible Career Pathways include:

- Social work
- Counselling
- Teaching
- Youth work
- Journalism
- The police
- Broadcasting/media
- Medical and caring professions e.g.nursing Human resource management

SEPARATE SCIENCES (3 GCSEs) OPTION SUBJECT

EXAM BOARD: AQA

Course Overview

This course covers extra biology, chemistry and physics content as an extension of units covered in the Combined Science pathway. It is an excellent preparation for A level courses in the sciences and is most suitable for those with a real interest in and aptitude for science.

The students who choose this option will need to be high achievers in science and will need a recommendation from their KS3 science teacher, they must also perform well in the end of KS3 GL Science assessment.

Separate Science aims to give learners opportunities to:

- Develop their interest in, and enthusiasm for biology, chemistry and physics.
- Develop a critical approach to scientific evidence and methods.
- Acquire and apply skills, knowledge and understanding of how science works and its essential role in society.
- Acquire scientific skills, knowledge and understanding necessary for progression to further learning.

Course breakdown

Students follow the Separate Science courses over the 2 years which will cover a wide range of scientific concepts from the fields of biology, chemistry and physics. Practical work is embedded throughout the course with a minimum of 8 required practicals per individual GCSE. Tassomai homework is an important part of the course and will be used to help the students' progress.

Assessment

We will be following the **AQA specifications.** Each science is assessed separately, leading to the award of three separate GCSEs. For **each** of the sciences assessment consists of 2 papers: each paper will assess knowledge and understanding from different topics.

Duration: Both papers are 1 hour 45 minutes.

Tier: Foundation and Higher.

Weighting: The papers are equally weighted. Each is worth 50% of the grade and has 100 marks available.

Question types: Multiple choice, structured, closed short answer and open response. 15% of GCSE marks in exams come from questions relating to practicals.

Qualities needed for success in the course:

- Interest and ability in all aspects of science
- Ability to carry out experiments with care and skill
- Ability to interpret data from a variety of sources, including your own experiments
- Be determined and hard working

Possible Post 16 & Career Choices

Extremely useful for A levels in biology, chemistry and physics though not essential.

SPANISH GCSE — OPTION SUBJECT

Exam Board - AQA

Course Overview

· Listening – 25% of final mark
· Speaking – 25% of final mark
· Reading – 25% of final mark
· Writing – 25% of final mark

Course breakdown

There are 3 key themes that students will study over the 2 years and on which assessments will be based:

· Identity and culture
· Local, national, international and global areas of interest
· Current and future study and employment

Assessment

GCSE Spanish has a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9.) Students must take all four papers at the same tier.

· **Paper 1: Listening**. Understanding and responding to different types of spoken language. Questions and answers to be in both English and Spanish and non-verbal answers. Length of exam: 35 minutes at Foundation and 45 minutes at Higher.
· **Paper 2: Speaking**. Communicating and interacting effectively in speech for a variety of purposes. Tasks will include: A role-play, discussion of a photo card and a conversation. Length of exam: 7-9 minutes + preparation time at Foundation and 10-12 minutes + preparation time at Higher.
· **Paper 3: Reading**. Understanding and responding to different types of written language. Questions and answers to be in both English and Spanish and non-verbal answers. Translation from Spanish into English. Length of exam: 45 minutes at Foundation and 60 minutes at Higher.
· **Paper 4**: **Writing**. Communicating effectively in writing for a variety of purposes. Tasks include: writing lists, messages, translation from English to Spanish, structured writing tasks and open-ended writing tasks. Length of exam: 1 hour at Foundation and 1 hour 15 minutes at Higher.

Qualities needed for success in this course:

The desire to learn about Spanish culture and the language.
Students must have studied Spanish at KS3.

Possible Post 16 Study:

· A Level Spanish
· A language is particularly useful for students who may want to study in Higher Education.

Many universities consider a language to be an important indicator of ability when selecting prospective students.

ART & DESIGN: TEXTILES GCSE OPTION SUBJECT

Exam Board: Eduqas

Course Overview

This course involves the creation of designs and products for woven, knitted, stitched or printed fabrics and involves an understanding of fibres, yarns and fabrics. Students will demonstrate their knowledge, skills and understanding through areas of study that can include;
• Constructed textiles • Digital textiles • Dyed fabrics •Printed fabrics• Fashion design • Installed textiles • Soft furnishings • Stitched and/or embellished textiles.

Work is not limited to one area of study. Students will explore the work of historical and contemporary textile designers and makers, as well as the different purposes, intentions and functions of textile design as appropriate to their own work. Textile Design encompasses a very broad range of materials, techniques and processes, including recyclable materials. The range is increasing as new materials and technologies emerge, for example, in the field of 'intelligent textiles'. An emphasis on creativity and innovation runs through every project.

Course Breakdown

Year 10 & 11 - Component 1: Portfolio 60% of GCSE

Through a series of short projects and skill building exercises, we will explore working with both textiles materials and processes to create a range of outcomes that will develop designing and practical skills, knowledge of materials & processes and knowledge of the work of others. Project examples include; Scandinavian textile prints & products, and Space Gear for Kids' focusing on the use of tie dye, batik, appliqué and technical fabrics & electronics. Students will then start their personal investigation unit of work. All these projects will form a body of work submitted for the Portfolio.

Year 11 - Component 2: Externally Set Assignment 40% of GCSE

Students will be issued with a number of exam questions in January of Yr 11 from which they will choose one assignment. Students will then work on their preparatory work for the examination over a period of up to 12 weeks. The practical examination is 10 hours and will take place over two days. All preparatory work together with the final outcome will be submitted for marking at the end of the 10 hour examination period. This will be marked by staff and moderated by an external moderator from the exam board.

Qualities needed for success in the course:

- A genuine interest in art, fashion, costume, textiles, designing, developing & making textiles products.
- Enthusiasm, motivation & hard work.

Possible paths in Post 16:

A level Art & Design: Textiles/3D Design/Graphic Design/Photography
Advanced GNVQ courses in Art & Design, Fashion & Textiles, Product Design etc., offered at F.E. Colleges

Please note: Students are not able to study Fine Art or Graphics if they choose Textiles due to course restrictions.
Please discuss with a member of the ADT Faculty if you are unsure which would be the most appropriate option for you.

Section 4

Subject Choices

How to Submit Subject Choices

HOW TO SUBMIT SUBJECT CHOICES

Hopefully, after reading the booklet carefully and considering all the additional information from the subjects you will receive over the next few weeks, you will be ready to submit your choices. These choices will need to be submitted using a Google form which will be sent directly to the students following the subject assemblies.

They will have an opportunity to make this submission in school, but in preparation for this we would ask parents to discuss the choices and which pathway to take with their child. There is a paper option form (included with this booklet) which can be used to help with this process and which the student should then bring into school to help them complete their Google form. If for any reason the student does not complete the form in school (absence, hasn't decided yet, didn't bring the form with them etc.) it is their responsibility to complete in their own time by the deadline.

We ask for reserve choices for either pathway, in case for any reason we are unable to give a student their preferred choices. If this is the case we will contact both the student and parent/carers to inform you and explain the alternatives available.

The deadline for forms is Friday 10th March 2023

Please be aware that the electronic form will not accept responses after Friday 10th March. Anybody who has not completed a form by then will be contacted in due course, but all Choices submitted by the deadline will be given priority. For these reasons it is very important that subject choices are carefully considered.

Following the deadline, the forms will be used to allocate subjects to students and this process can take several weeks. Whilst this process is occurring parents/carers will receive an email for information purposes, confirming the choices their child has requested. Then once the allocation process has been completed, students and parents/carers will be notified (again by email) about the subjects they have been allocated to study.

There may be some flexibility in changing optional subjects between the 10th March and the email of allocated subjects being sent, however change requests may not be possible due to many factors such as:

· Class sizes (limits on numbers)
· Clashes with other subjects
· Availability of a subject in a timetabled block.

As the initial processing can take some time and priority is given to the forms received by the deadline, these requests may not be looked at for several weeks.

After the email confirmation of allocated subjects has been sent; there will be one further opportunity to request an option change during the first 2 weeks of the Autumn Term (in case your child feels they have made a mistake in their choice selection).

Between the 10th March and the allocation email being distributed, requests for changes to option subjects should be submitted via a Google form which will be sent to parents/carer with the confirmation of choices email. During the first 2 weeks of the Autumn Term requests should be made by the student via their tutor.

Brookvale Groby Learning Campus

Valuing Everyone, Achieving Excellence

Work Hard, Be Kind

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