



The John Roan School

The best in everyone™

Part of United Learning



Key Stage 4 Options 2022-24



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1. A Broad, Balanced, Relevant and Structured Curriculum Entitlement

At The John Roan School, we are committed to all of our students being successful. Therefore, we have built our curriculum at Key Stage 4 (Year 10 and 11) to:

- Challenge all students, of all abilities;
- Develop students' personal skills that reflect the demands of work and everyday life;
- Ensure that all students leave the school with the qualifications, skills and knowledge to continue to university, employment or training.

In addition to a balanced package of examination courses and tutorial support, our curriculum entitlement comprises:

- PRIDE - a programme of Personal, Social, Health, and Economic Education (PSHE) and Religious Studies delivered across Years 10 and 11. This programme will include the statutory responsibility to deliver Sex Education and Careers Education.
- Extra help after school to prepare for examinations.
- Support with improving literacy and numeracy, if it is required.

2. The Qualifications Framework

GCSE Qualifications

The GCSE grading system has changed in recent years. GCSEs are now graded from 9 to 1 instead of A* to G. Grade 5 is referred to as a 'strong pass' (old C+) and a Grade 4 is a 'standard pass'

A comparison between the new 9 to 1 grading system and the old A* to G model is shown in Figure 1.

Figure 1: The GCSE 9 to 1 Grading Structure

Old grades	New grades
A*	9
A	8
B	7
C	6
	5 STRONG PASS
	4 STANDARD PASS
D	3
E	2
F	1
G	
U	U

Progression to Post-16 Courses

Entry to Level 3 courses at Key Stage 5 (Year 12 and 13), such as A Levels, is often dependent on GCSE attainment in English (best result of either Language or Literature) and Maths. Currently Sixth Forms require at least a standard pass (Grade 4, loosely equivalent to the former C grade) in both and most Sixth Forms require strong passes. Many Sixth Forms will require higher grades in English, Maths and the subjects chosen at Key Stage 5.

Entry into the Sixth Form at The John Roan School requires a Grade of 5 in both English and Maths and a 6 in the subjects to be studied at A Level. Entry requirements for Level 3 BTEC courses are slightly different and can be found on the school website in the Sixth Form area.

The English Baccalaureate (EBacc)

The English Baccalaureate is awarded to students gaining passes in a selection of academic and facilitating subjects that provide the best preparation for Level 3 qualifications and Higher Education. In order to achieved the EBacc, students must pass:

- GCSE English, Maths and Combined Science
- Either GCSE Geography or History
- Any GCSE Modern Foreign Language or accredited home language

It is beneficial for students to choose a selection of subjects that meets the EBacc criteria because:

- The EBacc includes the most highly regarded academic subjects
- The EBacc is valued by universities and employers
- The EBacc is considered the best preparation for further study

Attainment 8

Overall attainment is measured over 8 subjects, divided into three groups:

- GCSE English (Language and Literature) and Maths
- Three academic GCSE qualifications – Science, History, Geography or a Modern Foreign Language/accredited home language
- Three other GCSE or equivalent qualifications

For this reason it is sensible for students to choose subjects which fit into these groups, which our timetable design and options process supports. We offer the following subjects:

EBacc	Other Academic	Creative and Practical	
French	Business	Food Preparation & Nutrition	Art & Design: Fine Art
Geography	Religious Studies	Music	Art & Design: Photography
History	(Triple Science)*	Physical Education	Art & Design: Textile Design
Spanish	(Further Maths)*	Product Design	Drama

* Taught outside of curriculum time to selected students.

Vocational Qualifications

These courses require a different set of skills than GCSE courses but are in demand by employers and Further Education Colleges. All vocational qualifications offered at The John Roan School are recognised by Universities. Although they are largely practical and related to broad areas of work, students are required to complete written assignments as part of their assessed portfolios of work and to pass a written examination. We aim for all of our students to achieve a Level 2 (equivalent to 4+ at GCSE) BTEC qualification, although there is the potential for them to also gain a Level 1 qualification. We offer BTECs in:

BTEC Health and Social Care
BTEC Sport

The essential differences between GCSE and vocational qualifications are shown below.

BTEC	GCSE
Coursework and examination	Examination at the end of the course
Pathway to a career – skills based specific to the course	Open qualification
Graded: Pass, Merit, Distinction, Distinction*	Graded: 9 - 1

Curriculum Time

The school runs a 30-period week, with each lesson lasting 50 minutes. Core subjects – Maths and English are taught 5 lessons a week, Science is taught in 6 lessons a week and Options are taught in 4 lessons a week (2 double periods). Core PE is taught in 2 lessons a week. Selected students will be able to study Triple Science and/or Further Maths, this is taught as an extra GCSE after school during the year.

Our core programme

In addition to the Attainment 8 curriculum, all students will follow a PSHE course which develops students Personal, Social, Health and Economic Education. It is taught in Form Time, Assemblies and on PRIDE Days. This programme also includes core RS. Core Physical Education will also be taught across Years 10 and 11.

3. Making the Right Choices

The choices that you make at this stage are important and represent the first real choice over your future, both in education and beyond. It is crucial that you choose a good balance of subjects and courses.

Do not choose a course because:

- your friends are choosing it – you may not end up in the same class when the timetable is published
- you like the teacher – you may have a different teacher for the course in Year 10 and 11
- you think it might be an easy option – there are no easy options. All examination courses require a lot of hard work for success but there are different ways of working – so choose a way of working that suits you

Do choose a course because:

- you are good at the subject
- you enjoy the subject – the work will always seem easier if you enjoy a course
- the ways of working in that subject suit you – some students work better in practical settings
- it helps you to build a broad and balanced package of courses and qualifications

Completing the Course Choice Form

You will be required to complete a course choice form after the Parent Information Evening and detailed assemblies to explain what courses are being offered and how to make appropriate choices. The course choice form will be open to students through their Office 365 log in. When completing the form you must indicate your first, second and third subjects. You will be asked to also select a reserve choice. Before submitting the completed form, please ensure that it is fully checked. Once a decision over the allocation of courses for the whole of year 9 has been finalised, parents will be informed by letter.

Students should choose one subject and make a reserve choice from each of the following option blocks:

Option A	Option B	Option C
Art & Design: Fine Art	BTEC Health & Social Care	Art & Design: Fine Art
Art & Design: Textile Design	Religious Studies	Art & Design: Photography
BTEC Sport	Food Preparation & Nutrition	Drama
Business	Product Design	Geography (EBacc)
French (EBacc)	Geography (EBacc)	History (EBacc)
Spanish (EBacc)	History (EBacc)	Music
		Physical Education

Please note:

- Students cannot study the same subject in two different option blocks
- Students cannot study GCSE PE and BTEC Sport
- Students must only choose one Art & Design subject
- Students should not choose to study a language that they have not already studied

A Recipe for Success

Choosing the correct course is only the start. We want all students to be successful and to do this you must consistently:

- attend school every day on time
- behave well and demonstrate a good attitude to learning at all times
- engage with your work and teachers to progress your learning quickly and effectively
- always produce your best work and take a pride in everything you do

The nature of the new courses mean that you cannot afford to waste time at the start of Year 10. You need to hit the ground running and work hard from the start.

4. The guidance process

Year 9 Parent Options Evening	Wednesday 12 th January
Subject briefings by HoDs in form time, shared online	17 th - 28 th January
Options choice form released to students	Monday 31 st February
Year 9 Parent Evening via School Cloud	Wednesday 23 rd February
Deadline for completion of choices form	Monday 7 th March
Students and parents informed of courses that have been allocated	Summer Term
Student timetables issued	First day of Autumn Term

Once the course choice deadline has expired, senior staff will check that you have made a sensible set of choices based on your abilities and talents. If necessary, or requested by you or your parents, a member of staff will meet with you and/or your parents to guide your choices to ensure that you follow the most appropriate package of courses.

Disclaimer (s)

1. Although the information given in this booklet is given in good faith at the time of publication, there could be changes to some of the arrangements and some of the courses at a later stage. The subject information outlined in the following pages assumes no adjustments for a continuing pandemic affecting assessment in 2024. You will be notified of any changes made.
2. Every effort will be made to accommodate as many first choice options as possible in each block. Where this is not possible, students will be allocated their second choice. In the rare case that neither option choices are available, students and parents will be contacted to explain the matter and discuss alternatives.
3. If insufficient numbers of students choose a particular course, then the school may decide that the course is not viable and students will be offered their second choice.

Qualification: **GCSE (AQA)**

What will I be learning?

Students will study a range of extracts from literary non-fiction and fiction texts. They will learn how to analyse the writer's use of form, structure and language, as well as how to critically evaluate texts and make comparisons between them. In addition, they will develop their speaking and listening skills: presenting, responding to questions/feedback and use of Standard English.

How will I be assessed?

Two examinations:

Paper 1: 1 hour 45 minutes - Explorations in creative reading and writing

- Section A Reading - students will read an extract from a literary fiction text and answer four questions
- Section B Writing - students will choose one piece of narrative or descriptive writing

Paper 2: 1 hour 45 minutes - Writers' viewpoints and perspectives

- Section A Reading - students will read two non-fiction texts and answer four questions
- Section B Writing - students will write one piece of writing which requires them to give their point of view on a particular subject

One non-examination assessment – Speaking and Listening

Assessed by teacher throughout the course – separate endorsement graded Pass, Merit or Distinction (does not contribute to GCSE grade)

Independent Study

- Extra-curricular classes will run weekly in the department.
- Useful websites: BBC Bitesize; AQA
- CGP Revision Guide: GCSE AQA English Language Grades 9-1

ENGLISH LITERATURE

Qualification: **GCSE (AQA)**

What will I be learning?

Students will study four set texts:

- Macbeth
- Dr Jekyll and Mr Hyde or A Christmas Carol
- An Inspector Calls
- AQA Poetry Anthology: Power and Conflict

They will also read a range of poetry to prepare for writing a response to an unseen poem.

How will I be assessed?

Two examinations:

Paper 1: 1 hour 45 minutes – Shakespeare and the 19th-century novel

- Section A Shakespeare - students will answer one question on Macbeth. They will be required to write in detail about an extract and then to write about the play as a whole.
- Section B 19th-century novel - students will answer one question on Jekyll and Hyde or A Christmas Carol. They will be required to write in detail about an extract and then to write about the novel as a whole.

Paper 2: 2 hours 15 minutes – Modern texts and poetry

- Section A Modern Text - students will answer one essay question from a choice of two on An Inspector Calls.
- Section B Poetry - students will answer one comparative question on one named poem from the Power and Conflict Anthology and compare it to another poem from the anthology.
- Section C Unseen Poetry - students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Independent Study

- Extra-curricular classes will be run weekly in the department.
- Useful websites:
- <http://www.bbc.co.uk/education/subjects/zckw2hv>
- <http://www.sparknotes.com/>
- <https://www.youtube.com/user/mrbruff>
- CGP Revision Guides on the set texts and unseen poetry
- Digital

My Possible Career Paths

- Copywriter
- Editorial Assistant
- English as a Foreign Language Teacher
- Lexicographer
- Magazine Journalist
- Newspaper Journalist
- Publishing Copy-Editor/Proof Reader
- Secondary School Teacher

Qualification: **GCSE (Edexcel)**

What will I be learning?

Key Stages 3 and 4 cover work under the content headings Number, Algebra, Ratio & Proportion, Geometry & Measures, Statistics and Probability.

How will I be assessed?

Edexcel GCSE (9–1) in Mathematics will be assessed through three equally-weighted written examination papers at either Foundation tier or Higher tier. Paper 1 is the only non-calculator paper.

Independent Study

The department promotes opportunities for students to take responsibility for their own learning and a variety of online resources are used to support independent study. Listed below are some of the online resources used in Maths:

- www.hegartymaths.com (Login details given, for homework and general practise)
- <https://corbettmaths.com/> (free site for general practise)
- <https://www.mathsgenie.co.uk/> (free site for past exams papers and general practise)
- <https://www.onmaths.com/> (free site for past exams papers and general practise)
- <http://www.bbc.co.uk/education> (BBC Bitesize)

Students need to have a **Casio Scientific Calculator** and **Geometry Set** in order to practise using them in lessons.

My Possible Career Paths

- Chartered Certified Accountant
- Data Analyst
- Data Scientist
- Investment Analyst
- Research Scientist (Maths)
- Secondary School Teacher
- Software Engineer
- Statistician
- Financial Manager
- Financial Trader
- Game Designer
- Insurance Underwriter
- Machine Learning Engineer
- Meteorologist
- Operational Researcher
- Private Tutor
- Quantity Surveyor
- Software Tester

SCIENCE

Qualification: **GCSE (AQA)**

What will I be learning?

All students at The John Roan School study Science. This qualification is linear, meaning that students will sit all their exams at the end of the course.

The course covers key themes in Biology, Chemistry and Physics. There are seven Biology topics covering cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution and ecology. There are ten Chemistry topics covering atomic structure, bonding and properties, quantitative chemistry, chemical changes, energy changes, rates of reaction, organic chemistry, chemical analysis, the atmosphere and using resources. There are seven Physics topics covering energy, electricity, particle model, radiation, forces, waves and magnetism and electromagnetism.

Students are also expected to complete a range of required practical experiments throughout the course. These are taught in units with strong links running between them. Students will have three teachers for Science, one specialising in each discipline.

The KS3 curriculum prepares students for the expectations at GCSE level and this foundation is built upon to solidify practical and theoretical skills. Students will develop their practical and analytical skills over the two year course and learn to apply them to a range of different contexts. They are encouraged to question and explore new ideas and concepts.

How will I be assessed?

For the final exam in Year 11, students will sit six exams. Each paper is sat at Foundation or Higher tier and will last 1 hour 15 minutes for Combined Science and 1 hour 45 minutes for Triple Science. There are a total of 70 marks available on each Combined Science paper and 100 marks for each Triple Science paper.

Independent Study

Students will make use of Doodle for homework and also for revision. We also provide students with access to Kerboodle – an online resource that contains textbooks along with support and extension materials. It is expected that students spend the equivalent of an hour a week on Science homework. It is sensible for students to produce revision materials for themselves as they are taught the course. Students will also be directed towards other revision materials and resources during the course. Further details on the courses can be found at <http://www.aqa.org.uk/subjects/science/gcse>.

My Possible Career Paths

AQA Trilogy GCSE Science pathway enables all students to progress on to A Level Science courses and is an important foundation for a wide variety of careers including:

- Engineering
- Healthcare
- Environmental Work
- Architecture
- Construction
- Catering
- Hairdressing

HISTORY

Qualification: **GCSE (AQA)**

What will I be learning?

The new GCSE History course consists of four units. In Year 10, students will undertake a period study on the USA (**Unit 1D America, 1920-1973: Opportunity and Inequality**) and a wider world depth study (**Conflict and Tension, 1918-39**).

In Year 11, the focus moves to Britain with a thematic study of 1000 years of UK history (**2B Britain: Power and the People c.1170 – present**) and a depth study including investigating an historic environment (**Elizabethan England, c.1568-1603**).

All courses are skills-driven and will be supported by regular exam-standard homework.

How will I be assessed?

Paper 1 covers the two units studied in Year 10. This is a 2 hour written exam worth 84 marks. This constitutes 50% of the qualification. The paper consists of six compulsory questions based on the USA unit and four compulsory questions on Conflict and Tension. 4 marks are awarded for SPaG (spelling, punctuation and grammar).

Paper 2 covers the two units studied in Year 11. This is again a 2 hour written exam worth 84 marks. This constitutes the final 50% of the GCSE. The paper consists of four compulsory questions based on the Power and the People unit and four compulsory questions on Elizabethan England. 4 marks are awarded for SPaG.

Independent Study

- Understanding Modern History, ISBN: 9781471862946 (Ferriby, Martin and Walsh) covers both units studied in Year 10.
- Power and the People, ISBN 9781471861512 (Alf Wilkinson) covers the British thematic study (Year 11).
- Elizabethan England c.1568-1603, ISBN 9781471864292 (Wesley Royle) covers the depth study (Year 11).
- Key website: www.aqa.org.uk/subjects/history

Further Information

GCSE History will develop students' capacity to select and evaluate information and to construct and present clear and well supported arguments. Students will blossom as independent learners and as critical and reflective thinkers with enquiring minds. GCSE History will enable students to engage with the seminal events of today that will become the history of tomorrow.

This course provides students with a number of progression routes. The skills developed are useful for both further study at Sixth Form and are highly regarded in the wider world of work.

My Possible Career Paths

Studying GCSE and A Level History can lead to some exciting career options, including:

- Journalism
- Law
- Business
- Politics
- Archaeology
- Marketing
- Teaching

Among the directors of Fortune 500 companies, the most common first degree is History. History teaches you how to think for yourself and is a passport to the world.

GEOGRAPHY

Qualification: **GCSE (AQA)**

What will I be learning?

Paper 1: Living with the Physical Environment

In this section, study will focus on the Challenge of Natural Hazards including earthquakes, tropical storms and climate change. Section B covers Physical landscapes of the UK including coasts and rivers. Finally, section C looks at the Living World, which includes ecosystems such as tropical rainforests and hot desert environments.

Paper 2: Challenges in the Human Environment

This section covers Urban issues and challenges, focusing on cities in both developed and developing countries. Section B covers the Changing Economic World, a detailed study on how countries have varying levels of development. Finally, section C looks into The Challenge of Resource Management including the global distribution of food, water and energy.

Paper 3: Geographical Applications and Skills

This section involves the undertaking two different fieldwork tasks that will be assessed in the final examination and the study of a pre-released material that is provided by AQA 12 weeks prior to the examination. Fieldtrips include the London Olympic Park and a coastal based fieldtrip.

How will I be assessed?

There are three exam papers at the end of Year 11.

- **Paper 1** focuses on Physical Geography. It is 90 minutes long, worth 88 marks and makes up 35% of the total GCSE.
- **Paper 2** focuses on Human Geography. Also 90 minutes long, worth 88 marks, making up another 35% of the GCSE.
- **Paper 3** focuses on Geographical Applications and Skills. It is 75 minutes long, worth 76 marks and makes up 30% of the total GCSE grade.

Independent Study

Course textbooks:

- AQA GCSE (9-1) Geography ISBN10 1471859924
- <https://www.aqa.org.uk/subjects/geography/gcse-geography-textbooks-print-and-digital>

Revision books:

- New Grade 9-1 GCSE Geography AQA Complete Revision & Practice
- <https://www.cgpbooks.co.uk/secondary-books/gcse/humanities/geography/gas41-new-grade-9-1-gcse-geography-aqa-complete>

Revision websites

- <http://www.bbc.co.uk/schools/gcsebitesize/geography/>
- www.educake.co.uk

GEOGRAPHY (contd.)

My Possible Career Paths

Geography is great for any kind of career that involves the environment, planning, or collecting and interpreting data. Popular careers for people with Geography qualifications include:

- Town or Transport Planning
- Surveying
- Conservation
- Sustainability
- Waste and Water Management
- Environmental Planning
- Tourism
- Weather Forecasting

The Army, Police, Government, Research Organisations, Law and Business world also love the practical research skills that geographers develop.

Because geographers learn about Human and Population Development, Geography can be useful for jobs in Charity and International Relations too.

<https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=42b69c16-44dd-4729-a513-0b29dc371c60&lang=en-GB>

FRENCH

Qualification: **GCSE (AQA)**

What will I be learning?

Pupils study French life and culture, as well as the spoken and written language. This is divided into four parts: Paper 1 (listening), Paper 2 (speaking), Paper 3 (reading), Paper 4 (writing).

Students study all of the following themes on which the assessments are based:

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

What will I be learning?

Pupils study French life and culture, as well as the spoken and written language. This is divided into four parts: Paper 1 (listening), Paper 2 (speaking), Paper 3 (reading), Paper 4 (writing).

Students study all of the following themes on which the assessments are based:

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

Independent Study

- AQA revision book
- AQA workbook
- Quizlet
- Linguascope
- Languagesonline
- BBC Bitesize

My Possible Career Paths

The ability to speak another language is sought after in business and professional services such as:

- Law
- Consultancy
- Banking and other Financial Services

Specific language related jobs include:

- Translation
- Interpreting
- Tourism

Qualifications in languages are highly valued by universities meaning any job requiring a university degree for entry will be made more accessible.

SPANISH

Qualification: **GCSE (AQA)**

What will I be learning?

Pupils study Spanish life and culture, as well as the spoken and written language. This is divided into four parts: Paper 1 (listening), Paper 2 (speaking), Paper 3 (reading), Paper 4 (writing).

Students study all of the following themes on which the assessments are based:

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

How will I be assessed?

All assessed through examination:

- Paper 1: Listening - 25% of GCSE grade (Foundation tier 30 minutes + 5 minutes reading time; Higher tier 40 minutes + 5 minutes reading time)
- Paper 2: Speaking - 25% of GCSE grade (Foundation tier 7-9 minutes, Higher tier 8-10 minutes)
- Paper 3: Reading - 25% of GCSE grade (Foundation tier 45 minutes; Higher tier 60 minutes)
- Paper 4: Writing - 25% of GCSE grade (Foundation tier 60 minutes; Higher tier 75 minutes)

Independent Study

- AQA revision book
- AQA workbook
- Quizlet
- Linguascope
- Languagesonline
- BBC Bitesize

My Possible Career Paths

The ability to speak another language is sought after in business and professional services such as:

- Law
- Consultancy
- Banking and other Financial Services

Specific language related jobs include:

- Translation
- Interpreting
- Tourism

Qualifications in languages are highly valued by universities meaning any job requiring a university degree

ART & DESIGN (Fine Art, Textile Design Or Photography)

Qualification: GCSE (AQA)

What will I be learning?

Students will be introduced to a variety of learning experiences, which encourage the development of skills using appropriate media, processes, techniques and technologies relevant to their chosen area of study. They will develop to show knowledge, understanding and skills in the development of their personal work informed by first-hand experiences and appropriate secondary sources.

Students are encouraged to progressively develop their own strengths and interests in the subject and, increasingly, follow their own lines of enquiry. Learning will be through sustained practical application of skills to realise their personal intentions. Students will learn how sources inspire the development of ideas. For example, drawing on:

- The work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures.
- Contemporary and/or historical environments, situations or issues.
- Other relevant sources researched by the student in their chosen area of study.
- The ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including: colour, line, form, shape, tone, texture, the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to their own creative intentions and chosen area of study, the different purposes, intentions and functions of art, craft and design in a variety of contexts.

Fine Art

Fine Art practice is defined as the need to explore an idea, convey an experience or respond to a theme or issue of personal significance.

Areas of study:

Students are required to work in one or more area(s) of Fine Art, such as those listed below:

- Drawing
- Painting
- Sculpture
- Print-Making
- Mixed Media

Textile Design

Textile Design is the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose.

Areas of study:

In Component 1 and Component 2 students are required to work in one or more area(s) of textile design, such as those listed below:

- Art Textiles
- Fashion Design and Illustration
- Costume Design
- Constructed Textiles
- Printed and Dyed Textiles
- Surface Pattern
- Stitched and/or Embellished Textiles
- Soft Furnishings and/or Textiles for Interiors
- Digital Textiles

ART & DESIGN (Fine Art, Textile Design Or Photography)

Photography

Photography is defined as the practice of producing images using light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images.

Areas of study:

In Component 1 and Component 2 students are required to work in one or more area(s) of photography, such as those listed below:

- Portraiture
- Location Photography
- Studio Photography
- Documentary Photography
- Photo-Journalism
- Moving Image: Film, Video and Animation
- Fashion Photography

How will I be assessed?

Component 1: Portfolio

What is assessed?

A portfolio that, in total, shows coverage of the four assessment objectives. It must include a project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

How it's assessed?

- No time limit
- 96 marks
- 60% of GCSE

Non-exam assessment (NEA) set and marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.

Component 2: Externally set assignment

What is assessed?

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

How it's assessed?

- Preparatory period followed by 10 hours of supervised time
- 96 marks
- 40% of GCSE
- Non-exam assessment (NEA) set by AQA; marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.

My Possible Career Paths

All creative A-levels will lead to a natural progression into foundation art courses from which students are able to progress onto degree courses in areas of applied and fine art such as:

- | | |
|------------------------------|--------------------------|
| • Painting and Sculpture | • Film-Making |
| • Graphic Design | • Architecture |
| • Fashion and Textile Design | • Product Design |
| • Animation, | • Theatre and Set Design |

Qualification: **GCSE (Edexcel)**

What will I be learning?

Through studying this qualification, students will apply knowledge and understanding to different business contexts. These include businesses ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. They will develop an understanding of how these contexts impact on business behaviour. They will also use business terminology to identify and explain business activity and apply business concepts to familiar and unfamiliar contexts.

The knowledge and skills gained from GCSE Business support students entry into employment or other training in specific aspects of business, such as apprenticeships and vocational qualifications which focus on more specialised business areas. GCSE Business provides a strong foundation for employment, with students progressing, with further training, to a wide range of careers training such as banking, sales, product management and general management.

How will I be assessed?

There are two written examinations:

Theme 1 Paper: 1.30mins Investigating Small Business- 1BSO/01 (50% of the qualification)

Topical areas:

- Enterprise and entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making the business effective
- Understanding external influences on business

Section A: 35 marks | Section B: 30 marks | Section C: 25 marks.

Theme 2 Paper 2: 1.30min Building a Business 1BSO/02 (50% of the qualification)

Topical areas:

- Growing the business
- Making marketing decisions
- Making operational decisions
- Making financial decisions
- Making human resource decisions

Section A: 35 marks | Section B: 30 marks | Section C: 25 marks.

The papers will consist of calculations; multiple-choice; short-answer and extended-writing questions. Exams are externally assessed.

Students can progress from this qualification to a number of different academic and vocational qualifications at Level 3, including GCEs in Business, History, Geography, Economics and Psychology and BTEC Nationals in Business.

Independent Study

- After school clubs will run weekly for students in the department
- Useful websites: Tutor2U, BBC Bitesize, Edexcel resources.

My Possible Career Paths

- Business Management
- Accounting
- Human Resource Management
- Finance
- Business Analyst

DESIGN AND TECHNOLOGY (PRODUCT DESIGN)

Qualification: **GCSE (AQA)**

What will I be learning?

The qualification will build on the knowledge, understanding and skills established through the Design and Technology elements of the Key Stage 3 programme of study. The GCSE allows able students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth. The specification has been designed to allow progression into the world of work or into AS Level and/or A Level Product Design.

During Year 10, Design and Technology students cover the course material through responding in a range of challenging and engaging design and manufacture projects. The Controlled Assessment Coursework (50% of the final GCSE grade) is started in the second half of the Summer Term of Year 10 and continues through to the end of the Spring Term in Year 11.

The remaining 50% is achieved in the summer examinations in Year 11.

How will I be assessed?

50% - Examination: Computer Systems (120 minutes external examination)

Written exam: Core technical principles across; specialist technical principles, designing and making principles.

50% - NEA: Design and Make Project (internal assessment)

Identifying and investigating design possibilities; producing a design brief and specification; generating design ideas; developing design ideas; realising design ideas, analysing & evaluating.

My Possible Career Paths

The Design Technology GCSE naturally leads to the Design Technology A-Level. The GCSE itself has inroads into similar creative subjects, such as:

- Interior Design
- Fashion Design
- Architecture
- Civil Engineering

The investigatory, creative and problem solving aspects of the controlled assessment are also strong 'cross-curricular' skills.

Qualification: **GCSE (Edexcel)**

What will I be learning?

Practical exploration is central to this course, with opportunities to be a deviser, performer, a designer and an audience member. You will be challenged to:

- develop your creative skills
- work as part of a team to achieve exciting and engaging performances
- develop your analysis and evaluation skills in preparation for the written exam

The GCSE Drama syllabus is made up of:

Component 1: Devising

40% of GCSE – 60 marks

As a performer or a designer you will work in a group to create and develop an original piece of drama in response to a stimulus. The performance or design realisation of your devised drama is worth 15 marks. The analysis and evaluation of both development and performance will be presented as a written or recorded/verbal portfolio worth 45 marks.

Component 2: Performance from text

20% of GCSE – 48 marks

As a performer or a designer you will explore two key extracts from a performance text. You will then create a performance of the two key extracts and present it to a visiting examiner. The performance or design of each key extract is worth 24 marks.

Component 3: Theatre makers in practice

40% of GCSE – 60 marks 1 hour 30 minutes written examination

Section A Bringing texts to life – 45 marks

This section will ask you to demonstrate knowledge and understanding of how a performance text can be developed and performed. The performance text will be chosen by your teacher and you will practically explore the whole text in preparation for the exam. You will not be able to take your text into the exam, but you will be given an extract from the text to help you respond to the questions.

Section B Live theatre evaluation – 15 marks

This section will ask you to analyse and evaluate a live theatre performance that you have seen during the course. You will be allowed 500 words of notes into the exam

How will I be assessed?

Component 1: Devising – 40% Practical performance and written/recorded coursework

Component 2: Performance from a text – 20% Practical performance and written/recorded

Component 3: Theatre makers in practice – 40% Written examination (1 hour 30 minutes)

Independent Study

During the course you will be required to attend after school rehearsals in preparation for performance work. You will also need to see live theatre productions in preparation for your written examination.

My Possible Career Paths

- Actor
- Community Arts Worker
- Drama Therapist
- Theatre Director
- Stage Manager
- Lighting/Sound Director
- Drama Teacher
- Costume Designer
- Producer

FOOD PREPARATION & NUTRITION

Qualification: **GCSE (AQA)**

What will I be learning?

This is a GCSE course with a strong practical focus. You'll master a variety of technical skills and become proficient in the kitchen. In addition, you'll develop an in-depth knowledge of food science, food safety, food choice, nutrition and health. You'll also develop transferable skills such as:

- Analysis
- Evaluation
- Communication skills
- Working independently
- Time management
- The ability to interpret information and data

The new Food Preparation and Nutrition GCSE will help you to develop a greater understanding of nutrition, food provenance and the working characteristics of food materials. You'll master culinary skills and appreciate the science behind food and cooking. This is an exciting and creative course which will allow you to demonstrate your practical skills and make connections between theory and practice.

How will I be assessed?

Unit 1 – Written Paper 50% of total marks

There will be one exam for this qualification that will be 1 hour 45 minutes long, which will assess your knowledge of the theory behind food preparation and nutrition.

There will be multiple choice questions (20 marks) and five longer questions (80 marks)

Unit 2 - 50% of total marks

This is the second part of the assessment and it will be a non-examination assessment and will consist of two tasks, involving practical work.

Task 1: Students will carry out an investigation into the scientific principles that underpin the preparation and cooking of food. This task will provide you with an opportunity to demonstrate your knowledge and practically apply your understanding of the science behind cooking. You'll practically investigate ingredients and explain how they work and why.

Task 2: Students will plan, prepare, cook and present a 3 course menu. This task will provide you with an opportunity to cook up a storm and showcase your creativity and cooking skills. You might make a street food menu, create delicious tapas dishes or cook up a menu for a student on a budget.

My Possible Career Paths

There are many different careers associated with food:

- Dietician
- Food Development Officer
- Food Technologist
- Environmental Health
- Trading Standards Officer
- Teaching
- Food Packaging Designer
- Health and Safety Officer
- Food Standards Agency
- Chef
- Food Photographer
- Health Promotion

HEALTH & SOCIAL CARE

Qualification: **BTEC Level 1/2 Tech Award (Edexcel)**

What will I be learning?

Unit 1 – Human Lifespan Development (internally assessed coursework). Students will understand human growth and development across life stages and the factors that affect it. They will investigate how individuals deal with life events.

Unit 2 – Health and Social Care Services and Values (internally assessed coursework). Students will understand the different types of health and social care services and the barriers to accessing them. They will take part in two role plays in which they must demonstrate the care values in health and social care.

Unit 3 – Health and Wellbeing (externally assessed synoptic examination – 3 hours). Students will understand the factors that affect health and wellbeing, be able to interpret health indicators and create a person-centred health and well-being improvement plan for individual case studies.

How will I be assessed?

This is a two year course which consists of three units of work - two assignments/coursework and one written examination. Each unit is graded – pass (equivalent to a level 4 GCSE), merit (equivalent to a level 5 GCSE), Distinction (equivalent to a level 7 GCSE) and Distinction* (equivalent to a level 8 GCSE).

Independent Study

Revision Books:

BTEC Tech Award Health and Social Care Student Book. Pearson (Brenda Baker) 2017.

Websites:

- www.dignityincare.org.uk
- www.autism.org.uk/working-with/social-care-and-support/person-centred-plan.aspx
- www.bbc.co.uk/learningzones/clips/help.shtml
- www.nursingtimes.net
- www.communitycare.com
- www.nhsdirect.nhs.uk
- www.youtube.com
- www.bbc.co.uk
- www.dh.gov.uk

My Possible Career Paths

- Midwifery
- Social Care
- Social Work
- Teaching
- Nursery Assistant
- Residential Care Assistant
- Occupational Therapy
- Paramedic
- Youth Worker

This qualification can be used to enter further education (degree) or employment/ apprenticeship.

Qualification: **GCSE (Eduqas)**

What will I be learning?

The course consists of 3 Components:

Component 1: Performing

Students will prepare a solo performance and an ensemble performance to be recorded and submitted as coursework. The performance is internally assessed and moderated by the Exam board. The performances must last for at least 4 minutes and not exceed 6 minutes. All performances must have the original score. Minimum standard Grade 3 ABRSM on an instrument or voice.

Component 2: Composing

Students will produce two original compositions, one set to a brief and one free composition. These will be recorded, and you will need to produce a score to accompany your composition as well as a composition log explaining the process over time.

Component 3: Appraising

This component is assessed via a listening examination. Eight questions in total, two on each of the four areas of study. Area of study 1: Musical Forms and Devices; Area of study 2: Music for Ensemble; Area of study 3: Film Music and Area of study 4: Popular Music.

Assessment Structure

- Unit 1: Performing Music - 30% internally assessed
- Unit 2: Composing - Music 30% internally assessed
- Unit 3: Appraising - 40% externally assessed by written exam

Independent Study

Revision Books:

- Eduqas GCSE Music Study Book (Jan Richards, published by Illuminate)
- Eduqas GCSE Music Revision Guide (Jan Richards, published by Illuminate)
- GCSE Eduqas Music revision guidebook (Rhinegold)

Revision Websites

- <http://www.bbc.co.uk/schools/gcsebitesize/music>
- <http://www.teoria.com/>
- <http://www.mymusictheory.com>
- <http://www.eduqas.co.uk>

My Possible Career Paths

- Performer
- Session Musician
- Composer
- DJ
- Music Manager
- Music Journalist
- Music Teacher
- Events Manger
- Record Producer
- Studio Engineer
- Radio DJ

PHYSICAL EDUCATION

Qualification: **GCSE (Edexcel)**

What will I be learning and how will I be assessed?

Students will receive a well-rounded introduction to the world of PE, sport and sport science through the combination of physical performance and academic challenge.

Although a large section of the content can be taught in a practical way, thus allowing theory to be understood through practice, the qualification is assessed predominantly through two examinations.

Component 1: Fitness and Body Systems

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

Assessment: Written examination: 1 hour and 45 minutes equates to 36% of the qualification

Component 2: Health and Performance

- Health, fitness and well-being
- Sport psychology
- Socio-cultural influences
- Use of data

Assessment: Written examination: 1 hour and 15 minutes equates to 24% of the qualification

Component 3: Practical Performance

The assessment consists of students completing three physical activities from a set list. One must be a team activity. One must be an individual activity. The final activity can be a free choice.

Assessment: Practical performances are marked out of 35 and in total will equate to 30% of the qualification.

Component 4: Personal Exercise Programme (PEP)

- Aim and planning analysis
- Carrying out and monitoring the PEP
- Evaluation of the PEP

Assessment: Internally marked, 10% of overall qualification.

The PE Department expect GCSE PE students to have a very keen interest in sport and should be performing in regular physical activities. Students must understand that this qualification is academically rigorous and requires a lot of discipline and application in terms of theoretical learning.

Independent Study

- GCSE PE. Oxford University Press. Author: Maarit Edy and Matthew Hunter ISBN: 978-0-19-837024-6

My Possible Career Paths

- Sports Coaching
- Community Sports Development Work
- Working in the Leisure Industry i.e. Gyms
- Personal Training

Qualification: **GCSE (AQA)**

What will I be learning?

From the beginning of time, humans have engaged in activities that we now call religion, such as worship, prayer, and rituals marking important life passages. Moreover, religions have always asked fundamental questions, such as: What is the true meaning of life? What happens to us after death? How do we explain human suffering and injustices? These questions are still relevant today.

Religious Studies is a lively and stimulating GCSE subject that provides a great opportunity for students to engage with current issues, developing social, cultural, political and historical awareness. It encourages philosophical thought and decision making skills, enabling students to discuss and analyse topics they encounter in society and through the media. RS helps students to develop an understanding of their own values and beliefs, gaining a greater sense of their own identity, learning how to respect the rights and responsibilities of others. The study of religion helps students to learn how to think critically, listen empathetically, speak thoughtfully, and write clearly - all skills that will be of great use no matter what you go on to do in life.

What content is covered?

- The study of religions: teachings and practices of Christianity and Islam
- Theme A: Relationships and families
- Theme B: Religion and life
- Theme D: Religion, peace and conflict
- Theme E: Religion, crime and punishment

How will I be assessed?

This course is assessed through two examinations at the end of Year 11.

Independent Study

For full details about the course see here:

<http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>

My Possible Career Paths

Studying RS at GCSE and beyond can lead to some exciting career options, including:

- Counselling
- Community Development Work
- Journalism
- Charity Fundraising
- The Civil Service
- Advice Working

RS enables students to be empathetic and to understand and appreciate heritage, plurality and the values of others.

Qualification: **BTEC Tech Award Level 1 & 2 in Sport (Edexcel)**

What will I be learning and how will I be assessed?

This qualification enables learners to develop their 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 is assessed predominantly through coursework.

Component 1: Preparing Participants to Take Part in Sport and Physical Activity

Learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity

The assignment for this component consists of three tasks.

- In response to Task 1, learners will use knowledge acquired to select suitable physical activities for the case study provided considering provision available.
- In response to Task 2, learners will use knowledge acquired to select and discuss how technology would affect provision for the case study person.
- In response to Task 3, learning will demonstrate practical delivery, communication and planning by producing a warm-up plan and demonstration of the warm-up

This component is internally assessed.

Component 2: Taking Part and Improving Other Participants Sporting Performance

Learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance

The assignment for this component consists of four tasks.

In response to Task 1, learners will demonstrate their knowledge and understanding of the components of fitness.

- In response to Task 2, learners will demonstrate their skill in a selected sport in isolated practice and skill and strategy in competitive situations.
- In response to Task 3, learners will demonstrate their knowledge and understanding of officials in sport and two key rules and regulations in sport.
- In response to Task 4, learners will demonstrate their knowledge and understanding of a sport and provide specific drills to improve participants sporting techniques.

Additionally, they will produce video evidence of these skills including specific guidance and teaching points

This component is internally assessed.

Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity

Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing.

An exam worth 60 marks will be completed under supervised conditions. The supervised assessment period is a maximum of 1.5 hours and should be arranged in the period timetabled by Pearson.

Assessment Objectives

AO1 Demonstrate knowledge of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise

AO2 Demonstrate an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise

AO3 Apply an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise

AO4 Make connections with concepts, facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise

The PE Department expect BTEC Sport students to have a very keen interest in sport. Students must be disciplined and reliable in terms of completing coursework and will be presented with coaching and leadership opportunities.

Independent Study

- www.brainmac.co.uk

My Possible Career Paths

- Personal Training
- Sports Coaching
- Community Sports Development Work
- Working in the Leisure Industry i.e. Gyms

