



DUKE'S
ALDRIDGE ACADEMY



Year 8 2017 – 2019

**OPTIONS INFORMATION
BOOKLET**



**THIS BOOKLET HAS
BEEN UPDATED TO
REFLECT THE KS4
CURRICULUM OFFER
AND THE PATHWAY
INFORMATION FOR
STUDENTS
STARTING YEAR 11
IN SEPTEMBER 2019**

WHY IS MY CHILD CHOOSING THEIR OPTIONS IN YEAR 8?

This has been a very turbulent few years in education and as a school we have had to respond to put our students in a better position to progress onto college or sixth form with the best possible grades.

All GCSEs are now linear, meaning that students are no longer able to resit exams and will have to sit their final exams normally in the summer of Year 11, with the weighting of controlled assessment reduced if not removed for a large number of subjects. Another significant change is the introduction of an external component to all vocational courses including BTEC's and VCerts, meaning that students taking these courses will also need to sit an examination to complete their course.

GCSE reforms also mean that your child will be sitting the new GCSEs in most of their subjects and follow the new grading criteria with 1 being the lowest and 9 being the highest grade awarded. Grade 4 will be the equivalent of the current grade C and referred to as a Standard Pass and Grade 5 will be referred to as a Strong Pass. Grade 9 will only be awarded to the highest attainers. These new GCSEs have been confirmed to be more difficult and so by starting KS4 a year early, we will continue to provide students the maximum number of choices whilst giving them enough time to do well in them.

Up until now, the two headline performance measures have been the % of students entered for the full complement of Ebacc subjects, and the % of students achieving a strong pass of C / 5 in the full complement.

From summer 2018, the two headline measures will be the % of students entered for the full complement of Ebacc subjects and a **new measure – an average point score (APS)** in the full complement of Ebacc subjects.

HOW THE CURRICULUM CHANGES AT YEAR 9

During Key Stage 3 students have studied a wide range of subjects, including having tasters in subjects available to them at KS4. They now need to think about what they will want to do when they go onto the next stage of their education, at the end of Year 11, as this will affect the courses they choose to at KS4. At Duke's Aldridge Academy we aim to offer a wide range of courses that will suit the different needs of all our students.

All students follow a CORE CURRICULUM of:

- English Literature and English Language
- Mathematics
- Science GCSE
- Religious Education GCSE
- PSHE (non examination subject)
- PE (non examination subject)

Students will also follow a further 3 subjects based on their options for 5 hours per two week cycle, per option. We pride ourselves in not blocking our subjects until the students have made their choices and encourage our students to follow a balanced curriculum as much as possible.

In all subjects, students will sit their exams at the end of Year 11.



Matrix for correlating Grade Systems

NC Level	Scaled Scores	Legacy GCSE	Reformed GCSE	Vocational (Duke's)	Vocational (official)
		A*+	9=		
		A*	8+/9-	D*8=	Distinction* L2
		A*-	8=	D*8-	
		A+	7+/8-	D7+	
		A	7=	D7=	Distinction L2
		A-	6+/7-	D7-	
		B+	6=	M5+	
		B	5+/6-	M5=	Merit L2
		B-	5=	M5-	
		C+	4+/5-	P4+	
		C	4=	P4=	Pass L2
		C-	4-	P4-	
		D+	3+	D3+	
6c	115	D	3=	D3=	Distinction L1
5a	112	D-	3-	D3-	
5b	109	E+	2+	M2+	
5c	106				
4a	103	E	2=	M2=	Merit L1
4b	100	E-	2-	M2-	
4c	97	F+			
3a	94	F/F-	1+	P1+	Pass L1
3b	91	G+	1=	P1=	
3c	88	G			
2a	85	G-	1-	P1-	
2b	82	Ent.L3	Fd.3	Fd.3	
2c	80				
1a		Ent.L2	Fd.2	Fd.2	
1b					
1c		Ent.L1	Fd.1*	Fd.1*	
N					

* Grades 'W' and 'W+' (Working towards) are available below Fd.1

THE ENGLISH BACCALAUREATE (EBacc) AND YOUR CHILD

Students may wish to study what are known as the English Baccalaureate (Ebacc) subjects to GCSE. The designated Ebacc subjects are:

- English language and literature
- Maths
- Combined science, biology, chemistry, physics and computer science
- History and geography
- Modern foreign languages and ancient languages

Our school offers your student the chance to study all six of these Ebacc disciplines, as part of their KS4 course. As with all options, the decision to study any subject should be carefully considered and in consultation with students' subject teachers and pastoral leads. Ebacc subjects were defined in 2014, and were articulated as the more traditional, academic subjects – though are not necessarily any more valuable to students than other subject choices. The Ebacc subjects at GCSE also reflect the 'facilitating subjects' at A-level, which are the subjects most commonly required for university courses. Currently the Baccalaureate is not likely to affect further and higher education progression for most students but it is possible that a handful of the top universities* may start to adjust their entry requirements in due course although there is hardly any change to date.

Of course, students' interests, passions, aspirations and aptitude are the most crucial factors in options: both for students' enjoyment of their course and for the chance of success and achievement. It is important to note that the Ebacc is not a qualification in its own right, and even by studying each of the six Ebacc elements, students do not 'receive' or be accredited with the Ebacc. Instead, the Ebacc is a school-level performance measure. We are measured on the percentage of students entered into the full range of Ebacc subjects (an English, maths, two sciences, history or geography, and a language); and the average grade achieved by students across the year group in all these subjects. Whilst this is a Government measure that we are held accountable for, students themselves don't receive the Ebacc, and so option choices must be in the best interests of their own achievement, progress and aspirations.

Students wishing to discuss any aspect of the Ebacc and how it relates to their future choices will be able to do so during their options interviews

*Universities Information: The Russell Group are a group of some of the top universities in the country.

Russell Group Universities

University of Birmingham	London School of Economics & Political Science
University of Bristol	University of Manchester
University of Cambridge	Newcastle University
Cardiff University	University of Nottingham
University of Edinburgh	University of Oxford
University of Glasgow	Queen's University Belfast
Imperial College London	University of Sheffield
King's College London	University of Southampton
University of Leeds	University College London
University of Liverpool	University of Warwick

Russell Group Informed Choices www.russellgroup.ac.uk/informed-choices

PATHWAYS AND COURSES

GCSE Courses

GCSE courses and their examinations are now linear and students will only have one chance to sit the examination at the end of the course. Students who want to go on to college to study A Levels will need to choose GCSE courses. GCSEs in England have a new 9 to 1 grading scale, to better differentiate between the highest performing students and distinguish clearly between the new and old exams. Grade 9 is the highest grade and will be awarded to fewer students than the current A*.

Level 2 Vocational Courses: (Equivalent to GCSE Level 9 - 4)

These courses are more practical in nature. You learn by completing projects and assignments, however, there is now an externally assessed unit in all vocational courses worth up to 25% of the final mark. They will suit a range of students including those wanting to go to university following going to college to take a BTEC Level 2 Diploma or a BTEC Level 3 courses, or those who intend to go on to training and employment at the end of Year 11.

Level 1 Vocational Courses: (Equivalent to Levels 3 - 1 at GCSE)

These courses are very practical in nature and are for students who intend to go to college to do an NVQ or BTEC Level 2 course at college, or for students who hope to go on to training and employment. Although usually taught alongside Level 2 courses, Level 1 courses are graded differently.

Entry Level Courses

These courses are offered to students unable to cope with the demands of Level 1 courses. As with all our subjects we offer, they have clear routes of progression Post 16.

Pathways

To ensure that the students are doing courses they are both going to enjoy and be successful on, the option subjects are grouped into pathways. Students are placed into a particular pathway, according to:

- their prior attainment,
- the progress they have made at Duke's Aldridge Academy
- their expected KS3 Levels
- input from their Achievement Co-ordinator and Differentiation department.

Pathway 1

Is for students expected to achieve the highest results in their assessments. This pathway is made up of mainly GCSE courses.

Pathway 2

This pathway is made up of some GCSE courses and Level 2 vocational courses.

Pathway 3

This pathway is made up of mainly vocational courses and also includes Level 1 and Entry Level Qualifications.

PATHWAY 1

Is for students expected to achieve the highest results in their assessments. This pathway is made up of mainly GCSE courses.

Block A	Block B		Block C	
GCSE History	GCSE History	GCSE PE	GCSE History	GCSE PE
GCSE Geography	GCSE Geography	GCSE French	GCSE Geography	GCSE French
GCSE Spanish	GCSE ICT	GCSE Spanish	GCSE ICT	GCSE Spanish
GCSE French	GCSE Art or Art Textiles	GCSE Food Technology	GCSE Art or Art Textiles	GCSE Food Technology
GCSE Computer Science	GCSE Sociology	GCSE Computer Science	GCSE Sociology	GCSE Computer Science
	GCSE Drama	GCSE Textiles Technology	GCSE Drama	GCSE Textiles Technology
	NCFE Level 2 Music Technology	GCSE Resistant Materials or Graphic Products	NCFE Level 2 Music Technology	GCSE Resistant Materials or Graphic Products
	GCSE Media	GCSE Home Economics – Child Development	GCSE Media	GCSE Home Economics – Child Development
Choice:	Choice:		Choice:	
Reserve 1:	Reserve 1:		Reserve 1:	

PATHWAY 2

This pathway is made up of some GCSE courses and Level 2 vocational courses.

Block A	Block B		Block C	
History	GCSE History	GCSE PE or Vocational PE	GCSE History	GCSE PE or Vocational PE
Geography	GCSE Geography	GCSE French	GCSE Geography	GCSE French
Spanish	GCSE Art or Art Textiles	GCSE Spanish	GCSE Art or Art Textiles	GCSE Spanish
French	GCSE Resistant Materials or Graphic Products	GCSE Food Technology	GCSE Resistant Materials or Graphic Products	GCSE Food Technology
	BTEC Business Studies	GCSE ICT or Vocational ICT	BTEC Business Studies	GCSE ICT or Vocational ICT
	GCSE Drama	GCSE Textiles Technology	GCSE Drama	GCSE Textiles Technology
	GCSE Sociology	NCFE Level 2 Music Technology	GCSE Sociology	NCFE Level 2 Music Technology
	GCSE Media or Vocational Media	GCSE Home Economics – Child Development	GCSE Media or Vocational Media	GCSE Home Economics – Child Development
Choice:	Choice:		Choice:	
Reserve:	Reserve:		Reserve:	

PATHWAY 3

This pathway is made up of mainly vocational courses.

Block A	Block B		Block C	
French	GCSE Drama	Vocational PE	GCSE Drama	Vocational PE
Spanish	GCSE Art or Art Textiles	Vocational ICT	GCSE Art or Art Textiles	Vocational ICT
Foundation Art and Design	Vocational Media	BTEC Business Studies	Vocational Media	BTEC Business Studies
ABC Hospitality	GCSE Resistant Materials or Foundation Technology	GCSE Food Technology or ABC Hospitality	GCSE Resistant Materials or Foundation Technology	GCSE Food Technology or ABC Hospitality
	Foundation Art and Design	NCFE Level 2 Music Technology	Foundation Art and Design	NCFE Level 2 Music Technology
Choice:	Choice:		Choice:	
Reserve:	Reserve:		Reserve:	

SUPPORT AVAILABLE

The support available to help your daughter or son through their Option Choices in Year 8 and the decision making they will need to undertake in terms of their Post 16 and 18 options in the future.

Changes in education and training give today's teenagers more choices than ever. Deciding what to do can excite, confuse and worry them all at the same time. Deciding on their option choices forms the first step of the ladder to them considering their future direction. Here at Duke's Aldridge Academy there is a careers education programme which together with the work related learning opportunities and the individual information, advice and guidance provided ensures that each student is enabled to make choices that suit their aspirations, interests and needs.

In year 9 you are laying the foundations for your future choices. If you have clear ideas on your future you need to ensure the options you choose now will enable you to reach your goals. You may need specific experience, subjects, qualifications and grades to do it. However if your ideas are still being developed then it is important to choose a wide range of options in preparation for more selective decision making in the future.

Employment trends are changing. An even greater number of employers will be looking for people with high level skills and qualifications and who are reliable and adaptable so that as a country we can compete in an ever increasing global market.

Throughout Years 9, 10 and 11

There is the opportunity for students to attend a range of university and business sponsored programmes related to specific curriculum areas and receive mentoring from a range of organisations and businesses. Often students are asked to make an application and sometimes attend an interview just as they would have to when applying for a job later in life.

Opportunities in Year 9

Options and Pathways morning will help you discover the importance of your GCSE choices when looking at future pathways and careers. There are workshops about BTECs, A levels, University and Apprenticeships and the opportunity to use a range of web based careers packages.

Opportunities in Year 10

- **Work experience** for one week
- **Study for a Health and Safety at Work** certificate
- **Focus on Your Future day** at a college
- **An Individual Progression Interview** with a member of the Extended Learning team

Opportunities in Year 11

- **Insight into Post 18 choices** at a university or with a post 18 provider
- **Interview Skills day** with an employer
- **Access to Individual Interviews** with the Extended Learning team
- **College Application day** where every student is encourage to make at least 3 applications to Post 16 providers
- **School Mentor** for every student to support them with their studies and their plans for the future

Sources of Support

In school the computer programmes JED (Job explorer database) Higher Ideas and Fast Tomato.

Useful websites: www.familylives.org.uk , www.nationalcareersservice.direct.gov.uk
www.getingofar.gov.uk

THE DIFFERENTIATION TEAM

We are an inclusive academy and recognise that each student has individual ways of learning. We provide extra opportunities and support for their academic and pastoral wellbeing. We have a team of trained and experienced teachers and teaching assistants who work alongside classroom teachers providing focused support for students. As far as possible we support students with additional needs in mainstream classes where they continue to have full access to the whole curriculum.

SEN Students

The SEN Team works with students who require additional support with different aspects of their learning. Students who require additional intervention can be offered this support in a variety of ways: through in-class support and partnership teaching, through access strategies like ICT or exam concessions as well as through a variety of small group and 1:1 programmes that target their literacy, numeracy, communication and/or social skills. SEN students will be considered individually and will be advised as to the pathway they should follow depending on their specific need.

EAL Students

- EAL beginners will be following Pathway 3. This will include 2 options of EAL. The first will be focusing on communication and literacy skills. Lessons will be varied with speaking, reading and writing activities that will engage the students. Focus will be on building vocabulary and studying basic grammar. There will also be opportunities for the students to discuss events around the school, the local community, British Education and British Values as well as communities around the world. At times students will be invited to attend trips; either locally or further afield. The second option will focus on language for the curriculum, specifically Maths and Science as the need arises. There will also be the opportunity to practise numeracy skills.
- Students who have improved their vocabulary and basic grammar will move groups in the first option and build on their sentence and paragraph structure. This will enable them to respond to the writing requirements of the curriculum. For the second option they will have a choice of vocational courses.
- When a student has made significant progress and has been assessed as having passed a language competency, they will be allowed to choose a further option and no longer have an EAL option.

Outstanding students will also have the possibility of joining a different pathway if they can demonstrate the academic ability and the required learning behaviour. This will be done in discussion with them and with the teacher of the subject. Final decisions will be made by the school.

In-Year Admissions

A pathway will be agreed during the admissions interview for all in-year students. It is important to choose carefully so that the families' and students' wishes are taken into account as well as the results following the admission testing. Once a subject has been chosen, the student will have this subject until year 11 and hence some time will be taken to discuss this during the admission process.

CORE SUBJECTS

(All students will study these subjects)

Brief introduction to subject

All students will study AQA English Language and AQA English Literature so they will receive two GCSEs in English. If students are not able to access GCSE, this will prepare for the Silver and/or Gold award for AQA Step Up To English. To achieve high grades in this course, you need to be able to write well in a variety of forms. You also need to enjoy reading both fiction and non-fiction texts. The course will give you the opportunity to explore a range of thought provoking and engaging texts in detail.

Course Structure

Students will read a wide range of texts from the 19th, 20th and 21st century. The exam will be based on unseen texts from all three centuries. Students will be assessed on: critical reading and comprehension; summary and synthesis; evaluation of a writer's choice of language and structure and producing clear and coherent texts.

Assessment Model and Grading

Paper 1: Explorations in Creative Reading and Writing

Paper 2: Writers' Viewpoints and Perspectives

20% of marks will be for spelling, punctuation and grammar.

Students will also be assessed on presenting information and ideas and a grade will be reported separately.

Grading: 9-1

Progression

All employers will be interested in your English grades as they are reflection of how effectively you communicate. To complete Level 3 or A Level courses, you need a good pass in English.

Subject Entry Requirements

A commitment to wider reading and a determination to constantly improve your written and spoken communication skills.

Brief introduction to subject

Students are required to read and understand a variety of texts from the English 'literary cannon', including poetry, novels and plays. Extended writing is supported by regular discussions and interactions around the themes in the literature.

Course Structure

Students will study: Shakespeare; a 19th century novel; selection of poetry since 1789, including Romantic poetry, and *An Inspector Calls*. The exam will also include unseen poetry for comparison.

Students will be assessed on their comprehension, including their ability to infer, their critical analysis and their evaluation of writers' choices

Assessment Model and Grading

Paper 1: Shakespeare and 19th Century Novel

Paper 2: Modern text, Power and Conflict Poetry and unseen poetry

Grading: 9-1

Progression

Your ability to read and interpret texts in a mature way will be something your future teachers and employers will see as particularly important. In order to study English Literature at A Level, you need to achieve a Grade 6.

Subject Entry Requirements

An appreciation of literature and a willingness to explore new genres and types of text

Brief introduction to subject

Mathematics is an exciting and challenging subject, which plays a central role in many aspects of modern life. When you listen to music, watch a weather forecast, use a mobile phone, or use the internet, you are benefiting from sophisticated mathematical ideas. Mathematics is the product of thousands of years of sustained effort.

Course Structure

Students will study 6 main content headings:

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

Most of your maths lessons will involve the whole class working together from a textbook or worksheet on a topic that has been introduced by the teacher. However, there will also be opportunities for you to work individually, with a partner or in a small group.

Assessment Model and Grading

Two tiers are available: Foundation and Higher (content is defined for each tier). Each student is permitted to take assessments in either the Foundation tier or Higher tier. The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier.

- All three papers must be at the same tier of entry and must be completed in the same assessment series.
- Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3.
- Each paper is 1 hour and 30 minutes long.
- Each paper has 80 marks.
- The content outlined for each tier will be assessed across all three papers.

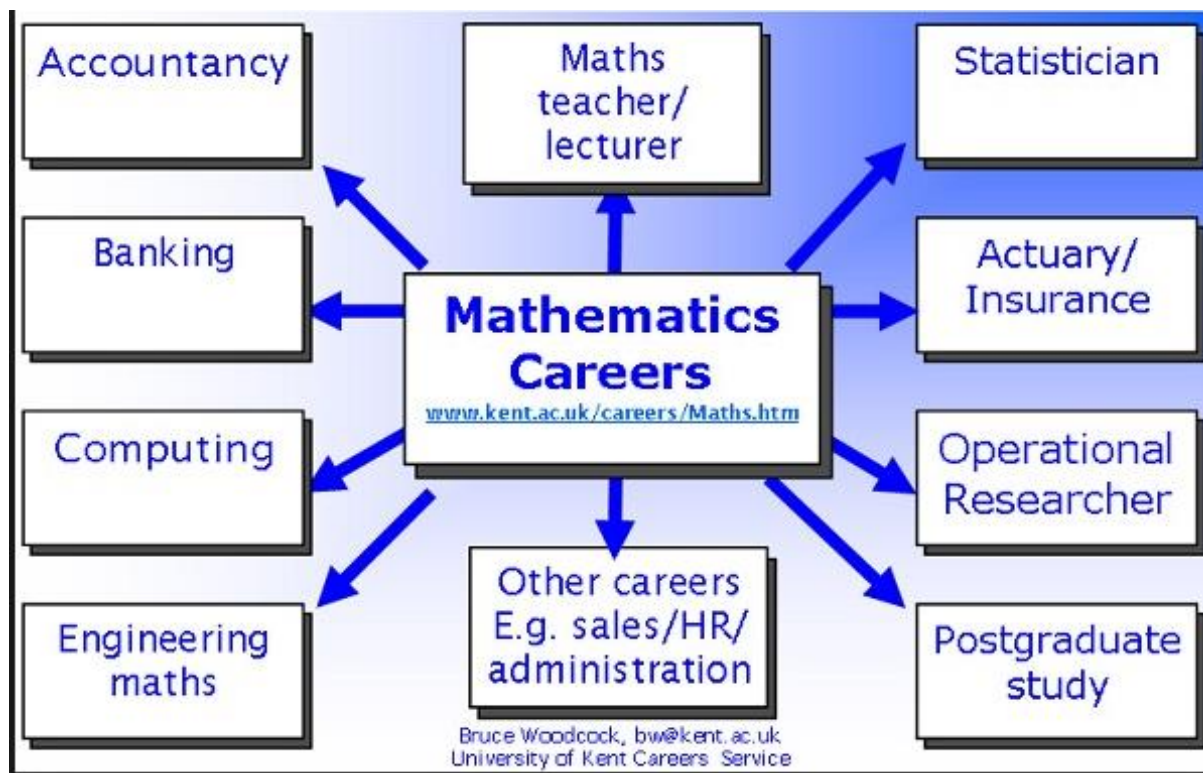
The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade.

Individual papers are not graded.

- Foundation tier: grades 1 to 5.
- Higher tier: grades 4 to 9 (grade 3 allowed).

Progression

A good grade at GCSE will enable the study of Mathematics at AS and A Level. A-level Maths will make the transition from sixth form to university courses which are mathematically rich that much easier as more of the first year course content will be familiar. If you are planning to take a degree such as Engineering, Sciences, Computing, Finance/Economics, etc., or perhaps Mathematics itself, you will benefit enormously from taking Further Mathematics. Other Careers includes:



Computer games designer, Statistician, Investment banker, Engineer, Telecommunications worker, Seismologist (Earthquakes), Astronaut and many more

Subject Entry Requirements

This is a compulsory subject and all students will receive a qualification in mathematics.

COMBINED SCIENCE TRILOGY

CORE GCSE SUBJECT BASED ON PRIOR ATTAINMENT

AQA -8464

Brief introduction to subject

This course is designed for students who did not take the ALPs course in Year 9, but still want a career where they must have studied GCSE Science. If you want to become a doctor or a vet you must take this option.

Combined Science Award: 9 periods over 2 weeks, 2 GCSE grades awarded.

Course Structure

Biology	Chemistry	Physics
<ol style="list-style-type: none">1. Cell biology2. Organisation3. Infection and response4. Bioenergetics5. Homeostasis and response6. Inheritance, variation and evolution7. Ecology	<ol style="list-style-type: none">1. Atomic structure and the periodic table2. Bonding, structure, and the properties of matter3. Quantitative chemistry4. Chemical changes5. Energy changes6. The rate and extent of chemical change7. Organic chemistry8. Chemical analysis9. Chemistry of the atmosphere10. Using resources	<p>Physics</p> <ol style="list-style-type: none">1. Forces2. Energy3. Waves4. Electricity5. Magnetism and electromagnetism6. Particle model of matter7. Atomic structure

Assessment Model and Grading

- 6 exam papers each being 1 hour 15 minutes.
- No coursework component
- 21 required practical experiments (assessed in exams)
- Exam questions: Multiple choices, structured, closed and open short answers, extended response, working scientifically, practical skills (AO1, AO2 and AO3).
- Grading is under the new structure of 1 to 9.

Progression

GCSE grades 9- 5 will lead onto A-levels/L3 BTECS.

GCSE grades 4-1 will lead onto L2 courses.

If you are thinking of becoming: an architect, a pilot, an engineer, or taking a job working in IT you should also take this option.

Subject Entry Requirements

If you are interested in what you have read so far, GCSE Combined Science may be for you. You need to have good literacy and numeracy skills in order to do well but most importantly you need to have a genuine interest in the subject.

SCIENCE SEPARATES

CORE GCSE SUBJECT BASED ON PRIOR ATTAINMENT AQA BIOLOGY (8461), CHEMISTRY (8462) & PHYSICS (8463)

Brief introduction to subject

This course is designed for those students who made fast progress in science during Years 7 and 8. There are many careers where you **must** have studied Trilogy or Separate Sciences, because you will need to study A Level Sciences. For example, if you want to become a doctor or a vet you must take this option. Separate Sciences Award takes 11 periods over 2 weeks. Students will be awarded 3 GCSEs in the separate Sciences.

Course Structure

Biology	Chemistry	Physics
<ol style="list-style-type: none">1. Cell biology2. Organisation3. Infection and response4. Bioenergetics5. Homeostasis and response6. Inheritance, variation and evolution7. Ecology	<ol style="list-style-type: none">1. Atomic structure and the periodic table2. Bonding, structure, and the properties of matter3. Quantitative chemistry4. Chemical changes5. Energy changes6. The rate and extent of chemical change7. Organic chemistry8. Chemical analysis9. Chemistry of the atmosphere10. Using resources	<ol style="list-style-type: none">1. Forces2. Energy3. Waves4. Electricity5. Magnetism and electromagnetism6. Particle model of matter7. Atomic structure8. Space

Assessment Model and Grading

- 6 exam papers each being 1 hour 45 minutes.
- No coursework component
- 28 required practical experiments (assessed in exams)
- Exam questions: Multiple choices, structured, closed and open short answers, extended response, working scientifically, practical skills (AO1, AO2 and AO3).
- Grading is under the new structure of 1 to 9.

Progression

GCSE grades 9- 6 will lead onto A-levels/L3 BTECS.

If you are thinking of becoming: an architect, a pilot, an engineer, or taking a job working in IT you should also take this option.

Subject Entry Requirements

If you are interested in what you have read so far, GCSE Combined Science may be for you. You need to have good literacy and numeracy skills in order to do well but most importantly you need to have a genuine interest in the subject.

ENTRY LEVEL SCIENCE

Brief introduction to subject

This course involves lots of practical work and is designed to help students develop literacy and numeracy skills while they learn science.

Course Structure

Topics include:

Biology

1. Component 1 - Biology: Keeping healthy
2. Component 2 - Biology: Inheritance, Evolution and the environment

Chemistry

3. Component 3 - Chemistry: Materials from the Earth
4. Component 4 - Chemistry: Oils, Earth and Atmosphere

Physics

5. Component 5 - Physics: Energy transfers and efficiency
6. Component 6 - Physics: Electricity and Waves

Assessment Model and Grading

There are two different types of assessment.

- Externally-set assignments (ESAs) consist of a short written test worth 57%.
- Teacher-devised assignments (TDAs) consist of a short piece of practical work worth 43%.

There are three levels of award available: Entry 1, Entry 2 and Entry 3. Entry 3 is the most demanding.

Progression

If students obtain Entry 3 they can progress to L2 Applied Science BTEC or GCSE Combined Science

Subject Entry Requirements

The ELC provides flexibility, but on a clear progression pathway. It equips students with skills and knowledge transferable to both educational and career settings, and provides a worthwhile course for students of various ages and from diverse backgrounds in terms of general education and lifelong learning.

CORE NON-EXAMINED SUBJECT

Brief introduction to subject

In Years 9, 10 and 11 students will have three hours over two week of Physical Education. Pupils enjoy a wide variety of activities but have a greater ownership on the sports they specialise in.

Activities taught in Years 9, 10 and 11 are:

Football, Handball, Badminton, Basketball, Trampolining, Netball, Cricket, Rounders, Volleyball, Gymnastics, Table tennis, Athletics and Fitness.

Through our PE curriculum we promise that the learner will discover and develop in the following ways:

- The joy of moving and being physically active.
- The skills of working with teams.
- Building self-confidence.
- A deep and strong sense of positive physical identity.
- Lifelong affiliations and powerful relationships.
- A positive outlook on, and framework for living life.

Course Structure

Within each sport pupils will cover the following topics:

- The Sport Education to learning.
- Analysis of performance.
- The role of ICT in sport.
- Fitness testing.
- Attend Haringey Borough Sporting events.
- Advice to students on where to develop their sporting abilities with the ties that PE department has outside of the school.
- What further affiliation you can have with the specific sport.

Assessment Model and Grading

This is a non-examined subject. Student progress will be reported through the school reporting cycle

Progression

PE offers routes to further education, such as A-levels, higher education in PE as well as other related career opportunities such as coaching, managing, officiating and physiotherapy.

Subject Entry Requirements

This is a compulsory subject that all students are expected to participate in lessons.

RELIGIOUS EDUCATION

Brief introduction to subject

Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE students will learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions.

Our aim is to give young people a greater understanding of different faiths and points of view. We hope to broaden their mind and to create greater tolerance through better understanding of different faiths.

Course Structure

Study of two religions split 50/50: Islam and Christianity

Paper 1: Religion and Ethics Topic studied from perspective of Christianity.

This is divided into 4 units of study:

- Belief in God
- Marriage and the Family
- Living the Religious Life
- Matters of Life and Death

Paper 2: Religion Peace & Conflict Topic studied from perspective of Islam.

This is divided into 4 units of study:

- Belief in God
- Crime and Punishment
- Living the Religious Life
- Peace and Conflict

Assessment Model and Grading

- Assessment is by two written exams – each 1 hour and 45 minutes.
Both Assessments will take place at the end of Year 11.
- Students will get a grade between 9 to 1

Progression

A good grade in GCSE RE can lead to doing A level RE, and Philosophy and Ethics. RE is useful for the following careers: Journalism, International Development work, religious teaching, social work, Museum curating, political research, community development, counsellor, Diplomat, TV presenter....

Subject Entry Requirements

This is a compulsory subject that all students are expected to participate in lessons.

RELIGIOUS EDUCATION – Entry Level

Humanities Entry Pathways - Entry Level I WJEC

Brief introduction to subject

Entry Pathways Humanities is a flexible course with no external assessment. Entry Pathways Humanities enables teachers to combine units to create interesting programmes of study within RE that is suited to individual learners' needs and experiences. Students will gain a greater understanding of different faiths and points of view. They will broaden their mind and have greater tolerance through better understanding of different faiths.

Course Structure

The Course will be studied from February of Year 10 – after the Year 10 RE mock Examination in January. The course will run into Year 11 – with work submitted for Moderation in May of Year 11 to the Examining Board.

Students will need to gain 13 or more credits from the different topics they study. The topics of study are:

- Places of Worship - 2 credits
- Religious festivals – 2 credits
- Religious Marriage services – 2 credits
- Religious Charities – 3 credits
- Religious and Moral Arguments about Contentious Issues – 2 credits
- Famous followers of religion – 3 credits
- Child Poverty and Exploitation – 3 credits

The final qualification received will be a Certificate Level.

Assessment Model and Grading

- There is no formal end of Year examinations.
- Students will have a range of course work tasks they will complete in class which will then be moderated by the Exam Board.
- Grading is Pass or Q (not achieved)

Progression

Candidates receive a qualification in Entry Pathways in Humanities.

A Pass can lead on to studying GCSE RE.

RE is useful for the following careers: Journalism, International Development work, religious teaching, social work, Museum curating, political research, community development, counsellor, Diplomat, TV presenter and many more.

Subject Entry Requirements

An interest in the subject – a desire to learn about different faiths, beliefs and cultures. You need to keep up to date with current affairs.

GCSE SUBJECTS

Brief introduction to subject

If you like to draw, design, paint and make sculpture then Art & Design GCSE is for you! You will also be finding out about different Artists and Designers and different types of Art.

Over the last couple of years students have been involved with producing large canvas paintings for CONEL and also working with Professional Architects to produce Artwork to be put on to safety boards in front of a new building.

Course Structure

You will complete at least 2 projects over 3 Years called Portfolio. You will then complete an Externally Set Assignment of 4/5 months preparation time followed by a 2 day exam to produce your final outcome.

All Coursework and External Test will consist of

- Research
- Drawing
- Designing
- Developing
- Practice Final Outcomes
- Final outcome
- Annotation /Evaluation

Assessment Model and Grading

Coursework is worth 60%. External Test is worth 40% Graded 1-9

There are 4 distinct Assessment Objectives

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Progression

GCSE Art & Design can lead you into further and higher education including an Art & Design Foundation course to gain entry on to a Degree course.

Art & Design Graphics, Fashion and all of the other related industries can provide many interesting, varied and rewarding job opportunities.

Subject Entry Requirements

You should have a passion for Art.

Brief introduction to subject

Computing and computer technology touches just about everything in our lives in the 21st century, from the cars we drive, to the movies we watch, devices we use, to the ways businesses and governments deal with us. Understanding different dimensions of computing is a necessary skill set any person living within the 21st century. This qualification will help you to develop a set of computational thinking skills to understand how computer systems work, and design, implement and analyse algorithms for solving problems across a range of contexts.

Course Structure

The OCR GCSE in Computer Science comprises of two theory units.

Component 01 – Computer Systems (Theory)

You will learn about the principles of computer science and gain an understanding of CPU, memory, storage, operating systems, utilities, networks, system security. You will gain an awareness of emerging trends in computing technologies, the impact of computing on the lives of individuals, organisations and society such as ethical, environmental and cultural issues.

Component 02 – Computational thinking, algorithms and programming (Theory)

You will learn about algorithms, programming techniques, producing robust programs, computational logic, translators and facilities of languages and data representation. You will learn how to construct truth tables, produce logic statements and read and interpret assembly codes. You will gain an understanding of data representation and will convert numbers from binary to denary and hexadecimal and vice versa.

Assessment Model and Grading

Unit 01 - Computer Systems (01) – 50%

This unit (01) is assessed through a 1 ½ hour written examination paper to be taken at the end of the course, and marked by OCR. The assessment is marked out of 80 marks and accounts for 50% of the total GCSE.

Unit 02 - Computational thinking, algorithms and programming (02) – 50%

This unit (02) is assessed through a 1 ½ hour written examination paper to be taken at the end of the course, and marked by OCR. The assessment is marked out of 80 marks and also accounts for 50% of the total GCSE.

Progression

A good grade in GCSE Computer Science will enable you to study the subject at AS and A Level. You can go on to further studies and obtain a career as a Computer Programmer, Software Engineer, Computer Analyst to name a few.

Subject Entry Requirements

You are only able to choose this subject if you are in the top set for Maths and have a good level. This is to ensure you can cope with the Programming Unit. You are also required to have good literacy skills in order to complete your written exam and controlled assessment Report.

Brief introduction to subject

The study of design and technology seeks to prepare students to participate confidently and successfully in an increasingly technological world. It helps students to be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors. Students will be stimulated with core concept knowledge that will form the fundamentals of the future for design and engineering and later the opportunity to learn specialist knowledge about one of the following materials:

1. metals
2. paper and boards
3. polymers
4. systems
5. textiles or
6. timber

Students will be required to develop their own product idea based on a design brief from the exam board. They will be required to exhibit real life design to manufacturing competence through: product investigation, design (modelling, modifications, etc.), making the product accurately to a high standard before testing and evaluating the made prototype to improve the product as a potentially commercially viable design. Products can be made from one or more materials given above.

Course Structure

Component 1

Written Examination

What's assessed?

Theoretical application of:

- Core technical principles
- Specialist technical principles
- Designing and making principles

How it's assessed

- Written exam: 2 hours
- 100 marks

Component 2

Non-Exam Assessment (NEA)

What's assessed?

Practical application of:

- Core technical principles
- Specialist technical principles
- Designing and making principles

In design technology there is a great mix between: practical task, written work and field trips to companies and museums.

Non-Exam Assessment (NEA) - continued

Task(s)

- Substantial design and make task
- Assessment criteria:
 - ✓ Identifying and investigating design possibilities
 - ✓ Producing a design brief and specification
 - ✓ Generating design ideas
 - ✓ Developing design ideas
 - ✓ Realising design ideas
 - ✓ Analysing & evaluating
- Students will produce a prototype and a portfolio of evidence
- Projects will be developed according to the iterative design process

Assessment Model and Grading

This course has 50% **non-exam assessment (NEA)** in order to recognise the importance of practical work within this subject and an exam assessment worth the remaining 50%.

Progression

Design Technology is a stepping stone for AS and A Level product design, engineering and other designing courses (e.g. interior design). There are numerous careers that can be pursued after qualified at GCSE.

Some careers are:

- **Architecture:** Urban & Regional Planning, Landscape Architecture, Sustainable, Environmental Design, Interior Design, Residential and Commercial
- **Product Design:** Clothing/textile technologist, Colour technologist, Exhibition designer, Furniture designer, Industrial/product designer, Interior and spatial designer
- **Engineering fields:** Aerospace & Operations, Aerospace, Agricultural, Airline Pilots & Flight, Civil, Electrical, Electronics, Environmental, Health & Safety, Marine, Industrial, Locomotive, Materials, Mechanical, Mining & Geological, Rail Yard, Operating, Ship and Sound Engineering

Graphic design: Game Designing, Website, Advertising, Book/Comic development, Graphic Computer Interface (GUI).

Subject Entry Requirements

If you like designing and making then design and technology is for you! You need to enjoy making to have good literacy to complete the required non-exam assessment component and be genuinely interested in design and making.

Brief introduction to subject

This new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills and food science. Students will develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials.

Course Structure

Students will learn about the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating.

The specification would be delivered through preparation and making activities.

Students must be able to make the connections between theory and practice to apply their understanding of food and nutrition to practical preparation.

The topics students will study are:

1. Food, nutrition and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance.

Assessment Model and Grading

GCSE Food preparation and Nutrition is assessed in 2 parts: 50% Written exam and 50%

Non-Exam Assessment**Paper 1**

- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE

Questions

- Multiple choice questions (20 marks)
- Five questions each with a number of sub questions (80 marks)

Non Exam Assessment**Task 1: Food investigation**

Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task.

Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation **20 hours**

Task 2: Food preparation assessment

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

20 hours

Progression

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.

They can pursue A levels and proceed to University to study Food related courses or Catering

Subject Entry Requirements

Interest and good literacy skills are required to fulfil the course requirements.

Brief introduction to subject

GCSE French is the ideal subject for students who are hard-working, creative and who wish to explore other cultures. A GCSE French qualification is an English Baccalaureate subject and it makes your CV stand out from the crowd. It opens many doors later on in life, for example to Russell Group Universities.

Course Structure

Students will cover the following themes:
 Theme 1: Identity and culture
 Theme 2: Local, national, international and global areas of interest
 Theme 3: Current and future study and employment
 Topic 4: Jobs, career choices and ambitions

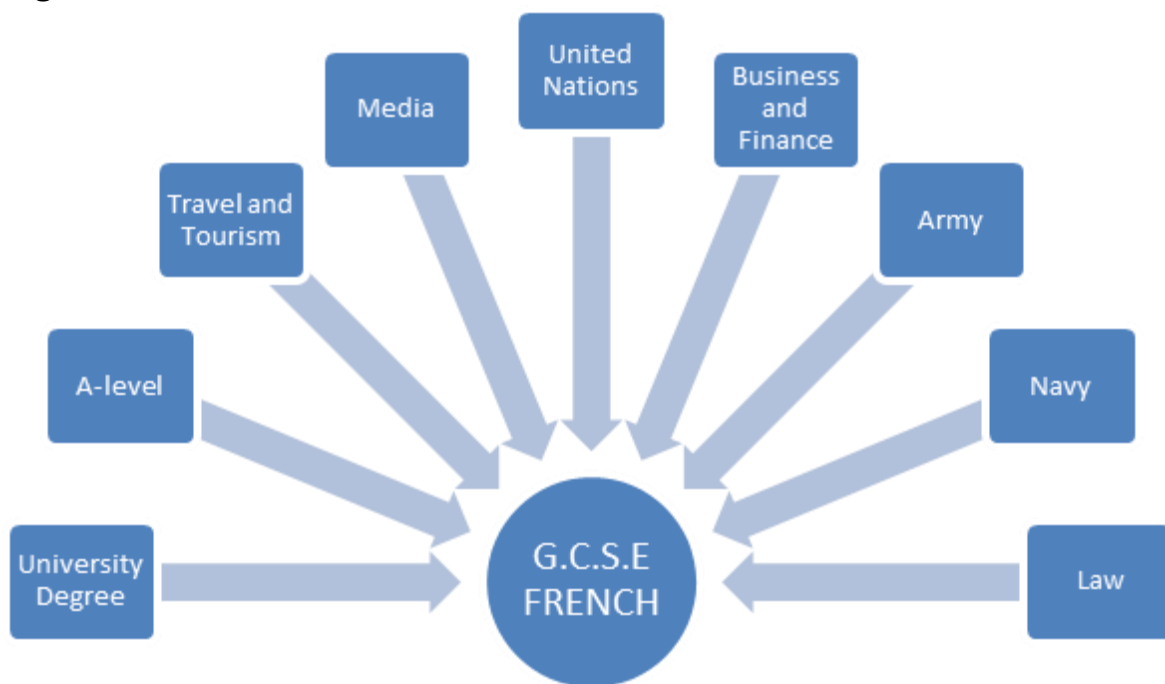
Assessment Model and Grading

You will be assessed at either Foundation or Higher Tier at the end of the course as follows:

- Listening** (25% of the marks)
- Speaking** (25% of the marks)
- Reading** (25% of the marks)
- Writing** (25% of the marks)

You will be given a GCSE grade between 9 and 1.

Progression



Subject Entry Requirements

A passion for learning about different languages and cultures and a willingness to try your best and learn independently as well as in a group.

Brief introduction to subject

Geography gives a rounded view and an understanding of how the world works from a variety of perspectives: - science, history, politics, current affairs, and economics to sociology. In addition, Geography teaches you to further develop the skills of: communication, problem solving, report writing, decision making, flexible thinking, teamwork, spatial awareness, social & environmental awareness, data handling and ICT, amongst others.

Course Structure

Students will study the following topics:

Unit 1: The challenge of Natural Hazards – Tectonic, Weather and Climate Change

The Living World – Tropical Rainforests and Hot Deserts

The UK Physical Landscapes – Coasts and Rivers

Unit 2: Urban Issues and Challenges

Changing Economic World

The Challenge of Resource Management – Energy

Unit 3: Geographical Applications – Issue Evaluation and Fieldwork

Assessment Model and Grading

The assessment comprises three written exams:

Unit 1: Physical Environment (1 hour 30mins)

Unit 2: Human Environment (1 hour 30mins)

Unit 3: Geographical Applications (1 hour 15mins)

Grading is under the new structure of 1 to 9

Examples of issues covered:

- Why are there poor people in the world, and can we do anything about it?
- Will London be under water in the next 50 years?
- What are earthquakes? Could they happen here?
- What happens when oil resources run out in the world?
- Why there are deserts and what are they good for?

In Geography there are opportunities for learning directly from the field. You will be going on to field visits; one based on Unit 1 and one on Unit 2.

Progression

A good grade at GCSE will enable the study of Geography at AS and A Level. GCSE Geography is also useful for the following careers: law, journalism, media, accountancy, finance, management and administration, banking and commerce, armed forces, surveying, planning, architecture, travel and tourism etc.

Subject Entry Requirements

If you are interested in what you have read so far, GCSE Geography may be for you. You need to have good literacy and numeracy skills in order to do well but most importantly you need to have a genuine interest in the subject.

Brief introduction to subject

"When I despair, I remember that all through history the way of truth and love have always won. There have been tyrants and murderers, and for a time, they can seem invincible, but in the end, they always fall. Think of it--always." — Mahatma Gandhi

History is a subject for world-changers, for people who want to make a difference – because it is only through learning about the past that we can change our future.

Along the way, you will learn valuable skills, including critically analysing sources and writing powerful arguments, whilst also seeking to answer some of the big questions facing humanity today.

Course Structure

Paper 1: Understanding the modern world

• **Section A: Period studies: America 1920 -73**

You will study The Boom, the Great Depression, the American Dream, the quest for Civil Rights in the USA, including Martin Luther King and Malcolm X.

• **Section B: Wider world depth studies**

You will study Conflict and tension between East and West 1945 – 72. You will study the Cold War – the conflict between the USA and the USSR – where a gun was never actually fired!

Paper 2: Shaping the nation

• **Section A: Thematic studies Britain: Power and People 1170-present**

You will study war, religion, government, science, technology and the role of individuals in 1000 years of British history: how have people protested and rebelled against the government in their quest for power?

• **Section B: British depth studies Elizabethan England c1568 – 1603**

You will study life and times in Elizabethan England – from Shakespeare to Drake!

Assessment Model and Grading

There will be two exams of 1h 45m each at the end of Year 11.
You will be awarded a level between 1 and 9.

Progression

History is a highly-valued subject by top universities, and there are opportunities for progression to A Levels in History, Law, Politics and Government, Archaeology, as well as taking History to degree level. The skills you will learn in History are transferable to any field.

Subject Entry Requirements

Students need to be aware of the heavy literacy demands of the course. Students should be on at least a Grade 3 in History and English. They also need a passion for History and a thirst for knowledge of how our world was shaped and how we came to be living in the society we know today.

Brief introduction to subject

WJEC Level 2 Vocational Award in Hospitality and Catering enables learners to gain knowledge, understanding and skills relating to a specific vocational sector. In addition to development sector specific knowledge and understanding, these qualifications also support learners to develop the essential employability skills that are valued by employers.

The Hospitality and Catering sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering is not their primary service but is increasingly important to their success. According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce.

Course Structure

- Learn about the hotel industry
- Prepare a variety of dishes
- Menu planning
- Range of Commodities
- Range of Dietary needs
- Events and services

**Assessment Model and Grading**

Unit 1 (5569U1) The Hospitality and Catering Industry	mandatory	Internal
Unit 2 (5569U2) Hospitality and Catering in Action	mandatory	External

Internal assessment:

Portfolio of evidence. This will be graded by the teachers and externally moderated by WJEC.

External assessment:

External assessment paper. This will be graded by WJEC.

Progression

- Level 1 Certificate in Introduction to Professional Food and Beverage Service
- Level 2 Certificate in Professional Food and Beverage Service Skills
- Level or Level 2 NVQ Diploma in Professional Cookery
- Where the WJEC Level 1/2 Award in Hospitality and Catering is achieved together with other relevant Level 1/2 qualifications, such as GCSEs in English and Maths and Science, learners may be able to access Level 3 qualifications relevant to the hospitality and catering sector, such as
- WJEC Level 3 Food, Science and Nutrition (certificate and diploma)
- Level 3 NVQ Diploma in Advanced Professional Cookery
- Level 3 Advanced Diploma in Food Preparation and Cookery Supervision

Subject Entry Requirements

Do you enjoy cooking as a hobby or thinking of a job that offers travelling opportunities? Interest and good literacy skills are essential.

Brief introduction to subject

Media Studies is one of the most relevant subjects for the 21st Century. Learners study a wide range of media forms and products through the theoretical framework of media, which encompasses media language, representations, media industries and audiences. Media products are also studied in relation to relevant contexts, and learners will study, and apply, a range of theoretical perspectives. Learners also develop practical production skills through a non-examined unit and apply their knowledge and understanding of the theoretical framework to a practical media production.

Course Structure

Throughout the duration of the course, learners will study a range of media texts including: magazines, advertising, film marketing, music video, video games, radio shows and newspapers.

Through practical and analytical work learners will be able to develop their understanding of:

- How media texts are constructed to communicate representations of people, places, events and ideas
- How audiences are targeted by media texts
- How audiences use and consume media texts
- How media industries target audiences
- How to apply media theories about representation and audience

Learners' knowledge and understanding will also be applied to their own practical work which could include filming trailers for TV shows or films, a music video, website design, film poster design, advertising etc.

Learners' will develop a range of practical skills including using Photoshop to design print media texts, stills camera techniques to take their own photographs, use of video cameras to film their own moving image products and editing software to create their own projects.

Assessment Model and Grading

70% - Component 1 and 2 - Written Exam (2 Components in 3 hours)

30% - Component 3 Non Exam Assessment (12 weeks, work marked by teacher, moderated by Eduqas)

Progression

AS/A Level – Media Studies and Film Studies

Level 3 vocational – Creative Media Production

Subject Entry Requirements

2= in English

Brief introduction to subject

This exciting new GCSE is the most demanding PE course that the school has delivered.

It will challenge students to develop their ability to engage independently and successfully in different types of physical activity, and to improve their understanding and knowledge of physiology, biomechanics, sport psychology and health and nutrition.

Course Structure

Theory (60%)
Practically (30%)
Self-Assessment (10%)

5 hours over 2 weeks. Lessons will be split between theory and practical.

Students will be offered a wide range of extra-curricular clubs to help with their practical level.

Assessment Model and Grading

Examination. Theory (60%)
2 externally assessed exams.

Human body and movement. 2: Socio cultural influences
Students are assessed PRACTICALLY (30%) and it is based on the student's performance in three sports (Individual and team).

SELF ASSESSMENT (10%) This is a self-reflective analysis that pupils produce under exam conditions.

Progression

PE offers routes to further education, such as A-levels, higher education in PE as well as other related career opportunities such as coaching, managing, officiating and physiotherapy. GCSE PE enables students to transfer their acquired skills into related or similar subjects such as social science qualifications.

Subject Entry Requirements

English, Science and Maths at 4+ required in at least 2 out of the 3 subjects.

The physical demands of this course are high and students wishing to study towards GCSE PE need to be participating in at least one sport outside of school at club level, which must be indicated on the options form.

Brief introduction to subject

Sociology is the study of society and how we humans shape and make our society what it is. Whilst Sociology is predominantly about the world we live in now, you will look at the past and reflect on what changes have taken place, why and its impact.

GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification.

By studying Sociology, students will develop transferable skills including how to: investigate facts and make deductions, develop opinions and new ideas on social issues and analyse and better understand the social world.

Course Structure

Students will study 4 topics: Family, Education, Crime & Deviance and Social Stratification. You will have a chance to investigate:

- Different criticisms of families, loss of traditional functions, the status and role of women within families, marital breakdown, dysfunctional families and divorce.
- Different views of the role and functions of education – serving the needs of the economy, facilitating social mobility and fostering social cohesion.
- Behaviour including social class, gender, ethnicity, age, delinquent subcultures, women, crime and poverty.
- Different interpretations of poverty as a social issue, the culture of poverty, material deprivation and the impact of globalisation on the underclass.

Assessment Model and Grading

The assessment will be two written exams at the end of Year 11.

Paper 1: The Sociology of families and education: 100marks, 1hr 45minute examination, 50% of final mark

Paper 2: The Sociology of crime and deviance and social stratification: 100marks, 1hr 45minute examination, 50% of final mark

Students will be given a grade between 1 to 9.

Progression

With GCSE Sociology students can progress onto AS/A Level Sociology. Due to the skills students learn/develop in GCSE Sociology students will be well placed to also take AS/A Level Philosophy, Psychology, Politics and History.

The subject content and skills covered at GCSE and AS/A Level will be useful for careers in the legal system, medicine, education and government.

Subject Entry Requirements

You should have a high command of literacy skills; reading and writing. In GCSE Sociology you will be taking part in lots of discussions and debates; it will be helpful if you have an interest in current affairs.

Brief introduction to subject

GCSE Spanish is the ideal subject for students who are hard-working, creative and who wish to explore other cultures. A GCSE Spanish qualification is an English Baccalaureate subject and it makes your CV stand out from the crowd. It opens many doors later on in life, for example to Russell Group Universities.

Course Structure

Students will cover the following themes:

Theme 1: Identity and culture

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

Theme 3: Current and future study and employment

Topic 4: Jobs, career choices and ambitions

Assessment Model and Grading

You will be assessed at either Foundation or Higher Tier at the end of the course as follows:

Listening (25% of the marks)

Speaking (25% of the marks)

Reading (25% of the marks)

Writing (25% of the marks)

You will be given a GCSE grade between 9 and 1.

Progression



Subject Entry Requirements

A passion for learning about different languages and cultures and a willingness to try your best and learn independently as well as in a group.

Brief introduction to subject

Textile design is the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that may have a functional or non-functional purpose. Students will have the creative freedom to develop ideas for textile clothing or textile art pieces/objects. This is the ideal subject choice for students who are interested in developing their practical skills in a specialised fashion/textile/art and design area.

Course Structure

The course is delivered through 2 components:

Component 1: Portfolio.

Students will develop a body of work through set projects. Through these projects students will be introduced to and use wide ranges of textile design techniques and processes, such as weaving, felting, embroidery, appliqué, construction methods and printing, which they will then develop for their own personal response to the project brief.

Component 2: Externally set Assignment.

AQA will provide an exam paper; this will have with seven different project themes. Students will select and respond to one starting point from their chosen title. The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, the ability to draw together different areas of knowledge, skills and understanding in response to the selected starting point.

Students will have up to 4 months to complete their externally set assignment.

Assessment Model and Grading

Grading is under the new structure of 1 to 9

Component 1: 60% of final grade. Component 2: 40% of final grade.

Progression

A good grade at GCSE will enable the further study in any of the specialist subjects listed above at AS and A Level and level 3 vocational courses. GCSE Textile Design is useful for students interested in following a career in the creative industries, which is the fastest growing industry in the UK today. For more information please go to www.thecreativeindustries.co.uk/industries

Subject Entry Requirements

If you are interested in any aspect of what you have read so far, GCSE Textiles Design will be perfect for you. You will need to have good practical skills and a willingness to extend these skills much further.

VOCATIONAL SUBJECTS

Brief introduction to subject

We welcome both boys and girls interested in a career with children. If you enjoy working with children and want to learn more about child development, care and support for parents this is the course for you.

Course Structure

This course is designed for learners aged 14–16 who have an interest in children's learning and development and wish to develop the skills and learn the theory that can prepare them for further study and employment within the childcare sector. It will particularly appeal to you if you are looking for a course that is practical in nature.

The Technical Award in Children's Learning and Development will give you the opportunity to study children aged 0 to 10 years, developing an understanding of:

- growth and development
- communication and language development
- learning and play
- education provision (until the end of KS2)
- child health and safety
- the role of professionals and voluntary organisations

Assessment Model and Grading

Unit 1 – Research task

- Internally assessed
- 36 GLH approx
- 60 marks
- 30% of Technical Award



Unit 2 – Child study

- Internally assessed
- 36 GLH approx
- 60 marks
- 30% of Technical Award

Unit 3-Development of the child from pre-conception to 10 years

- Written exam: 1 hour 30 minutes
- 48 GLH approx
- 80 marks
- 40% of Technical Award

Progression

The course will provide learners with a solid understanding of children's learning and development that will help them to make choices about further study and career options. They will finish the course having developed a wide range of practical skills some of which are particularly helpful for a career in the childcare sector such as observing, communicating and working with children and other skills which will be valuable no matter what career path they choose.

These include skills in research, communication, decision-making and problem-solving:

- Level 3 Award, Certificate and Diploma in Child Care and Education
- Level 3 Diploma for the Children and Young People's Workforce (QCF)
- Child Development Advanced Diploma
- Early Years Advanced Diploma
- Health and Social Care Advance Diploma
- Many other qualifications in the Care Sector at Level 2 and Level 3

Children's learning and development is also useful for the following careers: Early years teacher, family support worker, teacher, paediatrician, social worker, child psychotherapist, counsellor, children's nurse, Educational psychologist, speech and language therapist, Health visitor etc.

Subject Entry Requirements

To choose this subject you should have an interest in children/child care and have good literacy skills.

Brief introduction to subject

The Tech Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. This course builds on and uses the knowledge and skills you learn in your GCSEs, such as English. It will complement the more theoretical aspects covered by GCSE Biology or GCSE Psychology by allowing you to apply your knowledge and skills practically in a vocational context.

Course Structure

The main focus is on three areas, which cover:

- skills and processes, such as interpreting data to assess an individual's health, and designing a plan to improve their health and wellbeing
- attitudes, namely the care values that are vitally important in the sector, and the opportunity to practise applying them
- knowledge that underpins the effective use of skills, processes and attitudes, including human growth and development, health and social care services, and factors affecting people's health and wellbeing.

Assessment Model and Grading

2 pieces of coursework: 30% each

Component 1: Human Lifespan Development Levels: 1/2

Assessment type: Internal

Guided learning hours: 36

Learners will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events.

Component 2: Health and Social Care Services and Values Levels: 1/2

Assessment type: Internal

Guided learning hours: 36

Learners study and explore practically, health and social care services and how they meet the needs of real service users. They also develop skills in applying care values.

Component 3: Health and Wellbeing Levels: ½ | exam 1 hour: 40%

Assessment type: External

Guided learning hours: 48

Learners will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan.

Progression

BTEC Level 3 in College Health and Social Care or Child Development.

Subject Entry Requirements

To choose this subject you should have an interest in the different stages of life and have good literacy skills.

Brief introduction to subject

WJEC Level 2 Vocational Award in Hospitality and Catering enables learners to gain knowledge, understanding and skills relating to a specific vocational sector. In addition to development sector specific knowledge and understanding, these qualifications also support learners to develop the essential employability skills that are valued by employers.

The Hospitality and Catering sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering is not their primary service but is increasingly important to their success. According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce.

Course Structure

- Learn about the hotel industry
- Prepare a variety of dishes
- Menu planning
- Range of Commodities
- Range of Dietary needs
- Events and services



Assessment Model and Grading

Unit 1 (5569U1) The Hospitality and Catering Industry	mandatory	Internal
Unit 2 (5569U2) Hospitality and Catering in Action	mandatory	External

Internal assessment: Portfolio of evidence. This will be graded by the teachers and externally moderated by WJEC.

External assessment: External assessment paper. This will be graded by WJEC.

Progression

- Level 1 Certificate in Introduction to Professional Food and Beverage Service
- Level 2 Certificate in Professional Food and Beverage Service Skills
- Level or Level 2 NVQ Diploma in Professional Cookery

Where the WJEC Level 1/2 Award in Hospitality and Catering is achieved together with other relevant Level 1/2 qualifications, such as GCSEs in English and Maths and Science, learners may be able to access Level 3 qualifications relevant to the hospitality and catering sector, such as

- WJEC Level 3 Food, Science and Nutrition (certificate and diploma)
- Level 3 NVQ Diploma in Advanced Professional Cookery
- Level 3 Advanced Diploma in Food Preparation and Cookery Supervision

Subject Entry Requirements

Do you enjoy cooking as a hobby or thinking of a job that offers travelling opportunities? Interest and good literacy skills are essential.

Brief introduction to subject

The RSL qualification is designed for learners wishing to develop Music Technology and Music Recording/Production skills. The course aims to equip learners with the necessary knowledge and understanding to go on and study Music Technology/Recording/Production at Level 3. While no formal musical experience or qualifications are required, an appreciation of the subject is essential.

Course Structure

Students are required to complete 2 mandatory units during the 2 year course. During Year 11 students will sit a practical assessment set by RSL

Mandatory Units:

Unit 1: 'Using A Digital Audio Workstation' - Students learn how to set up and operate an iMac computer running Logic music software.

Unit 2: 'Composing Music' – Students are required to compose a piece of music using Logic software.

External Exams: 1 externally set practical assessment – This will require students to organise and facilitate a studio recording

Completion of the 2 units and practical assessment will provide students with a certified level 2 qualification and a solid platform to study level 3 qualifications.

Assessment Model and Grading

- The 2 mandatory units are internally marked and externally moderated. The practical exam is externally marked.
- In order to achieve the level 2 qualification students are required to complete all mandatory units to a minimum 'Pass' grade (C) and pass both externally set exams.
- Units are graded using a Pass, Merit, Distinction system – (Pass = grade 4) (Merit = grade 5-6) (Distinction/Distinction* = grade 7 and above). Unit grades are then aggregated to form the overall qualification grade.

Progression

Vocational qualifications give learners a good practical grounding for progression onto further Level 3 qualifications and A Levels. Students that successfully complete the course may go on and study/work within a variety of fields in the Music Industry, including:

- Media Music – Music for Games, Films and Television
- Radio
- Music Production & Recording
- Studio Engineering
- Employment within the Music Industry – Music Events/Music Management/Music Business

Subject Entry Requirements

There are no entry requirements to study Music Technology but a keen interest in music production and music technology are essential. If you are interested in the subject and would like to compose/record your own music then the Music Technology qualification might be the course for you.



DUKE'S

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