



YEAR 9 OPTIONS 2022



A community of
inspiration,
excellence and
opportunities
for all to grow

Our Mission Statement

Shirebrook Academy Mission Statement

Shirebrook Academy aims to be: **“A community of inspiration, excellence and opportunities for all to grow”**

According to an African proverb, *‘it takes a whole village to raise a child’*. Similarly, it takes a whole school to educate a child with everyone in the school community playing a vital role. Educating a child is a collective endeavour, we stand and fall as a team, we celebrate each other’s success and we take collective responsibility and support each other when we fail. So, the chief responsibility of everyone at Shirebrook Academy is to make sure that every student has the best possible experience of school and is able to be the best that they can be.

That means placing equal value on all the different aspects of a good education.

Good qualifications are obviously vital for a young person’s future, they are the keys that open doors to further and higher education and employment.

But we strongly believe that education is about much more than passing exams. It is about **developing skills** that we need at work and for future study – communication, team work, problem solving, organisation, self-discipline, leadership.

It is developing a **love of learning** that will last a life time, **‘Building Learning Power’** and approaching learning with a **‘growth mind-set’** that makes us see mistakes and failure as a natural part of learning.

It is about fostering the **values and character traits** that make us fully rounded adults who make a positive contribution to our community – kindness, compassion, courage, honesty, integrity.

It is about learning how to live a **healthy, happy and fulfilling life**. Planning for the future and taking control of our own life.

It is about making the most of experiences, **broadening minds & developing interests** in the world around us – that might be sport, music, art, theatre, foreign travel, charity work – doing things we have never experienced before and might not get the chance to experience if not through school.

To fulfil this educational vision every member of Team Shirebrook pulls together in the same direction, certain of our goals and confident in our ability to achieve those goals.

We are all leaders, we are all learners and we are all valued members of this *“community of inspiration, excellence and opportunities for all to grow”*

Mark Cottingham
Principal

Options Guidance

Guidance

At Shirebrook Academy, we recognise that our students have different skills, different interests and different career pathways. Our curriculum is designed to maximise the potential of all our students while delivering a broad and balanced education.

In addition to the core curriculum of English, mathematics & science, students will choose up to four additional subjects that they wish to study over the next two years. We are pleased to offer students a large range of option subjects, some GCSE qualifications and some vocational qualifications.

We will guide students onto the pathway that is most suitable to them. We will look at the strengths and interests students have and listen to what they have to say about themselves.

We believe this curriculum will equip students with the skills and qualifications needed for the world of further and higher education, training or employment.

What is the EBacc?

The EBacc, or English Baccalaureate to use its full name, is a collection of academic GCSE subjects. These subjects are –

- English
- Maths
- Science
- History OR Geography
- French OR Spanish (at Shirebrook Academy)

What are the benefits of studying the EBacc?

Choosing the EBacc at GCSE gives students access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for.

According to research, students who pursue the full range of EBacc at GCSE level have a greater probability of progression to strong post-16 educational outcomes, are more likely to take A-levels and are better prepared for Higher Education.

A broad & balanced range of Ebacc subjects allows more flexibility for future pathways.

Ebacc subjects help to develop better critical thinking & writing skills.

Employers value languages and having language skills will help make students stand out from the crowd and greatly enhances their future opportunities.



Pathways

Guided Choice

There are 3 distinct pathways for students at Shirebrook. Students will be guided onto the most appropriate pathway which provides the best opportunity for their future.

The pathways are:

Navy Pathway (Ebacc)

Blue Pathway (Core)

White Pathway (Foundation Learning)

So why do we have different pathways

The pathways are designed to ensure that we are meeting the legal requirements placed upon schools by the national curriculum, the DfE and Ofsted whilst providing students with the most suitable range of subjects for their future progression.

If you believe that your child has been placed in an unsuitable pathway please write to the Principal, Mr Cottingham, or email enquires@shirebrookacademy.org explaining your concerns and preferences.

Mr Cottingham will get in touch to discuss the best route forward.

Navy Pathway

The Navy pathway is designed for students who have minimum expected grades of Grade 5 or above.

This is the EBacc route, which is explained on the previous page.

The choices for this group are slightly more limited to ensure they achieve the full EBacc and give them the best opportunity to progress to A Levels and University.

Blue Pathway

The Blue pathway is designed for the majority of students who will study for nine qualifications.

Students have an open choice of four subjects, one of which must be either Geography, History, French or Spanish.

This pathway gives students a good, broad foundation and a wide range of choice to prepare for all post-16 routes including A Levels, Tech Levels, BTECs, apprenticeships and work-based learning.

It is possible to choose to study for the EBacc (see previous page) from this pathway but not compulsory.

White Pathway

The White pathway is designed for students who need additional support in order to be successful in all of their studies.

They will have three additional lessons in English & Maths (Foundation Learning) and gain eight qualifications.

Some students on the White Pathway may also follow the GROW4 course as an alternative to one of their GCSE or BTEC courses.

Options Available

Core Subjects

All students will follow the **Core curriculum subjects**. The core subjects leading to GCSE are

English Language & Literature

Mathematics

Combined Science

Students will also have non-examined subjects of Personal Development and Physical Education as part of the Core curriculum.

In addition to the Core curriculum, students will choose up to 4 additional subjects from the list of options subjects provided opposite.

Please take note of some restrictions on the combinations of subjects which students can choose.

Option Subjects

Separate Sciences
(Only available to eligible students)

Geography

History

Philosophy & Ethics

French

Spanish

Computer Science

Digital Information Technologies (IT)

Design Technology: Paper & Boards
(If you choose this option you CANNOT choose TIMBERS)

Design Technology: Timbers
(If you choose this option you CANNOT choose PAPER & BOARDS)

Food Preparation & Nutrition

Textiles Design
(If you choose this option you CANNOT choose ART, CRAFT & DESIGN)

Art, Craft & Design
(If you choose this option you CANNOT choose TEXTILES or PHOTOGRAPHY)

Photography
(If you choose this option you CANNOT choose ART, CRAFT & DESIGN)

Music

Drama

Physical Education
(If you choose this option you CANNOT choose SPORT)

Sport
(If you choose this option you CANNOT choose PE)

Health & Social Care



Pathways Option Choices

Navy Pathway

Core Curriculum and option choices as below

Option Choice 1

Geography or History

Option Choice 2

French or Spanish

Option Choice 3

Option Subject

Option Choice 4

Option Subject

White Pathway

Core Curriculum and option choices as below

Option Choice 1

Geography or History or French or Spanish

Option Choice 2

Foundation Learning

Option Choice 3

Option Subject

Option Choice 4

Option Subject

Blue Pathway

Core Curriculum and option choices as below

Option Choice 1

Geography or History or French or Spanish or Separate Sciences

Option Choice 2

Option Subject

Option Choice 3

Option Subject

Option Choice 4

Option Subject



Options Available

At Shirebrook Academy we offer a range of different qualifications for you to study. Some of these qualifications are traditional GCSE courses but we also offer a range of BTEC Vocational courses too.

WHAT IS A BTEC?

BTECs are high quality, career-focused qualifications grounded in the real world of work.

BTEC courses focus on skills-based learning and are designed around themed units. Rather than testing everything together at the end, BTECs are tested throughout the course using assessments based on real-life scenarios. This practical approach allows BTEC learners to develop and apply the knowledge and skills that employers and universities are looking for.

And that means there are plenty of opportunities to learn, improve and succeed.

A BTEC is so much more than just a qualification – former BTEC-qualified students often say how they continue to apply what they learned on their BTEC course when they progressed on to further study, started a job, and as they advance throughout their career.

BTEC WORKS ALONGSIDE GCSES

When choosing your subjects for Years 10 and 11, it's good to keep your options open. Studying BTECs alongside your GCSEs opens up new subject areas, and starts building the skills you need after you leave school.

You can study BTEC Tech Awards or Firsts alongside your GCSEs to explore different subject areas that really interest you. You will also learn by doing, equipping yourself with skills that you will use throughout your future

education and career. Completing your level 2 BTEC will open options to study at level 3 with BTEC Nationals, A levels and Apprenticeships.

Alongside your GCSEs you could study:

BTEC Tech Awards (Level 1/2):

- Give you a glimpse into a professional sector whilst teaching you transferable skills for life.
- Offer a broader view of the sector.
- Have a mixture of practical assignments and internal assessments, with an external assessment worth 40% of your grade.

BTEC Firsts (Level 1/2):

- Give you a practical learning style that provides you with the opportunity to develop skills to draw upon throughout your career.
- Work through themed units exploring an industry sector.
- Have a mixture of practical assignments and internal assessments, with an external assessment worth 25% of your grade.



Key Staff for Guidance

Your form tutor

Mr M Cottingham

Principal

Mr J Moran

Head of Year 8 & 9

Mrs L Ward

Vice Principal
Student Welfare

Ms H Wakefield

Vice Principal
Quality of Education

Mr D Smith

Assistant Principal

Mrs T Horton

Personal Development
Co-ordinator

Mr T Booker

Pastoral Leader Year 9

Miss D Evans

Careers Adviser

Options Process Timeline

Friday 21st January

Options information presentation posted on website.

Tuesday 25th January & 8th February

Personal Development (PD) lessons providing information, advice and guidance around options and student choices.

w/c Monday 25th January

Option books, options guidance & options forms distributed to parents

Wednesday 2nd February

Y9 student progress meeting.
This will be an opportunity for parents to meet teachers in all core subjects PLUS the teachers of the subjects they are considering for their options. This is an ideal opportunity to discuss current progress and hold a more personalised conversation regarding their option choice and KS4.

Friday 18th February

Deadline for options forms to be completed online using GOOGLE FORMS.

w/c Monday 28th February

Consultation with students who have incomplete forms
Discussion re the viability of subjects
Consultation with students who need to choose alternative option choices



**IF FEWER THAN 20 STUDENTS
CHOSE AN OPTION IT IS
NORMALLY NOT POSSIBLE TO
RUN THIS COURSE AND
STUDENTS WILL BE ALLOCATED
THEIR RESERVE OPTION**

Do and Don't

Do

- make a balanced choice of subjects;
- choose subjects which YOU like, perform well in and interest YOU;
- discuss your strengths and weaknesses with your SUBJECT TEACHERS;
- discuss options with your TUTOR and your PARENTS;
- go to the careers staff and careers information in the library for advice;
- realise that all courses lead to a certificate qualification;
- understand that there are equal opportunities for boys and girls in ALL subjects;
- realise that the decisions you will be making are vital;
- try to be sure that you are happy with your choice. You are the one who is going to follow it through.



Don't

- assume you can drop subjects. You MUST do English, Mathematics and Science;
- make your mind up before you know ALL the facts;
- set your heart on one future career;
- think you can switch subjects once you have started the course;
- choose a course because your friends have done so. Their skills and interests may be different to yours;
- let like or dislike of a teacher influence your choice. It is more often than not impossible to say which teacher you will get at the time you make your choice;
- choose (or ignore) a subject because of your elder brother or sister;
- think any subjects are 'soft options'. You will have to work hard for ALL of them;
- choose a subject you know nothing about. Find out about it;
- listen to advice from people who know nothing about courses at this school;
- think some subjects are just for boys or just for girls. ALL are available to both on an even footing!
- make any decision hastily or lightly;
- panic, there are lots of people who are willing to help you.



FOR STUDENTS WHO STILL NEED HELP SEE MR MORAN AND HE WILL ARRANGE AN APPOINTMENT TO DISCUSS YOUR OPTIONS IN MORE DETAIL.

Core Subjects

Compulsory Core Subjects	
English Language	12
English Literature	13
Mathematics	14
Science	15
Personal development	16
Careers education and guidance	17
Physical education	18



English Language

Qualification Obtained: GCSE

Specification: AQA

What will I study?

All vocations and college courses require a GCSE in English language. This course is relevant to today's challenges and allows students to investigate and analyse language and, to experiment and use language creatively.

Paper 1:

Explorations in Creative Reading and Writing

Section A: Reading

- One literature fiction text

Section B: Writing

- Descriptive or narrative writing

Paper 2:

Writers' Viewpoints and Perspectives

Section A: Reading

- One non-fiction text
- One literary non-fiction text

Section B: Writing

Writing to present a viewpoint

Non-examination Assessment:

Spoken Language

- Presenting
- Responding to questions and feedback
- Use of standard English

Paper 2:

Writers' Viewpoints and Perspectives

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

Non-examination Assessment:

Spoken Language

- Teacher set throughout course
- Marked by teacher
- Separate endorsement (0% weighting of GCSE)

Why do I study this subject?

Skills – you will learn how to investigate and analyse language and how to use language creatively.

Knowledge/ understanding – you will learn how to deconstruct a text and recognise language and structural features, and apply this knowledge to your own creative writing.

Progression/ Careers – All vocations and college courses require a GCSE in English language. GCSE English is highly valued by employers, and providers of Further and Higher Education. A strong grade in GCSE English offers excellent preparation for A level study. Specific careers linked to English include Journalism, Marketing, and Publishing. For further information, see www.prospects.ac.uk – Careers Advice section

How will I be assessed?

Paper 1:

Explorations in Creative Reading and Writing

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

Please note: Employers, training providers as well as further and higher education all now recognise that GCSE English and English Literature are equally weighted.

English Literature

Qualification Obtained: GCSE

Specification: AQA

What will I study?

English Literature allows students to experience a range of literature with a wide variety of appeal drawn from contemporary and modern texts, texts from across the globe and texts which have had a significant influence on our English literary and cultural heritage.

Paper 1:

Shakespeare and the 19th-century novel

- Shakespeare
- The 19th-century novel

Paper 2: Modern texts and poetry

- Modern texts
- Poetry
- Unseen poetry

How will I be assessed?

Paper 1:

Shakespeare and the 19th-century novel

- Written exam: 1 hour 45 minutes
- 64 marks available
- 40% of GCSE

Paper 2: Modern texts and poetry

- Written exam: 2 hour 15 minutes
- 96 marks available
- 60% of GCSE

Please note: Employers, training providers as well as further and higher education all now recognise that GCSE English and English Literature are equally weighted.

Why do I study this subject?

Skills –

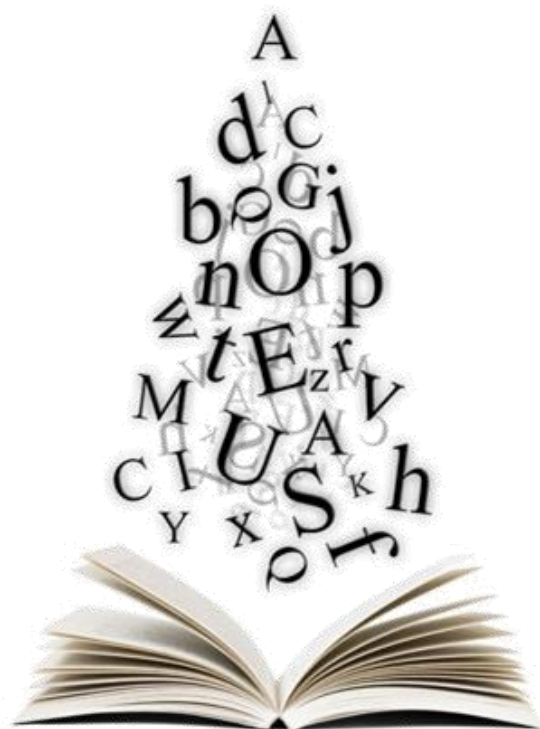
You will learn how to write analytical essays about the texts you have studied.

Knowledge/ understanding –

You will learn about the language devices employed by writers, the influence of the time in which the texts were written and the thoughts and feelings within each text.

Progression/ Careers-

GCSE English is highly valued by employers, and providers of Further and Higher Education. A strong grade in GCSE English offers excellent preparation for A level study. Specific careers linked to English include Journalism, Marketing, and Publishing. For further information, see www.prospects.ac.uk – Careers Advice section



Mathematics

Qualification Obtained: GCSE

Specification: OCR

What will I study?

The complete programme of study covers the following topics, all of which are taught simultaneously over two years in Y9 and Y10 and builds on prior knowledge and skills learned in Y7 and Y8:

- Number – calculations, number theory, arithmetic operations, fractions, decimals, percentages, indices, surds, approximation
- Algebra – expressions, formulae, equations, inequalities, functions, sequences, linear graphs, curves
- Ratio, proportion and rates of change – ratio calculations, direct and inverse proportion, growth and decay
- Geometry and measures – angles, properties of polygons, circles, 3-D shapes, perimeter, area, volume, surface area, triangle calculations, transformations, congruence, similarity, constructions, units
- Probability – basic probability, relative frequency, combined events, probability diagrams
- Statistics – sampling, averages, measures of spread, interpreting and representing data

During Y11, students will revise all topics previously learned with a focus on developing exam technique.

How will I be assessed?

GCSE mathematics is assessed by examination. All students will sit 3 papers in the summer of year 11, with 100 marks awarded for each (300 in total).

Each paper will be 1 hour 30 minutes long. In paper 1 and paper 3 calculators are allowed, with paper 2 being non calculator. Students must sit all 3 papers in order to be awarded the GCSE qualification.

There are two tiers of entry, Foundation and Higher, and students will be entered for whichever tier is the most appropriate for them.

Foundation tier covers grades 5 to 1 and Higher tier covers grades 9 to 4.

Why do I study this subject?

Skills –

By studying Maths students will develop a range of skills that are not only sought after by employers but that will also help them throughout their day to day life. For example, Maths encourages logical thinking, decision-making and problem-solving. Maths is a vital skill to help students to learn how to budget with money.

Knowledge/ understanding –

GCSE Mathematics focuses on not only teaching mathematical skills to students but also enabling students to become fluent in their understanding of mathematical knowledge and concepts. It helps students apply mathematical techniques to real-world problems.

Progression/ Careers –

Mathematics GCSE is an essential qualification for future studies and work life. It provides a strong foundation for further academic and vocational study and for employment, providing students with appropriate mathematical skills, knowledge and understanding. For students with a talent for Maths, careers in Finance, Computing and Engineering may be of interest. For many more ideas see <http://www.mathscareers.org.uk/>

Science (Combined Science)

Qualification Obtained: GCSE (2 GCSE's)

Specification: AQA (Trilogy specification)

What will I study?

The combined science course is designed to allow students to study a wide range of science. Through biology, chemistry and physics they will discover the ways in which scientific knowledge impacts upon the world around them. Combined science is made up of theory work and practical work. Students will complete required practicals to help them to develop the skills needed. In order to understand and evaluate scientific information, students need to develop good language and maths skills.

How will I be assessed?

At the end of Y11 there are six exam papers: x2 Biology, x2 Chemistry and x2 Physics. Questions are a combination of multiple choice, closed short answer, and open extended response questions.

Each of the papers will assess knowledge and understanding from the course and include assessment of practical and investigative skills. Each of the six combined science papers will be 1 hour 15 minutes, 70 Marks, 16.7% of the final GCSE grade per paper.

Students can sit **Higher Tier (Grades 4-9)** or **Foundation Tier (Grades 1-5)**

This is a dual award and students will receive 2 GCSE grades.

In addition, students will have to complete 21 required practicals over the 2 years within their lessons.

There is a large maths element within lessons and exams, especially in the physics component.

Why do I study this subject?

Skills –

Develop practical and investigative skills to enable you to understand science. Use maths skills in context and language skills to get to grips with the scientific terminology you will come across.

Knowledge/ understanding –

Learn about the world around you. How your body works, what everything is made of and how things work.

Progression/ Careers –

Good grades in combined science enable progression to a wide range of careers from nursing to sound engineering to construction. People with qualifications in STEM subjects (Science, Technology, Engineering and Maths) are in demand in today's workplace. See www.wherestemcantakeyou.co.uk for inspiration. You will be able to progress to a science A Level and other level 3 science courses from combined science, although some students may prefer to take separate sciences in order to study each subject in even greater depth.



Personal Development

Qualification Obtained: NONE

What will I study?

All students will take part in a programme of personal development activities, through Personal Development days and one lesson per week on the timetable in Y10. The aim of the programme is to increase the self-esteem, self-awareness and confidence of each student so that he/she will be able to make reasoned decisions about the direction of their lives, personal values and standards, and cope with the variety of circumstances which they may meet in early adulthood,

The Y10 PD lessons cover Government and Politics, Local Community, Personal Health, Relationships/Sex education, Study Skills and Personal Finance. PD days cover other Citizenship topics such as Crime and Punishment, along with Careers and health topics. All PD in Y10 and Y11 builds on the topics covered in KS3. Many of these themes are also covered through other subjects to give a broad base of knowledge and skills.

The programme will be delivered by form tutors, other staff and a wide range of visitors from specialist agencies, such as the police, health service, and colleges.

Assemblies, form time and visits for example to employers, colleges and universities also help students with their personal development.

In addition, students in Key Stage 4 have a tutor period every week dedicated to debate and discussion of various topics related to the Philosophy and Ethics curriculum.

How will I be assessed?

Students will receive comments from form tutors regarding their involvement in personal development activities, but this is not a formally assessed course. There may be opportunities for students to gain some short qualifications linked to specific activities, for example First Aid.

Supporting your son/daughter

Conversations at home can really help students to think through what they have learnt in personal development, and to feel confident in the decisions they make.

Keep yourself informed – there is a Health section on the Academy website (under ‘Parents’) with lots of links to information about drugs/alcohol, sexual health and relationships, emotional wellbeing. The ‘Careers’ section also has links to a range of recommended careers websites.

Contact the academy if you have any concerns or questions.



Careers Education and Guidance

Qualification Obtained: NONE

What will I study?

The Careers Education programme forms part of the personal development programme. Through careers days and lessons, we aim to widen students' horizons and give them a broad basis of skills from which they can plan their future careers. Students research a range of occupations, and learn how to use action planning.

In addition to the taught careers programme, there are opportunities for students to explore their ideas:

- We have an excellent careers library and IT resources for students to research careers and courses in Further and Higher education. This is available to students with support on Wednesday lunchtimes, IT resources are accessible around the school.
- Danielle Evans, our Careers Adviser, is a regular visitor to school and works with students in small groups or individually to progress their career plans. She is also available to parents at progress meetings.
- Y10 Mock interviews – all Y10 students will have the opportunity to practice their interview skills with an employer. This can help students to build confidence towards their work experience and future progression from Y11.
- The Personal Development co-ordinator is Tracy Horton – with a background in careers guidance, Tracy is available in school to support students in making decisions and progressing on from KS4.

- Students will be expected to complete a two-week work experience placement at the end of Year 10. Students are encouraged to contact employers and find a placement that will help them gain experience and skills for their futures. Additional support will be available from school in finding placements.
- College and University visits will be offered to students to help them prepare for transition to post-16 education.

How will I be assessed?

The careers education programme is not formally assessed, but students will be given written feedback on their work experience placements which will contribute to references written for college and job applications during Y11.

Supporting your son/daughter

Find out what is available – use the National Careers Service to find out about local employment opportunities, different career options and qualifications routes –

<https://nationalcareersservice.direct.gov.uk>

Help your son/daughter keep a record of their skills and achievements – this will really help when they apply for work experience, college or employment

Physical Education

Qualification Obtained: NONE

What will I study?

All students in Year 10 and 11 receive two periods of physical education per week.

During Year 10 students will follow the National Curriculum by refining and further developing a number of skills which they acquired in Key Stage 3. Students will have the opportunity to develop their skills across a wide range of activities and sports both on and off site. This will continue into the first half of Year 11.

During the second half of Year 11 students select from a variety of activities. There will be some emphasis on providing students with the knowledge and enthusiasm to continue lifelong participation in sport and physical activity when they leave the Academy.

How will I be assessed?

All students continue to be assessed against National Curriculum criteria based on the following –

- Practical Performance
- Knowledge of rules, regulations and scoring systems of activities completed
- Knowledge and use of tactics within chosen activities
- Use of leadership skills within activities

Why do I study this subject?

Shirebrook Academy Physical Education department aims to provide ALL students with the knowledge and enthusiasm to continue in their sporting pathway. Whether this be in a practical nature, simply by encouraging students and giving them the opportunity to participate in sport for life within the community facilities, or whether it be by continuing to enhance their sporting qualifications at College or University.



Options Subjects

Subjects

Separate Sciences.....	20
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Philosophy and Ethics.....	23
French/Spanish.....	24
Computer Science.....	25
Digital Information Technologies	26
Design Technology: Paper and Boards	27
Design Technology: Timbers.....	28
Food Preparation and Nutrition	29
Textiles Design	30
Art, Craft & Design.....	31
Photography	32
Music	33
Drama	34
Physical Education.....	35
Sport	36
Health & Social Care	37
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Separate Sciences

Qualification Obtained: GCSE

Specification: AQA

What will I study?

Essentially you will study some of the same units as GCSE Combined Science, but you will go into more breadth and depth, as well as covering extra content and skill. You will find you're better prepared if you want to take Science A Levels.

If you love Science and consistently achieving above age related expectations in school Science and Maths assessments, then you should definitely consider the Triple Award. Everyone does their best in subjects they enjoy. And you might find that there's a certain area of Science you excel in.

How will I be assessed?

For each individual GCSE in Biology, Chemistry and Physics, students sit two exams for EACH qualification as outlined below:

Two papers: each paper (2x Biology, 2x Chemistry, 2X Physics) will assess knowledge and understanding from different topics.

Duration: both papers are 1 hour 45 minutes.

Tier: Foundation and Higher although it expected that all students will sit the higher tier (grades 4-9).

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

Question types: multiple choice, closed short answer and open extended response. There is a heavy focus on application of knowledge and working scientifically.

Practical work

Students will do eight practicals for each of Biology, Chemistry and Physics. Students will be assessed on their practical skills in their exams with at least 40% of the marks coming from questions relating to practicals.

Why should I study this subject?

Skills-

Develop practical and investigative skills to enable you to understand science. Use maths skills in context and language skills to get to grips with the scientific terminology you will come across.

Knowledge/ Understanding -

Learn about the world around you. How your body works, what everything is made of and how things work. Develop an understanding of the environmental and ethical issues in science. Develop a high level of understanding of complex science.

Progression/ Careers –

This course provides a sound foundation for students intending taking A Levels in Biology, Chemistry and/or Physics and would like to study a science subject at university. Separate sciences would be recommended for students who wish to study:

- Medicine, Dentistry, Pharmaceuticals or Veterinary Sciences.
- Engineering such as chemical, structural or mechanical that require a degree.
- Science with the view to a career in research in that field

Criteria - Due to the high demands of chemistry, physics and biology the entry criteria are to be working at above age expected levels in Science and Maths. You must also have effort grades of 1 or 2. There will be at least one class of separate scientists. If more students apply than there is space for then students will be selected based on the above criteria.

Geography

Qualification Obtained: GCSE
Specification: AQA

What will I study?

Living with the physical environment – natural hazards, such as tectonic hazards, physical landscapes and the living world.

Challenges in the human environment – issues and challenges in the urban (city-based) environment, how the world economic situation affects the world we live in, and the growing challenge of managing natural resources.

Geographical applications – how to evaluate key issues involved in fieldwork, both human and physical geography.

Geographical skills – maps, graphs, numeracy, statistics, use of data and other key issues that dictate how and why we study Geography.

How will I be assessed?

3 exams. There is no coursework element.

Paper 1 –

Living with the physical environment –
 1 hour 30 mins – 35%

Paper 2 –

Challenges in the human environment –
 1 hour 30 mins – 35%

Paper 3 –

Geographical applications –
 1 hour 15 mins – 30%

Why should I study this subject?

Skills –

The ability to analyse case studies, to write structured and informed answers, to ask questions about how and why our world is as it is and show the ability to make informed judgements on human and physical issues.

Knowledge / Understanding –

A combination of human geography, physical geography, economic geography and geographical skills.

Progression / Careers –

Anything at all. Geography shows that you are a curious and informed citizen. Geography is the only subject to offer both arts-based degree courses and science-based degree courses. This proves wholeheartedly that, with Geography, any progression is possible.



History

Qualification Obtained: GCSE
Specification: EDEXCEL

What will I study?

Anglo-Saxon and Norman England 1060-1088 – how England was governed under the Saxons, how and why the Normans invaded in 1066 and what life was like in the new Norman England.

Crime and Punishment through time 1000-present – how crimes and the definitions of crime, law enforcement and punishment has changed from Saxon times to the present day.

American West 1835-1895 – how and why settlers moved west, how life changed for American Indians, law and order in the west.

Weimar and Nazi Germany 1918-1939 – Germany’s state at the end of WWI, life in Weimar Germany, how the Nazis rose to power and life in Nazi Germany.

How will I be assessed?

3 exams. There is no coursework element.

Paper 1 –
 Crime and Punishment through Time -
 1 hour 15 mins – 30%

Paper 2 –
 American West and Anglo Saxon and Norman England – 1 hour 45 mins – 40%

Paper 3 –
 Weimar and Nazi Germany –
 1 hour 20 mins – 30%

Why should I study this subject?

Skills –
 The ability to analyse sources and interpretations, to write structured answers, to ask questions about how our world has been created and show the ability to make informed judgements

Knowledge / Understanding –
 The history of Crime and Punishment, how modern USA began to be formed in the ‘old west’, how the Normans transformed England and studying one of the ‘great dictators’ in Adolf Hitler.

Progression / Careers –
 Anything at all. History shows that you are a rounded and analytical citizen. In the past, Prime Ministers, lawyers, authors and of course History teachers have studied History at GCSE and beyond.



Philosophy and Ethics

Qualification Obtained: GCSE

Specification: AQA

What will I study?

The study of two different religions: beliefs, practices and teachings. The combination for this is Christianity and Islam. This is the Philosophy element of the GCSE course.

Thematic studies: the ethics that are integral to the philosophy; looking at relationships and families; religion, peace and conflict; religion, crime and punishment; and religion, human rights and social justice.

How will I be assessed?

2 exams. There is no coursework element.

Paper 1

Beliefs, teachings and practices –
1 hour 45 mins – 50%

Paper 2

Thematic Studies – 1 hour 45 mins – 50%

Why should I study this subject?

Skills –

The ability to analyse a range of religious texts and ethical arguments, to write structured answers, to ask questions about how our world has been created, and the morality of our world, and show the ability to make well-considered judgements.

Knowledge/ Understanding –

The philosophy behind two key religions: Christianity and Islam; and the key ethical and moral dilemmas of the modern world.

Progression/ Careers –

Anything at all. Philosophy and Ethics shows that you are a well-rounded and analytical human being. Philosophy is the oldest subject in the world, so people have been debating key issues and using this to inform their careers since the ancient world.



French or Spanish

Qualification Obtained: GCSE

Specification: AQA

What will I study?

The two year GCSE course will build perfectly on the skills you learnt in Year 7-9 and provide you with the opportunity to develop in to skilled linguists ready to use your language skills in real life situations. The topics you will study at GCSE French/Spanish have a much cooler, modern, current and up to date feel, which makes language learning more relevant than ever before. The topics you will study include:

Theme 1 – Identity and culture

Relationships with family and friends, marriage/partnership, social media, mobile technology, music, cinema and TV, food and eating out, sport, customs and festivals in French/Spanish speaking countries

Theme 2 –

Home, town, neighbourhood and region

Charity/voluntary work, healthy/unhealthy living, the environment, poverty/homelessness, travel and tourism, home and local area

Theme 3 –

Current and future study and employment

My studies, life at school/college, education post-16, jobs, career choices and ambitions

How will I be assessed?

Students will be entered for the higher paper or the foundation paper.

HIGHER:

- 25% - Speaking exam (10-12 minutes + 12 minutes preparation time)
- 25% - Writing exam (1 hour 15 minutes)
- 25% - Reading exam (1 hour)
- 25% - Listening exam (45 minutes)

FOUNDATION:

- 25% - Speaking exam (7-9 minutes + 12 minutes' preparation time)
- 25% - Writing exam (1 hour)
- 25% - Reading exam (45 minutes)
- 25% - Listening exam (35 minutes)

Remember – if you only studied one language in Year 9, this is the language you need to choose. If you studied both French AND Spanish in Year 9, why not study both languages at GCSE and become a dual linguist?

Why should I study this subject?

Skills –

Not only will you learn communication skills & adaptability, you will also develop cultural awareness, appreciation of other ways of life and increased confidence. You will overcome challenges and learn amazing techniques to boost your memory. Believe it or not, you will also learn skills which make you better at maths and English (boosting your grades in these two important GCSE subjects) On top of all that, you'll also learn how to be more outgoing, sociable and creative. What more could you want?

Knowledge / Understanding –

You will learn how to speak and write to a high level, translate confidently and accurately and develop the skills to read and listen to real life French and Spanish in a range of settings. If you have the right mind-set and attitude you really can develop into an outstanding French/Spanish speaker – as proven by lots of our recent GCSE students.

Progression / Careers –

In today's multicultural society the ability to use and understand a foreign language will continue to grow in importance and a good pass at GCSE will be impressive and useful in a range of careers, such as: travel and tourism, hotel catering, management, business, leisure, education and translation/interpreting. Many universities across the country request a GCSE language, meaning you could already be one step ahead of your peers by choosing a language, and the complex skills involved with learning languages will give you the edge in the job market. Languages combine well with virtually any other subject for further study and give you exciting opportunities to travel, work abroad and meet new people. Imagine taking a holiday to Spain and understanding everything everyone says or working in the beautiful south of France, spending your summer evenings on the beach. Imagine how impressed your friends and family will be when you speak confidently with your new French and Spanish friends. What could be better than learning a language?

Computer Science

Qualification Obtained: GCSE

Specification: OCR

What will I study?

- How processors work.
- Investigate computer memory and storage.
- Explore modern network layouts and how they function.
- Build skills in the ever important realm of cyber security.
- Investigate how types of software are used within computer systems.
- Stretch wider comprehension of how computers and computing affect ethical, legal, cultural and environmental issues
- Build a firm foundation in programming techniques.
- Produce programs through diagrams.
- Thoroughly test programs and make them resistant to misuse.
- Explore Boolean algebra (AND, OR, NOT) including logic gates and subsequent truth tables.
- Understand how we store data within computers in binary form.
- Complete practical programming tasks to solve problems using a high level programming language
- Understand standard sorting and searching algorithms.

How will I be assessed?

- Paper 1 – Computer Systems
80 marks, 1.5hrs – 50%
- Paper 2 – Computational Thinking, Algorithms and Programming
80 marks, 1.5hrs – 50%

Why should I study this subject?

Skills –

- Valuable thinking, problem solving and programming skills that are extremely attractive in the modern workplace
- Apply mathematical skills relevant to Computer Science.
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.

Knowledge / Understanding –

- A deep understanding of problem solving and experience in creating logical and efficient solutions.
- Ability to write down solutions to problems for other people to understand.
- Think creatively, innovatively, analytically, logically and critically
- Understand the components that make up digital systems, and how they communicate with one another and with other systems.
- Understand the impacts of digital technology to the individual and to wider society.

Progression / Careers –

- A Level Computer Science.
- Cambridge Technicals – IT Level 3 or Digital Media Level
- It also provides a good grounding for other subject areas that require problem solving and analytical skills

Careers could include:

- Network Manager
- Software Architect
- Data Analyst



Digital Information Technologies (IT)

Qualification Obtained: BTEC TECH AWARD

Specification: PEARSON / EDEXCEL

What will I study?

Component 1 – Exploring User Interface Design Principles and Project Planning Techniques

- explore user interface design and development principles.
- investigate how to use project planning techniques to manage a digital project.
- discover how to develop and review a digital user interface.

Component 2 – Collecting, Presenting and Interpreting Data

- explore how data impacts on individuals and organisations.
- draw conclusions and make recommendations on data intelligence.
- develop a dashboard using data manipulation tools.

Component 3 – Effective Digital Working Practices

- explore how modern information technology is evolving.
- consider legal and ethical issues in data and information sharing.
- understand what cyber security is and how to safeguard against it.

How will I be assessed?

- **Component 1** – Internally assessed assignment – 30%
- **Component 2** – Internally assessed assignment – 30%
- **Component 3** – Externally assessed examination – 40%

Why should I study this subject?

Skills –

- Development of key skills that prove your aptitude in digital information technology, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data.
- Process that underpins effective ways of working in digital information technology, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct.

Knowledge / Understanding –

- Knowledge that underpins effective use of skills, process and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions.
- Attitudes that are considered most important in digital information technology, including personal management and communication.

Progression / Careers –

- A-Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in IT, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the digital sector.
- Progression to employment, to apprenticeships or to further study at Level 3 in the digital sector and beyond.

Design & Technology: Paper and Boards

Qualification Obtained: GCSE

Specification: EDEXCEL

What will I study?

- Design: drawing styles, perspective, isometric, exploded view
- Computer aided design (CAD)
- The origin of paper and boards and their footprint
- Specialist techniques for high quality paper and board types
- Interior design – mini controlled assessment project
- Graphic communication – point of sale displays

How will I be assessed?

1. Written exam (1 hour 45 minutes) 50%

50% of the overall course is assessed through a written exam. This will cover such topics as mechanical devices, energy generation, the categorisation of materials and the subject specialism of paper and boards. (10% of the exam will be maths based looking at area, mechanical advantage and linkages)

2. Non-exam assessment (NEA) 50% 20 hour project

Task 1: Students will be set a design brief to research.

Task 2: Students will use their research to create a series of design ideas.

Task 3: Students will be given the opportunity to develop their design ideas.

Task 4: Students will make their final design and create a diary of their making.

Task 5: Students will be expected to write an evaluation to conclude their project and test their final product.

Why should I study this subject?

Skills –

Drawing skills including: perspective drawing, exploded views and CAD drawing.

Practical and CAD/CAM skills including dye sublimation, Photoshop.

Practical making skills using cutting, folding and manipulating materials to create real life solutions to design problems.

Knowledge/ Understanding –

Topics will include mechanisms, new and modern materials, joining methods and design decisions.

Progression/ Careers –

This course opens the opportunity to study design at A-level and provides a platform to go on to higher education including courses such as: interior design, video game design and graphic design. Studying DT Paper and Boards also develops important designing skills to prepare students for a creative career working in the design industry.



Design & Technology: Timbers

Qualification Obtained: GCSE

Specification: EDEXCEL

What will I study?

A challenging creative subject with designing and making at the heart of learning. This allows students the freedom to build on previous knowledge in technology to explore new ways in building design skills. Students will undertake a project which will test the students' skills in investigating, designing, making and evaluating. This is achieved by a portfolio of coursework the student has to produce which looks at research, design ideas, model making, building of practical work, a prototype product which will be then evaluated and tested by the student.

We also look at different sources and working properties of timbers, manufactured timbers, stresses and forces, tools, equipment and processes.

How will I be assessed?

Component 1: Written exam 1 hour 45 mins 50%. Section A: Core content 40 marks. Section B Material categories 60 marks.

Component 2: GCSE (NEA) coursework folder. This is split into four marked assessed areas:

1. **Investigate:** The investigation of needs and research, and a product specification. (16 marks)
2. **Design:** Producing different design ideas, review of initial ideas, development of design ideas into a chosen design, review of chosen design. (42 marks)
3. **Make:** The making of a product (prototype) to the theme as outlined by the exam board from June 1st 2020. A product which is well made and safe to use. (36 marks)
4. **Evaluate:** To test and evaluate the product after making has taken place. (6 marks).

Why should I study this subject?

Skills –

To be creative and demonstrate realistic skills in designing, exploring areas of design opportunities and the users' needs, wants and values to create a prototype product. Use varied techniques using hand tools and equipment in the building of a product to a design specification to high standard. Problem solving skills looking at ways to improve existing designs, materials processes and using measurements to produce a high quality product. Develop time management skills working to deadlines in completing parts of the GCSE coursework on time.

Knowledge/ Understanding –

To build on prior knowledge & understanding from KS3 looking at different materials and manufacturing processes linked to the work carried out in the real world of Industry. Use scientific skills, to highlight the key areas of theory and practice which will be tested through examinations. Apply knowledge from other subject areas including mathematics, science, art and design, computing and humanities.

Progression/ Careers –

GCE A Level in Design and Technology

Level 3 vocational qualifications, e.g. BTEC Level 3 qualifications in Engineering

Employment in areas of a design or technology based industry where an apprenticeship may be available.



Food Preparation and Nutrition

Qualification Obtained: GCSE

Specification: AQA

What will I study?

Students will study various elements of food preparation and nutrition covering topics such as food nutrition and health, food science, food safety, food choice and food provenance. Students will also learn about the functional and chemical properties of ingredients in preparation for their assessment.

How will I be assessed?

The course is split up into two areas.

1. Written exam (1 hour 45 minutes) 50%
50% of the overall course is assessed through a written exam.

2. Non-exam assessment (NEA) 50%

Task 1: Food investigation

Assessment will be in the form of a written report (1,500-2000 words) including photographic evidence of practical investigations.

Task 2: Food preparation assessment

Students will plan, prepare, cook and present three separate nutritious dishes. Assessment will be in the form of an electronic portfolio evidencing this practical which will take place in exam conditions during a 3-hour practical session.

Why should I study this subject?

Skills –

Practical skills including: filleting fish, de-boning poultry, pasta making, bread making, sauce making, knife skills etc.

Knowledge/ Understanding –

Topics will include food nutrition and health, food science, food safety, food choice and food provenance.

Progression/ Careers –

This course opens up the opportunity to study food preparation and nutrition at 'A' Level and/or provide a springboard into higher or further education including food science or catering college. Studying Food and Nutrition also develops the vital life skill of being able to prepare healthy and nutritious food.



Textile Design

Qualification Obtained: GCSE
Specification: AQA

IF YOU CHOOSE THIS OTION YOU CANNOT CHOOSE ART, CRAFT AND DESIGN.

What will I study?

Students will research textiles artists, take their own photography and collect items relevant to their project in order to inspire their own textiles samples and final piece. Students will be encouraged to experiment, develop and refine ideas to create a meaningful final piece that relates to their sketchbook.

Why should I study this subject?

Skills –
 If you were successful in completing practical skills during your Y9 textiles project then you may wish to consider choosing textiles at GCSE to develop your skills further.

The main skills are:

- weaving
- felting
- embroidery
- appliqué
- printing (block printing, sublimation printing, screen printing)

Knowledge / Understanding –
 If you were able to complete artist research in your previous textiles projects and consider the artist work when designing your own, you would be able to develop this during your GCSE in textiles. It is important that you can reflect on your own work and be critical in your evaluations

Progression / Careers –
 Dress maker, bespoke pattern cutter, garment technologist, production pattern cutter, sample machinist, carpet designer, fashion buyer, costume designer/assistant, costume maker, dry cleaner, footwear designer, fashion photographer, knitting machinist, leather craft worker, product tester, quality control inspector, sales manager, sales representative, sewing machinist, D&T teacher, textiles colour technologist, weaver, wardrobe supervisor.

Studying textiles at GCSE can provide you with a wide range of skills that employers would find attractive even if the job is not directly related to textiles.

How will I be assessed?

Component 1

Coursework worth 60% of GCSE grade
 2 projects:
 Mini Project – Y10 September – Y10 Christmas
 Major Project – Y10 Christmas – Y11 Christmas

Component 2

Externally set task 40% of GCSE grade

The externally set tasks are released by the exam board in January of Y11, we will then spend lesson time on preparation work for our exam. The exam will be held around the beginning of May when students will spend 10 hours (split over 2 days) in the textiles classroom creating their final exam piece.



Art, Craft & Design

Qualification Obtained: GCSE

Specification: EDUQAS

What will I study?

In this exciting Art course you will look at Artists, Craftspeople and Designers and use these to inspire your work. You will work with a variety of materials to produce traditional drawings through to large scale paintings. You will also experiment with printmaking and clay sculpture. Two educational visits form a valuable part of the course, with a regular residential visit providing an exciting extra-curricular opportunity.

How will I be assessed?

Component 1

Portfolio 60%

Component 2

Exam 40%

Students will be assessed on their ability to do the following:

- Research artists / photographers giving their own opinions.
- Experiment with different materials and techniques.
- Record ideas through drawings and photographs.
- Produce imaginative final pieces of work.

Students are expected to support all visual work with detailed written notes explaining their thinking.

To produce quality artwork takes time. Students are expected to put in extra time to fulfil their potential. Extra support is always available at lunchtimes and after school by arrangement.

Why should I study this subject?

Skills –

Students will develop thinking skills alongside their practical skill base. They will gain expertise in using a variety of materials, techniques and processes.

Knowledge / Understanding –

Students will look at a range of artists and their work across the history of art, and begin to understand the different ways that artists can make us think and feel about something we see, touch, or explore.

Progression / Careers –

This course opens up the opportunity to progress onto a 2 year A Level course or alternatively a Diploma Level 3 course in Art & Design. Just a few of the many careers available with a qualification in Art and Design, e.g. Fashion Design, Digital Media, Jewellery Design, Architecture, and Product Design can be found at:

www.nationalcareersservice.direct.gov.uk

**IF YOU CHOOSE THIS OPTION
YOU CANNOT CHOOSE TEXTILE DESIGN
OR PHOTOGRAPHY.**



Photography

Qualification Obtained: GCSE

Specification: EDUQAS

What will I study?

In this exciting Photography course you will look at photographers, artists and designers and use these to inspire your work. You will work with a range of digital cameras and technology to produce thought provoking work. You will experiment with Photoshop and some traditional techniques like printmaking to produce creative images. Two educational visits form a valuable part of the course, with a regular residential visit providing an exciting extra-curricular opportunity.

How will I be assessed?

Component 1

Portfolio 60%

Component 2

Exam 40%

Students will be assessed on their ability to do the following:

- Research artists / photographers giving their own opinions.
- Experiment with different materials and techniques.
- Record ideas through drawings and photographs.
- Produce imaginative final pieces of work.

Students are expected to support all visual work with detailed written notes explaining their thinking. Students are expected to support digital work with some drawing for purpose, e.g. planning sketches.

To produce quality artwork takes time. Students are expected to put in extra time to fulfil their potential. Extra support is always available at lunchtimes and after school by arrangement.

Why should I study this subject?

Skills –

Students will develop thinking skills alongside their practical skill base. They will gain expertise in using a variety of materials, digital techniques and processes.

Knowledge / Understanding –

Students will look at a range of photographers and their work across the history of photography, and begin to understand the different ways that an image can make us think and feel.

Progression / Careers –

This course opens up the opportunity to progress onto a 2 year A Level course or alternatively a Diploma Level 3 course in Art & Design (Photography). Just a few of the many careers available with a qualification in Art and Design (Photography), e.g. Film-making, Fashion Design, Digital Media, Architecture, and Product Design can be found at:

www.nationalcareersservice.direct.gov.uk

**IF YOU CHOOSE THIS OPTION
YOU CANNOT CHOOSE ART, CRAFT & DESIGN
BUT YOU MAY CHOOSE TEXTILE DESIGN**



Music

Qualification Obtained: BTEC TECH AWARD

Specification: EDEXCEL

What will I study?

This qualification is made up of three components: Exploring Music Products and Styles, Music Skills Development and Responding to a Commercial Music Brief.

Through completing these units, you will learn about a wide variety of genres including pop, rock, hip-hop, classical, jazz, film and world music. You will also gain a deeper understanding of music theory and how the music industry operates.

You will also develop your skills as a performer, composer and music producer through completing a series of practical projects in years 10 and 11 leading to a major creative task in year 11.

In order to succeed in music, it is important that you dedicate at least 30 minutes a day to practicing your instrument alongside your lesson time.

How will I be assessed?

Through a portfolio of practical work, audio recordings and written tasks alongside a music production project at the end of year 11 which will be completed under controlled conditions.

Why should I study this subject?

Skills –

You will be able to develop your musical performance and composition skills and build your knowledge of music theory and musical analysis across a range of genres and traditions. You will also develop your team-working skills, time-management, self-discipline, confidence and independence.

Knowledge / Understanding –

Performance, composition and understanding of a variety of musical genres, styles, music theory, music industry.

Progression / Careers –

A Level or BTEC Level three courses in Performing Arts/ Music/ Music Technology

Careers in music or performing arts, sound, lighting, recording engineering, teaching, armed forces, theatre and performing arts administration, music/performing arts linked distribution and retail.



Drama

Qualification Obtained: GCSE

Specification: AQA

What will I study?

Component 1 – Understanding Drama

Students will study a set text - Blood Brothers by Willy Russell - and explore both the design and performance approaches to the text. Students will describe, analyse and evaluate professional theatre as part of their Live Performance Review

Component 2 – Devising Drama

Students will create, perform and document the rehearsal process for their own performances based on different stimulus.

Component 3 – Text in Practice

Students will study a range of published plays and then pick 2 extracts to perform to a visiting examiner.

How will I be assessed?

Component 1

1 hour 45-minute examination – 40%

Component 2

1 practical performance, 3 written logs. Internally assessed and moderated – 40%.

Component 3

performance of 2 extracts to a visiting examiner. Externally marked – 20%

Why should I study this subject?

Skills – Candidates studying GCSE drama will develop the ability to:

- use improvisation skills in a range of drama contexts;
- acquire reflective and evaluative skills in response to a range of dramatic texts;
- work collaboratively and creatively with others;
- have confidence in themselves and interact skilfully with other people;

Knowledge/ Understanding –

Drama at GCSE aims to encourage students to be inspired, motivated and confident learners, and prepare them for learning beyond the school walls, where social interaction is fast becoming a required skill. It will give students a chance to study historical and contemporary texts, as well as perform a selection of plays as part of a group. Students will also be given the chance to expand their understanding of theatre with visits to live performances, as well as studying some of the world's most famous practitioners.

It will also help to develop students' spoken language, helping them to express themselves in a sophisticated and informative way. The course will teach them how to engage an audience and to respond in appropriate way.

Progression/ Careers –

Drama GCSE can lead to A level or BTEC courses in Performing Arts/Theatre Studies/Drama, which in turn can lead to degree level study. Careers directly related to drama include acting, theatre production, sound, lighting, teaching, theatre administration. See www.prospects.ac.uk – Careers Advice section for more information.

Drama can also help to build skills and confidence for careers requiring presentations or interactions with the public, including retail, sales, marketing, law, teaching.



Physical Education

Qualification Obtained: GCSE

Specification: AQA

What will I study?

The course is assessed based on both academic and practical performance, and whilst there will be occasions where the course is delivered practically, the majority of lessons will be theory based (in a classroom).

The theory aspect of the course is based around topics such as –

- Health and Fitness and Training
- Applied Anatomy and Physiology
- Movement analysis
- Diet
- Education and school
- Cultural and social factors
- Media, sponsorship, and technology in sport

The practical element will be assessed on their ability to perform in 3 different activities as well as their ability to evaluate their performances. This will include games activities, athletic activities, fitness activities and gymnastic activities. It is strongly advised that you are playing or taking part in at least one sport outside of school and performing regularly at a high level.

How will I be assessed?

Written paper - 60% of the final marks.

Two 1 hour 15 min exams based around 'The human and movement in physical activity and sport' and 'Social-cultural influences and well-being in physical activity and sport'.

Controlled assessment - 40% of the final marks.

Students will be assessed on their practical performance in three different sports. Students will also complete an analysis and evaluation of performance to bring about improvement in one activity.

Why should I study this subject?

Skills –

The course will enable students to develop their practical ability in their chosen sports whilst analysing and evaluating their performances.

Knowledge/ Understanding –

The content of this GCSE Physical Education specification is designed to enable students to enjoy and understand the benefits of living a healthy and active lifestyle.

Progression/ Careers –

This course provides a route to further study in Further Education awards, such as A levels and/or BTEC level 3 courses and to Higher Education in PE as well as to related career opportunities. www.careers-in-sport.co.uk is a great place to start for career ideas.



Sport

Qualification Obtained: BTEC FIRST AWARD
Specification: EDEXCEL / PEARSON

What will I study?

Students can choose to further develop their sporting skills and knowledge of exercise and fitness.

The course will be delivered through both practical and theory based lessons.

Components will include -

- Preparing Participants to Take Part in Sport and Physical Activity. This will look at types of participation, potential barriers and ways to overcome them to increase physical activity. In addition to technological advances. (Internal assessed and then externally moderated)
- Taking Part and Improving Practical Sports Students will investigate the component of fitness, role of official and learning methods to improve performance. (Internal assessed and then externally moderated)
- Developing Fitness to improve other participants' performance (externally assessed). This component will introduce students the importance of fitness, different types of fitness and fitness testing.

How will I be assessed?

The course is assessed via a combination of assessed coursework and practical work, with an external online exam.

60% Internal coursework which will be externally moderated will include a leading parts of exercise session, video evidence and written tasks.

40 % External online exam comprising of multiple choice and short answer questions to assess their knowledge of fitness and exercise.

Why should I study this subject?

Skills-

Students will learn new sports skills whilst developing their leadership skills and improving their practical ability.

Knowledge/ Understanding -

Sport is designed to enable students to develop a greater understanding of fitness and exercise.

Progression/ Careers –

The course provides a route to further study in Further Education, such Level 3 BTEC Sports and Sport Science, and to Higher Education in PE. Career opportunities include coaching, health and fitness promotion, sports performance, managing sports facilities, and sports journalism.
www.careers-in-sport.co.uk is a great place to start for career ideas.

IF YOU CHOOSE THIS OPTION YOU CANNOT CHOOSE PE



Health & Social Care

Qualification Obtained: BTEC TECH AWARD
Specification: EDEXCEL / PEARSON

What will I study?

Our Health and Social Care tech award course is a study programme which provides an introduction to the Health and Social Care sector. You will study three core components giving you the knowledge and understanding to work in this area. The course also aims to provide you with skills used by health care professionals on a daily basis. You will also learn about health care services and the importance of care values. These skills will be applied to realistic and local area scenarios.

If you are interested in working with people, or want to care for and help others, Health and Social Care could be for you.

Throughout the course you will learn through investigation, develop knowledge and understanding about health, social care and early years.

Students will complete practical work, learn about and understand the world we live in.

Why should I study this subject?

Skills-

The course aims to provide you with skills used by health care professionals on a daily basis which can be transferred and applied to everyday realistic situations.

Knowledge/ Understanding –

The course will enable you to learn and develop your knowledge and understanding of the health & social care and early years system.

Progression/ Careers –

This course opens up the opportunity to continue your studies in directly related courses such as Health and Social Care and Childcare as well as opportunities such as A level. Students can also progress into apprenticeships. To research the full range of opportunities in this growing sector, see www.skillsforcare.org.uk and www.healthcareers.nhs.uk.

How will I be assessed?

The course is assessed via a combination of assessed coursework and practical work, with an external online exam.

60% Coursework which includes students producing both written and verbal assignments on Human Lifespan Development and Services and Care values

40% 2-hour external exam to assess their knowledge of health and well-being.



Notes

Notes



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