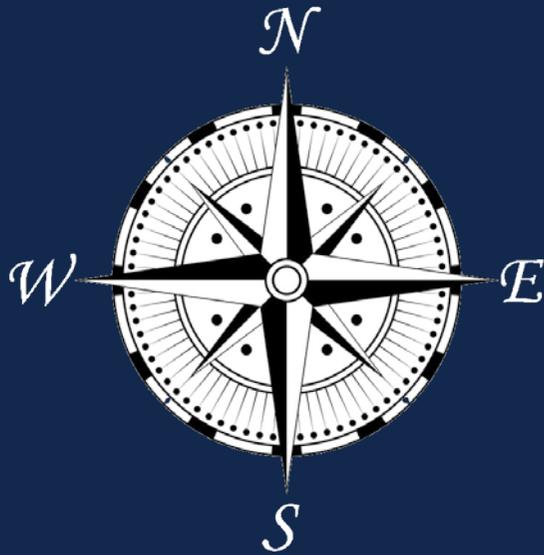




THE ACADEMY OF
ST FRANCIS
OF ASSISI

Guided Options Booklet 2021

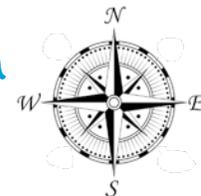


SUCCESS FOR ALL

RESPECT - AMBITION - PRIDE - HAPPINESS - PEACE & RECONCILIATION



We implement our vision of 'Success for All' through a curriculum that is Ambitious, Challenging and Engaging



Dear Parent/Guardian

Welcome to The Academy of St. Francis of Assisi's Options Booklet which outlines all the courses available to students in next year's Year 10. I hope you will find it interesting and informative.

The purpose of the booklet is to:

- Inform parents and Year 9 students of the courses that are available to them from September 2021
- Explain the course content and structure and how each course will be assessed
- Help in decision-making for the next stage of Academy life and beyond

At The Academy of St Francis of Assisi, we aim to provide all students with a curriculum that is tailored to the needs of each individual and which leads to a range of possibilities post 16. Some subjects will continue to be compulsory (core) as identified by the Government in the National Curriculum. The Curriculum guides most students to follow the English Bacculaureate, for some students this may not be suitable, students will be advised as to which pathway is most suitable for them.

Making the right choice of subjects within the pathway is vital, and I would encourage you to take time to ask questions and ensure you have all the help and guidance you require.

Within the booklet you will find the personalised Option Choices Form which must be completed following Options Week and virtual Options Evening. It is strongly advised that you attend the Year 9 Parents Evening where you will have a chance to discuss with your child's teachers whether particular options are appropriate, for them. Please also attend our Virtual Options Evening to gain further guidance on the process and a chance to ask questions. Further meetings will then take place to ensure your child is fully guided in the process and has the best possible chance of getting their first choices. Your son or daughter will be informed of their final choices during the summer term.

I would like to wish your son or daughter every success as they embark on this new and exciting phase in their education.

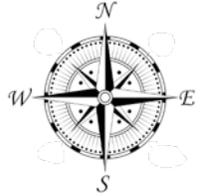
Thank you for your ongoing support.

A St John

Mrs A St John
Senior Assistant Head of School

WELCOME

KS4 Curriculum Pathways at ASFA



How are my GCSE's graded?

- ✓ **All GCSE subjects** are now graded on a **9 to 1** scale (9 is the highest possible grade).
- ✓ **Vocational courses** are graded on a **Distinction*, Distinction, Merit and Pass** scale.

Choosing options

This options booklet is designed to provide you with information about the **core curriculum** (the subjects all students take) and to help you make your **option choices** that are right for **you** and **your career** in the future.

It is important that you take time to **think everything through very carefully**. You will be supported through this process by a sequence of events that are designed to help you make the best possible decisions for you as an individual.

All students will study a **Core curriculum** of the subjects outlined below.

- ✓ **GCSE Religious Education-Issues & Beliefs**
- ✓ **GCSE Mathematics**
- ✓ **GCSE English Language**
- ✓ **GCSE English Literature**
- ✓ **GCSE Combined Science (2 GCSE's)**
including Biology, Chemistry and Physics
- ✓ **ASFA Growth Programme**
Personal, Social, Health and Education plus careers guidance
- ✓ **Sports/Core PE**

Students will then be guided into either the **BLUE** or **PURPLE** Pathway when choosing their additional subjects. This is fully explained in the curriculum Compass section of this booklet and the online video to accompany this booklet. All information can be found on the school website.

Monday 19th April:
Options week in school

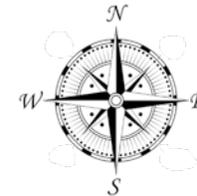
WB 26th April:
Virtual options week

Tuesday 26th April:
Virtual options launch to parents

WB 3rd May,
Guided options interviews begin

24th May: Options
process closes
Forms submitted

KS4 Curriculum Pathways Explained



All Key Stage 4 students at the Academy of St Francis of Assisi will study the following core subjects;

English

Combined Science

Mathematics

Issues & Beliefs

Growth Programme
PSHE

Core PE

Then, your progress journey will be defined by your Personalised Curriculum Compass. All students in Key Stage 4 will study at least one English Baccalaureate subject (History, Geography, Spanish, and French), the additional subjects offered along with these subjects will be detailed on your Curriculum Compass Sheet.

Where can I find more information about what my child's study?

Speak to the members of staff and ask for further information, or visit the exam board websites to find the specification information.

What is the English Baccalaureate?

The English Baccalaureate (EBacc) is a school performance measure. Students are awarded the EBacc if they study English, Maths, and Science, History or Geography and a language.

Why are all students required to study an English Baccalaureate subject?

From 2016, student performance in schools is measured by 'progress 8' and 'attainment 8'. In order to be eligible for these measures, a child needs to study an EBacc option. The benefit of this for the child is allowing them to gain the highest possible 'progress score' which can put them in a strong position against competitors for jobs and further education.

Can my child study a subject that is not on their curriculum compass route?

Alternative routes can be discussed during I-I interviews but the Curriculum Compass route has been designed with the best interests of the students in order to support them in making maximum progress.

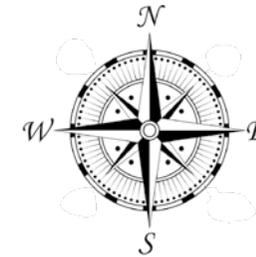
When will my child find out if they have been given their chosen options?

Final timetable information will be distributed to you and your child in the summer term.

Can my child change options once they have chosen?

Options changes are not encouraged as they are usually detrimental to the child's progress. Any changes in options will require a parental meeting after the initial 2-week period and only in exceptional circumstances would these be considered.

Are you travelling in the right direction?



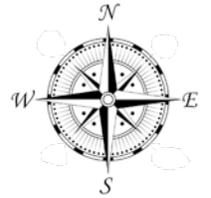
Follow your Curriculum Compass Route to help you to progress.

Each Curriculum Compass Route is designed to suit your individual needs. Follow the instructions to complete the form as well as speaking to Mrs St John, Mr Hepke, Mr Docherty and your Subject Teachers.

Hand the completed form to in your interviewer. Options will only be confirmed following interview and will be subject to student numbers.

No curriculum decisions will be made until final interviews have taken place with a parent or guardian.

ROUTE ONE - BLUE PATHWAY



Students will study

Mathematics	English	Combined Science	Issues & Beliefs	Core PE	Growth Programme
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Students then choose **ONE** from the subjects below

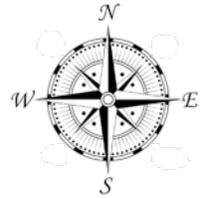
History	Geography	Spanish	French	Computer Science
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Students will then choose **TWO** other options subjects from below

Block 1	Block 2	Block 3
History	French	Spanish
Geography	Geography	History
Music	Computer Science	Food & Nutrition
Travel and Tourism	Sports Studies	Drama
Sports Science	Art	Construction
Business studies	Health & Social Care	Sociology
	Creative I Media	ICT

Students need to tick one **BLUE** option, and any other TWO options. Options cannot be in the same block.
 Please indicate one 'back up choice' in each block, in case any of the additional option subjects are unavailable

ROUTE TWO - PURPLE PATHWAY



Students will study

Mathematics	English	Combined Science	Issues & Beliefs	Core PE	Growth Programme
-------------	---------	------------------	------------------	---------	------------------

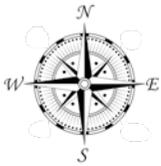
Students then choose **ONE** from each of the boxes below

History or Geography	+	French or Spanish
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Students will then choose **ONE** other option to study from the subjects below

Block 1	Block 2	Block 3
History	French	Spanish
Geography	Geography	History
Music	Computer Science	Food & Nutrition
Travel and Tourism	Sports Studies	Drama
Sports Science	Art	Construction
Business Studies	Health & Social Care	Sociology
	Creative I Media	ICT

Students need to tick one **PURPLE** option, one **BLUE** option and ONE from any other option. Options cannot be in the same block.
 Please indicate one 'back up choice' in each block, in case any of the additional option subjects are unavailable.

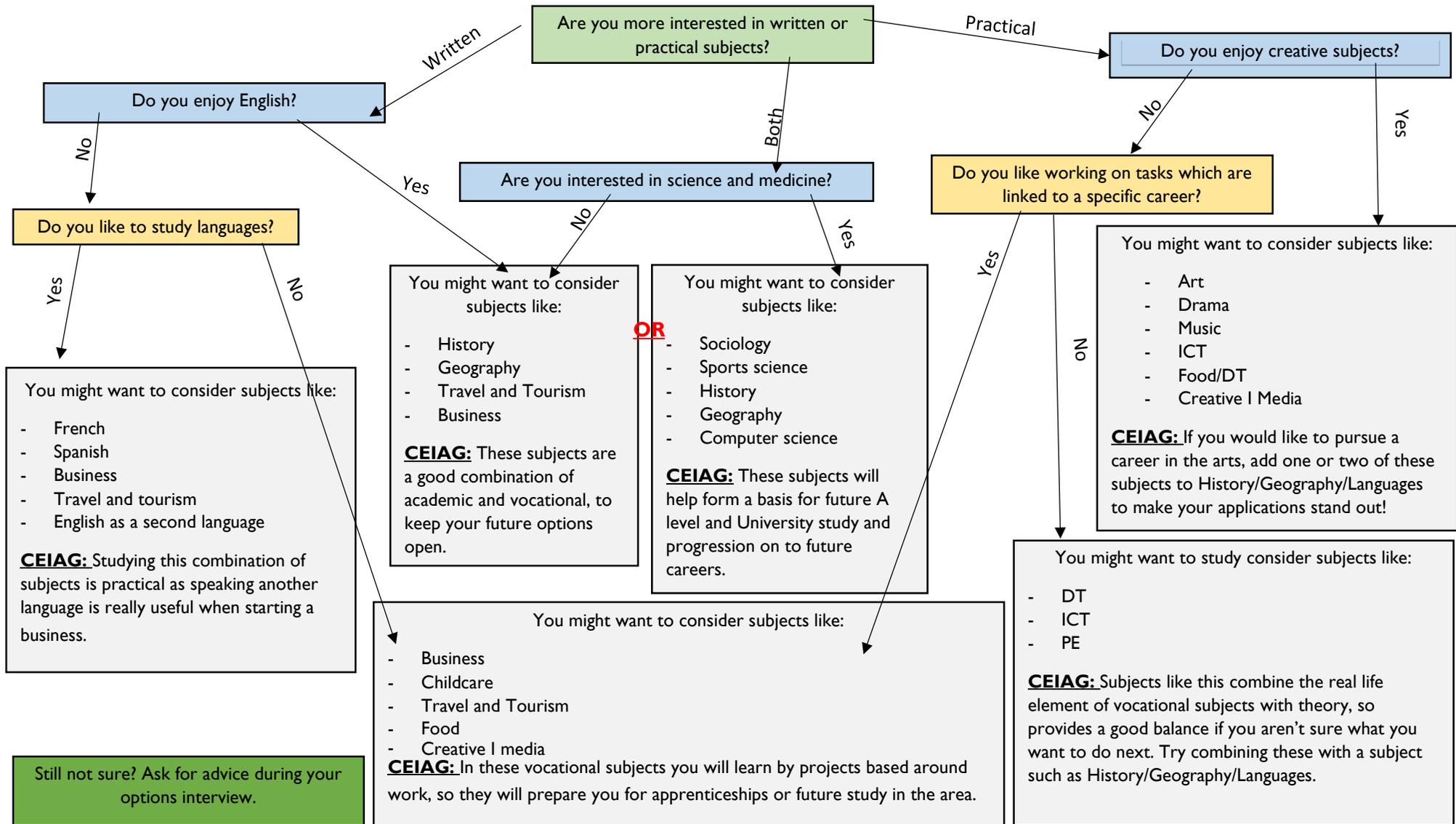


Not sure which subjects to choose?

Use the ideas below to help

With all suggestions you will also find careers information, advice and guidance (CEIAG) which will tell you where your chosen subjects may lead.

START HERE



Still not sure? Ask for advice during your options interview.

CORE SUBJECTS



“It is not in the stars to hold our destiny but in ourselves.”
William Shakespeare



ENGLISH GCSE OVERVIEW

During your 2 years studying English you will engage with both English Language and English Literature. There are 4 exams in total: 2 for language and 2 for literature.

Exam Board-AQA

WHY STUDY ENGLISH LANGUAGE?

English Language allows you to consider the reliability of a text in relation to its topic, while also unpicking the techniques the writer uses to create a fully developed text. You will then be putting those techniques into practice with your own writing, developing the skills needed to communicate, describe and convince others effectively.

English Language will give you the experience and knowledge, along with the analytical tools, to evaluate, engage and critique texts confidently for whatever context you find yourselves in, now and in the future.

WHY STUDY ENGLISH LITERATURE?

English Literature will open your eyes to not only the development of the English language, but also wider society and the changing world that our writers, and ourselves, live in. English Literature will give you the opportunities, experiences, knowledge and analytical tools to evaluate, engage and critique confidently for whatever context you find yourselves in, now and in the future.

Literature is the gateway to achievement, intellectual curiosity, personal well-being and empathy.

HOW WILL ENGLISH LANGUAGE HELP ME? WHAT SKILLS WILL I DEVELOP?

The analytical skills you'll develop through this course will serve you, not only in further education, but also throughout your adult lives. It will allow you to read texts critically and consider why the writer has used a specific form or style of writing.

You will also be looking at the grammar of the English language and how to use it effectively, through word choice and sentence structures, to engage and convince a reader.

Your critical analysis of texts will also increase your knowledge of the wider world: from topics like social media and its impact to how the writer structures a text will allow you to see the world with an evaluative eye.

WHAT DOES THE COURSE INVOLVE? WHAT WILL I STUDY?

You will study a range of texts from the 19th, 20th and 21st centuries which are linked in theme to the literary texts studied. As each text probes deeply into the social fabric of their particular time, it will be your job as students of English to reflect on how the writers have achieved this. Interestingly, the preoccupations of writers of both fiction and non-fiction throughout the last three centuries has never strayed too far from the concerns we have today: poverty, injustice, gender, and class to name but a few.

With such a rich stock of quality writing you will be encouraged to learn from the best in the production of your own writing practices.

HOW WILL I LEARN?

You will learn in a variety of styles. Often this will involve whole class teaching, where your teacher will guide you through your analysis of a text. At other times you will be asked to work independently so you can form your own opinion on a topic or a thematic concept. Additionally, sometimes you will be involved in group work where small groups or pairs will be given a task to complete.

Wider, independent reading and research around the subject is also essential.

HOW WILL I BE ASSESSED?

This is a linear course, assessed with two exams in Year 11, worth 100%. There is no coursework.

- ✓ Component 1: Explorations in creative reading and writing
Written exam: 1 hour 45 minutes [80 marks] – 50% of qualification.
- ✓ Component 2: Writers' viewpoints and perspectives.
Written exam: 1 hour 45 minutes [80 marks] – 50% of qualification.
- ✓ Component 3: Speaking and Listening
Assessment: an individual speech performed to an audience (unweighted).

CAREERS – WHAT COULD A QUALIFICATION IN ENGLISH LANGUAGE OR LITERATURE LEAD TO?

First and foremost, gaining a qualification in English Language will open the doors needed for you to access further education: Sixth Form or College. It is also needed to gain employment. Additionally, English Language is great preparation for History, Media, Sociology, Theatre Studies, Psychology and Law at A-level and beyond. Students who take English Language go on to do all sorts of interesting things such as Journalism, Science, Mathematics or Law. Some go on to write professionally, work in broadcasting or even teach!

Careers Summary (links to explore):

[National Council for Training Journalists](#)

[Publishing](#)

[Journalism](#)

[Why study English](#)

ENGLISH LITERATURE OVERVIEW

English Literature involves the study of both old and modern texts written in the English language with an emphasis on close and analytical reading of texts and the contexts in which they were written.

You will study a range of texts, from the 16th Century to modern day, with a variety of forms, from a play, to a 19th Century novel to modern poetry and academic critique. Students who study English Literature gain the skills to engage with the wider world confidently and accurately.

HOW WILL ENGLISH LITERATURE HELP ME? WHAT SKILLS WILL I DEVELOP?

You will study a wide range of texts, formulating personal and evaluative ideas about a range of characters and themes. You will learn how to analyse and critique texts while considering the contexts in which they were written allowing you consider any contextual factors which may affect both writer and reader as values change over time. You will be encouraged to make your own critical judgements about texts and to evaluate the judgements of others. You'll importantly study how the writer has shaped your response as you explore the horrors of regicide, an Inspector solving a crime, an old miser learning how to be good and the impact of war and much more!

HOW WILL I LEARN?

As for English Language you will learn in a variety of styles. Often this will involve whole class teaching, where your teacher will guide you through your analysis of a text, which in the case of literature texts involves sharing the read of it. At other times you will be asked to work independently so you can form your own opinion on a topic or a thematic concept. Additionally, sometimes you will be involved in group work where small groups or pairs will be given a task to complete. Wider, independent reading and research around the subject is also essential.

HOW WILL I BE ASSESSED?

This is a linear course, assessed with two exams in Year 11, worth 100%. There is no coursework.

- ✓ Component 1: Shakespeare and the 19th-Century Novel
Written examination: 1 hour 45 minutes [64 marks] – 40% of GCSE
- ✓ Component 2: Modern Texts and Poetry
Written examination: 2 hour 15 minutes [96 marks] – 60% of GCSE

CAREERS – WHAT COULD A QUALIFICATION IN ENGLISH LANGUAGE OR LITERATURE LEAD TO?

Reading and analysis of character, theme, language and context in the following

A Shakespeare text (Macbeth).

Post-1914 Prose/Drama (An Inspector Calls).

Poetry from the 18th Century to the present day– your teacher will give you an anthology of 15 poems from the exam board: we study the Power and Conflict Cluster from AQA

19th Century Prose (A Christmas Carol).

Unseen Poetry from the 20th/21st Century.

Today a reader, tomorrow a leader

“Science is the creative and passionate pursuit of answers to nature’s most precious secrets. So long as there are unexplored and unexplained parts of the natural world, science will continue to investigate them.”



WHY STUDY SCIENCE?

Science is both a body of knowledge and a process. Science allows us to link facts into a coherent and comprehensive understanding of the natural world. Science is a way of discovering what is in the universe and how those things work today, how they worked in the past, and how they are likely to work in the future.

Scientists are motivated by the thrill of seeing or figuring out something that no one has before. People all over the world participate in the process of Science. The knowledge generated by Science is powerful and reliable. It can be used to develop new technologies, treat diseases, and deal with many other sorts of problems.

Science is continually refining and expanding our knowledge of the universe, and as it does, it leads to new questions for future investigation.

SCIENCE AT ST FRANCIS OF ASSISI

There are two routes in GCSE Science:

AQA Trilogy- Combined Science (Equivalent to 2 GCSEs)

AQA Separate Science- Biology, Chemistry and Physics (3 GCSEs).

Students will select the Separate Science or Combined Science route in year 10.

Exam Board-AQA

WHAT WILL I STUDY?

You will study the AQA specification and study Biology, Chemistry and Physics with three specialist teachers.

You will be studying all the parts of what good Science is at GCSE: whether it be investigating, observing, experimenting, or testing out ideas and thinking about them. The way scientific ideas flow through the course will support you in building a deep understanding of Science. This will involve talking about, reading, and writing about science plus the actual doing, as well as representing Science in its many forms both mathematically and visually through models. You will be encouraged and supported in the development of scientific thinking; experimental skills and strategies; and analysis and evaluation of scientific data.

HOW WILL I BE ASSESSED?**AQA Trilogy- Combined Science
Equivalent to 2 GCSEs**

- ✓ You will be assessed on your knowledge and understanding of the key ideas in Biology, Chemistry and Physics, and the use of apparatus and techniques.
- ✓ There will be 6 exams in total
2 in Biology
2 in Chemistry
2 in Physics
- ✓ The total marks across all 6 papers will equate to two GCSE grades. Each written exam will last 1 hour 15 minutes and have 70 marks available.
- ✓ The questions will range from multiple choice, structured, closed short answer, and open response.
- ✓ There is the option of either foundation or higher tier and a grade range of 9-9 to 1-1.

HOW WILL I LEARN?

Lessons will be engaging, challenging, and thought provoking. You will be taught by Science specialists, each with subject knowledge in Biology, Chemistry and Physics.

Your teachers will help you understand the subject better by teaching you how to consolidate the key scientific concepts and apply these to unfamiliar situations, by developing your skills as a scientist and to master the manipulative skills required for further study or jobs in STEM subjects.

HOW WILL I BE ASSESSED?**AQA Separate Science Biology, Chemistry and Physics
Equivalent to 3 GCSEs**

- ✓ You will be assessed on your knowledge and understanding of the key ideas in Biology, Chemistry and Physics; and the use of apparatus and techniques.
- ✓ There will be 6 exams in total
2 Biology papers will equate to a GCSE grade in Biology.
2 Chemistry papers will equate to a GCSE grade in Chemistry.
2 Physics papers will equate to a GCSE grade in Physics.
- ✓ The total marks across all 6 papers will equate to 3 GCSE grades if following the Separate Science route.
- ✓ Each written exam will last 1 hour 55 minutes and have 70 marks available.
- ✓ The questions will range from multiple choice, structured, closed short answer, and open response.
- ✓ There is the option of either foundation or higher tier and a grade range of 9-9 to 1-1.

IN BIOLOGY I WILL EXPLORE:

How the development of stem cell technology allows doctors to repair damaged organs by growing new tissue from stem cells. How the population can reduce their risk of coronary heart disease through improved diet and lifestyle; and the surgical techniques used if preventative measures are unsuccessful.

How vaccine development has enhanced our bodies to protect against unusual or dangerous diseases. How plants harness the Sun's energy and why this is vital for all life on Earth.

How our knowledge of hormones has developed treatments for infertility and diabetes. How species evolve and how we have utilised this knowledge to enhance selective breeding techniques.

Why cloning and genetic modification remain highly controversial even though they have huge potential benefits in medical science. How humans are threatening biodiversity and the actions needed to ensure our future health, prosperity, and well-being.

IN CHEMISTRY I WILL EXPLORE:

How scientists use knowledge of structure and bonding to engineer new materials with desirable properties and how these materials may offer new applications in a range of different technologies. How chemists use quantitative analysis to determine the purity of chemical samples and to monitor the yield from chemical reactions.

How in industry, chemists and chemical engineers can determine the optimal conditions needed to make a chemical product. How chemists can take organic molecules and make new and useful materials such as polymers, pharmaceuticals, perfumes and flavourings, dyes and detergents.

How the development of instrumental methods has provided an accurate means of analysing chemicals and how forensic scientists and drug control scientists rely on these methods in their work. How scientists and engineers have developed solutions that help to reduce air pollutants and the impact of human activity on the Earth.

How chemists operate sustainably to minimise the use of limited resources, use of energy, waste, and environmental impact in the manufacture of these products.

IN PHYSICS I WILL EXPLORE:

Why the use of fossil fuels and global warming are critical problems for this century. How Physicists and engineers are working hard to identify ways to reduce our energy usage. How our continued demand for all things electrical means building power stations that promise a sustainable future.

How engineers use physics when designing vessels to withstand high pressures and temperatures, such as submarines and spacecraft. Why radioactive materials are hazardous and how today they are used widely in medicine, industry, agriculture, and electrical power generation.

How engineers analyse forces when designing a great variety of machines and instruments, from road bridges and fairground rides to atomic force microscopes. How modern technologies such as imaging and communication systems can make the most of electromagnetic waves.

How electromagnetism works and how and engineers have taken advantage of this to develop a wide range of applications. Separate Physicists will also study the structure of the universe and what is causing the universe to expand.

CAREERS - HOW CAN I PROGRESS IN SCIENCE?**College**

A-level Biology,
A-level Chemistry
A-level Physics,
Health and Social Care BTEC,
Applied Science BTEC

Science Careers

You could work in publishing, consultancy, or patent law and in industries as diverse as communications, business and manufacturing.

Visit the National Careers website for more information [CLICK HERE](#)

“If people do not believe that mathematics is simple, it is only because they do not realise how complicated life is.”
Plato



WHY STUDY MATHEMATICS ?

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history’s most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment.

It is therefore vital that all students learn exactly how Mathematics relates to and underpins other curriculum subjects and that they develop the skills that are necessary to help achieve success in further education, employment and adult life.

At Academy St. Francis of Assisi we place an early emphasis on developing strong numeracy skills which underpin the entire Mathematics curriculum and support students’ learning in other areas such as Science, Design Technology, Computing and Geography. The Mathematics curriculum also encourages students to make connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.

Our vision is to create a climate in which we support and challenge our students to be their best. We aim for our students to be fluent mathematicians that are capable of applying the skills they have learnt to a variety of problems and situations.

This requires the students to have a positive mind set and to be willing to think, discuss and explain their solutions, offer alternative methods and be confident in their abilities.

WHAT DOES THE COURSE INVOLVE? WHAT WILL I STUDY?

GCSE Mathematics is divided into six main domains:

Number
Algebra
Ratio
Geometry
Probability
Statistics.

Alongside developing their knowledge of the curriculum content students also continue to develop their confidence, understanding and a broad range of mathematical skills. Students are encouraged to think and communicate mathematically, in clearly written, spoken and graphical forms.

Problem solving skills are developed to enable students to apply their mathematical knowledge and ability in a wide variety of situations across all subjects. Students will develop an appreciation of the interdependence of the different branches of mathematics, and of its place and use in society.

At GCSE we aim to build a firm foundation from which to study Mathematics further.

HOW WILL I LEARN?

All students are taught in ability groups throughout Years 10 and 11.

This allows students of similar ability to be taught together allowing for maximum progression. Groups are based upon students' progress through Key stage 3. Movement between groups, however, does occur throughout years 10 and 11.

From the outset, students are given aspirational targets and regular assessment allows us to monitor the progress made towards targets. In addition, we have a programme of intervention and support for those students who struggle mathematically such as 1:1 tuition as well as accelerated learning for our academically able.

We aim to complete the content of both Higher and Foundation Level by the end of Term 1 in Year 11 allowing us time to make sure students are fully prepared for their final examinations in May and June.

HOW WILL I BE ASSESSED?

- ✓ All six curriculum areas are assessed via three external examinations at the end of year 11.
- ✓ One of the papers is non-calculator and in the other two papers candidates are allowed to use a calculator.
- ✓ All papers are 90 minutes in duration and contribute equally to the overall grade.
- ✓ There are two tiers available: Foundation Tier, with grades 1-5 available; and Higher Tier, with grades 4-9 available.
- ✓ Students sit all three exams at the same tier.

HOW CAN I PROGRESS?

GCSE Mathematics is a prerequisite for further education and can lead to careers in many different areas such as engineering, accountancy, medicine, architecture and statistics to name but a few.

From GCSE Maths you can progress on to A Levels in Maths and Further Maths. You will also use your Maths skills in other qualifications, for example Sciences, Business and Psychology. Often access to an Apprenticeship relies on either a grade 4 or 5.

'Inspiring young minds to not only answer the questions but question the answers.'



WHY STUDY ISSUES & BELIEFS?

Issues and Beliefs allows the individual to question, criticise and form an opinion on, current issues that may affect you today or in the future. With over 65% of the world practising a religion, you will be studying two of the major Abrahamic faiths, Christianity and Islam.

Living in a multifaith world, this subject provides you with the knowledge and understanding to empathise, critically analyse and evaluate both religious and non-religious views on various issues. These issues range from crime and war, to the environment and medical ethics.

HOW WILL ISSUES & BELIEFS HELP ME? WHAT SKILLS WILL I DEVELOP?

You will gain an appreciation of how religion, philosophy and ethics form the basis of our culture. You will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills.

All these skills will help prepare you for further study in a range of subjects from Sociology and Psychology to Philosophy and Ethics. Issues and Beliefs will immerse you in a world of debates and discussions.

We will provide you with the essential speaking and listening skills that enable you to become a specialist in debating as your course is delivered by trained Debate Mate teachers. Higher order, critical thinking skills are explored through independent, paired and group work activities.

We foster in our students the ability to evaluate and come to clear conclusions, analyse and construct sound arguments and present ideas convincingly.

WHAT DOES THE COURSE INVOLVE? WHAT WILL I STUDY?

You will study various topics and themes for two exams in Year 11

Exam 1: Christian and Islamic Beliefs and practices
- the foundations of the faith and how religious people practice their faith in the 21st century.

Exam 2: Religion, relationships and families, Religion and Life (Medical and environmental ethics), Religion, Peace and Conflict and Religion, Crime and Punishment – These themes focus on social and political issues relevant to today's society and how it affects religious communities.

HOW WILL I LEARN?

In Issues and Beliefs you will learn in various ways.

Apart from face to face teaching, you will engage in group work activities, debates, silent debates, peer presentations and peer teaching as well as being immersed in a classroom environment that focuses on both verbal and written opinions on a range of issues.



HOW WILL I BE ASSESSED?

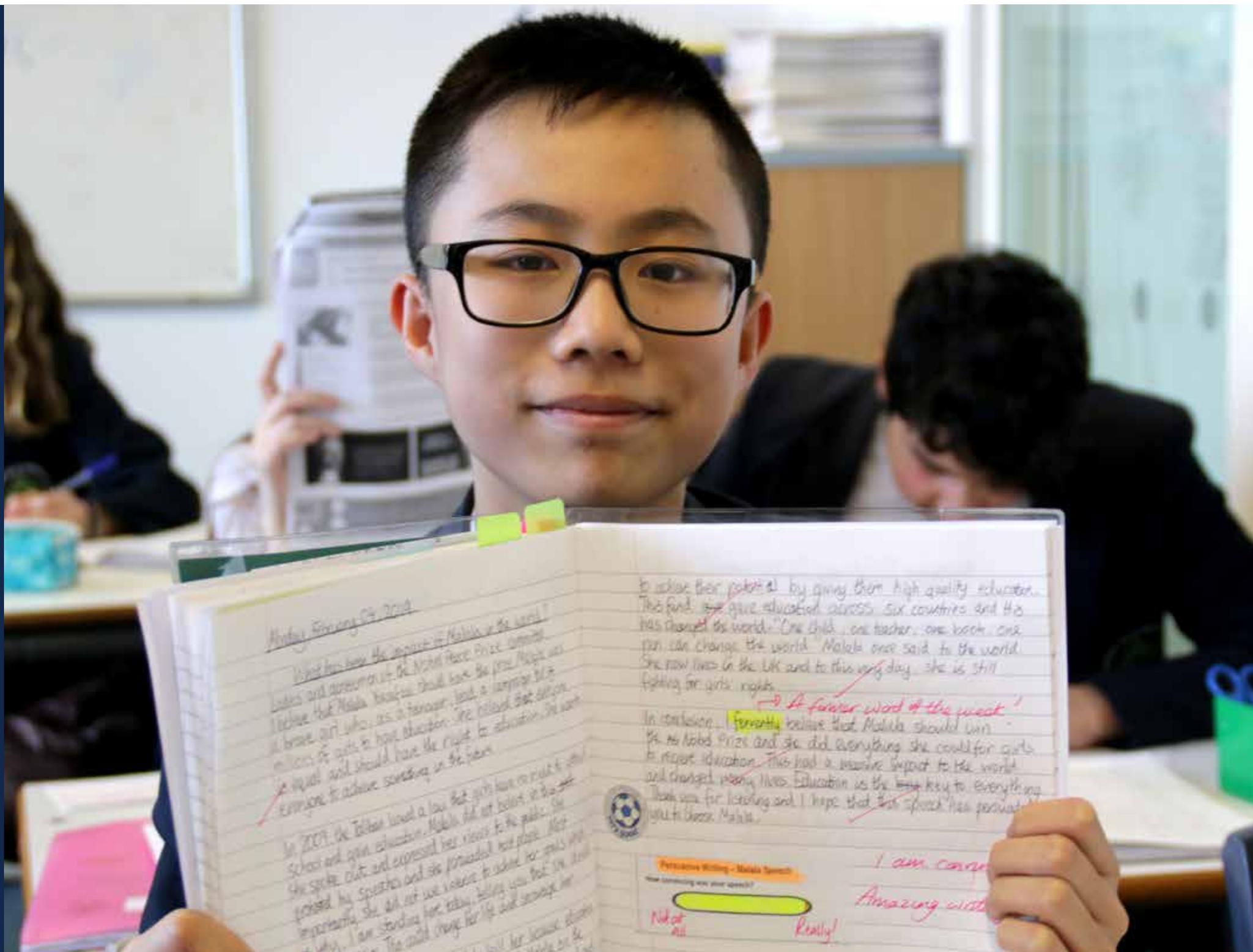
- ✓ **Component 1:** Written exam: 1 hour 45 minutes (50%)
The study of religions: Beliefs, teachings and practices of two from:
Christianity
Islam
- ✓ Each religion has a common structure of two five-part questions of 1, 2, 4, 5 and 12 marks.
- ✓ Each religion is marked out of 48.
- ✓ **Component 2:** Written exam: 1 hour 45 minutes (50%)
Themes: Four themes from six religious, philosophical and ethical studies
Theme A: Relationships and families.
Theme B: Religion and life.
Theme D: Religion, peace and conflict.
Theme E: Religion, crime and punishment.
- ✓ 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.

HOW CAN I PROGRESS?

What do Ricky Gervais, Bill Clinton, and Martin Luther King have in common? They all have a degree in a religious or philosophy background.

Three very different careers but a plethora of opportunities awarded to them. Some of the most popular career paths a GCSE in Issues and Beliefs can you lead you towards are teaching and academia, the civil service, government, marketing, public sector, consultancy, social work, law, human rights and charity work, journalism and many more.

OPTION SUBJECTS



Monday, February 04, 2014

What has been the impact of Malala in the world? Ladies and gentlemen of the Nobel Peace Prize, I believe that Malala Yousafzai should have the prize. People are millions of girls to have education. She believed that education is equal and should have the right to education. We want everyone to achieve something in the future.

In 2014, the Taliban issued a law that girls have no right to attend school and gain education. Malala did not believe in this law. She spoke out and expressed her views to the public. She was praised by speeches and she persuaded her people. Also, importantly, she did not use violence to achieve her goals. We should stand for her, taking action that we should why. I am standing for taking action that we should. The world change for life and everyone.

to achieve their potential by giving them high quality education. This fund ~~is~~ give educational access six countries and this has changed the world. "One child, one teacher, one book, one pen can change the world" Malala once said to the world. She now lives in the UK and to this very day, she is still fighting for girls' rights.

→ It's a former word of the week!

In conclusion, I ~~firmly~~ believe that Malala should win the Nobel Prize and she did everything she could for girls to receive education. This had a massive impact to the world and changed many lives. Education is the ~~key~~ key to everything. Thank you for listening and I hope that this speech has persuaded you to choose Malala.



Persuasive Writing - Malala Speech

How convincing was your speech?

Not at all

Really!

I am convinced

Amazing writing

“Creativity takes courage.”

Henri Matisse



WHY SHOULD I CHOOSE ART?

YOU are the next generation of artists, designers, engineers, creators and cultural leaders! Your imagination is vital to our country's future. Vibrant and dynamic, the art course will give you the freedom to express yourself in ways that will make you feel inspired, empowered and bring out the best of you.

Short term, it will equip you with the skills to continue the subject with confidence at AS, A-level and beyond. Long term, it will help inform your personal values and beliefs for your adult life.

Art is essential in helping us understand the cultural and visual history of our global family. Learning Art encourages awareness, empathy and appreciation for the difference and diversity of the views of others. It can also help with understanding, interpreting and negotiating the complexities and diversity of society. Art encourages self-expression, creativity and can build confidence through defining a sense of individual identity and value – knowing precisely who we are.

This in turn develops personal responsibility within school and the wider community. Creative expression becomes part of people's daily lives and a source of happiness, pride and wellbeing. Art is about connecting dots, and seeing the blueprint of our world. This information is just too important not to be shared, or not to be a part of.

Warning: studying art is an adventure that never ends; the brave need only apply!

HOW WILL ART HELP ME? WHAT SKILLS WILL I DEVELOP?

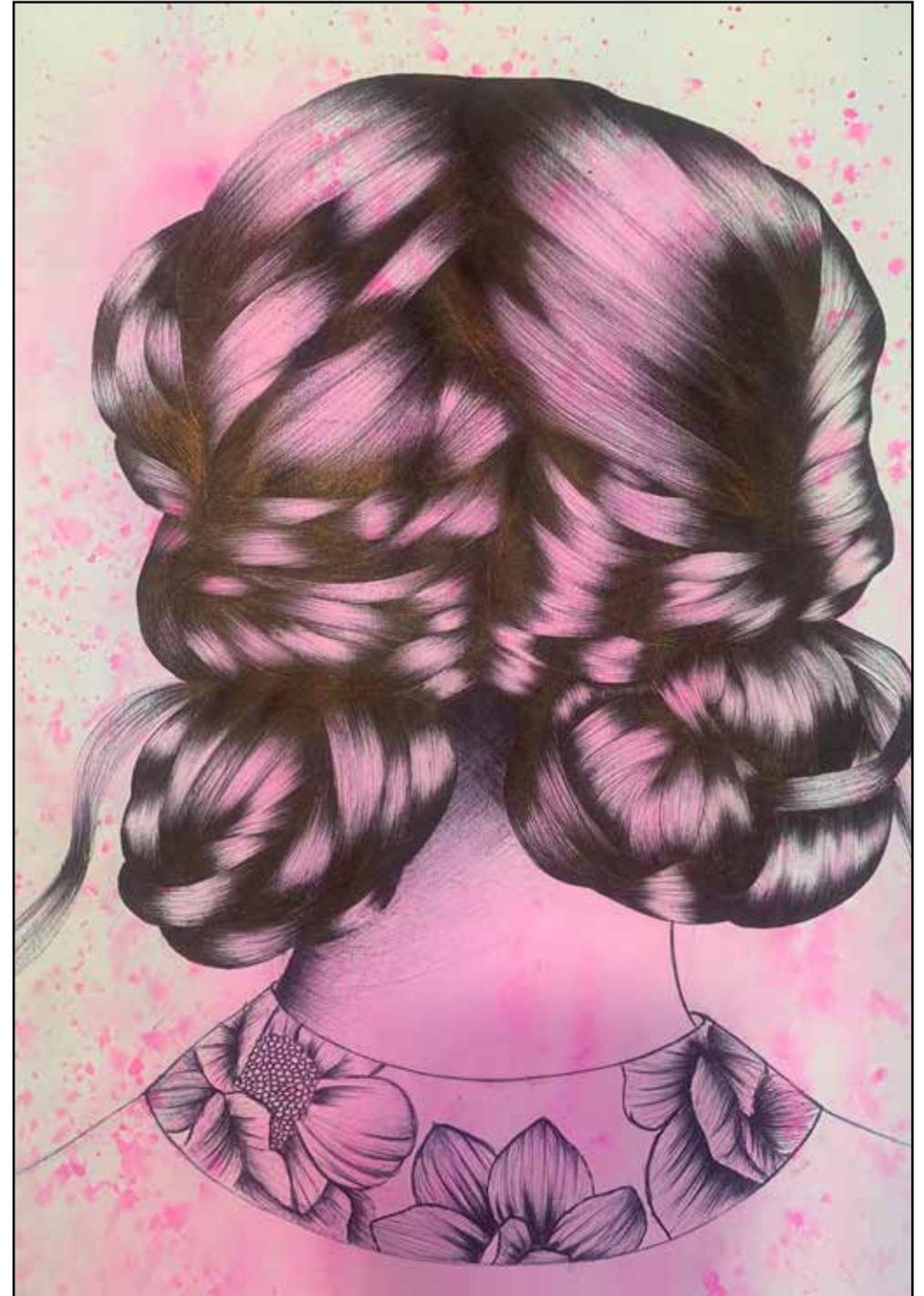
The world is changing rapidly. Within the past year, every one of us, every business, every community has had to improvise and reinvent. As we strive to keep pace with big change, one thing is certain; we are now living in a creative economy. Creatives excel.

All of the most in demand jobs today, did not exist 10 years ago. We as teachers are preparing you for jobs that do not even exist yet, using technologies that haven't been invented yet, in order to solve problems that we don't even know are problems yet. Think about that. Preparing you for your future requires transferable skills like determination, problem solving, critical thinking, analysis, collaboration, resilience, flexibility, independence and fearlessness. That is what we [artists] embody. We refine those skills daily, and they are they are highly valued by every employer.

The leading people in any field, are those who have vision, can think creatively and innovatively. Creative thinkers will always have the ultimate edge. Whether art is a passion, and you plan to follow a pathway through Sixth Form, College, University and into the creative industries, or you want to invest in your 21st century employability skills, Art offers many opportunities that will help you to stand out from the crowd.

Studying Art provides the opportunity to acquire new skills. Making and participating in Art, aids the development of these skills, making them stick for life. As well as knowledge of different art forms, periods, media and techniques you can also gain specialist skills such as drawing, painting, three-dimensional sculpting and photography. Learning through and about art enriches the experience of studying while at school, because your art lessons are shaped by listening to your voice. Developing Art skills helps develop your ability to analyse and appreciate the world around us, find connection, engage others and emote.

Ultimately, Art reinforces determination and resilience. Creativity teaches us that it is okay to fail, to not get things totally right the first time, to have the courage to start again and know success. This positive mindset can help with wellbeing and improving health and happiness, which are essential for a high-quality life.



WHAT DOES THE COURSE INVOLVE? WHAT WILL I STUDY?

The Art & Design course has been designed to inspire and motivate. The flexibility of art means you can tailor your portfolio to your interests and your strengths.

The course allows you to develop knowledge and understanding through a variety of learning experiences, approaches and sources. This will allow you to develop the skills to explore, create and communicate your own ideas. You will demonstrate these skills through the development, refinement, recording, realisation and presentation of your research and ideas.

The portfolio starting points are

1. "Into The Deep": you will explore the mystery and natural wonder of the world's oceans.
2. "Façade": you will explore man made architecture/concepts. Your job as a creative student is to research these starting points and create an informed and personal body of work in response to them.

HOW WILL I LEARN?

The Art room is a studio space where students have the freedom to express their ideas, thoughts and work creatively. The way GCSE art is taught means that interaction with other students and with your teacher is different than in other subjects. Students comment on the bonds they form with classmates because of their shared interests and ideas. Your art teacher is someone to bounce ideas off rather than telling you what to do.

We know that teacher support is vital for you to achieve sustainable success in art. You will receive high quality support and subject knowledge, the very best of resources and modelled examples to break down each step of the creative process. You will learn practically through analysis, discussion and hands on activities. You will explore a variety of two-dimensional and three-dimensional techniques.

Often this will involve whole class teaching, where your teacher will model and guide you. At other times you will be asked to work independently so you can form your own conceptual ideas. Independent research and sourcing authentic sources around thematic starting points are essential.

HOW WILL I BE ASSESSED?

There are two coursework components.



Component 1: Portfolio

You will prepare a portfolio that shows coverage of the four assessment objectives:

- 1 Developing ideas
- 2 Experimenting
- 3 Recording
- 4 Presenting



Component 2: Externally set assignment

You will need to select and respond to a starting point from an externally set assignment paper, evidencing all four assessment objectives.

This has a preparatory period followed by 10 hours of supervised time. It is worth a total of 96 marks which makes up 40% of your GCSE grade.

HOW CAN I PROGRESS?

An Art qualification presents many opportunities, because the skillsets are flexible and transferable. It is a great preparation for exciting careers in Fine Art, Animation, Illustration, Graphic Design, Web Design, Fashion Design, Interior Design, Print Design, Web Design, Architecture, Set Design, Furniture Design, Product Design, Toy Design, Psychology, and Medicine.

It may surprise you to learn a large number of past students have secured careers in Dentistry – a trained creative eye understands facial construction, aesthetics, proportion and scale, whilst also demonstrating highly refined hand to eye coordination. Some art students go on to independently exhibit, publish and sell their art work as prints or merchandise.

Other exiting options include museum curator, taxidermist, graffiti artist, tattoo artist and teaching. The flexibility of Art means that the skills can be applied to culinary pathways, digital, film, visual effects and beauty.

Careers Summary (links to explore):

If you only watch one thing, let it be [THIS](#)

Explore hundreds of career profiles and learn what it takes to build long term creative careers [HERE](#)

Track the growth of the UK creative sectors [HERE](#)

*“There’s no shortage of remarkable ideas,
what’s missing is the will to execute them.”
Seth Godin*



BUSINESS STUDIES OVERVIEW

The BTEC Tech award in Enterprise prepares students for the fast-changing business world after their study. Enterprise is a key Government focus and is set to be an important part of the UK’s global economic status. Students will be provided with the opportunity to learn new skills that will be transferable into all businesses or further study. Students will also get to see businesses as they operate and meet entrepreneurs and experts that can speak from experience in leading and operating a business.

The course runs across two years (10 and 11) – Component 1 is to be completed by the end of term two of the Year 10. Component 2 is to be completed by the end of term 1 of Year 11, with the rest of year 11 dedicated to studying for the GCSE exam.

WHY SHOULD I CHOOSE BUSINESS STUDIES ?

You should choose Business Studies if you are interested in running your own business in the future or you are interested in studying business during Further or Higher Education. Business Studies is a subject that will prepare you for the world of work. Even if you are working for someone else.

HOW WILL BUSINESS STUDIES HELP ME? WHAT SKILLS WILL I DEVELOP?

During your time on the course, you will be taken out of your comfort zone to help you push your boundaries and deal with challenge. The skills you will learn are: business plan writing; presentation skills; communication skills; how to deal with people and customers; research skills and much more.

WHAT DOES THE COURSE INVOLVE? WHAT WILL I STUDY?

The BTEC Tech award in Enterprise consists of three parts. Component 1 and 2 are coursework based projects/reports, whilst component three is an external exam.

Component 1 - Students will study all aspects of two businesses (one small and one medium). They will analyse the people that run them and understand the internal and external factors that can influence business success.

Component 2 - Students will be expected to write a business plan for their own micro business. They will look at the daily operations, target markets and financial documents to help them make a profit. Students will also present their business to a panel of experts, who will question students further on their business operations.

Component 3 - Students will study for an external exam. The exam will be based on knowledge of promotion and financial records and how they relate to a business. Students will also be able to link factors to the success of the businesses, whilst suggesting ways they can improve.

HOW WILL I LEARN?

Lessons will vary and students will actively participate in activities to help steer their learning towards higher grades. Some lessons will include activities and discussions whilst others will include you completing your course work on the computers.

You could be writing up your analysis of businesses for Component 1, or or completing financial documents, to help support the running of your own micro business for Component 2.

There are also opportunities for trips and visits, as well as guest speakers to visit and tell you about how they run their businesses.

Homework is set weekly, with a focus on Component 3, the external exam. This will help you with key terminology and the scenarios that will be presented to you in the GCSE paper.

HOW WILL I BE ASSESSED?

The BTEC Tech award in Enterprise consists of three parts.

- ✓ **Component 1 - Coursework**
Analytic Report – 30% of your final grade
- ✓ **Component 2 - Coursework**
Write a Business Plan – 30% of your final grade
- ✓ **Component 3 - External exam**
– 40% of your final grade

HOW CAN I PROGRESS?

Aside from being the owner of your own business, a qualification in Business Studies can lead to employment in many different sectors. These are just some of the industries where Business Studies will give you an advantage:

- Accountancy
- Banking and Finance
- Business Management
- Economics
- Financial Services
- Human Resource Management
- Logistics and Supply Chain Management
- Marketing
- Retail Management

“Whether you want to uncover the secrets of the universe, or you just want to pursue a career in the 21st century, basic computer programming is an essential skill to learn.”
Stephen Hawking



WHY STUDY COMPUTER SCIENCE ?

Almost every aspect of our lives is affected by computers, from how we travel to school and manage our social lives to vast networks that control global communication, trade, finance and transportation. Computers have become so integral to our daily lives, it would be difficult to imagine life without them.

Studying Computer Science will empower students to solve complex, challenging problems, enabling them to make a positive difference in the world. The future possibilities for people with Computer Science skills are unlimited and these are only going to become more important as our digital world grows.

HOW WILL BUSINESS STUDIES HELP ME? WHAT SKILLS WILL I DEVELOP?

Computer Science will allow you to develop many different skills that can be used in every part of your every day life. You will develop skills such as:

- Analytical skills – being able to analyse problems and trace them to their cause
- Problem Solving skills – being able to solve problems in a systematic and logical way
- Creative skills – this skill goes hand in hand with problem solving. You will use this skill to ensure you are delivering the most innovate and effective solution to a problem
- Resilience – programming doesn't always work straight away so by building your resilience, you will be able to try out different elements of code until you find the best solution

WHAT DOES THE COURSE INVOLVE? WHAT WILL I STUDY?

The OCR GCSE Computer Science course will encourage students to understand and apply the fundamental principles and concepts of Computer Science such as abstraction, decomposition, logic, algorithms and data representation.

It will also teach students how to develop their analytical skills to be able to analyse problems in computational terms through practical experience of programming, including designing, writing and debugging their own computer programs.

Students will be encouraged to think creatively, innovatively, analytically, logically and critically. They will understand the components that make up digital systems and how they can communicate with each other as well as learning about the impact of digital technology on society.

HOW WILL I LEARN?

GCSE Computer Science lessons will be a mixture of theory-based lessons and practical, programming lessons.

The practical programming lessons will encourage students to enhance and develop the Python programming knowledge and skills that they started building in Key Stage 3 including sequencing, selection and iteration.

Lessons will include group work, especially when students are given a problem to think about and try and creatively come up with a solution. Students will build on knowledge that they have learnt in Key Stage 3 as well as learning additional new topics.

They will learn the theory of computers and be able to link them to real life scenarios so they are able to establish context of the topics learnt.

HOW WILL I BE ASSESSED?

- ✓ **Component 01 - Computer Systems - 90 minute exam - 50%**
 - System Architecture
 - Memory and Storage
 - Computer networks, connections and protocols
 - Network Security
 - System Software
 - Ethical, legal and environmental impacts of digital technology

- ✓ **Component 02 - 90 minute exam - 50%**
 - Computational Thinking, Algorithms & Programming
 - Algorithms
 - Programming fundamentals
 - Producing robust programs
 - Boolean logic
 - Programming languages and Integrated Development Environments

HOW CAN I PROGRESS?

Experience in this qualification will benefit you in any employment as you learn and develop many transferable skills.

Specialist roles can include:

- Computer Programmer
- Engineer
- Financial Management
- Games Designer
- Network Manager
- Product Designer
- Researcher
- Resource Management
- System Analyst
- Cybersecurity Technologist

“Building Aspirations and Constructing the Future”



CONSTRUCTION GCSE OVERVIEW

This course provides a route into a global industry with a diverse range of career options, including trades such as plumbing, carpentry, bricklaying as well as surveying and construction management. The course develops students' ability to solve problems, learn the skills of project-based research, development and presentation. Purposeful practical and theoretical tasks are set in subject contexts that have many of the characteristics of real work. This allows students to apply their learning in a vocational context as well as develop skills that they will find useful throughout their lives.

Exam Board WJEC

WHY CHOOSE CONSTRUCTION ?

You should choose this course if you enjoy developing and learning practical skills that you can use throughout your life and also as a stepping stone into a global industry that offer a wide variety of careers. This course would suit you if gaining an understanding of the real world of work appeals to you.

HOW WILL CONSTRUCTION HELP ME? WHAT SKILLS WILL I DEVELOP?

This course will help you progress on a pathway into an industry with a multitude of exciting trades and careers on offer, including joinery plumbing, bricklaying, architecture, construction management and engineering.

A wide range of practical skills, including joinery, painting and decorating and tiling will give you first-hand experience of the techniques needed in the construction industry, as well as providing you with useful skills for life. Even if you didn't enter into one of these trades, the course will help you to maintain your own home in the future.

WHAT DOES THE COURSE INVOLVE? WHAT WILL I STUDY?

The course involves working in the workshop, learning the skills and techniques used in the working world of construction. You will also learn about safety and security in the construction industry as well about how construction projects are planned and managed.

HOW WILL I LEARN?

40% of your learning will be spent learning practical skills and take place in the workshop. Tasks are set in a real-world context, to give you a taste of the real world of work. Theory lessons will involve learning about safety and security in the Construction Industry and how construction projects are planned and managed. You will be set home learning tasks which will maximize your potential in the subject.

HOW CAN I PROGRESS?

The Construction Industry provides approximately 2.4 billion jobs, which involve a wide variety of careers. There are opportunities for Further and Higher Education, to progress into roles such as architect, construction management, quantity surveyors and engineers.

A Construction qualification also provides a route into trades, such as bricklaying, plastering, joinery, plumbing, electrics and many more. Furthermore, a multitude of apprenticeships in Construction trades and careers are on offer and it is a great way to train, gain a qualification and earn a wage at the same time.

Careers Summary (links to explore):

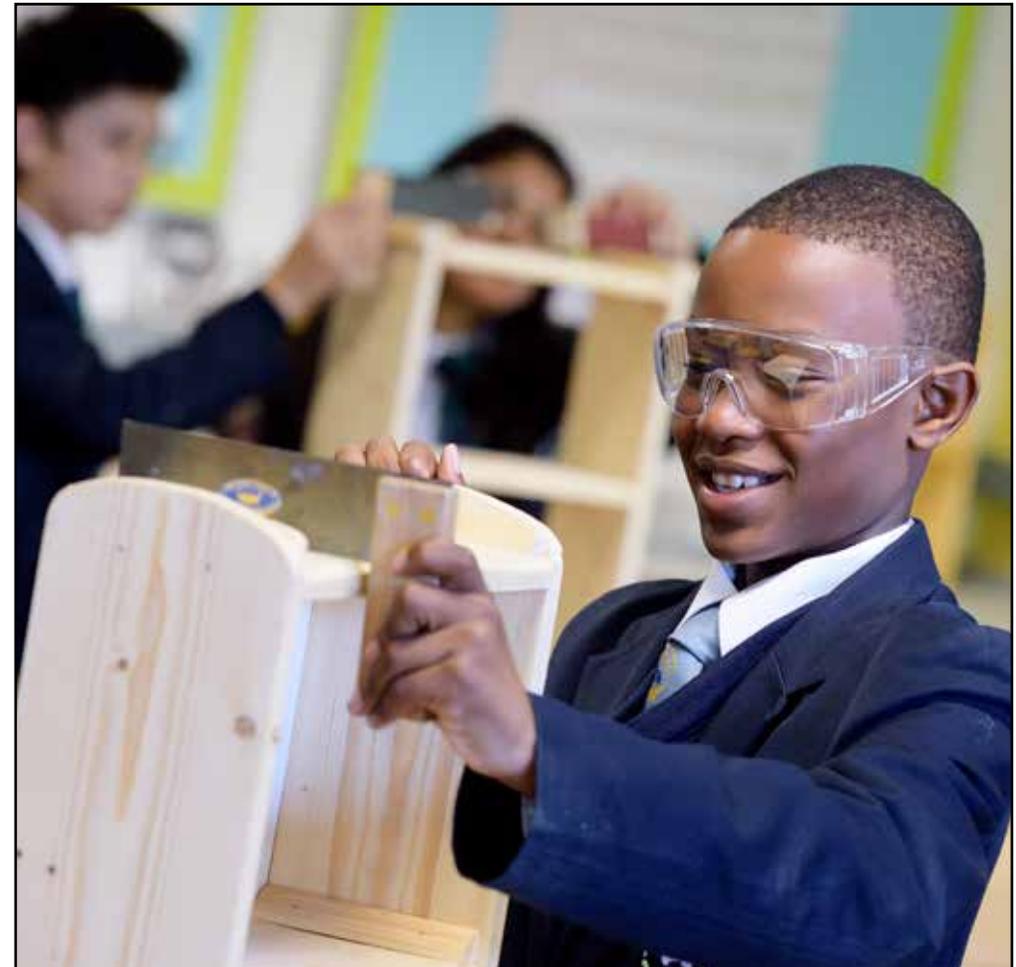
[Construction Youth Trust](#)

[The Prince's Trust](#)

[British Construction Jobs](#)

HOW WILL I BE ASSESSED?

- ✓ There are three units of assessment in Construction
- ✓ Unit 1 – Safety and Security in Construction is a written examination - 25%
- ✓ Unit 2 – Developing Construction Projects is a practical assessment with supporting coursework - 50%
- ✓ Unit 3 – Planning Construction is a written examination worth 25%



*“Don't just use media to impress people,
use it to impact people”
David Willis*



WHY CHOOSE CREATIVE I MEDIA ?

Creative iMedia will provide students with the essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing your employability when you leave education.

Creative iMedia will also equip students with a range of media skills to provide opportunities to develop context, desirable transferable skills such as research, planning and review, working with others and communicating creative concepts effectively.

Through the use of these skills, students will ultimately be creating fit-for-purpose creative media products. Creative iMedia is a rewarding, stimulating and engaging qualification that will allow students to learn.

HOW WILL CREATIVE I MEDIA HELP ME? WHAT SKILLS WILL I DEVELOP?

With the ever-changing landscape of employability, it is paramount that we give students the opportunity within this course to enhance and develop their skills such as:

- Creativity
- Interpreting a client brief
- Research skills
- Resilience
- Independence
- Pre-Production skills
- Timekeeping
- Planning
- ICT functional skills
- Reviewing and Evaluating

WHAT DOES THE COURSE INVOLVE? WHAT WILL I STUDY?

The Creative iMedia qualification will teach students about the products and job roles that form the media industry. Students will learn the legal and ethical issues that are considered and the process used to plan and create digital media products. This qualification will also develop the student's knowledge of media codes which are used within the creation of media products to convey meaning, create impact and engage audiences. Students will be able to choose the most appropriate format and properties for different media products.

Students will learn how to develop visual identities for clients and be able to apply the concepts of digital graphics which incorporate their identity to engage a target audience.

Additionally, students will learn to play animations with soundtracks based on a client brief. They will learn and develop skills to be able to use tools and techniques to create, edit and combine audio and animated content and export and review completed animation with audio products.

HOW WILL I LEARN?

Students will be given the opportunity to develop subject specific knowledge and skills in a practical learning environment. BTEC Digital Information in Technology is a practical qualification where students will be taught skills. Lessons will be a mixture of practical and theory lessons that enable students to cover the course in a timely manner. In addition, there will be intervention sessions available to support students at every stage throughout the BTEC Digital Information course.

HOW CAN I PROGRESS?

Experience in this qualification will benefit you in any employment as you learn and develop many transferable skills. Specialist roles can include:

- Project Manager
- Data Analyst
- Network Engineer
- User Experience Designer
- App Developer
- Software Developer/Engineer
- Web Content Editor

HOW WILL I BE ASSESSED?

You will produce two pieces of coursework and in Year 11 you will sit an exam:

- ✓ **Unit 1 Creative iMedia in the media industry**
The media industry
Factors influencing product design
Pre-production planning
Distribution considerations
(Written Exam - 40%)
- ✓ **Unit 2 Visual Identity and Digital Graphics**
Develop visual identity
Plan digital graphics for products
Create visual identity and digital graphics
(Coursework - 25%)
- ✓ **Unit 3 Animation with Audio**
Animation with Audio
Plan animation with audio
Create animation with audio
Review animation with audio
(Coursework - 35%)



“We need technology because it is the pen and paper of our time, and it is the lens through which we experience much of our world.”
David Warlick



WHY CHOOSE DIGITAL INFORMATION TECHNOLOGY ?

The IT and technology world comprise of a huge range of different careers. BTEC Digital Information Technology helps students learn about the latest devices and technology that is used in enterprises, social lives and business practices.

Students will study how to create and digital systems as well as how IT and technology can benefit our lives today. Studying BTEC Digital Information Technology will allow students to be digitally literate and be able to communicate effectively.

They will develop a curiosity in the evolving technological world and be able to problem solve by analysing and evaluating situations.

HOW WILL DIGITAL INFORMATION TECHNOLOGY HELP ME?

WHAT SKILLS WILL I DEVELOP?

Students will become confident using popular pieces of software that are used by organisations and whereby skills in these pieces of software are highly sought after. Students will develop key skills which are transferable into everyday life such as:

- Project Planning
- Data Analysis
- Time Management
- Critical Thinking
- Decision Making

WHAT DOES THE COURSE INVOLVE? WHAT WILL I STUDY?

The BTEC Digital Information Technology qualification gives students the opportunity to develop IT knowledge and skills that are transferable into any career they progress into. The main focus of the qualification is split into four areas:

Area 1: Developing the student's key skills in project planning, designing and creating interfaces and creating dashboard to present data

Area 2: Developing the effective ways of working with digital technologies such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct

Area 3: Developing student's attitudes that are considered important in digital technologies such as personal management and communication

Area 4: Developing student's knowledge that underpins the effective use of skills such as how different interfaces meet users need, how organisations collect and use data to make decisions, virtual workplaces cyber security as well as legal and ethical issues.

HOW WILL I LEARN?

Students will be given the opportunity to develop subject specific knowledge and skills in a practical learning environment. BTEC Digital Information in Technology is a practical qualification where students will be taught skills. Lessons will be a mixture of practical and theory lessons that enable students to cover the course in a timely manner. In addition, there will be intervention sessions available to support students at every stage throughout the BTEC Digital Information course.

HOW CAN I PROGRESS?

Experience in this qualification will benefit you in any employment as you learn and develop many transferable skills. Specialist roles can include:

- Project Manager
- Data Analyst
- Network Engineer
- User Experience Designer
- App Developer
- Software Developer/Engineer
- Web Content Editor

HOW WILL I BE ASSESSED?

You will produce two pieces of coursework and in Year 11 you will sit an exam:

- ✓ **Unit 1 Exploring User Interface Designs Principles and Project Planning Techniques**
Investigate user interface design for individuals and organisations
Use project planning techniques to plan and design a user interface
Develop and review a user interface
(Coursework - 30%)
- ✓ **Unit 2 Collecting, Presenting and Interpreting Data**
Investigate the role and impact of using data on individuals and organisations
Create a dashboard using data manipulation tools
Draw conclusions and review data representation models
(Coursework - 30%)
- ✓ **Unit 3 Effective Digital Working Practice**
Modern Technologies
Impact of Modern Technologies
Threats to Data
Prevention and Management of threats to data
IT Policies
Responsible use of IT
Legal and Ethical use of IT
(Written Exam - 40%)



“Theatre is the art of looking at ourselves”
 Augusto Boal



WHY CHOOSE DRAMA ?

Telling stories is a necessary, instinctive way to (try to) make sense of our world – Studying Drama will help you to understand other people’s stories, and will teach you how to tell your own, in lots of different ways.

Drama helps to develop interpersonal skills like empathy and understanding by allowing us to look at the world through someone else’s eyes. Drama also helps us to more readily adapt to situations we find ourselves in and helps us to negotiate our way through life.

HOW WILL DRAMA HELP ME? WHAT SKILLS WILL I DEVELOP?

Drama is hugely beneficial for many different careers and helps us to develop life skills which we use every day. Some of these skills include communication, a team mentality, empathy, confidence, listening skills, public speaking, creative thinking, to name but a few.



WHAT DOES THE COURSE INVOLVE? WHAT WILL I STUDY?

We are currently following the BTEC Tech Award (equivalent to GCSE) in Performing Arts – this course is a good grounding for those students who wish to pursue a level 3 qualification at college or 6th Form.

The course comprises 3 units:

Component 1: Exploring Practitioners' Work

Students will watch live performances (recorded and in theatres) and engage in workshops in the style of those pieces of theatre.

Component 2: Developing Skills and Techniques in the Performing Arts

Students will study an existing script, take part in voice and movement workshops, and work in groups to rehearse and perform a section of the script.

Component 3: Responding To A Brief

In Year 11, students will be given a brief set by the exam board, which they must follow to produce their own, original piece of theatre, using the skills they have honed over the previous units.

HOW WILL I LEARN?

In Drama/ Performing Arts, you will learn by mostly engaging in practical workshops – you will fine tune your performance skills, and get regular feedback and advice from your teacher about how to develop your skills further.

You will learn by reflecting on your work, and setting targets for the next piece – setting targets are an integral part of the course, and students following this subject are constantly striving to improve their techniques and abilities.

You will learn by watching and studying professional repertoire, and analysing its impact on an audience. You will learn from industry professionals, who lead sessions with us on set design, filmmaking, puppetry, costume, etc. You will learn by watching each other, and being able to identify what works well in front of an audience.

HOW WILL I BE ASSESSED?

- ✓ Components 1 and 2 are internally assessed (marked by your teacher) and externally moderated (the marks are checked by the exam board) – each component is worth 30% of your overall grade.
- ✓ Your grade will be awarded through regular logbook entries, evidence of research, presentations, recordings of performances and rehearsals – basically everything you produce will go towards your final grade in these units.
- ✓ Component 3 is externally assessed, and is worth 40% of your overall grade. You will produce a 10 - 15-minute performance, and complete 3x1 hour reports under controlled assessment conditions. You also have the option to pursue a design route for this option, e.g. set design, costume, lighting, sound.

HOW CAN I PROGRESS?

Aside from the most obvious routes in theatre, tv and film, a drama qualification is also highly prized by many of the top universities in the country. Students who take Drama often go on to pursue careers in teaching, public relations, marketing, law, psychology, among others. The skills that studying drama brings are transferable to many other career paths, and are skills that will help you in your day-to-day life.



“Learn how to cook – try new recipes, learn from your mistakes, be fearless, and above all have fun!”

Julia Childs



WHY CHOOSE FOOD PREPARATION AND NUTRITION ?

Whether or not you have your sights set on a career in the food industry, knowing how to cook is an essential skill for life.

Of course, knowing how to look after yourself and your family is important, but cooking is also a source of great fun and enjoyment. If you choose this course you will have the chance to take part in lots of practical lessons and learn more about the ingredients that you are using – where they come from, how they work and their nutritional value.

HOW WILL FOOD PREPARATION AND NUTRITION HELP ME? WHAT SKILLS WILL I DEVELOP?

GCSE Food Preparation and Nutrition will help you learn the skills you will need to live independently and look after yourself and others. It will also prepare you for a wide variety of careers in food, hospitality or social care.

You will develop a variety of cookery skills including fruit, vegetable, meat and fish preparation, pasta, pastry, cake and bread making. You will learn how to present food professionally.



WHAT DOES THE COURSE INVOLVE? WHAT WILL I STUDY?

50% of your time will be spent undertaking practical work. This could be following recipes to practice skills and techniques. You will also carry out investigative work to explore the functions and characteristics of ingredients. For example, looking at the effect different sugars have in cake making. All practical activities are designed to support the five main areas of study - food, nutrition and health, food science, food safety, food choice and food provenance (where food comes from). You will learn more about these topics in theory lessons.

HOW WILL I LEARN?

Around half of your lessons will be practical, where you will practise the skills and techniques needed to make dishes or carry out investigative work to explore the functions and characteristics of ingredients. Theory lessons will also take place. These are essential in helping you consolidate your knowledge of the ingredients and cookery methods and techniques that you build in practical lessons. Homework and practice assessments will allow you to become an independent learner and really succeed in this GCSE.



HOW WILL I BE ASSESSED?

- ✓ **Component 1: Principles of Food Preparation and Nutrition**
Written examination: 1 hour 45 minutes - 50%
- ✓ This unit will consist of two sections both containing compulsory questions and will assess the theory content of the GCSE specification.
- ✓ **Section A:** questions based on specified topics.
- ✓ **Section B:** structured, short and extended response questions to assess content related to food preparation and nutrition.
- ✓ **Component 2: Food Preparation and Nutrition in Action**
Non-examination assessment: internally assessed, externally moderated
- ✓ **Food Preparation and Nutrition in Action**
Assessment 1: The Food Investigation Assessment - 8 hours
A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food. A report of 1500 words will be produced
- ✓ **Assessment 2: The Food Preparation Assessment - 12 hours**
Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

These assessments will be based on a choice of tasks released by EDUQAS annually.

HOW CAN I PROGRESS?

This course prepares students for a career in one of the world's biggest industries, where roles include chefs, food product development, food retail, food scientists, environmental health officers and nutritionists.

However, the course also provides a grounding for those who aspire to roles within social care, such as nursing, or in childcare. Students can go on to study Hospitality and Catering, Food Science and Nutrition at 6th Form and continue these studies at university.

*“One language sets you in a corridor for life.
Two languages open every door along the way.”*
Frank Smith



WHY CHOOSE FRENCH ?

29 countries have French as a main language with 275 million people speaking it worldwide. French has been and is still used as the language of diplomacy.

Learning a foreign language is a liberation from insularity and provides an opening to other cultures deepening understanding of the world. In MFL students learn to express their ideas and thoughts in another language and to understand and respond both in speech and in writing. They develop their self-confidence and are provided with opportunity to communicate for practical purposes.

HOW WILL FRENCH HELP ME?

WHAT SKILLS WILL I DEVELOP?

Overall skills developed whilst learning a foreign language are:

- Communication
- Memorising information
- Translation
- Analysing
- Team work
- Developing relationships
- Problem solving
- Confidence
- Cultural understanding

Foreign Language study creates more positive attitudes and less prejudice toward people who are different. Studying languages shows a high level of communication skills, the ability to work independently and that you are mature, confident and can easily adapt to different situations and cultures.

Students who have a language on their CV are given preference by universities to study Medicine and Engineering due to the skills acquired whilst learning a language, which are an asset very well regarded by higher institutions and by employers.

WHAT DOES THE COURSE INVOLVE? WHAT WILL I STUDY?

You will study 3 broad themes.

Each cover the following topics that make up the content of the GCSE syllabus.

1- Identity and culture:

Youth culture, Lifestyle, Customs and Traditions.

2 - Local, national, international and global areas of interest:

Home and Locality, France and French speaking countries, Global Sustainability.

3- Current and future study and employment:

Current study, World of Work, Jobs and Future plans.

HOW WILL I LEARN?

French lessons will take place in an exciting environment where you will be challenged to improve your speaking, listening, reading and writing skills. You will follow the Pearson's syllabus that will engage you in different stimulating activities.

Speaking - skills will be developed through continuous engagement in class using Target Language; such as day to day class activities and reading out loud; answering questions; role plays; photo card discussion and conversations on topics covered by the syllabus.

In **listening** and through different aural stimuli, students learn how to effectively and efficiently process the sounds and match what they hear to the mental representation they have stored in their long-term memory.

Students will be given the opportunity to read different types of texts to develop their **reading** skills. Students will get used to reading from authentic sources which will support understanding the language in different styles whilst deepening their cultural knowledge and awareness.

Writing goes hand in hand with speaking, and practising one develops the other. Students will be encouraged and supported to use the grammatical rules learnt to write paragraphs on many of the topics covered by the syllabus.

HOW WILL I BE ASSESSED?

You are either entered for Foundation (Grades 1 - 5) or Higher (Grades 4 - 9). Within each tier, there are 4 final examinations in each of the following skills:

- ✓ 1. Listening 25%
- ✓ 2. Reading 25%
- ✓ 3. Speaking 25%
- ✓ 4. Writing 25%

HOW CAN I PROGRESS?

If you are looking into Management; Travel and Hospitality; Media; Advertising; PR; Publishing; Marketing; Translation; Teaching; Business and Finance; Civil Service and Diplomacy & European Law, these are just some example of what you could do:

Work in the world of Fashion!

Work as Documentary maker or Producer on programs made abroad.

Work on an oil rig as a worker or as an engineer.

Work for The United Nations helping to maintain international peace and security and develop friendly relations between nations.

Work as an Events Organiser. It takes a lot of people to organise events such as the Olympics or the World Cup!

Journalist overseas as you need to talk to people on the ground and communicate.

Work for Global Technology Companies and Banks!

Become a Pilot or work as a Cabin Crew and travel the world!

Work for the Security Service as an MI5 agent and keep the country safe.

Work for the Foreign & Commonwealth Office where you will be representing the government overseas and promote the UK's interest abroad.

Careers Summary (links to explore):

[Jobs that require French Skills](#)

'The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.'
Barack Obama



WHY CHOOSE GEOGRAPHY?

Geography is a broad-based academic subject which will open up options for you in your future. Employers and universities see geography as a robust academic subject rich in skills, knowledge and understanding. As a subject linking the arts and the sciences it is highly flexible in terms of what you can combine it with, both at GCSE and A Level.

HOW WILL GEOGRAPHY HELP ME? WHAT SKILLS WILL I DEVELOP?

Students will also develop academic and life skills from writing, teamwork and communication to analytical skills. There are so many ways of learning in geography.

It is very practical, with opportunities to learn new skills such as modern computer-based mapping (called GIS), map skills, interpreting photographs, fieldwork skills, presenting, role play and debating techniques.

You will improve your literacy through your report writing and written work, and make practical use of your numeracy skills when you interpret data and construct graphs. Fieldwork, or working outside the classroom, is a really important part of geography.

Whether you go locally or get the chance to travel further away, it will be a brilliant opportunity to experience some of the things you have learnt about in class, see things differently and of course have fun.

WHAT DOES THE COURSE INVOLVE? WHAT WILL I STUDY?

This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them.

Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

The subject content is split into four units: Living with the physical environment, Challenges in the human environment, Geographical applications and Geographical skills. In the first two units, the content is split into sections, with each section focusing on a particular geographical theme such as The Challenge of Natural Hazards, and the Changing Economic World. The third unit sets out the requirements for fieldwork and issue evaluation. The final unit sets out the geographical skills that students are required to develop and demonstrate.

HOW WILL I LEARN?

In geography we have built a curriculum of engagement with a mix of teaching strategies and activities, including organising and breaking down information independently and in team work, spoken and written debate through analysing visual sources which are essential to the study of geography, and research-driven exploration. All of these strategies cater for diverse needs and motivate students.

Acknowledging and valuing what young people bring to the curriculum is an essential way of ensuring that the geography they learn is both meaningful and connected to their everyday lives; it is also the means by which we can build a bridge between young people and the curriculum to ensure that the geography they learn is a vehicle through which they make sense of their own lives as well as those beyond their immediate horizon. (Biddulph, 'Teaching Geography', 2010)

HOW WILL I BE ASSESSED?

You will be assessed through three different exams in Geography at GCSE.

- ✓ (Unit 1) **'Living with the physical environment'**
90 minute written paper 35%
- ✓ (Unit 2) **'Challenges in the human environment'**
90 minute written paper 35%
- ✓ (Unit 3) **'Geographical applications and Geographical skills'**
75 minute written paper 30%

HOW CAN I PROGRESS?

There has never been a more important time to use geographical knowledge and skills to pursue a career. Careers in geography are essential to leading our societies into a successful future, with exciting jobs such as climate analyst, meteorologist, pollution analyst and town planner to name but a few.

None of the changes and challenges facing the UK and the world in the 21st century, including climate change, energy security and migration can be properly understood, let alone tackled, without geography.

This is the discipline that connects the natural and the human, the local and the global and in doing so, enables us plan sustainably for the future. Whether your future career lies in the environmental sector, business, education, the natural or social sciences, the media, in geospatial industries or in travel, geography opens up a range of choices for your future work and career.

Careers Summary (links to explore):

[Geographical Association](#)

[Royal Geographical Society](#)

[Southampton University Geography Careers](#)

“Inspiring the next generation of care practitioners”



WHY CHOOSE HEALTH & SOCIAL CARE ?

This qualification introduces students to the biggest employment sector in the UK, which includes elements of the NHS, local authority adult and child care services as well as a range of independent providers which provide care in a variety of settings.

It introduces students to this vocational sector and the role it plays in the health, well-being and care of individuals across all age ranges.

Students will also develop transferable skills, in particular communication, aspects of team working and other essential life skills.

As you might expect, both the bulk of learning and assessment is through practical means.

HOW WILL HEALTH & SOCIAL CARE HELP ME? WHAT SKILLS WILL I DEVELOP?

Offering an effective introduction to the health and social care sector, this qualification looks at the role the sector plays in the health, well-being and care of individuals across all age ranges.

It also introduces students to the specialist knowledge and skills needed to work in various care settings. Underpinning the qualification is a focus on core values and communicating with individuals to maintain their dignity and sense of being valued.

The qualification design, including the range of units available, allows students the freedom to explore the things that interest them as well as providing a good opportunity to enhance their learning in a range of curriculum areas. Students also develop transferable skills.

WHAT DOES THE COURSE INVOLVE? WHAT WILL I STUDY?

There are four Units of study for Health & Social Care

Essential values of care for use with individuals in care settings.

The focus of recruitment to the health and social care sector is values. Applicants must demonstrate they can apply values in their professional practice. This unit introduces students to these core values and the rights of individuals accessing health and social care services. It also introduces some of the legislation that students should be aware of and ways in which individuals that use services are protected.

Communicating and working with individuals in health, social care and early years settings.

Communication is an essential skill for all individuals working in health, social care or child care/early years settings. Developing their communication skills will enable students to understand how to work effectively with individuals in these settings. Students will be introduced to a range of different communication methods and factors that affect communication. They will also explore the impact of personal qualities that contribute to the delivery of effective care, such as patience, empathy and respect.

Understand body systems and disorders.

This unit will build on the student's knowledge of human biology and develop their understanding of three major systems. They will understand how body systems work, the disorders which affect them and the measurements which are taken and how this data can be interpreted.

Using basic first aid procedures.

While this unit will not provide certification as a qualified first aider, it will enable students to know the basic actions that should be taken to ensure their safety at the scene of accidents and understand the actions which may be taken for a range of injuries. Students will learn how to assess accidents in order to provide essential information for emergency services and will learn how to carry out basic first aid procedures on adults.

HOW WILL I LEARN?

It is a vocational qualification, which involves some practical role play in a variety of units. However, the theoretical elements of the qualification will be supported by class tasks, logbooks and assignments to demonstrate understanding of the topics.

HOW WILL I BE ASSESSED?

You will be assessed in 4 units:

- ✓ Essential values of care for use with individuals in care settings.
Written exam: 1 hour; 60 marks; 25%
- ✓ Communicating and working with individuals in health, social care and early years settings.
Coursework Assessed 25%
- ✓ Understand body systems and disorders.
Coursework Assessed 25%
- ✓ Using basic first aid procedures
Coursework Assessed 25%

HOW CAN I PROGRESS?

There are many different careers a qualification in this sector could lead to: nurse, social worker, midwife, care worker, nursery nurse, health care assistant, child minder.



*'A people without the knowledge of their past history,
origin and culture is like a tree without roots'
Marcus Garvey*



WHY CHOOSE HISTORY ?

Learning about past events and the people who've influenced history will allow you to understand how the world got to the point it is at now and how it will continue to develop in the future. History is an exciting and relevant subject; the stories of the past help us to make sense of the present.

History also gives students a good foundation of broad knowledge for example, studying the Boom and Bust in 1920s USA introduces students to the study of economics. Many students go on to study government and politics at A-Level as they have been interested in studying political history as part of their GCSE.

HOW WILL HISTORY HELP ME? WHAT SKILLS WILL I DEVELOP?

Apart from studying a wide range of exciting historic periods, you'll learn a range of useful skills that will help you with A-levels and future work.

These include: excellent communication and writing skills; how to construct an argument; research and problem skills; investigation and problem-solving skills; analytical and interpretation skills.

WHAT DOES THE COURSE INVOLVE? WHAT WILL I STUDY?

The subject content at GCSE enables students to investigate a broad and rich range of options drawn from different periods and diverse societies. These include:

- British History in depth: a study of Elizabethan England
- Non-British History in depth: The USA in the 1920s
A broader international study:
- The Development of Germany from 1918 – 1990
- A thematic study exploring change and continuity over time:
Changes in Crime and Punishment c.500 – present day

HOW WILL I LEARN?

In History, we believe that a strong knowledge base is key to exam success at GCSE. For this reason, students are taught study skills and revision tips throughout their time at the school as well as exam technique.

As in years 7-9, we provide all students with everything they need for Grade 9 success. Students are given free textbooks that have been written by us and contain everything they need to know for the GCSE course.

In addition to this we have created a huge bank of Power point resources, videos, quizzes and assessment materials, many of which are used by other successful schools across the country.

Students will use a variety of learning techniques such as mini-quizzes; ICT games; exam questions; past papers and formal assessments in order to strengthen their knowledge.

A lot of time is devoted to recapping and knowledge retrieval so that by the time students come to sit their exam, there is no need for last-minute cramming as knowledge has been embedded and revisited throughout the years.

HOW WILL I BE ASSESSED?

In Year 11 you will sit 4 exams:

- ✓ **The USA: A Nation of Contrasts 1919 – 1929**
(1 hour exam based on historical sources)
- ✓ **The Elizabethan Age**
(1 hour exam based on historical sources)
- ✓ **Germany Outline Study 1919 – 1990**
(45 min exam)
- ✓ **Crime and Punishment c.500 – present day**
(1 hour 15 min exam)

HOW CAN I PROGRESS?

Qualifications in history can lead to all kinds of careers. Some of the more popular options include government positions, teaching, journalism and the media, tourism, heritage consultancy and planning, museums, libraries, archives, public history, and project management. Some of the world's most influential business leaders share a common experience of studying history at university.

Some famous celebrities and politicians with history degrees include documentary filmmaker Louis Theroux, Diane Abbott, George Bush, actor and "Borat" creator Sacha Baron Cohen, former British prime minister Gordon Brown, singer Shakira and comedian Steve Carell.

History is a highly respected qualification, recommended by many of the Russell Group universities. Many degree courses in medicine or science welcome students who have studied History at GCSE and A-Level alongside their scientific qualifications; as it shows a breadth of knowledge and skills.

Careers Summary (links to explore):

[*The Historical Association*](#)

“Music is a universal language. It is everywhere. A love of music makes you part of one of the most diverse communities, that spans the entire planet. Most of all, it lets you be yourself.”



WHY CHOOSE MUSIC ?

Music is a mainly practical subject that allows you to explore your creative side, in a way that suits you. As a performer, you will gain in confidence, whilst as a composer, you have the chance to explore new ideas.

You will learn about a wide variety of traditions and cultures from around the world, looking at how music has developed through time and with technology.

If you have a love of music, this course is for you!

HOW WILL MUSIC HELP ME? WHAT SKILLS WILL I DEVELOP?

Music helps young people to harness their creativity, whilst developing confidence and character. You will have experiences of working independently and with others, developing your interpersonal skills.

Universities and colleges see a Music qualification as a very positive attribute. Your involvement in a creative subject may put you ahead of someone else when it comes to competing for jobs, even outside of the creative sector.

There is strong evidence to suggest that young musicians are more likely to achieve highly in other GCSE subjects too, as they develop a disciplined approach to their own learning.

WHAT DOES THE COURSE INVOLVE? WHAT WILL I STUDY?

The course is made up of three components; Performance, Composition and Listening & Appraising.

You will study at least one instrument of your choice (which could be voice), both in class time and once a week with a visiting expert tutor.

You will explore other instruments and music technology as part of the Composition component, where you will create your own original pieces of music.

The Listening & Appraising component is made up of four Areas of Study; Musical Forms and Devices, Music for Ensemble, Film Music and Popular Music.

HOW WILL I LEARN?

Performance: includes a weekly one-to-one lesson with a visiting expert tutor for your instrument. There will be independent practice time, in-class group work and extra-curricular opportunities.

Composition: lessons on song writing and composing in different styles, workshops using music technology, independent and collaborative composition time during lessons.

Listening & Appraising: You will study two prepared extracts, which are two pieces of music that will definitely appear on the written examination. These are 'Africa' by Toto and 'Badinerie' by Bach.

You will study a large selection of other pieces of music from across different eras of music and through different styles, by completing small listening projects in class.

There will be homework set on wider listening, to help you expand your knowledge in preparation for the listening exam.

HOW WILL I BE ASSESSED?

- ✓ Performance - 30%
One solo and one ensemble performance on your chosen instrument, recorded and submitted during Year 11 for internal marking and external moderation.
- ✓ Composition - 30%
Two original compositions, written and submitted during Year 11 for internal marking and external moderation.
One is 'free choice' and one is following a brief set by the exam board.
- ✓ Listening & Appraising - 40%
One written examination lasting approximately 1hr and 15 minutes.
- ✓ The exam is taken in the summer of Year 11.
- ✓ The exam has two questions on music that you will have studied beforehand (known as prepared extracts), which account for 25% of the available marks.

HOW CAN I PROGRESS?

Becoming a star performer is just the tip of the iceberg when it comes to a career in music. Managers, producers, radio presenters, songwriters and composers are some of the highest earning individuals in the music industry.

Alternative performance roles include working as a session musician or backing musician to support other performers, which may be ideal for those who excel in their instrument but want to stay out of the limelight.

Performance roles span all genres, from orchestral players, musical theatre performers, to rock and pop. Travelling the world as a performer is an extremely rewarding career and there are multiple opportunities for this through links between music and the tourism industry.

There are also thousands of roles behind the scenes, from working in music production in recording studios, to sound and lighting engineers for concerts, stage managers, events planning careers and much more.

“Some subjects merely interpret the world,
Sociology aims to change it”



WHY CHOOSE SOCIOLOGY?

Are we really free? Why are some people rich and others poor? Do schools manipulate students? Why do men commit more crime than women? Does everyone have an equal chance in life? Are we in control? Why do some people commit crime and others don't? What is 'normal'?

If these questions interest you, and you are interested in discovering the answers, then Sociology is the subject for you. Sociology is the scientific study of society. Sociology looks at social issues and attempts to explain why they exist as well as offering potential solutions to societal problems. Sociologists study a wide range of social topics that range from inequality, racism, sexism, gender and class, to crime, the family, religion, education and the media.

Sociology allows you to look at society from a different angle and challenges any common-sense ideas and explanations the general public puts forward to explain human behaviour. As one famous Sociologist put it 'the function of Sociology is to reveal that which was hidden'.

HOW WILL SOCIOLOGY HELP ME?

WHAT SKILLS WILL I DEVELOP?

Sociology allows you to see the world, and issues within it, from multiple perspectives. Being able to look at anything from different perspectives and being able to draw conclusions from this, is a valuable skill in many areas of social and work life.

In this subject you will consistently analyse theories and theorist's views on the problems within society and look at ways to solve these problems.

Sociology will help you become a more well-rounded member of society and foster your ability to analyse the social world around you, allowing you to make rational, justified conclusions on various issues.

WHAT DOES THE COURSE INVOLVE?

WHAT WILL I STUDY?

Sociology is designed to foster an understanding and critical awareness of the social world around you. You will be encouraged to explore and debate contemporary social issues such as Crime, Education, the Family, the Media and class, all of which will enable you to challenge taken-for-granted assumptions and to question your everyday understanding of society and the impact society can have on human behaviour.

Year 10 Topics (1hr 45mins exam)

Families (What do families do? Is there still a “normal” family? Have roles in the family changed?)

Education (What are schools for? Who does well in school and why? How have policies changed the education system?)
Links to research methods for both of these topics

Year 11 Topics (1hr 45mins exam)

Crime and Deviance (Why do people commit crime? Who is it that commits crime? Can we trust the statistics?)

Social Stratification (Which groups have more power in society? Is this fair? What are the causes of poverty?)
Links to research methods for both of these topics

HOW WILL I LEARN?

You will learn about Sociology via face to face classroom teaching, student presentations, group work activities, media analysis, explainer videos, engaging homeworks and research projects, to name but a few.

To be a successful sociology student you must:

- ✓ Be willing to express your views in class discussions, debates and presentations.
- ✓ Be able to listen to and respect the views of others.
- ✓ Keep up to date with current issues by reading newspapers, watching TV news or keeping up to date with relevant news online.
- ✓ Be able to summarise research evidence and sociological theories/theorists in your essays and present a clear, two-sided argument which reaches clear conclusions.
- ✓ Keep up to date with the homework that is set each week

Remember that sociology is a purely exam-based subject which requires you to write essays. You will be given clear guides on how to write essays, but please note that an ability to present and express ideas in writing is essential.

HOW WILL I BE ASSESSED?

Below are the assessment objectives for this specification. You must:

- ✓ AO1 - Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.
- ✓ AO2 - Apply knowledge and understanding of sociological theories, concepts, evidence and methods.
- ✓ AO3 - Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.
- ✓ Sociology is a 100% exam-based course.
- ✓ You will sit two exams at the end of year 11. Each exam is 1hr 45mins
- ✓ In order to prepare you for the exam, you will be required to complete essays and shorter exam questions each week.

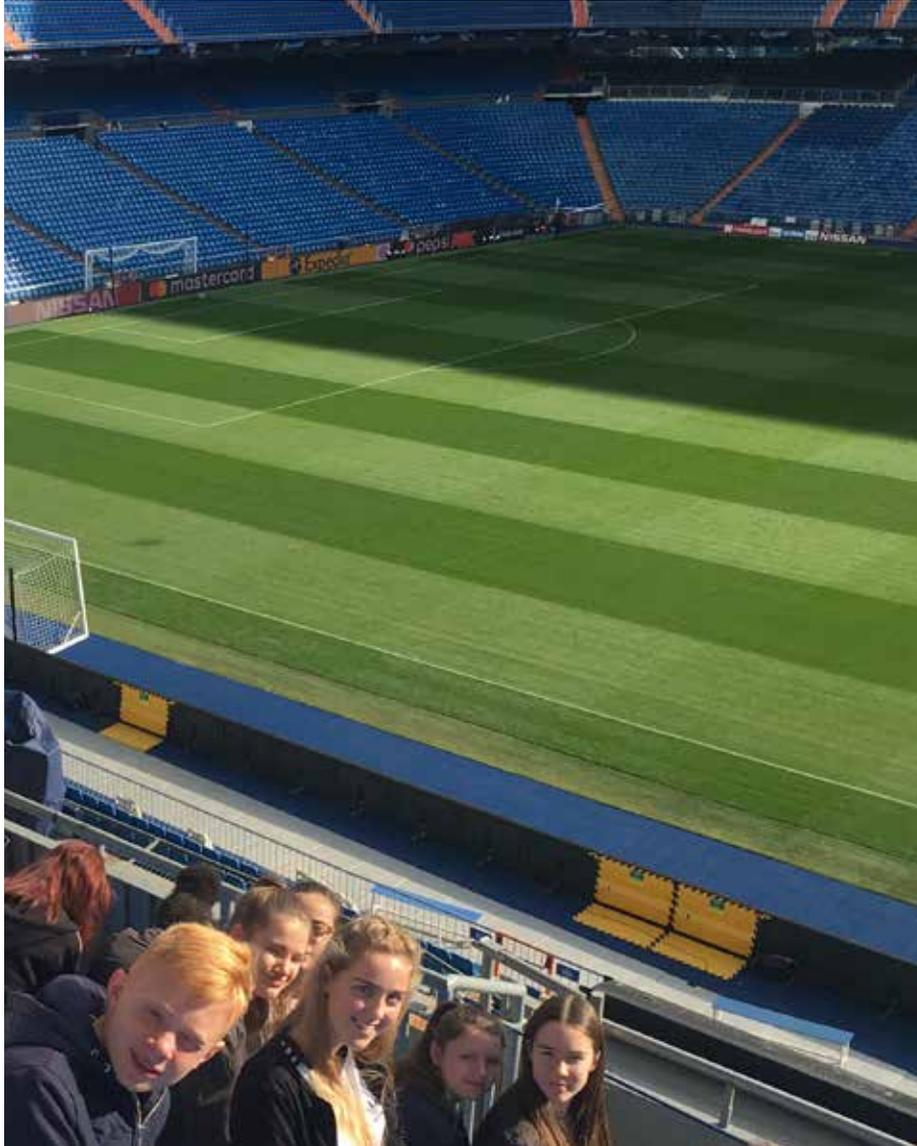
HOW CAN I PROGRESS?

Many students who study GCSE Sociology go on to study A level Sociology in the sixth form. It will also help with your study of Psychology, Politics, Media Studies and Philosophy and Ethics. In addition, Sociology is an extremely valued subject for higher education entry and future careers.

Sociology students are particularly in demand for ‘people centred’ occupations and professions that demand an analytical and evaluative approach based upon weighing up evidence and arguments to reach considered conclusions.

Hence sociology students have gone on to careers as wide ranging as media research, law, police, journalism, teaching, social and welfare work, personnel work, business analysts, civil service and local government research and policy making, advertising, nursing, medicine, market research, criminal law, probation service, criminal justice service, counselling, criminology, mentor, child welfare, journalism, social work, social services, youth services, public relations, management, advertising, human resources, business management, data handling, statistician, personnel manager, editor, charity work, human rights work.

*“One language sets you in a corridor for life.
Two languages open every door along the way.”
Frank Smith*



WHY CHOOSE SPANISH ?

21 countries have Spanish as a main language with 580 million people speaking it. Most of The United States speaks Spanish as a second language.

Learning a foreign language is a liberation from insularity and provides an opening to other cultures deepening understanding of the world. In MLF students learn to express their ideas and thoughts in another language and to understand and respond both in speech and in writing. They develop their self-confidence and are provided with opportunity to communicate for practical purposes.

HOW WILL SPANISH HELP ME?

WHAT SKILLS WILL I DEVELOP?

Overall skills developed whilst learning a foreign language are:

- | | |
|-------------------------|---------------------------|
| -Communication | -Developing relationships |
| -Memorising information | -Problem solving |
| -Translation | -Confidence |
| -Analysing | -Cultural understanding |
| -Team work | |

Foreign Language study creates more positive attitudes and less prejudice toward people who are different. Studying languages shows a high level of communication skills, the ability to work independently and that you are mature, confident and can easily adapt to different situations and cultures.

Students who have a language on their CV are given preference by universities to study Medicine and Engineering due to the skills acquired whilst learning a language, which are an asset very well regarded by higher institutions and by employers.

WHAT DOES THE COURSE INVOLVE? WHAT WILL I STUDY?

You will study 3 broad themes.

Each cover the following topics that make up the content of the GCSE syllabus.

1- Identity and culture:

Youth culture, Lifestyle, Customs and Traditions.

2 - Local, national, international and global areas of interest:

Home and Locality, Spain and Spanish speaking countries, Global Sustainability.

3- Current and future study and employment:

Current study, World of Work, Jobs and Future plans.

HOW WILL I LEARN?

Spanish lessons will take place in an exciting environment where you will be challenged to improve your speaking, listening, reading and writing skills. You will follow the Pearson's syllabus that will engage you in different stimulating activities.

Speaking - skills will be developed through continuous engagement in class using Target Language; such as day to day class activities and reading out loud; answering questions; role plays; photo card discussion and conversations on topics covered by the syllabus.

In **listening** and through different aural stimuli, students learn how to effectively and efficiently process the sounds and match what they hear to the mental representation they have stored in their long-term memory.

Students will be given the opportunity to read different types of texts to develop their **reading** skills. Students will get used to reading from authentic sources which will support understanding the language in different styles whilst deepening their cultural knowledge and awareness.

Writing goes hand in hand with speaking, and practicing one develops the other. Students will be encouraged and supported to use the grammatical rules learnt to write paragraphs on many of the topics covered by the syllabus.

HOW WILL I BE ASSESSED?

You are either entered for Foundation (Grades 1 - 5) or Higher (Grades 4 - 9). Within each tier, there are 4 final examinations in each of the following skills:

- ✓ 1. Listening 25%
- ✓ 2. Reading 25%
- ✓ 3. Speaking 25%
- ✓ 4. Writing 25%

HOW CAN I PROGRESS?

If you are looking into Management; Travel and Hospitality; Media; Advertising; PR; Publishing; Marketing; Translation; Teaching; Business and Finance; Civil Service and Diplomacy & European Law, these are just some example of what you could do:

Work in the world of Fashion!

Work as Documentary maker or Producer on programs made abroad.

Work on an oil rig as a worker or as an engineer.

Work for The United Nations helping to maintain international peace and security and develop friendly relations between nations.

Work as an Events Organiser. It takes a lot of people to organise events such as the Olympics or the World Cup!

Journalist overseas as you need to talk to people on the ground and communicate.

Work for Global Technology Companies and Banks!

Become a Pilot or work as a Cabin Crew and travel the world!

Work for the Security Service as an MI5 agent and keep the country safe.

Work for the Foreign & Commonwealth Office where you will be representing the government overseas and promote the UK's interest abroad.

Careers Summary (links to explore):

[CLICK HERE](#)

Inspiring a generation of healthy, active, lifestyles



WHY CHOOSE SPORTS SCIENCE ?

Sport is a high-profile and expanding industry and there is a growing need for qualified professionals and capable volunteers. There is a wide range of job roles to progress into such as Activity Leader, Sports Coach, Fitness Instructor and Leisure Assistant.

It's also widely recognised that regular participation in sport and physical activity is highly beneficial both to individuals and to society as a whole. With life expectancy on the increase, there will be continuing focus by government in collaboration with other bodies, to promote sport's benefits and encourage wider take up.

Cambridge Nationals in Sport Science offer students the solid foundation required for further study or progression into industry. Students will develop a wide range of highly desirable, transferable skills such as communication, problem solving, team working and performing under pressure.

HOW WILL SPORTS SCIENCE HELP ME? WHAT SKILLS WILL I DEVELOP?

The Cambridge National in Sport Science takes a more sector-based focus, while also encompassing some core sport/physical education themes.

Students have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They'll learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media.

Students develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and how this shapes the sports industry.

WHAT DOES THE COURSE INVOLVE? WHAT WILL I STUDY?

Unit 1: Reducing the risk of sports injuries.

Taking part in sport and physical activity puts the body under stress. Students will learn how to reduce the risk of injury when taking part in sport through activities such as warm-ups, and knowing how to respond to injuries and medical conditions in a sport setting are all vital skills within the sport and leisure industry

Unit 2: Applying principles of training.

The role of a coach is to keep their performers in peak condition by monitoring individuals' fitness and designing bespoke training programmes. Students will learn the principles of training and how different methods target different components of fitness.

Unit 3: The body's response to physical activity.

Understanding how the body changes and responds to physical activity means that body systems can be optimised to improve sports performance and healthier lifestyles. Students will learn about the key components of the musculo-skeletal and cardio-respiratory systems, their functions and roles in physical activity and how to measure and record short-term and long-term effects of physical activity.

Unit 4: Sports nutrition.

Correct nutrition is a vital part of a sport person's preparation; incorrect nutrition can lead to deterioration in performance and overall health. Students will learn about different nutrients and supplements and their importance to different activity types. They will also learn about the effects of a poor diet on performance and health and will develop and evaluate diet plans for performers.

HOW WILL I LEARN?

It is a vocational qualification, which involves sports participation in a variety of units. However, the practical elements of the qualification will be supported by class tasks, logbooks and assignments to demonstrate your understanding of the topics.

HOW CAN I PROGRESS?

There are many different careers a qualification in this sector could lead to: Personal Trainer/ Fitness Instructor, Nutritionist, Psychologist, Sports Analyst, Sports Media, Leisure Manager, Sports Coach, Outdoor Activities Instructor and PE Teacher.

HOW WILL I BE ASSESSED?

You will be assessed in four units, three pieces of course work and one exam:

- ✓ **Reducing the risk of sports injuries**
Written exam: 1 hour - 25%
- ✓ **Applying principles of training**
Coursework assessed - 25%
- ✓ **The body's response to physical activity**
Coursework assessed - 25%
- ✓ **Sports nutrition**
Coursework assessed - 25%



“Our vision is to encourage all of our students to participate, engage and compete to the best of their ability”



WHY CHOOSE SPORTS STUDIES ?

Sport is a high-profile and expanding industry and there is a growing need for qualified professionals and capable volunteers. There is a wide range of job roles to progress into such as Activity Leader, Sports Coach, Fitness Instructor and Leisure Assistant.

It's also widely recognised that regular participation in sport and physical activity is highly beneficial both to individuals and to society as a whole. With life expectancy on the increase, there will be continuing focus by government in collaboration with other bodies, to promote sport's benefits and encourage wider take up.

Cambridge Nationals in Sport offer students the solid foundation required for further study or progression into industry. Students will develop a wide range of highly desirable, transferable skills such as communication, problem solving, team working and performing under pressure.

HOW WILL SPORTS STUDIES HELP ME? WHAT SKILLS WILL I DEVELOP?

The Cambridge National in Sport Studies takes a more sector-based focus, while also encompassing some core sport/physical education themes. Students have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance.

Students will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media.

Students develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and how this shapes the sports industry.

WHAT DOES THE COURSE INVOLVE? WHAT WILL I STUDY?

Unit 1: Contemporary issues in sport Exam

Students explore a range of topical and contemporary issues in sport, such as participation levels and barriers, promoting values and ethical behaviour, and how sport contributes to society as a whole beyond simply providing entertainment.

Unit 2: Developing sports skills

Students try out a range of sports-related skills and techniques, including different practice methods for improving both their own performance and that of others. They develop their knowledge of the use of tactics and strategies in both individual and team sporting activities as well as their understanding of the rules, enabling them to carry out a number of officiating roles within the activities.

Unit 3: Sports leadership

Students learn about some of the knowledge, understanding and practical skills required to be an effective sport leader. They put their knowledge into practice by planning and delivering safe and effective sporting activity sessions. Afterwards they review their performance.

Unit 4: Developing knowledge and skills in outdoor activities

Students find out about a wide range of outdoor and adventure activities and the organisations that provide access to them. Through planning and participating in these types of activities they will learn about the risks involved and gain an understanding of health and safety, risk assessments and the importance of detailed planning for various scenarios and challenging environments. This will also help them develop their communication, decision-making and leadership skills.

HOW WILL I LEARN?

It is a vocational qualification, which involves sports participation in a variety of units. However, the practical elements of the qualification will be supported by class tasks, logbooks and assignments to demonstrate understanding of the topics.

HOW CAN I PROGRESS?

There are many different careers a qualification in this sector could lead to: Personal Trainer/ Fitness Instructor, Nutritionist, Psychologist, Sports Analyst, Sports Media, Leisure Manager, Sports Coach, Outdoor Activities Instructor and PE Teacher.

HOW WILL I BE ASSESSED?

For Sports Studies you will be assessed in four units two pieces of coursework, a practical test and one written exam:

- ✓ **Contemporary issues in sport Exam**
Written exam: 1 hour - 25%
- ✓ **Developing sports skills**
Practical assessment - 25%
- ✓ **Sports leadership**
Coursework assessed - 25%
- ✓ **Developing knowledge and skills in outdoor activities**
Coursework assessed - 25%



*'There is no end to the adventures we can have
if only we seek them with our eyes open.'*
Jawaharlal Nehru



WHY CHOOSE TRAVEL & TOURISM?

The travel and tourism sector offers a wide variety of careers, from cabin crew to customer service assistant and there are also opportunities to work abroad. Your BTEC will sharpen your skills for employment or further study. By gaining this qualification, you will become a valuable employee to many employers.

Employers are looking for employability skills to ensure that employees are effective in the workplace. Throughout the Pearson First Award in Travel and Tourism, learners will develop a range of employability skills, engage with employers and carry out work-related activities.

Opportunities for learners to develop these skills are embedded in the coursework assignment tasks. For example, communication skills, through units such as Unit 4: International Travel and Tourism Destinations in which learners produce itineraries for two planned holidays to international destinations.

HOW WILL TRAVEL & TOURISM HELP ME? WHAT SKILLS WILL I DEVELOP?

The Travel and Tourism BTEC offers a high-quality vocational curriculum that is broad and engaging for all learners, which means it specifically prepares you for a career in this industry!

Through completing this qualification, you will have opportunities to link education and the world of work in engaging, relevant and practical ways, as well as enhance your English and mathematical competence in relevant, applied scenarios.

As well as this, you will develop transferable interpersonal skills, including working with others, problem solving, independent study and personal, learning and thinking skills. This BTEC will provide a route through education that has clear progression pathways to further study or an Apprenticeship.

WHAT DOES THE COURSE INVOLVE? WHAT WILL I STUDY?

Travel and tourism provides an engaging and stimulating introduction to the world of travel and tourism. You will explore some of the key areas within the sector, including accommodation, tourism development and promotion, transport and visitor attractions. You will investigate the importance of the travel and tourism sector to the UK, and investigate different types of customer and UK destinations. You will also have the opportunity to study international travel and tourism. The qualification is the same size and level as a GCSE and is aimed at everyone who wants to find out more about the travel and tourism industry.

You will study the following three mandatory units:

Unit 1 - The UK travel and tourism sector

Unit 2 - UK travel and tourism destinations

Unit 3 - The travel and tourism customer experience
plus an optional unit

Unit 4 - International travel and tourism destinations

HOW WILL I LEARN?

Our approach to teaching and learning in Travel and Tourism supports the specialist vocational nature of BTEC Travel and Tourism. Teaching in the classroom is only part of the learning process, in our lessons we will reinforce the links between the theory and practical application, and make sure that your knowledge is relevant and up to date, by using teaching methods and materials that allow you to apply your learning to actual events and activities within the sector.

We deliver BTEC Travel and Tourism in an enriched and extended way through the use of learning materials, classroom exercises and internal assessments that draw on current practice in and experience of Travel and Tourism.

This includes workplace case-study materials, visiting the assistants of local employers, visits to local workplaces, inviting relevant experts or contacts to speak to learners about their involvement in Travel and Tourism, visits to employers in the travel and tourism sector, and referring to trade journals, magazines and newspaper articles relevant to the sector.

HOW WILL I BE ASSESSED?

You will be assessed through three pieces of coursework and an exam.

- ✓ (Unit 1) **'The UK travel and tourism sector'**
75 minute exam - 25%
- ✓ (Unit 2) **'UK travel and tourism destinations'**
Coursework - 25%
- ✓ (Unit 3) **'The travel and tourism customer experience'**
Coursework - 25%
- ✓ (Unit 3) **'International travel and tourism destinations'**
Coursework - 25%

HOW CAN I PROGRESS?

Travel and tourism is a global industry and there are a wide range of opportunities available, both in the UK and abroad. The travel and tourism sector comprises many different industries and sub-industries, including services such as retail travel, currency exchange, tour operators and tourist boards. It also covers passenger transport including coach, aviation, rail and waterways and visitor attractions such as museums, theme parks, zoos and heritage sites.

A variety of accommodation services also fall within this category, including hotels, hostels and holiday parks. Associated with hotels and core business operations are conferences and events, which provide considerable all-year-round employment opportunities. Exciting and enriching jobs that will provide employers with a variety of experiences, places to work, and people to meet include cruise ship steward, airport information assistant, hotel receptionist or manager, museum assistant and tour manager.

Careers Summary (links to explore):

[National Careers website](#)

[Prospects website](#)