



IMPORTANT INFORMATION

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Making Choices

Making curriculum choices in Year 9 is a very important time in school. It is an opportunity for students to take control of their education and shape the way they want their future to be. The options they choose for Years 10 and 11 will impact on your education at St Anne's Academy, as well as your future in further education and your future career.

At St Anne's Academy all students study a broad and balanced curriculum and, due to the breadth of the curriculum offer, they will all sit between 9 and 10 GCSE examinations.

Due to COVID 19 we were unable to hold our Year 9 Options Evening as planned. To ensure that you and your child can still make fully informed decisions about the options available to them, please read this booklet carefully before making your choices. It contains a lot of information including the full range of courses on offer at Key Stage 4 (Years 10 and 11) that you would have received at the Options Evening.

Core Curriculum

In years 10 and 11 all students study a core curriculum of:

Examined Subjects	Non-examined Subjects
English Language and Literature (GCSE)	Personal Social Health Education (PSHE)
Mathematics (GCSE)	Physical Education (PE)
Combined Science (GCSE)	Religious Studies (RS)

These are compulsory subjects set by the Department for Education. All students must study them as part of their statutory school curriculum. These subjects will give you crucial skills for the future and allow you to be successful in all other subjects.

Help your child make the best choices

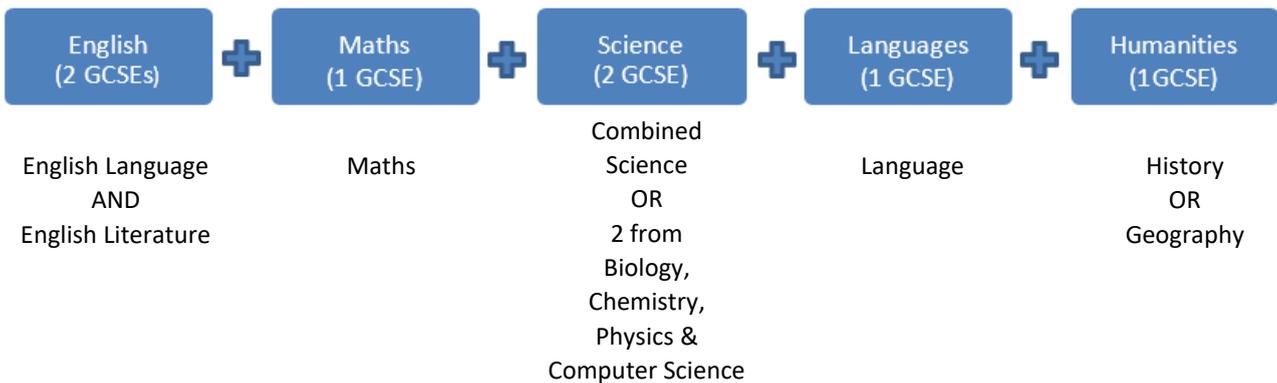


I have enclosed a copy of **HELP YOUR CHILD MAKE THE BEST GCSE CHOICES** for you to read. This is a parental guidance leaflet from the Department for Education. This guidance recommends students to study the core subjects that make up the English Baccalaureate (English Language and Literature, Maths, Science, History or Geography and a Language) as it gives all students access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for.



The English Baccalaureate

The Department for Education have designated a “Gold Standard” for the quality of education as the English Baccalaureate (EBacc). This is not a qualification in itself, however, it provides colleges, universities and employers with the information that a student has achieved a well-rounded academic education and we would recommend this set of GCSEs to the majority, but not all of our students. The EBacc pathway is explained by the diagram below.



It is highly likely that employers and universities will look favourably on students who have achieved the English Baccalaureate at Grade 5 or above. For most students the EBacc suite of qualifications would be an appropriate set of GCSE subjects to study, especially for those wishing to continue with further and higher education.

In years 10 and 11 any student wanting to follow an EBacc curriculum will have to study either History or Geography and Spanish.

Good Advice

Make your choices for the right reasons. Before making your final choices, you should make sure that:

- ✓ You **READ** all the information with which you are provided.
- ✓ You will **ENJOY** studying the subject (being careful to distinguish between your opinion of the subject and the teacher).
- ✓ You have considered **ADVICE** from your tutor and subject teachers.
- ✓ You have considered **MORE ADVICE** from parents/carers, older brothers and sisters and older students.
- ✓ If you have a particular **CAREER** area or university course in mind, consult with our independent Careers Adviser to determine if specific subjects are required or research the career yourself. Details for contacting our careers advisor are:
Anna Tyborczyk: AnnaTyborczyk@positive-steps.org.uk
- ✓ Wherever possible leave your choices as **WIDE** as possible to keep your options open at the end of Year 11.

Make sure you **DO NOT** choose subjects to be with your friends. The school will decide on the structure of teaching groups and friendships will not be a factor.

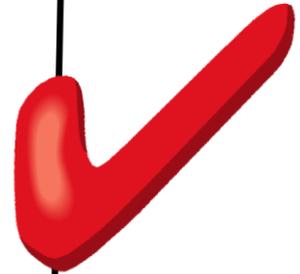
Make sure you **DO NOT** choose subjects based on your favourite teachers. You may not have these teachers for your GCSE class.

Making good choices for you



Good reasons for choosing a course

- You're good at the subject.
- You think you'll enjoy the course.
- It fits your career ideas and plans.
- It goes well with your other GCSE choices.
- You're interested in the knowledge and skills it develops.
- A broad and balanced choice of subjects will give you plenty of choice in the future.
- You think that you might want to continue studying it after Year 11, either at college or via an apprenticeship.
- Your research shows that it will interest you and motivate you to learn.



Bad reasons for choosing a course

- Your friends are doing it.
- People say it's easy.
- You think it's a good course for a boy or for a girl.
- Someone else thinks that it's a good idea but you disagree.
- You like the teacher you have now.
- You didn't have time to research your options properly.



The Options Process

You will study **4 Options Subjects** in Years 10 and 11 in addition to the 5 core examination subjects (English Language and Literature, Maths and Science × 2), providing you with a minimum of 9 GCSEs.

To complete the options process:

1. Students will need to carefully choose which 4 subjects they want to study.
2. Students who have been selected for the EBacc pathway will have to choose between History or Geography and Spanish, then also choose 2 other subjects (plus a reserve).
3. Students who haven't been selected for the EBacc pathway will have to choose one of: History, Geography, Spanish, Computer Science or Triple Science (they can choose more than one of these by selecting them in their 3 remaining choices), they will also choose 3 other subjects (plus a reserve). They can choose to follow the EBacc pathway by selecting the appropriate subjects (History or Geography and Spanish) if they feel that this is right for them.
4. A small group of students will choose 3 subjects (plus a reserve) and also study for a Certificate of Personal Effectiveness (COPE) as their 4th option choice (you will be contacted if this applies to your child).



Once the option form has been completed online, students are allocated subjects. Where possible, students are allocated their option choices. In some cases, because an option has too small a number choosing it to make it viable to run students will be given their reserve choice. If this is necessary, students and parents will be contacted to explain why this has happened.

Key Dates

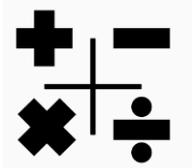
KEY DATES



Deadline for Year 9 Options form to be completed: **Friday 4th March 2022**

Subject:	GCSE English Language & Literature	
Curriculum Leader:	Mr Moosa	
Examination board:	GCSE English Language (AQA 8700) GCSE English Literature (AQA 8702) GCSE Spoken Language Endorsement (AQA 8700/C)	
How is the course assessed?	<p>English Language GCSE The course will be assessed by two written examinations taken at the end of Year 11: Paper 1: Explorations in Creative Reading and Writing 50% Paper 2: Writers' Viewpoints and Perspectives 50%</p> <p>English Literature GCSE The course will be assessed by two written examinations taken at the end of Year 11: Paper 1: Shakespeare and the 19th century novel 40% Paper 2: Modern texts, Power and Conflict Poetry and Unseen poetry 60% The grades awarded for English Language and English Literature will be 1 to 9, with 9 being the highest.</p> <p>Spoken Language Endorsement The course will be assessed by a spoken presentation and discussion at the end of Year 10. The endorsement will receive a separate grade (pass, merit, distinction or not classified) and will not contribute to the English Language grade.</p>	
What will be studied?	<p>Students will study a wide range of classic and modern texts: For English Language these will include unseen fiction and non-fiction extracts; the topic or theme of the extracts will link to writing tasks set in the examination papers. For English Literature Paper 1, students will study: <i>Macbeth</i> and <i>A Christmas Carol</i> For English Literature Paper 2, they will read: <i>An Inspector Calls</i> and the AQA Anthology of <i>Power and Conflict</i>. They will, in addition, have to respond to unseen poems. For the Spoken Language Endorsement, students will present and debate topics or issues that interest them and which matter in the world today.</p>	
What will I learn?	<p><u>English Language Paper 1</u></p> <p>English Language Paper 1 aims to engage students in a creative text and inspire them to write creatively themselves. In section A, students will be reading a literature fiction text in order to explore how established writers use narrative and descriptive techniques to capture the interest of readers. In section B, students will be writing their own creative text inspired by the topic that they have responded to in section A; this will allow pupils to demonstrate their writing skills in response to a written prompt or visual image.</p> <p><u>English Language Paper 2</u></p> <p>This paper will aim to develop students' insights into how writers have particular viewpoints on issues or themes that are important to the way we think and live our lives. In section A, students will be reading two linked extracts from different time periods and genres in order to consider how each of them present their viewpoints and perspectives to influence the reader. In section B, students will be writing their own text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced in section A.</p> <p><u>Macbeth</u></p> <p>Students will explore the theme, plot and character of the play 'Macbeth'. An understanding of the methods used by Shakespeare will ensue through pupils examining the dramatic devices used to mirror the complex social and political context of Jacobean society. Students will therefore be encouraged to identify commonalities between the times frames of the Jacobean era and the modern day; in particular, the current political landscape and the human</p>	

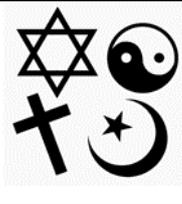
	<p>condition. This will allow them to create personal responses towards the text and to develop an in-depth understanding of how literature has changed over time.</p> <p><u>A Christmas Carol</u></p> <p>Students will explore the Victorian novella, A Christmas Carol, utilising their developed critical analysis skills, creating personal interpretations and opinions of characters, themes and ideas. Students will ensure that they have a thorough and precise understanding of narrative development, characterisation and the purposeful methods employed by Dickens to create emotion, sympathy and moral reckoning for the reader. Students will explore some of the key aspects of contextual influence: including Victorian repression, class conflict, and attitudes towards religion, wealth and family values.</p> <p><u>An Inspector Calls</u></p> <p>In this module, students will study the contemporary text 'An Inspector Calls' and establish an understanding of ideas about themes of class, gender and politics considered in previous units. Students will examine how context can shape a text and can be used to create meaning, as well as how this can affect the construction of narrative characters. Priestley's methods will be examined in detail in order to produce analyses of how a writer's intention and purpose can be explored in a play. Students will be encouraged to find parallels between the time in which the play is set and the modern day, ensuring a comprehensive and personal understanding is established.</p> <p><u>Poetry</u></p> <p>Students will revisit the identification of poetic techniques and writers' intention. They will revisit and consolidate key terminology before moving on to analyse and develop personal responses to the poems. Students undertake unseen poetry skills using the AQA Power and Conflict anthology as a springboard. Whilst studying the Power and Conflict cluster, students will be expected to confidently be able to select appropriate quotations to justify wide ranging and divergent responses to the poems; critically identify and analyse methods used by the writer and draw deliberate comparisons between the fifteen poems on the anthology- referring precisely to the political, personal and social contexts of the various writers. Students will be required to memorise key quotations and vocabulary from each of the fifteen poems (in order to reproduce and comment on these in an assessment format) as well as show a personal response to the writer's critical message. Students will also be exposed to the concept of analysing unseen poetry across the unit, developing their confidence in approaching unseen texts in timed conditions.</p>
<p>Successful study of English can lead to...</p>	<p>English GCSE helps develop many transferrable skills and is an enabling qualification to complement students pursuing a wide variety of careers. It provides a strong foundation for further study, especially in careers such as publishing, education, law, advertising, marketing or recruitment.</p>
<p>Other information</p>	<p>The course will allow you to develop the ability to:</p> <ul style="list-style-type: none"> • Analyse different kinds of evidence – written and pictorial. You will develop research skills and construct balanced arguments, as well as having your own viewpoint and perspective. • Consider a variety of opinions as well as your own and have an interest in debate. You must also be able to justify opinions based on evidence. • Use language effectively within a range of context so that you can question and understand the world around you.

Subject:	GCSE Mathematics	
Curriculum Leader:	Mr Farrell	
Examination Board:	Edexcel	
How is the course assessed?	<p>GCSE Mathematics has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9). Students must take three question papers at the same tier. All three papers are sat at the end of Year 11;</p> <ul style="list-style-type: none"> • Paper 1: Non-calculator 1hour 30mins 80 marks • Paper 2: Calculator 1hour 30mins 80 marks • Paper 3: Calculator 1hour 30mins 80 marks <p>The papers contain a mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.</p>	
What will be studied?	<p>All content can be assessed on any of the three question papers. As such, some questions will draw together elements of maths from the different topic areas:</p> <ul style="list-style-type: none"> • Number • Algebra • Ratio • Geometry • Probability and Statistics <p>There are three assessment objectives that are the same across all topic areas:</p> <ul style="list-style-type: none"> • AO1: Use and apply standard techniques (Percentage of exam: 50% Foundation, 40% Higher) • AO2: Reason, interpret and communicate mathematically (Percentage of exam: 25% Foundation, 30% Higher) • AO3: Solve problems within mathematics and in other contexts (Percentage of exam: 25% Foundation, 30% Higher) 	
What will I learn?	<p>All students study Mathematics. It is one of the fundamental subjects underpinning all sciences and technology. We want students to see the learning of Mathematics as a lifelong experience which will help them to approach situations with confidence.</p> <p>You will re-visit each of the six topics to recap what should be known from Key Stage 3 and then extend your learning in each area to prepare for life after Year 11.</p>	
Successful study of Maths can lead to ...	<p>A minimum grade 5 in GSCE Maths is expected by many colleges and employers. It is diverse, engaging and essential in equipping you with the right skills that give you a wider choice of exciting careers. GCSE Mathematics is an important foundation for many courses and careers. Almost all jobs and careers require a Mathematics GCSE, but the following are some that use Mathematics extensively: Science, Engineering, Psychology, Insurance, Medicine, Banking, Economics, Accountancy, Computing, Marketing, Architecture, Pharmacy, Environmental Studies, Business Management and Teaching.</p>	
Other information	<p>It is essential that you have a complete set of mathematical equipment including a scientific calculator, compasses, ruler, protractor, pen, pencil, rubber and pencil sharpener. All equipment is available to be purchased from the school.</p>	

Subject:	GCSE Combined Science	
Curriculum Leader:	Ms Hallam	
Examination Board:	Edexcel	
How is the course assessed?	<p>GCSE Combined Science consists of six externally examined papers that will be completed at the end of Year 11. There are two biology, two chemistry and two physics papers; each paper will last 1 hour and 10 minutes, out of 60 marks, and is worth 16.67% of your final grade. The examinations will consist of a mixture of different question styles, including multiple choice, short answer, calculations and extended writing questions.</p> <p>There are two tiers of entry for this GCSE, foundation or higher tier. All of the papers must be sat at the same level; additionally, the tier of paper that you sit will influence your final grade. On foundation tier, you can achieve a minimum grade of 1-1 to a maximum of 5-5, on higher tier the minimum grade is 4-3 and the maximum is 9-9.</p>	
What will be studied?	<p>Biology: the structure and function of the cell, key processes in the human body, health and disease, evolution, biodiversity and ecosystems.</p> <p>Chemistry: understanding atoms and the periodic table, bonding models, how chemicals interact, how materials are obtained and recycled, factors affecting rates of reactions and processes that effect the environment.</p> <p>Physics: fundamental ideas about forces, motion and energy, nuclear radioactivity, uses of electricity and how it can be generated, and the properties of matter.</p> <p>Within the context of each section, you will be provided with opportunities to carry out practical work. These investigations will allow you to:</p> <ul style="list-style-type: none"> • Use your knowledge and understanding to pose scientific questions and define scientific problems. • Plan and carry out investigative activities, including appropriate risk management, in a range of contexts. • Collect, select, process, analyse and interpret both primary and secondary data to provide evidence. • Evaluate your methodology, evidence and data. 	
What will I learn?	<p>The GCSE Combined Science course provides a broad level of knowledge and understanding about the world we live in and its place in the universe. Science matters!</p> <p>Throughout the course you will be given opportunities that will enable you to:</p> <ul style="list-style-type: none"> • Develop scientific knowledge and understanding in the three disciplines of biology, chemistry and physics. • Answer scientific questions about the world around you by applying scientific processes and methods. • Apply observational, practical, modelling enquiry and problem-solving skills in the laboratory and other learning environments. • Evaluate claims based on science, both qualitatively and quantitatively, through critical analysis of working methods, evidence and conclusions. 	
Successful study of Combined Science can lead to ...	<p>A level subjects in Biology, Chemistry and Physics, along with other examples such as Environmental Science, Forensic Science and Applied Science</p> <ul style="list-style-type: none"> • Level 3 BTEC Extended Diploma in Applied Science • Level 2/3 Vocational Animal Management courses • Many careers require a GCSE at grade 5 in Science, for instance Initial Teacher Training courses stipulate this as a requirement. 	

Subject:	Personal Social Health Economic Education (PSHE) (non-examination)	
Curriculum Leader:	Mrs Davies	
What is on offer?	<p>Today's young people are growing up in an increasingly complex world and living their lives seamlessly on and offline, presenting many positive and exciting opportunities, but also challenges and risks (Secretary of State, RE, RSE and Health Education, 2019). In order to embrace the challenges of creating a happy and successful adult life, PSHE lessons allow pupils at St Anne's academy to develop the knowledge, skills and attributes to enable them to make informed decisions about their health and wellbeing, relationships, finance, careers and also learn how to build resilience to cope with the difficulties they may face in adult life. Using active learning opportunities, our aim for PSHE at St Anne's Academy is to provide pupils with:</p> <ul style="list-style-type: none"> • Up to date, relevant and accurate knowledge in regard to mental and physical health, relationships and sex education, careers and financial education. • Opportunities to explore, clarify and if necessary, challenge, their own and others' values, attitudes, beliefs, rights and responsibilities. • The skills and strategies they need in order to live healthy, safe, responsible and fulfilling lives. • Ground rules to create a safe and comfortable classroom climate where students are confident to discuss their hopes, fears and sensitive issues. • A flexible curriculum to respond to modern day issues as they arise. 	
How is the course assessed?	<p>Although there is a knowledge base to the PSHE programme the assessment suggested in this programme is more focused on skill development and showing the progress that students make in terms of their personal, social, and economic wellbeing.</p>	
What will be studied?	<p>Health and Wellbeing:</p> <ul style="list-style-type: none"> • How to develop self-confidence, assertiveness and resilience. • How to develop strategies to support positive mental and emotional wellbeing and to understand where to access help, advice and support if it is needed. • How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity. • How to assess and manage risks to health; and to keep themselves and others safe, how to respond in an emergency, including administering basic first aid. • Learn about sexual health and fertility including keeping themselves safe, about fertility, healthy pregnancy lifestyle choices and about support available. <p>Relationships:</p> <ul style="list-style-type: none"> • How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills. • How to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying), discrimination, abuse, sexual and other violence and online encounters. • About the concept of consent in a variety of contexts (including in sexual relationships). • To consider social influence and peer pressure, how to recognise situations where you may be adversely influenced and learn strategies to access appropriate help. <p>Living in the Wider World:</p> <ul style="list-style-type: none"> • How to develop employability, team working and leadership skills and develop flexibility and resilience, challenging career stereotypes, maintaining high aspirations for the future and embracing new opportunities. • How personal financial choices can affect oneself/others and about rights/responsibilities as consumers. • Learn about media literacy and digital resilience – learning how to be safe online including effect of social media and FOMO (fear of missing out), financial safety, and use of targeted advertising. Learning how to protect and enhance personal and professional reputation online. Recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern. 	

Subject:	Core Physical Education (non-examination)	
Curriculum Leader:	Mr Whitehead	
What is on offer?	<p>PE should be fun, inclusive and safe. The KS4 Core PE programme serves to reinforce the benefits of physical activity and school sport in the view to build on the knowledge, understanding and skills you have established in KS3 PE in a fun and inclusive environment. We strive to empower you to develop a desire to lead an informed, active and healthy lifestyle at school and beyond.</p> <p>A significant part of learning will be spent on improving your skills as a performer, coach, official or choreographer. You will have the opportunity to develop your leadership skills and to organise events and activities in a recreational manner.</p>	
How is the course assessed?	<p>100% Practical</p> <p>Students are not subject to a formal assessment in this area, but options are sometimes chosen to support the BTEC PE requirements of some students within groupings.</p>	
What will be studied?	<p>Sports are studied on an optional basis with students choosing the option they wish to pursue from a minimum of 2 and maximum of 3 options depending on the group sizing they are placed within.</p> <p>Sports to be offered will vary between academic terms, and options selected will differ dependent on the preferences of the students within each group.</p> <p>Traditional options include the following sports;</p> <ul style="list-style-type: none"> Football, Netball, Fitness, Volleyball, Trampolining, Badminton, Dance, Basketball, Rounders, Softball, Athletics 	

Subject:	Core Religious Education (non-examination)	
Curriculum Leader:	Mrs Houghton	
What is on offer?	The opportunity for all pupils to broaden their understanding of and debate a range of ethical and philosophical issues which are pertinent to contemporary British society.	
How is the course assessed?	Core RE is taught to all pupils once a fortnight; lessons focus on contemporary issues where people might disagree and debate. There are no formal assessments in core RE; we focus on supporting students in strengthening transferable skills such as justification, analysis and evaluation. We will provide students with informal feedback as to how they can improve these skills and where they can use them in other areas of their studies.	
What will be studied?	<p><u>Religion, War and Peace:</u> Pupils will consider why different countries might go to war, if a war can be considered 'just' and whether weapons of mass destruction are ever appropriate. They will learn about those who refuse to use violence, whether this is a good enough reason to break the law and what are the options to help the innocent who are affected by war.</p> <p><u>Religion and Social Justice:</u> Pupils will consider what is meant by social justice and how we can work to attain social justice by discussing a range of contemporary issues such as racism, sexism and poverty.</p> <p><u>Religion and planet Earth:</u> When studying one of the most contentious issues of the last decade, pupils will try to answer the following questions: who is responsible for the world? What kind of damage is our lifestyle doing to the world? Do we have the right to use up the natural resources? Can we stop climate change?</p> <p><u>Religion and matters of life:</u> Have you ever wondered what it means to be human? Is human life superior to other animals and if so when does that life begin? How far should science go in creating and prolonging human life - IVF? Organ donations? Saviour siblings? Genetic engineering? These are the questions we will pose during this unit of work.</p> <p><u>Religion, morality and British society:</u> In this unit we will consider some of the biggest issues in Britain: Why are some people richer than others? Why do some people not have enough money? Is the minimum wage enough? Can the UK overcome homelessness? How can gambling and drug abuse affect your life? How does religion factor into contemporary British society? Is it a help or a hindrance when tackling these issues?</p> <p>Where necessary we may also take a break from the topics above to address any events or topical issues which staff and/or students may feel it is important to address.</p>	

Subject:	GCSE Art, Craft & Design	
Curriculum Leader:	Miss Nortley	
Examination Board:	AQA	
How is the course assessed?	<p>Component 1: Portfolio 60% GCSE) You will produce a portfolio of work covering a range of themes and approaches.</p> <p>Component 2: Externally Set Assignment 10-hour exam (40% GCSE) 2nd year of study. Unlimited preparation time with 10hrs of sustained study. Completed in 2nd year.</p>	
What will be studied?	<p>Students must explore and create work associated with areas of study from at least two titles listed below.</p> <p>Fine art: for example, drawing, painting, sculpture, installation, photography, printmaking, mixed media and land art.</p> <p>Graphic communication: for example, communication graphics, design for print, advertising and branding, illustration, package design, typography, signage and exhibition graphics.</p> <p>Textile design: for example, art textiles, fashion design and illustration, printed and dyed textiles, surface pattern, stitched and/or embellished textiles.</p> <p>Three-dimensional design: for example, architectural design, sculpture and ceramics.</p> <p>Photography: for example, portraiture, location photography, studio photography, experimental imagery, installation, documentary photography, moving image: film, video and animation.</p>	
What will I learn?	<p>Art education connects students with their own culture as well as with the wider world. This is an opportunity to be expressive, create and ultimately have fun making.</p> <p>This title promotes learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes. The history of Art is integral to the course and encourages discussion and debating skills. Opportunities to visit galleries and museums are also a key part of the course.</p>	
Successful study of Art, Craft and Design will lead to...	<p>Jobs where an interest in art is useful Art Gallery Attendant, Museum Attendant, Art Shop Assistant, Display Designer / Window Dresser, Clerical work in Arts Administration (you will also need ICT and English skills).</p> <p>Jobs where you will need good artistic or technical skills Body Artist, Ceramic Decorator, Ceramic Pottery Maker, Stage Set Designer Engraver, Florist, Glassblower. Illustrator. Jeweller, Make-Up Artist, Sign-writer, Model Maker.</p> <p>Jobs where a degree or professional qualification is usually needed Architect, Art Therapist, Fine Artist, Arts Administrator / Manager Exhibition Designer, Graphic Designer, Interior Designer, Teacher, Lecturer, Museum Curator, Landscape Architect, Multimedia Designer.</p>	
Other information	<p>Potential employers are not just looking for practical skills, but highly value creative thinkers (ideas people), co-operative team workers, imaginative problem-solvers, and expect resilience and commitment.</p>	

Subject:	GCSE Computer Science	
Curriculum Leader:	Mrs Graziano	
Examination Board:	OCR J276	
How is the course assessed?	<p>The grade awarded will be grade 1 to 9, with 9 being the highest. It is made up from the following:</p> <ul style="list-style-type: none"> • Computer Science theory - 50% Examination • Computational Thinking, Algorithms and Programming – 50% examination • Programming Project – non-assessed, which must be completed within 20 hours and submitted to the exam board. 	
What will be studied?	<p>Computer Systems covers:</p> <ul style="list-style-type: none"> • Systems Architecture, Memory, Storage, Wired and Wireless Networks, Network Topologies, Protocols and Layers, System Security, System Software, Ethical, Legal, Cultural and Environmental Concerns. <p>Computational Thinking, Algorithms and Programming covers:</p> <ul style="list-style-type: none"> • Algorithms*, Programming Techniques, Producing Robust Programs, Computational Logic, Translators and Facilities of Languages, Data Representation, <p>* Algorithm questions are not exclusive to Component 02 and can be assessed in either component.</p> <p>A Programming Project will be set by the exam board. Students will follow the System Life Cycle of:</p> <ul style="list-style-type: none"> • Programming Techniques • Analysis • Design • Development • Testing, evaluation and conclusions 	
What will I learn?	<p>Computer Science is an intellectually challenging yet rewarding discipline. The course involves creating programmed solutions to real world problems. The majority of the marks come from a range of theoretical topics which will help you understand how computers work and how programs are constructed.</p>	
Successful study of Computer Science can lead to...	<p>Computer Science will improve and build upon your thinking skills and technical understanding that is useful in almost any further education or career direction. This is achieved by teaching a slightly different way to approach and solve problems called computational thinking; and how to apply it through a chosen programming language.</p> <p>The course is especially valuable to those who wish to pursue education and careers involving digital technology such as programming, software engineering, design and development.</p>	
Other information	<p>Successful computer science students should be able to combine strengths in literacy, numeracy and a creative approach and interest in the use of Information Technology.</p>	

Subject:	Construction & the Built Environment	
Curriculum Leader:	Mrs Milne	
Examination Board:	WJEC LEVEL 2	
How is the course assessed?	<ul style="list-style-type: none"> • Unit 1: Safety and security in construction (external exam) - 25% of the final grade • Unit 2: Developing construction projects (practical tasks) - 50% of the final grade • Unit 3: Planning construction projects (external exam) - 25% of the final grade 	
What will be studied?	<p>Constructing the built environment course will be an exciting and diverse learning experience with a focus of acquisition of practical skills in joinery, painting and decorating and brickwork. You will work through mini practical projects and have the opportunity to develop your understanding of the construction industry so that you build the skills needed.</p> <p>You will study five units over the 2 years:</p> <ol style="list-style-type: none"> 1. Carpentry (coursework) 2. Brickwork (coursework) 3. Tiling (coursework) 4. Planning a construction task (exam) 5. Safety and security in the workplace (exam) 	
What will I learn?	<p>The rationale for this qualification in Construction and the Built Environment is to:</p> <ul style="list-style-type: none"> • inspire and enthuse learners to consider a career in the construction sector • give learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the construction industry • support progression to a more specialised level 3 vocational or academic construction course or an apprenticeship • give learners the potential opportunity, in due course, to enter employment within a wide range of junior job roles across the construction industry 	
Successful study of Construction & the Built Environment can lead to ...	<p>The Award in Construction and the Built Environment provides the skills, knowledge and understanding for learners to progress to:</p> <ul style="list-style-type: none"> • other level 2 vocational qualifications • level 3 vocational qualifications • related academic qualifications • employment within the construction industry. 	
Other information	Learners should be encouraged to take responsibility for their own learning and achievement, taking account of the industry standards for behaviour and performance.	

Subject:	Creative iMedia	
Curriculum Leader:	Miss Nortley	
Examination Board:	OCR- Cambridge Nationals	
How is the course assessed?	<p>You will take four units: two mandatory that help you plan a digital product and learn technical graphics, and two that allow you develop your web and app development skills.</p> <p>The two mandatory units are: R081 Pre-production skills and R082 Creating Digital Graphics.</p> <p>You will be working with local and national digital companies as part of the units you study and completing employer led projects throughout the course.</p>	
What will be studied?	<p>Production of digital and technical products is a requirement of every business so there is huge demand for a skilled and computer literate workforce. By studying the L2 Creative iMedia Certificate – Computing, you will choose to learn digital production allowing you to pursue a L3 qualification in Computer Science or Information Technology. The qualification is equivalent to studying one GCSE.</p>	
What will I learn?	<p>Computing is a vital part of many areas of our everyday lives and vital to the UK economy. Production of digital and technical products is a requirement of every business so there is huge demand for a skilled and computer literate workforce.</p> <p>This title promotes learning across a variety of experiences and through various processes including Graphic design, web design, games design, storyboarding, scriptwriting, app design, wireframing.</p> <p>KEY FEATURES</p> <ul style="list-style-type: none"> • Working to a brief • Links to Computer Science • Use of Adobe Creative Cloud software • Design of web and mobile products 	
Successful study of Creative iMedia can lead to...	<p>Jobs where an interest in Creative iMedia is useful</p> <ul style="list-style-type: none"> • App designer • Web development • IT consultant • Graphic designer • Storyboard artist • Communication 	
Other information	<p>Potential employers are not just looking for practical skills, but highly value creative thinkers (ideas people), co-operative team workers, imaginative problem-solvers, and expect resilience and commitment.</p>	

Subject:	GCSE Geography	
Curriculum Leader:	Mrs Brooks	
Examination Board:	Eduqas	
How is the course assessed?	<p>Assessment is 100% examination:</p> <p>Paper 1 and Paper 2 will be worth 35% each.</p> <p>Paper 3 is worth 30%</p>	
What will be studied?	<p>Paper 1: Landscapes and physical processes</p> <p>Paper 2: Weather, ecosystems, development and social issues</p> <p>Paper 3: Geographical skills and fieldwork</p>	
What will I learn?	<p><u>Landscapes and physical processes</u> The landscape of the UK and the processes which shaped it. You will learn about the effects of rivers and coasts, including hazards such as flooding. Tectonic landscapes is also studied, which explores earthquakes and volcanoes.</p> <p><u>Weather, ecosystems, development and social issues</u> Climate change, ecosystems across the globe, inequalities between countries in development and the issues of child labour and refugees</p> <p><u>Geographical skills and fieldwork</u> You will take part in two fieldwork experiences (physical and human), exploring the process of geographical fieldwork, whilst learning key research skills.</p>	
Successful study of Geography can lead to ...	<p>GCSE Geography develops many transferable employment skills such as the ability to investigate, analyse and evaluate issues; good communication and organizational skills, and the ability to work with others. These skills are particularly valued in journalism; banking/finance; energy sector (oil & gas); marketing; business management; law; research; armed forces, and politics.</p>	
Other information	<p>This course will allow you to develop:</p> <ul style="list-style-type: none"> • Written skills - to be express your opinions in long written exam answers. • Numerical skills -to read/ produce graphs, use statistics and data. • Analytical skills - to be able to sort different kinds of evidence and interpret their meanings (articles, images, etc). 	

Subject	Health and Social Care	
Curriculum Leader:	Ms Phillips	
Examination Board:	Pearson Edexcel BTEC Level 1/2 Tech Award in Health and Social Care	
How is the course assessed?	<p>Assessment: This is a vocational BTEC course assessed by 40% exam and 60% coursework undertaken in Years 10 and 11.</p> <p>Component 1: Coursework worth 30% of total marks consisting of internally assessed independent tasks. Component 2: Coursework worth 30% of total marks consisting of internally assessed independent tasks Component 3: Externally assessed exam worth 40% of total marks consisting of short answer and extended writing questions.</p>	
What will be studied?	<p>Health and Social Care comprises two sub sectors. Health care includes all medical activities, nursing homes and GP services. The social care sector includes residential nursing care, domiciliary care and social work. Health and Social Care enables us to prepare for a career in this sector by trying to answer questions like this:</p> <ul style="list-style-type: none"> • How do we grow and develop? • What are the effects of ageing? • What are the roles and responsibilities of people who work in Health and Social Care? • What are the values and skills we need to meet the care needs of individuals? <p>What are the barriers to accessing Health and Social Care and how can we overcome them? This is broken down into 3 components:</p> <p>Component 1: Human Lifespan Development</p> <ul style="list-style-type: none"> • Understand human development across life stages and factors that affect it. • Investigate how individuals deal with life events. <p>Component 2: Health and Social Care Services and Values</p> <ul style="list-style-type: none"> • Understand the types of health and social care services and barriers to access. • Demonstrate care values and review own practice. <p>Component 3: Health and Wellbeing</p> <ul style="list-style-type: none"> • Demonstrate understanding of factors that affect health and wellbeing. • Interpret health indicators. • Design a person-centred health and wellbeing improvement plan. • Demonstrate understanding of how to overcome obstacles relating to health. 	
What will I learn?	<p>Students learn employability skills to be able to progress in the future into the world of work or through degree programmes at higher education institutions. There are more than 300 distinct career paths in these sectors, and you will learn an excellent introduction to the theory and practical skills required to work in a health and social care setting.</p>	
Successful study of Health and Social Care can lead to ...	<p>Studying Health and Social Care equips you for a wide range of career pathways including: Nursing / Midwifery / Social Work / Physiotherapy / Occupational Therapy / Healthcare Assistants / Teaching / Counselling and Therapy / Ambulance Services / Podiatrist / Speech Therapist / Dietician / Care Worker</p>	
Other information	<p>https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care.html</p>	

Subject:	GCSE History	
Curriculum Leader:	Mrs Brooks	
Examination Board:	Eduqas	
How is the course assessed?	The course is 100% examination. There are two papers, both worth 50% each.	
What will be studied?	Paper 1: Elizabeth England and Germany 1919-1939 Paper 2: The USA 1929 to 2000 and Medicine through Time c900 to the present day	
What will I learn?	<p><u>Elizabethan England c1568-1603</u> - History focuses a lot on the role of men, but this is the chance to study one of Britain's most important women. Find out about her secret network of spies, why she executed her cousin and why she never married.</p> <p><u>Germany in Transition 1919-1939</u> - How did Germany recover after World War One? How and why did Hitler rise to power? Could he have been stopped? What was it like to live in Nazi Germany? How did the Nazis become experts in propaganda? Just a few of the questions that will be answered in this unit.</p> <p><u>The USA 1929-2000</u> - This module gives you the chance to study change over time and the way the USA developed in the 20th century, from the Great Depression to black civil rights and the Vietnam War and the Cold War. A brilliant module to help you understand current affairs.</p> <p><u>Medicine C900 to Present</u> Day - Investigate why people had to steal dead bodies for their medical research or why people use to think vaccinations would turn you into a cow! A very relevant, interesting and topical unit.</p>	
Successful study of History can lead to...	GCSE History develops many transferable employment skills such as the ability to analyse and evaluate issues; good communication and organizational skills, and the ability to work with others. These skills are particularly valued in journalism; marketing; business management; law; research; armed forces, and politics.	
Other information	<p>The course will allow you to develop:</p> <ul style="list-style-type: none"> • The ability to analyse different kinds of evidence – written and pictorial. You will develop research skills and construct balanced arguments, as well as assess and question how reliable information is. • The ability to consider a variety of opinions as well as your own and have an interest in debate. You must also be able to justify opinions based on evidence. 	

Subject:	Hospitality and Catering	
Curriculum Leader:	Mrs Black	
Examination Board:	WJEC Level 2	
How is the course assessed?	<p>Unit 1 – The Hospitality and Catering industry. External exam. (40% of the final grade). This exam unit is sat at the end of year 10. It can be taken a second time in Year 11 if required.</p> <p>Unit 2 – This unit combines a piece of course work and a practical cooking exam. Internally assessed. (60% of the final grade) This unit is completed in Year 11.</p>	
What will be studied?	<p>Students will be investigating the Hospitality and catering industry. They will be looking at:</p> <p>The hospitality industry – What businesses are in the industry, types of food service, jobs available, types of accommodation and factors that affect the success of a business.</p> <p>Hospitality operations – Layout of kitchens, workflow, operational activities, equipment and materials, stock control, documentation and administration, staff allocations, dress code and safety and security.</p> <p>Health and safety – Health and Safety at Work Act, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Control of Substances Hazardous to health (COSHH), Manual Handling Operations Regulations, Personal Protective Equipment at Work Regulations (PPER)</p> <p>Food safety – Bacteria, microbes, chemicals, metals, poisonous plants, allergies and intolerances.</p> <p>Practical cooking skills – Soups, sauces, bread, pastry, cakes, fish, chicken, meat, vegetables and pasta and rice dishes.</p> <p>Nutrition – Carbohydrates, protein, fats, vitamins and minerals, special diets and nutritional deficiencies and excesses.</p>	
What will I learn?	<p>You will learn practical cooking skills and how to present food. You will also learn how to plan menus for customers with different needs. You will learn all about the Hospitality and catering industry and what needs to be considered when planning events. You will investigate the nutrients the body needs and the impacts on the body if you have too much or not enough of the nutrients the body needs. You will create and cook food that you would serve if you had your own restaurant. This will take place in your 4-hour cooking exam in Year 11.</p>	
Successful study of Food Technology can lead to ...	<p>Dietetics, teaching, food production, chef, food product development, restaurant manager, pub management, working in hotels, food journalism and opening your own restaurant.</p>	
Other information	<p>A love of cooking is essential. You will have practical lessons every week. You will be cooking with lots of ingredients that you might not have used before or ingredients that you don't like. There will also be theory lessons that need to be completed to help you pass the written exam which you will complete at the end of Year 10. If you don't get the grade that you require, you can re-sit the exam again in Year 11.</p>	

Subject:	Performing Arts - Acting	
Curriculum Leader:	Mr Appleton	
Examination Board:	EDEXCEL BTEC TECH AWARD	
How is the course assessed?	<p>70% Internal Assessment 30% External Assessment</p> <p>The three components focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and, therefore, learners need to achieve all components in order to achieve the qualification.</p>	
What will be studied?	<p>The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment.</p> <p>The focus areas are:</p> <ul style="list-style-type: none"> • The development of key skills that prove learners' aptitude in drama, such as reproducing repertoire or responding to a stimulus • The process that underpins effective ways of working in the acting industry, such as development of ideas, rehearsal and performance • The attitudes that are considered most important including personal management and communication. • The knowledge that underpins effective use of skills, processes and attitudes in the sector, such as roles, responsibilities, performance disciplines and styles <p>Is acting right for you:</p> <ul style="list-style-type: none"> • Are you prepared for the fact that 50% of the course will be theory based (coursework)? • Have you consistently participated in your performing arts lesson during year 9 and demonstrated a good attitude towards the subject? • Do you have previous experience in performing arts and are you passionate about the subject? <p>If you do not meet all of these criteria, you MUST speak to a performing arts teacher before considering this as an option</p>	
What will I learn?	<p>This course is designed to give learners an opportunity to develop their skills in acting and build their confidence through regular performances. Learners will be guided through three components which all involve written and practical assignments.</p> <p>Students will broaden experience and skills participation in different type of performance activities with the opportunity to practically apply knowledge and skills, through project work such as developing ideas and performing for specific audiences. The BTEC Tech Award in Performing Arts teaches learners how to conduct themselves as a professional artist and supports students in developing their own technique, musicality and individuality. Throughout the course learners will self-evaluate and set SMART targets to track their development. Learners will also learn how to prepare and produce shows as well as starring in them.</p>	
Successful study of Performing Arts Acting can lead to...	<p>Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:</p> <ul style="list-style-type: none"> • 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 Performing Arts, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the Performing Arts or Production Arts areas. <p>Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:</p> <ul style="list-style-type: none"> • study at Level 2 post-16 in a range of technical routes designed to lead to work, to progression to employment, to apprenticeships or to further study at Level 3. 	
Other information	<p>This is a vocational course, and you must have a proven interest in practicing and performing with in the arts. It is also an expectation that you will take part in as much extra-curricular activity. This will ensure that you will have the best skillset and technical knowledge possible to be assessed on.</p>	

Subject:	GCSE Photography	
Curriculum Leader:	Ms O'Reilly	
Examination Board:	AQA	
How is the course assessed?	<p>Component 1: Portfolio (60% GCSE) You will produce a portfolio of work covering a range of themes and approaches.</p> <p>Component 2: Externally Set Assignment 10-hour exam (40% GCSE) 2nd year of study. Unlimited preparation time with 10hrs of sustained study.</p>	
What will be studied?	<p>You will explore, develop, refine and present ideas and experiments based around 4 projects within coursework which include:</p> <p>Abstract Photography: Close Up and Texture. Natural Form Paper: Structure, Lighting and Angles This is the Place: Manchester</p> <p>The course also encompasses an introduction to historical photography which aims to develop research skills but also develop historical, cultural and social understanding alongside topics to debate.</p> <p>The course offers challenges on editing techniques later on in the course to prepare you to work independently for the examination period to help to develop problem solving skills and develop confidence in editing.</p>	
What will I learn?	<p>The course covers a wide range of projects designed to build your knowledge, skills and understanding of both working with a camera and the use of Photoshop to develop links to artists and photographers.</p> <p>You will learn the basic elements of composing a photograph, and how to put this into practice within your own photoshoots. You will learn how lighting and angles have great effect on your images.</p> <p>You will learn how to develop imagery using Photoshop in a variety of creative ways to link with artists and photographers to build your portfolio.</p> <p>You will also be introduced to photographs which have changed history and be encouraged to develop both research and debating skills.</p>	
Successful study of Photography can lead to ...	<p>Studying Photography GCSE can lead to careers in creative industries such as Fashion, Architecture, Games design, Graphic design, Freelance Photographer, Image editing, Advertising, and other careers including photojournalism and Teaching.</p> <p>Potential employers are not just looking for practical skills, but highly value creative thinkers (ideas people), co-operative team workers, imaginative problem-solvers, and expect resilience and commitment.</p>	
Other information	<p>Successful Photography students should be able to combine strengths in literacy problem solving, research skills, possess an inquisitive mind and an interest in creative approaches and visual arts.</p>	

Subject:	GCSE Psychology		
Curriculum Leader:	Ms Phillips		
Examination Board:	AQA		
How is the course assessed?	<p>Assessment is done by two examinations at the end of Year 11.</p> <p>Paper 1: 1 hour 45 minutes (100 marks) - 50% of the marks for the qualification.</p> <ul style="list-style-type: none"> One section for each of the four compulsory core topics (memory, perception, development and research methods) each section will contain multiple-choice, short answer and extended writing questions. <p>Paper 2: 1 hour 45 minutes (100 marks) - 50% of the marks for the qualification.</p> <ul style="list-style-type: none"> One section for each of the four compulsory core topics (social influence, language, thought and communication, brain and neuropsychology and psychological problems). Each section will contain multiple-choice, short answer and extended writing questions. 		
What will be studied?	<p>Year 10 Content</p> <p>Paper 1: Memory Perception Development Research Methods</p>	<p>Year 11 Content</p> <p>Paper 2: Social influence Language, thought and communication Brain and neuropsychology Psychological problems</p>	
What will I learn?	<p>Psychology is the study of the mind and behaviour. In psychology we study the biological, genetic, emotional, social and developmental factors involved in behaviour. In other words, psychology is about how people think, feel, and behave. Psychology is a fun and fascinating subject and has real world applications to everyday life. Psychology enables us to try to answer questions like this:</p> <ul style="list-style-type: none"> What is depression, schizophrenia or obsessive-compulsive disorder? What is addiction, how can it be explained and treated? How does our memory work? How accurate is eye-witness testimony and should it be used in court? How can our childhood influence our thoughts and behaviour in adulthood? What makes us behave and act the way we do? How can we explain conformity, obedience and crowd behaviour? How does the function of our brain relate to our behaviour? What roles do nature and nurture play in our psychological development? How can we design research to gather evidence for psychological theory? <p>The course has been designed as a broad introduction to the nature of psychology. Students are expected to apply their knowledge and understanding to develop transferable skills of analysis, interpretation, evaluation and critical thinking.</p>		
Successful study of Psychology can lead to ...	<p>Studying psychology equips you for a wide range of career pathways including: Psychologist (such as clinical / educational / child / occupational / forensic / health / sport), mental health work, nursing, therapist or counselling, law, marketing, social work, scientist, data analyst, speech therapy and teaching.</p>		
Other information	<p>Exam board: https://www.aqa.org.uk/subjects/psychology/gcse/psychology-8182 British Psychological Society: https://www.bps.org.uk/</p>		

Subject:	GCSE Religion and Ethics	
Curriculum Leader:	Mrs Houghton	
Examination Board:	Eduqas	
How is the course assessed?	Assessment is 100% examination: Paper 1 is worth 50%. Papers 2 and 3 are worth 25% each.	
What will be studied?	Paper 1: <ul style="list-style-type: none"> • Issues of relationships • Issues of life and death • Issues of good and evil • Issues of human rights Paper 2: Christianity: beliefs, teachings and practices. Paper 3: Either Sikhism or Islam: beliefs, teachings and practices.	
What will I learn?	<u>Issues of relationships:</u> (sexual relationships, marriage and divorce, gender discrimination, families). <u>Issues of life and death:</u> (Origins of life, the environment, medical ethics, life after death). <u>Issues of good and evil:</u> (where did evil come from, causes of crime, aims of punishment, capital punishment) <u>Issues of human rights:</u> (wealth and poverty, prejudice and discrimination, censorship, religious expression) The two religions you will focus on throughout the course are Christianity and either Sikhism or Islam. You will study their key beliefs and how people following these religions live their life.	
Successful study of RE can lead to ...	Religious Studies prepares you brilliantly for the world of work because whatever job you do you will be interacting with people from different backgrounds with a variety of opinions and beliefs. RS give a foundation to study other subjects such as Sociology, Criminology, Philosophy and Classical Civilisation and the Russell group universities have made it clear that it provides a 'suitable foundation for university.'	
Other information	The course will allow you to develop: Skills: You need to be inquisitive and to be able to argue for and against a range of issues. Abilities: You will need to be able to listen to and understand different points of views, have a good understanding of how to debate and argue in a constructive and meaningful way. You will also need to be articulate and able to complete structured pieces of writing, as part of the exam is essay based.	

Subject:	GCSE Spanish	
Curriculum Leader:	Mr McStocker	
Examination Board:	Edexcel	
How is the course assessed?	<p>This qualification is linear. Students will sit all their exams at the end of the course.</p> <p>25% Paper 1 – Listening. Multiple choice and short answer question exam. Section A – questions in English, to be answered in English or non-verbally. Section B – questions in Spanish, to be answered in Spanish or non-verbally. Higher: 45 minutes. Foundation: 35 minutes.</p> <p>25% Paper 2 – Speaking. Speaking in Spanish: role play situation with the teacher (such as a lost passport, buying tickets, etc.), answering questions about a photograph and a short conversation on two of the topic areas. Higher: 10-12 minutes + preparation time. Foundation: 7-9 minutes + preparation time.</p> <p>25% Paper 3 – Reading. Multiple choice and short answer question exam, translation from Spanish into English. Section A – questions in English, to be answered in English or non-verbally. Section B – questions in Spanish, to be answered in Spanish or non-verbally. Section C – translation from Spanish into English. Higher: 1 hour. Foundation: 45 minutes.</p> <p>25% Paper 3 – Writing. Writing in Spanish. Foundation: a photo description, 1 short written passage (40-50 words), 1 longer written passage (80-90 words) and a translation of short sentences into Spanish. Higher: 2 written passages (80-90 words and 130-150 words) and translation of a short passage into Spanish. Higher: 1 hour 20 minutes. Foundation: 1 hour 10 minutes.</p>	
What will be studied?	<p>You will study a wide range of key vocabulary and grammatical structures over the following topic areas:</p> <ul style="list-style-type: none"> • Identity and Culture (relationships, interests, everyday life, shopping, using technology, celebrations and festivals) • Local area, holidays and travel (what there is to see and do, (holiday destinations, travel, tourist transactions) • School (school life, interests, achievements, what school is like in Spain) • Future aspirations, study and work (using languages beyond the classroom, volunteering, education post-16, ambitions, jobs, careers choice) <p>International and global dimension (sporting events, music events, campaigns and good causes, environmental issues)</p>	
Successful study of Spanish can lead to ...	<p>Spanish is useful in a range of different careers. These include law, finance, business administration, sales and marketing, public services, media, journalism, transport, tourism and hospitality, the armed services, teaching and international business and aid. Speaking foreign languages is also useful if you want to work abroad. It is also a highly desirable qualification for many universities in competitive subjects such as law and medicine.</p> <p>The course allows progression to college to study A level Spanish and can also be studied at degree level, or studied alongside other subjects, such as Spanish and Law or Journalism with Spanish.</p>	
Other information	<p>To be successful on this course what skills, abilities and interests should I have?</p> <p>Skills: You will need good reading and writing skills. This could include a good standard of spoken and written English, and good knowledge of spelling, punctuation, and grammar.</p> <p>Abilities: You must be well organised with your work to ensure you meet deadlines. You should be able to memorise vocabulary and key grammatical structures.</p> <p>Interests: You should be interested in the wider world, other cultures as well as learning, speaking and understanding a different language.</p>	

Subject:	Sport	
Curriculum Leader:	Mr Whitehead	
Examination Board:	Edexcel – BTEC (Provisional due to Specification change)	
How is the course assessed?	<p>During the 2 years you will have to complete the following units/assignments:</p> <p>Unit 1 Preparing Participants to Take Part in Sport and Physical Activity Unit 2 Taking Part and Improving Other Participants Sporting Performance Unit 3 Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p> <p>These units will contain both theory & practical lessons, but the majority of your evidence will come from written documentation in the form of assignments. Evidence for assessment can be generated through a range of activities, including:</p> <p>Written assignments Practical performance (limited amounts) Verbal presentations Workplace assessment External examination</p>	
What will be studied?	<p>A range of practical skills in a variety of physical activities and how to analyse performance using methods and principles of training to help improve performance. The Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop applied knowledge and skills in the following areas:</p> <ul style="list-style-type: none"> ● Investigating provisions for sport including equipment and facilities to enhance sport ● Planning and delivery of sport drills and sessions ● Fitness for sport including fitness testing and methodology 	
What will I learn?	<p>The BTEC Tech Award in Sport has been designed to provide an engaging and stimulating introduction to the world of sport. It develops knowledge of the theory behind Physical Education and provides a good introduction to Sport for learners in post-16 education such as BTEC Level 3. The specific content is outlined in the box above.</p>	
Successful study of Sport can lead to ...	<p>BTEC Sport is useful for anybody wanting a career in the sports industry. Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to A Levels as preparation for entry to higher education in a range of subjects or study of a vocational qualification at Level 3, such as a BTEC National in Sport (2016) or a BTEC National in Sport and Exercise Science (2016), which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the Sport Sciences or teaching sectors. The course does develop transferable skills and key skills that employers are looking for and can lead to a wide variety of employment opportunities such as recreational management, leisure activities, teaching, coaching, officiating, the fitness industry as well as the armed forces and the Civil Service.</p>	
Other information	<p>Specification - Pearson BTEC Level 1/Level 2 Tech Award in Sport 2022 Issue 1</p>	

Subject	GCSE Statistics	
Curriculum Leader:	Mr Farrell	
Examination Board:	Edexcel	
How is the course assessed?	<p>We currently offer GCSE Statistics at Higher tier (grades 4 – 9). Students must take two question papers at the same tier. Exam papers are sat at the end of Year 11;</p> <ul style="list-style-type: none"> • Paper 1: 1hour 30mins 80 marks (Calculator Allowed) • Paper 2: 1hour 30mins 80 marks (Calculator Allowed) <p>The papers contain a mix of question styles, from short, single-mark questions to multi-step problems and longer written responses.</p>	
What will be studied?	<p>The content can be split into three areas.</p> <ol style="list-style-type: none"> 1. The collection of data 2. Processing, representing and analysing data 3. Probability 	
What will I learn?	<p>Statistics gives students the opportunity to take a deeper dive into the some of the statistics and probability from GCSE maths and to explore some more complex statistical diagrams and tools.</p> <p>In Statistics students are expected to communicate their understanding of statistical methods and evaluate their precision and reliability</p>	
Successful study of Statistics can lead to ...	<p>Statistical Analysis is an invaluable tool for all career paths.</p> <p>A strong qualification at GCSE will be a fine complement for further study in many areas such as Biology, Chemistry, Physics, Engineering, Psychology, Insurance, Medicine, Banking, Economics, Accountancy, Finance, Computing, Marketing, Architecture, Pharmacy, Environmental Studies, Business Management and Teaching.</p> <p>We believe the study of Mathematics and Statistics together is an ideal match for students who wish to pursuit further study in any of the above areas.</p>	
Other information	<p>gcse-9-1-statistics-specification.pdf (pearson.com)</p>	

Subject:	GCSE Triple Science		
Curriculum Leader:	Ms Hallam		
Examination Board:	Edexcel		
How is the course assessed?	<p>Triple Science is assessed through six examined papers that will be completed at the end of Year 11, two for each specialism. Each paper will last 1 hour and 45 minutes, they are 100 marks each and each paper is worth 50% of your final grade. The examinations will consist of a mixture of different question styles, including multiple choice questions, short answer questions, calculations and extended writing questions.</p> <p>There are two tiers of entry for these GCSEs, foundation or higher tier. All of the papers must be sat at the same level; additionally, the tier of paper that you sit will influence your final grade. On foundation tier, you can achieve a minimum grade of 1 to a maximum of 5, on higher tier the minimum grade is 4 to a maximum of 9.</p>		
What will be studied?	Biology	Chemistry	Physics
	<p>Paper 1</p> <p>Topic 1 – Key concepts in biology Topic 2 – Cells and control Topic 3 – Genetics Topic 4 – Natural selection and genetic modification Topic 5 – Health, disease and the development of medicines</p>	<p>Paper 1</p> <p>Topic 1 – Key concepts in chemistry Topic 2 – States of matter and mixtures Topic 3 – Chemical changes Topic 4 – Extraction of metals and equilibria Topic 5 – Transition metals, quantitative analysis and fuel cells</p>	<p>Paper 1</p> <p>Topic 1 – Motion Topic 2 – Forces and motion Topic 3 - Conservation of energy Topic 4 – Waves Topic 5 – Light and the electromagnetic spectrum Topic 6 – Radioactivity Topic 7 – Astronomy</p>
	<p>Paper 2</p> <p>Topic 1 – Key concepts in biology Topic 6 – Plant structures and their functions Topic 7 – Animal coordination, control and homeostasis Topic 8 – Exchange and transport in animals Topic 9 – Ecosystems and material cycles</p>	<p>Paper 2</p> <p>Topic 1 – Key concepts in chemistry Topic 6 – Groups in the periodic table Topic 7 – Rates of reaction and energy changes Topic 8 – Fuels and Earth science Topic 9 – Homologous series, qualitative analysis, materials science and nanotechnology</p>	<p>Paper 2</p> <p>Topic 8 – Work done Topic 9 – Electricity and circuits Topic 10 – Static electricity Topic 11 – Magnetism and electromagnetism Topic 12 – Particle model and matter</p>
<p>Opportunities to carry out practical work are provided in the context of each section.</p> <ul style="list-style-type: none"> • use your knowledge and understanding to pose scientific questions and define scientific problems. • plan and carry out investigative activities • collect, select, process, analyse and interpret data to provide evidence • evaluate your methodology, evidence and data 			

<p>What will I learn?</p>	<p>By choosing Triple Science you will study Biology, Chemistry and Physics in more depth. The higher GCSE courses will provide a solid foundation for anyone wanting to pursue Science A-Levels.</p> <p>The key ideas specific to the Biology content include:</p> <ul style="list-style-type: none"> • life processes depend on molecules whose structure is related to their function • the fundamental units of living organisms are cells, which may be part of highly adapted structures, including tissues, organs and organ systems, enabling living processes to be performed effectively • living organisms may form populations of single species, communities of many species and ecosystems, interacting with each other, with the environment and with humans in many ways • living organisms are interdependent and show adaptations to their environment • life on Earth is dependent on photosynthesis in which green plants and algae trap light from the Sun to fix carbon dioxide and combine it with hydrogen from water to make organic compounds and oxygen • organic compounds are used as fuels in cellular respiration to allow the other chemical reactions necessary for life • the chemicals in ecosystems are continually cycling through the natural world <p>The key ideas specific to the Chemistry content include:</p> <ul style="list-style-type: none"> • Matter is composed of tiny particles called atoms and there are about 100 different naturally occurring types of atoms called elements. • Elements show periodic relationships in their chemical and physical properties, these periodic properties can be explained in terms of the atomic structure of the elements. • Atoms bond by either transferring electrons from one atom to another or by sharing electrons. • The shapes of molecules and the way giant structures are arranged is of great importance in terms of the way they behave. • There are barriers to reaction, so reactions occur at different rates. • Chemical reactions take place in only three different ways: proton transfer, electron transfer or electron sharing. • Energy is conserved in chemical reactions so can therefore be neither created nor destroyed. <p>These key ideas specific to the Physics content include:</p> <ul style="list-style-type: none"> • Newton's laws of motion • The law of conservation of energy • Stars evolve through a sequence depending on their size • An electrical current is the movement of electrons through an electrical conductor • Insulators can become charged by friction, through the transfer of electrons • Magnetic materials have a magnetic field surrounding them which acts upon objects which are within that field • Heating a system will change the temperature of that system or produce a change in state
<p>Successful study of GCSE Triple Science can lead to ...</p>	<p>A level study of Biology, Chemistry and Physics, potentially leading to a University degree. Potential careers include medicine, forensic science, pharmacology, biomedical science, immunology, geochemistry, chemical engineering, environmental science, electrical engineering, astronomy, nuclear physics, geophysics, astrophysics, computer science and many more.</p>