



**KEY STAGE 4
CURRICULUM
AND
COURSE CHOICES**

2016 Revised Version

Contents

CURRICULUM CHOICES FOR YEAR 9	“	“	“	“	“	“	“	4
MAKING DECISIONS	“	“	“	“	“	“	“	5
IMPORTANT EVENTS FOR STUDENTS AND PARENTS					“	“		7
INFORMATION ABOUT THE KEY STAGE 4 CURRICULUM						“		8
CORE SUBJECTS								
ENGLISH LANGUAGE	“	“	“	“	“	“	“	10
ENGLISH LITERATURE	“	“	“	“	“	“	“	11
MATHEMATICS	“	“	“	“	“	“	“	12
SCIENCE	“	“	“	“	“	“	“	13
OPTION SUBJECTS								
GEOGRAPHY	“	“	“	“	“	“	“	14
HISTORY	“	“	“	“	“	“	“	15
FRENCH, GERMAN, SPANISH	“	“	“	“	“	“	“	16
COMPUTER SCIENCE	“	“	“	“	“	“	“	17
BUSINESS STUDIES	“	“	“	“	“	“	“	18
ICT	“	“	“	“	“	“	“	19
RELIGIOUS STUDIES; PHILOSOPHY AND ETHICS	“	“	“	“	“	“	“	20
PHYSICAL EDUCATION	“	“	“	“	“	“	“	21
MUSIC	“	“	“	“	“	“	“	22
PERFORMING ARTS	“	“	“	“	“	“	“	23
DRAMA	“	“	“	“	“	“	“	24
ART AND DESIGN	“	“	“	“	“	“	“	25
FOOD PREPARATION AND NUTRITION	“	“	“	“	“	“	“	26
CHILD DEVELOPMENT	“	“	“	“	“	“	“	27
ENGINEERING	“	“	“	“	“	“	“	28
GRAPHIC DESIGN	“	“	“	“	“	“	“	29
RESISTANT MATERIALS/CRAFT	“	“	“	“	“	“	“	30
TEXTILES TECHNOLOGY	“	“	“	“	“	“	“	31
TRAVEL AND TOURISM/RETAIL BUSINESS	“	“	“	“	“	“	“	32
DRAFT OPTION CHOICES FORM 2016	“	“	“	“	“	“	“	33

CURRICULUM CHOICES FOR YEAR 9

Dear Student,

Welcome to the Alec Hunter Academy Curriculum Choices booklet. It contains a lot of information which you should read carefully and discuss with your parents. You need to talk to your subject teachers, and the teachers named in this booklet, to get information about individual subjects. You should also talk to your tutor who probably knows you better than any other teacher in the school. Use all these people to gather as much information as you can about the pathway which is right for you.

In addition, there is an Options Evening on **Thursday 21st April** when the Curriculum Choices will be explained. Heads of Curriculum Areas and Subject Leaders will be present to answer your questions and you will be able to look at the resources used in Key Stage 4. You will also be able to talk to students who are currently studying each subject in Year 10 or Year 11 about what it is like. More information will be given to you about some of the new subjects on offer through some of your lessons and in special assemblies. You will then have an individual scheduled interview with your tutor to discuss the choices you are intending to make.

You need to use all these opportunities to learn as much as you can about the Key Stage 4 courses so that you can make an informed choice. We have structured the way you make your choices for KS4 to ensure that more of you take the subjects which you will need to move on to the next stage of your learning after Alec Hunter, and to access a wider range of career opportunities. **You need to take note of our recommendation that most of you should be choosing a humanities subject (History or Geography) and a modern foreign language (French, German or Spanish).**

You also need to abide by the instructions given, especially with regard to combinations that are not permitted and it is essential that you make a reserve choice in Block 3, since although every effort is made to make sure that you get your first choice subjects, it cannot be guaranteed. If courses are oversubscribed, undersubscribed or your choice combination does not fit, we will discuss it with you and ask you to make an alternative selection, using your reserve choice as a starting point. **If we have to make a decision over who will need to take their reserve choice subject, we will consider your attitude to learning and whether or not your form was submitted on time.**

It is very difficult to change courses once we have finalised all the choices, so make sure that you discuss your selections fully with your parents and with staff and that you fill the form in correctly, with signatures, and return it in to your Tutor by **Monday 9th May**.

Yours faithfully,

Mr Lawn
Headteacher

Making Decisions

During Years 9, 10 and 11 you will be following a programme of study that is designed to ensure your success in the future, be it with post-16 courses, Higher Education or the World of Work.

The Key Stage 4 programme is made up of compulsory core subjects that all students follow and a number of individually selected courses. The next few pages provide you with an outline of the subjects that are on offer at Alec Hunter Academy, followed by detailed information about each of the subjects. We hope that this will help you with the decisions that have to be made over the next few weeks.

Making these decisions is no easy task! Your choices should reflect your abilities and individual plans for the future. Don't be too concerned with particular careers at this stage - interests, inclinations and specific abilities will change over the next few years. It is more important to ensure you avoid closing career opportunities. Select subjects that complement the core and which provide a broad balance with a wide range of learning opportunities.

So, what should you consider to help you make good choices?

BE PREPARED

Recognise your strengths and weaknesses, especially in your general approach to study.

ARM YOURSELF WITH THE FACTS

- Ask the teachers about the different subjects (especially if it is a 'new' subject).
- Ask present Year 10 and 11 students how they feel about the different subjects – particularly about the workload. Talk to the KS4 Subject Champions. **However, it is worth noting that in almost all subjects, the nature of courses is changing from those that are being studied currently.**
- Ask to see samples of work from previous years.
- Find out how much background reading/independent research may be required.
- Find out what kind of ICT skills you might need.
- Find out the difference between GCSE and BTEC courses. Which type might best develop your knowledge, skills and interests?

THINK ABOUT THE FUTURE

Will you want to study at A-Level or go on to Higher Education? If this is a possibility, you must research suitable courses and ask advice on good subject combinations at GCSE that give a strong foundation for those future studies.

CONSIDER THE OVERALL BALANCE OF SUBJECTS

Make your option choices as broad as possible, to allow future plans to remain flexible. Consider how the combination of subjects might affect your lifestyle. Do they require a large amount of independent study or are there some practical elements to complete? How will you juggle study and leisure time? Do you have the required level of literacy? Do they all require lengthy written homeworks? Will you need to be self-disciplined to meet deadlines? Will there be large amounts of facts to commit to memory and are you equipped to manage this?

PEOPLE WHO CAN HELP

Discuss your options with those who know you or know the requirements for your future plans, e.g. Parents, Form Tutor, Subject Teachers, Heads of Curriculum Areas, Mr Moreno, Mrs Porter, Mr Birley, Mrs Richards, or the school careers advisor who can be contacted via Mrs Pipe in the Library.

SOME GOLDEN RULES

- Select subjects that you think you will really enjoy the most, as these will motivate you to achieve your highest grades in the examinations.
- Don't select a subject in the hope of being taught by a particular teacher or because particular friends are taking these options. The chances are the favoured teacher may not be taking your group and your friends could be in different classes.
- Don't panic – whatever you select, major errors are unlikely. The guidance you will receive from school will ensure that you are following a well balanced, broad programme of study which will allow you to change direction in later years.

Good Luck!

Mrs Richards
Assistant Headteacher (Director of Key Stage 3)

Miss Chamberlain
Assistant Headteacher (Director of Key Stage 4)

IMPORTANT DATES

- 21 APRIL** **Options Evening:** the Curriculum Choices process will be explained and Heads of Curriculum Areas and Subject Leaders will be present to answer your questions. You will be able to look at the resources used in Key Stage 4 and talk to current Year 10 students about the subjects they are studying.
- 27 to 28 APRIL** **Options Assemblies:** more information will be given to you about the options process and some of the new subjects on offer.
- 3 to 6 MAY** **Options Interview:** meeting with your tutor to discuss your proposed options and fill out your final option choices form which you will then take home to be signed by your parents
- 9 MAY** **Year 9 Option Choice Form Deadline – please be punctual**
- During the first half of the Summer Term, course choices are finalised, numbers assessed and courses confirmed. **During this time you may be asked to make a change to your options** since there are always some students whose choices do not fit when we start to try to put the blocks together, and there are usually some courses which do not attract enough students to make them viable to run.
- Following this, the Timetable Manager will begin to construct the school's timetable for the academic year 2016/17.
- JUNE** **Letters will be sent home confirming student option choices for September.**

INFORMATION ABOUT THE KEY STAGE 4 CURRICULUM

The programme of courses available to students at Key Stage 4 aims to challenge all students, regardless of their abilities and aptitude. Some aspects of the programme are compulsory, not only at Alec Hunter but nationally. This is because they form an essential 'core' of learning experiences from which all students will benefit. Beyond this core, there is considerable flexibility and choice; this provision is designed to motivate students and encourage achievement. Indeed, students have an entitlement to be able to choose from a full range of courses; we strive to reflect this in the curriculum offer. Moreover, it is important that there is coherence and progression between that which is available at Post-13 and those learning programmes available beyond the age of 16. The range of courses available, selected in the correct combination, should provide students with a good grounding for any number of possible learning pathways.

The following summary sets out the school's Key Stage 4 curriculum for 2016-2017. **Please note that this is subject to any changes in statutory requirements or constraints and the availability of appropriately qualified and experienced teachers. There have also been considerable modifications to subject specifications and you will notice that on some subject pages, certain sections are incomplete since full syllabuses have not yet been published. Hence we are including all the information which we know to be correct at the time of writing, but this may be updated or altered as further details become available.**

THE STATUTORY CURRICULUM

Students must have the following as part of their Key Stage 4 experience. For each compulsory area, there is an indication as to how these elements are delivered for the vast majority of students, together with an indication of the likely qualification/accreditation to be received. However, we do seek to offer alternative certified accreditation for some students to match their particular individual needs.

English

All students will complete a GCSE in both English Language and English Literature.

Mathematics

Students will follow a GCSE course in Mathematics.

Science

All students will begin by following a Dual Award GCSE course in Combined Science, which equates to TWO GCSEs, throughout Year 9 and Year 10. At the end of Year 10, some students, who have displayed suitable ability and work ethic, will be selected to complete three separate GCSE courses in Biology, Chemistry and Physics (Triple Science) in Year 11. The remaining students will go on to complete the Combined Science Dual Award GCSE.

Physical Education

Students will participate in core PE each week and may also choose to take PE as a formal qualification as part of the options process.

Learning for Life/RPE

Students will cover a range of topics in these lessons including RPE, PSHE, work related learning, careers and sex education.

THE OPTION CHOICE PROGRAMME

Students will be asked to select 4 units of study to complete their option choices.

ENGLISH BACCALAUREATE (EBacc.)

The English Baccalaureate was introduced by the Government in 2010. It is not a qualification in itself. However, it does recognise where students have secured a C grade or better across a core of rigorous academic subjects - English, Mathematics, two Sciences, a Language, and a Humanities subject (Geography or History)

Students who achieve A*- C grades across this full suite of courses demonstrate successful study of a broad core of facilitating subjects, ensuring that doors are not closed for future progression to employment or higher education - especially important if you're not sure what you want to do yet.

English, Maths and the Sciences are compulsory subjects at Alec Hunter, so the majority of our students will already be studying 4 EBacc subjects at GCSE. **As part of the options process it is compulsory for all students to select at least one further EBacc subject (French, German, Spanish, Geography or History)** but we would strongly recommend choosing a second subject from this list in order to ensure that flexibility for future plans can be maximised. The remaining three options can be chosen from any within this booklet.

GCSE English Language

Examination Board: AQA

Syllabus: 8700

Description of the course:

The study of English language will enable learners to read a wide range of texts, fluently and with good understanding. You will also be encouraged to read critically, and use knowledge gained from wide reading to inform and improve your own writing.

You will be expected to write effectively and coherently using Standard English appropriately, use grammar correctly, punctuate and spell accurately.

Throughout the course you will acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.

How you will be assessed:

You will be assessed on the outcomes of two exams that will cover a range of critical and creative writing skills covering a range of texts from the 19th to 21st century, and creative writing for a range of purposes (inform/explain/describe/argue/persuade/advise).

You will also be assessed on oracy (Spoken Language) – you will be asked to make a presentation and respond to questions appropriately.

Achievement in Spoken Language will be reported as part of the qualification, but it will not form part of the final mark and grade.

The course is 100% terminal assessment (there is no coursework/Controlled Assessment element).

Who to speak to find out more:

Head of Curriculum Area: Mr P McKenna

Assistant Head of Curriculum Area: Miss Whoriskey

Subject Teachers: The English Team

GCSE English Literature

Examination Board: AQA

Syllabus: 8702

Description of the course:

The English Literature course will build on the foundations of critical reading built throughout Key Stage 3. You will be encouraged to think critically, creatively and analytically throughout the course – and the ability to form and support your own opinion is crucial to success.

As well as critically reading a text, you will be assessed on your ability to write clear and coherent responses about a range of literature and for a range of purposes: to describe, explain, summarise, argue and evaluate. You will need to write accurately and with a clear ability to use technical vocabulary.

You will study a Shakespeare play, a pre-19th century novel, a modern prose or drama text and a range of pre- and post-1914 poetry.

How you will be assessed:

You will be assessed on the outcomes of two closed book exams – the first on 'Shakespeare and the 19th Century novel' (worth 40% overall) and the second on 'Modern Texts and Poetry' (worth 60% overall).

The course is 100% terminal assessment (there is no coursework/Controlled Assessment element).

Who to speak to find out more:

Head of Curriculum Area: Mr P McKenna

Assistant Head of Curriculum Area: Miss Whoriskey

Subject Teachers: The English Team

GCSE Mathematics

Examination Board: Edexcel

Syllabus 1MA1

Description of the course:

This is a new course and will cover more content than previous specifications. The course is split up into the following categories: "Algebra", "Geometry and Measures", "Ratio, Proportion and Rates of Change", "Number" and "Statistics and Probability".

You will require commitment, determination, resilience, self-discipline and a capacity to think and to work hard. You will complete a range of exercises involving practical and/or investigational work on an individual basis and in small groups.

How you will be assessed:

There are no Controlled Assessments in Mathematics. In both the Higher and the Foundation tiers there will be 3 examination papers equally weighted with a maximum of 80 marks each. There will be 2 calculator papers and 1 non-calculator paper. 100% of the examination will be used to determine the grading (instead of letter grades the assessments will range from 1 (lowest) to 9 (highest). The Foundation tier has grades ranging from 1 to 5 while the Higher tier will cover grades from 4 to 9. There will be common questions between the 4 and 5 range in both tiers.

The first sitting of this examination is in 2017 so there will be no opportunities for early entry.

Who to speak to find out more:

Acting Head of Curriculum Area: Mr Woods

KS4 Lead Teacher: Mr Jory

Subject Teachers: The Mathematics Team

GCSE Science

Examination Board: AQA

Syllabus: 8641-8644

Description of the course:

For all science subjects, you need commitment, good organisation, curiosity, a strong work ethic and an ability to work independently.

This course combines key aspects of the three main areas in science: Biology, Chemistry and Physics. Students will explore topics such as cells, ecology, evolution and homeostasis in Biology; atomic structure, organic compounds, rates of reaction and bonding in Chemistry and forces, energy, waves and electricity in Physics. Students will be encouraged to develop a critical approach to scientific evidence and methods, apply skills, knowledge and understanding of how science works and its essential role in society and acquire the scientific skills, knowledge and understanding necessary for progression to further learning.

Triple science

All students will cover the same content in Year 9 and Year 10 which will build their knowledge and skills for a science qualification worth the value of two GCSE grades.

Those students who display a suitable work ethic and academic ability will be entered for the triple science course in Year 11. This will require an extra component of work but will allow these students to gain three GCSEs in the separate fields of Biology, Chemistry and Physics.

How you will be assessed:

Each subject will be assessed through exams (100%) at the end of Year 11. There will be separate exams on each of the fields: Biology, Chemistry and Physics. Mathematical ability will be important for each of these exams and there will also be an element testing knowledge of key experiments that will be done throughout the course of the year.

Who to speak to find out more:

Head of Curriculum Area: Mr Fernandez

Lead Teacher: Mr Lee

Subject Teachers: The Science Team

GCSE Geography

Examination Board: AQA

Syllabus: 8035

Description of the course:

“Geography is not only up-to-date and relevant, it is one of the most exciting, adventurous and valuable subjects to study today. So many of the world's current problems boil down to geography, and need the geographers of the future to help us understand them.” - Michael Palin CBE.

The GCSE Geography course covers a range of topics based around Physical and Human Geography. We will be looking at the power of our planet and how humans adapt to their ever changing environment. The course is split into three sections with the first being The Physical Paper which covers natural hazards, The living world, physical landscapes in the UK and geographical skills. The second section is the Human Paper which covers Urban issues and challenges, the changing economic world, the challenge of resource management and geographical skills. The third section is evaluation, fieldwork and geographical skills

To become a good geographer you must be able to work independently as well as in groups. You will have to remember and recall information about places and events, interpret maps, diagrams and images as well as being able to demonstrate your understanding of issues in a variety of formats. Most importantly of all you must be prepared to work hard as Geography has one of the highest rates of graduate employability, as well as being highly valued by employers worldwide. The qualification leads on to IB and AS/A2 level Geography and contains all the knowledge, skills and understanding necessary for further study. This will open the door to a variety of careers with roles such as becoming an architect or urban planner, a surveyor, an environmental engineer, a teacher, a social worker, a cartographer, a military GIS specialist, an earth scientist, a weather forecaster, a hazard prediction and management and a flood protection manager amongst many others.

As geography does involve three exam papers you will need good written communication skills. Also confidence in Mathematics is very important due to the skills element of the paper which involves the interpreting and analysing of graphs and data. It is also beneficial to have an inquisitive mind and show an interest in the world around you through watching the news or documentaries and keeping up to date with current affairs.

How you will be assessed:

There will be three written exams two lasting an hour and a half and the third will be an hour and fifteen minutes.

Paper 1 Living with the physical environment (35%),

Paper 2 Challenges in the human environment (35%).

Paper 3 Geographical Applications (30%)

Who to speak to find out more:

Head of Curriculum Area: Miss Woolnough

Lead Teacher: Miss McLean

Subject Teachers: Miss McLean, Miss Fisher, Mr Moreno

GCSE History

Examination Board: Edexcel

Syllabus: 1HI0 – F5

Description of the course:

Apart from being VERY interesting, History is useful for a wide range of careers such as law, journalism, politics, teaching and archaeology. History teaches you vital skills that employers want. Through History lessons you will learn to handle evidence and make informed decisions; you will be able to see more than one point of view and what motivates people, their thoughts and feelings. You will understand that different people see things differently. You will be able to find and read lots of different types of information and you will be able to communicate your ideas and thoughts clearly, both verbally and in writing; vital for making arguments or presentations.

As part of the course you will study the following units:

- Weimar Germany and Nazi Germany 1918-39 – a study of Germany between the wars. A study of life in Germany after the defeat of World War One, the rise of Hitler and life in Nazi Germany.
- Medicine in Britain 1250 – present. Including a depth study on Injuries, treatment and the trenches of World War One. – A study of how medicine and treatments have changed over time. This will include looking at beliefs about diseases such as the Black Death and Cholera as well as the effects the First World War had on medical techniques and technology.
- American West 1835-1895 – a study of Plains Indians, Cowboys and Cattlemen, Gold Miners, Outlaws and Lawmen and Indian Wars.
- Early Elizabethan England 1558-88 – All aspects of Elizabeth I's reign from how she ran the country, dealt with political and religious rivalry to exploring the New World. Major events will also be studied

Throughout the course you will be using these key skills: knowledge, understanding, evaluating evidence, debate, discussion, structured writing and source analysis.

Students taking History benefit from having achieved a Level 5A and above at Key Stage 3. It is important to have a good level in English as there is a lot of writing in this subject. They should also enjoy reading and would benefit from having a wider knowledge about the world around them and current affairs.

How you will be assessed:

Paper 1 – Medicine through Time – worth 30%

Paper 2 – American West & Elizabethan England – worth 40%

Paper 3 – Weimar & Nazi Germany – worth 30%

Who to speak to find out more:

Head of Curriculum Area: Miss Woolnough

Lead Teacher: Miss Depper

Subject Teachers: Miss Woolnough, Miss Depper, Mr Fox, Mr Birley and Mr Gilbert

GCSE French/German/Spanish

Examination Board: Edexcel

Syllabus: 2FR01, 2GN01, 2SP01

Description of the course:

You might think that everyone speaks English but actually 75% of the world's population don't. By learning a foreign language at GCSE you are preparing yourself for a global workforce. If you enjoy talking to others and being around people then you'll enjoy a GCSE in languages.

The course covers all four skills; listening, reading, writing and speaking. In lessons you will learn how to communicate effectively in the language and you will learn to do this via a range of interesting topics, linked to identity and culture; local, national international and global areas of interest; and current and future study and employment.

How you will be assessed:

Students will be assessed at the end of the course, with each assessment worth 25%. Students will be entered into Higher or Foundation Tier, but students must take all four question papers at the same tier.

Papers will include:

- * Translations from and into the Target Language
- * Some target-language questions in the reading and listening paper
- * Authentic materials in the reading paper, including literary texts.

Who to speak to find out more:

Head of Curriculum Area: Mrs Steward

Lead Teacher: Mr Adady

Subject Teachers: The Languages Team

GCSE Computer Science

Examination Board: OCR

Syllabus: J276

Description of the course:

This course gives students a real, in-depth understanding of computational thinking and how computer technology works. It offers an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing. You will develop your understanding of current and emerging technologies and how they work. You will learn about algorithms in computer games and become independent and discerning users of IT. You will be able to develop computer programs to solve problems, evaluate the effectiveness of computer programs/solutions and the impact of computer technology in society.

The course is broken down into 3 units using the following content & assessment Overview:

Computer systems (J27601):

Systems architecture, memory, storage, wired and wireless networks, network topologies, protocols and layers, system security, system software, ethical, legal, cultural and environmental concerns

Written paper, 80 Marks, 1 hour and 30 minutes (no calculators allowed)

40% of total GCSE

Computational thinking, algorithms and programming (J276 02)

Algorithms, programming techniques including producing robust programs, computational logic, translators and facilities of languages, data representation

Written paper, 80 marks, 1 hour and 30 minutes. (no calculators allowed)

40% of total GCSE

Programming project (J276 03/04):

Programming techniques, analysis, design, development, testing and evaluation and conclusions.

Programming project, 40 marks, totalling 20 hours. (Non-Exam Assessment, NEA)

20% of total GCSE

Entry requirements for the course:

You will need to have a solid understanding of Maths to at least a level 6C by the end of Year 8 or a proven aptitude for computing.

Who to speak to find out more:

Head of Curriculum Area: Mrs Ross

Subject Teacher: Mr Goldsmith

BTEC Business First Level 1/2

Examination Board: Edexcel

Syllabus: TBC

Description of the Course:

Core units:

Unit 1 Enterprise in the Business World: the unit introduces the learner to language and terminology used in business and explores what businesses do, how they operate and the factors that can influence their success. Learners will be able to use this knowledge to plan their own realistic business start-up idea. This is a chance for learners to demonstrate their entrepreneurial and creative skills while building up a body of knowledge that will support them through the rest of the BTEC qualification.

Unit 2 Finance for Business: the unit introduces learners to essential financial principles underpinning any successful business. Learners will explore how businesses plan for success and the techniques that assist this process, such as break even analysis, and cash flow forecasts. Learners will understand how to measure revenue, gross profit and net profit and the importance of these to a business.

Optional units

Unit 3 Promoting a Brand

Unit 8 Recruitment, Selections and Employment.

There are no entry requirements for this course.

How you will be assessed:

Assessment will be a combination of controlled assessment and final exam.

Who to speak to find out more:

Head of Curriculum Area: Mrs Ross

Teacher: Mrs Ross and Miss Harrison

OCR Level 1/2 Cambridge National Certificate in ICT

Examination Board: OCR

Syllabus: J810

Description of the course:

This qualification will assess the application of ICT skills through their practical use. They will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being.

The Cambridge Nationals in ICT equips learners with sound ICT skills for everyday use and provide opportunities to develop in context those desirable, transferable skills such as planning, research and analysis, working with others or communicating technical concepts effectively as well as encouraging independence and creativity; providing tasks that engage with the most taxing aspects of the National Curriculum (including data handling, modelling and programming). The qualification design, including the range of units available, will allow learners the freedom to explore more deeply the things that interest them as well as providing good opportunity to enhance their learning in a range of curriculum areas.

How you will be assessed:

The OCR Level 1/2 Cambridge National Certificate in ICT consists of two mandatory units and two optional units:

Mandatory Units:

R001: Understanding computer systems (Written paper – 1 hour)
R002: Using ICT to create business solutions (Centre assessed task)

Optional Units:

Business information systems strand (must choose one from the following)

R003: Handling data using spreadsheets Centre assessed task,
R004: Handling data using databases Centre assessed task, OCR moderated

Creative Strand (must choose one from the following)

R005: Creating an interactive product using multimedia components. Centre assessed tasks
OCR moderated
R006: Creating digital images. Centre assessed tasks OCR moderated
R007: Creating dynamic products using sound and vision. Centre assessed tasks OCR
moderated

Who to speak to find out more:

Head of Curriculum Area: Mrs Ross

Subject Teachers: Mrs Ross, Mr Goldsmith

GSCE Religious Studies: Philosophy and Ethics (RPE)

Examination Board: AQA

Syllabus: 8062 A

Description of the course:

The course will consist of studying two main world religions alongside four philosophical and ethical topic areas. Topics which may be covered:

- Peace and conflict (War, conflict, Weapons of Mass Destruction)
- Crime and Punishment (Capital punishment, Corporal punishment, forgiveness)
- Religion and Life (animal testing, origins of life etc)
- The Existence of God and Revelations (Miracles, visions, nature)

GCSE RPE gives students an opportunity to explore the world around them develop their own views and system of ethics. Students will investigate and critically analyse different beliefs and cultures that influence countries, their rules, laws and customs. GCSE RPE is essential in developing skills of critical and reflective thinking which will support students across other GCSE subjects. Moreover, these are skills highly valued by colleges, universities and by multiple employers.

A good RPE student needs to be able to;

- Present their thoughts in a clear manner.
- Argue their view, by giving evidence to prove it.
- Have excellent knowledge of current events and the world around them.
- Be able to evaluate and analyse society and its beliefs, culture, morals, ethics and laws.
- Critically assess philosopher's writings and draw out the strengths and weaknesses of the argument studied.
- Have an inquisitive mind.
- Have a love of how the world works and connects together in what is morally acceptable and unacceptable and how cultures and countries can differ.
- Good literacy skills.

The study of Religion, Philosophy and Ethics can be useful for embarking upon many **careers** particularly in: **medicine, policing, law, politics, journalism, psychology, criminology, and teaching.**

How you will be assessed: 100% final examination in Year 11

Who to speak to find out more:

Head of Curriculum Area: Miss Woolnough

Lead Teacher: Miss Marriott

Subject Teachers: Miss Marriott, Miss McEvoy

GCSE/BTEC Physical Education

All pupils who opt for PE will spend the first year studying the same content and will then undergo an assessment. They will then be allocated to the suitable course (GCSE or BTEC).

Examination Board: Edexcel

Syllabus: 1PE01/BHA77

Description of the course:

Students will study areas that include applied Anatomy and Physiology, Sports industry and its effects on sport, Injury, Leadership, Diet and Nutrition, Sport Psychology and Movement Analysis.

Depending on the course you will be expected to complete practical and theory lessons or use computers to create a portfolio of work.

This subject will develop your understanding and knowledge of how your body works in relation to physical exercise. You will be able to improve knowledge, understanding and performance in your chosen areas.

Students benefit from having a love of sport and a willingness to work hard even if you find the topic difficult or outside of your comfort zone. You will need a basic sporting ability in at least one sport for BTEC and three sports for GCSE. A keen interest in the science behind sport and how sport can affect or be affected by society will also help.

How you will be assessed:

GCSE 40% Non-examined mark (practicals and coursework), in three sporting activities and a written analysis of performance about a Personal Exercise Programme.

60% Theory Mark (final exam), written paper on all theory aspects learned at the end of the course.

BTEC 100% assignment assessment throughout the course. This includes one online test during the course.

Who to speak to find out more:

Head of Curriculum Area: Mr Edwards

Subject Teachers: The PE Team

GCSE Music

Examination Board: Edexcel

Syllabus 1MU0

Description of the course:

You will learn about Musical elements, musical settings and musical language.

You will study four areas of music;

- Instrumental Music 1700–1820
- Vocal Music
- Music for Stage and Screen
- Fusions.

You will develop your solo and group performance skills and also be expected to learn about music notation and theory.

The performance component requires you to perform a solo and ensemble piece.

You will be provided with instrumental tuition by the school on your selected instrument. In order to effectively prepare you for your performance assessments, it is expected that you will attend these lessons and consistently practise on your chosen instrument / voice. It is expected that you have a willingness to work with others to rehearse, and perform to an audience.

In composition, you will compose two pieces of music. One will be of your own choosing and the other will be to a brief set by the exam board. Your compositions ideas will be recorded using the Mac computers.

For Appraising, you will need to answer questions about the Areas of Study, dictation and unfamiliar pieces. In addition, you will be asked to compare one of the set works with a linking piece of music.

How you will be assessed:

Controlled assessment;

Performing (solo and ensemble) – 30%

Composing (2 compositions) – 30% (5 hours per composition)

Final examination;

Listening exam - 40%.

Section A – Areas of study, dictation, and musical elements, contexts and language.

Section B – Extended response comparison between a set work and one unfamiliar piece.

Entry requirements for the course:

You must already sing or play an instrument or be willing to practise and learn.

Who to speak to find out more:

Head of Curriculum Area: Mr Edwards

Lead Teacher: Mrs Davies

Subject Teacher: Mrs Davies, Mr Austen

BTEC Performing Arts

Examination Board: Edexcel

Syllabus: TBC

Description of the course:

This course allows you a chance to explore a range of skills required in the broad situation of the Performing Arts industry. You will learn and develop the appropriate skills and techniques used in presentations and performances, which will inspire and enthuse you to consider a career in the Performing Arts industry.

The areas of skill covered are; Acting, Singing, Dance, Music, Lighting, Sound, Front of House and Stage Management. You will need to be confident or willing to develop your confidence, to perform to different types of audience. You will also need to create evidence of your skills as you progress through the course that shows your development and improvement.

The course is separated into units that cover a variety of topics. You will take part in the processes of planning rehearsing, performing, and evaluating your own work and that of others, linking your skills to those used in the Performing Arts industry for each topic.

Your work can be in a written format but pictures, diagrams, minutes of meetings, notes or practice diaries can be used as evidence. You will also be expected to contribute to Performing Arts extracurricular activities in some way as part of the course.

How you will be assessed:

Mandatory units;

- Individual showcase (Externally assessed)
- Preparation, Performance and Production
- The Performing Arts Industry (Externally assessed)
- Community Arts

You will also be assessed on a choice of five specialist units, chosen in consultation with the teacher examiner.

Entry requirements for the course:

You will either;

- a) Have performed in a Performing Arts extra-curricular performance. This can be in a musical, concert or play.
- b) Regularly perform outside of school – we will need evidence of this.
- c) Participate in an audition workshop to assess your suitability to the course. This may be as an actor, singer, musician, dancer or sound and lighting technician.

Who to speak to find out more:

Head of Curriculum Area: Mr Edwards

Lead Teacher: Mrs Davies

Subject Teachers: Mrs Davies, Mr Holland

GCSE Drama

Examination Board: Edexcel

Syllabus: 1DR0

Description of the course:

The course will allow you to study a range of performance styles, play texts and theatre practitioners. Set texts will be studied and performed during the course which is an exciting opportunity to bring these texts from page to stage. You will also develop a range of devised performances using a different performance styles. Theatre trips to see live performances are part of the course as you will be asked to evaluate a live performance.

The course will develop your co-operation, communication and group work skills; employers in today's jobs market see these skills as essential. Many companies look for the teamwork skills developed in GCSE Drama when employing staff.

It is vital that you understand that performance and written work are part of the Drama course. You will also need to show commitment, reliability, determination, good organisation and self-discipline to develop confidence together with creative expression and co-operation.

You will develop important interpersonal skills like communication and the ability to work with a wide range of people. You will develop your imagination, self-control and explore issues and feelings through Drama.

How you will be assessed:

Component 1: Devising (40% of the qualification – 60 marks)

This component of the course requires you to work in a group to create, rehearse and then perform a devised performance from a piece of stimulus.

There are two parts to the assessment of this component:

1. The performance of the devised performance.
2. A portfolio that reflects on and evaluates the creating and development of ideas during the performance project, the rehearsal process and the actual performance.

Component 2: Performance from a text (20% of qualification – 48 marks)

Students will be guided and directed in their performance work and will perform 2 short extracts of different key moments of their chosen play.

This performance is assessed by a visiting examiner.

Component 3: Theatre makers in practice (40% of qualification – 60 marks)

This component is a written exam at the end of the course in two sections.

Section A: Study of a complete performance text - You will have studied and explored one of the set texts in class. You will be required to answer questions on an extract of text. They will answer questions on this extract from the perspective of an actor, director and designer.

Section B Live Theatre Evaluation

You will be required to review a live performance that they have seen during the course. You will also need to write about one live performance as part of the written exam.

Who to speak to find out more:

Head of Curriculum Area: Mr Edwards

Lead Teacher: Mrs Davies

Subject Teacher: Mr Holland

GCSE Art and Design

Examination Board: Edexcel

Syllabus: 2FA01

Description of the course:

Currently we follow the Edexcel syllabus for GCSE Art and Design (fine art). Assessment for this two-year qualification is based on two units of practical work, chosen by the student under the teacher's direction. This includes critical study and research, involving some writing, which links up with and derives from the student's own work/ideas. The first unit, the larger of the two, makes up 60% of the total mark and the second smaller, externally set exam unit, which culminates with a 10 hour exam, constitutes 40% of the total mark.

This course concludes with the end of year GCSE exhibition and moderation.

Successful completion of a GCSE in art allows students to go on to study A Level Art, which in turn opens doors to a whole range of arts related opportunities within University arts faculties, including degrees in: Painting, Sculpture, Printmaking, Curating and Museum Education, Graphic Design, Fashion, Architecture, Animation, Photography, Film, Advertising, Interior design, 3-D Design and Stage Design.

The main requirement for this course is an interest and enthusiasm in the subject and a willingness to try new skills and techniques in their work. Students will build upon many of the skills already developed in KS3 as well as learning new techniques and processes.

How you will be assessed:

Work is assessed every 6 lessons and students receive written and verbal feedback from their teacher.

In Year 10 there is a formal exam of 5 hours and in Year 11 a 10 hour exam. This helps students prepare for Unit 2s externally set assignment.

Who to speak to find out more:

Head of Curriculum Area: Mr Todd

Lead Teachers: Ms Hilton, Mrs De Kadar

Subject Teachers: Ms Hilton, Mrs De Kadar

GCSE Food Preparation and Nutrition

Examination Board: WJEC Edugas

Syllabus: C560

Description of course:

This GCSE will teach students the science behind food preparation, how to cook a range of savoury and sweet dishes and how to plan nutritious meals that can form part of a healthy, balanced diet. Not only will you learn how to cook but you will learn about the relationship between diet, nutrition and health and understand the economic, environmental and ethical influences on food choices. We will explore a range of ingredients and processes from different culinary traditions and investigate the functional properties and chemical processes involved in food preparation. The course will be delivered through a mixture of practical food preparation, investigations and theory lessons.

How will you be assessed:

One written exam 1 hour 45 minutes (50%)

Section A: Multiple choice questions structured to reflect the sections of the specification

Section B: contains five questions varying in styles of approach and content

Non-exam assessment

- Food investigation (15%)
Student write a report on their understanding of the scientific principles that underpin the preparation and cooking of food.
- Food preparation assessment (35%)
Students plan, prepare, cook and present a three course menu. They will make their dishes in a three hour practical exam.
Students will produce a concise portfolio that:
Demonstrates their application of technical skills and their practical outcome
Explains how they planned and carried out the preparation, cooking and presentation of their three final dishes
Includes an evaluation of cost, and the sensory properties and nutritional characteristics of each dish

Who to speak to find out more:

Head of Curriculum Area: Mr Todd

Lead teacher: Miss Birrell

Subject Leader: Miss Birrell

Cambridge National Certificate Level 2 in Child Development

Examination Board: OCR

Syllabus: J818

This qualification is divided into 3 units, two centre assessed units with practical task-based assessment opportunities and one examined unit.

Unit 1. This unit covers reproduction, parental responsibility, antenatal care, birth, post natal checks, care, and conditions for development, childhood illness and safety.

Unit 2. In this unit students will learn about the equipment needs of children and gain an understanding of factors to consider when choosing equipment. They will also learn about nutrition and how to prepare food hygienically.

Unit 3. In this unit students will gain knowledge and develop skills in, developing activities to observe developmental norms in children up to the age of five. This unit will include researching, planning and carrying out activities with children and observing and reviewing these activities, as well as understanding developmental norms and the benefits of play in child development.

The skills developed in all the units are transferable and would be of use in further study.

How will I be assessed?

Unit R018 Externally assessed written exam 50%

Unit RO19 Understanding the equipment and nutritional needs of children from birth to five years. OCR-set assignment 25%

Unit RO20 Understanding the development of the child from birth to five years. OCR-set assignment 25%

Who to speak to find out more:

Head of Curriculum Area: Mr Todd

Lead teacher: Miss Birrell

Subject Leader: Miss Birrell

Level 1/2 Award in Engineering

Examination board: WJEC

Syllabus: 979OA1

Engineers can have a major impact on industry and society. The achievements they have made have improved the quality of everyday life, from the buildings we live and work in to the transport we use to get around and how we enjoy our leisure time. Engineers are able to find solutions to problems, whether it is adapting or combining materials used to produce a product to make it withstand severe weather conditions or fixing materials in a different way to make something more portable. Problem solving is critical to working in engineering. Finding solutions to problems to ensure a product is fit for purpose involves:

- **learning about materials**
- **design processes**
- **engineering processes**
- **safe use of tools and equipment**
- **maths that engineers use.**

The Level 1 / 2 Award in Engineering provides a more practical alternative to GCSE. The qualification is based around the world of engineering and aims to introduce students to the various strands available within the field.

The qualification offers students the chance to develop knowledge, skills and understanding through tasks set in realistic work-related contexts.

The qualification structure is:

WJEC Level 1/2 Award in Engineering			
Unit number	Unit title	Assessment	Performance bands are provided for Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction.
1	Engineering design	Design Folio	
2	Producing engineering products	Production of a manufactured item	
3	Solving engineering problems	Written Exam 90 minutes	

Who can I speak to find out more:

Head of Curriculum Area: Mr Todd

Lead Teacher: Miss Birrell

Subject Teacher: Mr Todd

GCSE Graphic Design

Examination Board: AQA

Syllabus: TBC

Description of the course:

Graphic Design enables students to design and make products using a range of graphic and modelling material in an imaginative way, demonstrating creativity. The exam specification requires students to develop knowledge of various materials including types of Card, Paper and Plastics, along with investigating designers and design Eras. e.g. Art Deco
Students will work on various practical tasks, drawing techniques and CAAD/CAM skills. They will then be able to apply these methods in their coursework.

This subject will prepare you for a range of career options such as photography, animation, architecture, planning, interior design, corporate design, art, ETC.

The main requirement for this course is an interest and enthusiasm in the subject and a willingness to try new skills and techniques in their work. Students will build upon many of the skills already developed in KS3 as well as learning new techniques and processes.

How you will be assessed:

Assessment by the exam board: Externally set assessment.

A Controlled Assessment, the evidence required for their project consists of a prototype and a design folder with appropriate ICT evidence. The activity is selected from a list of set tasks from the exam board.

Who to speak to find out more:

Head of Curriculum Area: Mr J Todd

Lead Teacher: Miss C Birrell

Subject Teacher: TBC

GCSE Resistant Materials/Craft

Examination Board: AQA/NCFE

Syllabus: TBC

Description of the course:

Resistant Materials helps students develop the ability to design and make products with creativity and originality, using a range of materials and techniques.

This specification requires students to develop their knowledge of woods, metals, plastics and composite materials. Students will learn how to design and draw using Solidworks (CAD) to model design solutions, producing engineering drawings to enable manufacture (CAM) of their final design solution. Students can choose from a selection of design contexts to help guide their design investigation/manufacture

This subject really helps you if you want a career in engineering, construction, plumbing, design, electrical installations, carpentry, motor mechanics, landscape gardening, farming, etc. Resistant Materials is useful as it develops your confidence when working with materials such as wood and metal which can be used in later life when engaged in DIY projects or repairing household objects

In year 11 students often take their design portfolios and pictures of the products they are making to interviews. Potential employers and college tutors look favorably upon this work as it shows them what you are capable of doing and that you can work independently.

The main requirement for this course is an interest and enthusiasm in the subject and a willingness to try new skills and techniques in their work. Students will build upon many of the skills already developed in KS3 as well as learning new techniques and processes.

How you will be assessed:

Through Year 10 students will follow a number of short assignments that build and develop their skills in particular areas, including CAD/CAM. This culminates in the choice of a major project piece that starts towards the end of Year 10 and is completed in Year 11.

Assessment by the exam board: Externally set assessment.

A Controlled Assessment, the evidence required for their project consists of a prototype and a design folder with appropriate ICT evidence. The activity is selected from a list of set tasks from the exam board.

Students are expected to provide their own materials to complete their practical work.

Basic materials will be provided by the school.

Who to speak to find out more:

Head of Curriculum Area: Mr Todd

Lead Teacher: Miss Birrell

Subject Teacher: Mr Todd & TBC

GCSE Textiles Technology

Examination Board: AQA

Syllabus: TBC

Description of the course:

Textiles Technology is concerned with the development of skills, knowledge and understanding required when handling and studying textile materials. Students are able to design and make products which can be functional, creative, worn as items of clothing or used to decorate living spaces.

Students make a wide range of textiles products, including garments. This option looks at the use of textiles in its widest sense. Students will analyse and gain experience of textiles and fabrics associated with fashion, furnishing and interior design. As a result of the new industrial processes and extending the range of modern fabrics students will be expected to relate their work to current industrial practice. In this area, students work with a range of compliant materials, including smart materials. Using these studies and further research students will be expected to design and make garments and textile products using appropriate materials and techniques.

Textiles is suitable for students with an interest in fashion and/or interior design who enjoy working with textiles. The further study of textiles can lead to careers in textile management, fashion or costume design, retail management, buying and fashion promotion, children toys designer, machinist, manufacturer, buyer.... The potentials of textiles are endless.

In year 11 students often take their design portfolios and pictures of the products they are making to interviews. Potential employers and college tutors look favorably upon this work as it shows them what you are capable of doing and that you can work independently.

The main requirement for this course is an interest and enthusiasm in the subject and a willingness to try new skills and techniques in their work. Students will build upon many of the skills already developed in KS3 as well as learning new techniques and processes.

How you will be assessed:

Through Year 10 students will follow a number of short assignments that build and develop their skills in particular areas, including CAD/CAM. This culminates in the choice of a major project piece that starts towards the end of Year 10 and is completed in Year 11.

Assessment by the exam board: Externally set assessment.

A Controlled Assessment, the evidence required for their project consists of a prototype and a design folder with appropriate ICT evidence. The activity is selected from a list of set tasks from the exam board.

Students are expected to provide their own fabrics to complete their practical work.

Basic materials will be provided by the school.

Who to speak to find out more:

Head of Curriculum Area: Mr J. Todd

Lead Teacher: Miss Birrell

Subject Teacher: Miss L. Chamberlain

BTEC Travel & Tourism/Retail Business

Students selecting this option will take two BTEC qualifications, completed in succession across the three years. These are as follows:

BTEC Travel and Tourism

Examination Board: Edexcel

Syllabus: KTX85

Description of the course:

This course gives learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the travel and tourism sector. It will inspire and enthuse you to consider a career in the travel and tourism sector.

The course supports progression to a more specialised Level 3 vocational qualifications such as the Edexcel BTEC Level 3 National in Travel and Tourism, or academic courses such as GCE in Travel and Tourism, or BTEC Apprenticeship in Travel Services. These courses will give you the potential opportunity, in due course, to enter employment within a wide range of posts across the travel and tourism sector, for example in travel agencies, visitor attractions and accommodation.

Students are awarded a Level 2 Pass, Merit or Distinction which are equivalent to current GCSE Grades C to A.

How you will be assessed:

- 1 Externally assessed unit (25% of the course) 1 hour exam can be retaken
- 3 Internally assessed units (75% of the course) marked by the teacher

BTEC Retail Business

Examination Board: WJEC

Syllabus: 9781, 9782, 9783

Description of the course:

Retail Business introduces learners to one of the most important employment sectors in the UK, exploring various aspects of retail business and investigating a range of retailers from large chains and department stores through to independent and virtual stores.

Key Features include:

- Enabling learners to develop a range of skills both practical and academic, through applied learning that will be useful in the workplace and for future learning
- Motivating learners through purposeful tasks set in real retail contexts
- Assessment through a combination of model assignments and one external examination
- Clearly structured content and straightforward assessment criteria

How you will be assessed:

- 1 Externally assessed unit (33% of the course grade)
- 2 Internally assessed controlled assignment (66% of the final course grade) marked by the teacher

Students are awarded a Level 2 Pass, Merit or Distinction which are equivalent to current GCSE Grades C to A.

Who to speak to find out more:

Foundation Learning Coordinator: Mr Sykes-Wood

Draft Choices Form for September 2016

(You will complete your actual options form in your interview with your tutor and you will then take it home for your parents to sign. This one is for reference only and to begin considering the choices you will make.)

Please choose ONE subject from Block 1, and THREE from Block 2.

Block 1	Block 2			
Geography	Geography	History	Religion, Philosophy & Ethics	
History	French	German	Spanish	
French	Art & Design	Child Development	Textiles	Resistant Materials
German	Engineering	Food Preparation & Nutrition		Graphic Design
Spanish	Physical Education	Drama	Music	Performing Arts
	Business	Computer Science	ICT	Travel & Tourism/Retail Business
Choose ONE:	Choose THREE plus a Reserve:			
•	1.			
	2.			
	3.			
	Reserve:			

You may NOT choose:

- More than one Technology subject (Textiles, Resistant Materials, Engineering, Food Preparation & Nutrition, Graphic Design)
- Computer Science AND ICT
- Performing Arts, Music AND Drama, but you MAY choose any 2 of these 3 subjects