



LANDAU
FORTE
ACADEMY

Q E M S

KS4 PATHWAYS BOOKLET

Raising levels of Achievement through Personalising Learning

INTRODUCTION

Decisions about subject choices for Key Stage 4 are the most important educational decisions you have made so far. This brochure is designed to help in that decision-making process. These choices are not decisions to be made lightly. However, you are not alone because there are lots of people to help and support you. You should consult widely to help you make informed choices – for example with Subject Teachers, Tutors, Head of Year and our Connexions Advisor. Parents also have an important role to play in advising students – after all they know you the best of all!!

Our options have been designed to give you maximum choice and flexibility whilst also ensuring that we equip you with the skills needed for future careers. We recognise that each of you have differing strengths, interests and learning styles. Our curriculum offer reflects this and allows you to choose a pathway which suits your individual needs so that you can achieve your personal best.

Over the next few weeks read this booklet carefully and start to consider matching your strengths and interests with the subjects on offer. Consider what you will do at the end of Year 11 and how this may affect the choices you make now. Use your time in school to talk to Subject Teachers and your Tutor.

Due to the importance of these choices, we are also organising an evening to share information with you and talk further about the options which are on offer. Our Options and Parents Evening will take place on Thursday 16th January 2020, from 4.00 pm – 7.00 pm. (in the Sixth Form Theatre). There will be one presentation by myself and Mr Harrison in the (in the Sixth Form Presentation Suite). The presentation will start at 5.30 pm and finish by 6.00 pm. This event will enable you to talk to Subject Teachers and current students about the different courses on offer.

After the Options/Parents Evening, you will need to complete the on-line Options Form, details of which will be emailed to you nearer the time. It is an exciting time and we hope you find this booklet and whole process useful when making these choices about your future. Good luck in your decision making and remember we are all here to support you. We look forward to seeing you at our Options/Parents Evening and discussing your future plans with you.

Mrs S Minhas
Principal

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Core Curriculum Subjects

To fulfil the requirements of the National Curriculum the following subjects will be taught to all students as part of our Core Curriculum.

- **English** will be studied by all students.

Students will be prepared for the GCSE external examination in English Language and English Literature.

- **Mathematics** will be studied by all students for lessons per week to prepare them for GCSE Mathematics.

- **Science**

It will be possible for students to obtain 2 GCSEs in the new GCSE Combined Science qualification. The course covers material in Biology, Chemistry and Physics.

If you choose to study triple science you will achieve 3 GCSEs ; one each in Biology, Chemistry and Physics

- **Physical Education**

This will include a wide range of indoor/outdoor sports appropriate to the season and weather. Some accredited opportunities will be available to students where appropriate.

- PSHE will be delivered through drop down days throughout the year.



GCSE ENGLISH LANGUAGE COMPULSORY

Career Pathways

Teaching, Law, Medicine, Accountancy, Banking, Business Leadership and Management, Armed Forces, Engineering, Copywriting, Advertising and Marketing, Journalism, Project Management

English Language GCSE

Examination Board: AQA

Curriculum Leader: Mr Chater

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

GCSE ENGLISH LITERATURE COMPULSORY

Career Pathways

Teaching, Law, Accountancy, Banking, Business Leadership and Management, Copywriting, Advertising and Marketing, Journalism, Media researcher, Editor.

English Literature GCSE

Examination board: AQA

Curriculum Leader: Mr Chater

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
What's assessed <ul style="list-style-type: none">• Shakespeare• The 19th-century novel	What's assessed <ul style="list-style-type: none">• Modern texts• Poetry• Unseen poetry
How it's assessed <ul style="list-style-type: none">• written exam: 1 hour 45 minutes• 64 marks• 40% of GCSE	How it's assessed <ul style="list-style-type: none">• written exam: 2 hour 15 minutes• 96 marks• 60% of GCSE
Questions <p>Section A Shakespeare: 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>Section B The 19th-century novel: 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>	Questions <p>Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.</p> <p>Section B Poetry: 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>Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>

GCSE MATHEMATICS COMPULSORY

Career Pathways

Maths applies to almost all careers; you may be interested in careers such as:

Accountant

Computer programmer

Doctor / Nurse

Engineer

Investment manager

Lawyer

Government research and laboratories

Mathematician

Numerical analyst

Teacher

Market researcher

Banking

Space/aircraft industry

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

GCSE COMBINED SCIENCE COMPULSORY

Career Pathways

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.

Science GCSE (Double Award)

Examination board: Edexcel

Subject leader: Miss Haley

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.

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.

OPTION SUBJECTS

Making Informed Decisions about your Option Subjects

Students and parents are asked to read carefully through the remainder of this booklet and look thoroughly at the resource material for the different subjects available to choose from. It is absolutely vital that students make good, informed decisions about which subjects to opt for. All options subjects will lead to qualifications but remember **all qualifications will need to be EARNED through hard work.**

As you read through the booklet you should think about the following things:

- What are my strengths and weaknesses which I should take into account?
- What do I want to do in future which may affect the options I choose?
- What is the content of the courses I am about to choose?
- What subjects do I currently do which I enjoy and do well in?
- Are there any new subjects that I have not studied before which look interesting?
- What methods of assessment are there? Which method would suit me better?
- Will the subject involve any expense for equipment, materials or trips?

Some Do's and Don'ts:

- **DO** think carefully about your next step.
- **DO** think carefully about your likes and dislikes.
- **DO** choose for yourself - after all, you will be taking the course for two years.
- **DO** look at the information in school and check out your options carefully.
- **DO** find out which subjects you will need to study for the careers you are interested in.
- **DO** ask for help and discuss your options with parents, teachers, and tutors.

- **DON'T** choose a subject just because you like the teacher - you may not be taught by them.
- **DON'T** choose a subject just to be with your friends - you may well be in different groups.
- **DON'T** think about "boys' subjects" and "girls' subjects" – all courses are open to you.

You are going to study these options for two years – so make sure you make the right choices for you based on sound information.

**ONCE YOU CHOOSE YOUR OPTIONS,
YOUR DECISIONS ARE FINAL.**

GCSE ART & DESIGN

Career Pathways

Architecture, animation visualisation, illustration, product design, fashion, textiles, ceramics, silversmithing, jewellery, visual media, graphics, sculptor, painter, game design.

New technologies are creating a whole new range of courses where Art is being used in innovative ways. **GCSE Art and Design** will help you to develop your creative, technical, communication, analytical and problem solving skills - skills that are essential in these and a wide range of other career opportunities. Creative industries are worth 100 billion a year, growing at twice the rate of the wider economy. Currently 3.2 million jobs are in the creative industries... that's 1/11 jobs.

Art and Design GCSE

Examination board: OCR

Subject Leader: Mr Tebbs

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

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%

GCSE BUSINESS

Career Pathways

GCSE Business can progress a student onto A Level Business or BTEC Level 3 Business. Future careers include Accountancy, Project Management, Marketing Executive, Retail Management, Stockbroker.

Business Studies

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 OCR GCSE Business

Business 01: Business activity, marketing and people Students 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.

Assessment overview: 2 Exams 1.5 hours, worth 50% of the grade each

Content overview NCFE Level 2 Technical Award in Business and Enterprise

Introduction to Business and Enterprise

Marketing for Business and Enterprise

Finance for Business and Enterprise

Plan, Develop and Participate in a Business or Enterprise Project

You need to pick the option of business and then it will be decided, after looking at your other options and your performance in year 9, which course you will take.

GCSE COMPUTER SCIENCE

Career Pathways

Subject specific routes:

Software Developer, Database Administrator, Computer Hardware Engineer, Computer Systems Analyst, Computer Network Architect, Web Developer, Information Security Analyst, Computer Programmer

Computer science is also useful to support work across a vast number of alternative sectors such as:

Medicine, Engineering, Finance, Science, Entertainment and Creative.

GCSE Computer Science

Examination board: AQA

Lead teacher: Mr Davison

Is this the right subject for me?

If you enjoy:

- Solving problems and using a computer to carry out these solutions
- Creating applications using a coding language
- Looking at the internal hardware that makes up a computer
- 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 mathematical elements.

You will need to have access to a computer at home that you can install a 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 look at the fundamental of algorithms, including investigating specific algorithms designed to complete a certain task e.g. sorting and searching data. You will develop your programming skills using high and low-level languages. Using Visual Basic, you will learn how to become an effective programmer, using variables, selection, iteration and subroutines 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.

Also, you will study the setup of computer networks and the importance of cybersecurity by considering 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 (as you may know them), 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. Computer science A-level is also considered a useful qualification to support study at university of a wide number of disciplines, especially anything maths or science based. Many university courses now include programming modules as part of each year of their degrees.

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 needs to be completed with 20 hours. The two exams are each worth 50% 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

Digital Information Technology

Career Pathways

Subject specific routes:

Network Engineer, Website Developer, Interface Designer, Computer Systems Analyst, Computer and Information Systems Manager (IT Manager), Database Administrator, Information Security Analysts, Computer Network Architects, Network and Computer Systems Administrators.

IT is also useful to support work across a vast number of alternative sectors such as:

Medicine, Engineering, Finance, Science, Entertainment and Creative.

BTEC Digital Information Technology

Examination board: Pearson

Subject Leader: Mr Davison

Is this the right subject for me?

The digital sector is a major source of employment in the UK, with 1.46 million people working in digital companies and around 45,000 digital jobs advertised at any one time. Digital skills span all industries; almost all jobs in the UK today require employees to have a good level of digital literacy. The UK has positioned itself to be the 'digital capital of Europe' as it continues to invest billions every year in digital skills and commerce.

This course is ideal preparation if you want to contribute to this!

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

You should enjoy the IT elements covered in your Year 9 computing lessons specifically:

- Spreadsheets
- Presentations
- The exploration of how people in the real-world use technology

Your teacher will have made it clear which work in Year 9 you have done that is preparation for this. Make sure you know the difference between this and computer science.

You will not be doing any programming on this course!

You will need to have access to a computer at home to practice the skills learnt in lessons.

What will I learn?

<h3>Explore </h3> <p>Component 1</p> <h4>Exploring User Interface Design Principles and Project Planning Techniques</h4> <p>Aim: how to project plan the design and development of a user interface Assessment: internally assessed assignment(s) Weighting: 30% of total course</p>	<h3>Develop </h3> <p>Component 2</p> <h4>Collecting, Presenting and Interpreting Data</h4> <p>Aim: process and interpret data and draw conclusions Assessment: internally assessed assignment(s) Weighting: 30% of total course</p>
<p>During Component 1, your students will:</p> <ul style="list-style-type: none">• explore user interface design and development principles• investigate how to use project planning techniques to manage a digital project• discover how to develop and review a digital user interface.	<p>During Component 2, your students will:</p> <ul style="list-style-type: none">• explore how data impacts on individuals and organisations• draw conclusions and make recommendations on data intelligence• develop a dashboard using data manipulation tools.
<h3>Apply </h3> <p>Component 3</p> <h4>Effective Digital Working Practices</h4> <p>Aim: explore how organisations use digital systems and the wider implications associated with their use Assessment: scenario-based external 1hr 30 min written exam where students demonstrate their knowledge to propose digital solutions to realistic situations. Weighting: 40% of total course</p> <p>To achieve this aim, your students will:</p> <ul style="list-style-type: none">• explore how modern information technology is evolving• consider legal and ethical issues in data and information sharing• understand what cyber security is and how to safeguard against it.	

BTEC ENGINEERING

Career Pathways

The UK is regarded as a world leader in engineering, which covers a wide range of exciting and rapidly developing areas such as renewable energy, space, low carbon, aerospace, automotive, agri-food and bioscience. People with engineering skills are always in demand. Between 2010 and 2020, engineering companies are projected to have 2.74 million job openings. This makes Engineers some of the most highly sought after professionals in the world today.

The BTEC Level 2 in Engineering gives students the possibility to progress either onto a Level 3 Engineering Course (A-Level Equivalent) or directly into an apprenticeship in industry.

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:

Component 1: Exploring Engineering Sectors and Design Applications– In this component, you will develop knowledge and understanding of the engineering industry, the interconnections within engineering sectors, and how these are integrated to enable organisations to find solutions to real-life problems. You will explore the role that design applications play in the production of engineered products. Through practical exercises, you will produce solutions to problems using different combinations of design and modelling engineering skills.

Component 2: Investigating an Engineering Project – This component will give you an understanding of the types and properties of metallic and polymeric materials, and proprietary components commonly used in engineered products. You will acquire an understanding of the selection of materials, proprietary components, making processes and disassembly of a given engineered product. You will then plan, reproduce, inspect and test a single component.

Component 3: Responding to an Engineering Brief – This component builds on the knowledge and skills you have learned in Components 1 and 2 and is synoptic. You will be given engineering briefs with problems you need to respond to. Your response will include possible solutions that you will test against the brief. You will be given the opportunity to carry out tests, collect and analyse data, reflect on your findings, consider any issues, and suggest solutions.

How the course will be assessed

Component 3 – Examination 40%

Component 1 & 2 – Controlled assessment based 60%

(This course is the equivalent to 1 GCSE)

GCSE FILM STUDIES

Career Pathways

Film star, camera-person, scriptwriter, art director, lighting engineer, gaffer, graphic designer, storyboard artist, animator, sound engineer, composer, writer, journalist, director, teacher.

Film Studies GCSE

Examination board: Eduqas

Teachers: Mr Rutherford

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.

GCSE DT FOOD

Career Pathways

Here are some examples of careers you could find yourself in if you are interested in food. You may wish to go on to a food college.

Dietician
Food product development
Food technologist nutritionist
Food photographer
Recipe development
Chef

Food Preparation and Nutrition GCSE

Examination board: AQA

Subject Leader: Miss Robinson

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.

GCSE FRENCH

Career Pathways

GCSE French can lead to a range of careers, including: pilot, flight attendant, travel rep, government worker (UN, diplomat, civil servant, MI5, GCHQ etc.), translator and interpreter, journalist, hotel worker, buyer, armed forces, engineer, video games tester etc. It also puts you at an advantage if you want to study other subjects such as Science, Business and Law. Speaking another language will enable you to work at company with links abroad, give you the opportunity to travel whilst earning money or to work in a different country entirely!

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 **Secure** 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.

GCSE GEOGRAPHY

Career Pathways

In geography GCSE you will learn a wide range of skills that can be used in many different occupations.

Skills you will learn include; statistical analysis, graph analysis and data collection.

Careers geography can lead to include; landscape architect, environmental consultant, transport planning, nature conservation officer, tourism officer, market researcher and geography teacher.

Geography GCSE

Examination board: OCR (Specification B)

Subject Lead: Mrs Matthews

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 21st 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', examination paper – 30%, 1 hour 30 minutes exam paper.

BTEC Level 1/ Level 2

HEALTH & SOCIAL

CARE

Career Pathways

The [NHS \(National Health Service\)](#) is the largest employer in Europe (over one million employees).

A large amount of these people are employed as [doctors](#), [dentists](#), [paramedics](#), [nurses and midwives](#), but plenty more are engaged within managerial, I.T. and administration work.

There are many different specialist careers available within the healthcare system, including: [clinical support staff](#), such as donor carers and new-born hearing screeners; [allied health professionals](#), such as radiographers and orthoptists; and specialist therapy staff, such as [occupational therapists](#), [speech therapists](#) and [art therapists](#).

Level 2 H&SC can progress onto BTEC Level 3 H&SC.

Health and Social Care BTEC – Level 2 Certificate

Examination board: Pearson's BTEC Level 1/ Level 2

Subject Leader: Mrs Berg

Who is this course aimed at?

The BTEC Level 1/ Level 2 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?

The course is made up of three components: two internally assessed and one externally assessed. Our three-block structure, explore, develop and apply, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned. Our assessment structure is also designed so that students can build on what they learn, and develop their assignment skills, as they move through the course.

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. Students are encouraged to visit local Health, Social Care and Early Years care settings, as well as interviewing 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?

Component 1 Human Lifespan Development

During Component 1 students will:

- explore how individuals develop physically, emotionally, socially and intellectually over time
- investigate how various factors, events and choices impact individuals' growth and development
- discover how people adapt to life events and cope with making changes.

Component 2 Health and Social Care Services and Values

During Component 2, students will:

- learn which health and social care services are available
- identify why people might need to use these services
- discover who's involved in providing these services
- explore what might stop people from accessing the services they need
- look at the care values the sector has to make sure people get the care and protection they need

Component 3 Health and Wellbeing

To achieve this aim, students will:

- learn what 'being healthy' means to different people
- explore the different factors that might influence health and wellbeing
- identify key health indicators and how to interpret them
- assess an individual's health using what they've learned
- create a health and wellbeing improvement plan for that person, which includes targets and recommendations of support services available
- reflect on the potential challenges the person may face when putting the plan into action.

GCSE HISTORY

Career Pathways

In history GCSE you will learn a wide range of skills that can be used in many different occupations.

Skills you will learn include; source analysis, research skills, explanation skills, forming a balanced judgement and argument.

Careers history can lead to include; archaeologist, broadcast journalist, archivist, museum or gallery curator, civil service administrator, and secondary school teacher.

History GCSE

Examination Board: Edexcel GCSE (9-1)

Subject Leader: Miss Lockett

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.

Superpower relations and the Cold War 1941-91: This unit involves studying what the Cold War was, how it started and how it come to an end. To do this, we will look at the relationships between different countries and how events in history impacted on these relationships.

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.

The reigns of Richard I and King John: For this unit, we will study and compare the two kings, looking at what life was like for ordinary people under their reign and how they ruled England. We will look at why Richard went away on Crusades and why they failed. Then look at why John failed in France and the impacts this had on life in England.

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) – Superpower relations and Richard and John= 40%

- Section A – Superpower relations – knowledge
- Section B – Richard I and King John – knowledge

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

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

In order for you to be full 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 a range of different activities and practice exam questions in your lessons to develop your understanding of both the topics and exam techniques.

GCSE MUSIC

Career Pathways

Teacher of Music, Drama and Performing Arts

Performer, as an individual or as a group

Army Musician

Composer; including films, games and television

Music Therapist

Pit Band Performer

Private Tutor of instrumental music

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 30%

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 30%

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 40%

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

TECHNICAL AWARD PERFORMING ARTS

Career Pathways

Teacher of Music, Performing Arts and Drama

Actor/ Actress

Director or script writer

Lighting or sound technician

Properties manager

Costume designer

Theatre make-up artist

Set designer

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?

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.

GCSE RELIGIOUS STUDIES

Career Pathways

Students can move on to study A Level Religious studies and into careers such as teaching; advice worker; archivist; charity fundraiser; counsellor; civil service administrator; community development worker; editorial assistant; newspaper journalist; police officer; youth worker; chaplain.

Religious Studies GCSE

Examination Board: AQA (Specification A)

Subject Leader: Mrs Mills

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?

1. In Philosophy and Ethics, you are encouraged to have an open mind and to voice your own opinions as long as you can say WHY!
2. It doesn't matter if you don't believe in God. It is about understanding the beliefs and values of our diverse community. You will live near, and work with, people of all faiths.
3. The skills and knowledge that you will develop through studying Philosophy and Ethics can help with a range of career options.
4. It is highly interesting – Many Hollywood movies are based on the concepts of philosophy and ethics, the Matrix for example. How do we know what is real?
5. Descartes said: "I think therefore I am" A Philosophy and Ethics course will get you thinking... According to Descartes.... If you're thinking, then you exist! Do you need another reason to take Philosophy and Ethics?!?!

What will I learn?

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

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 further explanation and justification.

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)
Religion and life (considering the origin of life, abortion, euthanasia)
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.

GCSE TRIPLE SCIENCE

Career Pathways

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.

Separate Science GCSE (Triple Science)

Examination board: Edexcel

Subject leader: Miss Haley

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.

BTEC SPORT

Career Pathways

PE Teacher, Physiotherapy, Sports Coach, Lifeguard, Sports Journalist, Sports Analyst, Personal Trainer, Sports Scientist, Sports and Recreation work, Outdoor Pursuits Instructor.

Level 2 First Award in Sport

Examination board: Edexcel

Subject leader: 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.

GCSE

Textiles and fashion

Career Pathways

Fashion designer
Retail manager
Textile designer
Pattern maker
Accessory designer
Fashion buyer
Interior designer

You cannot choose Art & Design and Art & Design (Textiles) you must choose one or the other

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.