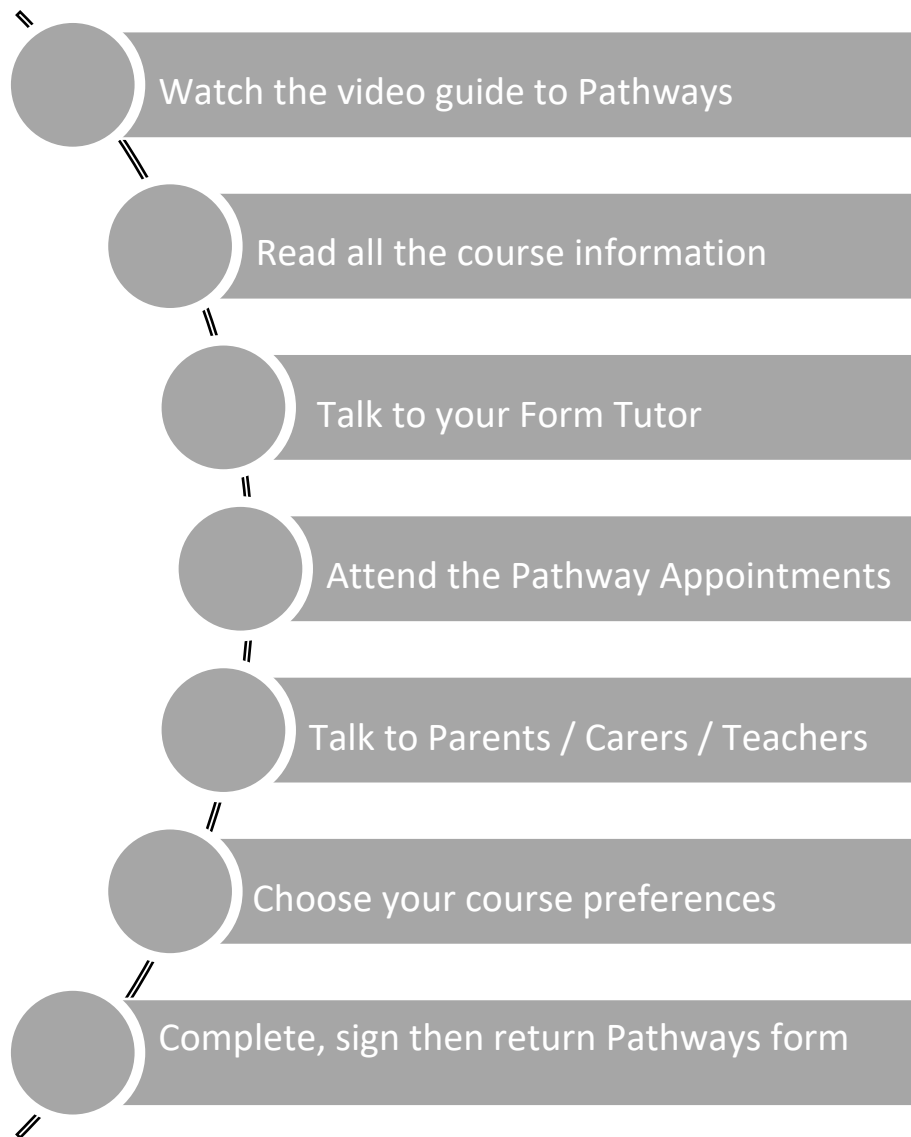




Key Stage Four Pathways | 2020 - 2021

"Begin to be now what you will be hereafter"
William James, Philosopher (1842-1910)

2020-21 Process Guide



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Miss Owen | Head of school

Dear Parents and Students,

It is always difficult to make decisions. Often there are no right or wrong answers, but the more informed you are, the easier the decision-making process. This booklet can help you make good choices for your future.

Read in this booklet about the subjects you can choose to study in Years 10 and 11. When making your choices it is important to think about the following things:

- The subjects you **enjoy**. You will always be more successful at what you enjoy!
- Where you want to be in **the future**: which subjects will help you with sixth form college, university or employment.
- Aim for a **broad** and **balanced** curriculum with a good range of courses.
- It is about **academic success** and not your social life. Don't make a choice just because your friends are — they are not going to be living the rest of your life, you are!
- Get as much **information** to help you decide as you possibly can.

Enjoy the process and make some great choices!

Miss Blanchard:

Head of year 9

Dear Parents and Students,

The front page of this guide contains a quote from the philosopher James Williams, “Begin to be now what you will be hereafter.” Although it is true that many opportunities will come your way over the future years, it is also true that the choices you make during this process form the foundations of your future; a thought both exciting and perhaps a little daunting. Your teachers understand this: we have all been there!

This booklet seeks to provide you with as much information as possible to guide you through what you may need to consider when choosing your next steps; information on all the KS4 courses available, and a guide to the year 9 pathways process.

You will have choices to make on individual courses, but it’s equally as important to think about your suite of qualifications as a whole – especially when thinking about the types of courses on offer at Further Education (college), and Higher Education (university).

So:

- Be confident...
- Be brave...
- Aim high!

I will be on hand throughout the process to offer help and advice, and to ensure you are making the choices that are right for you. The senior team look forward to meeting with you for a personalised pathways appointment in January, after you’ve had some time to read through this booklet and watch our Director of Curriculum’s video guide.

Best wishes,

Miss Blanchard

Frequently asked questions

(before we start)

How can you be best prepared?

This is an important decision, and we will guide you in making the right choices. It is important to talk to your tutor, your class teachers and your parents. Engage with assemblies, tutor time activities and attend the Pathways appointment days.

Pathways appointments?

During your Pathways appointment, you will have the opportunity to meet a senior member of staff with your parents. During this appointment, we will look together at your potential grades, current predictions, progress and discuss the different pathways through the option courses with you. More information on booking these appointments will follow shortly.

How many courses should I choose?

Most students will study **English, English Literature, Maths, Science, PE, Ethics** and **three additional subjects**. We may invite some students to study either **English Literature or English as an Additional Language** as a third choice. For all students, there is the offer of a twilight programme to complete an additional GCSE in periods 7 and 8. This offer includes **Spanish, Latin**, and should be considered only by students who are confident in managing the additional workload. (Students may be withdrawn from a twilight course if this affects overall performance.)

What are 9-1 GCSEs?

National GCSE reforms now apply to all GCSEs. The main changes are:

- A* to G grades are replaced by 9 to 1 grades.
- 9 is reserved for the top 3% of students nationally.
- Most subjects are now linear exams where the course is assessed in one or more exams at the end of the course.

The reforms are designed to ensure students have a broad and balanced curriculum based around quantity and quality - something at which we have always excelled.

With A-level reforms also happening, universities and other Level 4 course providers will look at GCSE results more closely than in recent years.

At the time of writing, some course specifications have not been rubber-stamped by Ofqual, but are unlikely to differ from what is included on these course pages.

What should I choose?

Think about the subjects you enjoy and the subjects for which you achieve your best grades. If the subject is new, talk to your tutor; **Media Studies** links closely to **English**, for example. You should have a broad and balanced range of subjects.

What is the EBACC?

The EBacc is a recognition of a broad and balanced academic curriculum. In a competitive market for college and university places, you are better placed if you have achieved the EBacc. **If your predicted grades suggest you can gain the EBacc, we recommend your option choices reflect this.** You automatically achieve the EBacc if you achieve at least:

- Grade 5 in English
- Grade 5 in Maths
- Grade 5 in Sciences, including Computer Science
- Grade 5 in either History or Geography
- Grade 5 in a Modern Foreign or Ancient Language

In summary, a Grade 5 in English, Maths and Sciences with History or Geography and a language.

Why study a language?

- Studying a language develops your thinking and learning skills, which supports your studies across the curriculum.
- A language is a facilitating subject (preferred GCSE) for many colleges and universities.
- Communication! It may seem that everyone speaks English, but in fact 75% of the world's population don't.
- English is not enough! It's really important that you learn to speak and understand other people, no matter where they are from.
- You can travel to new places around the world.
- It's the perfect way to meet new people and discover new cultures.

- Speaking another language really makes you stand out from the crowd.
- Learning a foreign language can help you understand your own language and make it easier to learn others.
- You develop four key skills: listening, reading, speaking and writing.
- You'll have fun learning about a wide range of topics from shopping, to sport, to food and entertainment.
- Speaking more than one language increases your brain capacity and you have better memory too.
- It's an impressive achievement to speak a foreign language and you'll have better options for your future!
- You will be expected to study a language if you are working at a 5 and above

Current Year 11 Student

As someone who has taken all three languages for GCSE, I can say that languages are hugely beneficial as subjects and enable you with knowledge of foreign culture and lifestyle like no other subject does. Languages have prompted me to pursue further education in languages and possibly a career!

Former Student

I really enjoyed the cultural elements of learning languages.. I remember we watched 'Caché' for GCSE which was the first French film I ever watched and I've been a French film lover ever since. I enjoyed knowing I was learning something I could put into practice when I went to different countries and even being able to walk into a cafe or restaurant and not have to rely on the staff speaking English made me feel a sense of accomplishment.

I knew when I left School I wanted to keep getting better at French so I decided to study French for A level. I also did an Italian GCSE alongside my A levels and my time at college learning languages at a higher level meant I soon became a passionate linguist and chose to study French and Italian at university. I was able to teach English abroad as well as be an Erasmus student and being able to live and work/study abroad made all the years of learning languages worth it when I realised how many doors it opened and how many more opportunities it would offer me.

And now I'm going to train to teach French. So I've come full cycle!

Are there any course combinations that I can't choose?

Some subjects discount each other and can be seen as too similar by sixth form centres; for example, **Art and Photography** or **GCSE PE and BTEC Sport**. We encourage you to choose a broad range of subject areas.

The courses we run and the combinations we offer are determined after students have told us their preferences. Final decisions on whether courses run can be based on student uptake, staffing implications, timetabling and equipment practicalities.

If Choosing politics this has to be chosen alongside History or Geography

How much time do I spend on each option?

Your Key Stage 4 curriculum will be 60 sessions of 50 minutes per fortnight. Most students will follow:

- 9 lessons each of English and Maths
- 12 lessons of Science
- 4 lessons of PE
- 2 lessons of Ethics
- 8 lessons each of 3 Options

What happens next?

As we cannot guarantee that you will be able to do all three of your main preferences, we ask you to indicate **FOUR** choices in order of preference (1st, 2nd, 3rd, 4th) on your Options Form and then separately indicate any twilight options with a tick

Courses on offer

Core subjects	Option choices
<p><u>Exam courses</u></p> <ul style="list-style-type: none"> • English Language • English Literature • Ethics • Mathematics • Science <p><u>Non-exam courses</u></p> <ul style="list-style-type: none"> • English as an Additional Language - Academic • Core PE 	<ul style="list-style-type: none"> • Art and Design: Fine Art • Art and Design: Photography • Art and Design: Textiles • Child Development • Classical Civilisation * • Computer Science • Dance • Drama • Film Studies • Geography • Health and Social Care • History • Hospitality and Catering • Languages: French and Spanish • Music • Physical Education (PE) • Politics * • Sport <p>* Potential Twilight classes dependant on numbers</p>

PSE and Careers

Personal and Social Education (PSE)

Students will participate in a PSE tutor time programme throughout the year. Topics covered include road safety; mental health and resilience; tobacco, drugs and alcohol; personal and e-safety; ethos; friendship and positive relationships; work-related learning and good study skills.

These units of work are based on discussion activities with students sharing their ideas in their buddy groups within their Year 8-11 vertical tutor groups. Use of a variety of resources to support this learning and discussion is encouraged.

In Years 10 and 11, some PSE topics are taught in curriculum areas, such as Science or through texts in English, for example.

Additionally, topics that benefit from specialist workshop leaders and extra workshops are taught in PSE curriculum days.

For further information see the schools website.

Year 11 Post-16 Applications and Careers

In Year 11 students will apply for Post-16 courses. This will involve a Post-16 Assembly and an Information Evening, when the process will be explained to students and their parents/carers. Students will take part in a Post-16 Enrichment Day and will be given support to write their Personal Statement (which is then included in Post-16 applications).

Students will also be given support in applying for a course that is suitable. This support will come from their form tutor, Head of year, class teachers, the school website, Young People's Locality Team and the Careers Co-ordinators.

Students will be encouraged to attend open evenings held by the various Post-16 centres, and will get the opportunity to meet some representatives at school. Prospectuses will be provided to help make these decisions.

Reporting and Recording

Assessment for Learning

Assessment, Recording and Reporting in Years 10 and 11 will focus on your progress within subjects. Your subject teachers will keep you regularly informed about how you are performing and what you may need to do to improve your current grade.

This learning dialogue is an everyday part of your learning. You will receive support, feedback and advice on how to improve your grades.

Termly Summative Assessments

In addition to the learning dialogue with your teachers, you will receive a written termly update on your progress.



English: Language and Literature

In English, all students will follow the course that leads to two GCSE qualifications: **English Language** and **English Literature**.

Aims of the course

The course continues the work you have done in Years 7, 8 and 9. Many of the aims of the course are the same as they were for Key Stage 3: to give all students the opportunity to become confident speakers, enthusiastic readers and skilful writers.

You will build on the skills you already have, developing your ability to speak and write in depth on many different topics.

Course contents

English Language - You will read a wide range of texts including:

- 19th century fiction
- 20th century fiction
- 21st century fiction
- Literary non-fiction

You will develop critical reading skills and use the knowledge gained from your wide reading to inform and improve your own writing.

English Literature - You will read and explore a wide range of literature across the major genres, including:

- Modern texts (*Lord of the Flies* OR *An Inspector Calls*)
- Poetry (Power and Conflict; Unseen Poetry)
- Classic literature (*Macbeth*; *Dr Jekyll and Mr Hyde* OR *A Christmas Carol*)

The emphasis, underpinned by a knowledge-rich curriculum and skills-based approach to essay writing, is on building your confidence in developing fresh, individual responses to texts.

Post-16 opportunities

Any post-16 course will require the skills of speaking, listening, reading and writing. You might go on to study for vocational qualifications after the age of 16; in these, communication skills are vitally important. Alternatively, you might study English, Media or Film Studies at post-16 level, which you may develop further at a college or university. A facilitating subject, studying English Literature at a post-16 level is seen favourably by competitive universities.

Qualification details

Two GCSEs: English Language (AQA 8700) (100% exam), *plus* English Literature (AQA 8702) (100% exam)



Religious Studies

All students are required to study religious studies as part of their broad and balanced curriculum. Religious studies not only gains you a GCSE qualification, but helps you develop as a learner.

Aims of the course

The aim of the Religious Studies & Ethics course is to help students become aware of local, national and global ethical concerns, approaching them from a spiritual and moral viewpoint. Students will develop their knowledge and understanding of religion by exploring the significance and impact of beliefs, teachings, ways of life and forms of expressing meaning. They will have the opportunity to express their personal responses and informed insights on issues we study.

This is a full GCSE qualification. This course will meet the statutory requirement for Religious Education at Key Stage 4.

Students will be assessed in two examinations at the end of Year 11. There is no controlled assessment in this qualification.

Course content

Part 1: Study of Religion 50%

Students will study two world religions. We have selected Christianity and Islam as these are the faiths represented most at Witchford

This in-depth study will include the beliefs and teachings, practices and diversity of the religions.

Exam 1 will assess this content.

Part 2: Study of Ethical Themes 50%

We will study four ethical themes. These are:

- Relationships and families
- Religion and Life
- Peace and conflict
- Crime and punishment

In each theme, students will study religious teachings and beliefs, non-religious beliefs, and attitudes relevant to the issues found in contemporary British society. Exam 2 will assess this content.

Qualification details

Religious Studies A GCSE (AQA 8062)



All students study maths as a core subject.

Aims of the course

The course aims to build on the knowledge and skills already developed at Key Stage 3. These include:

- Developing fluent knowledge, skills and understanding of mathematical methods and concepts
- Using mathematical techniques to solve problems
- Reasoning mathematically
- Communicating mathematical information

Course contents, *GCSE Mathematics*

GCSE Mathematics prepares students to be able to solve problems in real life as well as within mathematics itself. Students will be taught how to:

- | | |
|---|--|
| • Solve both routine and non-routine problems. | to solve problems. |
| • Develop fluency in using a range of number skills. | • Analyse data using a variety of methods. |
| • Explore algebraic relationships and use them to solve problems. | • Reason mathematically. |
| • Explore and use shape and space | • Make deductions. |
| | • Make inferences. |
| | • Draw conclusions. |

We prepare our students for the exam at two tiers of entry: Foundation or Higher, depending on their predicted grades.

Students best suited to these courses

All students follow a course leading to one of two tiers of entry: **Foundation** leading to grades 1-5, **Higher** leading to grades 4-9.

FSMQ A small number of identified students may also work towards the Free Standing Maths Qualification at the end of Year 11 (OCR 6993).

Post-16 opportunities

GCSE Mathematics is regarded as an essential qualification by employers and further education providers.

There is a national expectation that students achieve at least a grade 5. Young people are required to study Maths and English until they achieve at least that standard or are over 19 years old.

Qualification details: Mathematics GCSE (Edexcel 1MA1)



Science

We offer two different courses in Science. Both courses are new GCSEs graded 9-1. Students can study either:

- All three separate Sciences (Triple Science): Biology, Chemistry and Physics, or
- Combined Science GCSE (Double Science).

Aims of the courses

- Making sense of Science in our everyday lives
- Learning how to work scientifically
- Acquiring knowledge and skills needed for further study in the Sciences
- Encouraging students to take responsibility and ownership for their learning

Course contents

Science lessons are split up into Biology, Chemistry and Physics, taught by a specialist teacher. Both courses also assess students understanding of 'core practicals': there are 16 for Combined Science and 24 in total for the three Separate Sciences. Twenty percent of assessment in Science will test mathematical competencies.

Students best suited to these courses

Separate Sciences (Triple Science)

Students with a very keen interest in Science who are particularly interested in studying Science at A level and beyond. Triple Scientists have no more Science lessons than students studying Combined Science. Consequently, content is delivered rapidly and the course is only suitable for students likely to achieve grade 7 or higher at GCSE.

Combined Science

All students who do not choose Triple Science will study Combined Science.

Post-16 opportunities

Science GCSEs are recognised as ideal qualifications for entry into all post-16 Science courses. They are also very important for access to many industries, such as banking, retailing, the service industries and engineering.

Qualification details

AQA Trilogy specification for Combined Science (8464)

AQA separate Science specifications for Triple Science:
Biology (8461), Chemistry (8462) and Physics (8463)



English as an Additional Language (EAL) - Academic

Students may be invited to study English as an additional language – EAL Academic.

Aims of the course

We offer an Academic English option for a select number of students for whom English is an additional language. The aims of the Academic English course are for students to improve their written, spoken and understanding of English to a sufficiently high level that they are able to demonstrate their understanding and ability in a range of subjects at GCSE level.

Course contents

The course content varies depending on the students' level of English and their abilities. The course is tailored to the student and is a mixture of guided independent learning, group study and one-to-one formative assessment.

Grammar

Essential Grammar for Elementary learners of English
English Grammar in use for Intermediate learners of English Advanced
Grammar for Advanced learners of English

Strategies and skills development in an additional language

- Note-taking
- Summary writing
- Reading comprehension
- Composition writing
- Listening
- Speaking

Advanced practice

- Phrasal verbs and Prepositional phrases

Vocabulary

- Descriptive
- Narrative
- Advice
- Opinion

Students best suited to the course

The course is recommended for new arrivals to the UK who are still acquiring English language skills and who are not yet able to communicate in English to a level that allows them to demonstrate their full understanding and ability in subjects across the curriculum.

Post-16 opportunities

The Academic English option will help students develop their English language skills, which in turn will allow for more choices at Post-16 level.

Qualification details

The Academic English does not in itself result in a formal qualification. It supports students in achieving their potential in subjects across the curriculum.



Core PE

All students participate in core PE.

Aims of the course

- Develop skills in a variety of sports.
- Develop the use of skills, tactics and compositional ideas.
- Develop the ability to evaluate and improve performance.
- Extend knowledge and understanding of fitness and health.
- Encourage a physically active lifestyle.
- Improve confidence and the ability to lead others

Course contents

Each option lasts for five weeks.

Alternatively, you can opt to take part in the Level 1 Sports Leaders Award during the autumn and spring terms of Year 10. This course will develop your confidence and ability to lead others. A major part of this course involves leadership in our feeder primary schools and assisting in the organisation of a number of sports events.

All students take part in core PE lessons throughout Years 10 and 11.

The following activities are offered at some point during the two years:

- | | | |
|-----------------|----------------|--------------------|
| • Aerobics | • Handball | • Tennis |
| • Badminton | • Netball | • Ultimate Frisbee |
| • Basketball | • Pilates | • Volleyball |
| • Boot camp | • Rounders | • Yoga |
| • Dodgeball | • Rugby | • Zumba |
| • Fitness suite | • Softball | |
| • Football | • Table tennis | |



Art and Design: Fine Art

Art and Design: Fine Art is the traditional Art and Design GCSE.

Aims of the course

Art and Design (Fine Art) equips students with the skills to enjoy, produce and engage with the visual arts throughout their lives. It provides the opportunity to explore both contemporary and historical sources, take an individual approach to art, and develop skill at selecting the best and most appropriate work for presentation.

Students will develop transferable skills by learning to:

- Apply a creative approach to problem solving
- Consider and develop original ideas from initiation to realisation
- Analyse critically their own work and the work of others
- Express individual thoughts and choices confidently
- Take risks, experiment and learn from mistakes

Course contents

The Fine Art course enables you to extend the key skills in drawing, painting, printmaking, spray painting, stencilling, mixed-media art, sculpture and photography that you have already acquired at Key Stage 3.

You will further build on a range of two- and three-dimensional approaches in a variety of media, while exploring both observational and imaginative ideas.

Students will work on two coursework projects which make up their personal portfolio and one externally set exam.

All students will be expected to:

- Develop their own ideas, inspired by other artists.
- Write about their own and others' artwork in detail.
- Refine ideas through experiments with resources, media, materials, techniques and processes
- Techniques and processes.
- Record their ideas in a visual journal or sketchbook.
- Present personal and meaningful final pieces.

Students best suited to this course

Students best suited to the Fine Art GCSE will be expressive, organised individuals with a good imagination, patience and a flair for exploring a diverse range of creative skills. GCSE Art and Design students also need to be hard-working, motivated, self-disciplined and conscientious, with a long concentration span. They will also show a keen interest in strengthening their awareness of past and present visual culture.

Please note: *Fine Art, Photography and Textiles cannot be taken together due to their similarities.*

Please note: Bringing an iPad to each lesson is a requirement. You will also need access to a colour photocopier

Post-16 opportunities

- A levels and AS levels: including Art & Design, Interior Design, Architecture,
- Graphic Design, Photography,
- Art History
- Vocational courses
- Degree courses leading to many pathways in designing or further Art and Art History study
- Illustration
- Design (Industrial, Fashion, Graphic. Interior, Web, Floral, Game, Set)
- Museum Curation
- Animation
- Art Direction
- Fashion Buying
- Film Directing
- Architecture/Landscape Architecture
- Photography
- Arts management
- Choreography
- Cinematography
- Motion picture directing/editing

Qualification details

Art and Design (Fine Art) GCSE Educas (C651QS)

Final exhibition to include:

Personal portfolio 60% of final grade

Externally set assignment

(10-hour exam set over two days) 40% of final grade



Art and Design: Photography

Art and Design: Photography looks at art through the medium of photography.

Aims of the course

Art and Design (Photography) equips students with the skills to enjoy, produce and engage with the visual arts throughout their lives. It provides the opportunity to explore both contemporary and historical sources, take an individual approach to art, and develop skill at selecting the best and most appropriate work for presentation.

Students will develop transferable skills by learning to:

- Apply a creative approach to problem solving.
- Consider and develop original ideas from initiation to realisation.
- Critically analyse their own work and the work of others.
- Express individual thoughts and choices confidently.
- Take risks, experiment and learn from mistakes.

Course contents

The Photography course teaches key photographic skills in both digital and analogue film photography. You will also be able to build upon the Art key skills of Key Stage 3.

Year 10 will start with a range of mini investigation projects. Over the two years, you will explore and research the medium and its various applications through taking your own photographs, keeping journals in a sketchbook and practical workshop sessions.

You will be expected to submit three bodies of work overall: two projects of coursework and one for the final exam. The projects are open-ended and must include a journal workbook and at least two exhibition-grade final pieces.

All students will be expected to:

- Take photographs in their own time, usually around 24 each week.
- Draw plans for shoots and experiment with drawing in photography.
- Develop a knowledge and understanding of the uses of light, exposure, aperture and ISO.
- Develop a knowledge and understanding of digital editing and darkroom techniques.
- Undertake visual research, including drawing, from primary and secondary sources.
- Analyse and evaluate visual media from their own and other cultures.
- Present and display a personal and unique response to the projects.

Students best suited to this course

Students best suited to Photography will be **expressive, organised** individuals with a good **imagination** and a flair for exploring a diverse range of creative skills. GCSE Photography students also need to be hard-working, motivated, self-disciplined and conscientious, with a long concentration span.

Please note: While it is not a requirement that students have their own camera, a photography pack will be available to buy before the course starts. ***An SD card is a requirement, as is bringing an iPad to each lesson. You will also need access to a colour photocopier***

Please also note: Fine Art, Photography and Textiles cannot be taken together due to their similarities.

Post-16 opportunities

If you intend to take A level Photography, the GCSE is now a requirement.

- A level and AS level Art, Photography, Graphic Design or Art History.
- Make-up and beauty.
- BTEC Art Foundation.
- Degree courses leading to many pathways in film and TV, designing, or further Art and Art History studies.

Qualification details

Art and Design: Photography GCSE (Educas C656QS)

Final exhibition to include:

60% coursework

40% final controlled test (10-hour exam set over two days at the end of the course)



Art and Design: Textile Design

Art and design: Textiles looks at art through the medium of textiles.

Aims of the course

Art and design: Textiles equips students with the skills to enjoy, produce and engage with textile arts throughout their lives. It provides the opportunity to explore both contemporary and historical sources, take an individual approach to textiles and develop skill at selecting the best and most appropriate work for presentation.

Students will develop transferable skills by learning to:

- Apply a creative approach to problem solving
- Consider and develop original ideas from initiation to realisation
- Analyse their own work and the work of others
- Express individual through and choices confidently
- Take risks, experiment and learn from mistakes

Course content

The textiles course enables you to extend the key skills in dyed, printed, stitched and embellished textiles work as well as fashion design.

You will build on the skills learnt at Key Stage 3 whilst exploring observational and imaginative personal ideas.

Students will work on two course work projects which make up their personal portfolio and one externally set exam.

All students will be expected to;

- Develop ideas inspired by other artists
- Write about their own and other artwork in detail
- Refine ideas through experimentation with resources, media, materials and techniques
- Record their ideas in a visual journal of sketchbook
- Present personal and meaningful final responses.

Students best suited to this course

Students will be creative, organised individuals with a particular interest in textile arts. GCSE textiles students need to be hard working, motivated self-disciplined and conscientious with a long concentration span. They will show a keen interest in strengthening their awareness of past and present visual cultures whilst developing skill in this specialist area.

Please note: Fine Art, Photography and Textiles cannot be taken together due to their similarities.

Please also note: Bringing an iPad to each lesson is a requirement. You will also preferably have access to a sewing machine at home.

Post-16 opportunities

- A levels and As levels including Textiles
- Vocational course
- Degree courses leading to many textiles pathways such as textiles Design, Fashion design, Fashion buying

Qualification details

Art and Design: Textile Design GCSE Educas (C653QS)

Final exhibition to include

Personal portfolio 60% of final grade

Externally set assignment (10 hour exam set over two days) 40% of final grade

Child Development



Child Development

OCR Cambridge National Level 1 / 2

This qualification is for students who wish to develop applied knowledge and practical skills in child development.

The course will consist of both practical and theoretical elements.



Assessment

50% Examination	Health and well-being for Child Development	All students will learn the essential knowledge and understanding for child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, care, conditions for development, childhood illnesses and child safety.	Knowledge gained would be of use for further studies in PSHE, Biology and other child development qualifications
25% Controlled Assessment	Understanding the equipment and nutritional needs of children from birth to five years	Students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all these needs. They will also gain knowledge of nutrition and hygiene practices and will be given the opportunity to evaluate dietary choices.	Evaluation skills are developed, which would be of use in further studies in a number of areas.
25% Controlled Assessment	Understanding the development of a child from birth to five years *Child Study*	Students will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five. Students will research, plan and carry out activities with children and make observations of their development.	Researching, planning, observing and evaluating skills are developed and are useful transferable skills.

What's next?

There are a wide range of courses that you can go on to study with a Cambridge National in Child Development:

Child Care
Health and Social Care
Psychology
Sociology
Biology

Careers?

This course would be beneficial to the following career paths:

Teacher
Nursery Nurse
Nurse
Midwife
Social Worker



classical civilisation*

Aims of the course

The aims of this course are:

- to gain an introduction to the ancient world and its legacy from 3000 BC to 500 AD
- to gain a broad knowledge and understanding of a range of literary and material sources from the classical world. To use this knowledge analytically to create informed opinions
- to develop awareness of how classical sources reflect issues relevant to both the classical world and today, such as questions of gender, belief, sexuality and citizenship

Course content

Component group 1: Thematic study - Myth and religion

Students study myth and religion in the ancient world. This involves a comparative study of ancient Greece and Rome through a combination of literary and material sources. Topics covered include the Olympian and Roman gods, the myth of Herakles, death, ritual sacrifice and the founding tales of Athens and Rome.

Component group 2: Literature and culture

Students study how the Romans actually lived day to day by looking in depth at sources from Rome and Pompeii. They learn about features of Roman entertainment (the baths, gladiators, chariot racing, theatre etc.), Roman housing (for both rich and poor), the political system, slavery and the family. Students will read Roman satire in translation to understand how the Romans themselves critiqued their own society.

Students best suited to this course

Students who have an interest in forming a deep understanding of the ancient world, and a desire to work hard will enjoy studying Classical Civilisation. No previous study of Latin or Classics is required. The GCSE will involve close reading of sources and essay writing so students will need to maintain an organised file and keep up to date with key terminology.

Students opting for this class would also need to take a Language and Humanities.

Post-16 opportunities

Classical Civilisation can be studied at A level and also leads on well to Classics and Ancient History at university. The skills involved are particularly transferrable to A-Level English Literature, Ancient and Modern History, and Politics. Classics is well-regarded by employers in all fields.

Qualification details

Classical Civilisation OCR GCSE (9-1) (J199)

Component Group 1: 50%

Component Group 2: 50%



Computer Science

This GCSE Computer Science course will give you a real, in-depth understanding of how computer technology works. If ICT is like driving a car, then Computer Science is like knowing how the engine works.

Aims of the course

The course will develop critical thinking, analysis and problem-solving skills through the study of algorithms and computer programming. For many learners, it will be a fun and interesting way to develop skills, which can be transferred to other subjects and even applied in day-to-day life.

Course contents

1. Computer Systems

This unit covers systems architecture, memory, storage, networks, security, system software, ethical, legal, cultural and environmental concerns.

2. Algorithms and Programming

This unit covers algorithms, programming techniques, robust programming, logic and data representation.

3. Programming Project

In this unit, students will:

- follow the full project lifecycle
- understand standard programming techniques
- analyse and understand the problem they are given
- be able to design a solution to the problem
- create a coded solution fully annotating the developed code
- test and evaluate their solution

Students best suited to the course

The course will make an excellent preparation for learners who want to study or work in areas that rely on problem-solving skills, especially where they are applied to technical problems. These areas include engineering, financial and resource management, science, IT and medicine.

Post-16 opportunities

Learners who have taken a GCSE in Computer Science and who then progress to study the subject at A level or university will have an advantage over their peers who are just beginning the subject at these levels. This course provides a very good introduction to the world of Computer Science rather than ICT and provides a very solid basis to the AS and A2 Computing courses run by FE colleges.

Qualification details

1. Computing GCSE (OCR J277)

1. Computer Systems - 1 hour 30 minutes written paper accounting for 50% of the GCSE

2. Algorithms and Programming - 1 hour 30 minutes written paper accounting for 50% of the GCSE

3. Programming Project controlled assessment

Programming task: Design, develop and test a solution to a problem within the OCR-set scenario.

This must be completed as part of the course but does not count towards the overall grade for the GCSE.

Further information can be found at <https://www.ocr.org.uk/subjects/computing/>



Drama

GCSE Drama provides excellent opportunities for students to creatively explore and understand drama as a practical art form. Throughout the course, students will develop a range of theatrical performance skills and work collaboratively to generate and communicate their ideas through informed artistic choices.

Aims of the course

The study of Drama can help students to develop a multitude of transferable life skills, which are greatly beneficial to any chosen career path. It also provides students with a creative outlet and encourages students to consider the perspectives of others, helping them to develop valuable personal skills such as empathy and self-confidence. Being part of a GCSE Drama cohort is much like being part of a professional theatre company. As well as pursuing objectives of the GCSE assessment criteria, the experience of actor training and putting on and viewing productions is one which students never forget.

Course contents

Throughout the course you will have the opportunity to create your own work, as well as practically explore and study plays written by professional playwrights.

Course breakdown

Component 01/02: Devising drama

Students work collaboratively and create their own devised drama. They complete a portfolio of evidence during the devising process and write an evaluation of their own work after the performance.

Component 03: Presenting and performing texts

Students develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text. Students will complete a form answering four set questions describing their artistic intentions for their performance.

Component 04: Drama: Performance and response

Students practically explore a whole performance text, and demonstrate their knowledge and understanding of how drama is developed and performed through a written exam. They will also analyse and evaluate a live theatre performance.

Students best suited to this course

Students who value both the practical and theoretical aspects of Drama. Students who collaborate well as part of a team and are prepared to give everything their best effort. Passionate about theatre and or the creative industries and able to work intensively whilst retaining a sense of humour!

Post-16 opportunities

GCSE Drama strongly equips those wanting to pursue a career in the Theatre and the Performing Arts industries. Ideal for those who wish to pursue Drama at KS5 and University or Drama School. The course prepares for AS/ A level Drama and Theatre Studies or a BTEC Level 3 in Performing Arts and is also a great way to enhance your skills for further study in subjects such as English Literature.

Qualification details - Drama GCSE (OCR J316)

Devising Drama – 30% of total GCSE

Presenting and Performing Texts- 30% of total GCSE

Drama Performance and Response (Written exam) – 40% of total GCSE



Dance

Aims of the course

Studying dance can help you develop transferable skills, which you can take into any career or job that includes teamwork, problem solving and being involved in performance events. Being part of a GCSE dance cohort is being part of a dance company. As well as building skills and pursuing objectives that are part of the GCSE, you will also get to experience other productions and strengthen your skills not only as a performer but as a creative artist.

Course content

You will have the opportunity to develop your ability in performing and choreographing, as well as having an understanding and appreciation for other works.

Throughout your course you will:

- Create your own piece of choreography from a set stimulus.
- Perform both a solo and a duet/trio in a performance choreographed by both AQA and your teacher.
- You practically and theoretically explore six pieces of dance works by choreographers such as Christopher Bruce and James Cousins.

Students best suited to this course

These will be active dancers, who attend dance classes regularly outside of school or who have attended extra curricular activities within school for the past year. You will want to rehearse and spectate others' performances. You will enjoy working with others who are committed and passionate about the arts and understand the commitment to performing with others. A willingness to try something outside your comfort zone is positive.

Post-16 opportunities

AS or A Level Dance; AS or A Level Theatre Students; BTEC Level 3 in Performing Arts. AS or A Level Performing Arts; IB Dance.

Qualification details

DANCE GCSE (AQ)

Coursework is 60% of the qualification.

Performance (30%) This consists of learning and performing 2 set phrases (choreographed by AQA) and performing within a duet or trio.



Film Studies

Aims of the course

Film studies is a chance for students to explore popular mainstream films from Hollywood as well as films outside the mainstreams. It gives students a great introduction to the world of film, improving students' understanding of narrative, genre and representation through film; improving students' textual analysis skills and getting them to develop confident personal responses to film while also introducing students' to filmmaking and screenwriting through the creative production options.

Course contents

You will have the opportunity to study different genres of film and create a production piece of coursework by writing a script, shooting script and evaluation.

You will have a wonderful opportunity to explore films spanning the history of film-making as well as films produced from countries as far away as South Africa.

Component 1: Key Developments in US Film

35% GCSE

Students compare two thrillers from the 50s and the 80s – Rear Window and Witness. Students study the history of film and move on to US Independent Film with Little Miss Sunshine.

Component 2: Global Film: Narrative, Representation and Aesthetics.

35% GCSE - Contemporary UK, English Language, Non-English language.

Students study three films that focus on stories featuring children and young people and study the narratives, representations, aesthetics and the contexts of the filmmaking: Slumdog Millionaire, Tsotsi and Attack the Block

Component 3: Non Exam Assessment

30% - One genre-based screenplay 800-1000 words accompanied by a shooting script from a key section (1 minute of screen time, one page of screenplay)

One evaluative analysis of the production, where learners analyse and evaluate their production in relation to comparable, professionally-produced films or screenplays. 750-850 words

Students best suited to this course

Those who have an interest in film, both creatively and analytically. You will need to be able to use your own ideas, be a team player, a good listener, confident in presenting information and willing to conduct independent research into specialist topics that goes above and beyond the core expectations of the course.

You must be able to work independently and manage your time effectively.

Post-16 opportunities

Further study in:

- English
- Media Studies
- Film Studies
- Theatre Studies
- Performing Arts
- Journalism

Qualification details

Film Studies GCSE (WJEC Eduqas)

Component 1: Key Developments in US Film

Written examination: 1 hour 30 minutes

35% of qualification

70 marks

Component 2: Global Film: Narrative, Representation and Aesthetics.

Written examination: 1 hour 30 minutes

35% of qualification

70 marks

Component 3: Production NEA

12-14 weeks during lesson time

60 marks



Geography

Geography helps you to make sense of the world around you. It is hands on, it is relevant and it is fun. The GCSE course will give you the chance to get to grips with some of the big questions which affect our world, and understand the social, economic and physical forces and processes which shape and change our world.

Aims of the course

- To understand how different environments are formed
- To understand how people interact with the environment
- To understand local, national and global issues and events
- To develop a wide range of geographical skills

Course contents

Geography provides opportunities to learn new skills such as map skills, interpreting photographs, fieldwork skills, presenting, role play and debating techniques. You will improve your literacy through your report writing and written work and make practical use of your numeracy skills when you interpret data and construct graphs.

The course will contain the following topics of study

- Natural Hazards including earthquakes, volcanoes and tropical storms
- Climate change causes and effects
- Ecosystems – tropical rainforests and extreme environments.
- Coastal and river landscapes - coastal landforms, river landforms and flooding
- Urban issues and challenges – including quality of life and deprivation
- Economic development – including global shifts in economic power
- Resource management – global distribution of resources and food management
- Fieldwork – 2 fieldwork trips, one focussing on physical geography and one on human geography.

Students best suited to this course

You will have enjoyed Geography at Key Stage 3 and want to know more about the world and its people. You will need to be able to write detailed notes and remember a number of case studies to succeed.

Post-16 opportunities

The GCSE in Geography is valued highly by employers and higher education. It is a pathway to a range of A-level and vocational courses. The wide ranges of skills developed during the GCSE course makes Geography a well-respected subject by universities and employers alike.

Qualification details

Geography GCSE (AQA 8035)

Exams:

Assessment will be through three exams:

- Paper 1 – Living with the physical environment (35%)
- Paper 2 – Challenges in the human environment (35%)
- Paper 3 – Geographical applications including questions based on fieldwork (30%)

A pre-release booklet of resources will be provided 6 weeks before the Paper 3 exam. We will study this in class to ensure that all students are well prepared for this exam. There are a range of types of question in the GCSE Geography exams: multiple-choice, short answer and extended prose.



Health and Social Care

This course looks at Health and Social Care from a real life perspective.

Aims of the course

- To equip learners with sound specialist knowledge and skills for everyday use in the health and social care sector.
- To challenge all learners, including high-attaining learners, by introducing them to demanding material and skills; encouraging independence and creativity; providing tasks that engage with the most taxing aspects of the National Curriculum (including Values of Care and the current legislation requirements and the importance of softer skills such as communication skills to ensure individuals' right to independence and dignity).

Course contents

Students must study two mandatory units and then choose two additional units. In the past, the focus has been on the following, although there is a strong element of choice in the optional units:

1. Essential values of care
2. Communicating and working with individuals
3. Understanding body systems and disorders
4. Creative activities in an early years setting

[These are subject to change according to groups' individual strengths and needs.]

Students best suited to this course

We expect students to be well motivated, organised and able to work independently. They should have good ICT skills. The course requires a large volume of coursework to be completed to a very high standard in order to achieve a good pass grade.

Post-16 opportunities

The Cambridge National Certificate in Health and Social Care provides a good foundation for learners to progress on to study similar courses at college and sixth form. Achievement at Level 2 provides a suitable foundation for further study within the sector through progression on to other vocational qualifications at Level 3.

The knowledge and understanding, practical and vocational skills learned will enhance and support the progression for people who want to enter initial employment at a junior level in a wide variety of career areas including childcare, nursing, occupational therapy, social and community work, and counselling.

Qualification details

Cambridge National Certificate in Health and Social Care Level 2 (J811)

One unit is assessed as a one-hour exam in January of Year 11. The other three units are assessed internally as a portfolio.



History: Explaining the Modern World

Aims of the course

- To develop students' understanding of important events in British and wider world history.
- To explore the diversity of human experience in Britain and beyond.
- To engage in historical enquiry to develop critical and reflective thinkers.

Course content

Migration to Britain c.1000-2010 + Impact of Empire on Britain 1688–c.1730

What does it mean to be British in the twenty-first century? In this exciting new course students undertake a thematic study allowing them to track the experiences of a range of migrant groups on their arrival to Britain, looking at key issues surrounding acceptance; the impact of immigration on culture; and the development of modern, multicultural Britain. Starting with the Norman invasion and finishing with European migration in the 21st century, students use a range of sources to piece together the stories of communities who have made Britain their home.

International Relations 1918–2001 + USA 1919–1948: The People and the State

This thematic study allows students to critically evaluate historians' views of key events in 20th century history, with particular focus on the causes of WWII and the Cold War. Our exciting trip to Berlin in October of Year 11 directly supports our study of the Cold War.

Students are then transported back to the 'Roaring 20s' for our depth study to look closely at US society and government policy in this fascinating time period. The course includes: economic boom in the 1920s; depression in the 1930s; race riots in the 1940s; the impact of WWII on US society.

Assessment

History exams include a combination of short answer, source analysis and longer essay style questions. Two of the three papers ask students to analyse and respond to collections of sources and historical interpretations.

- 1) *Migration to Britain 1000-2010*: 25%
- 2) *Impact of Empire 1688-1730*: 25%
- 3) *International Relations & USA 1919-1948*: 50%

Students best suited to this course

This course is suited to students interested in learning about the stories of the past, who enjoy searching for answers and reaching conclusions through source analysis, discussion and debate.

Post-16 opportunities

History students are encouraged to be critical consumers of information, with strong essay-writing abilities in addition to excellent evaluation and judgement skills. This continues to make History a very popular subject with employers, sixth forms and universities.

Qualification details: History A (Explaining the Modern World) GCSE (9-1) (OCR J410)



Hospitality and Catering

This qualification is a Level 1/2 Vocational Award in Hospitality and Catering. It is most suitable as a foundation for further study, providing learners with a core depth of knowledge and a range of specialist and general skills that will support their progression to further learning and employment.

Aims of the course:

The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering is not their primary service but is increasingly important to their success. According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector with the majority of new roles falling within the 18-24 age group.

The Eduqas Level 1/2 Vocational Award in Hospitality and Catering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study providing learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment. Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. All of these roles require further education and training either through apprenticeships or further and higher education.

Course contents:

Unit 1: The Hospitality and Catering Industry – External Assessment, On-Screen and Paper (90-minute exam)

Unit 2: Hospitality and Catering in Action – Internally assessed coursework, when you show your knowledge in planning menus with specific requirements and make two dishes.

Students best suited to this course

This course is best suited to students who enjoy design, are practically minded, are self-motivated and have good time management skills.

Post-16 opportunities: Achievement in this course adds good breadth to any suite of qualifications, and will be particularly beneficial to students who may consider a vocational Catering course post16.

Qualification Details: Eduqas Level 1/2 Vocational Award in Hospitality and Catering (WJEC 5569QA)

You will gain a Pass, Merit or Distinction



Languages: French & Spanish

The Modern Foreign Languages Department offers an exciting range of courses.

Aims of the course

Students will continue to improve their knowledge and understanding in speaking, listening, reading and writing skills. They will also develop their competence in grammar and translation.

Course contents

GCSE language courses build on our students' language skills in Key Stage 3. They will revise, consolidate and further develop their linguistic abilities in many familiar themes and topics as well as exploring new topics such as customs and festivals, and global issues.

Theme 1: Identity and culture

- Self, family and friends
- Free time
- Technology
- Customs and festivals

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

- Home, town and region
- Social issues
- Global issues
- Travel and tourism

Theme 3: Current and future study and employment

- My studies
- Life at school/college
- Education and post-16
- Jobs, career choices and ambitions

All four skills are assessed at the end of Year 11 and are equally weighted (25%):

Speaking: Students will take part in a lively conversation with their teacher which involves describing a photo, performing a role-play and having a general conversation on two of the course themes.

Listening: Students will be expected to understand statements, short and long conversations, and longer passages in the target language.

Reading: Students will be expected to respond to questions in English and in the target language, read and answer questions on a short extract from a literary text and translate a short passage from the target language into English.

Writing: Students are required to do three written tasks. These tasks vary depending if students are foundation or higher tier. Both tiers will be required to translate a short passage into the target language.

Students best suited to the course

We welcome any student who likes languages lessons and enjoys learning languages. We strongly recommend that students who are achieving grade 6 in Year 9 languages should take a language for GCSE. Students who opt for a language GCSE could open up more options for themselves when looking ahead to post-16 and post-18 choices. Some universities now ask for students to have a language GCSE as an entry requirement. Students who are considering an academic route such as the EBacc and would like to have an impressive CV should also opt for languages. Many employers are actively seeking employees who have at least a GCSE in modern foreign languages.

Post-16 opportunities

You can do A-Level Languages and languages are also part of the International Baccalaureate. Studying a language beyond a Level 3 course (A level/IB) opens up employment opportunities and the world to our learners.

Qualification details

The exam board is AQA using the 9-1 GCSE grading system:

French (8658)

Spanish (8698)

Key Note: If you are currently working at a 5 or above you will be expected to study a language



Aims of the course

Your practical skills of composing music and performing will be refined and will demonstrate creativity, reflection and resilience and develop confidence and presentation skills. Studying music will give you opportunities for higher order thinking, by considering ideas which go beyond language. This is great brain-training which will help you in other areas too. You will gain a deep learning of transferable abilities and practice applying these to new situations, developing analytical and problem solving skills. Through studying music, you will be equipped with the skills to succeed in your next steps.

The course will involve performing (playing music) on your own and in a group. This could be in any style, on any instrument or voice, including DJ skills, rapping, singing, band and orchestral instruments. Exploring how great pieces of music were put together, then when you have learnt some of the techniques, composing your own music. This involves using computer software, writing for a specific purpose, writing songs etc. Listening to a variety of music and learning how to identify the facts about what you hear.

Course content:

Unit 1 Performing 35% Teacher assessed

Two pieces, lasting a total of 4 minutes. An ensemble (group piece) lasting at least one minute One piece linked to an Area of Study(see below) Grade 3 is the standard level and can score full marks if played perfectly You can use any instrument or voice, or choose a technology option. You will write a programme note on one of the pieces you perform.

Unit 2 Composing 35% Teacher assessed two pieces:

One in response to a brief set by WJEC – there are 4 to choose from each year. You will also write an evaluation of this piece. One free composition – ANY style you want to write in.

Unit 3 Appraising 30% Externally assessed examination Listening examination:

8 questions, 2 on each area of study:

1. Musical Forms and Devices (including a set work*) 2. Music for Ensemble
2. Film Music 4. Popular Music (including a set work*Listening Exam (40%))

Students best suited to this course

If you already play an instrument or sing, you can develop your skills and get a GCSE out of it! If you don't already play an instrument or sing, you can take the opportunity to learn new skills which could stay with you for life. If you already enjoy writing your own music or songs, you can use this ability and experience towards your GCSE. If you are a creative person who wants to learn to make music this course will give you that chance. If you love listening to music, and can spot all the details, sing every riff and "air-drum" every beat you have already developed some of the abilities you need. OK, so you can't mime playing it in the assessment, but if you can already think that rhythm or sing that tune in your head, you have some skills!

Post-16 opportunities

The possibilities are endless. Music will enable you to demonstrate many skills which employers, colleges and universities will be looking for. Specific Music courses
Music AS and A2 level; Music Technology AS and A2 level; IB Music; Music College; University;
GNVQ and BTEC Performing Arts/Performance Studies; Performing Arts AS and A2 level.

Qualification details

WJEC GCSE in MUSIC 3660QS



Physical Education - GCSE

Aims of the course

- Understand how the respiratory, cardiovascular, skeletal and muscular systems respond to exercise and training.
- Develop the ability to analyse movement
- Understand training methods and principles
- Understand reasons for participation and non-participation
- Understand factors affecting health, fitness and well-being
- Develop an understanding of ethics in sport

Course contents

This course is divided into three sections: practical, coursework and a 60% theoretical component. The theory component has two units:

- Physical Factors Affecting Performance (30%)
- Socio-Cultural Issues and Sports Psychology (30%)

These units will be assessed through written exams. The remaining 40% is assessed through performance in PE (1 team sport, 1 individual and 1 other). We will assess these in PE lessons. (Some sports done outside school can also be assessed.) There is also a non-exam assessment on:

- Analysing and Evaluating Performance

Students best suited to this course

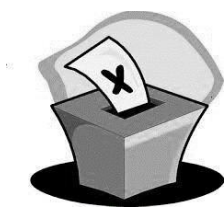
Those who have a big interest in physical activity, and have shown good levels of ability in this subject. You must also have the potential to do well in the academic elements of the course. You must already be involved in a variety of sports, including extracurricular PE.

Post-16 opportunities

Success in this subject can lead to AS/A2-level study in PE, or GNVQ and BTEC courses in subjects related to sport, exercise or leisure. It can also help in finding employment in the sport and leisure industries.

Qualification details

Physical Education Level 1/2 (9-1) GCSE (OCR J587)



Politics (must be taken with either History or Geography)

Aims of the course

- To enable learners to deepen their knowledge of democracy and government, the law, rights and responsibilities and how we live together in society.
- To enable students to acquire the knowledge, understanding and skills to play a positive role in public and democratic life as informed and active citizens, and build the foundations for further learning and study.

Course contents

Rights, the law and the legal system in England and Wales

Students will study the English and Welsh legal and justice system; the implications of the Magna Carta for the development of British law; the main provisions of the UN Universal Declaration on Human Rights and the European Convention on Human Rights; the importance of protecting rights, equalities and freedoms. Students will use this knowledge to evaluate the controversial actions of governments across the world, for example those who practice detention without trial.

Democracy and government

Students will investigate parliamentary democracy through analysis of election process and political accountability and establish what is necessary in order to create effective democratic government. Students will study the UK's major political parties and will analyse the key philosophical and political differences between them. We will carefully consider the role of the media and a free press in political life, encouraging students to critically analyse news from a range of sources.

The UK and the wider world

Students undertake an investigation into the UK's relationship with the wider world through its membership of the UN, NATO and the EU. Students will evaluate the role played by the UK government in international crises and conflicts, as well as analysing the impact of NGO intervention in international disagreements.

Students best suited to this course

This course is suited to students with an interest in political debate, current affairs and governmental process, as well as local, national and international issues affecting citizenship in the UK and across the world.

Post-16 opportunities

The course gives students the opportunity to critically evaluate a wide range of information, and equips them with a thorough understanding of government institutions and political processes. This provides

students with an invaluable foundation for further study in a range of subject areas such as History, Geography, Economics, Law and Business.

Qualification details

Citizenship Studies GCSE 9-1 (OCR J270)

This is intended as a complementary option to be taken alongside another humanities subject. Please note: Students will only be permitted to take this course if they also choose to study Geography or History GCSE.



Sport BTEC

Aims of the course

- To give a vocational grounding in the area of sport and exercise.
- To develop skills, techniques, personal qualities and attitudes in the area of sport and exercise.
- To prepare for study at a higher level in the area of sport and exercise.
- To prepare for possible employment in the sports sector.

Course contents

- Fitness for sport and exercise
- Practical performance in sport
- Applying the principles of personal training
- Leading sports activities

Students best suited to this course

This course will appeal to any students with an interest and ability in PE/sport.

You must already be involved in extracurricular PE, as the department insists that you take part in at least one activity per week.

Post-16 opportunities

This subject area can help prepare you for employment in the sports sector at a junior level.

It will also give you grounding for further study in the area of sport and exercise, e.g. A level Physical Education, Level 3 BTEC Nationals in Sport, and Sport and Exercise Sciences.

Qualification details

BTEC Sport
Edexcel First Award

The course is assessed through a number of written and practical assignments throughout Year 10 and Year 11.

There is one exam in Year 10.

Grades are awarded at Pass, Merit, Distinction and starred Distinction levels.

More information: <https://qualifications.pearson.com>

Glossary

A level/GCE	Advanced-level exam (General Certificate of Education, a two-year Level 3 qualification)
AQA	Exam awarding body
AS level	Advanced subsidiary-level exam (one-year Level 3 qualification)
BTEC	Vocational qualification offered by Edexcel
Cambridge National	Vocational qualification offered by OCR
Controlled assessment	Formal internal test, part of a qualification, when candidates must be within direct sight of the teacher
EBacc	English Baccalaureate: The measure recognises where pupils have secured a C/5 grade or better across a specific range of academic subjects
Edexcel	Exam awarding body owned by Pearson
Eduqas	Eduqas is the new brand from exam awarding body WJEC.
FE	Further Education
FSMQ	Free Standing Maths Qualification
GCSE	General Certificate of Secondary Education (Level 2 qualification)
IB	International Baccalaureate (a European equivalent of A levels)
OCR	Exam awarding body (part of Cambridge Assessment)
WJEC	Exam awarding body. Eduqas is the new brand from WJEC.

If you are unsure what any abbreviation stands for, ask your subject teacher or form tutor.