



# Options Information

**The Way Forward 2024-26**

**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.

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/carers and raise any concerns you may have in coming to a decision.

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

[kerrick.newstead@holbrookacademy.org](mailto:kerrick.newstead@holbrookacademy.org)

We look forward to supporting you through the options process.

Mr Newstead  
Assistant Headteacher

## Year 9 Options Process Timeline

**w/c 22<sup>nd</sup> April** : Options booklet given to students and sent home to parents/carers.

**w/c 29<sup>th</sup> April**

- Videos from options subjects shown in form time.
- 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, Childcare) will present details to students during assemblies.

**w/c 7<sup>th</sup> May** : Students may now access the Google Form that collects their options choices. The provisional Option blocks are as shown below :-

Block A	Block B	Block C	Block D
History	Geography	History	Geography
Spanish	History	Spanish	Spanish
Sociology	PE	Business	Child Development
Health & Social Care	Business	Music	Drama
Triple Science	Religious Studies	Art	PE
Art	Computer Science	Sociology	Food
Design & Technology	Spanish	SSC	Design & Technology
SSC	SSC		SSC

Initial choices will be confirmed after the May half-term holiday.

Final option choices confirmed by June 2024.

## **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 (Double Award)
- 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 (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 Spanish?**

By taking Spanish at GCSE you will have amazing skills and a valuable talent that is applicable to almost everything you do. The Spanish GCSE builds on what you have already learnt in Years 7, 8 and 9 and you probably know more than you think. Spanish 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 Spanish 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 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	B
4	C
3	D
2	E
1	F
1	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 Spanish 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.

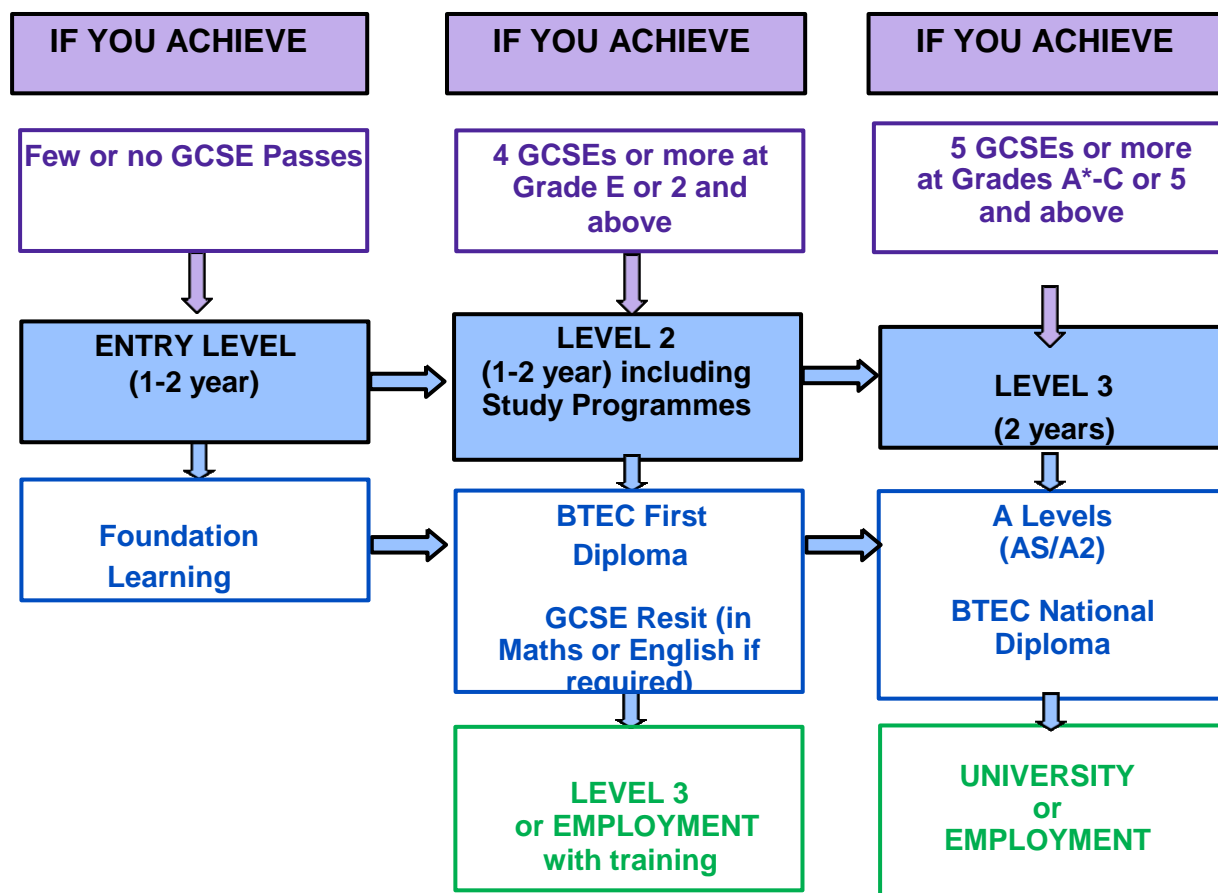
- **THE KEY TO SUCCESS**

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 process, you have had the opportunity to find out about what is involved in the GCSE courses for each subject. Use your latest report 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 18<sup>th</sup> 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
- T Levels

### Work Experience Week

During Year 10, all students will have the opportunity to complete a Work Experience Week. This is an invaluable opportunity for students to experience the world of work and specific areas they may be interested in. Full details will be provided early in the Autumn term 2024.

### 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](http://www.thesource.me.uk) or 0800 085 4448
- [www.icanbea.org.uk](http://www.icanbea.org.uk)
- **National Careers Service** - <https://nationalcareersservice.direct.gov.uk/> or 0800 100 900
- **National Apprenticeship Service** - [www.apprenticeships.org.uk](http://www.apprenticeships.org.uk)
- **Learner Support** helpline - 0800 121 8989
- **ICould** - careers quiz, videos about jobs - [www.icould.com/](http://www.icould.com/)
- **Prospects.ac.uk** - information about graduate careers, higher apprenticeships, labour market trends - [www.prospects.ac.uk/](http://www.prospects.ac.uk/)
- **Career Pilot** - links school subjects to careers - [www.careerpilot.org.uk/](http://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/](http://www.informedchoices.ac.uk/)

# **Compulsory Core Subjects**

English (Language and Literature)

Maths

Science (Double Award)

CORE

# English



<b>Exam Board</b>	AQA <a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
<b>Introduction</b>	<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>
<b>Who might enjoy this course?</b>	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.
<b>Exams</b>	<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>
<b>What skills might I develop?</b>	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.
<b>What could I do next with English?</b>	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.
<b>Further information can be obtained from :</b>	Ms Cooke (Head of English), Miss Gilbey (Literacy Coordinator), Mr Newstead (Assistant Headteacher) or Mrs McLaren (English Teacher)



CORE

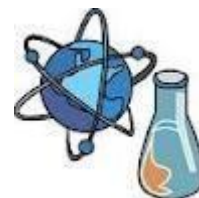
# Maths



<b>Exam Board</b>	Edexcel www.edexcel.com
<b>Introduction</b>	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.
<b>Who might enjoy this course?</b>	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.
<b>Exams</b>	<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>
<b>What skills might I develop?</b>	<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>
<b>What could I do next with Maths?</b>	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.
<b>Further information can be obtained from :</b>	Mrs Adigwe

CORE

# Science (GCSE)



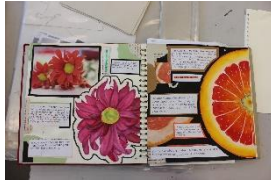
<b>Exam Board</b>	AQA	Specification: Combined Science: 'Trilogy'
<b>Introduction</b>	<p>We use the AQA GCSE science specification which follows a logical progression from the start of KS3 through to the end of KS4.</p> <p>The GCSE Science course is assessed using the 1-9 grading system for pupils.</p> <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>At the end of the course students achieve two GCSE grades based on a 17 grade point scale from 9-9 down to 1-1.</p>	
<b>Who might enjoy this course?</b>	<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>	
<b>Assessment and examination details</b>	<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>Marks achieved for all 6 written examinations then are combined together to then generate the two GCSE grades awarded for this qualification.</p> <p>As examinations are terminal, it is vital that students keep all their notes and revise regularly throughout the two year course.</p>	
<b>What skills might I develop?</b>	<p>Practical investigative skills; analysis of data; cross curricular links with Science; application of Scientific and technological developments; literacy, numeracy, logical thought processes.</p>	
<b>Progression routes and opportunities ?</b>	<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>	
<b>Further information can be obtained from:</b>	<p><a href="http://aqa.org.uk/ks4-science">aqa.org.uk/ks4-science</a></p> <p>Mr C Moore (Head of Science)</p> <p><a href="mailto:Carl.moore@holbrookacademy.org">Carl.moore@holbrookacademy.org</a></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 2AD01
<b>Introduction</b>	<p>The GCSE in Art and Design consists of two Units: 60% coursework and 40% externally set exam. All work is assessed and counts towards your final mark. You will experience a variety of workshops designed to build confidence and understanding of practical skills in a range of media, which includes 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>	
<b>Who might enjoy this course?</b>	<p>Anyone who is prepared to experiment, 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 will be worked on continuously throughout the course. If you love Art and Design, are creative, enthusiastic and imaginative, the work will be a pleasure!</p>	
<b>Assessment and examination details</b>	<p>The exam is worth <b>40%</b> 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 and understanding 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>	
<b>What skills might I develop?</b>	<p>The GCSE in Art and Design is an excellent opportunity for you to acquire the ability to investigate, analyse and experiment. You will work creatively using a variety of techniques, materials and processes to develop your practical skills, visual language and to express your ideas. You will explore concepts and themes, which are personal to you, and have the opportunity to specialise in particular disciplines to create a varied portfolio.</p> <p>Other skills that you will develop during the GCSE in Art and Design will be communication, information technology, problem solving, reviewing to make improvements, creative risk taking, independence and working with others. The course will therefore enable you to develop transferable skills, which will be beneficial in whatever you go on to do afterwards.</p>	
<b>Progression routes and opportunities with Art and design?</b>	<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 levels 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 and can lead to interesting and creative careers in film, photography, architecture, graphic design, theatre, fashion, textiles among others.</p>	
<b>Further information can be obtained from:</b>	See Mrs Caston Cook	



# Business



<b>Exam Board</b>	Edexcel www.edexcel.com
<b>Introduction</b>	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.
<b>Who might enjoy this course?</b>	If you enjoy: <ul style="list-style-type: none"> <li>• communicating and explaining your ideas,</li> <li>• thinking creatively and making decisions,</li> <li>• working with numbers to solve business problems,</li> <li>• learning about the world of business through research and investigation, as well as through practical tasks,</li> </ul> then the GCSE Business course is the right subject for you.
<b>Assessment and examination details</b>	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. The first paper covers 'Investigating small business' and will be studied in Year 10. It includes the following topics: <ul style="list-style-type: none"> <li>• Spotting a business opportunity, showing enterprise, putting a business idea into practice, making the start-up effective and understanding the economic context.</li> </ul> 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: <ul style="list-style-type: none"> <li>• Growing the business, marketing decisions, operational decisions, financial decisions and human resource decisions,</li> </ul> The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions.
<b>What skills might I develop?</b>	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.
<b>Progression routes and opportunities with Business?</b>	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.
<b>Further information can be obtained from :</b>	Mr Chiwira

# Computer Science



Exam Board	OCR <a href="https://ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/">https://ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/</a>
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"> <li>1. Computer Systems is focused on computer systems covering the physical elements of computer science and the associated theory.</li> <li>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.</li> </ol> <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?	Anyone 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><b>Computer Systems:</b> 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><b>Computational Thinking, Algorithms and Programming:</b> 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 to keep going. Key subject terminology must be used in the exams.
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, including: Programmers, Analysts, Project Managers, System Administrators, Data Architects, Network Engineers and many more.
Further information can be obtained from:	Mr Clarke

# Design Technology : Food Preparation & Nutrition



<b>Exam Board</b>	<b>WJEC Food Preparation and Nutrition</b>
<b>Introduction</b>	<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. 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>
<b>Who might enjoy this course?</b>	<p>Students who have an interest in health related studies or wish to develop a career in a health or hospitality related area.          Students who enjoy science based practical sessions.          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.          One assessed section will feature an investigational report of between 1500 and 2000 words.          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>
<b>Assessment and examination details</b>	<p>Two controlled assessment units to be taken during Year 11:-</p> <p><b>Assessment 1:</b> 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. <b>15% of final grade.</b></p> <p><b>Assessment 2:</b> 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. <b>35% of final grade.</b></p> <p>One final written exam of 1 hour and 45 minutes, <b>50% of the final grade.</b></p>
<b>What skills might I develop?</b>	<p>By studying Food Preparation and Nutrition students will:</p> <ul style="list-style-type: none"> <li>• Develop a sound understanding of nutrition, diet and health.</li> <li>• Understand the chemical characteristics and function of food and ingredients.</li> <li>• Develop high level food hygiene skills.</li> <li>• Be able to plan and prepare a wide range of dishes.</li> <li>• Be able to modify recipes and explore a range of ingredients and processes from different culinary traditions..</li> <li>• Consider economic, environmental and ethical influences relating to food and diet.</li> </ul>
<b>Progression routes and opportunities with this subject</b>	<p>Students may go on to study food and nutrition at local FE colleges or VRQ courses and apprenticeships in Catering and Hospitality.          Possible routes into careers in the Catering industry or within the health system could also be followed.</p>
<b>Further information can be obtained from:</b>	Mrs Mulvihill

# Design & Technology :

## Product Design



<b>Exam Board</b>	AQA <a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
<b>Introduction</b>	<p>This is a design based course, the underlying principles of which are:-</p> <ul style="list-style-type: none"> <li>• The AQA specification of product design is coursework and theory knowledge based.</li> <li>• The specification combines theoretical content with some practical application.</li> <li>• The use of mathematical skills is a key requirement and is tested in the exam.</li> <li>• An understanding of underlying scientific principles is expected.</li> <li>• An iterative design approach is used.</li> <li>• Various design strategies are implemented.</li> <li>• The acquisition of practical skills is expected but not essential during Years 10 and 11.</li> </ul>
<b>Who might enjoy this course?</b>	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.
<b>Exams</b>	<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. A well detailed and clearly laid out portfolio is expected in order to complete the specification.</p>
<b>What skills might I develop?</b>	<p>Design &amp; Technology 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>
<b>What could I do next with Product Design?</b>	Design & Technology 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.
<b>Further information can be obtained from :</b>	Mr Cilvert



# Drama



Exam Board	OCR <a href="#">GCSE - Drama (9-1) - J316 (from 2016) - OCR</a>
<p><b>Introduction</b></p> <p><i>“Schools remain the single most important place where children learn about Cultural Education.”</i> (Department for Culture, Media and Sport)</p>	<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 <b>performer</b> or as a <b>designer</b> 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"> <li>• Drama creates self-starters and develops emotional intelligence.</li> <li>• Drama is stretching.</li> <li>• Drama students are highly sought-after by employers.</li> <li>• Drama ‘reaches the parts other subjects can’t reach’.</li> <li>• Drama ‘reaches the students other subjects can’t reach’.</li> </ul>
<p><b>Who might enjoy this course?</b></p>	<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>
<p><b>Exams / Assessment</b></p>	<ul style="list-style-type: none"> <li>• Devising Drama - non-exam assessment 30%</li> <li>• Presenting and Performing Texts - non-exam assessment 30%</li> <li>• Drama: Performance and Response - Exam assessment. 1hr 30minutes 40%</li> </ul>
<p><b>What skills might I develop?</b></p>	<p><b>Drama challenges students and develops a number of transferable skills:</b></p> <p><b>Research</b> – A key aspect of planning any production is to develop research skills. <b>Independence</b> – When studying Drama, students work on their own to complete tasks.</p> <p><b>Working with others</b> – Students will work with others as theatre companies to create both devised and text-based performances.</p> <p><b>Analysis</b> – Any performer, director or designer must be able to take and understand information before applying it to create a performance.</p> <p><b>Communication</b> – 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><b>Time management</b> – 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><b>Presentation and Performance</b> - Acting and designing allows students to find the confidence in their own ability, preparing them for public speaking, speeches, and presentations.</p> <p><b>Planning and organising</b> – Creating Drama productions teaches students how to plan effectively to complete many different tasks presented to them.</p> <p><b>Drive and determination</b> – 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>
<p><b>What could I do next with Drama?</b></p>	<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>
<p><b>Further information can be obtained from :</b></p>	<p>Miss Whiting</p>

# Geography



<b>Exam Board</b>	AQA <b>Specification: (8035)</b>
<b>Introduction</b>	<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><b>Unit 1: Living with the physical environment – 35% of your final grade.</b>            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><b>Unit 2: Challenges in the human environment - 35% of your final grade.</b>            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><b>Unit 3 – Geographical applications – 30% of your final grade.</b>            Geographical applications involves evaluating issues and answering questions as well as collecting, presenting and analysing fieldwork data from a fieldtrip to Southwold. You will also be assessed on key cartographic, graphical and statistical skills.</p>
<b>Who might enjoy this course?</b>	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.
<b>Exams</b>	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 minutes / 30%)
<b>What skills might I develop?</b>	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.
<b>What could I do next with Geography?</b>	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.
<b>Further information can be obtained from :</b>	Mrs Love

# History



"Lest we forget"



<b>Exam Board</b>	AQA <b>Specification History 8145</b>
<b>Introduction</b>	<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>
<b>Who might enjoy this course?</b>	<p>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.</p>
<b>Assessment and examination details</b>	<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"> <li>• A thematic study - Medicine 1000-Present</li> <li>• A 50 year period study - America - Opportunity &amp; Inequality 1920-1973</li> <li>• British depth study - Elizabethan England 1568-1603</li> <li>• European depth study - Conflict and Tension 1919-39</li> <li>• Study of historic environment (to be confirmed for 2026 exams)</li> </ul>
<b>What skills might I develop?</b>	<p>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.</p>
<b>Progression routes and opportunities with History?</b>	<p>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.</p>
<b>Further information can be obtained from:</b>	Mr Barrett and Miss Mahoney

# MFL - Spanish



Exam Board	Edexcel <b>Specification Spanish (1SP1)</b>
<b>Introduction</b>	<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 six themes:-</p> <ul style="list-style-type: none"> <li>• My personal world</li> <li>• My neighbourhood</li> <li>• Studying and my future</li> <li>• Lifestyle and wellbeing</li> <li>• Media and technology</li> <li>• Travel and tourism</li> </ul> <p>You will also listen to native Spanish speakers and read authentic texts such as poems, blogs and short stories or magazine articles in Spanish.</p>
<b>Who might enjoy this course?</b>	<p>Learning a language is for the curious, the problem solvers and the ambitious. Learning a new language will help you in your English and Maths and prepare you for a world in which you will have a competitive edge and have greater earning power during your career. Spanish is the second most spoken language in the world (English is third!). Why miss out on this great opportunity. Learning a foreign language has been proven to boost your brain power. New connections are made in the brain as you learn new words and grammar, and as your brain learns the difference between the languages.</p>
<b>Assessment and examination details</b>	<p>Examinations all take place at the end of Year 11. You will be tested in four skills:</p> <p>Listening 25%                  Speaking 25%  Reading 25%                  Writing 25%</p> <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>
<b>What skills might I develop?</b>	<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 gain in confidence and learn about understanding and tolerance for people from diverse backgrounds and cultures.</p>
<b>Progression routes and opportunities with modern languages.</b>	<p>Learning a foreign language puts you ahead of the game. Imagine that you are the start of a marathon and you are given a whole mile as a head start. This is the advantage that you will have when you apply for colleges for further education and certainly for jobs. The job market today is getting more and more competitive. Anything that you can demonstrate as a point of difference from everyone else will help you - by learning a language you will show yourself to be willing to accept a challenge and to be open to new opportunities. Over your career you will also earn more money.</p>
<b>Further information can be obtained from:</b>	<p>Mrs Ringland, Mr Allen, Mrs Boother or Mrs Lowery - just ask them about the adventures that they have had personally and professionally thanks to having studied Spanish</p>



# Music



<b>Exam Board</b>	<b>Pearson Specification : 2016</b>								
<b>Introduction</b>	<p>GCSE music gives you the opportunity to develop as a musician through performing on an instrument, with your voice or using music technology. You will develop your performing skills as a soloist and as part of an ensemble.</p> <p>You will learn how to compose music from scratch, use music technology in order to achieve this with the possibility of performing and presenting your work on CD. During the course you will explore many different styles of music from around the world to widen your musical experience. Don't worry if you can't read music – it is not essential you have this skill to complete the course and anything you need to know will be included in your lessons. The department will be running trips to see shows and concerts throughout the course where you will be able to express your views on what you see.</p>								
<b>Who might enjoy this course?</b>	<p>Anyone who has a genuine interest in Music and Music Technology. Having an open mind to listen and study all music styles from around the world. 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 subject for you!</p>								
<b>Assessment and examination details</b>	<p><u>Set listening works include:</u>  <b>Vocal music:</b> Queen: Killer Queen (from the album Sheer Heart Attack)            J Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)  <b>Music for stage and screen:</b> S Schwartz: Defying Gravity (from the album of the cast recording of Wicked) &amp; J Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)</p> <table border="1" data-bbox="411 1176 1497 1473"> <thead> <tr> <th data-bbox="411 1176 719 1227">Performing (30%)</th> <th data-bbox="719 1176 1007 1227">Composing (30%)</th> <th data-bbox="1007 1176 1497 1227">Listening &amp; Appraising (40%)</th> </tr> </thead> <tbody> <tr> <td data-bbox="411 1227 719 1473">           Minimum of 2 pieces:            1 ensemble (group)            1 solo (both must be a minimum of 1 minute duration)         </td> <td data-bbox="719 1227 1007 1473">           Five hours to work on two compositions.            One composition will be from a choice of four briefs set by Edexcel and the other will be your own choice.         </td> <td data-bbox="1007 1227 1497 1473">           The listening exam will be in two sections; A &amp; B. Section A will focus on pieces unfamiliar to the you where you will answer questions using musical key terms and language.            Section B will focus on comparing one set work with another piece that will be chosen at random that you have studied during the course.         </td> </tr> </tbody> </table>			Performing (30%)	Composing (30%)	Listening & Appraising (40%)	Minimum of 2 pieces: 1 ensemble (group) 1 solo (both must be a minimum of 1 minute duration)	Five hours to work on two compositions. One composition will be from a choice of four briefs set by Edexcel and the other will be your own choice.	The listening exam will be in two sections; A & B. Section A will focus on pieces unfamiliar to the you where you will answer questions using musical key terms and language. Section B will focus on comparing one set work with another piece that will be chosen at random that you have studied during the course.
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<b>What skills might I develop?</b>	<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>								
<b>Progression routes and opportunities with Physical Education?</b>	<p>If you enjoyed the GCSE Music course you could go on to study the following courses:            AS and A level in Music / AS and A level in Music Technology / AS and A level in Performing Arts. The GCSE music course will have prepared you well for them.</p> <p>Your listening skills will enhance the aural perception needed in language examinations. Your performing skills will give you confidence in playing to an audience – useful if you intend to pursue, for example, drama or law.</p>								
<b>Further information can be obtained from:</b>	<p>Mr Sansom / Mr Hatton  <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html</a></p>								

# Physical Education



<b>Exam Board</b>	Edexcel www.edexcel.com
<b>Introduction</b>	<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>
<b>Who might enjoy this course?</b>	<p>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.</p>
<b>Exams</b>	<p>There are two written papers:-</p> <ul style="list-style-type: none"> <li>• One is 1 hour 30 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.</li> <li>• You will undertake and write a personal exercise plan and for an activity in the final assessment.</li> </ul>
<b>What skills might I develop?</b>	<p>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.</p>
<b>What could I do next with Physical Education?</b>	<p>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.</p>
<b>Further information can be obtained from :</b>	Mr Bartholomew, Mr Woods, Ms Saunders

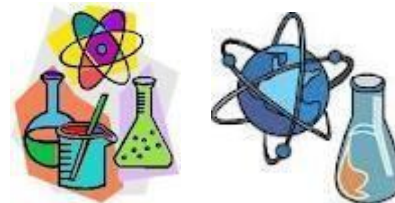
# Religious Studies



Exam Board	AQA	Specification: A
<b>Introduction</b>	<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"> <li>• Theme B: Religion and life.</li> <li>• Theme D: Religion, peace and conflict.</li> <li>• Theme E: Religion, crime and punishment.</li> <li>• Theme F: Religion, human rights and social justice.</li> </ul>	
<b>Who might enjoy this course?</b>	<p>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.</p>	
<b>Assessment and examination details</b>	<p>Two exams of 1 hour 45 minutes - worth 101 marks each at the end of Year 11 (3 marks for SPaG).</p> <p><b>Component 1:</b> 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><b>Component 2:</b> 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>	
<b>What skills might I develop?</b>	<p>Logic, reasoning, empathy and analysis.</p>	
<b>Progression routes and opportunities with Religious Studies?</b>	<p>Further study might include Philosophy and Ethics, Religious Studies, Sociology and Psychology.</p>	
<b>Further information can be obtained from:</b>	<p>Mr Holmes</p>	

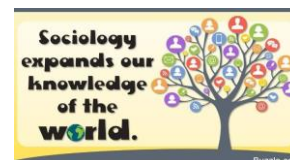
# Science (GCSE)

Triple (separate) - Biology, Chemistry & Physics



Exam Board	AQA <b>Specifications:</b> Biology, Chemistry & Physics
<b>Introduction</b>	<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 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 'Triple or Separate science' option is designed to be taught as separate Biology, Chemistry and Physics subjects taught 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 extra timetabled science lessons in all three science disciplines.</p> <p><i>In taking this option you will still have to study all three science disciplines.</i></p>
<b>Who might enjoy this course?</b>	<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 in Biology, Chemistry and Physics 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>
<b>Assessment and examination details</b>	<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><b>Separate Science</b> students sit 6 written examinations (2 for each science discipline, each 1 hour 45 minutes long). This equates to three separate GCSE grades, one for each of the three science disciplines: 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>
<b>What skills might I develop?</b>	<p>Practical investigative skills; analysis of data; cross curricular links with Science; application of Scientific and technological developments; literacy, numeracy, logical thought processes.</p>
<b>Progression routes and opportunities ?</b>	<p>Science GCSEs could lead to studying Science at college or sixth form, or a Science related course such as medicine; they could help you qualify for a non-scientific course; they might be required by employers for a modern apprenticeship.</p>
<b>Further information can be obtained from:</b>	<p><a href="https://www.aqa.org.uk/subjects/science">https://www.aqa.org.uk/subjects/science</a></p> <p>Mr C Moore (Head of Science) carl.moore@holbrookacademy.org</p>

# Sociology



<b>Exam Board</b>	AQA	
<b>Introduction</b>	<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>	
	<p><b>Year 10 Units of Study</b>  <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></p>	<p><b>Year 11 Units of Study</b>  <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></p>
<b>Who might enjoy this course?</b>	<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> <p>Please note there is a large amount of essay writing in this course.</p>	
<b>Assessment and examination details</b>	<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"> <li>Examination 1: The sociology of families and education</li> <li>Examination 2: The sociology of crime and deviance and social stratification</li> </ul> <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>	
<b>What skills might I develop?</b>	<p>By studying sociology, students will develop transferable skills including how to:</p> <ul style="list-style-type: none"> <li>investigate facts and make deductions</li> <li>develop opinions and new ideas on social issues</li> <li>analyse and better understand the social world.</li> </ul>	
<b>Progression routes and opportunities with Sociology?</b>	<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"> <li>Teaching</li> <li>Social work and policy making</li> <li>Journalism</li> <li>Civil service</li> <li>Working within the criminal justice system - including police and probation services</li> </ul>	
<b>Further information can be obtained from:</b>	Miss Wall	

# Health & Social Care



<b>Exam Board</b>	OCR Level 1/Level 2 Cambridge National in Health and Social Care
<b>Introduction</b>	<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 assessed sections in the course:</p> <p><b>R032 Principles of care in health and social care settings</b></p> <p>This unit is assessed by an exam. In this unit you will learn about the key topics that are important when caring for and protecting people in health and social care.</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>• Topic Area 1 The rights of service users in health and social care settings</li> <li>• Topic Area 2 Person-centred values</li> <li>• Topic Area 3 Effective communication in health and social care settings</li> <li>• Topic Area 4 Protecting service users and service providers in health and social care settings.</li> </ul> <p><b>R033 Supporting individuals through life events.</b></p> <p>This unit is assessed by a Set Assignment. In this unit you will learn about growth and development through the life stages. You will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs.</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>• Topic Area 1 Life stages</li> <li>• Topic Area 2 Impacts of life events</li> <li>• Topic Area 3 Sources of support</li> </ul> <p><b>R034: Creative and therapeutic activities</b></p> <p>This unit is assessed by a Set Assignment. In this unit you will research therapies and learn about how they can benefit people. You will also learn about the benefits of creative activities and you will plan and deliver a creative activity to a group or individual.</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>• Topic Area 1 Therapies and their benefits</li> <li>• Topic Area 2 Creative activities and their benefits</li> <li>• Topic Area 3 Plan a creative activity for individuals or groups in a health or social care setting</li> <li>• Topic Area 4 Deliver a creative activity and evaluate your own performance</li> </ul>
<b>Who might enjoy this course?</b>	<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>It will also interest those who enjoy learning about how to communicate effectively with individuals and groups. Including students who appreciate and would like to explore how communication is at the heart of health and social care and the many roles within it.</p> <p>The course also invites the learner to expand their interest by researching topic areas with an aim to improve the Health and Wellbeing of others.</p> <p>Students that enjoy planning creative activities or getting involved in health promotion campaigns would benefit from the knowledge this course provides, as they learn about the skills, attributes and values that are needed to be an effective Health and Social Care professional.</p>
<b>Assessment and examination details</b>	<p>The course is assessed at Pass, Merit and Distinction at Level 1 and Pass, Merit, Distinction and Distinction* at Level 2. Level 2 grades Pass to Distinction* are equivalent to GCSE grades 4-9. A Level 1 qualification is a very good foundation for Level 2 study post 16.</p> <p>The course is divided into internally and externally assessed components. Students must complete three units:</p> <ul style="list-style-type: none"> <li>• one externally assessed unit (exam)</li> <li>• two centre-assessed units (NEA)</li> </ul>

<b>What skills might I develop?</b>	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.
<b>Progression routes and opportunities with Health and Social Care?</b>	<p>This course offers an excellent progression route to Level 2 and 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>
<b>Further information can be obtained from:</b>	Ms Wingrove

# Child Development



<b>Exam Board</b>	OCR Level 1/Level 2 Cambridge National in Child Development
<b>Introduction</b>	<p>The Level 1/Level 2 Cambridge National in Child Development is aimed at students aged 14-16 years and will develop knowledge, understanding and practical skills that would be used in the Childcare sector.</p> <p>Working as a health or childcare professional needs an understanding of the care needs for children of all ages, starting right from the pre-conception stage. It's important to understand the key factors that impact on becoming pregnant, having a healthy pregnancy and creating a safe and healthy environment for the baby when it is born so that you can help and support those in your care.</p> <p>In this unit you will learn about the importance of both pre-conception health and creating conditions in which a child can thrive, including the prevention and management of childhood illnesses and creating a safe environment.</p> <p>It is important that childcare settings provide a safe and nurturing environment to care for babies and young children. Childcare settings may include childminders, day nurseries, parent and toddler groups, playgroups, crèches and forest schools. In this unit, you will learn how to create a safe environment for children from birth to five years in childcare settings.</p> <p>You will investigate and choose equipment that is both suitable and safe for use and will learn about their nutrition and dietary needs.</p> <p>To work with children in nursery and education settings, it's vital to have a good understanding of how they develop. As well as developing physically, children develop socially and intellectually over time. Play is a key factor in a child's development process, so being able to plan and complete appropriate play activities with them is essential for working in these settings.</p> <p>In this unit you will learn the expected developmental norms for children from one to five years. You will use observation and research techniques and skills to investigate these development norms and explore your findings. You will also learn the importance of creating plans and providing different play activities to support children in their development.</p>
<b>Who might enjoy this course?</b>	<p>You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as:</p> <ul style="list-style-type: none"> <li>• preparing a feed or meal for a child</li> <li>• choosing suitable equipment to use in a childcare setting</li> <li>• planning suitable play activities</li> <li>• helping to prevent accidents in a childcare setting.</li> </ul> <p>This will help you to develop independence and confidence in using skills that would be relevant to the Childcare sector.</p> <p>Working as a childcare professional needs an understanding of the care needs for children of all ages.</p> <p>This qualification will help you to develop knowledge, understanding and skills that will allow you to help and support those in your care, starting from preconception through to children aged birth to five years.</p> <p>It is important that childcare settings provide a safe and nurturing environment to care for babies and young children, as well as providing activities and support to help them develop.</p> <p>This qualification will allow you to gain knowledge and skills to help provide such an environment for children in your care.</p>



<p><b>Assessment and examination details</b></p>	<p>You will study key knowledge, understanding and skills that relate to working in the Child Development sector.</p> <p>You will also have the opportunity to apply what you learn by completing practical activities. This qualification has three mandatory units:</p> <p>Unit R057: Health and well-being for child development – Assessed by an exam.</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>● Pre-conception health and reproduction</li> <li>● Antenatal care and preparation for birth</li> <li>● Postnatal checks, postnatal care and the conditions for development</li> <li>● Childhood illnesses and a child safe environment.</li> </ul> <p>Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years - Assessed by a set assignment.</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>● Creating a safe environment in a childcare setting</li> <li>● Choosing suitable equipment for a childcare setting</li> <li>● Nutritional needs of children from birth to five years.</li> </ul> <p>Unit R059: Understand the development of a child from one to five years - Assessed by a set assignment.</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>● Physical, intellectual and social developmental norms from one to five years</li> <li>● Stages and types of play and how play benefits development</li> <li>● Observe the development of a child aged one to five years</li> <li>● Plan and evaluate play activities for a child aged one to five years for a chosen area of development.</li> </ul>
<p><b>What skills might I develop?</b></p>	<p>This qualification will help you to develop knowledge, understanding and skills that will allow you to help and support those in your care, starting from preconception through to children aged birth to five years.</p> <p>It is important that childcare settings provide a safe and nurturing environment to care for babies and young children, as well as providing activities and support to help them develop.</p> <p>This qualification will allow you to gain knowledge and skills to help provide such an environment for children in your care. The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as:</p> <ul style="list-style-type: none"> <li>● research skills – for example, within the NEA set assignment students will need to complete research for equipment to help make decisions on which to choose and explain why,</li> <li>● communication skills – for example, within the NEA set assignment students will need to make recommendations to the nursery on how accidents can be prevented.</li> </ul> <p>This qualification will complement other learning that you're completing for GCSEs or vocational qualifications at Key Stage 4 and help to prepare you for further study. More information about this is given below.</p>
<p><b>Progression routes and opportunities with Health and Social Care?</b></p>	<p>The knowledge and skills you develop will help you to progress onto further study in the care sector. This may be other vocational qualifications, such as the Level 2 or Level 3 OCR Cambridge Technicals in Health and Social Care; the T Level Technical Qualification in Education and Childcare or the Early Years Educator Apprenticeship.</p> <p>The qualification also helps to develop other transferable skills, such as research and communication skills that will be valuable in other life and work situations. It can be a starting point for apprenticeships and jobs in Childcare and a range of early years health and social care services.</p>
<p><b>Further information can be obtained from:</b></p>	<p>Ms Wingrove</p>