



DUKE'S
ALDRIDGE ACADEMY



**YEAR 9
OPTIONS**

23

BOOKLET

-25

CONTENTS

MESSAGE FROM THE PRINCIPAL		5
<u>IMPORTANT INFORMATION ABOUT YOUR OPTIONS:</u>		
Why is my Child Choosing Their Options in Year 9?		6
How the Curriculum Changes at Year 10		7
GCSE and Vocational Grades Used at Dukes Aldridge Academy		8
The English Baccalaureate and Your Child		9
Community Languages		10
Pathways and Courses		11
What Happens Next?		16
Support Available		17
The Differentiation Team		18
CORE SUBJECTS (all students study these)	Head of Subject	19
English Language & English Literature	Ms Sayer	20
Mathematics	Mr Hines	22
Combined Science Trilogy	Ms Shah	24
Science Separates	Ms Shah	26
Entry Level Science	Ms Shah	28
Physical Education (PE)	Mr Demirel	29
Religious Education	Ms Khan	30
GCSE SUBJECTS (options)		33
Art & Design	Ms Penny	34
Computer Science	Ms Henry	35
Design and Technology	Mr Copeland	37
Food Preparation & Nutrition	Ms Adetoba	39
French	Ms Anthony	41
Geography	Mr Wilson	43
History	Ms Prior	45
Media Studies	Ms Harvey	46
Physical Education (PE)	Mr Demirel	48
Photography	Ms Harvey	49
Sociology	Ms Tuptuk	51
Spanish	Ms Anthony	53
Textiles Design (Art & Design)	Ms Penny	54
VOCATIONAL SUBJECTS: BTEC, OCR, NCFE & FOUNDATION SUBJECTS		56
Drama - Performing Arts	Mr Bawden	57
Health and Social Care	Mr Reid	59
Hospitality and Catering	Mr Reid	60
Physical Education and Sport	Mr Demirel	61
Music Performance	Mr Blair	62
Music Technology	Mr Blair	64
Personal and Social Development	Ms Sweeney	66
ESOL (English for Speakers of Another Language)	Ms Sweeney	67
FAQ's		69

MESSAGE FROM THE PRINCIPAL

March 2023

Dear Parent,

This booklet is designed to give you information about the Key Stage 4 (KS4) Curriculum Offer and Pathways for the option process which you and your son or daughter will take part in during this term. The process starts with the Options evening and will be finalised at the end of the academic year (July). Please refer to the options timeline.

Our aim is to provide a satisfying, worthwhile course for each student. This is best achieved by taking into account the wishes of both students and parents combined with sound professional guidance from the staff who know the student's ability. Each student has been placed on a Pathway based on their ability. Within each pathway, there are a number of subject options. A personalised options form with your child's pathway will be provided at the Options Evening.

Financial and staffing constraints dictate the number of groups we are able to run and as the school does not have the resources to support small groups it is essential that they reach a reasonable size. As in the past, it is possible that a small number of students will need to make an alternative choice where a subject does not recruit viable numbers or when a subject has recruited too heavily. Students will be informed of these situations as they arise.


WHAT HAPPENS NEXT?

This list of events is to guide students through the stages involved in making choices:

- Listen to the talk and visit all the subjects during the **Options Evening on Tuesday 21st March 2023**
- Read this booklet carefully
- Talk with your child and their subject teachers about their choices
- Fill out the Options form and return it signed by a parent to their options interviewer no later than **Thursday 20th April 2023**
- A letter will be sent home detailing each student's allocation to courses – July 2023

This process takes several weeks. We will stay in touch, but do not hesitate to contact us if you have any questions.

I hope that you will find this booklet helpful. If any points of further clarification are required, please do not hesitate to contact Mrs Mertcan, who can be contacted on: nme@dukesacademy.org.uk.



Ms M Duncan
Principal



WHY IS MY CHILD CHOOSING THEIR OPTIONS IN YEAR 9?

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 re-sit 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, 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 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 previous 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.

Previously the two headline performance measures had been the percentage of students entered for the full complement of EBacc subjects, and the percentage of students achieving a strong pass of Grade 5 and above in English and Maths GCSE's. Progress 8 score, Attainment 8 score and EBacc average point score (APS) in the full complement of EBacc subjects are now also included.

HOW THE CURRICULUM CHANGES AT YEAR 10

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 whilst still maintaining a broad and balanced curriculum.

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)

**An entry level version of the course will be available to those students requiring additional support.*

Students will also follow a further 3 subjects based on their options for 6 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.

Students requiring additional support to develop their English proficiency levels will be asked to take English as an Additional Language as an option. In some instances, students will be offered EAL as more than one option. This decision will be finalised based on their EAL proficiency at the end of Year 9.

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



GCSE & VOCATIONAL GRADES USED AT DUKES ALDRIDGE ACADEMY

GCSE Grades	GCSE Fine Grades	Vocational Grades	Vocational Fine Grades
9	9=		
	9-		
8	8+	Distinction* L2	
	8=		D*8=
	8-		D*8-
7	7+	Distinction L2	D7+
	7=		D7=
	7-		D7-
6	6+		
	6=		
	6-		
5	5+	Merit L2	M5+
	5=		M5=
	5-		M5-
4	4+	Pass L2	P4+
	4=		P4=
	4-		P4-
3	3+	Distinction L1	D3+
	3=		D3=
	3-		D3-
2	2+	Merit L1	M2+
	2=		M2=
	2-		M2-
1	1+	Pass L1	P1+
	1=		P1=
	1-		P1-
Below 1	Fd.3	Entry Level	Fd.3
	Fd.2		Fd.2
	Fd.1		Fd.1
	W+	Working towards	W+
	W		W

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



COMMUNITY LANGUAGES

At Duke's Aldridge Academy, over 75% of our students speak English as an additional language and there are over 50 different community languages spoken. Students who can read, write, speak and understand community languages are encouraged to take GCSEs in them. We are fortunate enough to have qualified teachers from the Turkish Ministry for Education deliver our Turkish GCSE classes after school and will utilise language support as it becomes available.

The community languages in which students can complete a GCSE at Duke's are:

- Arabic
- Bengali
- Chinese (Mandarin & Cantonese)
- French
- German
- Greek
- Gujarati
- Italian
- Panjabi
- Persian
- Polish
- Portuguese
- Russian
- Spanish
- Turkish
- Urdu

The exams are made up of 4 separate components (examinations):

1. Reading
2. Writing
3. Speaking
4. Listening

The candidates will be assessed on each of these, on different days. Therefore, it is paramount that the candidates attend all 4 examinations in order to secure a good grade – any component that they might fail to attend, will result either in a fail (U grade) or a significantly lower grade than predicted.

Outline of how we identify potential candidates and organise the examination process

- Use first/home language data to identify potential candidates (prioritise Year 10 pupils; however, students from all other year groups can be considered provided they demonstrate a competent level (read, write, speak and understand) in their initial assessment)
- Deliver assemblies to promote the GCSEs and clarify their syllabi
- Use past papers to assess the candidates' ability to read and write
- Hold weekly lunchtime revision sessions
- Pre-exam preparatory sessions
- Provide past papers/resources and encourage parents/grandparents/carers to practise at home with the students

Finishing Year 11 with an additional GCSE in a language is extremely advantageous. It may help students secure a place in a college/6th form of their choice, as well as generate more job opportunities in the future.

PATHWAYS AND COURSES

Young people will excel if what they are learning is challenging, inclusive, relevant to them and taught well. We provide a curriculum with academic rigour which is delivered consistently and effectively to stretch and challenge every learner. Our curriculum is underpinned by the development of skills, knowledge and understanding in English and mathematics, affording students the opportunity to access all other subjects at every level. Our curriculum builds on the foundations laid down at Key Stage 2 and prepares learners for the demands of Key Stage 5. We work collaboratively with a shared pedagogical practice to enhance the daily lived curriculum experiences of the young people at Duke's Aldridge Academy producing creative, resilient and successful adults.

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 previous A*.

Level 2 Vocational Courses: (Equivalent to GCSE Grade 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. There are a wide range of vocational qualifications including VCerts and Technical Awards. These courses are graded at a Pass, Merit, Distinction or Distinction* at Level 2.

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

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 at a Pass, Merit, Distinction Level 1.

Entry Level Courses

These courses are offered to students unable to cope with the demands of Level 1 courses. Courses are graded Entry Level 1 to 3 to allow for progression. As with all our subjects we offer, they have clear routes of progression Post 16.

How to Make Your Choices

We aim to provide a balanced curriculum and pride ourselves in not limiting student subject choices by blocking subjects against each other.

When making their subject choices, students should take the following factors into consideration:

- Which subjects they enjoy
- Which subjects they are good at
- Possible careers they are interested in

Students should not however base their choices on what their friends are doing.

Filling in the Options Form

When filling in the form, students should choose a subject and a reserve from Block A and a further two choices from the Free Choice Block in addition to another two reserves. The reserves will only be used if first choices are not available.

It is important that students do not repeat their choices as reserves.

Once the form is filled in and **signed by the parent/carers**, please return to tutors no later than **Thursday 20th April 2023**

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 end of KS4 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.



Name:

Tutor Group:

All students will study the following core subjects:

English	2 GCSEs
Maths	1 GCSE
Science	Combined or Separate GCSEs
Religious Education	1 GCSE
Physical Education	Non Exam
PSHE	Non Exam

Please give a few examples of the type of career you might choose:

All students will also study 3 Options subjects:

OPTION CHOICE 1 Please choose <u>one</u> subject and <u>one</u> reserve subject		OPTION CHOICE 2 Please choose <u>two</u> subjects and <u>two</u> reserve subjects	
GCSE History		GCSE History	GCSE PE *
GCSE Geography		GCSE Geography	GCSE French
GCSE Spanish		Vocational Drama	GCSE Spanish
GCSE French		GCSE Sociology	GCSE Design and Technology
GCSE Computer Science**		GCSE Media Studies	GCSE Computer Science
	Vocational Music Performance or Music Technology	GCSE Art and Design or GCSE Art Textiles	
	GCSE Food Preparation and Nutrition		
Choice 1:		Choice 2:	Choice 3:
Reserve 1:		Reserve 2:	Reserve 3:

* Please note that only students participating in a sport at club level will be considered for this course.

** Please note that this choice will only be available to students in top set Maths.

Name:

Tutor Group:

All students will study the following core subjects:

English	2 GCSEs
Maths	1 or 2 GCSEs
Science	Combined or Triple GCSEs
Religious Education	1 GCSE
Physical Education	Non Exam
PSHE	Non Exam

Please give a few examples of the type of career you might choose:

All students will also study 3 Options subjects:

OPTION CHOICE 1 Please choose <u>one</u> subject and <u>one</u> reserve subject	OPTION CHOICE 2 Please choose <u>two</u> subjects and <u>two</u> reserve subjects	
GCSE History or GCSE Geography	GCSE History or GCSE Geography	GCSE Sociology
Spanish		GCSE French
French	English as an Additional Language (ESOL) ***	GCSE Spanish
English as an Additional Language (ESOL) ***	Vocational Music Performance or Music Technology	GCSE Food Preparation and Nutrition or GCSE Hospitality and Catering
	GCSE Art and Design or GCSE Art Textiles	Vocational Drama
	GCSE Design and Technology	Vocational Health and Social Care
	GCSE Media or GCSE Photography	GCSE PE * or Vocational Physical Education and Sport
Choice 1:	Choice 2:	Choice 3:
Reserve 1:	Reserve 2:	Reserve 3:

* Please note that only students participating in a sport at club level will be considered for this course.

***Please note that this course will only be open to those new to English and will appear on the forms of those students identified by the EAL team

Name:

Tutor Group:

All students will study the following core subjects:

English	2 GCSEs or Entry Level
Maths	1 GCSE or Entry Level
Science	Combined or Entry Level
Religious Education	1 GCSE
Physical Education	Non Exam
PSHE	Non Exam

Please give a few examples of the type of career you might choose:

All students will also study up to 3 Options subjects:

*** Please note that this course will only be open to those new to English and will appear on the forms of those students identified by the EAL team. It may be taken more than once in some instances.

OPTION CHOICES		
Please choose <u>three</u> subjects and <u>two</u> reserve subjects		
GCSE Spanish	Vocational Health and Social Care	Vocational PE and Sport
GCSE French	Vocational Music Performance or Music Technology	GCSE Photography
Entry Level Pathway – Personal and Social Development	GCSE Hospitality and Catering	Vocational Drama
English as an Additional Language (ESOL) ***	GCSE Design and Technology	*Entry Level History
	GCSE Art and Design or GCSE Art Textiles	
Choice 1:	Choice 2:	Choice 3:
Reserve 1:	Reserve 2:	
Please add any other subjects you would like to study in this box:		

WHAT HAPPENS NEXT?

OPTIONS INTERVIEWS

Starting on March 11th students will have a fifteen-minute interview with a senior member of staff to discuss their options choices in detail. Students should have an idea of the courses they may be interested in for these interviews. Please return the slip if you would like to attend the interview with your child.

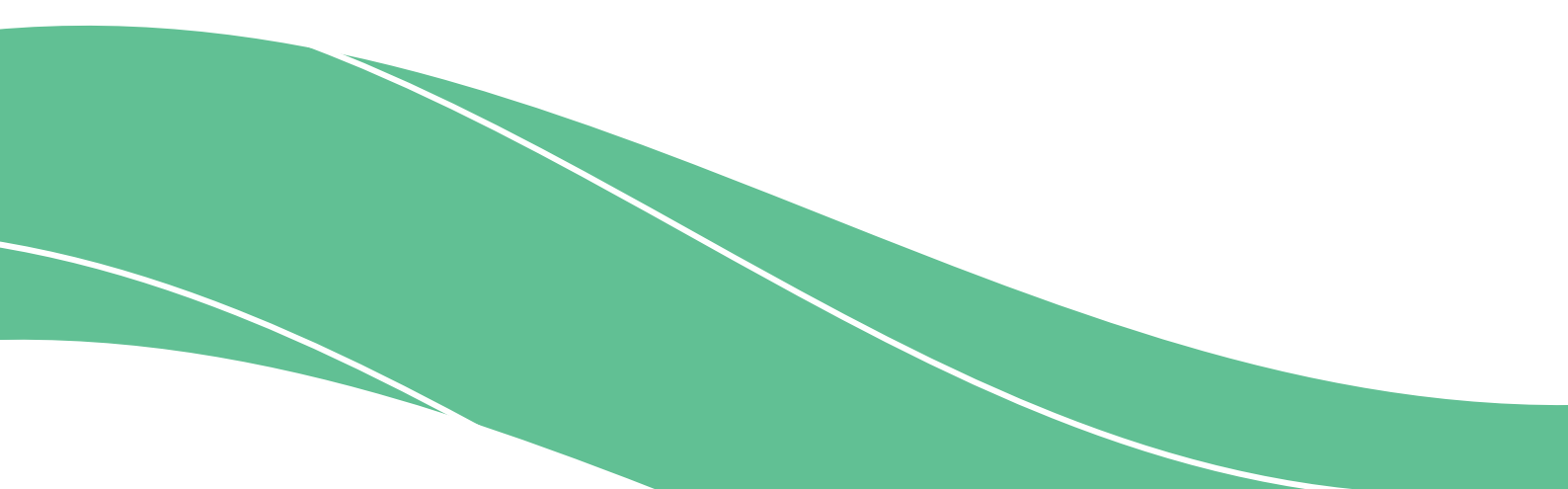
FILLING IN THE OPTIONS FORMS

It is essential that students fill in the options forms in as much detail as possible, ensuring that all the questions are answered. Students should choose a subject and a reserve from Block A and a further two choices from the Free Choice Block in addition to another two reserves. The reserves will only be used if first choices are not available. It is important that students do not repeat their choices as reserves.

Once the form is filled in and **signed by the parent/carer**, please return to tutors no later than **Thursday 20th April 2023**

WILL STUDENTS GET THEIR FIRST CHOICES?

We will work towards students getting their first choices and have been very successful with this in the past. However, there are three main reasons why some students may not get their first choice: -

1. The courses chosen are not appropriate for that student. All students are interviewed to ensure their choices are suitable for the kind of career they want and match their ability.
 2. Some courses have limits on the number of students that can be enrolled.
 3. Subjects may not run due to low numbers of students choosing them for their options.
- 

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 the Careers Officer

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 Careers Officer
- **College Application day** where every student is encouraged 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 a curriculum 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, as well as language for the curriculum, specifically Maths and Science. There will also be the opportunity to practise numeracy skills.
- 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. In years 10 and 11 the students will focus on the Edexcel ESOL (English for Speakers of Other Languages) qualifications: Entry level 1 and 2, helping them gain the communication skills needed to progress in the workplace, education and beyond. 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.

If parents require additional information or any points of further clarification on the support available, please do not hesitate to contact our SENCO Ms V Sweeney, who can be contacted on:

vsw@dukesacademy.org.uk

CORE SUBJECTS

(All students will study these subjects)



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.

Skills that will be developed

- Writing analytically.
- Evaluating a variety of fiction texts.

Course Structure

Students will study: A play by William Shakespeare, a novel from the 19th century, a modern text from the 20th century and a selection of poetry. Students will also be prepared for examination questions on unseen poetry.

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

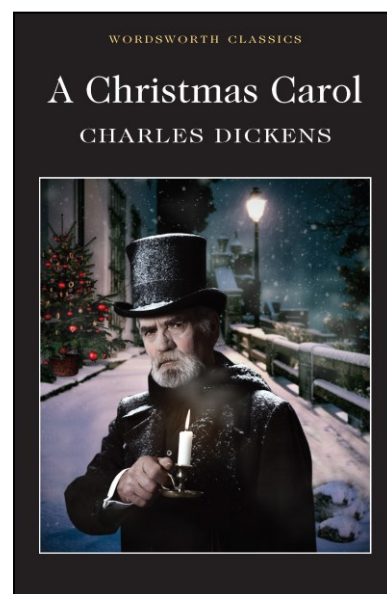
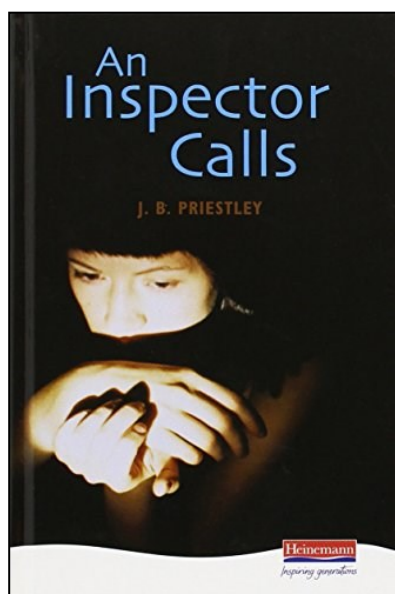
Grading: 9-1

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.

Skills that will be developed

- Use and apply standard techniques.
- Accurately recall facts, terminology and definitions. Reason, interpret and communicate mathematically.
- Translate problems in mathematical or nonmathematical contexts into a process or a series of mathematical processes.
- Make and use connections between different parts of mathematics.
- Interpret results in the context of the given problem.
- Evaluate methods used and results obtained.

Course Structure

Students will study 6 main content headings:

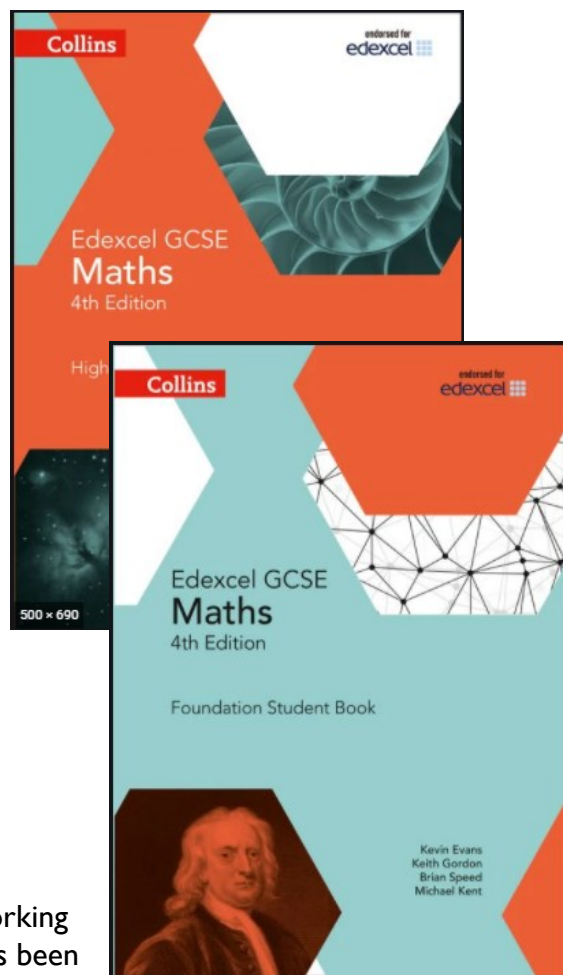
- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

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.

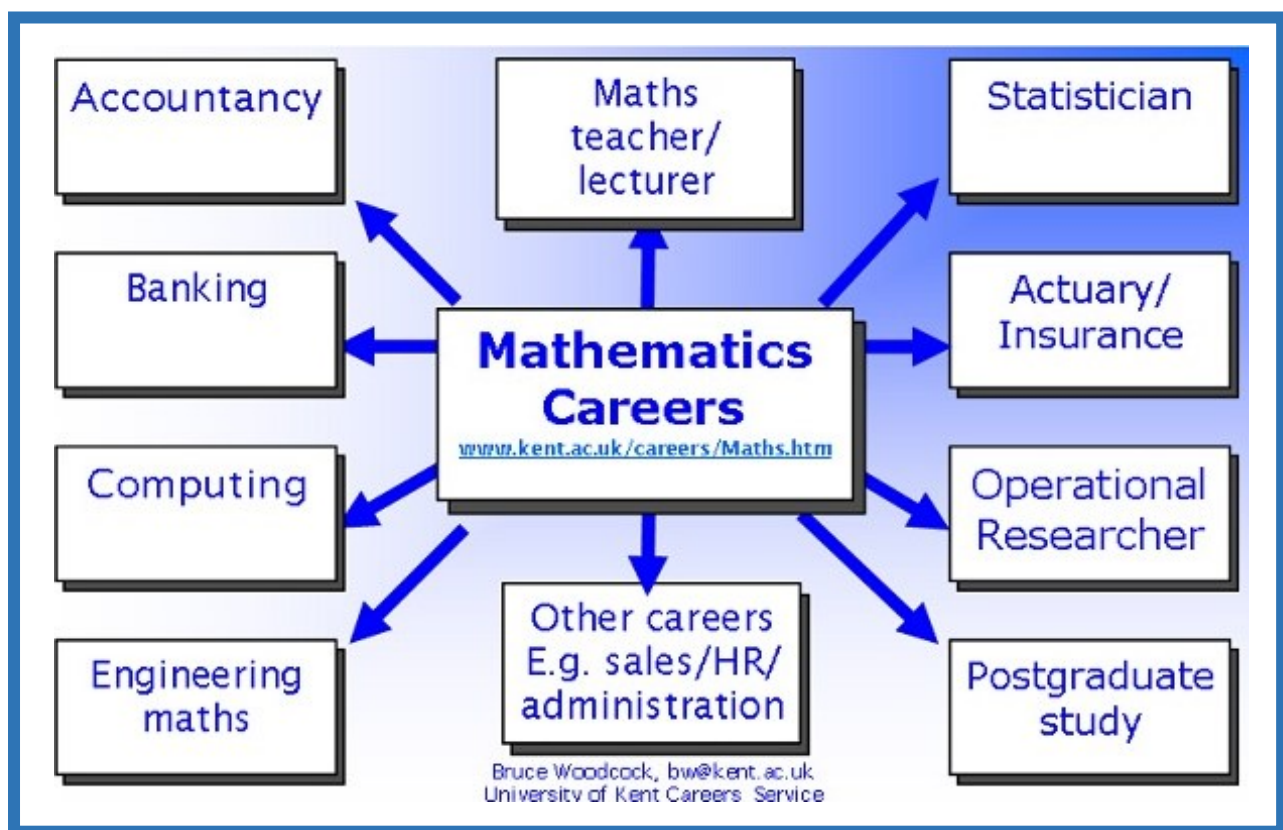
- Foundation tier: grades 1 to 5.
- Higher tier: grades 4 to 9.

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 course studied by all students. Entry Level Maths will be available to those unable to obtain a Grade 1 at the end of Year 11.

Brief introduction to subject

Most students will follow GCSE Combined Science (Trilogy Pathway). This course covers a wide range of interesting and relevant topics in the areas of Physics, Chemistry and Biology. There are also 21 required practical that need to be completed.

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

Skills that will be developed

- Scientific thinking through experimental skills and strategies.
- Data collection, analysis and how to evaluate findings.
- Scientific vocabulary - quantities, units, symbols, nomenclature.
- Maths and writing an extended response within a Science context.

Course Structure		
Biology	Chemistry	Physics
1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology	1. Atomic structure and the periodic table 2. Bonding, structure, and the properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes 6. The rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere 10. Using resources	Physics 1. Forces 2. Energy 3. Waves 4. Electricity 5. Magnetism and electromagnetism 6. Particle model of matter 7. 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 SEPERATES

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, 8 and 9. There are many careers where you **must** have studied 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 9 periods over 2 weeks. Students will be awarded 3 GCSEs in the separate Sciences.

Skills that will be developed

- Experimental skills and strategies.
- Data collection and carrying out analysis - evaluating findings. This will be accomplished through Improved scientific vocabulary.
- Quantities, units, symbols, nomenclature as well as Maths skills will also be developed.
- Ability to write an extended response within a Scientific context.

Course Structure		
Biology	Chemistry	Physics
1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology	1. Atomic structure and the periodic table 2. Bonding, structure, and the properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes 6. The rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere 10. Using resources	Physics 1. Forces 2. Energy 3. Waves 4. Electricity 5. Magnetism and electromagnetism 6. Particle model of matter 7. Atomic structure 8. Space

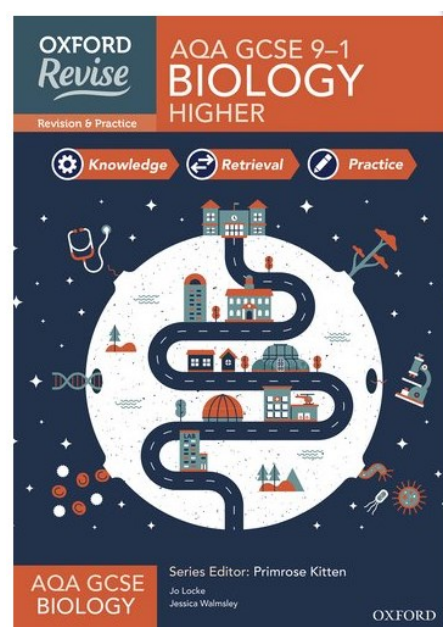
Assessment Model and Grading

- 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/Level 3 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.



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.

Skills that will be developed

- Build on core scientific concepts through a series of practical activities.
- How to plan, record, present and identify patterns and relationships in data collected from practical activities.

Course Structure

Topics include:

Biology

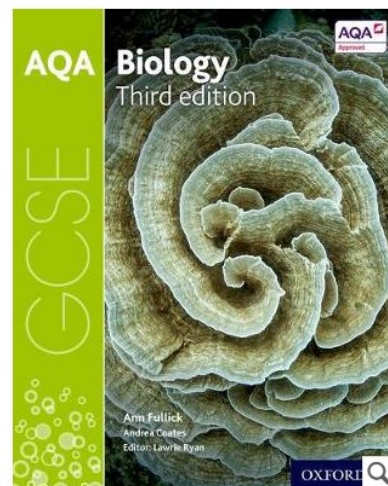
1. Component 1 - Biology: Keeping healthy
2. Component 2 - Biology: Inheritance, Evolution and the environment

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.

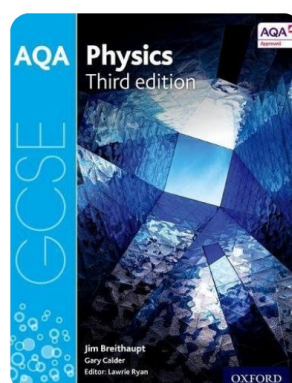
Entry 3 is the most demanding.

Progression

If students obtain Entry 3 they can progress to Level 1/Level 2 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.



Brief introduction to subject

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

Skills that will be developed

- Moving and being physically active.
- Working within teams.
- Building self-confidence.
- A deep and strong sense of positive physical identity.
- Lifelong affiliations and powerful relationships.
- A positive outlook and framework for living life.

Activities taught in Years 9, 10 and 11 are:

Football, Handball, Tag rugby, Multi games, Badminton, Basketball, Netball, Cricket, Volleyball, Table tennis, Athletics and Fitness, Volleyball.

Course Structure

- Within each sport pupils will cover the following topics:
- 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.
- Coaching and officiating

**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.

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.

Skills that will be developed

- Discussing (expressing) - giving your own ideas and opinions.
- Arguing from different points of view.
- Remembering subject key words and meanings.
- Interpreting religious (Sources of Authority) ideas, beliefs and teachings to back up a point of view.
- Writing evaluative answers about moral issues using opinions, examples and beliefs.

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:

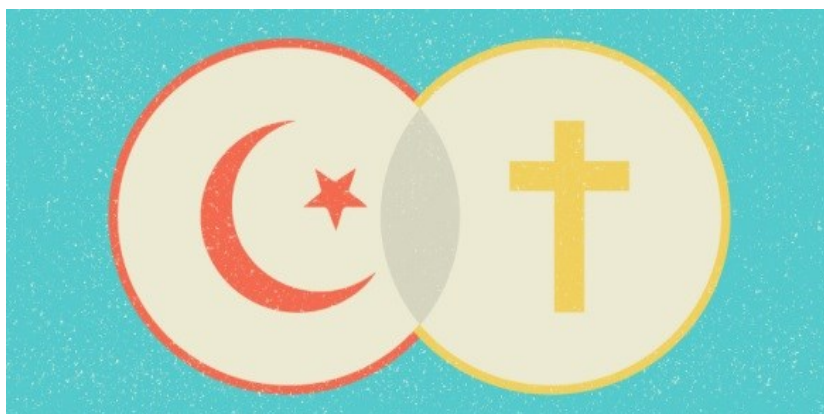
- Belief in God
- Marriage and the Family
- Living the Christian Life
- Matters of Life and Death

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 Muslim Life
- Peace and Conflict

**Assessment Model and Grading**

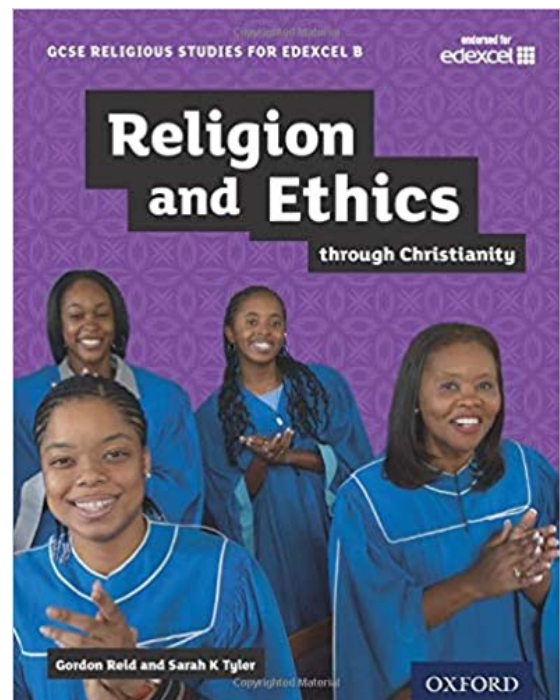
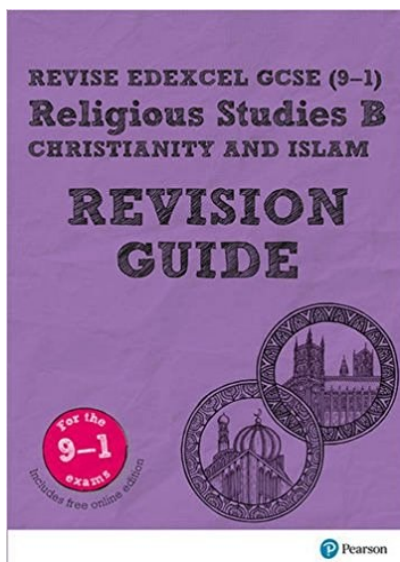
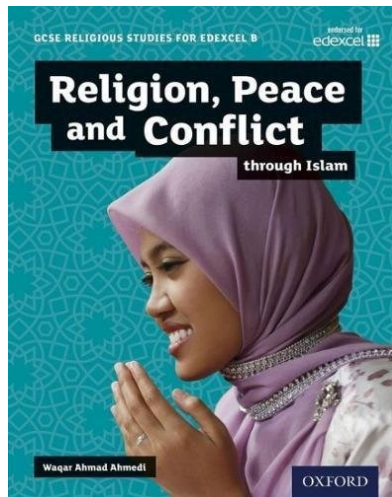
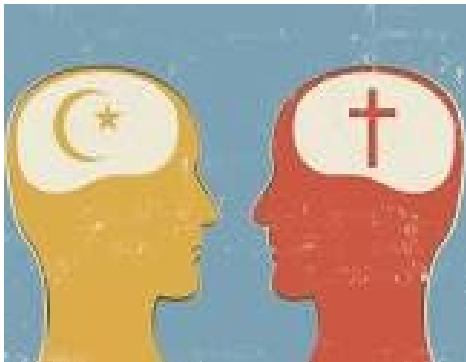
- Assessment is by two written exams – each 1 hour and 45 minutes. Both Assessments will take place at the end of Year 11.
- Students will get a grade between 9 to 1

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.



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.

Skills that will be developed

- Researching artists' work.
- Develop and experiment with their ideas related to a theme.
- Build on their drawing, making and painting skills.
- Produce an individual response as a final piece for a project.

Course Structure

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

All Coursework and External Test will consist of

- Research
- Drawing
- Designing
- Developing
- Practice Final Outcomes
- 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 enthusiasm for Art.

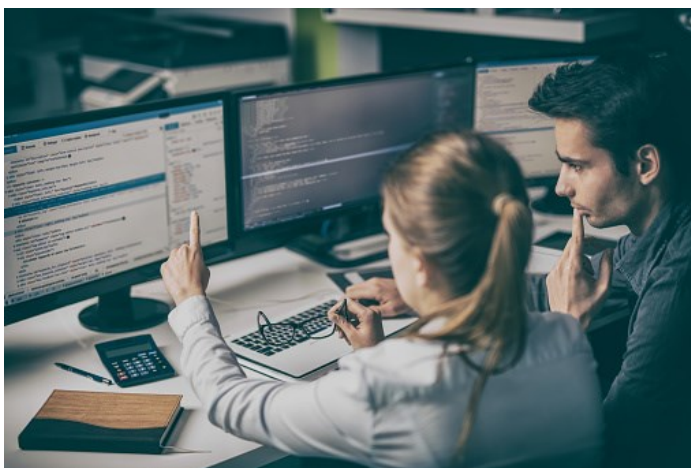


Brief introduction to subject

Computing and computer technology impacts almost all areas 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 for any person living within the 21st century. This qualification will help you to understand and apply the fundamental principles and concepts of Computer Science. You will develop your computational thinking skills such as abstraction, decomposition, algorithmic thinking and logic to understand how computer systems work. You will use these skills to design, implement and analyse problems across a range of contexts and find solutions..

Skills that will be developed

- Competence and confidence in using computers.
- How to analyse and diagnose problems and develop problem solving skills.
- Develop a systematic approach to work and problem solving.
- Enhancing their computer and technology knowledge and skills.

**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 the CPU, its architecture, memory, storage, operating systems, utilities, networks, and 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)

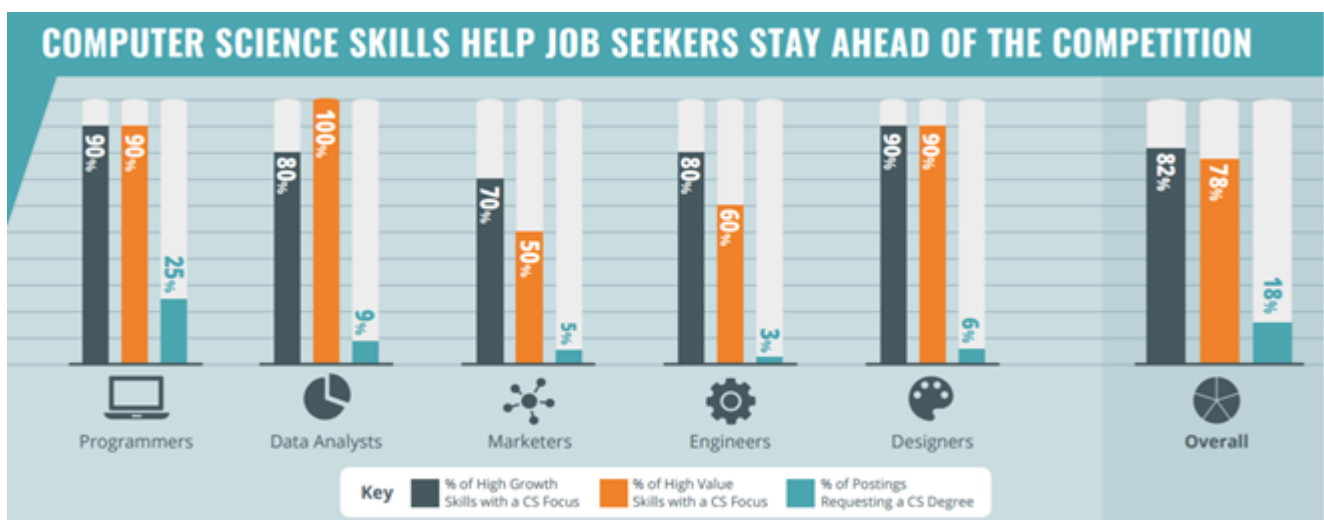
You will learn about algorithms, programming techniques, producing robust programs, computational logic, translators and facilities of languages and data representation. You will learn how to construct truth tables, produce logic statements and read and interpret assembly codes. You will gain an understanding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

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 accounts for 50% of the total GCSE.

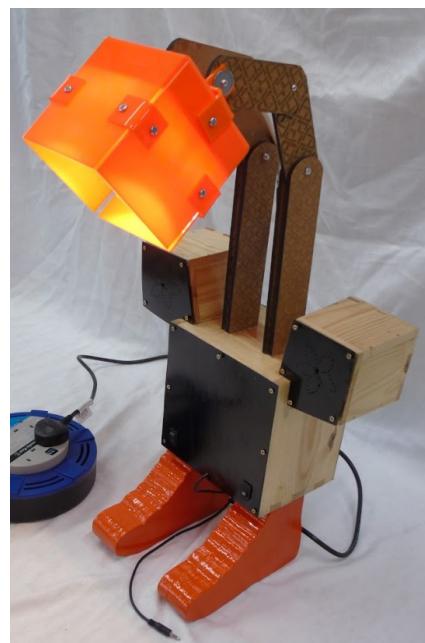


Brief introduction to subject

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:

- Metals
- Paper and boards
- Polymers
- Systems
- Textiles or 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.

**Skills that will be developed**

- How to apply the iterative principles of product development to design and make a product based on written design criteria.
- How to design, analyse, cost, research and evaluate products that are environmentally friendly.
- Develop a range of practical skills throughout the course through a variety of practical activities in the workshop.
- The use of workshop machinery, hand tools, power tools (portable belt sander, router, etc).
- Generate computer aided design (CAD - 2D and 3D) and computer aided manufacturing (CAM – laser cutter).
- Soldering electronic components, casting metal, finishing materials, and use of models to develop a design concept into a prototype.

Component 1**Written Examination****What is assessed?**

Theoretical application of:

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

How it is assessed

- Written exam: 1 ¾ hours
- 100 marks

Component 2

Non-Exam Assessment (NEA)

What is assessed?

Practical application of:

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

Task(s)

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 through iterative design

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

Assessment Model and Grading

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

Progression

Design Technology is a steppingstone 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

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.

Skills that will be developed

- To cook and apply the principles of food science, nutrition and healthy eating.
- How to design, analyse, cost, research and evaluate dishes.
- Preparing fruit and vegetables, Use of the cooker, Use of equipment, Cooking methods, Prepare, combine and shape, Sauce making, Knife skills, Tenderise and marinate, Dough making, Raising agents and Setting mixtures.

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

Exam Assessment**Paper 1**

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

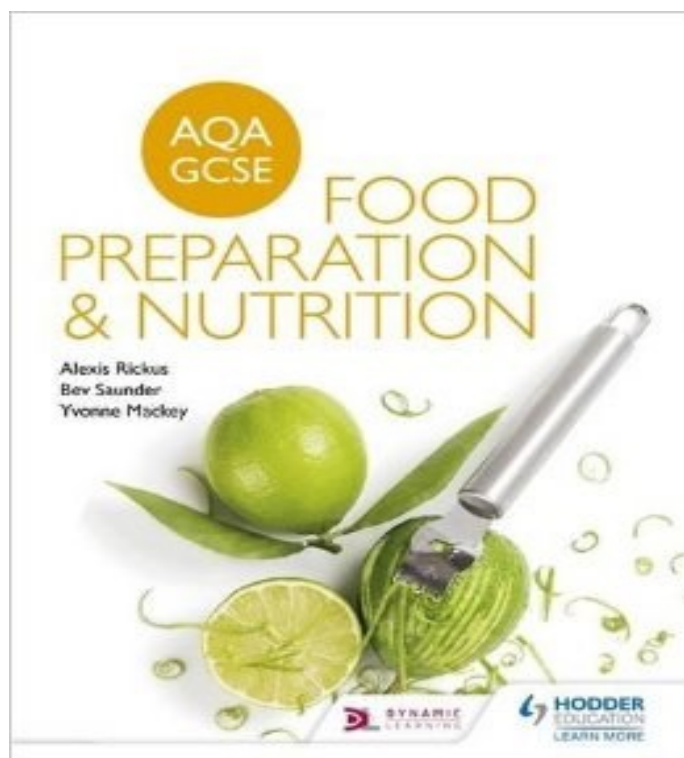
Questions

- 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 fascinated by other cultures.

You have developed a range of language skills and knowledge at Key Stage 3 (Years 7-9).

The GCSE French course will build on this and enable you to practise a wider range of vocabulary and language structures.

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.

Skills that will be developed

- Memory and communication.
- Knowledge of additional cultures which will enable you to become tolerant and understanding citizens.
- Creativity and Teamwork.
- Problem-solving, Passion and Risk-taking.

You will cover the following themes:**Theme 1**

- Identity & Culture
- Relationship with family & friends (marriage/partnership)
- Technology in everyday life (mobile/social media)
- Free time activities (sport, TV/Cinema/music/eating out)
- Customs & festivals in French speaking countries & communities

**Theme 2**

- Local, national, international and global areas of interest
- Home town, neighbourhood, region
- Social issues (charity work/ healthy lifestyle)
- Global issues (environment/poverty & homelessness)
- Travel & tourism

Theme 3

- Current & future study & employment
- My studies (life at school/college)
- Education post 16
- Career choice & 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)

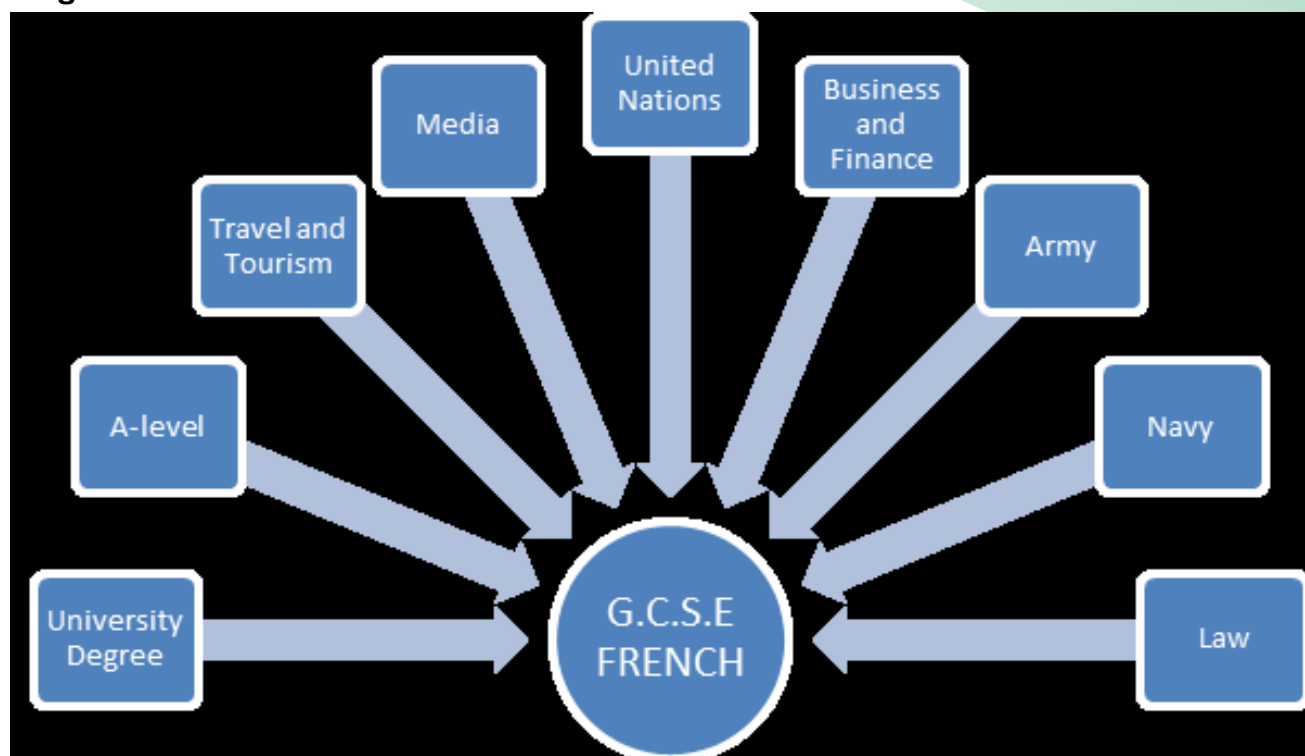
Speaking (25% of the marks)

Reading (25% of the marks)

Writing (25% of the marks)

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

Progression



Subject Entry Requirements

A passion for all aspects of language learning—and the desire to communicate with and understand speakers of French



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, 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 and many more.

What skills does Geography help students to develop?

In Geography GCSE students will learn and use a variety of transferable skills throughout the course. These include:

- Skills – numeracy, statistical, cartographic
- Literacy
- Collecting, analysing and interpreting information and data
- Evaluation and assessment: making decisions; reaching judgements and conclusions
- Communicating your findings in different ways and listening to other people's opinions
- Working independently

Course Structure

Students will study the following topics:

Paper 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

Paper 2

Urban Issues and Challenges – megacities and the development of slums

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:

Paper 1: Physical Environment
(1 hour 30mins)

Paper 2: Human Environment
(1 hour 30mins)

Paper 3: Geographical Applications
(1 hour 15mins)

Grading is under the new structure of 9 to 1



Examples of issues covered:

- 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 two field trips; one based on Paper 1 and one based on Paper 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, banking and commerce, armed forces, surveying, town planning, architecture and travel and tourism to name a few!

Subject Entry Requirements

If you are interested in the world around you and want to find out more – then geography is for you! However, due to the large amount of writing you will do, we suggest that by the end of year 8 you should be at least a level 4 – in English.



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.

Skills that will be developed

The course encourages students to develop the skills of enquiry, analysis, argument, explanation and evaluation. Students will learn how to communicate effectively through essay writing and debate.

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: Health and the People c1000 to the present day
How has religion, science, war, and the individual transformed medicine and healthcare throughout British history?

- **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 2 hours 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.

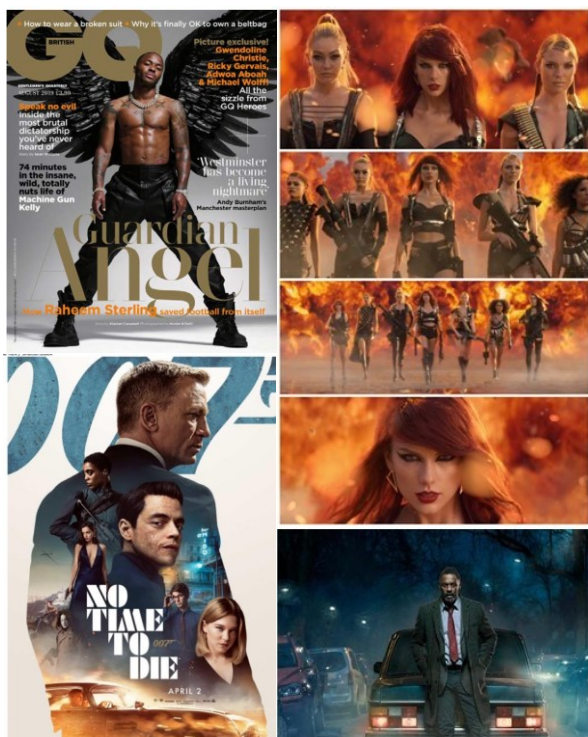


Subject Entry Requirements

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

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.



Skills that will be developed

- Critical analysis of print, audio/visual and interactive media products - Historical and contemporary.
- Application of relevant theories.
- Understanding about cultural context Knowledge and understanding of media language.
- Questioning and debating key issues in media representations.
- Creativity in producing their own media products.

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

3= in English



This exciting GCSE course 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.

- Knowledge of how the human body works to support us in sport and exercise.
- Anatomical and physiological knowledge and the effects of exercise on the body.
- The impact of sport on the human brain and developing social skills.

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

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

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

Students are assessed PRACTICALLY (30%) and it is based on the student's performance in three sports which must include an Individual and a Team sport.

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.

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

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 on 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

GCSE Photography is for creative students who enjoy playing with imagery, who like being innovative and love taking photographs. The photography course is very similar to the Art GCSE. You will be required to research photographers and develop your own ideas. You will be taught how to experiment with cameras, studio lighting and editing. Finally you will aim to improve the quality of your photographs and create a display of your work at the end of course exhibition.

Skills that will be developed

- Creativity - in thinking, planning and producing photographs.
- Critical analysis and response to existing photographers' work.
- Researching and investigating the work of historical and contemporary photographers. Evidencing work through sketchbooks, photographs and online.
- Evaluating own work and the work of others.
- Passion for photography and how it represents the world around us.

Course Structure

Component 1 – Portfolio

60% of qualification – 120 marks

Throughout your course you will build up a portfolio of work in an e-book form. This will demonstrate your research into the history of photography as well as research into a variety of photographers. You will then carry out a number of photo-shoots exploring some of the following areas:

- Documentary photography
- Photo-journalism
- Studio photography
- Location photography
- Experimental imagery

Each unit of work will focus on a different area and different photographers.

You will also be expected to maintain a sketchbook of ideas and influences.

Component 2 – Externally set assessment

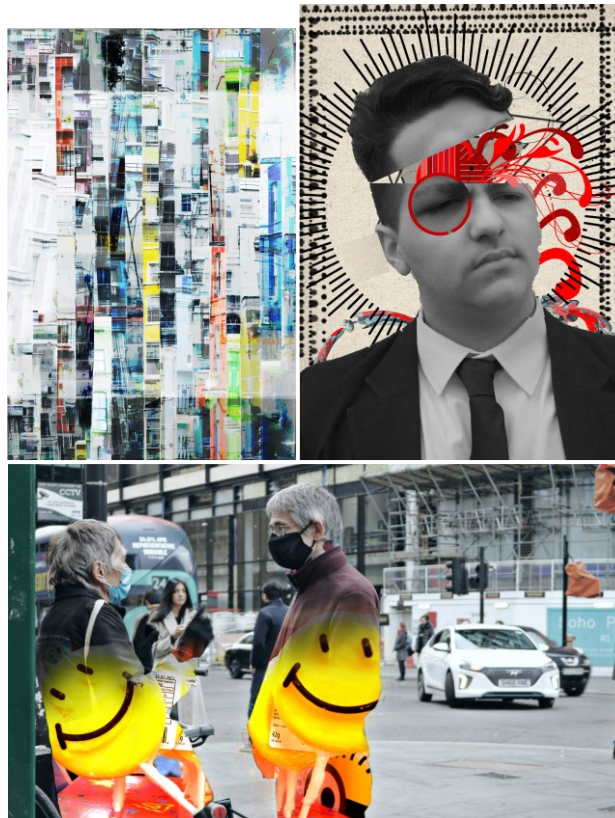
40% of qualification – 80 marks

Part 1 – Preparatory Study Period – 10 hours of preparatory study on a theme provided by Eduqas/ WJEC

Part 2 – Sustained focus work – 10 hours of focus work under supervised conditions
Assessment Model and Grading

Coursework is worth 60%. External Assessment 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 Photography can lead you into further and higher education including an Photography Foundation course to gain entry on to a Degree course.

Additionally GCSE Photography could also lead you into Level 3 Media and Film courses.

Photography is a growing industry – almost every industry requires photographs to promote their business – good photographers are in demand! You could find yourself working on a film set, behind the scenes of a television show, photographing weddings or even creating your own art through a lens.

Subject Entry Requirements

Students with an interest in photography are encouraged to choose this course



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.

Skills that will be developed

A sociologist will be able to think critically and better understand the social world around you.

Key areas of study include:

- **Research Methods**

Usefulness of different types of data

Methods of research

Sampling processes

Practical issues affecting research

Ethical issues affecting research



- **Families**

Family diversity and different family forms within the UK and within a global context

Social changes and family structures

Social changes and family relationships

Sociological theories of the role of the family

Criticisms of family

- **Education**

Sociological theories of the role of education

Processes inside schools

educational achievement

Factors affecting educational achievement

- **Crime and Deviance**

Social construction of concepts of crime and deviance

Social control

Patterns of criminal and deviant behaviour

Sociological theories and explanations of deviance and criminal behaviour

Sources of data on crime

- **Social Stratification**

Sociological theories of stratification

Different forms and sources of power and authority

Equality/inequality in relation to class, sex, ethnicity, age, disability

Factors which may influence access to life chances and power

Poverty as a social issue

Brief introduction to subject

GCSE Spanish is the ideal subject for students who are hard-working, creative and who are fascinated by 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.

Skills that will be developed

- Memory and communication.
- Knowledge of additional cultures which will enable you to become tolerant and understanding citizens.
- Creativity and Teamwork.
- Problem-solving, Passion and Risk-taking

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

Theme 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)

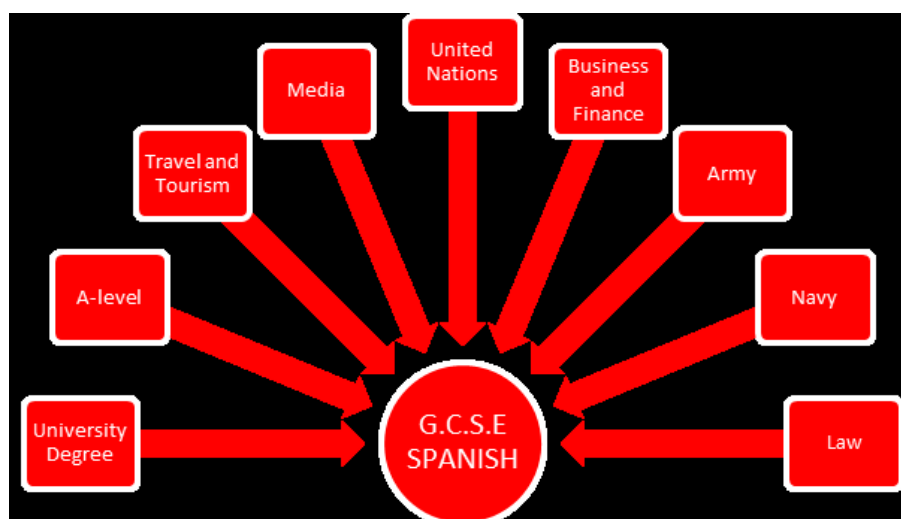
Speaking (25% of the marks)

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 to 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.

Skills that will be developed

- Developed understanding of a range of historic and cultural research topics.
- Confidence in being able to make personal comments relevant to their research.
- Improved practical skills as they are introduced to new techniques (2D, 3D and construction skills will be covered)
- How to create individual design ideas based on research and make a final outcome independently, selecting appropriate skills and processes.

**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



DRAMA - PERFORMING ARTS

LEVEL 2 VOCATIONAL – PERFORMING ARTS (ACTING)

Unit 1: Performing (CA – 10 hours) – 30% of qualification – Internally assessed

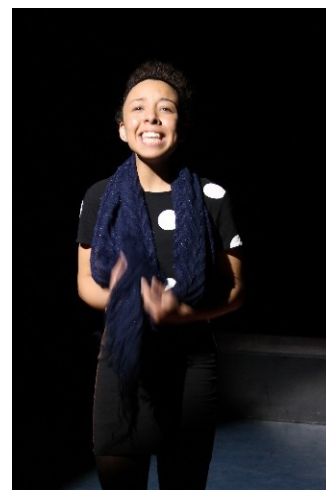
Unit 2: Creating (CA – 10 hours) – 30% of qualification – internally assessed

Brief introduction to subject

The Drama vocational course is a creative and practical course that builds on student's skills and knowledge of Drama from years 7, 8 and 9. Drama and acting are studied in predominately practical setting through a range of activities and tasks. Students apply their knowledge and understanding to the process of creating and developing Drama and to their own performance work. The course allows students to understand the ways in which the Performing Arts work as an employment sector and gives opportunities to experience Drama and performance in a variety of settings.

Skills that will be developed

- Creating and exploring dramatic work from the perspective of both a performer, audience member and from the production side of theatre.
- Evaluation and creation.
- Exploration of theatrical forms and exposure to theatre and drama as an art form in its own right.
- The use of Drama as a lens through which we can examine history, the world around us and our thoughts and feelings.



Course Structure

There are three units within the vocational Drama course:

- Unit 1 – Performing – In this unit students will explore and perform in a variety of different ways. Students will engage with a variety of rehearsal and explorative techniques to hone their performances and will work with the teacher and peers to develop their characterisation skills. The unit culminates in a performance of their work and also includes the completion of supporting work to demonstrate their skills in creation, rehearsal and evaluation. (30% of the course).
- Unit 2 – Creating – in this unit students hone their skills of creation and come to understand the creative process required to mount a performance. Students will work through a range of techniques for effective rehearsal and exploration. (30% of the course).
- Unit 3 – Performing Arts in Practice – Through this externally assessed unit students are presented with a brief and complete a piece of practical performance work based on the brief accompanied by reflection on the final performance. Students will work together to produce performance work relating to an initial theme of idea presented by the exam board. The unit is accompanied by supporting work that shows the students skills in creating the work as well as evaluating their final performance. (40% of the course)

Assessment Model and Grading

Assessed with performance-based tasks and assignments, rather than written exams.

- Unit 1 (Performing) – Internally assessed – completion of practical workshops, performances and coursework.

- Unit 2 (Creating) - Internally assessed – completion of practical workshops, performances and coursework.
- Unit 3 (Performing Arts in Practice) – Externally assessed – completion of a performance and evaluation based on the externally set brief.

Progression

Routes from Drama vocational include Drama A-Level, Btec Level 3 in Performing Arts or other vocational Performing Arts qualifications. Drama builds the highly desirable transferable skills of communication, presentation, self-knowledge and evaluation. Students who study Drama go on to all types of professions; including those in the Performing Arts sector. Drama is also useful for a number of professions outside the Performing Arts sector such as law, medicine, hospitality, PR, journalism, diplomacy, politics, social work, hospitality, tourism and leisure.

Subject Entry Requirements

Students first and foremost need a passion for the subject of Drama. Students who do well at Drama are those that enjoy working practically, performing but also evaluating and analysing work. Students are required to have reached a level 3 by the end of Key Stage 3 (Year 9) to be entered for Drama vocational. Although literacy is important the Drama vocational course is also suited to learners who enjoy the practical application of Drama



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.

Skills that will be developed

- How people grow and develop over the course of their lives, from infancy to old age, and the factors that may affect this.
- Knowledge of different health and social care services, and their importance in making sure that the people who use these services get the care they need.
- How to interpreting data about someone's state of health in order to design a plan that will allow them to improve their health and wellbeing.



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: 1/2 | exam | 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.

Skills that will be developed

- Knowledge and understanding relating to a range of hospitality and catering providers; how they operate and what they have to consider to be successful.
- Nutrition and food safety and how they affect successful hospitality and catering operations. Food prep and cooking skills.
- Problem-solving, organisation, time management, planning and communication.

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

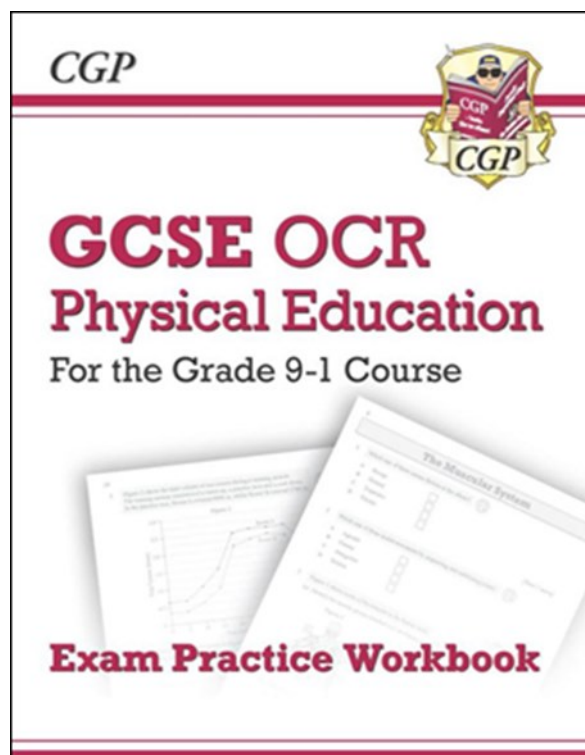
These qualifications are designed for learners with an interest in health and fitness and sport. It will provide students with experience of using different training techniques and methods to enable them to use them within further education or apprenticeships.

Skills that will be developed

- Those necessary for working in the sports industry as well as skills that will increase life opportunities outside of work.
- In depth understanding of the social importance placed on sport.
- Teambuilding, organisational and communicational skills.
- Improved understanding of the importance of physical activity in developing healthy, active lifestyles.

Course Structure

5 hours over 2 weeks. Lessons will be split into theory and practical lessons depending on the unit of work that is being studied. The course has an externally assessed component and a further 3 units which are completed during class time.



Assessment Model and Grading

The qualification consists of 4 units of which three are assessed internally and one is assessed externally.

R184: Contemporary issues in sport

R185: Performance and leadership in sports activities

R186: Sport and the media

R187: Increasing awareness of outdoor and adventurous activities

Progression

Vocational course offers routes to further education, to move onto a higher level e.g. level 2/3. Higher education in PE as well as other related career opportunities such as coaching, managing, officiating and physiotherapy. Vocational sports courses enable students to transfer their acquired skills into related or similar subjects such as social science qualifications.

Subject Entry Requirements

English, Science and Maths at 2- required in at least 2 out of the 3 subjects. It is also advisable that you are active and enjoy participating in sports.

Brief introduction to subject

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

Skills that will be developed

- How to rehearse/perform solo and ensemble pieces on a musical instrument of their choice.
- Critical analysis of concerts/recordings to gain a deeper understanding of the necessary elements required to make a performance interesting.
- Music industry/professional skills such as music promotion, organising/facilitating a concert, instrument maintenance and live music recording.



Course Structure

During the course, students are required to complete two mandatory units and one externally set practical assessment unit. The external unit is set by the exam board (RSL) and will be facilitated in Year 11.

Mandatory Units:

Unit 201ta: 'Music Knowledge Development' - Students research 2 contrasting genres of their choice (example: Drill & Pop) and produce evidence that explains their origins and development.

Unit 204ta: 'Instrumental Study' - Students learn how to maximise their development as an instrumentalist by recognising their strengths and areas of development, setting goals and then practicing, evaluating and improving their instrumental skills.

External Exam:

Unit 202ta: Externally set practical assessment – Students are required to plan, rehearse, perform and evaluate a performance as either individuals or groups. This includes topics such as health and safety, stage plans, building a setlist, lighting and working to a brief.

Completion of the 2 mandatory units and practical assessment unit will provide students with a certified level 2 qualification and a solid platform to study Music Performance at level 3.

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 (grade 4) as well as pass the external assessment unit.
- Units are graded using a Pass, Merit, Distinction system – (Pass = grade 4) (Merit = grade 5-6) (Distinction/Distinction* = grade 7-9). 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:

- Music artist
- Media Music – Music for Games, Films and Television
- Radio
- Session Musician
- Employment within the Music Industry – Music Events/Music Management/Music Business

Subject Entry Requirements

There are no entry requirements to study Music Performance but a keen interest in music and performing are essential. If you are interested in the subject and would like to develop instrumental skills and perform live then the Music Performance qualification might be the course for you.



Brief introduction to subject

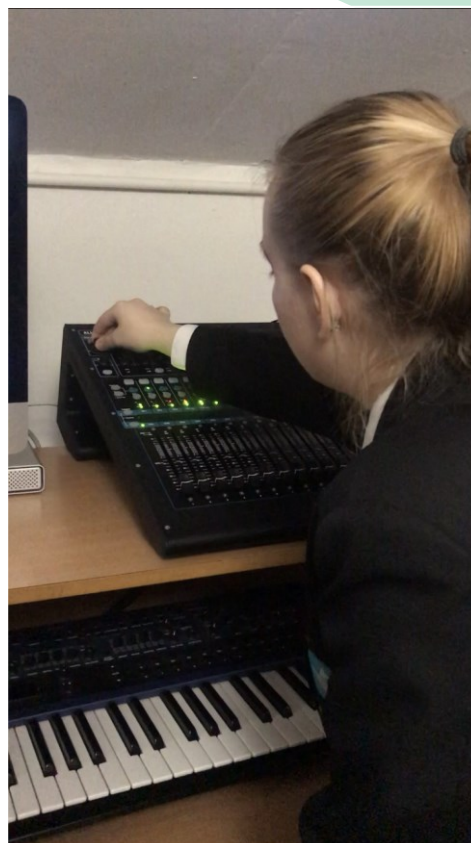
The RSL qualification is designed for learners wishing to develop Music Technology and Music Recording/Production skills. The course aims to equip learners with the necessary knowledge and understanding to go on and study Music Technology/Recording/Production at Level 3. While no formal musical experience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

Skills that will be developed

- How to compose, record and edit music using specialist music software.
- The ability to critically analyse music and gain a deeper understanding of the necessary elements required to make a piece interesting.
- Music industry/professional skills including: mixing, mastering, music promotion (Spotify, Apple Music, Youtube, TikTok etc) and album artwork design.

Course Structure

During the course, students are required to complete two mandatory units and one externally set practical assessment unit. The external unit is set by the exam board (RSL) and will be facilitated in Year 11.



Mandatory Units:

Unit 201ta: 'Music Knowledge Development' - Students research 2 contrasting genres of their choice (example: Drill & Pop) and produce evidence that explains their origins and development.

Unit 207ta: 'Using A Digital Audio Workstation' - Students learn how to set up and operate an iMac computer running the 'Logic' program (specialist music production software).

External Exam:

Unit 203ta: Externally set practical assessment – Students are required to compose a piece of music in any style of their choice to demonstrate their music production ability.

Completion of the 2 mandatory units and practical assessment unit will provide students with a certified level 2 qualification and a solid platform to study Music Technology at level 3.

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 (grade 4) as well as pass the external assessment unit.
- Units are graded using a Pass, Merit, Distinction system – (Pass = grade 4) (Merit = grade 5-6) (Distinction/Distinction* = grade 7-9). 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/promote your own music then the Music Technology qualification might be the course for you.

Brief Introduction

The Entry Pathways qualifications in Personal and Social Development provides students with the opportunity to develop an understanding of issues contributing to their own and others personal and social development.

Skills that will be developed

The qualifications are designed to enhance students' life and work skills in a range of contexts, and give students the opportunity to develop the knowledge and practical skills needed to effectively manage personal, social and work situations.

Course Structure

The qualification units are available at two levels: Entry 2, and Entry 3 leading to either an Award or a Certificate in Personal and Social Development.

Students will have to complete units of sufficient value to achieve either the **award** (8 credits or more) or the **certificate** (13 credits or more)

The units cover social skills such as:

- Managing relationships
- Working with others

Knowledge for life skills such as:

- Healthy living
- Budgeting
- Preparing for work



Assessment

To achieve a 'pass' a learner must have satisfied all the assessment criteria.

Assessment tasks and activities will enable students to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Assessment will take place in the form of formative assessments and summative assessments over the course of the unit.

Progression

The intended destinations for learners successfully achieving these qualifications include:

- GCSEs
- Apprenticeships
- Supported employment
- Independent living

Subject requirements

This qualification is aimed at any students who wish to improve their personal and social skills in order to be able to manage their relationships, develop confidence as well as gain knowledge and practical skills required for preparing for work and areas of personal and social development.

ESOL (English for Speakers of Other Languages) lessons support learners whose first language is not English by helping them gain the communication skills needed to progress in the workplace, education and beyond.

ESOL qualifications give learners the competence and confidence to use their English skills in their studies and employment and other areas of their life. They give learners the opportunity to:

- Develop their English language knowledge and skills
- Achieve a nationally recognised qualification
- Develop personal growth and engagement in learning
- Develop English skills for personal and employment-related application

Students will practice and develop their reading, writing, listening, and speaking skills in the English language, and their knowledge of language. Students will be prepared for examination questions on ESOL exam papers.

aspects of language but less able to do so in another. The structure of the ESOL Skills for Life course has been designed to reflect this and to enable learners to progress at their own pace through Entry Level 1, Entry Level 2 and Entry Level 3.



Students who speak English as a Second Language

FREQUENTLY ASKED QUESTIONS

What do you do if too many students opt for one subject?

The option blocks are built after the students have made their option choices. Therefore we are usually able to give all students the subjects they would like to study at Key Stage 4. In the rare situation that the first choices result in a subject being oversubscribed, preference will be given to students who have met their aspirational target grade and then in order of a student's attainment.

What do you do if too few students opt for one subject?

If demand for a particular subject is small, it may not be possible to run that subject. This is dealt with on a one-to-one basis. Students and their parents/carers will be kept informed at all times.

Can all the choice combinations be timetabled?

We are generally able to give all our students the subjects they would like to study at Key Stage 4. In exceptional cases it may be impossible to timetable some choice combinations. Individual interviews will take place with students who have chosen subject combinations, which cannot be timetabled. Students and their parents will be kept informed at all times.

How can I communicate with my son/daughter's teachers about their option choices?

Subject specialists will be available to discuss their subjects with you at the Year 9 Parents Options Evening. Each student will also have an options interview with an experienced member of staff which you will be able to join. This interview is normally 10 minutes in duration and will provide final guidance to ensure the option choices are appropriate for your child. There will be an opportunity to review the Options Form following the interview and forms should not be handed in before they are due to allow students time to reflect.

When will the students start their Key Stage 4 courses?

Students at Duke's Aldridge Academy will start Key Stage 4 courses in Year 10.

What will happen if I change my mind about my option choices?

For most students, we would hope that they would be able to make informed and appropriate option choices that they remain happy with. However, a smaller number of students may change their mind and want to change option courses before the new timetable has started. Whilst this is generally not advisable, it may be a possibility if the timetable allows and if there is space in the subject they wish to switch to. The opportunity to move after the start of the Key Stage 4 courses after a few weeks is much more complex and may not be possible. This may be because the lesson times may not match and there may not be room in the class. It will also be made difficult as the student would need to catch up on any work missed since the start of the course. Any change would need to be made by a letter of request from the parents/carers and then authorised by the Assistant Principal in charge of options.

What if the government makes further changes?

The school will advise parents/carers of any changes to the proposed curriculum at Duke's Aldridge Academy.

Where can I find out more Information about University destinations?

For those parents and students interested in looking ahead, a useful guide on a wide variety of courses on offer, current entry requirements as well as the current rankings by subject and institution, can be found at: www.guardian.co.uk/education/universityguide

Other sites which contain useful information

<http://university.which.co.uk>

On higher education include:

<http://www.thecompleteuniversityguide.co.uk>

<http://www.telegraph.co.uk/education/universityeducation/universities-and-colleges>

<http://www.independent.co.uk/student/into-university> <http://www.timeshighereducation.co.uk>

What are regarded as the most prestigious Universities?

A group called the 'Russell Group' are widely regarded as the most prestigious universities in the United Kingdom and we would advise our gifted and talented students in particular to apply to these institutions. For more information on the full list of "Russell Group" universities, please visit: www.russellgroup.ac.uk

What careers advice has my child already received?

During their PHSE lessons, Year 9 students have been working on their STEP-UP booklets looking at careers and their options. Students in Year 9 also had the opportunity in Year 8 to be involved in a dropdown day, working through identifying their learning styles and strengths and explore the many different career opportunities open to them. Early this term, students also has an online Learn to Earn day, once again looking at the different educational routes into different careers.



DUKE'S
ALDRIDGE ACADEMY

Mrs N Mertcan
Curriculum Development and Learning
nme@dukesacademy.org.uk

March 2023

Trulock Rd, London N17 0PG | Headteacher: Ms M Duncan M. Ed | T: 0208 801 0091 | F: 0208 801 9022 | E: admin@dukesacademy.org.uk | www.dukesacademy.org.uk

