



KS4 Guided Pathways

2022



Introduction

Deciding which subjects to study is an important and exciting part of being in Year 9, as it gives you the first opportunity to choose those subjects that interest you and will help you on your career pathway. We have structured the pathways to give you a wide range of subjects to choose from to ensure that you will have a broad, balanced and exciting curriculum experience in preparation for your future.

You now can decide which subjects you will study at the Academy for the next two years. The process of choosing your subjects is designed to be as simple as possible. This booklet will help you to make these choices, it contains details of the courses we offer in Key Stage 4.

Students will not be able to change subjects once they have started their studies in Year 10 unless there are exceptional circumstances. Therefore, it is essential that you make the right decisions from the very beginning. Talking through your subject choices with any of the following people is also an essential part of the process:

- ◆ Your parents, who know you best
- ◆ Other family members or people you see regularly
- ◆ Your teachers and Apollo Tutor who can tell you how well you are progressing in the subjects you are studying at present
- ◆ Any member of the Senior Leadership Team

By selecting courses in this booklet, you are choosing subjects that will build upon your strengths over the next two years. The Key Stage 4 courses will be examined in different ways, using a range of examination boards. The decision about which examination board and which type of course you will study will be made by the Academy based on a variety of factors including

- ◆ The makeup of the final class group
- ◆ Specification details
- ◆ Government approval of courses (this can change mid-course)

All decisions made will support all students to achieve the very best outcomes possible, and to allow the broadest selection of routes to the next stage of your education, whatever that might be.

What do students have to study?

All students must study:

- English Language and English Literature
- Mathematics
- Science (combined)
- Physical Education
- PSHEE / RS

Students should then choose their preferred subjects from one of two pathways.



Pathways

All students will follow the core curriculum of English Language, English Literature, Mathematics, Science (combined), PE and PSHEE/RS. The remaining periods on the timetable will comprise of subjects selected from three blocks in two pathways.

We have placed students in one of two pathways based on their assessments from Key Stage 2, their progress tests (taken in Year 7 and 8) and their current Attitude to Learning Scores. Each of the two pathways are very similar, offer a range of subjects and potential combinations and both pathways can be found in the options booklet. We want every student to finish Year 11 with a broad set of qualifications that will take them on to their post-16 destination in education or employment-based training. All our qualifications are level 2 qualifications and should lead to level 3 qualifications at their post-16 destination.

Blue pathway

Students on the blue pathway will study a route that includes a language (Spanish) and a Humanity (History or Geography). Some students may also choose Computing, if approached to do so by the Academy. This pathway meets the demands of the English Baccalaureate (EBacc). Being able to speak a foreign language is increasingly seen as a valuable skill for young people. Job roles and our local and national communities increasingly rely on the ability to communicate with people from all over the world. Businesses and university admissions teams look favourably on students with proven language skills.

Blue pathway		
Block A	Block B	Block C
GCSE Spanish	GCSE Geography GCSE Drama GCSE Design Technology Vocational Health & Social Care Vocational Dance Vocational Music	GCSE History GCSE Ethics, Philosophy and Religion GCSE Art GCSE Computing (by invitation) Vocational Sport Vocational Construction Vocational Business & Enterprise

Silver pathway

Students on the silver pathway will study a route which can include a language (Spanish) and must include a Humanity (History or Geography). This pathway might not follow the EBacc route as set out by the government.

Silver pathway		
Block A	Block B	Block C
GCSE Spanish GCSE History GCSE Art GCSE Geography Vocational Creative iMedia	GCSE Geography GCSE Drama GCSE Design Technology Vocational Health & Social Care Vocational Dance Vocational Music	GCSE History GCSE Ethics, Philosophy and Religion GCSE Art Vocational Sport Vocational Construction Vocational Business & Enterprise

Choosing your subjects

Before choosing your subjects, read all the subject information in this booklet. You could also:

- ◆ Talk to your Apollo Tutor
- ◆ Talk to your subject teachers
- ◆ Talk to our Careers Advisor, Mr Lyddiatt
- ◆ Research which subjects you need to study for post-16 courses at Sixth Form or college or post-18 courses at college or university.



Some things to think about:

- ◆ Don't choose a subject or course just because your friends do
- ◆ What are your strong subjects?
- ◆ What are your weak subjects?
- ◆ Do you enjoy practical / vocational subjects or academic subjects?

Grading your subjects

Examinations in reformed English Language, English Literature and mathematics GCSEs were taken for the first time in 2017. These were graded from 9 to 1, instead of A* to G. This new grading system will apply to all GCSE subjects from 2019 onwards. Statistical predictions were used to ensure there was alignment between the new and old grading structures, so that:

- ◆ Broadly the same proportion of students achieved a grade 4 and above as previously achieved a grade C and above •
- ◆ Broadly the same proportion of students achieved a grade 7 and above as previously achieved a grade A and above •
- ◆ The same proportion of students achieved a grade 1 and above as previously achieved a grade G and above.

The government's definition of a "good" or "strong" pass is a grade 5, although a grade 4 may still be considered as a 'standard pass'. Moving forwards, different Post 16 providers (Sixth Forms, colleges, apprenticeships) have their own requirements regarding what they consider to be a pass / entry requirement. It is worth considering where you might want to study after your GCSEs and what you need to achieve to gain a place on the next step of your educational journey. Other subjects such as BTEC qualifications have a grading system which has an equivalence in points value.



Subject profiles

MANDATORY SUBJECT

Subject: English Language

Subject Leader: Miss M. Coffield

Examination Board: AQA

Examination Type: Linear

Why study English Language?

Critical reading and comprehension

- ◆ Identifying and interpreting themes, ideas and information in a range of literature and other high-quality writing; reading in different ways for different purposes, and comparing and evaluating the usefulness, relevance and presentation of content for these purposes; drawing inferences and justifying these with evidence; supporting a point of view by referring to evidence within the text; identifying bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; reflecting critically and evaluatively on text, using the context of the text and drawing on knowledge and skills gained from wider reading; recognising the possibility of different responses to a text
- ◆ Summary and synthesis: identifying the main theme or themes; summarising ideas and information from a single text; synthesising from more than one text
- ◆ Evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology accurately to do so and paying attention to detail; analysing and evaluating how form and structure contribute to the effectiveness and impact of a text
- ◆ Comparing texts: comparing two or more texts critically with respect to the above.

Writing

- ◆ Producing clear and coherent text: writing effectively for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue; selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; using language imaginatively and creatively; using information provided by others to write in different forms; maintaining a consistent point of view; maintaining coherence and consistency across a text.
- ◆ Writing for impact: selecting, organising and emphasising facts, ideas and key points; citing evidence and quotation effectively and pertinently to support views; creating emotional impact; using language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis).

Spoken language

- ◆ Presenting information and ideas: selecting and organising information and ideas effectively and persuasively for prepared spoken presentations; planning effectively for different purposes and audiences; making presentations and speeches
- ◆ Responding to spoken language: listening to and responding appropriately to any questions and feedback
- ◆ Spoken Standard English: expressing ideas using Standard English whenever and wherever appropriate.

What will you learn?

The course is divided into 3 units of study which cover:

- ◆ **Paper 1:** Explorations in Creative Reading & Writing (50%) 1 hour 45-minute written exam
- ◆ **Paper 2:** Writers' Viewpoints & Perspectives (50%) 1 hour 45-minute written exam
- ◆ **Non-examination Assessment:** Spoken Language

How will you be taught?

With the English language GCSE, some of content and topics will be:



- ◆ Creative reading
- ◆ Creative writing
- ◆ Fictional texts
- ◆ Descriptive/narrative writing
- ◆ Extended writing
- ◆ Non-fiction texts
- ◆ Literary non-fiction texts
- ◆ Use of standard English
- ◆ Presenting
- ◆ Responding to questions & feedback

How will you be examined / assessed?

Paper 1: Explorations in Creative Reading and Writing (80 marks)

Paper 2: Writers' Viewpoints and Perspectives (80 marks)



MANDATORY SUBJECT

Subject: English Literature

Subject Leader: Miss M. Coffield

Examination Board: AQA

Examination Type: Linear

What will you learn?

Throughout your course, you will analyse, debate and critically theorise literary works that span across 400 years. Including Shakespeare, the 19th Century novel, the 20th century play and poetry relating to power and conflict.

While you will be analysing classic texts and authors, you will gain core reading comprehension and writing skills that will be valuable to you in life and your career.

How will you be taught?

Within the English Literature GCSE, some of content and topics will be:

- ◆ An Inspector Calls
- ◆ Macbeth
- ◆ A Christmas Carol
- ◆ Power and Conflict poetry anthology
- ◆ Unseen Poetry

How will you be examined / assessed?

Paper 1: Shakespeare and the 19th-century novel

Section A – Shakespeare

You will answer one question on Macbeth. Writing in detail about an extract from the play and then writing about the play as a whole.

Section B - The 19th-century novel

You will answer one question on A Christmas Carol. Writing in detail about an extract from the novel and then writing about the novel as a whole.

Paper 2: Modern texts and poetry

Section A - Modern texts

You will answer one essay question from a choice of two on An Inspector Calls.

Section B – Poetry

You will answer one comparative question on one named poem printed on the paper and one other poem from the power and conflict anthology.

Section C - Unseen poetry

You will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.



MANDATORY SUBJECT

Subject: Mathematics

Subject Leader: Mr P. Newton

Examination Board: Edexcel

Examination Type: Linear

Why study Mathematics?

- ◆ You will develop skills such as problem solving, analysing data, communication, logical thinking and attention to detail. All skills that can be applied to any future career path.
- ◆ Most jobs and careers will need you to use maths in some way and it's particularly useful in job families like accountancy, banking and finance, management, environmental sciences, construction, engineering and manufacturing, medical technology, and science and research.
- ◆ Having a grade 4 or above in Mathematics is something that almost all employers will look favourably on during the recruitment process.

What will you learn?

The course is divided in to 5 units of study which cover:

- ◆ Number
- ◆ Algebra
- ◆ Geometry
- ◆ Data/Statistics
- ◆ Ratio

How will you be taught?

- ◆ You will be taught in groups of similar abilities so that all the work is aimed at a level that you can access but will also challenge you.
- ◆ The lesson and scheme of lessons will be familiar to you as it continues from what you were taught in Key Stage 3. You will build in prior knowledge whilst also preparing to be able to answer exam questions.
- ◆ After every topic, you will complete a "Progress Ladder" that will help you to know if you are keeping on track. You will receive feedback on these with support on your areas of development.

How will you be examined / assessed?

- ◆ You will sit 3 papers at the end of the course in Year 11. Each one is 90 minutes long and has a possible 80 marks.
- ◆ Paper 1 is non-calculator.
- ◆ Papers 2 and 3 are calculator.
- ◆ The Foundation exam covers grades 1 – 5 and the Higher exam covers grades 4 – 9.



MANDATORY SUBJECT

Subject: Science

Subject Leader: Mrs L. Owen

Examination Board: AQA

Examination Type: Linear

Why study science?

- ◆ Science is core subject worth 2 GCSEs.
- ◆ The many skills that are vital to being a good scientist are also transferable across many other disciplines and career pathways.
- ◆ You will study a wide variety of topics across the 3 science disciplines of Biology, Chemistry and Physics, which seek to explain the science behind the world in which we live.

What will you learn?

The course is divided in to 24 units of study which cover:

- ◆ Biology topics studied include: Cell Biology, Organisation of Living Organisms, Disease, Bioenergetics, Homeostasis, Variation and Inheritance and Ecology.
- ◆ Chemistry topics studied include: Atomic Structure, Bonding, Quantitative Chemistry, Chemical Changes, Energy Changes, Rates of Reaction, Organic Chemistry, Chemical Analysis, Atmospheric Chemistry and Using Resources.
- ◆ Physics topics studied include: Energy, Electricity, Particle Model, Atomic Structure and Radioactivity, Forces, Waves and Magnetism and Electromagnetism.

How will you be taught?

- ◆ You will be taught a topic at a time, alternating through Biology, Chemistry and Physics.
- ◆ Practical will be used as a teaching tool wherever appropriate, including required practicals that are set by the exam board.
- ◆ Throughout the course you will also build exam skills through exam-style questions and mini-assessments.

How will you be examined / assessed?

- ◆ You will be examined at the end of Y11.
- ◆ The exams for science consist of 6 exam papers – 2 Biology, 2 Chemistry and 2 Physics paper.
- ◆ Each exam paper is 1 hour and 15 minutes and worth 70 marks. Each paper has an equal weighting in the overall grade.

Science as a subject:

- ◆ Science is core subject that must be studied at GCSE but it opens up a whole range of opportunities, not just for those wishing to pursue science pathway.
- ◆ There are many disciplines within science that student can on to study further including medicine, research, engineering and teaching.
- ◆ In additional to this, the analysis, evaluation and critical thinking skills developed in science are transferable across many other career pathways.



OPTIONAL SUBJECT

Subject: Art & Design

Subject Leader: Mr M. Cox

Examination Board: OCR

Examination Type: Modular (60% Coursework Portfolio/40% Externally Set Task)

Why study Art & Design?

- ◆ If you've enjoyed your Art lessons at KS3 and are enthusiastic about working creatively and finding out more about different artists and cultures, then this is the course for you!

What will you learn?

- ◆ You will learn how to develop art work using a range of media, following projects that will extend your understanding of Painting & Drawing; Graphics; Three Dimensional Studies and Printmaking.
- ◆ You will learn how to communicate your ideas visually, producing both preparatory work and final pieces.
- ◆ You will extend your understanding of the work of other artists, showing how it has influenced your own practical work.

How will you be taught?

- ◆ Your Coursework Portfolio will be based upon a theme chosen by your Art Teacher and look to build on the skills you have been taught in Art during Key Stage 3. The teaching will be very much practical based with some theory, as you build your coursework exhibition throughout Year 10 and the first term of Year 11.
- ◆ Your Externally Set Task will begin from Term 2 in Year 11 and be based upon a variety of set themes decided by the OCR Exam Board. The teaching will become very much personal to each student's chosen theme, as you build your Externally Set Task Exhibition throughout the last five months of the course.

How will you be examined / assessed?

- ◆ You will be awarded two separate marks for your Coursework Portfolio Exhibition and your Externally Set Task Exhibition, which will combine to provide an overall GCSE Grade between 1-9. The Coursework Portfolio accounts for 60% of the total mark, with the Externally Set Task making up the other 40%. Both exhibitions will be assessed by the Art Department and then moderated by the OCR Exam Board.

Why choose Art & Design?

- ◆ If successfully achieved a GCSE in Art & Design can open up a lot of different progression routes at Post 16. The most popular here at Astrea Woodfields is to follow one of our BTEC National Diploma courses in the Sixth-Form, which are a set of intensive vocational courses that are equivalent to the traditional A-levels. Because of their diversity they will allow you the opportunity to follow different university/college courses or lead to numerous career paths such as Graphic Design; Interior Design; Fine Art; Illustration; Fashion Design; Computing - Web Design, Animation, Computer Game Design etc.



OPTIONAL SUBJECT

Subject: Business and Enterprise (vocational)

Subject Leader: Mr I. Thomas

Examination Board: NCFE

Examination Type: Modular

Why study Business and Enterprise?

- ◆ It is a ‘real world’ subject that uses lots of case studies and examples from well-known businesses that you will be familiar with
- ◆ Business uses knowledge and skills from other subjects – maths, geography, art, technology, English, ICT, accounting and economics – so there is bound to be something that you enjoy or appeals to your skill set
- ◆ It is both an academic and vocational subject as well as being a brand-new lesson that you won’t have studied before

What will you learn?

The qualification consists of one unit with multiple content areas:

- ◆ Content area 1 Entrepreneurship, business organisation and stakeholders
- ◆ Content area 2 Market research, market types and orientation and marketing mix
- ◆ Content area 3 Human resource requirements for business and enterprise
- ◆ Content area 4 Operations management
- ◆ Content area 5 Business growth
- ◆ Content area 6 Sources of enterprise funding and business finance
- ◆ Content area 7 The impact of the external environment on business and enterprise
- ◆ Content area 8 Business and enterprise planning

How will you be taught?

- ◆ In the classroom, teacher led
- ◆ Use of computers when necessary

How will you be examined / assessed?

- ◆ One exam
- ◆ A portfolio consisting of 8 pieces of project work that relate to the content areas above

Why choose Business and Enterprise?

- ◆ You will end up working for a business of some sort – whether it be your own, a private sector business or in the public sector
- ◆ This course will give you a good background and many students go on to study Level 3 BTEC Business or A-Level Business at college, or even Apprenticeships in Business Administration, for example



OPTIONAL SUBJECT

Subject: Creative iMedia (vocational)

Subject Leader: Mr I. Thomas

Examination Board: OCR

Examination Type: Modular

Why study Creative iMedia?

- ◆ think creatively, innovatively, analytically, logically and critically
- ◆ develop independence and confidence in using skills that would be relevant to the media industry and more widely
- ◆ design, plan, create and review digital media products which are fit for purpose meeting both client and target audience requirements
- ◆ develop learning and practical skills that can be applied to real-life contexts and work situations

What will you learn?

The course is divided in to 3 units of study which cover:

- ◆ Unit R093 – Creative iMedia in the media industry.
- ◆ Unit R094 – Visual identity and digital graphics.
- ◆ One other from:
 - R095 Characters and comics
 - R096 Animation with audio
 - R097 Interactive digital media
 - R098 Visual imaging
 - R099 Digital games

How will you be taught?

- ◆ Students will be taught through a mix of whole-class teaching and individual practical tasks
- ◆ Some work will be theory based and therefore books will be used
- ◆ Other work will be computer based

How will you be examined / assessed?

- ◆ Unit R093 is assessed through an external written exam paper. It is worth 40% of your final grade.
- ◆ For the other units you will be assessed through centre-assessed coursework, with R094 worth 25% of the final grade and the optional unit worth 35%

Why choose Creative iMedia?

- ◆ There is increasing demand from employers for a skilled and technically literate workforce as more media products are produced digitally.
- ◆ Creative iMedia provides a good foundation for further progression to Level 3 media-related courses such as:
 - Digital Games Design and Development
 - Computing
 - TV and Film Production



OPTIONAL SUBJECT

Subject: Construction (vocational)

Subject Leader: Mr I. Thomas

Examination Board: Pearson Examination Type: Modular

Why study BTEC Tech Award in Construction and the Built Environment?

1. The BTEC Tech Award is an introduction to vocational learning. The qualification gives learners the opportunity to build skills that show an aptitude for further learning, both in the sector and more widely.
2. The approach to the suite is based on well-established BTEC assessment approaches that are proven to be successful in building skills and motivating learners to engage fully with challenging study.
3. There is no limit to progression options as the skills acquired are applicable to a range of post-16 study options.

What will you learn?

1. The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop applied knowledge and practical skills in the following areas:
 1. Construction Technology
 2. Construction in Practice
 3. Construction and Design.
4. This Tech Award complements the learning in GCSE programmes such as GCSE Design and Technology by teaching additional and specific skills in either brickwork or carpentry and joinery and by providing a more applied area of study when looking at the different types of technologies being used in a real-world setting for low-rise construction.

How will you be taught?

1. Components 2 and 3 are assessed through non-exam internal assessment. The non-exam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:
 2. The acquisition of practical skills and techniques used in industry for safe working practices to create a practically constructed outcome to a specification in carpentry and joinery, and quality control procedures to ensure an aesthetic, well-finished and accurate product produced in timber.
 3. The development and application of skills such as interpreting a brief to extract relevant information that will impact design ideas, principles of design, constraints of design, and sketching skills and techniques.
4. Component 1: requires learners to understand the different areas of technology and the real-life application of these technologies in the UK and around the world. Be able to make connections between different construction technologies to ensure appropriateness of low-rise construction projects in different scenarios

How will you be examined / assessed?

1. **Component 1:** Construction Technology (48 GLH) (External Assessment)
2. **Component 2:** Construction in Practice (36 GLH) (Internal – externally moderated)
3. **Component 3:** Construction and Design (36 GLH) (Internal – externally moderated - synoptic)

Non-exam internal assessment is delivered through Pearson Assignments. These assignments are set by Pearson, marked by the centre and moderated by Pearson.

Why choose BTEC First Award in Construction and the Built Environment?

The Edexcel BTEC Level 1/Level 2 Tech Award in Construction and the Built Environment provides the skills, knowledge and understanding for level 2 learners to progress to:



1. A Levels as preparation for entry to higher education in a range of subjects
2. Study of a vocational qualification at Level 3, such as a BTEC National in Construction and the Built Environment, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the construction or engineering sectors.

OPTIONAL SUBJECT

Subject: Dance (vocational)

Subject Leader: Miss L. Geldart

Examination Board: Pearson Examination Type: Modular

Why study Dance?

- ◆ This course will help you to develop key skills in Performing Arts and Dance including reproducing repertoire, responding to stimuli and increased proficiency in a number of dance styles.
- ◆ It will help to develop knowledge and understanding of the key processes in Dance such as development of ideas, rehearsal, performance and the roles and responsibilities which lead to the effective production of repertoire.
- ◆ You will cultivate vital skills for the Performing Arts industry and for the future including personal management, communication and confidence.

What will you learn?

The course is divided in to 3 components of study which cover:

Component 1: Exploring the Performing Arts	Component 2: Developing Skills and Techniques in the Performing Arts	Component 3: Responding to a Brief
You will have the opportunity to study 3 different types of dance through professional work. You will complete both written and practical assignments in your exploration. 30% of Final Grade	You will analyse your skills as a dancer then complete workshops in order to further develop these skills. This component culminates in a performance of existing professional repertoire to an audience. 30% of Final Grade	You will choreograph a group dance based on a stimulus set by the exam board. You will complete controlled assessments to justify the ideas and success of your performance. 40% of Final Grade

How will you be taught?

- ◆ Classroom based teaching.
- ◆ Computer based coursework completion.
- ◆ Practical workshops and performances.

How will you be examined / assessed?

- ◆ Component 1 and 2 will be assessed internally (by your teacher).
- ◆ Component 3 will be assessed externally (by the exam board).
- ◆ All assessment will be through coursework, practical, and controlled assessment. There is no formal exam.

Why choose Dance?

- ◆ You should choose this course if you have a passion for dance and are committed to developing and improving skills. Previous experience of dance is helpful but not a necessity.
- ◆ This course can lead to further study in dance and the performing arts including Level 3 Performing Arts, College courses or University study.
- ◆ It can lead to a number of careers including a performer, teacher, arts management, event programming and production.



OPTIONAL SUBJECT

Subject: Design and Technology (Product Design)

Subject Leader: Mr I. Thomas

Examination Board: AQA

Examination Type: Modular

Why study Design and Technology?

- ◆ You will enjoy the course if you have an interest in products of any kind. Learn more about the quality of different products, how they are made and why they are successful.
- ◆ You will have plenty of opportunity to be creative, both on paper and in a practical environment, where you can make models and high-quality prototypes. You will be able to use a computer to create designs using 3D imaging.
- ◆ You will enjoy the course if you have an interest in the latest technology such as: modern materials and processes; artificial intelligence and the very latest in environmental solutions. You will discover how technology can save the planet.

What will you learn?

The course is divided in to 2 units of study which cover:

- ◆ Examination - (50%). This includes: Computer Aided Design and Manufacture CAD/CAM; Robotics; Energy Generation and storage; New and Modern Materials; New and Emerging Technologies; Sustainability; Ethical Design; Specialist Technical Processes; Product Analysis; Mechanisms; Designing for Specific User-Groups; Health and Safety; Manufacturing Techniques; Manufacturing Systems and Business.
- ◆ NEA - Non-Examined Assessment (Coursework) – (50%). This includes: Analysis and Research; Specification; Designing; Developing Designs with CAD and Modelling; Making; Evaluating.

How will you be taught?

- ◆ A wide range of teaching strategies are used and activities completed. A variety of practical resources are used as well as key videos.
- ◆ Skills in both designing and making will be developed. This will include more advanced resources, materials and processes.
- ◆ There will be a major 'making' task in the first part of Y10 and a major design task in the second part of Y10. An engineering drawing will be followed for the making task. This topic will cover elements such as: production planning; jigs and fixtures; quality control.

How will you be examined / assessed?

- ◆ NEA: Internally assessed and sampled for AQA moderation.
- ◆ Examination: Externally assessed.

Why choose Design and Technology?

- ◆ Opportunities for further education: Modern apprenticeships; A Levels; Level 3 courses; Degree level.
- ◆ Wide range of career paths: manufacturing; teaching and lecturing; manufacturing; product design; engineering; interior and graphic design; marketing; architecture.



OPTIONAL SUBJECT

Subject: Drama

Subject Leader: Miss L. Deane

Examination Board: OCR

Examination Type: Modular

Why study Drama?

- ◆ Drama enhances students' artistic and creative skills and gives them a better understanding of themselves and the world around them. By exploring contexts relating to current world issues such as identity, societies, cultures and ideologies students are able to become more critically reflective members of the community.
- ◆ Drama fosters some of the top 'soft skills' that are most valuable to employers or hiring/recruitment managers, such as self-discipline, confidence and team work, problem solving, leadership, organisation and stress-management.

What will you learn?

The course is divided in to 3 units of study which cover:

- ◆ Devised Drama, in which students will learn to work collaboratively to develop, perform and evaluate their own performance and rehearsal. Students will learn how to structure a devised performance and successfully use form, genre and style.
- ◆ Presenting and performing texts, in which students will learn the social, cultural and political context of their chosen text, the features of the text and how to communicate Drama using semiotics, performance skills and performance conventions.
- ◆ Performance and response which is the summer exam. In preparation for this exam, students will learn to explore and identify the characteristics of a text through practical preparation, to select examples from their own practical study which demonstrate knowledge and understanding of the characteristics of the text. Students will also learn how to analyse and evaluate the work of others.

How will you be taught?

- ◆ You will be taught in a combination of teacher led sessions and supervised student led rehearsals for five hours over the fortnight.

How will you be examined / assessed?

- ◆ Component 1 (Devised Drama) – Students will create a devised performance in groups from a stimulus provided by the exam board, supported by a portfolio.
- ◆ Component 2 (Presenting & performing texts) – Students will study a text chosen by the school and will take part in two performances of two extracts from the text. In this unit students can work individually, or in a group of up to 6 but students must present at least one performance as part of a group.
- ◆ Component 3 (Performance and response) – Section A: Students will be asked about the practical preparation work on their chosen text, they will draw on experience of studying a whole text during the course. The questions will focus on preparing a performance, as well as the performance itself. Section B: Students will analyse and evaluate a live performance they have seen as part of their course.

Why choose Drama?

- ◆ Alongside the aforementioned acquisition of soft skills that are important to employers, Drama provides a good foundation for further study in creative and performing arts, administration, teaching, journalism, law and public relations.
- ◆ Drama encourages ongoing engagement in community theatre and arts project and encourages active interaction in all forms of cultural activity.
- ◆ Any career which involves social interaction and public presentation will be enhanced by the study of Drama.



OPTIONAL SUBJECT

Subject: Geography

Subject Leader: Mrs A. Bowskill

Examination Board: AQA

Examination Type: Linear

Why study Geography?

Geography helps you to make sense of the world around you. It's hands on, relevant and exciting. You will have the opportunity to learn about places and issues that affect our world in the 21st century. In Geography we strive towards creating a positive learning environment to ensure students reach their full potential.

What will you learn?

You will learn through opportunities to:

- ◆ Enquire about the world you live in
- ◆ Appreciate & understand contemporary issues
- ◆ Develop interpersonal skills, communication and problem-solving skills
- ◆ Progress from receiving regular feedback & celebrating your success
- ◆ Complete fieldwork & issue evaluation

Students will firstly be introduced to Living with the Physical Environment, within this unit students will explore various aspects of the physical environment, for example; natural hazards, the living world and the physical environment coasts and rivers. Students will then move on to the unit Challenges in the Human Environment, students will study urban issues and challenges, and the changing economic world. Students will have the opportunity in Year 10 to conduct both their human and physical fieldwork investigations. Year 11 consists of covering the final topic of resource management, students will then spend their time preparing for the pre- release element of the course for paper 3 and preparing for the final examination period.

How will you be taught?

In addition to the high-quality lessons, the Geography department also ensure that students are given an opportunity to learn outside the classroom. Students will enjoy a trip to the Peak District to conduct a rivers study, and a trip to Sheffield to conduct the Human fieldwork element.

How will you be examined / assessed?

- ◆ Paper 1: Living with the physical environment (1hr 30min 35% of the final mark)
- ◆ Paper 2: Challenges in the human environment (1hr 30min 35% of the final mark)
- ◆ Paper 3: Geographical applications (1hr 15min 30% of the final mark)

All three examinations contain marks for the quality of spelling, punctuation, grammar and the use of key terms. Examination questions are a combination of multiple choice, short answer, levels of response and extended prose.

Why choose Geography?

Studying GCSE geography provides you with a variety of valuable skills and knowledge that can be transferred and used across other subject areas and in everyday life. Geography is a broad-based academic subject which will open up options for you in your future. Employers and universities see geography as a robust academic subject, which is rich in skills, knowledge and understanding. As a subject linking the arts and the sciences it is highly flexible in terms of what you can combine it with.



OPTIONAL SUBJECT

Subject: Health & Social Care (vocational)

Subject Leader: Mr I. Thomas

Examination Board: Edexcel Pearson Examination Type: modular

Why study Health & Social Care?

- ◆ The BTEC Tech Award is an introduction to vocational learning. The qualifications give learners the opportunity to build skills that show an aptitude for further learning, both in the sector and more widely.
- ◆ The approach to the suite is based on well-established BTEC assessment approaches that are proven to be successful in building skills and motivating learners to engage fully with challenging study.

What will you learn?

This course provides a practical approach to learning and develops specific knowledge and skills learners need to work successfully in a health and social care setting. They are designed to;

- ◆ Give learners the opportunity to gain a broad understanding and knowledge of the health and social care sector.
- ◆ Give learners the opportunity to experience the vocational elements of the programme, and develop practical skills, such as demonstrating health and social care values that will help prepare learners for the world of work.

How will you be taught?

- ◆ Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.
- ◆ There is one external assessment, Component 3. Component 3 builds directly on Components 1 and 2, and enables learning to be brought together and related to a real-life situation. The external assessment is based on a key task/key tasks that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way.

How will you be examined / assessed?

- ◆ Component 1: Human Lifespan development
- ◆ Component 2: Health and Social Care Services and Values
- ◆ Component 3: Health and Wellbeing

Why choose Health & Social Care?

- ◆ Study of a vocational qualification at Level 3, such as a BTEC National in Health and Social Care, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in aspects of health or social care.
- ◆ Study at Level 2 post-16 in a range of technical routes designed to lead to work, to progression to employment, to apprenticeships or to further study at Level 3. Study of health and social care post-16 through the study of a Technical Certificate.
- ◆ Some learners may wish to build on an interest in human growth and development but take it in a different direction (at either Level 2 or Level 3) by studying for qualifications in Early Years education.



OPTIONAL SUBJECT

Subject: History

Subject Leader: Mrs J. Roe

Examination Board: Edexcel Examination Type: Linear

Why study History?

We believe that students deserve a broad and ambitious History curriculum, rich in skills and knowledge of a range of different time periods and cultures.

- ◆ We study national and international history in Medieval, Early Modern and Modern time periods.
- ◆ Be exposed to different people's perspectives on issues and events throughout history.
- ◆ Develop an understanding of how to apply and write about historical concepts such as causation; continuity and change; significance; consequence; diversity.

What will you learn?

The course is divided into 4 topics that we study over the two years.

- ◆ British Thematic Study with Historic Environment – Crime and punishment in Britain, c1000 to present with Whitechapel, c1870-1900: crime, policing, and the inner city.
- ◆ Period Study – Superpower relations and the Cold War, 1941-91
- ◆ British Depth Study – Early Elizabethan England, 1558-88
- ◆ Modern Depth Study – Weimar and Nazi Germany, 1918-39

How will you be taught?

- ◆ The History department will teach you history through enquiries and investigations within each of the topics as well as stimulating discussions and debates.
- ◆ There will also be analytical thinking about events and sources as well as lessons being mainly written based through note taking and practicing exam questions to prepare you for your exams in year 11.

How will you be examined / assessed?

The History exam is split into three History papers.

- ◆ Paper 1 is the British Thematic and Historic Environment Study – 1hr 15 mins – **30% weighting**
- ◆ Paper 2 is the Period Study and the British Depth Study – 1hr 45 mins – **40% weighting**
- ◆ Paper 3 is the Modern Depth Study – 1hr 20 mins – **30% weighting**

Why choose History?

- ◆ Studying History does not mean you have to become a Historian or History teacher. The skills you develop in History help you in any career that involves large amounts of information or making judgments.
- ◆ Many who study History go on to careers in Law, English, Politics, Sociology, Business, Journalism, Finance, Psychology, Tourism, Medicine, and others.



OPTIONAL SUBJECT

Subject: Music

Subject Leader: Miss L. Deane

Examination Board: Pearson BTEC Examination Type: Modular

Why study Music?

- ◆ Music Education enhances learning skills, communication skills, creativity, teamwork, discipline, cultural awareness, respect for others, and self-esteem through personal accomplishment.
- ◆ There is no final written exam in Year 11.

What will you learn?

The course is divided into 4 units of study which cover (*indicates mandatory units):

- ◆ The Music Industry* – this is an externally assessed unit which helps students to understand the different types of organisations that make up the music industry.
- ◆ Managing a Music Product* - in this unit students will learn to plan, develop and deliver a music product. They will promote and review the management of a music product.
- ◆ Introducing Live Sound – in this unit you will plan for a live music event, demonstrate understanding of health and safety and set up and use live music systems.
- ◆ Introducing Music Performance – in this unit students will develop their music performance skills and review practice and use music performance skills in rehearsal and performance.

How will you be taught?

- ◆ You will learn through set assignment briefs and guided learning hours with your class teacher.
- ◆ You will also conduct research and rehearse together in groups.

How will you be examined / assessed?

- ◆ Internally assessed units will be assessed as Pass/Merit/Distinction by your teacher. Externally assessed units will be sent off and marked by an external examiner.
- ◆ This course is graded as Pass/Merit/Distinction and is the equivalent to a full GCSE course.

Why choose Music?

- ◆ The course trains you in all 10 of the skills most requested by employers (according to the 2020 Future of Jobs Report)
- ◆ Employers value music because it shows that you are committed to learning new skills that take time and effort to develop and that you can work well in a team to create a good quality product to a deadline.
- ◆ Students get the best grades in the subjects they most enjoy – high grades open more doors for you, regardless of the subject.



OPTIONAL SUBJECT

Subject: Ethics, Philosophy and Religion

Subject Leader: Elisha Williamson

Examination Board: AQA

Examination Type: Linear

Why study Ethics, Philosophy and Religion?

This course will encourage you to develop knowledge, understanding and skills to engage in debate and discussion about life in the modern society. This includes developing an understanding of non-religious beliefs, religious and cultural ideas. You will be encouraged to develop their personal values and beliefs, with an emphasis on critical analysis and the ability to construct balanced and informed arguments.

Do you think you could pose answers to the following questions? If so, this course could be the right pathway for you:

Should animal testing be banned?

Should we legalize euthanasia?

Should we wait until we are married to have children?

Should we have the death penalty in the UK for extreme crimes?

What will you learn?

The course is split into two sections 'Philosophical and world views' this is where you study two religious' beliefs. You will explore what they believe and why they believe this. You will also then explore how they put them into practice. This then requires you to recall their beliefs and practices, whilst also evaluating their relevance within modern society.

The second part of the course is described as 'Thematic Studies'. This is the section of the course in which you will explore ethical issues and apply different viewpoints. You will explore four themes:

Relationships and Family Life- this explores issues such as marriage, divorce, sexual relationships, and contraception.

Crime and Punishment- this explores issues such as aims of punishment, corporal and capital punishment, prison systems and how we should treat criminals.

Peace and Conflict- this explores issues such as peace, war, terrorism and protesting. We also explore in this topic the treatment and support available for returning soldiers.

Religion and Life- this explores issues such as abortion, euthanasia, cloning and different ideas about the world came to be, we explore scientific concepts of such as Evolution and The Big Bang Theory.

How will you be taught?

The course will be delivered through a variety of teaching and learning methods such as:

- Recall and quizzing.
 - Debates and discussions.
 - Research and explore current issues within the media to ensure we can apply learning from the course to the wider world.
 - Develop detailed and well-informed writing tasks.
- Ethics and Philosophy also links well to learning through wider world and experiences for example visits to places of worship such as mosques and churches. Along with guest speakers such as war veterans and religious leaders, to aid bring belief and ethical issues to life.



How will you be examined / assessed?

This course is split into two exam papers. Each paper lasts 1 hour and 45 minutes. There will be frequent testing and mocks to support you in your end of course assessments to ensure you feel confident and prepared.

Question styles vary: 1 -mark and 2-mark questions- Recall and multiple-choice style. 3- and 4-mark questions are description based developed through point, evidence and explain. 12-mark questions – these are evaluation style questions in which you must show both arguments for and against an ethical issue raised.

Why choose Religion, Ethics and Philosophy?

As a qualification it is highly respected by future pathways such as universities and employers. If you have a genuine interest in studying the wider world and issues in which impact us and future generations, it this is the qualification for you.

It will help develop skills such as written communication, debate, and evaluation. This links well with other Humanities subjects and English.

It will also support you in job roles such as careers in Law, Teaching, Journalism, Media, and Social Care.

If you want to know more explore the AQA website or see Miss Williamson.



OPTIONAL SUBJECT

Subject: Spanish

Subject Leader: Miss M. Capaces

Examination Board: AQA

Examination Type: Linear

Why study Spanish?

- ◆ Spanish is one of the most widely-spoken languages in the world.
- ◆ This course will build on your communication and interpersonal skills.
- ◆ This course will enable you to learn about culture in the world around you.

What will you learn?

The course is divided in to 3 broad units of study which cover:

- ◆ Theme 1: Identity and culture
- ◆ Theme 2: Local, national, international and global places of interest
- ◆ Theme 3: Current and future study and employment

How will you be taught?

- ◆ Teachers use a range of strategies and activities to enable students to progress in the 4 skills with equal weighting: listening, speaking, reading and writing.

How will you be examined / assessed?

- ◆ 100% exam assessment
- ◆ Foundation / Higher tiers of entry
- ◆ 4 exams including a one-to-one speaking exam

Why choose Spanish?

- ◆ Completion of the Spanish GCSE will allow you to learn about both the language and the culture and will equip you for many professions in the future including work or study abroad.
- ◆ Popular areas of work for those who have studied Spanish are business and journalism, where you will be able to converse with many people from around the world and interpret information effectively.
- ◆ Spanish is also an attractive choice for those who wish to travel, perhaps as cabin crew, for those who want to work abroad on a gap year helping disadvantaged people or simply for holidays.



OPTIONAL SUBJECT

Subject: Sport (vocational)

Subject Leader: Mr S. McClune

Examination Board: Pearson Examination Type: Modular

Why study Sport?

The Pearson BTEC Level 1/Level 2 Tech Award in Sport is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by exploring the different types and providers of sport and physical activity and the equipment and technology available for participation as part of their Key Stage 4 learning. They will also explore the different types of participants and their needs in order to gain an understanding of how to increase participation for others in sport and physical activity and further develop their knowledge and understanding of anatomy and physiology. Learners will undertake practical sessions to develop skills in planning and delivering sports activity sessions to participants. The qualification enables learners to develop their sector-specific skills, such as sport analysis and sports leadership, using realistic vocational contexts, and personal skills, such as communication, planning, time management and teamwork through a practical and skills-based approach to learning and assessment. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them

What will you learn?

The course is divided in to 3 Components of study which cover:

Pearson BTEC Level1/Level 2 Tech Award in Sport				
Component Number	Component title	GLH	Level	Assessment Method
1	Preparing Participants to Take Part in Sport and Physical Activity	36	2	Internal
2	Taking Part and Improving Other Participants Sporting Performance	36	2	Internal
3	Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity	48	2	External - Synoptic

How will you be taught?

- ◆ Students will engage in a mixture of Practical and Theoretical classroom-based modules.
- ◆ Students are taught using learning phases focusing on specific components.
- ◆ A range of teaching styles will be used throughout the course which include direct teaching, research opportunities and collaborative peer opportunities.

Why choose Sport?

- ◆ Opportunity to understand how your body works.
- ◆ Knowledge and understanding of how to maintain/improve positive mental, emotional and physical health
- ◆ Knowledge to lead a Healthy activity lifestyle and support other family and friends.
- ◆ Develop a passion for Sport and pursue a career within the sporting industry.