



LANDAU  
FORTE  
ACADEMY

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Q E M S

# KS4 PATHWAYS BOOKLET

*Raising levels of Achievement through Personalising Learning*

## **Art and Design GCSE**

Examination board: OCR

Subject Leader: Miss Smedley

### **Is this the right subject for me?**

If you enjoy:

- Creating your own pieces of art work
- Finding out about historical and cultural works of art
- Using different materials and techniques
- Creatively presenting your work to produce a portfolio of work

### **What do I need to know, or be able to do, before taking this course?**

You might enjoy drawing, painting or creating works of art. You may be curious about the art of others and want to learn how they created their work. You will need to enjoy working independently; creating art takes time and you will need to be able to keep to deadlines.

### **What will I learn?**

The OCR broad-based GCSE specification is followed. On this course you will have the opportunity to:

- Actively engage in the process of art and design
- Develop creative skills, through learning, to use imagination when exploring and creating images and artefacts
- Explore and experiment with ideas, materials, tools and techniques
- Develop skills in refining and developing ideas and personal outcomes
- Expand your knowledge and understanding of art, craft and design throughout history and different cultures
- Develop critical understanding of works of art
- Participate in visits to galleries to experience works of art first hand

### **How the course will be assessed.**

The course is assessed internally and moderated externally.

The course breaks down into the following components:

- Unit 1: Art and Design Portfolio – 60%
- Unit 2: Set task (examination) comprising 6 weeks' preparation followed by a 10 hour examination – 40%

## **Business Studies GCSE**

Examination board: OCR

Subject Leader: Mrs Grewcock

### **Is this the right subject for me?**

If you enjoy learning about how the world of business really works. This is a qualification which shows you can solve problems and present information in a logical and critical way. Business Studies is a useful addition to everyone's CV. Business Studies is always a popular choice at A Level and degree level, so a GCSE in this subject would help you prepare both for higher and further education courses. For those students seeking an employment route at 16, all employers appreciate an applicant who can prove that they understand how a business is run.

### **What do I need to know, or be able to do, before taking this course?**

No prior business knowledge is required, but a willingness to learn new ideas and to learn new terms is important. We also need you to be willing to master a style of writing and examination technique.

### **What will I learn? Content overview**

#### **Business 01: Business activity, marketing and people**

Students are introduced to business concepts and issues concerning the activities of a business. They explore the purpose and role of a business from spotting an opportunity through to the growth of an established business. They also look at the role of marketing and human resources.

#### **Business 02: Operations, finance and influences on business**

Students take a closer look at the role of operations and finance in business activity. Operations include production processes, quality of goods and services, customer service, and working with suppliers. Finance covers its role, its sources, costs, profit and loss, cash and cash flow. They also explore how business responds to external influences, such as ethical and environmental considerations, the economic climate and globalisation, and the interdependent. The course is delivered using real-life video case studies and fictional written case studies.

### **Assessment overview**

Component	Marks	Duration	Weighting
<b>Business (01): Business activity, marketing and people</b>	80	1 hour 30 mins	50%
<b>Business (02): Operations, finance and influences on business</b>	80	1 hour 30 mins	50%

## **GCSE Computer Science**

Examination board: AQA

Lead teacher: Mr Pountney

### **Is this the right subject for me?**

If you enjoy:

- Creating applications using a coding language
- Looking at the internal hardware that makes up a computer
- Creating solutions to solve problems
- Learning about the latest developments in cybersecurity

### **What do I need to know, or be able to do, before taking this course?**

You **must** have a predicted **GCSE Maths grade of 5 or higher** to take this course, due to the amount of higher level maths elements.

You will need to have access to a computer at home that you can install the programming language onto, in order for you to practice in preparation for the coursework tasks.

### **What will I learn?**

In this course, students will look at a range of topics related to Computer Science.

You will start by looking at the fundamental of algorithms, including specific algorithms designed to complete a certain EG, Sorting and Searching data. From there you move onto programming skills. Using Visual Basic, you will learn how to become an effective programmer, using variables, selection and iteration in order to solve various problems.

You will look at computer hardware and computer software in detail, including the components that make up a computer and how they work together with the software to enable you use the computer effectively.

Finally, you will study how to setup a Computer Network, the importance of Cybersecurity and the Consequences that Digital Technology is having on Society.

Please note, this course is not the same as ICT. You will not be required to create Spreadsheets or Databases, edit videos, graphics or animation.

### **Where can GCSE Computer Science take you?**

After completing the GCSE Computer Science course, you will be able to continue your studies at Tamworth Sixth Form by studying A-Level Computer Science. This could lead to apprenticeships or university in the Computing sector such as Software Developer, Game Programmer or Network Administrator

### **How the course will be assessed**

This GCSE course is assessed through two written exams and a coursework project. The coursework project is programming based and worth 20% of the final grade. The two exams are each worth 40% of the final grade. The first exam tests computational thinking, problem solving and coding skills. The second exam tests theoretical knowledge of computer science. Some extended writing will be expected in the exams.

## **BTEC Engineering (Level 2)**

Examination board: Edexcel (First Award)

Subject Leader: Mr Nalley

### **Is this the right subject for me?**

Are you interested in how machines and electronics work? Do you ever want to take things apart to see what's inside?

Engineering is the study of how things are made, from the initial design to a final product. It requires a technical and logical mind, as well as the ability to analyse and problem solve.

### **What do I need to know, or be able to do, before taking this course?**

This course is suitable for pupils who enjoyed making things in their design and technology lessons in years 7, 8 and 9. It is also very suitable for pupils who actively engage in making things at home or have some experience working with either machines (Examples include cars, motorbikes and farm vehicles) or Electronics. Although it is useful for pupils to have a back experience in making things or working with machines/electronics it is not essential, as all teaching starts from the basics.

### **What will I learn?**

In this course students will study options that include:

*Unit 1: Engineering World* – this unit is exam based and covers a wide variety of engineering principles, from different process and their effects on materials to the different types of engineering sectors, even exploring more complicated technologies such as smart materials and robotics.

*Unit 2: Investigating an Engineered Product* – this unit allows pupils to open up and investigate how products are manufactured for a certain market. This takes into account a variety of manufacturing techniques as well as giving pupils an idea of how products are constructed and even repaired.

*Unit 5: Engineering Materials* – this unit covers a wide range of materials, their properties, their uses and the effect that certain manufacturing process has on them. This allows pupils to achieve a solid grounding in the correct application of all materials used in industry.

*Unit 6: Computer-aided Engineering* – this unit covers both Computer Aided Design and Computer Aided Manufacturing. It allows pupils to use computer software to design and automatically manufacture products, parts and components. Pupils are taught how to use programs such as 2D design, circuit wizard and even the highly rated industrial standard of solid works. They will then be taught how to use a variety of CNC machines that are commonly used in industry such as the laser cutter, CNC lathe, CNC Mill, CNC router (both vertical and horizontal) as well as the 3D printers.

### **How the course will be assessed**

Unit 1 – Examination 25%

Unit 2, 5, 6 – Controlled assessment based 75%

(This course is the equivalent to 1 GCSE)

## English Language GCSE

Examination Board: AQA

Curriculum Leader: Mrs Wilson-Dyke

### Is this the right subject for me?

If you enjoy:

- Being imaginative
- Experimenting with language
- Writing in a range of styles and formats
- Being analytical

### What will I learn?

GCSE specifications in English Language will enable students to:

- Read a wide range of texts, fluently and with good understanding
- Read critically, and use knowledge gained from wide reading to inform and improve their own writing
- Write effectively and coherently using Standard English appropriately
- Use grammar correctly. Punctuate and spell correctly
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language

GCSE English Language is designed on the basis that students should read and be assessed on high-quality, challenging texts from the nineteenth, twentieth and twenty-first centuries.

### How the course will be assessed

Paper 1: Explorations in Creative Reading and Writing	+	Paper 2: Writers' Viewpoints and Perspectives	+	Non-examination Assessment: Spoken Language
<b>What's assessed</b> <b>Section A: Reading</b> <ul style="list-style-type: none"> <li>• one literature fiction text</li> </ul> <b>Section B: Writing</b> <ul style="list-style-type: none"> <li>• descriptive or narrative writing</li> </ul>		<b>What's assessed</b> <b>Section A: Reading</b> <ul style="list-style-type: none"> <li>• one non-fiction text and one literary non-fiction text</li> </ul> <b>Section B: Writing</b> <ul style="list-style-type: none"> <li>• writing to present a viewpoint</li> </ul>		<b>What's assessed</b> (AO7 – AO9) <ul style="list-style-type: none"> <li>• presenting</li> <li>• responding to questions and feedback</li> <li>• use of standard English</li> </ul>
<b>Assessed</b> <ul style="list-style-type: none"> <li>• written exam: 1 hour 45 minutes</li> <li>• 80 marks</li> <li>• 50% of GCSE</li> </ul>		<b>Assessed</b> <ul style="list-style-type: none"> <li>• written exam: 1 hour 45 minutes</li> <li>• 80 marks</li> <li>• 50% of GCSE</li> </ul>		<b>Assessed</b> <ul style="list-style-type: none"> <li>• teacher set throughout course</li> <li>• marked by teacher</li> <li>• separate endorsement (0% weighting of GCSE)</li> </ul>
<b>Questions</b> <b>Reading (40 marks) (25%)</b> – one single text <ul style="list-style-type: none"> <li>• 1 short form question (1 x 4 marks)</li> <li>• 2 longer form questions (2 x 8 marks)</li> <li>• 1 extended question (1 x 20 marks)</li> </ul> <b>Writing (40 marks) (25%)</b> <ul style="list-style-type: none"> <li>• 1 extended writing question (24 marks for content, 16 marks for technical accuracy)</li> </ul>		<b>Questions</b> <b>Reading (40 marks) (25%)</b> – two linked texts <ul style="list-style-type: none"> <li>• 1 short form question (1 x 4 marks)</li> <li>• 2 longer form questions (1 x 8, 1 x 12 marks)</li> <li>• 1 extended question (1 x 16 marks)</li> </ul> <b>Writing (40 marks) (25%)</b> <ul style="list-style-type: none"> <li>• 1 extended writing question (24 marks for content, 16 marks for technical accuracy)</li> </ul>		

## English Literature GCSE

Examination board: AQA

Curriculum Leader: Mrs Wilson-Dyke

### Is this the right subject for me?

If you enjoy:

- Reading a range of literary fiction
- Are interested in different settings and time periods
- Being analytical

### What will I learn?

GCSE specifications in English Literature should enable students to:

- Read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- Read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
- Develop the habit of reading widely and often
- Appreciate the depth and power of the English literary heritage
- Write accurately, effectively and analytically about their reading, using Standard English
- Acquire and use a wide vocabulary, including the grammatical terminology and other literary linguistic terms they need to criticise and analyse what they read

Students will study a range of high quality, intellectually challenging, and substantial whole texts in detail.

### How the course will be assessed

Paper 1: Shakespeare and the 19th-century novel	+ Paper 2: Modern texts and poetry
<b>What's assessed</b> <ul style="list-style-type: none"><li>• <a href="#">Shakespeare</a></li><li>• <a href="#">The 19th-century novel</a></li></ul>	<b>What's assessed</b> <ul style="list-style-type: none"><li>• <a href="#">Modern texts</a></li><li>• <a href="#">Poetry</a></li><li>• <a href="#">Unseen poetry</a></li></ul>
<b>How it's assessed</b> <ul style="list-style-type: none"><li>• written exam: 1 hour 45 minutes</li><li>• 64 marks</li><li>• 40% of GCSE</li></ul>	<b>How it's assessed</b> <ul style="list-style-type: none"><li>• written exam: 2 hour 15 minutes</li><li>• 96 marks</li><li>• 60% of GCSE</li></ul>
<b>Questions</b> <p><b>Section A Shakespeare:</b> students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p><b>Section B The 19th-century novel:</b> students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p>	<b>Questions</b> <p><b>Section A Modern texts:</b> students will answer one essay question from a choice of two on their studied modern prose or drama text.</p> <p><b>Section B Poetry:</b> students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.</p> <p><b>Section C Unseen poetry:</b> Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>

## **Film Studies GCSE**

Examination board: Eduqas

Teachers: Miss Ralph and Miss Jones

### **Is this the right subject for me?**

GCSE Film Studies is an introduction to the study and analysis of popular cinema. Film is widely acknowledged as the major art form of the 20th Century and today film continues to be an important part of most people's cultural experience. GCSE Film Studies aims to place your experiences and creative ideas at the centre of the course. You will explore a wide range of films and learn through your own creative work. The course is underpinned by the relationship between films, their audiences and the organisations which produce, distribute and exhibit them. The course looks at the storylines, genre and production techniques used in the mainstream film industry. You will develop increased visual literacy, analytical skills and creative skills. Although there is a practical assignment within the course, much of the work is theory based and will require detailed written explorations of the films that you study.

### **What do I need to know, or be able to do, before taking this course?**

Although you must have an interest in film, you do not need any prior knowledge of the subject to be able to access the course. An ability to think analytically and be a confident user of ICT is, however, essential.

### **What will I learn?**

During the course you will study six films from the past and present:

- Three US films (two mainstream films and one independent film)
- Three global films from UK, Europe and further afield

We currently study *Skyfall*, *Slumdog Millionaire*, *Spirited Away*, *The Hurt Locker*, *Grease* and *Singin' in the Rain*. The set films are subject to change.

When studying the films you will learn about the key developments in US film and how narrative, representation and film style are used in global film. These areas are assessed in 2 exams and are worth 70% of the overall qualification.

### **Non Exam Assessment (30% of the overall qualification)**

This component assesses the ability to apply knowledge and understanding of film to a production and its accompanying evaluative analysis. You will produce individually:

- **one** genre-based film extract (**either** from a film **or** from a screenplay)
- **one** evaluative analysis of the production, where you will analyse and evaluate your production in relation to comparable, professionally-produced films or screenplays.

## **Food Preparation and Nutrition GCSE**

Examination board: AQA

Subject Leader: Mrs Morgan

### **Is this the right subject for me?**

If you enjoy:

- Preparing, cooking and developing a range of creative dishes
- Understanding the science behind the foods we eat – what makes ingredients work and why?
- Understanding the relationship between diet, nutrition and health
- Finding out about how the food we eat is produced, grown and where it comes from.
- Developing a range of food skills.

### **What do I need to know, or be able to do, before taking this course?**

You need to:

- Be able to work independently, applying knowledge of nutrition, ingredients, tools and equipment in order to produce products which meet identified needs
- Be able to work responsibly, to develop a range of practical cooking skills
- Have good ICT skills

### **What will I learn?**

In this course students will learn through practical and theoretical work. The following are some of the areas/skills taught within this course:

- Nutrition and healthy eating
- The factors that affect the food we choose to eat
- How our food is grown and produced
- Function and properties of ingredients
- British and international cuisines
- Food science
- Practical skills (knife skills, preparation techniques, cooking methods)

### **How the course will be assessed**

The course is assessed through two non-examined assessment tasks (NEA) and one written examination.

Food preparation and nutrition – written examination. Time: 1 hour 30 minutes. Worth 50% of your final grade.

Food investigation task. Practical work and 1500 word written report. Worth 15% of your final grade.

Food preparation task. Three hour practical task, with supporting written and photographic evidence. Worth 35% of your final grade.

## **French GCSE**

Examination board: Edexcel

Subject Leader: Miss Atherton

### **Is this the right subject for me?**

If you enjoy:

- Communicating in a foreign language and finding out about how language works
- Finding out about different countries and cultures
- Using your creativity to express your ideas and points of view
- Working hard and using your independent learning skills to overcome challenges

### **What do I need to know, or be able to do, before taking this course?**

You need to have studied French at Key Stage 3 and be aiming to achieve at least a Grade 3 by the end of Year 9 in order to access the higher level grades. An interest in different countries and cultures is a great asset. If you are a self-motivated, hardworking student who enjoys a challenge and is willing to put in lots of practice and not give up, you will make an ideal candidate for GCSE French.

### **What will I learn?**

Students will develop their skills in order to be able to:

- Listen and respond to different types of language, and transcribe what they hear
- Communicate in speech for a variety of purposes, including discussions and role plays
- Read and respond to different types of written language, including extracts from books, poems, plays and songs, as well as translating into English
- Communicate in writing for a variety of purposes, and translate from English into French
- Use and understand a range of vocabulary and structures, including at least three tenses
- Understand and apply the grammar of the language

The content that will be studied will cover the following contexts:

Identity and culture – including self, family, friends, home life, shopping, meals, healthy living, illness and accident, free time, fashion, relationships, future plans. Role play: at the doctors, at the hospital, shopping.

Local area, holiday, travel – including home town, local environment, pollution, recycling, local facilities, travel and holidays, comparisons with other towns and regions, weather and seasons. Role play: booking a hotel/restaurant, ordering meals, making complaints, tourist office enquiries.

School – including the French school system, subjects, purpose of education, opinions and routines.

Future aspirations, study and work – including media, social issues, work experience, part time jobs, future careers, technology (sending messages, accessing information).

International and global dimension – including life in the countries and communities where the language is spoken.

### **How the course will be assessed**

All four components (listening, speaking, reading and writing) are worth 25% each and will be assessed through examination at the end of the course. Students will be entered for Foundation (Grades 1 to 5) or Higher (Grades 4 to 9) across all four skills.

# **Geography GCSE**

Examination board: OCR (Specification B)

Subject Lead: Miss Higgins

## **Is this the right subject for me?**

- Are you interested in the world we live in? Geography tackles the big issues – climate change, globalisation, sustainability, natural hazards, development and more.
- Do you enjoy seeing geography in action through fieldwork? If so, study one of the most popular academic options subjects, with one of the best employment records.

## **What do I need to know, or be able to do, before taking this course?**

Geography is the study of where places are, what they are like, what life is like in those places and how places are changing. The study of GCSE Geography can help you to:

- Gain a knowledge of your world and an understanding of current events.
- Appreciate different cultures in this country and in other parts of the world.
- Explore physical (natural) and human environments.
- Develop a range of useful skills. These include map reading, graph and diagram drawing and interpretation, problem solving, data collection, decision making and analysis. The use of ICT is also encouraged and developed, particularly during the fieldwork investigation.

## **What will I learn?**

In this course students will study options that include both physical and human geography elements.

### Physical Geography:

Global Hazards: Studying weather hazards and tectonic hazards like earthquakes.

Changing Climate: Learning about the evidence for climate change, the reasons for it happening and the issues caused by it.

Distinctive Landscapes: Studying specific landforms and how they are formed, such as river or coastal features like bays, waterfalls and more.

Sustaining Ecosystems: Finding out about specific landscapes like rainforests, the Arctic and Antarctic and the issues that are facing them.

### Human Geography:

Urban Futures: Discovering why so many people live in cities across the world and what issues and challenges are facing these populations.

Dynamic Development: Learning about why some countries are richer than others and what the prospects for development and change are in those countries.

UK in the 21<sup>st</sup> Century: Considering issues like population, economy, culture and more and how they are developing and changing in the UK.

Resource Reliance: Studying the use of resources like food, energy and water and how they are supplied now and in the future.

### Geographical Skills:

This section is all about learning to 'think like a geographer'. It includes using skills to interpret and represent data, such as using maps and creating graphs to explain information. These skills will then be used on a variety of topics from the other two sections.

## **How the course will be assessed**

Physical Geography, 'Our Natural World', examination paper – 35%, 1hour 15 minutes exam paper.

Human Geography, 'People and Society', examination paper – 35%, 1hour 15 minutes exam paper.

Geographical Skills, 'Geographical Exploration', paper – 30%, 1 hour 30 minutes exam paper.

## **German GCSE**

Examination board: Edexcel

Subject Leader: Miss Atherton

### **Is this the right subject for me?**

If you enjoy:

- Communicating in a foreign language and finding out about how language works
- Finding out about different countries and cultures
- Using your creativity to express your ideas and points of view
- Working hard and using your independent learning skills to overcome challenges

### **What do I need to know, or be able to do, before taking this course?**

You need to have studied German in Key Stage 3 and be aiming to achieve at least a Grade 3 by the end of Year 9 in order to access the higher level grades. An interest in different countries and cultures is a great asset. If you are a self-motivated, hardworking student who enjoys a challenge and is willing to put in lots of practice and not give up, you will make an ideal candidate for GCSE German.

### **What will I learn?**

Students will develop their skills in order to be able to:

- Listen and respond to different types of language, and transcribe what they hear
- Communicate in speech for a variety of purposes, including discussions and role plays
- Read and respond to different types of written language, including extracts from books, poems, plays and songs, as well as translating into English
- Communicate in writing for a variety of purposes, and translate from English into German
- Use and understand a range of vocabulary and structures, including at least three tenses
- Understand and apply the grammar of the language

The content that will be studied will cover the following contexts:

Identity and culture – including self, family, friends, home life, shopping, meals, healthy living, illness and accident, free time, fashion, relationships, future plans. Role play: at the doctors, at the hospital, shopping.

Local area, holiday, travel – including home town, local environment, pollution, recycling, local facilities, travel and holidays, comparisons with other towns and regions, weather and seasons. Role play: booking a hotel/restaurant, ordering meals, making complaints, tourist office enquiries.

School – including the German school system, subjects, purpose of education, opinions and routines.

Future aspirations, study and work – including media, social issues, including work experience, part-time jobs, future careers, technology (sending messages, accessing information).

International and global dimension – including life in the countries and communities where the language is spoken.

### **How the course will be assessed**

All four components (listening, speaking, reading and writing) are worth 25% each, and will be assessed through examination at the end of the course. Students will be entered for Foundation (Grades 1 to 5) or Higher (Grades 4 to 9) across all four skills.

## **Health and Social Care BTEC – Level 2 Certificate**

Examination board: OCR Cambridge Nationals Certificate in Health and Social Care

Subject Leader: Mrs Berg

### **Who is this course aimed at?**

The Cambridge Nationals in Health and Social Care is an optional subject, the Level 2 Certificate being the same size as a GCSE. It is designed to equip anyone who has an interest in Health, Social Care or Early Years, with the essential knowledge and transferable skills to enable them to make valid personal choices about further education, training or employment in this field. Related employment might include Nursing; Nursery Nursing; Midwifery; Occupational and Physiotherapy; Pharmacy, Medicine, Social Work, or Teaching, for example.

### **How will I be assessed?**

Assessment is based on three portfolios of work (75% of your grade), and one 1 hour external examination which is set and marked by OCR (25% of your grade). The exam can be sat at any of four points during the two year course, the portfolios of work can contain a range of evidence, from posters or project work, to video evidence.

### **Will I enjoy the course?**

This Health and Social Care course is a varied and interesting course involving a range of teaching, learning and assessment styles to motivate and encourage creativity and independence. There will be opportunities to visit local Health, Social Care and Early Years care settings, as well as to interview visiting speakers, which helps to put learning into context.

### **What will be expected of me?**

You will be encouraged to take charge of your own learning and development, carrying out research and gathering information from a variety of different sources, visiting speakers and visits to workplaces. You will be asked to present your findings in a variety of formats.

### **What will I study?**

#### **Unit 1: Essential values of care for use with individuals in care settings.**

This mandatory examined unit focuses on the rights of individuals. You will learn about the values of care that are important if you are working in a health, social care or early years environment. Individuals who use services often feel vulnerable, therefore you need to understand how important it is to be friendly and supportive, and so they will feel respected and valued.

#### **Unit 2: Communicating and working with individuals in health, social care and early years settings.**

This is the mandatory portfolio of work. You will gain knowledge and understanding of how to communicate effectively and what personal qualities will contribute to the creation of a caring environment when working with individuals in a health, social care or early years setting.

#### **Units 3 and 4**

The final two units are both internally assessed and externally moderated portfolios of work. As a class you will select two out of the eight optional units that most appeal to the interests of the class. These optional units include 'Understanding the nutrients needed for good health', 'Basic first aid', 'Understanding Life Stages' and 'Creative activities to support individuals in Health, Social Care and Early Years settings.

## **History GCSE**

Examination Board: Edexcel GCSE (9-1)

Subject Leader: Mr Hart

### **Is this the right subject for me?**

If you enjoy:

- Investigating how people lived in the past
- Enjoy analysing evidence and asking questions of sources of information
- Independent learning and research
- Assessing and weighing up different arguments and putting forward your own viewpoint

### **What do I need to know, or be able to do, before taking this course?**

You will have an enjoyment and an interest in History and in finding out about the past and how it interlinks to the present. You will be able to organise your time well to meet deadlines, and be able to research and learn independently. You will enjoy reading different sources of information in order to reach your own opinion. You will need to be able to express your ideas clearly and use specific factual knowledge to support your viewpoint.

Overall, you will need to be confident in analysing and evaluating sources, and use contextual own knowledge to write extended pieces of work.

### **What will I learn?**

The Edexcel course is broken down into four equally weighted units. You will study:

**Crime and punishment:** In this unit you will look at how crime and punishment has changed and developed over time, from Medieval England using trial by ordeal, witchcraft in early modern England, to present day punishment and the abolition of the death penalty. You will also look in depth at the problems of crime in Whitechapel and how the police dealt with Jack the Ripper.

**The American West:** This unit involves studying the ways in which the West was settled and developed by various groups such as the Cowboys, Homesteaders and Gold Miners and how the plains Indians were affected by these changes and how they came into conflict with each other.

**Weimar and Nazi Germany:** This unit looks at the Weimar Republic in Germany, its creation, downfall, leading to the rise of Hitler and the Nazi Party. You will look at the challenges faced by the Republic and how society changed under its rule. We will then move on to Hitler's early political years, analysing how he was able to be a dictator and what life was like under Nazi rule in Germany.

**Early Elizabethan England:** For this topic we will evaluate the impact of Elizabeth's early reign. To do this you will discover who the features of the realm at the time as well as the main challenges Elizabeth had to deal with at home and overseas during the first 30 years of her reign.

### **How the course will be assessed?**

The course will be assessed through three exams.

**Paper 1** (1 hr 15) – Crime and punishment and Whitechapel = 30%

- Section A – knowledge, plus evaluation of sources
- Section B – knowledge

**Paper 2** (1 hr 45) – Elizabethan England and American West = 40%

- Section A – American West – knowledge
- Section B – Elizabethan England 1558-88 – knowledge

**Paper 3** (1 hr 20) – Weimar and Nazi Germany (1918-1939) = 30%

- Section A – knowledge, plus evaluation of sources
- Section B – evaluation of sources

In order for you to be fully prepared for the requirements of these exams and to ensure you will be fully successful at the end of this course, you will be completing practice exam questions in your lessons and at home.

## **Mathematics GCSE**

Examination board: AQA

Subject Leader: Mr Smithson

### **Is this the right subject for me?**

- Working with numbers and solving problems
- Students with good maths qualifications earn a higher income
- Maths is used in everyday life
- Maths will help in lots of other subjects such as English, History, Geography, Science and DT

Career pathways include computing, engineering, business management, shop management, accountancy and teaching.

### **What do I need to know, or be able to do, before taking this course?**

The curriculum taught extends from the topics studied in primary school and Key Stage 3. A good understanding of numbers and an interest in data are great benefits.

### **What will I learn?**

The GCSE course splits maths between the following areas: number, algebra, handling data, probability, ratio and proportion and shape and space. In addition to this, students will learn how to solve functional and real life maths problems, as well as developing an understanding of how maths impacts the world around them.

### **How the course will be assessed**

There is no coursework or controlled assessment in Mathematics. The GCSE course is assessed through three examination papers – one non-calculator and two calculator. There are two tiers of entry – Higher where the available grades are 3-9 and Foundation where the available grades are 1-5.

## **Music GCSE**

**Examination board: OCR**

**Subject leader: Mrs Meakin**

### **Is this the right subject for me?**

If you enjoy playing an instrument or singing, this is the perfect course for you. Also, if you enjoy playing as a group and listening to a broad range of musical genres this course would suit you well. Do you like to compose your own music or your own songs? This course will give you the chance to develop these skills further.

### **What do I need to know, or be able to do, before taking this course?**

Before taking this course you need to have experience in playing an instrument, be able to sing, DJ or have a good understanding of music technology. You do not need any other experience but playing or singing is essential.

### **What will I learn?**

You will explore four areas of study which cover four units of work:

- My Music – about your own instrument/voice performing as a soloist and in an ensemble
- Area of Study 2 Concerto through Time
- Area of Study 3 Rhythms of the World
- Area of Study 4 Film Music
- Area of Study 5 The Conventions of Pop

You will learn how to compose two pieces for your instrument using Sibelius, Cubase or just your instrument and a piano in relation to the Area of Studies listed above.

### **How the course will be assessed**

#### **Component 01/02: Integrated portfolio: 1 Solo Performance/ 1 Composition**

Students develop their understanding of performance and composition through exploration of their own instrument within styles and genres of their choosing.

They demonstrate their playing skills and abilities by practising and performing a piece musically, accurately and with appropriate interpretation. In the composition element of this component, they demonstrate knowledge of composition techniques, use of musical elements and resources, including specific instrumental and technology techniques.

#### **Component 03/04: Practical component: 1 Ensemble Performance/ 1 Composition**

Students develop their skills and understanding of performance and composition. The focus of the performance aspect of this component is on the demands of performing with an ensemble. Students are also required to compose a piece of music appropriate for one of the areas of study in response to a set brief.

#### **Component 05: Listening and appraising**

This component focuses on areas of study 2, 3, 4, and 5. Students demonstrate their knowledge and understanding of musical elements, contexts and language.

## **Performing Arts: Technical Award**

Examination board: AQA

Subject leader: Mrs Meakin

### **Is this the right subject for me?**

If you enjoy performing and getting involved in school productions from an acting, musical or technical aspect this would be the right course for you. If you want to pursue Performing Arts at Level 3 or as a career then this course would be perfect for you.

### **What do I need to know, or be able to do, before taking this course?**

Some prior experience would be useful but it is not necessary but before taking this course you need to be willing to perform as part of your coursework, even if you intent to be a lighting technician.

### **What will I learn?**

You will explore:

#### **Unit 1: Unlocking creativity**

This unit assesses the theoretical content of the learner's chosen discipline (performance or production). Learners will demonstrate core knowledge and understanding of: the following:

- Research
- Idea development
- Planning and budgeting
- Presentation (skills and content)
- Transferable skill of communication.

#### **Unit 2: The production/performance**

This unit provides the opportunity for learners to be assessed on the theoretical content of a holistic production or performance, both as an individual and as a member of a group.

A key performance or production role in a performance based on one of five performance briefs

Transferable skill of teamwork

#### **Unit 3: The performing arts experience**

- Core knowledge and understanding of the following:
- Roles and responsibilities within the performing arts industry
- The role of performing arts in society
- Approaches to rehearsal
- Working as a deviser/performer/director
- Marketing and public relations
- Health and safety
- Design and technical elements
- Reviewing performance
- Theatre/film in education.

### **How will this be assessed?**

Unit 1: 30% internally assessed and externally moderated

Unit 2: 30% internally assessed and externally moderated

Unit 3: 40 % Externally assessed.

## **Psychology GCSE**

Examination board: AQA

Subject Leader: Mr Psaila

### **Is this the right subject for me?**

If you enjoy:

- Trying to understand how humans 'tick'
- Learning how to research on other people
- Using different mathematical techniques to analyse results
- Watching other people and wonder why they behave in certain ways

### **What do I need to know, or be able to do, before taking this course?**

You might wonder how memory works, how humans develop psychologically and maybe what social influence has on people in various ways (e.g. antisocial behaviour). You will need to be good at maths to do this subject and having confidence in science helps, as the brain and some neuroscience is covered in the course.

### **What will I learn?**

The AQA GCSE specification is followed. On this course you will have the opportunity to:

- Develop critical skills, thinking like a psychologist does from the perspective of carrying out research.
- Have an introduction to mental health.
- Understand how obedience happens in real life, often against one's core morals.
- See how antisocial behaviour occurs from crowd influence.
- Look at the differences between human and animal communication.
- Identify and explain the structure and function of parts of the brain.
- Actively engage in designing and carrying out research on humans.

### **How the course will be assessed.**

The course is assessed externally through examinations at the end of two years.

The course breaks down into the following components:

- Paper 1: Cognition and Behaviour (50% of GCSE)
- Paper 2: Social Context and Behaviour (50% of GCSE)

## **Religious Studies GCSE**

Examination Board: AQA (Specification A)

Subject Leader: Mrs Rose/ Mrs Arnold

### **Is this the right subject for me?**

If you enjoy:

- Discussions and debating different views.
- Discovering about life in an ever changing ethical and moral world.
- Exploring differing values and cultures as well as your own.
- Working with others.
- Looking at relevant and up to date case studies and films.

### **What do I need to know, or be able to do, before taking this course?**

It's important for you to know that studying in RE isn't just about being religious or learning about religions. We will learn about some of the world's major religions, but will also learn about real world issues and how different people will respond to them based on religious or philosophical teachings.

If you can keep an open mind and want to learn how to debate, discuss and consider a variety of viewpoints, then this might be the option for you.

### **What will I learn?**

If you opt to study this AQA course you will complete 2 units:

#### **Unit 1: The study of religions: Beliefs, teachings and practices**

You will study the beliefs and practices of two of the world's major religions. We will study:

Buddhism  
Christianity

This will be assessed in a 1 hour 45 minute exam at the end of year 11. Both religions will be assessed in the same exam where there are some simple knowledge questions and some that require explanation and argument.

#### **Unit 2: Thematic studies**

You must study all four sections below, considering how different religions and schools of thought would respond to them:

Relationships and families (issues like contraception, marriage, equality etc.)  
Religion and life (considering the origin of life, abortion, euthanasia etc.)  
Peace and conflict (studying attitudes to war, violence and terrorism)  
Crime and punishment (learning about things like punishment, forgiveness etc.)

This will be assessed in a 1 hour 45 minute exam at the end of year 11, where all four sections will be on the same paper.

## **Science GCSE (Double Award)**

Examination board: Edexcel

Subject leader: Mr Murdoch

### **Is this the right subject for me?**

If you enjoy:

- Communicating and explaining your ideas
- Thinking creatively and making decisions
- Working with numbers to solve problems
- Learning about the world through research and investigation

### **What do I need to know, or be able to do, before taking this course?**

You might have an interest in how new technologies work. You may have an enquiring mind and be interested in learning about the world around you, how these technologies can be used for the greater good, and what it is that makes us such a special species.

You may be considering continuing with AS/A2 level Sciences as well as employment in a wide variety of careers. Careers pathways include aerospace engineer, medical physicist, doctor, software engineer, veterinary nurse, paramedic, fish farming, forensic scientist, fitness instructor, dental hygienist, midwifery, motor vehicle technician, laboratory technician, architect, TV journalist, teacher and lawyer.

### **What will I learn?**

In this course, students will study a variety of concepts in Biology, Chemistry and Physics. All three subjects aim to give learners opportunities to:

- Develop a critical approach to scientific evidence and methods
- Acquire and apply skills, knowledge and understanding of how science works and its essential role in society
- Explore, understand and analyse various exciting concepts including:
  - Exploring how communication systems in organisms work and how scientists use the classification system for organisms to develop ways in which the rich diversity of life on Earth can be sustained and protected for the future
  - Analysing in depth how natural processes have shaped the Earth's rocks and atmosphere as well as how we extract and use the Earth's resources for synthesising new products and impacts on the environment of our ever demanding need for materials
  - Developing the understanding of how we explore space and the importance of waves and energy resources in industry and medicine. Nothing happens without energy!

### **How the course will be assessed**

Students will be assessed through six terminal exam papers, with each worth 16.67% of their final award. Each GCSE now has no controlled assessment element, although there are core practical's which will be completed throughout the course and are assessed as part of the examinations.

## **Separate Science GCSE (Triple Science)**

Examination board: Edexcel

Subject leader: Mr Murdoch

### **Is this the right subject for me?**

If you enjoy:

- Communicating and explaining your ideas
- Thinking creatively and making decisions
- Working with numbers to solve problems
- Learning about the world through research and investigation

### **What do I need to know, or be able to do, before taking this course?**

You might have an interest in how new technologies work. You may have an enquiring mind and be interested in learning about the world around you, how these technologies can be used for the greater good, and what it is that makes us such a special species.

You may be considering continuing with A level Sciences as well as employment in a wide variety of careers. Careers pathways include aerospace engineering, medical physicist, doctor, software engineer, veterinary nurse, paramedic, fish farming, forensic scientist, fitness instructor, dental hygienist, midwifery, motor vehicle technician, laboratory technician, architect, TV journalist, teacher and lawyer.

### **What will I learn?**

In addition to the double award science course, students opting to choose triple science will study the units below. Students will study some units in greater depth.

Chemistry	Physics	Biology
Chemistry in action: Topic 8 – Transition metals Topic 9 – Quantitative analysis Topic 10 – Dynamic equilibria and calculations involving volumes of gases Topic 11 – Chemical cells and fuel cells	Topic 6 – Astronomy Topic 10 – Static electricity Topic 12 – Electromagnetic induction	Though students will not study extra units, those units they do study will be covered in greater depth

### **How the course will be assessed**

Each GCSE is assessed individually, with learners completing two separate examinations in each subject, making six in total for all three GCSEs. Each GCSE is assessed terminally and now has no controlled assessment element, though there are a range of core practicals which are assessed as part of the examinations.

## **Level 2 First Award in Sport**

Examination board: Edexcel

Subject leader: Mr Sanderson/Mr Price

### **Is this the right subject for me?**

If you enjoy:

- Communicating with others and working as a team
- Working practically in a range of different sporting activities
- Taking on leadership roles through coaching and officiating
- Learning about healthy active lifestyles and the anatomy of the body

### **What do I need to know, or be able to do, before taking this course?**

You need to have an interest and take part in regular sport both in and out of school. You should be committed to attending extra-curricular clubs and developing your skills as a coach and leader. You need to have a basic understanding of health and fitness and be interested in developing your understanding of anatomy and physiology as well as training and fitness to a more advanced level.

### **What will I learn?**

The course aims to give learners to the opportunity to:

- Develop their leadership, communication and analysis skills
- Enhance their understanding of health, fitness and fitness testing and training methods
- Develop their knowledge and practical skills in a range of sporting activities

### **How the course will be assessed**

BTEC is a vocational qualification that prepares young people for future careers in the sports and leisure sector. The course is directly related to the real, everyday world and covers topics such as Fitness Testing and Training, Leading Sports Activities, Practical Sport and Anatomy and Physiology. The work is assessed via the production of a portfolio project which is continuously assessed throughout the course as well as an online examination which is externally assessed.

## **Textiles**

Lead teacher: Miss Robinson

### **Is this the right subject for me?**

If you enjoy:

- Thinking creatively and designing solutions
- Communicating and explaining your ideas
- Working with fabric to create innovative and creative products
- Learning about current fashion trends, garment construction and surface decoration

### **What do I need to know, or be able to do, before taking this course?**

You need:

- To have an interest in contemporary fashion
- To be able to work independently; applying knowledge about fashion trends, tools and equipment in order to design products which meet identified needs
- Be able to use a sewing machine effectively

### **What will I learn?**

In this course students will learn through practical and theoretical work. The following are some of the areas/skills taught within this course:

- Surface decoration
- Computer Aided Design (CAD)
- Designing new products to meet the needs of target groups
- Sustainability (6Rs)
- Product analysis
- Product construction

### **How the course will be assessed**

The Textiles course will be assessed through a combination of design, practical making skills and written exam.