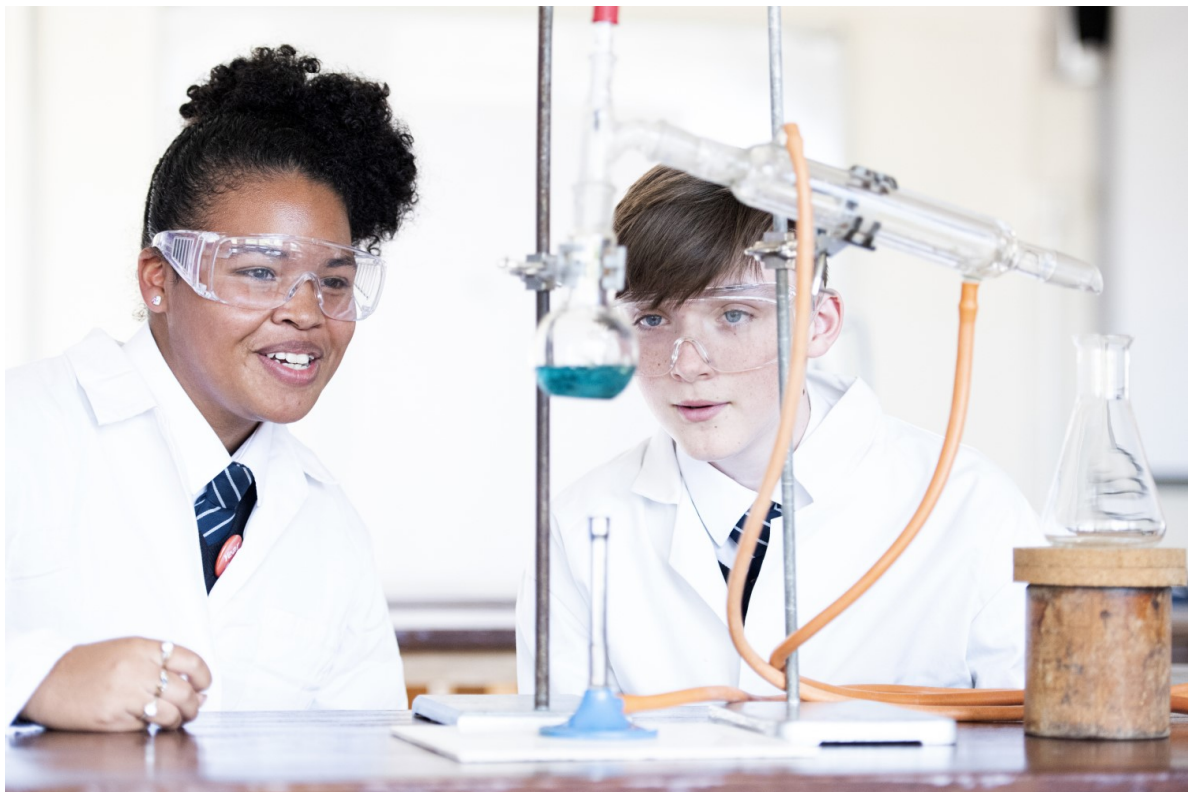




Options Information



The Way Forward 2022-24

Please Note:-

The information contained in this booklet is correct at the time of publication. The curriculum offer will be confirmed when the options process is completed and it may be that some courses will not run if numbers are low.

Dear Student,

Up until now, the subjects you have followed have been chosen for you. In Years 10 and 11 you will follow a curriculum that includes some subjects that you select and there is an opportunity to follow new subjects.

You will continue to study the core subjects of English, Mathematics and Science. You can then decide the other subjects that will eventually make up your Year 10 and 11 curriculum. You will be able to choose from within Languages, Humanities, Technology and Creative Arts.

This booklet is part of the process to help you make sensible and considered decisions. Making your choice is important and you should make the most of the opportunities available to you to ensure you make the right decisions for you.

We advise you to think very carefully before coming to any final decision about your choices. Remember, a broad and balanced range of subjects will enable you to be more flexible in your career or education path post-16.

During the options process, you will have the chance to reflect on your successes to date, the skills you have and consider your ambitions and career plans. You should discuss your choices with your form tutor, subject teachers and parents and raise any concerns you may have in coming to a decision (these can be done remotely!).

If you or your parents or carers would like any further information, they can of course contact the Academy at any time or email Mr Newstead or Mrs Tinker directly:

denise.tinker@holbrookacademy.org

Or

kerrick.newstead@holbrookacademy.org

We look forward to supporting you through the options process.

Mr Newstead
Assistant Headteacher

Year 9 Options Process Timeline

Friday 21st January: Options booklet goes home to parents/carers.

Tuesday 25th January: Year 9 Parents' Information Evening.

Wednesday 26th January - 9th February: Options Fortnight

- Videos from options subjects shown in form time - two per day.
- Students will receive a paper-based options form so that they can start to think about blocking, but may not yet pick their options.
- All lessons include some content on the KS4 curriculum, and give students time to ask questions of their subject teachers.
- Teachers of subjects without KS3 lessons (Business, Health and Social Care, Sociology) may appear in form time to answer key questions in person.
- All Year 9 students will have a five minute slot with a member of the careers team or senior staff to discuss their choices.

Thursday 10th February: Students may now access the Google Form that collects their options choices.

Thursday 17th February: Deadline for options choices.

Making Your Choices

The Options programme is designed to allow you to choose your own personal learning route. However, there are a number of factors you need to consider when making your choices.

All students take the core subjects of

- English - Language and Literature (2 GCSEs)
- Maths
- Science
- PE

Life Skills and Citizenship will be delivered separately. These are non-exam subjects delivered across the curriculum through discrete, off timetable and tutorial activities.

English Baccalaureate (EBacc)

Instead of measuring students' success purely on your raw attainment, you are now judged on the progress you make in your eight best subjects from your varying starting points in Year 7. You are also expected to gain what is currently labelled the 'English Baccalaureate', a combination of 6 subjects at Grade 4 or higher - English, Maths, two Sciences (one of which can be Computer Science), one Humanity (either History or Geography) and one Modern Foreign Language (French or Spanish).

Whilst this programme will not be suitable for all learners, we encourage every student capable of achieving this combination of subjects to undertake a pathway through the curriculum that will allow them to attain this standard. In order to give you the maximum opportunities Post-16 or in further education and/or employment, you are strongly advised to choose a range of courses including a language and either History or Geography.

Should I take a Language?

By taking a language at GCSE you will have amazing skills and a valuable talent that is applicable to almost everything you do. A language GCSE builds on what you have already learnt in Years 7, 8 and 9 and you probably know more than you think. Language classes are fun and interactive and you cover things at a slightly quicker pace, but this is good as you will easily notice the improvements that you make in your foreign language. Plus, by taking a language GCSE, you don't just learn the language, you get to find out about other people, countries and cultures so it really is an interesting and varied subject.

Pathways

Holbrook offers a wide range of subject qualifications at GCSE, including vocational courses. These lead to three distinct Pathways:

The English Baccalaureate (Ebacc)

Students complete the compulsory core subjects, plus a humanities subject (History or Geography) and a Language (French or Spanish). This then leaves them with two additional subjects to choose, and our timetable is constructed to give students on this pathway as much choice as possible for those two additional areas of study. This is the pathway that is proven to offer the best opportunities to students later in life. It is strongly recommended that the majority of students take this pathway.

The Non-Ebacc Pathway

Students complete the compulsory core subjects, plus any four chosen subjects from the options blocks. This will not result in students achieving the Ebacc, which is a preference for entry to some universities. Great care must be taken to ensure that students on this pathway are clear about their future options post-16. While this may seem like the most flexible pathway now, it may limit your choices when applying to sixth forms and colleges.

The Support Pathway

This route will be offered to students who may find it difficult to complete a full range of subjects, with some time being given instead to interventions and Alternative Curriculum opportunities. Students suitable for this pathway will be contacted by the school, and parents will be involved in this discussion.

Your Choice

Holbrook has a proud tradition of ensuring that each student finds the right combination of subjects for them. We always ensure that students have the information that they need to make an educated decision, and we do not insist upon any student undertaking a path that does not 'feel right.'

You can be certain, both as a parent and as a student, that there will be people on hand to discuss the merits of pathways and combinations of options, and to provide impartial advice.

Expectations at Key Stage 4

Targets will be set based on your Key Stage 2 scores and the information we have on your performance throughout Key Stage 3. The targets that are set will be minimum targets for you to achieve in every subject. There will also be an aspirational target which is a realistically achievable target if you work as hard as you possibly can at school and at home.

To check your progress, teachers will give you a current grade which is the grade you are working at, and will be calculated by taking into account any test scores, standard of class work, home and learning, effort and attitude. All of your grades will be visible to you and your parents through Go4Schools, which you can access at any time.

Sixth Forms and prospective employers will be looking for you to achieve a grade 4 in English and maths to avoid having to resit at a later date. An explanation of the grade comparison can be seen below.

Your teachers can give you 3 different grades at each level ie at a '5' you can either be '5+', '5' or '5-' grade.

- '5+' means you should achieve a '5' but could go up to an '6' with a bit of extra work and effort.
- '5' means you should definitely achieve a '5'.
- '5-' means you could achieve a '5' but you could drop down to a '4', therefore more effort is required.


Your aim is for your current grades to be at least on track compared to your target grade throughout Key Stage 4. If your current grade identifies you as being 'not on track' then your teacher could ask you to do some extra home learning or attend catch-up sessions to address the under-performance. Teachers will also speak to parents to keep them informed of progress and/or under-performance.

Your grades will be reviewed regularly at the Academy to ensure you are on track to achieve, at least, your target grades. Parents will be invited to at least two Parents' Evenings throughout Key Stage 4 to discuss your progress and they will be issued with regular Progress Reports throughout each year. These will also be available on Go4Schools.

During the first term of Year 11, students will take mock exams in all subjects. These are important to enable teachers to monitor the progress you are making in each subject and will help your teacher to understand what you need to do to improve in the future.

There will always be support available for you from your subject teachers, form tutor, Pastoral staff and Senior Leadership Team. If you every have a problem or are worried just ask someone and we will do all we can to help you.

Grade Comparison Explained



Grading new GCSEs from 2017

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

Things you need to know about your learning in Key Stage 4:-

- **THE FINAL TWO YEARS AT HOLBROOK ACADEMY**

To get the most out of your last two years at Holbrook Academy you will need to familiarise yourself with what is expected from you for each subject. This booklet and the forthcoming events in the Academy will help you do just that.

- **YOUR CURRICULUM**

Most, but not all, of your time will be spent studying for qualifications in a range of subjects; some compulsory, some you have chosen. You will also have time for core PE. We also want you to continue to engage in extra-curricular activities.

Remember, there are rooms available at school where you can work at lunchtimes and the late bus is available to enable you to join classes and groups at the end of the Academy day. At least one of the ICT rooms is open most lunchtimes and available for you to use after school when the late bus is running.

- **ORAL WORK**

Speaking and listening is especially important in English and modern languages and is examined. In other subjects oral work helps to develop your knowledge and understanding. If you are going to get the most out of lessons, active participation in class and group discussions is essential. Employers are looking for good communicators.

- **INDEPENDENT LEARNING OPPORTUNITIES (Home Learning)**

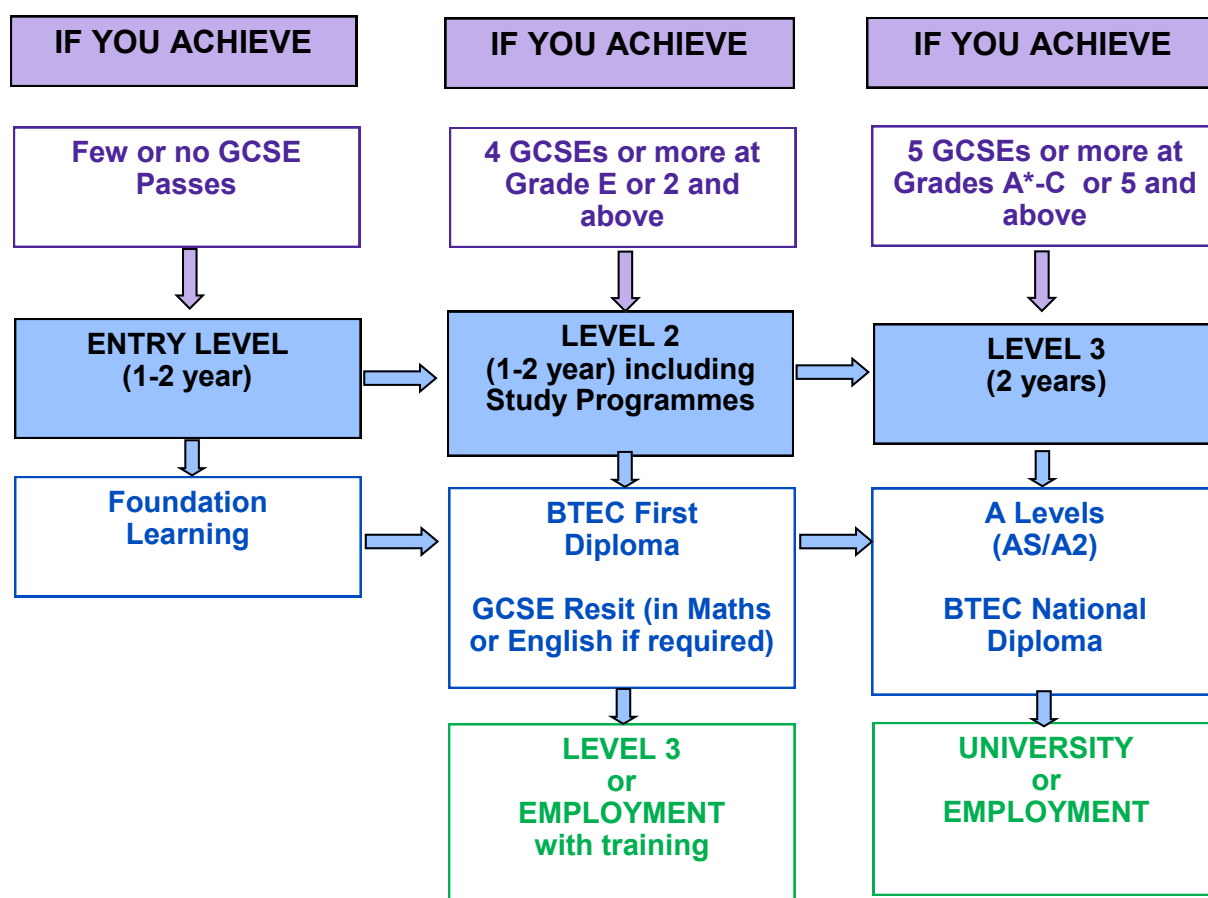
Home learning is set on a regular basis in all GCSE subjects but there will be times when an extended piece of work will be set over a period of several weeks. You should plan your time to make sure you do not leave it all to the last minute. We want to encourage everyone to continue with individual hobbies and interests but you should organise your school work to fit in with these.

- **THE KEY TO SUCCESS**

Over the years it has been shown again and again that those students who have good attendance, work hard in class, complete home learning on a regular basis and prepare thoroughly achieve their potential.

Further Pathways and Progression

The diagram below shows what paths are available to you once you have completed your GCSEs and achieved certain grades. It is helpful to understand how your choices now will affect your future pathways.



Guidance for choosing your options

Guidance will begin with your class teachers, they will be able to tell you if you are suited to a subject or not. During the Options Day, you had the opportunity to find out about what is involved in the GCSE courses for each subject. Use your last report and the Parents' Afternoon on 26th January to see how you are progressing in a subject.

Handy Hints when choosing:-

- ⇒ Gain as much information as you can about the subjects that interest you before you choose.
- ⇒ Talk to your parents/carers, teachers, form tutor and students in Year 10 and 11 about your possible choices and listen to their thoughts and suggestions.
- ⇒ Think about what you want to do in the future and see if the subjects you are thinking about choosing will help you achieve this.
- ⇒ Do not choose a subject based on what your friends are choosing. It is your life and your choices, not your friends.
- ⇒ Do not choose a subject based on how much you like your teacher. Timetables are rewritten every year so teachers can change.
- ⇒ You are unlikely to be able to change once you have made your choice so think long and hard before you choose.

Looking ahead to the future:-

During Years 10 and 11 you will be given time to think about the direction you wish to take eg to go to work, to go for job training or to continue in further education. You will be looking at these routes during tutorial work and the information provided in this booklet is just the beginning. There will also be a special Post 16 Evening at the start of Year 11.

All young people in England must continue in education or training, requiring them to continue until their 18th birthday.

This does not necessarily mean staying in school; young people have a choice about how they continue in education or training post-16, which could be through:

- full-time study in a school, college or with a training provider
- full-time work or volunteering combined with part-time education or training
- An apprenticeship.

Help and Advice

Choosing the right learning pathway is important and students are encouraged to discuss their skills, qualities and option preferences with their tutors, subject teachers and parents/carers. It is important that students realize that the decisions they make now can help and shape decisions they make in the future. Many students won't know what they want to 'be' or 'do' in the future but they should consider the skills and talents they already have to build upon.

Further help and advice can be found at:-

- **The Source** - www.thesource.me.uk or 0800 085 4448
- www.icanbea.org.uk
- **National Careers Service** - <https://nationalcareersservice.direct.gov.uk/> or 0800 100 900
- **National Apprenticeship Service** - www.apprenticeships.org.uk
- **Learner Support** helpline - 0800 121 8989
- **ICould** - careers quiz, videos about jobs - www.icould.com/
- **Prospects.ac.uk** - information about graduate careers, higher apprenticeships, labour market trends - www.prospects.ac.uk/
- **Career Pilot** - links school subjects to careers - www.careerpilot.org.uk/
- **Russell Group Informed Choices Guide** - helps students to choose A level subjects that work well together and keep options open for degree courses - www.informedchoices.ac.uk/

Compulsory Core Subjects

English (Language and Literature)

Maths

Science

CORE

English



Exam Board	AQA www.aqa.org.uk
Introduction	<p>All students complete 2 GCSEs: English Language and English Literature.</p> <p>During the two year course, students develop their written and spoken communication skills and explore a range of texts including fiction and non-fiction.</p> <p>Students are encouraged to read widely and analytically and also explore different types of writing and spoken language including creative, persuasive and descriptive.</p> <p>Functional Skills English may be offered to a minority of students for whom the '4/5' grade in GCSE may be a challenge. This is assessed by written test, a reading examination and speaking and listening assessment.</p>
Who might enjoy this course?	Everyone should enjoy this course. There are many opportunities for imaginative and analytical work. Students should find that the skills they gain in English Language and English Literature are transferable to all their subjects and in future studies and careers.
Exams	<p>In English Language, students will all sit two equally weighted papers of 1 hour 45 minutes each. These papers will not be tiered.</p> <p>Spoken Language is assessed by a separate certification; it does not contribute to the GCSE.</p> <p>The English Literature exam consists of two papers. Paper one is 1 hour 45 minutes on Shakespeare and the 19th Century Novel, which makes up 40% of the total mark. Paper two is 2 hours 15 minutes on Modern Texts and Poetry, which makes up 60% of the total mark.</p>
What skills might I develop?	In English Language and English Literature, students gain a wide range of communication and comprehension skills that are invaluable in their study of other subjects. These include: analysis, reading strategies, writing styles, technical accuracy, speaking skills and active listening.
What could I do next with English?	The subjects provide grounding for further study at AS and A level. They are important subjects for life and particularly useful in careers such as: journalism, law, advertising, business and public relations.
Further information can be obtained from :	Miss Dack, Ms Rashid, Mr Newstead,



CORE

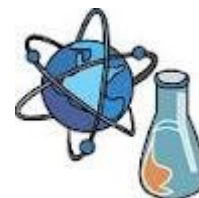
Maths



Exam Board	Edexcel www.edexcel.com
Introduction	The skills taught in Maths are also frequently used in other subject areas eg Science, Geography, Design Technology. The GCSE Maths course also encourages students to relate maths to everyday life, using a wide range of mathematical skills such as: number, algebra, shape, space and data handling, problem solving and analysing and communicating information.
Who might enjoy this course?	Anyone who enjoys working with numbers, can think logically and enjoys investigations and problem solving. Being comfortable with algebra is a real advantage in accessing the higher level work.
Exams	<p>The qualification consists of three equally weighted written examination papers.</p> <p>Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3. Each paper is 1 hour and 30 minutes long.</p> <p>The qualification will be graded on a nine grade scale from 9 to 1 where 9 is the highest grade. Two tiers are available, foundation and higher. Foundation grades are 1 to 5 and higher tier grades are 4 to 9.</p>
What skills might I develop?	<p>Analysing and presenting data are skills used in many other subjects and many areas of employment. Logical thinking skills and problem solving skills are also important for a variety of further education courses and careers. Functional Skills in Maths concentrates on applying and using Maths in a realistic context to tackle real-life problems.</p> <p>Basic numeracy skills are needed for everyday living.</p>
What could I do next with Maths?	GCSE Maths is essential for many courses of further educational study and is a requirement for many jobs, including teaching. Maths could be studied further at AS or A Level. The skills learnt at A Level are valued by employers, who know they can be used in many diverse situations.
Further information can be obtained from :	Mrs Adigwe

CORE

Science (GCSE)



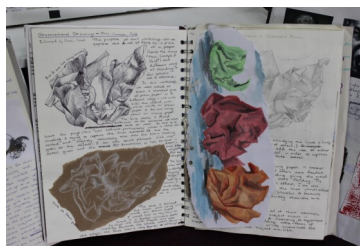
Exam Board	AQA	Specification: Combined Science: 'Trilogy' and 'Triple' Science.
Introduction	<p>We use the AQA GCSE science specification which follows a logical progression from the start of KS3 through to the end of KS4.</p> <p>The GCSE Science course is assessed using the 1-9 grading system for pupils.</p> <p>The Combined Science GCSE has no coursework component and all examinations will be 'terminal' i.e. all examination papers will be sat at the end of Year 11.</p> <p>The 'Trilogy' option is designed to be taught as separate Biology, Chemistry and Physics options by subject specialists. This option suits Holbrook Academy well as we are fortunate in having specialist teachers for each of the three disciplines.</p> <p>Separate Science is aimed at the most able students who are considering studying science at A-level and beyond. To enable the students to complete this more challenging and demanding course students will have to attend additional science lessons during the enrichment time.</p>	
Who might enjoy this course?	<p>We believe that this course will be enjoyable and of great use to all our students, regardless of whether or not they intend to follow Science studies post 16.</p> <p>Students will study set practicals during the course and will be assessed on their ability to apply the knowledge gained to different situations.</p> <p>This will develop transferable skills which will be of use in the study of most subjects post GCSE and in the workplace.</p>	
Assessment and examination details	<p>Assessment will be in the form of end of unit tests and mock examinations. All formal (final) examinations are at the end of Year 11.</p> <p>Combined: Trilogy students sit 6 written examinations (2 for each science discipline, each 1 hour 15 minutes long). This equates to two GCSE grades. There are two tiers of entry, Foundation and Higher. Students are entered for the appropriate tier of entry which best suits their ability and expected outcomes.</p> <p>Separate Science students sit 6 written examinations (2 for each science discipline, each 1 hour 45 minutes long). This equates to three separate GCSE grades i.e. Biology, Chemistry and Physics.</p> <p>As examinations are terminal, it is vital that students keep all their notes and revise regularly throughout the two year course.</p>	
What skills might I develop?	<p>Practical investigative skills; analysis of data; cross curricular links with Science; application of Scientific and technological developments; literacy, numeracy, logical thought processes.</p>	
Progression routes and opportunities ?	<p>Science GCSEs could lead to studying Science at college or sixth form, or a Science related course such as nursing; they could help you qualify for a non-scientific course; they might be required by employers for a modern apprenticeship.</p>	
Further information can be obtained from:	<p>aqa.org.uk/ks4-science</p> <p>Mr C Moore (Head of Science) carl.moore@holbrookacademy.org</p>	

Option Subjects

The next section gives a brief summary of the option subjects and a broad outline of the content. Some subjects will have no controlled assessment tasks whilst in others this rises to 60%.

Please read this section carefully and discuss the contents with your parents/carers, subject teachers and form tutor.

Art & Design



Exam Board	Edexcel	Specification 1AD0
Introduction	<p>The GCSE in Art and Design consists of two components: 60% personal portfolio (coursework) and 40% externally set assignment (exam). All work is assessed and counts towards your final mark. You will have to submit evidence of using <u>drawing</u> to support your development in both components. Drawing will take the form of: recording what you see, exploring ideas, investigating materials and ideas, experimenting with tools, materials and techniques. You will also have to submit <u>written work</u>, which uses appropriate terminology, to record your ideas, observations, insights and independent judgements. You will experience a variety of workshops designed to build confidence in your knowledge and understanding of Art and Design and your practical skills in a range of media. You will have opportunities to explore drawing, paint, sculpture, print, photography, textiles and mixed media. You will produce work journals showing your research, sustained investigations and development alongside a portfolio of personal responses and outcomes. Work at home and in school should be influenced by the work of craftsmen, artists and designers, art movements, cultures and genres.</p>	
Who might enjoy this course?	<p>Anyone who enjoys drawing, is prepared to experiment, write, be creative and is able to meet deadlines. Art is not an easy option, requiring a committed approach to the preparation and completion of all home learning and classwork tasks. Sketchbooks and a portfolio are necessary, and will be developed on a weekly basis. If you love Art and Design, are creative, enthusiastic and imaginative, the work will be a pleasure!</p>	
Assessment and examination details	<p>The exam is worth 40% of the final mark. The theme will be set by the exam board and will be introduced by a variety of workshops designed to build confidence, understanding and ideas of the title. The exam will be delivered during 7-9 weeks of preparation and planning for the practical exam which is 10 hours over 2 days.</p>	
What skills might I develop?	<p>As well as developing your creativity, independence and skills with materials, processes and techniques you will:</p> <ul style="list-style-type: none"> • Apply a creative approach to problem solving. • Consider and develop original ideas from initiation to realisation. • Analyse your own work and the work of others critically. • Express individual thoughts and choices confidently. • Take risks, experiment and learn from mistakes. • Develop critical thinking and reflective skills. <p>The course will therefore enable you to develop transferable skills, which will be beneficial in whatever you go on to do afterwards.</p>	
Progression routes and opportunities with Art and design?	<p>From GCSE you can progress to one year courses: Level 1 Diploma in Art and Design, First Diploma / Level 2 Diploma in Art and Design. Or 2 year courses: A level Art and Design; Extended Diploma in Art and Design. Or a UAL Foundation Diploma in Art and Design = Level 3/4 (one year programme). This could lead to Apprenticeships, University or Art College.</p> <p>Art and Design is one of the biggest and fastest growing sectors in the UK economy. There are over 400 design based courses which could lead to interesting and creative careers in film, photography, architecture, graphic design, theatre, fashion and textiles among others.</p>	
Further information can be obtained from:	See Mr Laird	

Business



Exam Board	Edexcel www.edexcel.com
Introduction	It doesn't matter that you haven't studied Business prior to taking this course. You might have an interest in business and want to start your own business one day. You may have an enquiring mind and be interested in learning about the world around you, how businesses are set up and what it is that makes someone a great entrepreneur. This course will help you to understand all this and more.
Who might enjoy this course?	<p>If you enjoy:</p> <ul style="list-style-type: none"> • communicating and explaining your ideas, • thinking creatively and making decisions, • working with numbers to solve business problems, • learning about the world of business through research and investigation, as well as through practical tasks, <p>then the GCSE Business course is the right subject for you.</p>
Assessment and examination details	<p>Examinations take place at the end of Year 11 and comprise two written examinations, each 1½ hours and worth 50% of the marks. The papers will consist of calculations, multiple-choice, short-answer and extended-writing questions.</p> <p>The first paper covers 'Investigating small business' and will be studied in Year 10. It includes the following topics:</p> <ul style="list-style-type: none"> • Spotting a business opportunity, showing enterprise, putting a business idea into practice, making the start-up effective and understanding the economic context. <p>The second paper covers 'Building a business' and will be studied in Year 11. It looks at the decisions a business needs to make to be successful, including the following topics:</p> <ul style="list-style-type: none"> • Growing the business, marketing decisions, operational decisions, financial decisions and human resource decisions, <p>The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions.</p>
What skills might I develop?	While studying this course you will be introduced to the world of small businesses and will look at what makes someone a successful business person. You will find out how to develop an idea and spot an opportunity, and turn that into a successful business. You will understand how to make a business effective and how to manage money. You will also see how the world around us affects small businesses and all the people involved.
Progression routes and opportunities with Business?	Business courses can help you prepare for further and higher education such as AS/A Levels and BTEC and NVQ courses. You will become skilled in making decisions, being creative, solving problems, understanding finance, dealing with data, communicating and working as part of a team. A GCSE Business course could lead to work in a business-related profession such as accountancy, law, marketing or the leisure and tourism industry.
Further information can be obtained from :	Mr Clarke, Mr Taylor



Computer Science

Exam Board	OCR	Specification: Computer Science (9-1) GCSE (J277)
Introduction	<p>The Computer Science GCSE is split into two components: Computer Systems and Computational Thinking, Algorithms and Programming .</p> <ol style="list-style-type: none"> 1. Computer Systems is focused on computer systems covering the physical elements of computer science and the associated theory. 2. Computational Thinking, Algorithms and Programming is focused on the core theory of computer science and the application of computer science principles, including programming techniques. <p>Computer Science is a practical subject where learners can apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement, helping students to develop the skills to solve problems.</p> <p>All students will be given the opportunity to undertake programming tasks during their course of study. The Academy uses the Python, high-level programming language and students will develop skills in design, coding, testing and refining programs.</p>	
Who might enjoy this course?	Any one who enjoys a challenge and can show the determination needed to be successful. It also appeals to students who enjoy mathematics and those who like puzzles and are creative.	
Assessment and examination details	<p>Computer Systems: Written paper (1 hour 30 minutes) - 50% of the GCSE Covers - systems architecture, memory, storage, wired and wireless networks, network topologies, protocols and layers, system security, system software, ethical, legal issues.</p> <p>Computational Thinking, Algorithms and Programming: Written paper (1 hour 30 minutes) - 50% of the GCSE Covers - algorithms, programming techniques, boolean logic and programming languages and IDE's.</p>	
What skills might I develop?	The ability to apply basic concepts of Computer Science, e.g. abstraction, decomposition, logic, algorithms. Analytical skills and the ability to solve problems. This requires students to be able to work independently and within a team. A key skill is resilience, the ability to bounce back and just keep going.	
Progression routes and opportunities with Computer Science?	Computer Science has a clear path way through to A Level and beyond. The IT industry has many opportunities for able and determined people, in a number of exciting and different roles.	
Further information can be obtained from:	Mr Clarke	

Design Technology

Food Preparation & Nutrition



Exam Board	WJEC Food Preparation and Nutrition
Introduction	<p>This GCSE in Food Preparation and Nutrition equips learners with the knowledge and understanding required to apply the principles of food science, nutrition and healthy eating which support the skills required to cook a range of dishes.</p> <p>It enables students to make informed decisions about food and nutrition and enables them to feed themselves and others affordably and nutritiously, now and in later life.</p>
Who might enjoy this course?	<p>Students who have an interest in health related studies or wish to develop a career in a health or hospitality related area.</p> <p>Students who enjoy science based practical sessions.</p> <p>Students who enjoy planning and preparing dishes at school or at home.</p> <p>This course does involve a level of practical work, however, in a change from the old GCSE, there is an increased emphasis on the nutrition and science element of cooking.</p> <p>One assessed section will feature an investigational report of between 1500 and 2000 words.</p> <p>Students are reminded that the course will require ingredients to be brought into school on a regular basis, they should also be aware that hygiene regulations should be followed and gel/acrylic nails/nail varnish will not be permitted.</p>
Assessment and examination details	<p>Two controlled assessment units to be taken during Year 11:-</p> <p>Assessment 1: The Food Investigation assessment will require each student to research, plan and investigate a given task. You will be required to produce a report which evidences your work of between 1500-2000 words. 15% of final grade.</p> <p>Assessment 2: The Food Preparation assessment will require students to plan, prepare and present a selection of dishes within a given time frame, usually 3 hours. Supporting work will be set at a minimum of 15 pages of A4. 35% of final grade.</p> <p>One final written exam of 1 hour and 45 minutes, 50% of the final grade.</p>
What skills might I develop?	<p>By studying Food Preparation and Nutrition students will:</p> <ul style="list-style-type: none"> • Develop a sound understanding of nutrition, diet and health. • Understand the chemical characteristics and function of food and ingredients. • Develop high level food hygiene skills. • Be able to plan and prepare a wide range of dishes. • Be able to modify recipes and explore a range of ingredients and processes from different culinary traditions.. • Consider economic, environmental and ethical influences relating to food and diet.
Progression routes and opportunities with this subject	<p>Students may go on to study food and nutrition at local FE colleges or VRQ courses and apprenticeships in Catering and Hospitality.</p> <p>Possible routes into careers in the Catering industry or within the health system could also be followed.</p>
Further information can be obtained from:	Mrs Mulvihill

Design Technology

Product Design



Exam Board	AQA www.aqa.org.uk
Introduction	<p>This is a design based course, the underlying principles of which are:-</p> <ul style="list-style-type: none"> • The AQA specification of product design is coursework and theory knowledge based heavy. • The specification combines theoretical content with some practical application. • The use of mathematical skills is a key requirement and is tested in the exam. • An understanding of underlying scientific principles is expected. • An iterative design approach is used. • Various design strategies are implemented. • The acquisition of practical skills is expected but not essential during Years 10 and 11. <p>Please note that manufacture and making is no longer an asset that will be explored.</p>
Who might enjoy this course?	The subject is an excellent choice for anyone who is creative, imaginative and enjoys practical elements of design. If you have an interest in designing and making products, or are considering a career in design, then this course could be for you.
Exams	<p>The course consists of one controlled assessment submitted in Year 11 which is worth 50% of the final grade. This project will require you to produce a design folder of research, design work, manufacturing evidence and evaluations. You will be required to produce a prototype quality product using a variety of materials and making skills with the addition of product packaging.</p> <p>There is one examination at the end of Year 11, which is the remaining 50% of the final grade. Revision will take place throughout Year 10 and 11.</p> <p>As both the summer exam and coursework both carry 50% of the overall marks, the coursework (NEA) cannot be relied upon to achieve a level 4 on its own.</p> <p>A well detailed and clearly laid out portfolio is expected in order to complete the specification.</p>
What skills might I develop?	<p>Product Design combines skills learnt in Years 7, 8 and 9 to conceive and design prototypes in a range of materials.</p> <p>You will have the opportunity to develop skills in; concept drawing, rendering, learn about advances in technology, design movements over time, new and smart materials, future design, problem solving, research methods, social, ethical and environmental impacts, manufacturing techniques, and develop CAD/CAM knowledge and use.</p>
What could I do next with Product Design?	Product Design can help prepare you for careers in: Advertising Art Director, Automotive Engineer, Furniture Conservator/Restorer, Graphic Designer, Materials Engineer, Product Manager, Production Designer, theatre/television/film, Purchasing Manager.
Further information can be obtained from :	Mr Xenakis



Drama



Exam Board	OCR GCSE - Drama (9-1) - J316 (from 2016) - OCR
Introduction <i>“Schools remain the single most important place where children learn about Cultural Education.” (Department for Culture, Media and Sport)</i>	<p>Drama gives students the opportunity to explore the subject from a range of perspectives by devising their own, original work; by bringing to life the work of a playwright; as theatre reviewers, developing their own thoughts on what makes drama and theatre successful; and as creative artists building and bringing a character to life through exploration and rehearsal.</p> <p>Students can choose to be assessed as either a performer or as a designer in the non-exam components. This means that students have the choice to complete the course as a performer, as designer or through a combination of both roles.</p> <ul style="list-style-type: none"> • Drama creates self-starters and develops emotional intelligence. • Drama is stretching. • Drama students are highly sought-after by employers. • Drama ‘reaches the parts other subjects can’t reach’. • Drama ‘reaches the students other subjects can’t reach’.
Who might enjoy this course?	<p>If you have enjoyed drama in KS3, you will enjoy Drama even more at KS4. You have already covered many aspects of drama and performance through your drama lessons in KS3. You may have also participated in either school performances or performances with local youth drama groups before starting this qualification.</p>
Exams / Assessment	<ul style="list-style-type: none"> • Devising Drama - non-exam assessment 30% • Presenting and Performing Texts - non-exam assessment 30% • Drama: Performance and Response - Exam assessment. 1hr 30minutes 40%
What skills might I develop?	<p>Drama challenges students and develops a number of transferable skills:</p> <p>Research – A key aspect of planning any production is to develop research skills.</p> <p>Independence – When studying Drama, students work on their own to complete tasks.</p> <p>Working with others – Students will work with others as theatre companies to create both devised and text-based performances.</p> <p>Analysis – Any performer, director or designer must be able to take and understand information before applying it to create a performance.</p> <p>Communication – The ability to discuss key issues verbally and in writing is vital to any future success. Whether as a character or in rehearsals preparing for a performance, this is an essential skill.</p> <p>Time management – The skill of prioritising work is very important. By preparing performances and working through questions in an exam context, a GCSE (9-1) Drama student will have effectively developed this skill.</p> <p>Presentation and Performance - Acting and designing allows students to find the confidence in their own ability, preparing them for public speaking, speeches, and presentations.</p> <p>Planning and organising – Creating Drama productions teaches students how to plan effectively to complete many different tasks presented to them.</p> <p>Drive and determination – Any successful Drama GCSE student will have shown the drive and determination to succeed – exactly what a sixth form, college or employers will be looking for.</p>
What could I do next with Drama?	<p>Careers might include acting/performing, stage and set design, developing make-up for film and theatre, lighting and technical roles, costume design and fashion, sales and marketing, presenting, Dance/Choreography, work in media.</p>
Further information can be obtained from :	<p>Miss Hutchison</p>

Geography



Exam Board	AQA	Specification: (8035)
Introduction	<p>When studying Geography students will travel the world from their classroom. Students are encouraged to understand their role in society by considering different viewpoints, values and attitudes. This is an engaging subject with rigorous assessment expectations, students are expected to have strong literacy and numeracy skills in order to access the full course.</p> <p>The course comprises 3 units which are all examined at the end of Year 11.</p> <p>Unit 1: Living with the physical environment – 35% of your final grade. This unit examines the challenge of natural hazards, such as earthquakes and extreme weather in the UK. It also includes the living world, ecosystems, tropical rainforests and desert environments. The final section of this unit focusses on UK landscapes by studying the changes at coastlines and rivers.</p>   <p>Unit 2: Challenges in the human environment - 35% of your final grade. Students will be introduced to urban areas around the globe, ranging from mega cities to squatter settlements before moving closer to home to study changes in urban areas of the UK. Uneven development around the globe is then investigated followed by an exploration of the management of global food, water and energy resources.</p> <p>Unit 3 – Geographical applications – 30% of your final grade. Geographical applications involves evaluating issues and answering questions as well as collecting, presenting and analysing fieldwork and building on key cartographic, graphical and statistical skills.</p>	
Who might enjoy this course?	<p>Anyone who has an interest in the way we live and how the earth works. The course is an issues-based investigative journey with an emphasis on enquiry and problem solving; important skills needed in today's rapidly changing world. The GCSE course has a focus on data handling so strong mathematical skills are essential.</p>	
Exams	<p>Paper 1: Living with the Physical Environment (1 hour 30 minutes / 35%) Paper 2: Challenges in the Human Environment (1 hour 30 minutes / 35%) Paper 3: Geographical Applications (1 hour / 30%)</p>	
What skills might I develop?	<p>The ability to consider a problem and create effective solutions to it. Data management and handling skills will also be developed as well as independent research skills and evaluation.</p>	
What could I do next with Geography?	<p>Almost anything! Biology, environmental science, journalism and the media, law, engineering, business studies, leisure and tourism, entry into the armed forces, planning officer, police – in fact, it's useful almost everywhere. Geography graduates are highly employable.</p>	
Further information can be obtained from :	<p>Mrs Woolven</p>	

History



"Lest we forget"



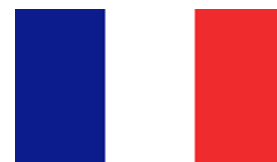
Exam Board	AQA Specification History 8145
Introduction	<p>The course will be 100% external assessed which means there will be no controlled assessment/coursework and all exams will be linear, which means they are sat at the end of the course. A grading system of 1-9, will apply to History.</p> <p>Three eras of History must be studied: the Medieval period (500-1500), the Early Modern period (1450-1750) and the Modern period (1700 to the present day). There is also a requirement to study 40% British history and for students to study the history of a locality and to look at the wider world.</p>
Who might enjoy this course?	History is a very good 'utility subject'. Those who take it will develop their writing and analytical skills as well as their debating skills. History is often taken in combination with another humanity or languages. History is a very popular subject at post-16 level and is a highly relevant and useful for those with an interest in the past and how the past relates to the present.
Assessment and examination details	<p>There are five compulsory elements to the course, leading to two terminal examinations.</p> <p>Paper 1 tests understanding of the 'Modern World'; and Paper 2 tests understanding of 'Shaping the Nation'.</p> <p>Each paper is worth 50% of the GCSE.</p> <p>The compulsory elements are:</p> <ul style="list-style-type: none"> • A thematic study - Medicine 1000-Present • A 50 year period study - America - Opportunity & Inequality 1920-1973 • British depth study - Elizabethan England 1568-1603 • European depth study - Conflict and Tension 1919-39 • Study of historical environment. (To be confirmed for 2023 exams)
What skills might I develop?	A number of essential skills will be developed. These include: the ability to research, organise material, construct logical arguments in prose, spot similarities and differences in historical sources, assess the reliability of evidence etc.
Progression routes and opportunities with History?	History is an excellent subject to go on to study at A Level. It sits very well with either Humanities or Science subject combinations and is highly valued by the Universities. Typical careers followed by historians include a range of professions such as law, business, teaching and journalism.
Further information can be obtained from:	Mr Barrett and Miss Mahoney

ICT - Creative iMedia Level 1/2 Certificate



Exam Board	Cambridge Nationals - Creative iMedia Level 1/2 Certificate J834 (GCSE equivalent) https://ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-j834/
Introduction	<p>Creative iMedia is a GCSE equivalent qualification that focuses on the creative use of ICT skills. Students will study 3 units of work over the two year period.</p> <ul style="list-style-type: none"> • One externally assessed (written examination) unit • Two, Non-Examined Assessments (NEA) <p>The examined unit focuses on developing the students' understanding of preproduction skills that are used in the creative and digital media sector. Meeting the needs of the client, planning and creating preproduction documentation and reviewing output, will all feature heavily in this first topic.</p> <p>The first NEA will build on the first, enabling students to demonstrate preproduction skills and techniques as they plan and create new digital graphics to meet a specific client brief. Knowledge and understanding will be reinforced and enhanced as students create their own unique digital graphic solution.</p> <p>In addition, students will have a choice of one optional NEA unit to study, from the following areas:</p> <ul style="list-style-type: none"> • digital characters and comic strips • Interactive digital media (Website creation) • creating a digital sound and video sequence • Visual imaging (digital photography & Video) • Designing and developing digital games <p>These option topics have yet to be decided and will be taught and examined in Year 11.</p> <p>Students will need to be very well organised and independent learners to cope with the two NEA projects.</p>
Exams	<p>Creative iMedia grades are awarded as: Distinction*; Distinction; Merit and Pass at level 2, and Distinction; Merit and Pass at level 1.</p> <p>Units:</p> <ul style="list-style-type: none"> • Unit R093: <i>Creative iMedia in the media industry</i> - 1 hour 30 minute written examination. (Mandatory) taken in Y11 and worth 40% of the overall grade • Unit R094: <i>Visual identity and digital graphics</i> - 10 –12 hours NEA. (Mandatory) taken in Y11 and worth 25% of the overall grade • 1 optional NEA unit—12-15 hours NEA taken in Y11 and worth 35% of the overall grade
What skills might I develop?	With a hands-on approach, this qualification will allow students to acquire a number of essential transferable skills such as planning, research and analysis, working with other people and communicating creative concepts effectively; all of which are relevant to work or going on to further study. This is in addition to developing creative media digital skills and knowledge.
Further information can be obtained from :	Mr Clarke, Mr Tarbuck

MFL - French



Exam Board	Edexcel Specification FRENCH (1FR0)
Introduction	<p>The GCSE French course is about learning to get on with people when you are in France or in a country where French is spoken. It is about making French people feel at ease when meeting them in the UK. The course will help you cope in realistic situations such as when you are shopping, travelling around or visiting places of interest in France or in Francophone countries. You will also learn to understand information and talk about areas of interest and importance, including special events in France.</p> <p>The course is divided into five themes:</p> <ol style="list-style-type: none">1 Identity and culture.2 Local area, holidays and travel.3 School.4 Future aspirations, study and work.5 International and global dimension. <p>You will also listen to native French speakers and read authentic texts such as poems, songs and short stories or magazine articles in French.</p>
Who might enjoy this course?	<p>It would suit you if you are interested in language, keen to speak in a different language and willing to meet regular deadlines. If you are interested in finding out about other countries and cultures and have an open mind and an inquisitive nature. Anyone who responds positively to challenge would enjoy the French course, as there are many opportunities to develop your understanding of grammar.</p>
Assessment and examination details	<p>Examinations all take place at the end of Year 11. You will be tested in four skills:</p> <ul style="list-style-type: none">• Listening 25%• Speaking 25%• Reading 25%• Writing 25% <p>Each candidate is entered for either foundation level or higher level, so you will take the same level examination in all four skills.</p>
What skills might I develop?	<p>You will develop the skills of listening, speaking, reading and writing in French. This will include translating short passages to and from French. You will learn to ask and answer simple questions such as those you would need in everyday situations. You will also learn to work independently and with others. You will need to be able to organise your time and meet regular deadlines, taking responsibility for your own learning. You will need to be prepared to learn vocabulary. You will hopefully gain in confidence !</p>
Progression routes and opportunities with modern languages.	<p>After GCSE languages you can do anything! Even if you do not want to use your language for further study, it is an important skill to have. Colleges and universities are very keen to admit people with modern language skills; it will make you stand out from the crowd and it shows that you have the ability to work independently and the willingness to challenge yourself. Over 60% of businesses in the east of England deal regularly with other countries; your language skills would certainly be an advantage when you are applying for a job in this area.</p>
Further information can be obtained from:	Miss Vatin

MFL - Spanish



Exam Board	Edexcel Specification Spanish (1SP0)
Introduction	<p>The GCSE Spanish course is about learning to get on with people when you are in Spain or the Spanish speaking world. It is about making Spanish-speaking people feel at ease when meeting them in the UK. The course will help you cope in realistic situations such as when you are shopping, travelling around or visiting places of interest in Spain or in Spanish speaking countries. You will also learn to understand information and talk about areas of interest and importance, including special events in Spain and Latin America.</p> <p>The course is divided into five themes:</p> <ol style="list-style-type: none"> 1 Identity and culture. 2 Local area, holidays and travel. 3 School. 4 Future aspirations, study and work. 5 International and global dimension. <p>You will also listen to native Spanish speakers and read authentic texts such as poems, songs and short stories or magazine articles in Spanish.</p>
Who might enjoy this course?	<p>It would suit you if you are interested in language, keen to speak in a different language and willing to meet regular deadlines. If you are interested in finding out about other countries and cultures and have an open mind and an inquisitive nature. Anyone who responds positively to challenge would enjoy the Spanish course, as there are many opportunities to develop your understanding of grammar.</p>
Assessment and examination details	<p>Examinations all take place at the end of Year 11. You will be tested in four skills:</p> <ul style="list-style-type: none"> • Listening 25% • Speaking 25% • Reading 25% • Writing 25% <p>Each candidate is entered for either foundation level or higher level, so you will take the same level examination in all four skills.</p>
What skills might I develop?	<p>You will develop the skills of listening, speaking, reading and writing in Spanish. This will include translating short passages to and from Spanish. You will learn to ask and answer simple questions such as those you would need in everyday situations. You will also learn to work independently and with others. You will need to be able to organise your time and meet regular deadlines, taking responsibility for your own learning. You will need to be prepared to learn vocabulary. You will hopefully gain in confidence!</p>
Progression routes and opportunities with modern languages.	<p>After GCSE languages you can do anything! Even if you do not want to use your language for further study, it is an important skill to have. Colleges and universities are very keen to admit people with modern language skills; it will make you stand out from the crowd and it shows that you have the ability to work independently and the willingness to challenge yourself. Spanish is the second most widely spoken language in the world and is becoming more and more important all the time.</p>
Further information can be obtained from:	<p>Mrs Ringland</p>

BTEC Tech Award : Music Practice



Exam Board	Pearson BTEC Tech Awards - Music Practice
Introduction	<p>This course is focused on the working musician. BTEC music courses focus on teaching the fundamental requirements, skills, and knowledge to work within the industry. The course is broken down into three main components:</p> <ul style="list-style-type: none"> • Exploring Music Products and Styles • Musical Skills Development • Responding to a Music Brief <p>More information can be found below on how these components are broken down and what is required from them. This course is brand new and extremely exciting to work through. However, it is vital that you must play an instrument and/or sing to join this course. Music is a practical subject that involves performance, composition, and a fundamental knowledge of music theory. You should only choose this subject if you are confident in these elements of music, or have the willingness to learn.</p>
Who might enjoy this course?	<p>Anyone who has a genuine interest in Music and Music Technology. Having an open mind to listen and study all music styles. If you enjoy composing and performing music, and want to improve your knowledge of the subject while having fun along the way – this is the course for you!</p>
Assessment and examination details	<p>Component 1 - Exploring Music Products and Styles: Each year, the music industry produces a wide range of products such as recordings, compositions, live performances, music for film, TV and computer games. Have you ever wondered how these products are created? In this component, you will develop your understanding of different types of music products and the techniques used to create them. You will explore how musical elements, technology and other resources are used in the creation, production and performance of music. You will also practically explore the key features of different styles of music and music theory and apply your knowledge and understanding to developing your own creative work.</p> <p>Learning outcomes:</p> <p>A. Demonstrate an understanding of styles of music</p> <p>B. Apply understanding of the use of techniques to create music.</p> <p>Component 2 - Musical Skills Development: As a performer, producer or creator in the music industry, you need to continually develop your skills and techniques in order to be successful and secure a regular flow of gigs and commissions. In this component, you will participate in workshops and classes where you will develop technical, practical, personal and professional skills and specialise in at least two of the following areas: music performance, creating original music, music production. Throughout your development, you will review your progress and consider how to make improvements. You will learn how musicians share their work and collaborate with others, and will develop your skills as a musician in how to use blogs, YouTube™, Soundcloud™ and other platforms to share your work and skills development with others.</p> <p>Learning outcomes:</p> <p>A. Demonstrate professional and commercial skills for the music industry</p> <p>B. Apply development processes for music skills and techniques.</p> <p>Component 3 - Responding to a Music Brief: This component will allow you to work to your strengths and interests and apply the skills that you have learned throughout your course in a practical way. You will focus on a particular area of the music sector that excites and appeals to you and respond to a music brief as a composer, performer or producer. You will begin by exploring the brief and investigating possible responses and ideas to meet the demands of the brief.</p>

BTEC Tech Award : Music Practice (Continued)

Assessment and examination details (Continued)	<p>Using relevant resources, skills and techniques you will then develop and refine musical material before presenting your final response. You will develop and present an original creation based on a piece from a given list and a style from a choice of four. You will then present this as a solo or group performance, an audio recording or a Digital Audio Workstation (DAW) project. You will also consider how your skills and interests make you suitable for the specific music sector opportunity.</p> <p>Assessment objectives</p> <ul style="list-style-type: none">AO1 Understand how to respond to a music briefAO2 Select and apply musical skills in response to a music briefAO3 Present a final musical product in response to a music briefAO4 Comment on the creative process and outcome in response to a music brief <p>Components 1 and 2 are assessed through non-exam internal assessment. The non-exam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life scenario.</p>
What skills might I develop?	<p>Music is a unique subject that can develop broader life skills and attributes including critical and creative thinking, aesthetic sensitivity, emotional awareness, cultural understanding, self-discipline, self-confidence and self-motivation - skills you can transfer to your everyday life and other subjects you study.</p>
Progression routes and opportunities with the RSL Music Practitioners Course?	<p>If you enjoy the BTEC music course you could go on to study the following courses:</p> <ul style="list-style-type: none">• Level 3 in Subsidiary or Extended Diplomas• AS and A level in Music• AS and A level in Music Technology• AS and A level in Drama and Theatre Studies <p>If you have a desire to go into the music industry this course will give you an insight into what to expect as a performer and the many areas in which you can work.</p>
For further information	<p>Mr Sansom Website: https://qualifications.pearson.com/en/qualifications/btec-tech-awards/music-practice-2022.html</p>

Physical Education



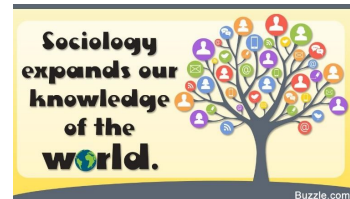
Exam Board	Edexcel www.edexcel.com
Introduction	<p>To take GCSE PE you must regularly participate in a sport outside of your normal PE lessons. This would most likely be during the evenings or at weekends, but could also be during lunch times or after school. Your coursework has to be based on this sport.</p> <p>60% of the course takes place in the classroom and involves studying the impact of a healthy active lifestyle on the body systems. Topics will include: applied anatomy and physiology, movement analysis, physical training, use of data, health/fitness and wellbeing, sport psychology and socio-cultural influences.</p> <p>Most of your lessons will be based in a classroom due to the reduced practical content of the new course.</p> <p>30% is practical activity. You will study a variety of sports such as athletics, basketball, badminton, football, netball. Offsite sports such as swimming and skiing will only be considered if you have a qualified instructor coaching you.</p> <p>10% of the course involves planning, performing and evaluating a six week personal exercise plan, based on the main sport that you do throughout the year.</p>
Who might enjoy this course?	Those who have a keen interest in sport, always look forward to their PE lessons and are well organised with their PE kit (never forgets kit!). Those who enjoy Sports Science, human biology, learning about how their body works and how it is affected by physical activity (for better or worse!). Those who enjoy a range of physical activities, from individual sports (athletics/horse riding/skiing), small team games (badminton) to large team games (netball/football). Those who belong to a PE Club inside or outside school. Those who want to know more about the benefits of sport and exercise. Those who are considering a sports-related career or an A level/Higher Education course.
Exams	<p>There are two written papers:-</p> <ul style="list-style-type: none"> One is 1 hour 45 minutes, worth 36%, on 'Fitness and Body Systems'. The second paper is 1 hour and 15 minutes, worth 24%, on 'Health and Performance'. Both papers include a selection of multiple choice, short answer questions and longer answer questions. 30% of the course is practical. You will learn and develop new skills and techniques through a range of activities. Your highest 3 grades for sports count as for your practical assessment. There will also be a practical moderation day. You will undertake and write a personal exercise plan and for an activity in the final assessment.
What skills might I develop?	You should become more confident in performing the skills for each of the sports studied. You will learn how to analyse and improve performance. You will learn how to develop a fitness training programme for one of these sports. You may develop leadership and officiating skills.
What could I do next with Physical Education?	You could study Physical Education at AS and A level, vocational courses such as NVQ courses in Leisure and Recreation or BTEC National in Sport and Exercise Sciences. Employers value skills in the leisure, travel and tourism industries and teaching. GCSE PE is a good stepping stone for those interested in physiotherapy, nursing, the armed forces, civil service, recreational management, leisure activities, coaching, officiating and the fitness industry.
Further information can be obtained from :	Mr Bartholomew, Mr Woods, Ms Saunders

Religious Studies



Exam Board	AQA	Specification: A
Introduction	<p>The new specification now focuses upon in depth study of religious beliefs rather than a purely thematic study of different ethical issues.</p> <p>Students must take assessments in the following two components in the same exam series:</p> <p>Component 1: The study of religions: beliefs, teachings and practices - focusing on Buddhism and Christianity.</p> <p>Component 2: Thematic studies:</p> <ul style="list-style-type: none"> • Theme B: Religion and life. • Theme D: Religion, peace and conflict. • Theme E: Religion, crime and punishment. • Theme F: Religion, human rights and social justice. 	
Who might enjoy this course?	Anyone who enjoys hearty discussion, exploring different ideas and beliefs and is not afraid of committing their ideas to the page in coherent and thoughtful argument.	
Assessment and examination details	<p>Two exams of 1 hour 45 minutes - worth 101 marks each at the end of Year 11 (3 marks for SPaG).</p> <p>Component 1: The questions within each religion have a common structure of two five-part questions of 1, 2, 4, 5 and 6 marks plus one 12 mark question. Each religion is marked out of 51.</p> <p>Component 2: Each theme has a common structure of one five-part question of 1, 2, 4, 5 and 12 marks. Each theme is marked out of 24.</p>	
What skills might I develop?	Logic, reasoning, empathy and analysis.	
Progression routes and opportunities with Religious Studies?	Further study might include Philosophy and Ethics, Religious Studies, Sociology and Psychology.	
Further information can be obtained from:	Mr Holmes	

Sociology



Exam Board	AQA			
Introduction	<p>Sociology is the scientific study of society. It examines the connections between individuals and social structures such as the family, education or the criminal justice system. It explores current debates within society and how we as individuals are impacted by these.</p> <p>Students will also learn how to apply various research methods to different sociological contexts.</p> <p>Students will develop their analytical, assimilation and communication skills by comparing and contrasting theories and perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusion.</p> <table><tr><td>Year 10 Units of Study <i>Autumn 1: Introduction and Research methods</i> <i>Autumn 2: Families</i> <i>Spring 1: Families</i> <i>Spring 2: Education</i> <i>Summer 1: Education</i> <i>Summer 2: Crime and Deviance</i></td><td>Year 11 Units of Study <i>Autumn 1: Crime and Deviance</i> <i>Autumn 2: Social Stratification</i> <i>Spring 1: Social Stratification</i> <i>Spring 2 onwards: Exam preparation</i></td></tr></table>		Year 10 Units of Study <i>Autumn 1: Introduction and Research methods</i> <i>Autumn 2: Families</i> <i>Spring 1: Families</i> <i>Spring 2: Education</i> <i>Summer 1: Education</i> <i>Summer 2: Crime and Deviance</i>	Year 11 Units of Study <i>Autumn 1: Crime and Deviance</i> <i>Autumn 2: Social Stratification</i> <i>Spring 1: Social Stratification</i> <i>Spring 2 onwards: Exam preparation</i>
Year 10 Units of Study <i>Autumn 1: Introduction and Research methods</i> <i>Autumn 2: Families</i> <i>Spring 1: Families</i> <i>Spring 2: Education</i> <i>Summer 1: Education</i> <i>Summer 2: Crime and Deviance</i>	Year 11 Units of Study <i>Autumn 1: Crime and Deviance</i> <i>Autumn 2: Social Stratification</i> <i>Spring 1: Social Stratification</i> <i>Spring 2 onwards: Exam preparation</i>			
Who might enjoy this course?	<p>This course is suitable for students who are interested in current affairs or complex social issues within society.</p> <p>Some of the topics in this subject can be hard-hitting and need to be handled with sensitivity and maturity.</p>			
Assessment and examination details	<p>This subject is 100% exam based.</p> <p>These topics will be covered in lessons, in preparation for the two examinations:</p> <ul style="list-style-type: none">Examination 1: The sociology of families and educationExamination 2: The sociology of crime and deviance and social stratification <p>Each exam is made up of short answer questions and 4 essay style questions (8 in total) which will test your ability to understand, apply and critique sociological concepts and theories.</p>			
What skills might I develop?	<p>By studying sociology, students will develop transferable skills including how to:</p> <ul style="list-style-type: none">investigate facts and make deductionsdevelop opinions and new ideas on social issuesanalyse and better understand the social world.			
Progression routes and opportunities with Religious Studies?	<p>The analytical and theoretical skills give a strong foundation for further study of a range of academic subjects.</p> <p>You may wish to study A level Sociology or BTEC Forensic and Criminal Investigation.</p> <p>Sociology can lead to a role within a variety of careers including</p> <ul style="list-style-type: none">TeachingSocial work and policy makingJournalismCivil serviceWorking within the criminal justice system - including police and probation services			
Further information can be obtained from:	Miss Wall			

BTEC Health & Social Care



Exam Board	BTEC Technical Award in Health and Social Care Level 2
Introduction	<p>This course is a vocational qualification which enables students to gain an insight into the core values, services and career opportunities in the health and social care sector.</p> <p>There are 3 components in the course:</p> <ul style="list-style-type: none"> • Component 1: Human Lifespan Development : Students learn the stages we go through from birth to old age, typical development across the life stages and how different life events impact on growth and development. • Component 2: Health and Social Care Services and Values: Students study health and social care services and how they meet the needs of real service users. They also develop skills in applying care values. • Component 3: Health and Wellbeing : Students study factors that affect health and wellbeing, learn about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan.
Who might enjoy this course?	<p>The course is particularly relevant for students considering working with people in a caring, education or health role, but will be enjoyed by anyone interested in learning more about real life situations and events and how they impact on people's lives.</p> <p>BTEC Health and Social Care offers an alternative way to study. 60% of the course is completed through exam board set assignments which we do through years 10 and 11 in lesson time. This means the final exam is worth 40% which is a lot less than many other courses.</p>
Assessment and examination details	<p>The course is assessed at Pass, Merit and Distinction at level 1 and Pass, Merit, Distinction and Distinction * at level 2.</p> <p>Level 2 grades Pass to Distinction* are equivalent to GCSE grades 4-9.</p> <p>The course is divided into internally and externally assessed components:</p> <ul style="list-style-type: none"> • 60% of the course is internally assessed. Students complete 4 written assignments, This form of assessment allows students to continually improve their work based on the feedback that they receive in class. • Component 3 is assessed through an external exam at the end of Year 11 which makes up the remaining 40% of the course.
What skills might I develop?	<p>Students develop strong organisational skills and strengthen their ability to be independent learners and researchers. The course offers the opportunity to develop a wide variety of transferable skills including collaboration, communication, handling data, and practising empathy and concern for the welfare of others.</p>
Progression routes and opportunities with Health and Social Care?	<p>This course offers an excellent progression route to Level 3 Health and Social Care courses and T levels in Health, Healthcare Sciences and Education and Childcare It also offers valuable knowledge and skills for post-16 courses in psychology, biology, PE, sport studies and child development.</p> <p>It can be a starting point for apprenticeships and jobs in the health and social care services for example nursing, physiotherapy, occupational therapy, midwifery, nursery nursing, teaching, social work and care work.</p>
Further information can be obtained from:	Mrs Bell