

# Brine Leas School



**KS4 Curriculum  
2021-2023**



**Brine Leas School** An Academy

# **Webinar Year 9 Options Event**

**Thursday 25<sup>th</sup> February  
6:00pm**

Including

- An introduction to the options process
- Introduction to the qualifications available to you
- Advice on how to make the right decision
- A reminder of the National Context



# Brine Leas School

An Academy

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Dear Students,

Year 10 marks a significant life decision for you and your family. For the first time you have the opportunity to personalise which subjects you hope to study at school. There are a number of different qualifications on offer, as well as many different subjects. At the end of this process, which you may find referred to as IAG (Impartial Advice and Guidance), it is hoped that all of you will have chosen appropriate courses that you will both be interested and successful in. At the same time, the choices may need to be linked to any future career you have in mind.

All students have a broad curriculum guaranteed through the core curriculum. In addition, the option choices should also, for most of you, fulfil the requirements of the EBacc qualification.

It is quite a thought, but when you retire, perhaps at the age of 70, it will be 2076. The world is changing very rapidly, and it will be increasingly unusual for a person to remain in the same job for all their working life. Many jobs that you could do will not exist at the moment; who had ever heard of an IT Consultant 40 years ago or a lifestyle guru 15 years ago?

The Options process is one which is undertaken over several months and your teachers are committed to trying to help you get onto the right courses for your style of learning and your future plans. Appropriate staffing appointments will be made in line with Options choices and therefore once group sizes are established, it is very difficult to change the choices made. Given such a lengthy process, we would not encourage any of you to change a course once study has begun.

At the end of this process, it is hoped that you will have made the right decisions. If you have any concerns in the meantime, please talk to your teachers, Mr Hayhurst (Key Stage 3 Co-ordinator) or Mrs O'Neill (Assistant Headteacher) who are running the Options programme.

I am very grateful to all the staff who have contributed to this booklet. It is a large undertaking and I hope that you will find the information both useful and informative.

May I take this opportunity to wish you all every success with your new courses at KS4.

Yours faithfully

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## Introduction

This booklet has been designed to inform students, parents and staff about this exciting phase in a student's education. It will detail specifically the curriculum offer we have for students across the two years of Key Stage 4. Our priority has been to preserve breadth of subject choice during the options process and also to enable students to create a more personalised timetable if required. Through this process we aim to provide advice and guidance that is informed, accurate and impartial and to do this we have planned a programme of support which will supplement the regular careers teaching delivered through PSHE (Personal Social Health and Economic education).

The key dates in this programme are:

<b>W/C 8<sup>th</sup> February 2021</b>	KS4 Curriculum booklet available via the school website.
<b>Tuesday 23<sup>rd</sup> February</b>	Year 9 Parents' Evening to discuss progress in the subject only
<b>Thursday 25<sup>th</sup> February</b>	Online Y9 Options Event (students and parents) with opportunity to post questions to be answered during lessons w/c 1 <sup>st</sup> March 2021. Options booklet issued and available on the website. Subject presentations available on the website.
<b>W/C 1<sup>st</sup> March 2021</b>	Subject information presentations delivered to students within lessons for subjects taught at key stage 3, and during am registration or PSHE lessons for subjects not taught at key stage 3. Questions raised during Y9 Options event answered.
<b>W/C 8<sup>th</sup> March 2021</b>	Letters informing students of their login and passwords for submitting options choices online are available via MCAS (My Child At School) Guidance interviews with Support Staff or SEND Representative for identified students (students only). This will be by telephone or Microsoft Teams.
<b>19<sup>th</sup> March 2021</b>	<b>Deadline for Options to be completed online</b>
<b>April 2021</b>	Course numbers and courses finalised, amendments to curriculum and student choices if necessary.
<b>May 2021</b>	Course numbers finalised, amendments to curriculum and student choices if necessary. Options confirmed via letter to parents and students.
<b>Beyond May 2021</b>	Request for changes considered, but may not be possible (group sizes, time, ...etc)

At the end of this process, you and your son/daughter will have made 3 choices, 2 reserve choice and picked a pathway in Science. This will then set up at least 9 GCSE's or equivalent courses.

# Contents

## Section A: General Information

<a href="#">Information for parents and carers - Helping you make choices</a>	page 7
<a href="#">Information for students – How to make the right choices</a>	page 7
<a href="#">The Key Stage 4 Curriculum</a>	page 10
- <a href="#">The core curriculum</a>	page 10
- <a href="#">The options curriculum</a>	page 11
- <a href="#">Assessment</a>	page 11
<a href="#">Reformed GCSEs</a>	page 12
<a href="#">The EBacc</a>	page 12
<a href="#">Vocational qualifications</a>	page 13
<a href="#">STEM Subjects</a>	page 14
<a href="#">Selecting your options</a>	page 14
<a href="#">Entering your choices</a>	page 14
<a href="#">Options table</a>	page 15
<a href="#">Useful websites for career choices</a>	page 16
<a href="#">Frequently asked questions</a>	page 17

## Section B: Subjects

<a href="#">Art &amp; Design: Art (GCSE)</a>	page 19
<a href="#">Art &amp; Design: Three-dimensional design (Ceramics)</a>	page 21
<a href="#">Art &amp; Design: Textiles (GCSE)</a>	page 23
<a href="#">Business Studies (GCSE)</a>	page 25
<a href="#">Combined Science Trilogy (2 GCSEs)</a>	page 27
<a href="#">Computer Science (GCSE)</a>	page 29
<a href="#">Creative iMedia (Graphics)</a>	page 31
<a href="#">Design &amp; Technology</a>	page 33
<a href="#">Digital Information Technology (BTEC Technical Award)</a>	page 35
<a href="#">Drama GCSE</a>	page 37
<a href="#">Engineering (Level 1/Level 2 BTEC Tech Award)</a>	page 39
<a href="#">English language &amp; literature (GCSE)</a>	page 41

<a href="#"><u>Enterprise (Level 1/Level 2 Tech Award)</u></a>	page 43
<a href="#"><u>Food Preparation &amp; Nutrition (GCSE)</u></a>	page 45
<a href="#"><u>French (GCSE)</u></a>	page 47
<a href="#"><u>Geography (GCSE)</u></a>	page 51
<a href="#"><u>German (GCSE)</u></a>	page 53
<a href="#"><u>History (GCSE)</u></a>	page 55
<a href="#"><u>Mathematics (GCSE)</u></a>	page 57
<a href="#"><u>Media Studies (GCSE)</u></a>	page 59
<a href="#"><u>Music (GCSE)</u></a>	page 61
<a href="#"><u>Performing Arts (Technical Award)</u></a>	page 63
<a href="#"><u>Physical Education (GCSE)</u></a>	page 65
<a href="#"><u>Psychology (GCSE)</u></a>	page 67
<a href="#"><u>Religious Studies (GCSE)</u></a>	page 69
<a href="#"><u>Sociology (GCSE)</u></a>	page 71
<a href="#"><u>Spanish (GCSE)</u></a>	page 73
Triple Science:	
- <a href="#"><u>Biology (GCSE)</u></a>	page 75
- <a href="#"><u>Chemistry (GCSE)</u></a>	page 77
- <a href="#"><u>Physics (GCSE)</u></a>	page 79

# Information for parents and carers

## Helping you make choices

Year 9 students will complete their Key Stage 3 courses in July and will move onto Key Stage 4 courses in September of Year 10. You will be making choices for Key Stage 4 courses over the coming weeks. Obviously, this is a very important decision which will impact on your son/daughter's future. We also recognise that it can be a difficult decision to make which is why we place emphasis on advice, support and guidance so that the process can be as straightforward as possible.

We know that the choices your son/daughter will make are important for their future study which is why we will ensure that both you receive the best advice possible in order to prepare for this crucial decision. This is part of our CEIAG (Careers Education, Information, Advice and Guidance) package. As well as this booklet, your son/daughter will receive further guidance from the following:

### Individual or group interview with a member of the Staff

A small number of students who have been 'invited' to partake in a modified curriculum due to their needs will be required to attend a session to ensure their curriculum is suitable and robust to meet their needs.

### Year 9 Options Event

Assistant Headteacher: Curriculum and Transition Leader will deliver a Year 9 Options event to launch and outline the options process. Subject teachers will answer queries posted during the options event during lessons.

### Subject Presentations

Presentations for all subjects on offer can be viewed from the Year 9 Transition page; this page can be accessed via the school website ( [www.brineleas.co.uk](http://www.brineleas.co.uk) ). The presentations give further information about the courses on offer in Year 10 and Year 11 to supplement the course information given in this booklet and knowledge imparted by subject teachers.

### Head of Key Stage

The Head of Key Stage 3, Mr Hayhurst, will also be available to advise your son/daughter about which options are most appropriate to meet their needs.

# Information for students

## Points to consider when making your options choices

Selecting some of the subjects you study in Year 10 and Year 11 is a very important decision as it will affect: your progress over the next 2 years; your choice of subjects at college; and your employment prospects in the future. If you have an idea about your next steps once you have completed Year 11, it is advisable that you check what the entry requirements are for this so that you can make sure you are making the right choices now. However, also bear in mind that

you may change your mind between now and then, so it is a good idea to keep your subject choices as broad and as balanced as possible.

Many students in our Sixth Form go on to study at highly rated universities. The top 24 universities in the country are called the Russell Group and if you think you might want to follow such a route when you are older, you will need to pay careful attention to universities' entry requirements. The decisions you make now could have implications on your future and so it is essential that you choose to study subjects that are right for you now but that are also right for your future education and career plans. The links below can help you to understand the expectations that these universities have. If you are in any doubt about what you should choose to study, please talk to your Form Tutor in the first instance and then our Work Related Learning Co-ordinator.

Useful website links: [www.informedchoices.ac.uk](http://www.informedchoices.ac.uk) and [www.ucas.com](http://www.ucas.com)

This decision must be yours, but there are people in school who can help such as your Form Tutor and the Key Stage 3 Co-ordinator. Remember that you will have to study the subjects you choose for 2 years so do not make your choices without finding out as much as you can about the courses you are interested in.

We hope that you find this booklet, subject presentations, the upcoming Key Stage 4 Options Event and Form Time activities within your House Team on Microsoft Teams useful. However, if you need any help, please make sure that you talk to someone about your decisions. Talk to your teachers and discuss your ideas with your parents/carers.

Do consider courses based on the following:

### Achievement

Students should recognise where their previous achievement has been experienced and success is possible with the right amount of hard work.

### Interest

Success is often related to hard work, which in turn is linked to the interest and motivation that a student has in the subject.

### Career and Qualifications

Very few students in Year 9 know exactly the career, higher or further education path on which they would like to embark. Later on, certain subjects may become an essential requirement for some careers but at this stage our recommended option choices are designed to minimise restricting future career paths. This will enable you to have a good balance of subjects to broaden your future options.

### Easy Choices

There can be a tendency to assume that it is easier to gain a qualification in some subjects rather than others. All subjects are rigorous in their own way. A student's aptitude and interest in a subject will be the best guide.

### Volume

The option process allows students to follow a Key Stage 4 programme of study that might range from 8 to 10 GCSE or equivalent courses. Students and parents should think carefully about the optimum number of subjects that a student might study to ensure they achieve the best outcome in all they do, whilst ensuring they do not take on too little or too much.



## Course related charges

Whilst parents cannot be required to provide items for a course, we hope that, as in previous years, parents will be prepared to make a contribution towards the consumables required by certain courses, particularly practical ones. We emphasise, however, that no student will be excluded from a course because of financial limitations.

## Flexibility

Be prepared to have reserve choices because option subjects will only be timetabled if there are sufficient numbers to make a viable group size.

We will do our utmost to satisfy the choices of all students. However, it is not possible to do this for the entire range of different combinations which over 200 students may choose. A few individual students will, unfortunately, be disappointed by having to make slight alterations to their original choices.

## Advice

Pastoral and subject staff will provide guidance to the students throughout this period of decision making. Please do not hesitate to contact the school if you require any further assistance in making the final decision.

## Points NOT to consider when making your options choices

Do not choose courses because:

- Your friends have chosen it;
- You like the teacher—you may have a different teacher next year;
- You have never studied it before, and it sounds exciting and different;
- You simply like the name of the course.

## Tips and advice from Year 10 students

“Choose subjects because you are good at them, or you like them, not because it is what your friends are doing or that you think it will be easy.” (Georgia)

“Don’t ask a subject teacher what to pick because they will tell you to take their subject!” (Adam)

“Choose a subject because you want to not because your friends are.” (Dharshini)

“Be careful on what subjects you pick as some subjects have a lot more handwritten tasks.” (Ben)

“Choose something you are good at. It will make doing two years of it so much easier and you will not be spending all your lesson looking at the clock.” (Jack)

“I researched the subjects I wanted to learn about to ensure I was making the right decision. This is important especially if you know what you want to do in the future. The course guides helped but you can look on line too.” (Joe)

“Don’t choose subjects you don’t enjoy.” (Alex)

## What they prefer about KS4

“I am able to do the subjects that I am passionate about and enjoy.” (Isabelle)

“I had more freedom to study the subjects that I wanted to do.” (Willow)

“The teachers know you better at Key Stage 4 because they have taught you for longer.” (Lee)

“I like that you can study GCSEs that you have picked and really focus on them.” (James)

“Personally, I think it’s more relaxed and that people are more focused in lessons.” (Ella)

“You spend more time doing the subjects you enjoy and find useful. You also get mixed up with new people in your classes which can be nice.” (Zoe)

## The Key Stage 4 Curriculum 2021-2023

The Key Stage 4 curriculum is designed to adapt to the latest national educational developments and to ensure that students have a broad and balanced education to allow them to have a wide choice of pathways at 16. The Key Stage 4 curriculum is made up of subjects which students are required to study, either by statute or because Governors feel it is appropriate (Core Subjects) and subjects that they can select to study (Option Subjects). Our option subjects combine academic and vocational subjects to provide a broad and balanced learning experience. A small number students will be ‘invited’ to partake in a more flexible curriculum which is designed to offer greater support to boost their access to the curriculum.

We expect the typical student to study 9 GCSEs, or equivalent. However, our model is flexible and does allow students to complete a minimum of 7 GCSEs. This allows us to tailor the curriculum to ensure the correct amount of support or challenge for each individual student.

## The Core Curriculum

Our core curriculum is compulsory consists of English language, English literature, mathematics, science (trilogy or triple), and a language (French, German or Spanish). In addition to these subjects it is a statutory requirement that all students to study physical education, religious education and PSHE (personal, social, health and economic education) and citizenship at key stage 4; however these subjects will not lead to a qualification unless they have been chosen as an option.

### Core Curriculum

**English** (GCSE English Language and GCSE English Literature)

**Maths** (GCSE Mathematics)

**Science** (either Science Trilogy - GCSE Combined Science or Triple Science - GCSE Biology, GCSE Chemistry and GCSE Physics)

**Languages** (GCSE French, GCSE German or GCSE Spanish)

**Physical Education** (non-examined)

**Religious Education** (non-examined)

**Personal, Social, Health and Economic education (PSHE) and Citizenship** (non-examined)

**Most of our students study a humanity at GCSE, either Geography GCSE or History GCSE. This is a decision that we strongly encourage to fulfil the requirements of the Ebacc (see page 12)**

To support their learning, during English lessons a minority of students will study 'Step Up to English'; and during maths lessons a minority of students will study Edexcel Award in Number and Measure, Edexcel Award in Statistical Methods, and Edexcel Award in Algebra.

There are four one-hour lessons of core PE per fortnight in Year 10 and Year 11 within which the curriculum covers: tactics and strategies; health and fitness games, for example, lacrosse, football, netball, rounders, rugby, and tennis; technique and performance; and individual activities including dance, boxercise, parkour, trampolining, and aerobics along with indoor and outdoor activities. There are two one-hour lessons of religious education per fortnight within which the curriculum covers religion, beliefs, spiritual and moral awareness, community cohesion, personal development and well-being. All students are placed in a group, which is determined by its timetabled link to another subject. On the other hand, there is a one-hour lesson per fortnight in Year 10 and Year 11 dedicated to teaching PSHE, citizenship and careers. This curriculum includes preparing for work and further/higher education, work experience, relationships and sexual education, parliament, democracy, human rights, personal finance, law and food and nutrition. All students are taught PSHE within their progress groups. The statutory subjects of Religious Studies and core Physical Education do not lead to qualifications; however, this does not affect the 'Choice' of GCSE Religious Studies, GCSE Physical Education or BTEC Sport Award which are separate courses and do not replace this core element.

## The Options Curriculum

In addition to studying the Core Subjects above, students must choose three additional courses to study during Years 10 and 11. All students will need to choose a subject from each option column as directed on the form (see page 16) and online instructions. Each student will be asked to also nominate one or two 'reserve subjects' on the option form as it will not always be possible to accommodate all subject choices or subject combinations.

It is very important to understand that we cannot guarantee that all courses will run as some are dependent upon having adequate numbers of students wanting to study them. Also, the type of qualification for some subjects may also change once we know the ability range of students wanting to study the courses so that the needs of all can be met. Please be aware that the government may also amend the list of available courses which may result in us reviewing the options courses we offer as we go through the school year. Of course, we will continue to talk with students and their parents if any changes to courses happen.

If there is any student who may be thinking they would benefit from following a course elsewhere, he/she will need to tell us what course they are thinking of and why. In the first instance, please speak with the relevant Progress Manager. It is important to note that the school will make the ultimate decision as to whether studying a course elsewhere is either possible and/or appropriate for each individual student.

## Assessment

External exams for all GCSEs take place at the end of the course. Re-sits of individual modules

are not available. BTEC and other vocational courses may expect students to sit exams at different stages throughout the course and these can be retaken if time permits and permissible by the exam board. Marks for accurate spelling, punctuation and use of grammar will be awarded in exams that have a sufficient written English component – English Literature, Geography, History and Religious Studies. In most GCSE courses the volume of external assessment continues to be significant. It is important for students to be aware of the requirements of each course and to aim for the highest standards by keeping up to date with assignments, project work and exam revision. Details and specific information about the various courses on offer can be found in this booklet.

GCSE Grading Structure									
9	8	7	6	5	4	3	2	1	U
A*		A	B	C	D	E	F	G	U
Old GCSE Grading Structure									

## Reformed GCSEs

All of our GCSE courses taught to Year 10 are based upon the reformed GCSE specifications. The main difference from previous years is that the new GCSEs are graded with numbers rather than letters on a scale from 1-9 with 9 being the top level (see above). This will mean that students who receive their results in August 2023 will be awarded only numbers for their grades. The exams sat in these new GCSEs will be very different to those sat by previous cohorts. It is very clear that these new GCSEs set students a greater academic challenge than previously. The threshold to achieve the highest grades has increased and the new benchmark pass grade of 5, is set at a higher level than the traditional C grade.

## The EBacc

‘EBacc subjects are the sound basis for a variety of careers beyond the age of 16 and can also enrich students’ studies and give them a broad general knowledge that will enable them to participate in and contribute to society.’ (DFE Careers Strategy, December 2017)

The English Baccalaureate (EBacc) is the Government-given title for a suite of what are considered the more traditional subjects. The subjects that make up the EBacc are English, Mathematics, Science (including Computer Science), a Modern or Ancient Foreign language, and a Humanities subject - either History or Geography. The EBacc measure recognises students who have attained a grade 5 or better within the subjects. It was introduced as a way of challenging students to study a range of highly respected, academic subjects. At Brine Leas School Mathematics, English language and literature, Science and a Modern foreign language are compulsory at KS4; we then find that most of our students choose to study at least one other EBacc subject. These collection of subjects then provide a sound basis for a variety of careers beyond the age of 16, and they can also enrich a student’s future studies. However, English Baccalaureate subjects should not be chosen at the expense of getting better grades in other subjects.

It is important to note that universities have not made the EBacc a part of their admissions criteria. However, EBacc subjects are categorised as ‘facilitating subjects’. This means that

they are expected to provide students with the academic grounding that will help them progress to A Levels and university alongside the study of other subjects that might be drawn from the creative, technical and practical subject areas. Top universities expect students to have two of their three A Levels in these 'facilitating subjects'. Our curriculum model is designed so that students combine more traditional classroom-based subjects with other creative, technical, practical and vocational subjects from a broad range on offer, to keep future options open.

## Vocational Qualifications

We offer a number of courses that offer a vocational element to learning. These courses all lead to respected qualifications that are the equivalent to a GCSE. Vocational subjects allow students to learn about particular areas of employment and work within their GCSE studies.

Vocational Qualifications	BTEC Tech Award Grading		
	Level	Qualification Grade	GCSE Equivalent
Digital Information Technology BTEC Technical Award	Level 2	Distinction*	8.5
Engineering BTEC Technical Award		Distinction	7
Enterprise BTEC Tech Award		Merit	5.5
Performing Arts BTEC Tech Award		Pass	4
	Level 1	Distinction	3
		Merit	2
Pass		1.25	

Vocational qualifications give students a taster of a professional sector; they provide the opportunity to put theory into practice, and it is this experience that can put a student at the top of the shortlist when they move into the world of work. The following courses are offered at Brine Leas School.

These courses will suit students who learn well through practical work and coursework style assignments rather than preparing for written exams. For example, all BTEC Tech Awards consist of 3 components: Component 1 (30%) and Component 2 (30%) are internal assessments based on practical assignments - they are set and marked by the school and verified by the examination board; Component 3 (40%) is an external assessment task, or written assessment, based on a scenario – it is set and marked by the exam board. Students can retake the external assessment. You can read more about these subjects on the individual subject pages in this booklet.

We would recommend these courses to students who have an interest in entering careers related to these vocations. Students who think they might plan to leave school aged 16 and progress to an apprenticeship or Further Education College to complete training in one of these areas, or a related area, should find out more about them.

## STEM Subjects

*'Overall, the requirement to use technology is becoming more common in many jobs. The emphasis on digital skills, for example, is as important today as literacy skills were in earlier times.'* (Controller and Auditor General, *Delivering STEM skills for the economy*, 17/1/18)

STEM stands for science, technology, engineering and mathematics. Since the early 2000s, there have been growing concerns about the supply of STEM skills in the workforce, especially in an era of technological change. Unfortunately, as technology advances, the skills required of the workforce change, but the pace of change means that skills development often lags behind. Undoubtedly STEM skills are crucial for the UK's productivity, and a shortage of STEM skills in the workforce is one of the UK's key economic problems – this explains why the government spent almost £1 billion between 2007 and 2017 on initiatives to encourage more take-up of STEM subjects. Therefore, students studying these subjects, either exclusively or in combination can help them with their future careers, either through further study or through STEM apprenticeships. (House of Commons Committee of Public Accounts, 'Delivering STEM skills for the economy', June 2018)

## Selecting your Options

We expect most students to choose a humanity, either Geography or History. This choice will meet the requirements of the English Baccalaureate.

Our SENDCO will liaise with parents/carers of students who require a more bespoke curriculum to ensure that they fulfil their potential at Key Stage 4 due to their needs. This will take place in the Summer term.

### Selecting your choices (✓)

1. Study the options table overleaf.
2. Select three subjects you would like to study, one subject from each option column (Option 1, Option 2, and Option 3).
3. Choose two reserve subjects that you may want to study if it is not possible to study your first choice of subjects, one from each of the final two columns (Reserve 1, Reserve 2). Your reserve choice will only be used following discussion with the student if their first choice of subjects is not possible as outlined on page 10.
4. Make selection(s) from each column, following the online instructions, see below.

## Entering your choices

To enter your KS4 Options Choices, you will need to access the 'Tools' on-line system by typing <https://www.studentoptions.co/brineleas> into the internet browser and entering your unique user name and password. Letters informing students of their login and passwords for submitting options choices online will be available via MCAS (My Child At School) as per the key dates on page 4. When this information has been entered you will be requested to submit your choices, by following the instructions on screen. Once you have selected your choices, and reserve, select 'Submit'.

## Options table

Option 1	Option 2	Option 3	Reserve 1	Reserve 2
Geography GCSE	Geography GCSE	Geography GCSE	Art & Design GCSE: Art	Art & Design GCSE: Art
History GCSE	History GCSE	History GCSE	Art & Design GCSE: Textiles	Art & Design GCSE: Textiles
Triple Science (3 GCSEs)	Triple Science (3 GCSEs)	Triple Science (3 GCSEs)	Business Studies GCSE	Business Studies GCSE
Psychology GCSE	Sociology GCSE	Art & Design GCSE: Art	Computer Science GCSE	Computer Science GCSE
Art & Design GCSE: Art	Business Studies GCSE	Art & Design GCSE: Textiles	Drama GCSE	Drama GCSE
Art & Design GCSE: Three-Dimensional Design (Ceramics)	Drama GCSE	Business Studies GCSE	Design & Technology GCSE	Design & Technology GCSE
Media GCSE	Art & Design GCSE: Textiles	Media GCSE	Engineering BTEC Tech Award	Engineering BTEC Tech Award
Food & Nutrition GCSE	Computer Science GCSE	Design & Technology GCSE	Enterprise BTEC Tech Award	Enterprise BTEC Tech Award
Design & Technology GCSE	Music GCSE	Food & Nutrition GCSE	Food & Nutrition GCSE	Food & Nutrition GCSE
Engineering BTEC Tech Award	Digital Information Technologies BTEC Tech Award	Physical Education GCSE	Creative iMedia Cambridge National Certificate	Creative iMedia Cambridge National Certificate
Enterprise BTEC Tech Award	Performing Arts BTEC Tech Award	Creative iMedia Cambridge National Certificate	Digital Information Technologies BTEC Tech Award	Digital Information Technologies BTEC Tech Award
		Religious Studies GCSE	Media GCSE	Media GCSE
			Performing Arts BTEC Tech Award	Performing Arts BTEC Tech Award
			Physical Education GCSE	Physical Education GCSE
			Psychology GCSE	Psychology GCSE
			Religious Studies GCSE	Religious Studies GCSE
			Sociology GCSE	Sociology GCSE

# Useful websites for career choices

Now that your son/daughter is in Year 9, this is the time when you need specific information to help you support them in making an informed choice with regard to their future. This decision-making process is based on self-knowledge as well as an understanding of the world of work. With this in mind, below is a list of websites that may help you and your son/daughter.

## 1. Brine Leas School

[www.brineleas.co.uk/careers-home-page/](http://www.brineleas.co.uk/careers-home-page/)

The careers area of our website informs students on their various options post-16 and post-18 and facilitates career choices. The page on local labour market information is particularly useful to identify where there may be job opportunities within growth industries.

## 2. E-Clips

<http://www.eclips-online.co.uk/>

Brine Leas School subscribes to e-clips on line. Students will be given login details via MCAS. E-Clips provides students with all the information they need on the careers that interest them. It offers clear and impartial descriptions of jobs, entry requirements and training options, as well as useful links and contact details for further exploration. There is information on jobs that relate directly to school and college subjects as well as general leaflets on a range of topics related to career choices, education, work and training.

## 3. National Careers Service

[www.nationalcareersservice.direct.gov.uk](http://www.nationalcareersservice.direct.gov.uk)

This is the Government's own careers website for all ages. It is very informative on careers, courses, CV writing and so on.

## 4. Prospects

[www.prospects.ac.uk/job-profiles](http://www.prospects.ac.uk/job-profiles)

This is an excellent website for investigating all aspects of a career.

## 5. Apprenticeships

[www.apprenticeships.org.uk](http://www.apprenticeships.org.uk) and [www.apprenticeshipguide.co.uk](http://www.apprenticeshipguide.co.uk)

Both these websites give you all the information you will need on apprenticeships and also have 'live' apprenticeship vacancies.

## 6. Not Going to University

[www.notgoingtouni.co.uk](http://www.notgoingtouni.co.uk)

This is a really useful guide for those students who are not sure about going to university. It is full of information on distance learning, foundation degrees, gap years, jobs and yet more apprenticeship vacancies.



If you have any further questions regarding careers, please contact our careers advisor, via email [info@brineleas.co.uk](mailto:info@brineleas.co.uk)

## Frequently asked questions

### What happens once I have completed my Options and Preferences online?

Your choices must be completed by Friday 19th March 2021 but can be done earlier. You will get your username and password to do this through MCAS (My Child At School). This will be checked to make sure that you have selected courses that are appropriate for you.

### Will I get all my choices?

Most students can study all the subjects they want, but it may not be possible if:

- your choices do not match your ability level;
- there are too many students who want to do that subject
- there are not enough students who want to do that subject so the subject is withdrawn

In such instances, you may be asked to have an interview with a senior member of staff to discuss your choices.

### How do I know if I should choose a 'new' subject?

It is really important that you find out as much as you can about each subject and that you do not just choose a subject because you have not studied it in Year 9. Remember that you should talk to your teachers, Heads of Department or your Key Stage 3 Co-ordinator.

### Will I study English Language or English Literature?

You will study both. The course is studied in an integrated way within English lessons, but you will leave with 2 GCSEs at the end of the course, GCSE English Language and GCSE English Literature.

### Do I have to study a language?

You will continue to study the language you have been studying in Y9. This is part of our core curriculum.

### Can I do more than one Language?

It is possible to do two languages by opting for a second language from within the options table. You must speak to an MFL teacher before choosing this route as you will need to show that you have developed the necessary skills in your second language through afterschool classes or external tutoring.

### Can I do 3 separate Sciences?

It is possible to study Biology GCSE, Chemistry GCSE and Physics GCSE by opting for Triple Science. Students who do not opt for Triple Science will study Science Trilogy, a combined course consisting of 2 GCSE qualifications.

## Will I change year half?

It is likely that most students will have a change in year half, although the actual number of students who change year halves may vary each year. This is due to some students opting to study Triple Science this subject is taught within blocks of time allocated for options subjects and within blocks of time allocated to science teaching within year halves. Year half changes also occur due to changes in how English and math structure their sets.

## How can I choose subjects if I am not sure what I want to do when I finish Year 11?

Many future careers/jobs do not require specific qualifications outside of the core curriculum, although there are exceptions such as medicine. Research any career that you are considering on university, college and employer websites and make sure that you have read the required qualifications (which are more likely to be grades than subjects).

Try to choose courses which will give you a broad and balanced range of subjects so that your options for what you do when you finish Year 11 are open. Choose subjects you are good at and that you enjoy.

## Is it possible to change my option choices after the deadline?

If you have chosen your courses carefully by listening to the advice and guidance given, you should not need to change your courses.

It may be possible to change your option choices before the end of Year 9; however, there is no guarantee. Three key groups of students will be prioritised beforehand, i.e. those students whose courses are confirmed as not being provided due to insufficient numbers, students whose options are not possible due to them being taught at the same time; and students who require a more tailored curriculum to meet their needs. Only when these groups have been confirmed will any amendments to option choices be looked at given the timetabling of subjects and class sizes.

If you would like to amend one or more of your option choices, please discuss with your Form Tutor. Your Form Tutor will then send an email to the Assistant Headteacher with responsibility for the curriculum. The Assistant Headteacher will contact you directly with the outcome.

## Do I have to study maths and English after Y11?

English and maths are vital for the world of work and, therefore, it is important to secure a good standard in both subjects. If you do not achieve a grade 4 or better in GCSE English and GCSE maths by the end of Key Stage 4, you are required to continue to work towards this aim as part of your 16-19 programme. A steppingstone qualification may be used as you work towards a GCSE. There are some exemptions for some students as it may not be possible for some students who have an EHCP to complete a qualification, however, but they must continue to study English and maths at an appropriate level.

# **Art & Design: Art, Craft & Design**

**Qualification: GCSE (Academic, 9-1)**

**Examination Board: AQA**

**Course specification: 8201**

**QAN 601/8088/2**

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## **Will this course interest me?**

Do you learn through practical experiences? Do you enjoy exploring your ideas through sculpture and/or art? This course will suit you if you want to develop your skills in drawing and painting in an individual way through using traditional and contemporary techniques.

## **What will you learn?**

You will study the work of artists using firsthand experiences and/or appropriate published material to broaden your knowledge and understanding of how artists communicate through their work. You will enhance your skills in using the formal techniques of colour, line, form, shape, tone and texture.

Over the course of the two years, you will explore and create work associated with fine art and three-dimensional design. Drawing, painting, sculpture, printmaking and mixed media will form the basis of fine art whilst architectural design and sculpture using mod-roc and cardboard will be the foundation of three-dimensional design. This work will form the basis of Component 1 as you are required to show evidence of working in these areas. However, you will be able to specialise in either of these areas for the second component.

Throughout all work you will be encouraged use your initiative to follow your own lines of enquiry to develop personal work. You will be taught how to research a project, developing initial work using experimentation, to ultimately produce final pieces. Some of this work will be in sketchbooks which are a compulsory requirement of the course. The majority of work done in sketchbooks will be set as homework; this will include independent research, observational studies and the development of design ideas.

## **Further details of this course can be found at:**

<http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

Materials - A1 folders (£5-£20), sketchbooks (£3)

We do expect students to have some basic art materials for doing homework, (a selection of graphite drawing pencils/set of watercolours/coloured pencils).

### **Assessment**

There will be 2 assessments in this course:

Non-examined assessment - Component 1: Portfolio (no time limit, 60% of GCSE)

Non-examined assessment – Component 2: Externally set assignment (10 hours supervised, 40% of GCSE)

GCSE Art students can go on to study a wide range of subjects aged 16. Brine Leas students can progress specifically to A level Art. However, a wide range of subject's link with studying Art as it compliments learning in Graphic Design, Photography and Textiles.

### **Career Information**

With further training, students could go into a job related to Art and Design such as an architect, animator, being an artist and/ or art lecturer or art teacher and a wide range of other creative opportunities. Many do choose art related subjects such as film and television, advertising, journalism, gallery work, conservation, interior design, jewellery design, photography, graphic design, set design and fashion and textiles.

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“Where the spirit does not work with the hand there is no art.” Leonardo da Vinci

# **Art & Design: Three-dimensional design (ceramics)**

**Qualification: GCSE (Academic, 9-1)**

**Examination Board: AQA**

**Course specification: 8205**

**QAN 601/8088/2**

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## **Will this course interest me?**

Do you enjoy creating three dimensional pieces of art using your hands and other tools? Ceramics is a popular artistic medium for expressing ideas in three-dimensional form. It is one of the world's oldest crafts. This course will suit you if you want to explore creativity in the form of model making and clay sculpture.

## **What will you learn?**

You will study the work of artists, ceramicists and sculptors using first hand experiences and/or appropriate published material to broaden your knowledge and understanding of how artists communicate their ideas and intentions through their work.

Over the course of the two years, you will develop knowledge, skills and understanding of how to create three-dimensional designs in clay. You will explore various techniques used in Ceramics such as coil building, slab building, press moulding, impressing, embossing, carving and scraffito. Students will learn about the firing process and how to apply oxides and glazes to embellish and decorate designs produced. This work will form the basis of Component 1 as you are required to show evidence of working in these areas. However, you will be able to specialise in either of these or combine processes for the second component.

Throughout all work you will be encouraged to use your initiative and to follow your own lines of enquiry to develop personal work. You will be taught how to research a project, investigate the work of other artists, designers and craftsperson's and develop initial ideas using experimentation, to ultimately produce final pieces. Some of this work will be in sketchbooks which are a compulsory requirement of the course. The majority of work done in sketchbooks will be set as homework; this will include independent research, observational studies and the development of design ideas.

## **Further details of this course can be found at:**

<http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

Materials – A3 folders (£5-£10), sketchbooks (£3)

We do expect students to have some basic art materials for doing homework, (a selection of graphite drawing pencils/set of watercolours/coloured pencils).

### **Assessment**

There will be 2 assessments in this course:

Non-examined assessment - Component 1:  
Portfolio (no time limit, 60% of GCSE)

Non-examined assessment – Component 2:  
Externally set assignment (10 hours supervised, 40% of GCSE)

GCSE Ceramics students can go on to study a wide range of subjects aged 16. Brine Leas students can progress specifically to A level Art. However, a wide range of subject's link with studying Art as it compliments learning in Graphic Design, Photography, Textiles and Product Design.

### **Career Information**

With further training, students could go into a job related to Art and Design such as an architect, art historian, sculptor, studio potter, model maker/designer, animator, being an artist and/ or art lecturer or art teacher and a wide range of other creative opportunities. Many do choose art related subjects such as film and television, advertising, creative director, journalism, gallery work, conservation, interior design, jewellery design, photography, graphic design, set design and fashion and textiles.

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“Clay can be dirt in the wrong hands, but clay can be art in the right hands.” Lupita Nyong'o

# Art & Design: Textiles

**Qualification: GCSE (Academic, 9-1)**

**Examination Board: AQA**

**Course specification: 8204/C**

**QAN 601/8088/2**

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## **Will this course interest me?**

Are you interested in textiles and fashion? Do you want to explore decorative and wearable design? Do you want to develop your design and making skills? Do you enjoy experimenting with artistic techniques and processes in a practical way? Are you interested in gaining an appreciation of the work of existing artists and designers? If so, then you should consider this course.

## **What will you learn?**

Textiles is a practical subject area which requires the application of knowledge, skill and understanding when developing ideas, planning, producing products and evaluating them. Skills include fashion and garment illustration, fabric and fibre construction and manipulation. Within this course you will experience traditional finishing processes such as dyeing and printing, decoration and enhancement as well as computer aided design (CAD) and manufacture (CAM).

Over the course of the two years, you will explore and create work associated with at least two of the following areas: fashion design and illustration, constructed textiles, printed and dyed textiles, surface pattern, and stitched and/or embellished textiles.

You will study the work of artists using first hand experiences and/or appropriate published material to broaden your knowledge and understanding of how designers are inspired and communicate through their work. You will enhance your skills in using the formal techniques of colour, line, form, shape, tone, texture, pattern composition, decoration, repetition, scale, structure and surface. You will also hone your ability to use textile design techniques and materials that are appropriate to your chosen individual work.

Throughout all work you will be encouraged use your initiative to follow your own lines of enquiry to develop personal work. You will be taught how to research a project, developing initial work using experimentation, to ultimately produce final pieces. Some of this work will be in sketchbooks which are a compulsory requirement of the course. The work done in sketchbooks will include independent research, observational studies and the development of design ideas.

**Further details of this course can be found at:**

<http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

Materials for non-examined assessment.

GCSE Textiles students can go on to study a wide range of subjects aged 16. Brine Leas students can progress specifically to A level Textiles. However, a wide range of subject's link with studying Textiles as it compliments learning in: Art, Drama, English Language, English Literature, Graphics and Media.

### **Assessment**

There will be 2 assessments in this course:

Non-examined assessment - Component 1:  
Portfolio (no time limit, 60% of GCSE)

Non-examined assessment – Component 2:  
Externally set assignment (10 hours supervised, 40% of GCSE)

### **Career Information**

Leads to GCE AS or A Level in Textiles, and then Fashion Design, Interior Design, Surface Pattern Design, Fabric Design, Costume Design or Jewellery Design.

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“Every time that I wanted to give up, if I saw an interesting textile, print what ever, suddenly I would see a collection.” Anna Sui



# **Business Studies**

**Qualification: GCSE (Academic, 9-1)**

**Examination Board: AQA**

**Course specification: 8132**

**QAN 603/0304/9**

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## **Will this course interest me?**

Do you want to find out about businesses? Do you want to understand what decisions are made and why they are made? Have you a keen interest in business and how it operates? Do you want to develop an understanding of how businesses grow and make profits? Do you want to gain an understanding of issues facing UK businesses in the 21<sup>st</sup> Century? If you do, then Business Studies would be a fabulous option for you.

## **What will you learn?**

You will study business theories and real-life examples through six topics:

Business in the real world – you will develop your understanding of the purposes and nature of business, business ownership, setting business aims and objectives, stakeholders, business location and planning, and expanding a business;

Influences on business – you will gain a comprehensive awareness of the role of technology and give thought to the ethical and environmental considerations, the economic climate of business, globalisation, legislation and the competitive environment of business;

Business operations – you will develop your knowledge and understanding of the processes of production, the role of procurement, and the concept of quality and good customer service;

Human resources – you will learn about the organisational structures within businesses, the process of recruitment and selection of employees, and motivating and training employees;

Marketing – you will look at the importance of identifying and understanding customers, the process of segmentation, the purpose of market research, and the elements of market mix through the 4Ps (price, product promotion and place); and

Finance – you will learn about the various sources of finance, cash flow, financial terms and calculations, and how to analyse the financial performance of a business.

**Further details of this course can be found at:**

<http://www.aqa.org.uk/subjects/business-subjects/gcse/business-8132>

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Students are required to purchase a CGP revision guide and work booklet through the school at a reduced price of £5.50.

### **Assessment**

There will be 2 examined assessments at the end of Year 11:

Paper 1: Business in the real world, Influences on business, operations and HRM (1 hour 45 minutes, 50% of GCSE)

Paper 2: Business in the real world, Influences on business ,marketing and finance (1 hour 45 minutes, 50% of GCSE)

GCSE Business Studies students can go on to study a wide range of subjects aged 16. Brine Leas students can progress specifically to A level Business Studies. However, a wide range of subject's link with studying Business Studies as it compliments learning in Economics, English, Geography, and Mathematics.

### **Career Information**

Business Apprenticeships schemes or jobs in the business sector – Accountancy, Banking, Law, Retail, Travel & Tourism Industry and Self Employment.

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“A business that makes nothing but money is a poor business.” Henry Ford

# **Combined Science: Trilogy**

**Qualification: GCSE (Academic, 9-1)**

**Examination Board: AQA**

**Course specification: 8464,  
QAN 601/8758/X**

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## **Organisation**

All students will be placed into a set dependent upon their Science pathway chosen for key stage 4 and upon their attainment and progress in Years 7, 8 and 9. As a result, there are normally changes to sets at the start of Year 10 to take into account the different pathways chosen. There are two possible routes through the GCSE Science Curriculum. The first pathway is Combined Science (Science Trilogy). It is the study of Biology, Chemistry and Physics and is certificated jointly over a combined double GCSE. The second pathway is Triple Science. It is the study of Biology, Chemistry and Physics with each certificated individually as three GCSE's. Combined Science does not require an Option.

There are two tiers of entry in this course (Foundation Tier and Higher Tier). Students only make one tier of entry as this will cover all the question papers.

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## **Will this course interest me?**

The Combined Science course provides the foundations for understanding the material world. Scientific understanding is changing our lives and it is vital to the world's future prosperity. You will learn to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas which are interlinked and have universal application.

## **What will you learn?**

The topics covered are the same as those covered in the Separate Science course, but in Combined Science you are not required to learn the same amount of content as that required for Separate Science.

Within Biology, you learn about the following: cell biology; organisation; infection and response; bioenergetics; homeostasis and response; inheritance, variation and evolution; and ecology.

Within Chemistry, you learn about the following: atomic structure and the periodic table; bonding, structure, and the properties of matter; quantitative chemistry; chemical changes; energy changes; the rate and extent of chemical change; organic chemistry; chemistry of the atmosphere; and using resources.

Within Physics, you learn about the following: energy; electricity; particle model of matter; atomic structure; forces; waves; and magnetism and electromagnetism.

Throughout the course you will carry out 'required practical's to support and consolidate your scientific understanding and to develop investigative skills. Although these practical's do not count directly towards the GCSE grade, the written examinations will include questions which test your knowledge of this work.

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**Further details of this course can be found at:**

<http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

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### **Extra Costs & Requirements**

CGP Revision guide £11

### **Assessment**

There will be 6 examined assessments at the end of Year 11:

Biology Paper 1

(1hr 15 mins, 16.7% of GCSE)

Biology Paper 2

(1hr 15 mins, 16.7% of GCSE)

Chemistry Paper 1

(1hr 15 mins, 16.7% of GCSE)

Chemistry Paper 2

(1hr 15 mins, 16.7% of GCSE)

Physics Paper 1

(1hr 15 mins, 16.7% of GCSE)

Physics Paper 2

(1hr 15 mins, 16.7% of GCSE)

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### **Next Steps**

GCSE Combined Science: Trilogy students can go on to study a wide range of subjects aged 16. Brine Leas students can progress specifically to A level Biology, Chemistry, and Physics. However, a wide range of subject's link with studying science as it compliments learning in Environmental Science, Geography and Mathematics.

### **Career Information**

There really are no limits to the type of job studying science could lead to, some examples include:

Clinical Psychologist, Sports scientist, Engineer, Physiotherapist, Pharmacist, Dentistry, Medicine, Music technology, and Animal Health. However, the skills gained will open opportunities in other areas including Teaching, Finance, Law, Media and Film Production and Architecture.

“Science is beautiful when it makes simple explanations of phenomena or connections between different observations’ Stephen Hawking

# Computer Science

**Qualification: GCSE (Academic, 9-1)**

**Examination Board: AQA**

**Course specification: 8520**

**QAN 601/8301/9**

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## **Will this course interest me?**

You may have heard that the UK has some of the best computer games design and programming companies in the world, but they are all struggling to employ programmers from the UK. Huge multinational companies like Microsoft, Google and Apple have said that the UK was at the front line of new computing. Many of today's students, however, are not learning programming. With this GCSE and further study in this field, you will be extremely employable in the future.

You will use and explore Mathematical concepts and foundations within Computer Science and, therefore, it would be advantageous to be proficient in Mathematics and have an interest in the technical aspects of computing. They should also be willing to solve problems independently and explain your ideas. A logical approach to learning would be advantageous.

## **What will you learn?**

Within this course you will build on your knowledge, understanding and skills established at Key Stage 3. You will develop an understanding of and be able to apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation. You will enhance your ability to analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs; and to think creatively, innovatively, analytically, logically and critically. Furthermore, you will understand: the components that make up digital systems and how they communicate with one another and with other systems; and the impacts of digital technology to the individual and to wider society. You will also apply Mathematical skills relevant to Computer Science.

You will cover nine topics in Computer Science: fundamentals of algorithms; programming; fundamentals of data representation; computer systems; fundamentals of computer networks; Cyber security; relational databases and structured query language (SQL); ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy.

## **Further details of this course can be found at:**

<https://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8525>

Students are required to purchase a CGP revision guide and work booklet through the school at a reduced price of £5.50 for both.

### Assessment

There will be 2 examined assessments at the end of Year 11:

Paper 1: Computational thinking and programming skills (2 hours, 50% of GCSE)

Paper 2: Computing concepts (1 hour 45 minutes, 50% of GCSE)

GCSE Computer Science students can go on to study a wide range of subjects aged 16. Brine Leas students can progress specifically to A level Computer Science. However, a wide range of subject's link with studying Computer Science as it compliments learning in Mathematics, Engineering and Science.

### Career Information

This course is an excellent starting point for a career in Computer Science. The range of possible options for careers include Database Administrator, Games Developer, Information Systems Manager, IT Consultant, Multimedia Programmer, Systems Analyst, Systems Developer and Web Designer.

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“Computer science inverts the normal. In normal science, you’re given a world, and your job is to find out the rules. In computer science, you give the computer the rules, and it creates the world.” Alan Kay

# Creative iMedia (Graphics)

**Qualification: Cambridge National (Pass/Merit/Distinction/Distinction\*)**

**Examination Board: OCR Level 2 Cambridge National Certificate**

**Course specification: J817**

**QAN 600/7043/2**

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## **Will this course interest me?**

Are you interested in working in the creative digital media sector? Do you like to exercise your creativity and design digital media products using computers?

## **What will you learn?**

Digital Media is a key part of many areas in our everyday lives. The production of digital media products (Graphics, Photography and Animation) is a requirement of almost every business requiring a huge demand for a skilled and digitally literate workforce. This specialist practical course puts emphasis on the practical application of digital software and hardware in today's every changing digital world. Creative iMedia is structured to allow you to work in a range of disciplines according to your skills and interests. It will provide opportunities to develop your ability to research, plan, review, work with others and communicating creative concepts. The qualification's hands-on approach has strong relevance to the way young people use the technology required in creative industries.

Your skills and knowledge will be extended through 4 units:

Pre-production skills – You will be introduced to a range of pre-production technique used in the creative and digital media, including client brief, time frames, deadlines and preparation techniques.

Creating digital graphics – You will build on the skills and understanding that they have developed in the initial unit, you will explore where and why digital graphics are used and the techniques that are involved in their creation. You will apply your skills and knowledge in creating digital graphics against a specific brief.

Creating a digital animation – You will be introduced to the basics of digital animation for the creative and digital media sector. You will follow a client brief to plan and create a digital animation using appropriate animation, and then review the final product.

Digital photography – You will explore different types of digital photography, photographic equipment, features and settings. You will plan and execute a photo shoot according to a specific brief and present a final portfolio.

The course is assessed through practical and written portfolio work. There are no written exams although the third component is externally assessed.

**Further details of this course can be found at:**

<https://www.ocr.org.uk/Images/115888-specification.pdf>

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**Extra Costs & Requirements**

**Next Steps**

For the Digital Photography unit, it would be desirable but not essential that a student has access to a digital camera.

### **Assessment**

There will be 4 assessments in this course:

Unit R081 - Examined assessment,  
Written Paper, Externally Marked (1 hour  
15mins, 25% of the grade)

Unit R082 - Non-examined assessment,  
Centre-assessed tasks, OCR moderated  
Externally set assignment (approx.10 hours  
supervised, 25% of grade)

Unit R086 - Non-examined assessment,  
Centre-assessed tasks, OCR moderated  
Externally set assignment (approx.10 hours  
supervised, 25% of grade)

Unit R090 - Non-examined assessment,  
Centre-assessed tasks, OCR moderated  
Externally set assignment (approx.10 hours  
supervised, 25% of grade)

Studying Creative iMedia will allow further development into A levels and vocational qualifications in the following areas: Graphic Communications, Photography, ICT, Computing, Art & Design, Illustration, Animation, Game Design.

### **Career Information**

Possible career paths: Product Designer, Graphic Designer, Web Designer, Exhibition Designer, Set Designer, Model Maker, 3D Artist/Designer, Architect, Interior Designer, Furniture Designer, Design Engineer, Commercial Artist, Creative Director, Advertising, Art Director, Public Relations, Animator, Publishing, Game Artist, Furniture Designer, Design Engineer.

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“Design must seduce, shape, and perhaps more importantly, evoke an emotional response. “  
April Greiman



# Design & Technology

**Qualification: GCSE (Academic, 9-1)**

**Examination Board: AQA**

**Course specification: 8552**

**QAN 603/0984/2**

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## **Will this course interest me?**

Do you enjoy learning in a practical environment? Do you like to be creative and work with logic? Do you enjoy making products? If so, then you should consider this course.

## **What will you learn?**

GCSE Design and Technology (Materials) will prepare you to participate confidently and successfully in an increasingly technological world. You will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. You will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

The subject content is taught within three units:

**Core technical principles** – You will develop a breadth of core technical knowledge in the following fields: new and emerging technologies; energy generation and storage; developments in new materials; systems approach to designing; mechanical devices; and materials and their working properties.

**Specialist technical principles** – You will develop an in-depth knowledge and understanding of a variety of specialist technical principles predominantly by using of papers and boards, timber, metal, and polymers. The principles, including: selection of materials or components; forces and stresses; ecological and social footprint; sources and origins; using and working with materials; stock forms, types and sizes; scales of production; specialist techniques and processes; and surface treatments and finishes.

**Design and making principles** – You will demonstrate and apply your knowledge and understanding of designing and making in relation for a specific task. This task will focus on the use of compliant materials and will be completed through the medium of paper, card, board, polymers, timbers, metals or use of electronics. The assessment criteria follows the process of investigation, designing, making, analysing and evaluating. The process will incorporate specialist tools and equipment as well as specialist techniques and processes.

**Details of the specification can be found at:**

<http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>

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### Extra Costs & Requirements

Materials for non-examined assessment.

### Assessment

There will be 2 assessments at the end of Year 11:

Examined assessment (2 hours, 50% of GCSE)

Non-examined assessment: (30-35 hours, 50% of GCSE)

### Next Steps

GCSE Design & Technology (Materials) students can go on to study a wide range of subjects aged 16. Brine Leas students can progress specifically to A level Product Design. However, a wide range of subject's link with studying Design & Technology as it compliments learning in Mathematics, English Language, Graphic Design and Textiles.

### Career Information

A useful platform for further study in apprenticeship and careers in Design and Engineering. Leads to GCE or A Level Product Design, and then Product Designer, Exhibition Designer, Set Designer, Model Maker, 3D Artist/Designer, Architect, Interior Designer, Furniture Designer, Design Engineer.

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“The best way to predict the future is to invent it.” Alan Kay

# Digital Information Technology

**Qualification: BTEC Level 1/Level 2 Tech Award  
(Vocational: Distinction\*, Distinction, Merit, Pass)**

**Examination Board: Pearson Edexcel**

**Course specification: 1DRO,  
QAN 603/274/06**

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## Will this course interest me?

Do you prefer practical work? Are you interested in working with in the digital industry in the future?

## What will you learn?

The digital sector is a major source of employment in the UK, with 1.46 million people working in digital companies and around 45,000 digital jobs advertised at any one time. The UK is the 'digital capital of Europe' and continues to invest billions every year in digital skills and commerce.

This course is hands-on and provides you with the opportunities to put what you've learned into practice and grow in confidence. You will explore the digital industrial sector while developing technical skills and techniques, planning a digital solution for a given brief, and developing an understanding of what cyber security is and the importance of legal and ethical considerations when using modern technologies.

There are three components to this Tech Award qualification:

**Exploring User Interface Design Principles and Project Planning Techniques** – You will learn how to plan the design and development of a user interface. Within this component you will: explore user interface design and development; discover how to develop and review a digital user interface; and investigate how to use project planning techniques to manage a digital project.

**Collecting, presenting and Interpreting Data** – You will learn how to process and interpret data and draw conclusion. To achieve this you will: explore how data impacts on individuals and organisations; develop a dashboard using data manipulation tools; and draw conclusions and make recommendations on data intelligence.

**Effective Digital Working Practices** – You will explore how organisations use digital systems and the wider implications associated with their use. Within this work you will explore how modern information technology is evolving; understand what cyber security is and how to safeguard against it; and consider legal and ethical issues in data and information sharing. This component can be completed in February and May within Y11.

**Details of the specification can be found at:**

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology.html>

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### **Extra Costs & Requirements**

### **Assessment**

There will be 3 assessments at the end of Year 11:

Non-examined assessment - Component 1: Exploring User Interface Design Principles and Project Planning Techniques (30% of Tech Award)

Non-examined assessment - Component 2: Collecting, Presenting and Interpreting Data (30% of Tech Award)

Examined assessment - Component 3: Effective Digital Working Practices (1 hour 30 minutes, 40% of Tech Award)

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### **Next Steps**

Digital Information Technology BTEC Tech Award students can continue on to further vocational study with a BTEC National in IT or Computing at Level 2. They could also progress to an A level in Computer Science.

### **Career Information**

Digital Information Technology BTEC Tech Award will give you a set of skills that can be applied to all Pathways after GCSE and for those who would like a role within the digital industry.

“Sharing is good, and with digital technology, sharing is easy.” Richard Stallman

# Drama

**Qualification: GCSE (Academic, 9-1)**

**Examination Board: Pearson Edexcel**

**Course specification: 1DRO**

**QAN 601/8491/7**

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## **Will this course interest me?**

Are you creative? Do you enjoy performing in front of an audience as part of a group or individually? Are you interested in creating or directing performances? If so, then you should consider this course.

## **What will you learn?**

This course is suitable for many students, from those thinking of becoming an actor on stage or screen, to those who have an interest in theatre design, set lighting, costume and sound. Drama will provide you with opportunities to perform to an audience and to experience live theatre. You will also benefit from the personal and transferable skills which drama develops.

You will explore the world of drama through scripted and devised works. You will study and explore texts from relevant social, historical and cultural contexts, for example, *The Crucible* by Arthur Miller and *Blood Brothers* by Willy Russell. Within this work you will: develop your ability to recognise and understand the roles and responsibilities of performer, designer and director; analyse and evaluate your own work and the work of others; and further your ability to understand how performance texts can be interpreted and performed.

Extra-curricular visits and opportunities are an exciting part of the course. There are opportunities to experience live theatre visits both locally and nationally, a weekend residential to the West End in London along with opportunities to perform in school productions and external theatre festivals such as Shakespeare Schools Festival.

## **Details of the specification can be found at:**

[https://qualifications.pearson.com/content/dam/pdf/GCSE/Drama/2016/Specification%20and%20sample%20assessments/gcse\\_drama\\_spec\\_L1\\_L2.pdf](https://qualifications.pearson.com/content/dam/pdf/GCSE/Drama/2016/Specification%20and%20sample%20assessments/gcse_drama_spec_L1_L2.pdf)

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## Extra Costs & Requirements

At least one compulsory visit to the theatre is required to complete the course. The cost of the theatre ticket and transport will be needed. Further theatre trips will be offered, however students are strongly advised to get involved in extra-curricular both in and outside of school and to see as much live theatre as possible.

## Assessment

There will be 3 assessments at the end of Year 11:

Non-examined assessment - Component 1 (40% of GCSE)

- Performance
- Portfolio (1500-2000 words)

Examined assessment (visiting examiner) - Component 2 (20% of GCSE)

- Group/solo performance

Examined assessment - Component 3 (1 hour 30 minutes, 40% of GCSE) – notes up to 500 words are allowed to be taken into this exam for questions related to the live performance).

## Next Steps

GCSE Drama students can go on to study a wide range of subjects aged 16. Brine Leas students can progress specifically to A level Drama and Theatre Studies. However, this subject also links well with English Literature, Humanities, Media Studies, Social Sciences and the arts.

## Career Information

GCSE Drama will give you a set of skills that can be applied to all Pathways after GCSE and for those who would like a role within the Creative Arts industry, this course is essential.

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“I made mistakes in drama. I thought drama was when actors cried. But drama is when the audience cries.” Frank Capra

# Engineering

**Qualification: BTEC Level 1 / 2 Tech Award**  
**(Vocational: Distinction\*, Distinction, Merit, Pass)**

**Examination Board: Pearson**  
**QAN 603/0829/1**

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## **Will this course interest me?**

Do you want to work in the engineering sector in the future? Do you like to learn within a practical environment? Do you want to develop your practical skills while studying the theory behind engineering? Are you interested in studying mechanical, electrical and engineering design? If so, then you should consider this course.

## **What will you learn?**

You will focus on 4 areas whilst studying the Engineering Tech Award qualification. First, you will develop key engineering practical and technical skills, such as research, observation, measurement, making, using computer-aided design (CAD) and disassembly. Secondly, you will develop your knowledge of key engineering sectors (mechanical, electrical/electronic and engineering design) and the interrelation of each in industry. Thirdly, you will learn about the stages involved in planning and implementing an engineering project. Finally, you will improve your knowledge and skills involved in the investigation of solutions to engineering problems in response to a brief that you will be given.

There are three components within this Engineering BTEC Tech Award. Each component is assessed separately:

Exploring engineering sectors and design applications – You will explore the links between the various engineering sectors and the role of design in the production of engineered products.

Investigating an engineering project – You will investigate the selection of materials, proprietary components, making processes and disassembly of a given engineered product. You will use your learning to plan, reproduce, inspect and test a single component.

Responding to an engineering brief – You will investigate and create solutions to engineering problems in response to a given brief. You need to identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from your learning throughout the course. You can re-sit this component

## **Details of the specification can be found at:**

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/engineering.html>

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## Extra Costs & Requirements

Material for non-examined assessment.

## Assessment

There will be 3 assessments at the end of Year 11:

Non-examined assessment - Component 1:  
Exploring engineering sectors and design applications (internally assessed, 30% of Tech Award)

Non-examined assessment - Component 2:  
Investigating an engineering project (internally assessed, 30% of Tech Award)

Non-examined assessment - Responding to an engineering brief (externally assessed, 40% of Tech Award)

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## Next Steps

Engineering Tech Award students can go on to study a wide range of subjects aged 16. Brine Leas students can progress specifically to BTEC National in Engineering.

## Career Information

Apprenticeships and careers in Engineering

“Normal people...believe that if it ain't broke, don't fix it. Engineers believe that if it ain't broke, it doesn't have enough features yet.” Scott Adams



# English

**Qualification: GCSE (Academic, 9-1)**

**Examination Board: AQA**

**English Language course specification: 8700  
QAN 601/4292/3**

**English Literature course specification: 8702  
QAN 601/4447/6**

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## Organisation

English is studied by all students. In Years 10 and 11 the year group will be divided into 8 teaching groups based upon their ability and performance in English in Year 7, 8 and 9 as well as the end of Year 9 exam for English. For all students, the courses will comprise of English Language and English Literature, taught within 8 one-hour lessons per fortnight, and this will lead to two separate GCSEs and a Spoken Language NEA (separate endorsement). There are normally changes to sets at the start of Year 10 to take into account the different curriculum and the different class structure in Year 10 compared to Year 9. All students sit the same exams; there are no tiers of entry.

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## Will this course interest me?

In English you will develop your listening, reading and writing skills vocabulary. The skills gained in English language are vital and sought after by employers and further education centres alike.

## What will you learn?

There is no coursework component in either English Language or English Literature. Speaking and Listening are assessed in English Language as an NEA and a mark of Pass, Merit or Distinction will be awarded; however, this does not count towards the final English Language GCSE grade, although it must be completed to validate the GCSE entry. Within the examinations, there is an emphasis on technical accuracy in Spelling, Punctuation and Grammar. There is a single tier of entry in both English Language and English Literature.

In English Language, you will study both fiction and non-fiction texts. The examinations will assess your ability to respond to unseen fiction and nonfiction tests. The unseen texts will be from the 19th, 20th and 21st Centuries. Similarly, both examinations assess your ability to write in a descriptive or narrative style, or write to present a particular viewpoint using a range of vocabulary and sentence structures.

## Details of the specification can be found at:

<http://www.aqa.org.uk/subjects/english/gcse/english-language-8700>.

In English Literature, you will study a range of poetry, prose and drama texts from a range of literary periods in preparation for the examinations. The examinations will require you to respond to: an extract of a Shakespeare play and an extract from a 19<sup>th</sup> Century novel that you will have

studied in class; a modern play studied in class; two poems from an anthology of poetry studies in class; and two unseen poems. You will develop your ability to discuss how writers create meanings in a variety of texts through language and structure, how texts relate to their historical, social and cultural contexts and how to compare ideas and themes, all within an essay format.

### **Details of the specification can be found at:**

<http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>.

All students are expected to achieve a standard pass or above, grade 4, for GCSE English Language by the age of 16. If this grade is not achieved, you will be expected to continue studying English until you have passed or up to the age of 18. Many Key Stage 5 courses and/or employers desire students to have attained a high pass, grade 5, or above.

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### **Assessment**

There will be 4 exams at the end of Year 11:

#### **English Language**

Exam Paper 1: Explorations in Creative Reading and Writing (1 hour 45 minutes; 50% of GCSE)

Exam Paper 2: Writers' Viewpoints and Perspectives

(1 hour 45 minutes; 50% of GCSE)

#### **English Literature**

Exam Paper 1: Shakespeare and the 19th Century Novel (1 hour 45 minutes; 40% of GCSE)

Exam Paper 2: Modern Texts and Poetry (2 hours 15 minutes; 60% of GCSE)

### **Extra Costs & Requirements**

Students are strongly advised to buy copies of the texts they are studying as well as CGP revision guides and workbooks.

### **Next Steps**

GCSE English students can go on to study a wide range of subjects aged 16. Brine Leas students can progress specifically to three A level courses: English Literature (the preferred option submitted in University applications), and/or English Language or English Language and Literature (combined). However, a wide range of subjects link with studying English as it complements learning in science, economics and business studies as well as arts subjects including history, politics, law, religious education, psychology and sociology.

### **Career Information**

Those who are successful in English can go on to work in a variety of careers, including within the Media, Social Work, Journalism, and Law.

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“Studying English literature at school was my first step towards mental freedom and independence. It was like falling in love with life.” Ian McEwan

# Enterprise

**Qualification: BTEC Level 1 / 2 Tech Award  
(Vocational: Distinction\*, Distinction, Merit, Pass)**

**Examination Board: Pearson  
QAN 603/1916/1**

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## **Will this course interest me?**

Are you interested in learning how businesses work or discovering potential careers and the skills needed to start your own business? Do you want to complete a course which is 100% coursework? If so BTEC Tech Award in Enterprise is the right course for you.

During the course you will study the business world and the skills required to be an entrepreneur. This will involve you developing your knowledge of how different sectors work, learning the importance of business planning and understanding business markets. You will master the transferable skills of self-reflection, communication, teamwork and problem solving.

## **What will you learn?**

The Pearson BTEC Level 2 Tech Award in Enterprise, is for students who wish to acquire skills through vocational learning by studying the knowledge, behaviours and skills related to researching, setting up, running and reviewing an enterprise. The qualification will enable you to develop your technical skills such as market research skills, planning, promotional and financial skills using realistic work scenarios. You will also develop your personal skills, (such as monitoring own performance, time management and problem solving) through a practical and skills based approach to learning and assessment.

The main focus when studying Enterprise is on the knowledge, understanding and skills required to research, setup, run, review and monitor an initiative which includes:

Improvement of key skills that prove your aptitude in planning and carrying out an enterprise activity including market research. This includes planning, carrying out financial transactions, communication and problem solving.

Developing a knowledge that underpins effective use of skills, such as the features and characteristics of enterprises and entrepreneurs and the internal and external factors that can affect the performance of an enterprise.

Furthering your awareness of attitudes and ways of working that are considered most important for enterprise, including communicating and interacting with customers, monitoring and reflecting on performance of enterprise and own use of skills.

## **Further details of this course can be found at:**

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/enterprise.html>

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## Extra Costs & Requirements

### Assessment

There are 3 assessments during Year 10 and/or Year 11:

Non-examined assessment - Component 1:  
Exploring enterprises (internally assessed, 30%)

Non-examined assessment - Component 2:  
Planning for an running an enterprise  
(Internally assessed, 30%)

Examined assessment - Component 3:  
Promotion and finance for enterprise  
(externally assessed, 40%)

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## Next Steps

Students can go on to study a wide range of subjects aged 16. Brine Leas students can progress specifically to Business Studies at A level.

### Career Information

This qualification enables hands on work-related learning and experience. It is an excellent grounding and gateway to higher level Business courses such as Linear A level Business and Level 3 BTEC National Business.

“There is no limit to what free men and free women in a free market with free enterprise can accomplish when people are free to follow their dream.” Jack Kemp

# Food, Preparation & Nutrition

**Qualification: GCSE (Academic, 9-1)**

**Examination Board: AQA**

**Course specification: 8585**

**QAN 601/8421/8**

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## **Will this course interest me?**

Are you interested in food? Do you want to develop your cooking skills? If so, you should consider this course.

## **What will you learn?**

This is an exciting and creative course that focuses on new practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing your practical cookery skills to give you a strong understanding of nutrition. You will prepare, cook and present a final menu of three dishes within three hours, planning in advance how this will be achieved.

The course is divided into 5 units, some of these will be taught within the main content:

**Food preparation skills** – You will develop your ability to use a wide range of skills, including cooking methods, knife skills and sauce making; and knowledge of how and when to use these skills, individually or combined, to achieve a specific outcome.

**Food, nutrition and health** – You will further your knowledge and understanding of macronutrients, micronutrients, and nutritional needs and health.

**Food science** – You will learn about the cooking of food and heat transfer, and about the functional and chemical properties of food.

**Food safety** – You will learn and understand how food can be spoiled and contaminated, and the principles of food safety.

**Food choice** – You will find out about the factors that affect our choice of foods, including the influences of food labelling and marketing as well as the importance of using our sensors through sight, taste, touch and aroma.

**Food provenance** – You develop your knowledge and understanding of the environmental impact and sustainability and of food processing and production.

**Food preparation and cooking techniques** – Your food preparation and cooking techniques are assessed through this unit that is a non-exam assessment. There are two tasks in this unit: Task 1 (Food investigation) assesses your understanding of the working characteristics, functional and chemical properties of ingredients; and Task 2 (Food Preparation) assesses your

knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition in relation to a chosen task.

**Details of the specification can be found at:**

<http://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585/specification-at-a-glance>

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**Extra Costs & Requirements**

Ingredients will need to be purchased once a week.

**Next Steps**

GCSE Food Preparation & Nutrition students can go on to study a wide range of subjects aged 16. Brine Leas students can progress specifically to A level Food & Nutrition. However, a wide range of subject's link with studying Food & Nutrition as it compliments learning in Biology, Chemistry and Geography.

**Assessment**

There will be 2 assessments at the end of Year 11:

Examined assessment (1 hour 45 minutes, 50% of GCSE)

Non-examined assessments: Food Investigation (15% of GCSE) and Food Preparation (35% of GCSE)

**Career Information**

Food preparation and nutrition prepares students for careers in the Hospitality and Catering Industry, Home Economist, Food Stylist, Health Promotion, Nutritionist, Dieticians and many more.

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“Healthy citizens are the greatest asset any country can have.” Winston Churchill

# French

**Qualification: GCSE (Academic, 9-1)**

**Examination Board: AQA**

**Course specification: 8658,**

**QAN 601/8157/6**

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## **Organisation**

You will continue to study the language that they have specialised in during Year 9 to GCSE level. There are changes to groups at the start of Year 10 to take into account the different curriculum opted by students.

There are two tiers of entry in French: Foundation tier (grades 1-5) and Higher Tier (grades 4-9). You will take all 4 question papers at the same tier of entry.

It is possible to study two languages out of French, German and Spanish. This will be certified by two separate GCSE's. You must speak to an MFL teacher before choosing this route as you will need to show that you have developed the necessary skills in your second language through afterschool classes or external tutoring.

If you have not studied a language in Year 9, you are not required to study a language at GCSE.

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## **Will this course interest me?**

Learning a language to proficiency is a skill for life. Employees all agree that candidates with skills in a foreign language are highly sought-after in today's multilingual world – English businesses lose millions each year as they are unable to communicate with trade partners and French is the UK's second most important non-English speaking export market. Many local industries from tyre industry (Michelin in Stoke-on-Trent) to aircraft manufacturing (Airbus in Chester) are very keen to employ linguists, and appreciate the diverse range of skills which are learnt alongside a foreign language. French is the official language of many international organisations, including the United Nations, International Criminal Court, World Trade Organisation and the International Olympic Committee.

## **What will you learn?**

GCSE French is taught through three themes:

Identify and culture – You will study: me, my family and friends; technology in everyday life; free time activities; and customs and festivals in French-speaking countries/communities;

Local, national, international and global areas of interest – You will study: home, town neighbourhood and region; social issues; global issues; and travel and tourism.

Current and future study and employment – You will study: my studies; my life at school/college; education post-16; and jobs, career choices and ambitions.

Within each theme, you develop your listening skills in order to understand and respond to spoken language; enhance your speaking skills through communicating and interacting in the French language; further your ability to understand and respond to the written French language through reading; and boost your capability to communicate in writing through the application of accurate grammar.

**Details of the specification can be found at:**

<http://www.aqa.org.uk/subjects/languages/gcse/french-8658>

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**Extra Costs & Requirements**

Students are strongly advised to buy the CGP complete Revision and Practice for AQA GCSE French @ £6.50 when bought via school.

**Assessment**

There will be 4 assessments at the end of Year 11:

Paper 1: Listening (35 minutes Foundation Tier or 45 minutes Higher Tier, 25% of GCSE)

Paper 2: Speaking, non-examined element (7-9 minutes Foundation Tier or 10-12 minutes Higher Tier, 25% of GCSE)

Paper 3: Reading (45 minutes Foundation Tier or 1 hour Higher Tier, 25% of GCSE)

Paper 4: Writing (1 hour Foundation Tier or 1 hour 15 minutes Higher Tier, 25% of GCSE)

**Next Steps**

GCSE French students can go on to study a range of subjects aged 16. Brine Leas students can progress specifically to A level French. Popular combinations of subjects that work well with this subject area at A level are: German, Spanish, English, Law, History, Business Studies, Government & Politics, and Economics.

**Career Information**

Studying GCSE French can be the starting point for a variety of careers, including: Translation and Interpreting, International Relations, Diplomatic Services, Foreign Intelligence Service, Leisure and Tourism, Import and Export, Automotive Industry, Engineering, Multilingual Administration.

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“One language sets you in a corridor for life. Two languages open every door along the way.”  
Frank Smith



# Geography

**Qualification: GCSE (Academic, 9-1)**

**Examination Board: AQA**

**Course specification: 8035**

**QAN 601/8410/3**

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## **Will this course interest me?**

Are you interested in the world around you, how it has changed and how it is changing? Do you want to be able to make informed decisions about where to work, where to live and where to go on holiday? Are you interested in discovering how humans are having an impact upon our environment? Do you want to develop skills you will find useful long after you have left school? Do you like to work with a variety of source material such as graphs, maps, sketches and photographs? If so then Geography is a subject that you should study.

Geography is a rigorous and challenging subject within which you will study the planet and how people interact with it. It explores natural processes and looks at the impact that these have on humans and the impact humans have on the planet. It explains what is currently happening in the world and helps us to make sense of the world around us.

## **What will you learn?**

You will travel the world from the classroom, exploring case studies in the United Kingdom (UK), newly emerging economies (NEEs) and lower income countries (LICs) through physical geography and human geography. Throughout the two years you will study a range of physical and human geography modules, these include the challenges of natural hazards, physical landscapes in the UK, and the living world, which make up paper one, the Physical Geography element of the course. You also study the challenge of resource management, urban issues and challenges, and the changing economic world which make up paper two, the Human Geography element of the course. Finally, you will be set an issues evaluation and fieldwork paper. In this paper you will apply skills which you have learnt out in the field and will be given pre-release material twelve weeks before the examination on a modern global issue such as migration, water scarcity, global warming etc. During this twelve week period, you will complete an in-depth study on the issue in preparation for paper three.

It is a prerequisite that you undertake fieldwork within a human environment and within a physical environment. Therefore, you will deepen your understanding of geography within the real-world by: investigating the impacts of regeneration projects in Birmingham; and exploring the impacts of physical processes along a river at Cardingmill Valley in Shropshire. Fieldwork will be assessed through formal examination at the end of the course. There is no coursework or controlled assessment.

**Details of the specification can be found at:**

<http://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

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### Extra Costs & Requirements

Students are required to attend 2 compulsory day trips, one to the human environment of Birmingham and the second to the Cardingmill Valley in Shropshire. Each trip will cost approximately £20.

Books: Collins AQA Revision Book (ISBN 978-0-00-816626-7) and, either Hodder Education AQA GCSE 9-1); Geography textbook (ISBN 978-1-4718-5992-2) Or Cambridge GCSE Geography for AQA Student book (ISBN 978-1-316-60463-2)

### Assessment

There will be 3 examined assessments at the end of Year 11:

Paper 1: Living with the physical environment (1 hour, 30 minutes; 35% of GCSE)

Paper 2: Challenges in the human environment (1 hour 30 minutes; 35% of GCSE)

Paper 3: Geographical Applications (1 hour 15 minutes; 30% of GCSE)

### Next Steps

GCSE Geography students can go on to study a wide range of subjects aged 16. Brine Leas students can progress specifically to A level Geography. However, a wide range of subjects link with Geography as it complements learning in Biology, Business Studies, Economics, Mathematics, Psychology, and Sociology as well as arts subjects including English, History and Religion Philosophy & Ethics.

### Career Information

Studying GCSE Geography can be the starting point for a variety of careers such as Town Planning, Education, Engineering, Environmental management, Surveying and Estate Management, Education, and the Police. In a recent study, Geography was sited to be one of the most desirable degrees that employers looked for in the jobs market.

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“Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. For me, Geography is an adventure with a purpose”. Michel Palin.

# German

**Qualification: GCSE (Academic, 9-1)**

**Examination Board: AQA**

**Course specification: 8668**

**QAN 601/8159/X**

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## Organisation

You will continue to study the language that you have specialised in during Year 9 to GCSE level. There are changes to groups at the start of Year 10 to take into account the different curriculum.

There are two tiers of entry in French: Foundation tier (grades 1-5) and Higher Tier (grades 4-9). You will take all 4 question papers at the same tier of entry.

It is possible to study two languages out of French, German and Spanish. This will be certified

by two separate GCSE's. You must speak to an MFL teacher before choosing this route as you will need to show that you have developed the necessary skills in your second language through afterschool classes or external tutoring.

If you have not studied a language in Year 9, you are not required to study a language at GCSE.

## Will this course interest me?

Learning a language to proficiency is a skill for life. Employees all agree that candidates with skills in a foreign language are highly sought-after in today's multilingual world – English businesses lose millions each year as they are unable to communicate with trade partners. Apart from the USA, Germany is the UK's biggest market for exports and also our greatest source of imports. Germany is the most sought after language by UK employers. Twenty-four per cent of the EU's population have German as their native language, yet there are few fluent German speakers within the UK. Local industries such as Bentley Motor in Crew are keen employ linguists. 'Speaking German will not only get you, in general, the highest-paid job, it is also the language that is in the highest demand across job postings.' Lianna Brinded, Business Insider

## What will you learn?

GCSE German is taught through three themes:

Identify and culture – You will study: me, my family and friends; technology in everyday life; free time activities; and customs and festivals in German-speaking countries/communities;

Local, national, international and global areas of interest – You will study: home, town neighbourhood and region; social issues; global issues; and travel and tourism.

Current and future study and employment – You will study: my studies; my life at school/college; education post-16; and jobs, career choices and ambitions.

Within each theme, you develop your listening skills in order to understand and respond to the German language; enhance your speaking skills through communicating and interacting in the German language; further your ability to understand and respond to the written German language through reading; and boost your capability to communicate in writing through the application of accurate grammar.

**Details of the specification can be found at:**

<http://www.aqa.org.uk/subjects/languages/gcse/german-8668>

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### **Extra Costs & Requirements**

Students are strongly advised to buy the CGP complete Revision and Practice for AQA GCSE German @ £6.50 when bought via school.

### **Assessment**

There will be 4 assessments at the end of Year 11:

Paper 1: Listening (35 minutes Foundation Tier or 45 minutes Higher Tier, 25% of GCSE)

Paper 2: Speaking, non-examined element ( 7-9 minutes Foundation Tier or 10-12 minutes Higher Tier, 25% of GCSE)

Paper 3: Reading (45 minutes Foundation Tier or 1 hour Higher Tier, 25% of GCSE)

Paper 4: Writing (1 hour Foundation Tier or 1 hour 15 minutes Higher Tier, 25% of GCSE)

### **Next Steps**

GCSE German students can go on to study a range of subjects aged 16. Brine Leas students can progress specifically to A level German. Popular combinations of subjects that work well with this subject area at A level are: French, Spanish, English, Law, History, Business Studies, Government & Politics, and Economics.

### **Career Information**

Studying GCSE German can be the starting point for a variety of careers, including: Translation and Interpreting, International Relations, Diplomatic Services, Foreign Intelligence Service, Leisure and Tourism, Import and Export, Automotive Industry, Engineering, Multilingual Administration.

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“To learn a language is to have one more window from which to look at the world.” Chinese proverb

# History

**Qualification: GCSE (Academic, 9-1)**

**Examination Board: AQA**

**Course specification: 8145**

**QAN 601/8217/9**

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## **Will this course interest me?**

Do you enjoy learning about the past? Do you enjoy working with historical sources? Are you interested in current affairs?

History is a rigorous and challenging subject that will enable you to know how past events have shaped today's society and the world. It will enable you to hone your ability to interpret historical sources whilst developing your knowledge and understanding of the world in which they live. You will be encouraged to think independently without jumping to unsupported conclusions; make decisions and judgements based on evidence; and write coherently to present arguments.

## **What will you learn?**

You will travel back through time as you study four key topics across three periods. In year 10 you will first study the Restoration of Charles II in England (1660-1685); this period includes the death of Oliver Cromwell, the Great Fire of London, theatre, the beginnings of the slave trade, and fashions of this period. The second period of study is 1890-1945 in Germany; it was a turbulent period of democracy and dictatorship, encompassing changes in Germany from the end of Bismarck to the end of World War II.

In year 11 you will move onto the history of medicine from the medieval period up to the present day. This will include the conditions in medieval towns, the Black Death, the 'Great Stink' in Victorian London, and the establishment of the NHS from the point of view of individuals, government and religion. The final topic studied, Conflict and Tension 1918 to 1939, focuses on the conflict and tension in the build up to the Second world War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues that caused it. This latter period considers the role of Britain, Germany, USA and the League of Nations in shaping change, as well as how they were affected by and influenced international relations.

As part of your learning you will need to study a historical site chosen by the exam board; this will be the battle site of the Dutch Raid of the Medway and will link with your learning of Restoration England. However, there is no requirement to visit the site and the exam board will provide all the resources needed for the purposes of analysis.

**Details of the specification can be found at:**

<http://www.aqa.org.uk/subjects/history/gcse/history-8145>

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## Extra Costs & Requirements

It is recommended students buy the following revision guides (9-1)

Aaron Wilkes, Oxford AQA GCSE History: Germany 1890-1945 Democracy and Dictatorship;

Aaron Wilkes, Oxford AQA GCSE History: Britain: Health and the People c1000 to the Present Day; and

Ellen Longley & Aaron Wilkes, Oxford AQA GCSE History: Conflict and Tension: the Inter-War Years 1918-1939.

There is also the possibility of a trip to London to further develop students understanding of the topics studied. Based on previous years the cost of this trip is approximately £150 for a two day trip.

## Assessment

There will be 2 examined assessments at the end of Year 11:

Paper 1: Germany, 1890-1945, & Conflict and Tension, 1918-1939 (1 hour, 45 minutes; 50% of GCSE)

Paper 2: Development of Medicine, 1000-2015, and Restoration, 1660-1685 (1 hour 30 minutes; 50% of GCSE)

## Next Steps

GCSE History students can go on to study a wide range of subjects aged 16. Brine Leas students can progress specifically to A level History. However, a wide range of subject's link with History as it complements learning in English Language, English Literature, Government & Politics, Geography, Law, Psychology and Sociology.

## Career Information

Studying GCSE History can be the starting point for a variety of careers such as in the Archivist, Civil Service, Curator, Law, Journalism, Politics, Broadcasting and Education.

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“The more you know about the past, the better prepared you are for the future.’ Theodore Roosevelt

# Mathematics

**Qualification: GCSE (Academic, 9-1)**

**Examination Board: Pearson Edexcel (Higher) / OCR (Foundation)**

**Course specification: 1MA1 / J560**

**QAN 601/4700/3 / QAN 601/4606/0**

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## Organisation

Mathematics is studied by all students. In Years 10 and 11 the year group will be divided into 8 teaching groups based upon their ability and performance in mathematics in Year 7, 8 and 9 as well as the end of Year 9 exam for mathematics. The Mathematics examinations are split into two tiers (Foundation and Higher). As student's progress through the course, the tier of entry may change. There are normally changes to sets at the start of Year 10 to take into account the different curriculum and the different class structure in Year 10 compared to Year 9.

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## Will this course interest me?

In mathematics you will develop your logical and reasoning skills whilst solving problems. The skills gained in Mathematics are vital and highly sought after by employers and further education centres alike.

## What will you learn?

There is no coursework component in mathematics. The work covered in Years 10 and 11 continues the study of number, algebra, ratio, proportion and rates of change, statistics and probability, and geometry and measures, all of which you will have become familiar with in Years 7, 8 and 9. You will develop your knowledge, understanding and ability to use mathematical methods and concepts; hone your ability to select and apply mathematical techniques to solve problems; reason mathematically; make deductions and inferences, and draw conclusions; and understand, interpret and communicate mathematical information.

## Details of the specification can be found at:

Pearson Edexcel

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

OCR

<https://www.ocr.org.uk/Images/168982-specification-gcse-mathematics.pdf>

You are expected to pass GCSE Mathematics at grade 4 or above by the age of 16. If this grade is not achieved you will be expected to continue studying Mathematics until you have passed or up to the age of 18. Many Key Stage 5 courses and/or employers desire students to have attained a high pass, grade 5, or above.

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## Assessment

There will be 3 examined assessments at the end of Year 11:

Paper 1 non-calculator (Higher) / calculator (Foundation): (1 hour 30 minutes, 33% of GCSE)

Paper 2 calculator (Higher) / non-calculator (Foundation): (1 hour 30 minutes, 33% of GCSE)

Paper 3 calculator (Higher) / calculator (Foundation): (1 hour 30 minutes, 33% of GCSE)

## Extra Costs & Requirements

Students are permitted to use a Casio fx991EX calculator for their GCSE. This is the calculator that we recommend for use at A Level. While it is not compulsory to have this calculator for GCSE students may be at an advantage with this calculator (especially students sitting the higher tier and who are planning to take A Level mathematics). The cheaper alternative is the Casio fx85GTX

## Next Steps

GCSE Mathematics students can go on to study a wide range of subjects aged 16. Brine Leas students can progress specifically to Core Mathematics, A levels in Mathematics or Further Mathematics. However, a wide range of subject's link with studying mathematics as it compliments learning in one of the Sciences, Business Studies, Computer Science, Economics, Geography, and Psychology.

## Career Information

Career Information Jobs directly related to mathematics degree include: Actuarial Analyst, Actuary, Forensic Accountant, Operational Researcher, Research Scientist (maths), Education, and Stockbroker.

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“... Mathematics is, in its way, the poetry of logical ideas.” Albert Einstein



# Media Studies

**Qualification: GCSE (Academic, 9-1)**

**Examination Board: WJEC**

**QAN 60311150**

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## **Will this course interest me?**

Are you interested in the media and how they shape our perceptions of the world through the representations, viewpoints and messages they offer?

## **What will you learn?**

Media provides us with ways to communicate with cultural expression and enables us to participate in key aspects of society. The media industry employs large numbers of people on a national and global scale. It is a topical, exciting subject which is a stimulating mix of theoretical and analytical learning and practical study.

Within this course you will develop your knowledge and understanding of the representation of gender and events in relation to various forms of media, including advertising, video games and newspapers. You will learn and understand the importance of media language, representation, media industries and audiences through music and television or film.

There are exciting opportunities for you to develop media production skills. You will apply and develop your knowledge and understanding of media language and representation in relation to media forms and products by creating work yourself. You will regularly use iPads, digital cameras and computer technology in lessons. This practical work is an integral component of the course; the exam board will offer two briefs and forms within which to work, thus enabling you to explore and pursue your own media interest.

The extra-curricular visit is a highlight of the Media course in Year 10.

This visit enables you to explore the workings of real and fully active film and television studios (in the past the BBC and Warner Bros. Studios) and provide you with the opportunity to investigate the inner workings and history of the Media industry and investigate possible careers in the Media.

## **Details of the specification can be found at:**

[http://www.wjec.co.uk/qualifications/media-studies/r-media-studies-gcse-2017/wjec-gcse-media-studies-spec-for-2017%20\(16-09-16\).pdf?language\\_id=1](http://www.wjec.co.uk/qualifications/media-studies/r-media-studies-gcse-2017/wjec-gcse-media-studies-spec-for-2017%20(16-09-16).pdf?language_id=1)

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## Extra Costs & Requirements

Optional cost for extra-curricular trip to London. It is recommended that students consume media texts relevant to the course via a range of media platforms (e.g. films, magazines, news)

## Assessment

There will be 3 assessments at the end of Year 11:

Examined assessment - Component 1:  
Exploring the media (1 hour 30 minutes, 40% of GCSE)

Examined assessment - Component 2:  
Understanding media forms and products (1 hour 30 minutes, 30% of GCSE)

Non-examined assessment Component 3:  
Creating media products (30% of GCSE)

## Next Steps

GCSE Media Studies students can go on to study a wide range of subjects aged 16. Brine Leas students can progress specifically to A level Media. However, a wide range of subject's link with studying Media Studies as it compliments learning in Business Studies, English Language, Graphic Design, Psychology, Sociology and Photography.

## Career Information

GCSE Media can lead onto careers in a variety of fields, including Marketing and Advertising, Journalism, Fashion, Public Relations, Photography, and into the Television and Film Industry.

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“Fandom, after all, is born of a balance between fascination and frustration: if media content didn't fascinate us, there would be no desire to engage with it; but if it didn't frustrate us on some level, there would be no drive to rewrite or remake it.” Henry Jenkins

# Music

**Qualification: GCSE (Academic, 9-1)**

**Examination Board: Pearson Edexcel**

**Course specification: 1MU0**

**QAN 601/8204/0**

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## **Will this course interest me?**

Are you a musician? Do you enjoy performing? Do you enjoy composing and listening to music? If so then this course could be for you.

## **What will you learn?**

The Music GCSE course is a creative, challenging and exciting course. It will support you in forming personal and meaningful relationships with music through the development of musical knowledge, understanding and skills including performing, composing and appraising. The qualification will encourage you to engage critically and creatively with a wide range of music and musical contexts, develop an understanding of the place of music in different cultures and contexts, and reflect on how music is used in the expression of personal and collective identities.

It is an exciting opportunity for you if you wish to further your composition, listening and performing skills. There are 4 areas of study with two works in each area:

- Instrumental Music: 1700-1820
- Vocal Music
- Music for Stage and Screen
- Fusions

Through these areas of study, you will develop your knowledge and understanding of musical elements, musical contexts and musical language through a variety of genres and styles.

The coursework element involves solo and ensemble performance, free composition and composition set to a brief released by the exam board. The written examination involves an appraising appraisal paper.

A GCSE in Music will help you to broaden your musical experience and interests, develop imagination and foster creativity whilst developing your knowledge, understanding and skills needed to communicate effectively as a musician.

## **Further details of this course can be found at:**

<https://qualifications.pearson.com/en/qualifications/edexcel-gcse/music-2016.html>

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### Extra Costs & Requirements

Music Anthology is required to complete the course (approx. £23).

Instrumental lessons are recommended.

It is strongly advised that students participate in extra-curricular music activities and see as much live music as possible. Optional trips will be offered which will require the cost of the event ticket and transport.

### Assessment

There will be 3 assessments in this course:

Non-examined assessment - Component 1:  
Performing Music – solo and ensemble  
(combined - at least 4 minute in duration,  
30% of GCSE)

Non-examined assessment - Component 2:  
Composing Music (combined – at least 4  
minutes in duration, 30% of GCSE)

Examined assessment - Component 3:  
Appraising (1 hour 45 minutes, 40% of  
GCSE)

### Next Steps

GCSE Music students can go on to study a range of subjects aged 16. Brine Leas students can progress specifically to A level Music. However, a wide range of subjects link with studying Music as it compliments learning in Drama & Theatre Studies, Languages, Mathematics, and English Language

### Career Information

A passion for music can take you far – into the world of performance, composition, education, music therapy, media and the Creative Industries. The transferrable skills such as communication, problem solving, organisation and confidence can be applied to any career path.

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“Studying music, everyone sort of has their own style – it’s not like everyone’s going for the same part.” Katy B

# Performing Arts

**Qualification: BTEC Tech Award**

**(Vocational: Distinction\*, Distinction, Merit, Pass)**

**Examination Board: Edexcel**

**QAN 603/0406/6**

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## **Will this course interest me?**

Are you passionate about drama, dance or musical theatre? Do you love performing? If so, this is the course for you!

## **What will you learn?**

This specialist practical course is structured to allow you to work in a range of disciplines within the Performing Arts according to your skills and interests. It will develop and extend your skills and knowledge in acting, dance, musical theatre and production roles and allows you to focus on a particular area of interest.

You will learn through lessons, workshops and performances and get the opportunity to explore your own ideas and enhance your creativity and imagination. In addition you will also find out about working in the Performing Arts Industry and the jobs available in this sector. You will develop vital skills for future careers, both within and outside of the creative industries.

There are three components:

Exploring the Performing Arts – You will develop your understanding of the performing arts by examining practitioners' work and the process used to create performance;

Developing skills and techniques – You will develop your performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire; and

Performing to a brief – You will be given the opportunity to work as part of a group to create a workshop performance in response to a given brief and stimulus.

The course is assessed through practical and written portfolio work. There are no written exams although the third component is externally assessed.

## **Further details of this course can be found at:**

[https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/performing-arts/2017/specification-and-sample-assessments/9781446939628\\_BTEC\\_L1L2\\_AWD\\_PA\\_SPEC.pdf](https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/performing-arts/2017/specification-and-sample-assessments/9781446939628_BTEC_L1L2_AWD_PA_SPEC.pdf)

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## Extra Costs & Requirements

At least x1 compulsory visit to the theatre is required to complete the course. The cost of the theatre ticket and transport will be needed. Further theatre trips will be offered, however students are strongly advised to get involved in extra-curricular both in and outside of school and to see as much live theatre as possible.

## Assessment

There will be 3 non-examined assessment components:

Component 1: Exploring the Performing Arts (30% of Tech Award)

Component 2: Developing Skills and Techniques in the Performing Arts (30% of Tech Award)

Component 3: Performing to a Brief (40% of Tech Award)

## Next Steps

Performing Arts Tech Award students can go on to study a range of subjects aged 16. Brine Leas students can progress specifically to BTEC Level 3 BTEC National in Performing Arts. However, a range of subjects link with studying Performing Arts, including Drama & Theatre Studies, Music, and Media Studies.

## Career Information

Performing Arts Tech Award will give you a set of skills that can be applied to all Pathways after GCSE and for those who would like a role within the Creative Arts industry, this course is essential.

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“The world is a complicated place, and there’s a lot of division between people. The performing arts tend to unify people in a way nothing else does.” David Rubenstein

# Physical Education

**Qualification: GCSE (Academic, 9-1)**

**Examination Board: AQA**

**Course specification: 8582**

**QAN 601/8279/9**

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## **Will this course interest me?**

Do you enjoy sport? Do you have bundles of energy and enjoy learning about movement? Do you have a strong commitment to sport? Do you play sports on a regular basis outside of school? If so, studying PE could be a good choice for you. Physical Education isn't just about playing sport though.

## **What will you learn?**

You will study 7 units in Physical Education:

Applied anatomy and physiology – You will develop knowledge and understanding of the key body systems and how they impact on health, fitness and performance in physical activity and sport.

Movement analysis – You will further your knowledge and understanding of the basic principles of movement and their effect on performance in physical activity and sport.

Physical training – You will enhance your knowledge and understanding of the principles of training and different training methods in order to plan, carry out, monitor and evaluate personal exercise and training programmes.

Use of data – You will analyse qualitative and quantitative data in relation to physical activity and sport.

Sports psychology – You will learn the psychological factors that can affect performers in physical activity and sport.

Socio-cultural influences – You will find out about the socio-cultural factors that impact on physical activity and sport, and the impact of sport on society.

Health, fitness and well-being – You will develop knowledge and understanding of the benefits of participating in physical activity and sport to health, fitness and well-being.

In addition to formal examinations, your practical performance will be assessed in three different physical activities in the role of player/performer in one team activity, one in an individual activity and a third in either a team or an individual activity. Within this work you will hone your ability to analyse and evaluate performance to bring about improvement.

**Details of the specification can be found at:**

### **Extra Costs & Requirements**

It is strongly advised that students play sport outside of school.

Optional cost of purchasing a GCSE PE T-Shirt

### **Assessment**

There will be 3 assessments at the end of Year 11:

Examined assessment - Paper 1: The human body and movement in physical activity and sport (1 hour 15 minutes, 30% of GCSE)

Examined assessment - Paper 2: Socio-cultural influences and well-being in physical activity and sport (1 hour 15 minutes, 30% of GCSE)

Non-exam assessment - Practical performance in physical activity and sport (40% of GCSE)

### **Next Steps**

GCSE Physical Education students can go on to study a wide range of subjects aged 16. Brine Leas students can progress specifically to A level Physical Education. However, a range of subjects link with studying Physical Education as it compliments learning in Biology and Psychology

### **Career Information**

Sport & Exercise Physiologist, Doctor, Police Officer, Fitness Centre Manager, Personal Trainer, PE Teacher, Sports Administrator, Sports Coach, Sports Development Officer, Sports Therapist, Event Manager, Health Promotion Specialist, Higher Education Lecturer, Outdoor Activities / Education Manager.

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“Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity.” John F Kennedy.



# Psychology

**Qualification: GCSE (Academic, 9-1)**

**Examination Board: AQA**

**Course specification 8182**

**QAN 603/0932/5**

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## **Will this course interest me?**

Your brain is the most complex device in existence and having knowledge of its function is important in determining human behaviour within society. To study psychology you need a keen interest in uncovering how the human mind works and the ways in which this will influence human behaviour within society.

## **What will you learn?**

You will study two themes in GCSE Psychology: cognition and behaviour and social context and behaviour. Each theme has 4 topics of study.

Within the theme 'cognition and behaviour', you will develop your knowledge and understanding of the following:

Memory - the processes of memory, structures of memory, and memory as an active process;  
 Perception - sensation and perception, visual cues and constancies, and theories of perception;  
 Development - early brain development, Piaget's stage theory and the development of intelligence and its role in education, and the effects of learning on development;  
 Research Methods - formulation of testable hypotheses, types of data, sampling methods, designing research, correlations, research procedures, planning and conducting research, and ethical considerations.

Within the theme 'social context and behaviour', you will develop your knowledge and understanding of the following:

Social Influence – conformity, obedience, pro-social behaviour, and crowd and collective behaviour;  
 Language, thought and communication, the effect of language and thought on our view of the world, differences between human and animal communication, non-verbal communication;  
 Brain and neuropsychology - structure and function of the nervous system, neuron structure and function, structure and function of the brain, and an introduction to neuropsychology.  
 Psychological problems – an introduction to mental health, how the incidence of significant mental health problems changes over time, effects on individuals and society, characteristics and theories of clinical depression and addiction, interventions or therapies for depression and addiction.

**Details of the specification can be found at:**

<http://www.aqa.org.uk/subjects/psychology/gcse/psychology-8182>

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## Assessment

There will be 2 examined assessments at the end of Year 11:

Paper 1: Cognition and behaviour (1 hour 45 minutes, 50% of GCSE)

Paper 2: Social context and behaviour (1 hour 45 minutes, 50% of GCSE)

## Extra Costs & Requirements

Calculator

Revision guide (approximately £12.00)

Additional text book (approximately £25.00)

## Next Steps

GCSE Psychology students can go on to study a wide range of subjects aged 16. Brine Leas students can progress specifically to A level Psychology. However, a wide range of subject's link with Psychology as it complements learning in Biology, Chemistry, English Language, English Literature, Geography, Law, Mathematics and Sociology.

## Career Information

Having an understanding of how the human mind works and its impact on behaviour is enormously useful in many different areas. Studying psychology can support career aspirations in forensics, counselling, medicine, occupational health, education and teaching, clinical psychology, in addition to transferable skills useful to post 16 studies.

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“Psychology is much bigger than just medicine, or fixing unhealthy things. It’s about education, work, marriage – it’s even about sports.” Martin Seligman

# Religious Studies

**Qualification: GCSE (Academic, 9-1)**

**Examination Board: AQA**

**Course specification 8062,  
QAN 601/8400/0**

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## **Will this course interest me?**

Religious Studies is a rigorous and demanding academic discipline in its own right and is therefore viewed highly by universities and employers alike. You are not required to belong to any religious group and success in the subject is not measured in terms of personal faith and commitment. All that is required is an open and enquiring mind and a willingness to consider a range of responses to questions of religion, philosophy and morality.

This course provides an excellent opportunity for you to engage with contemporary contentious issues, such as war, terrorism, animal experimentation and polygamy. It enables you to learn to respect yourselves and understand your own identity, to respect others, and to understand your own and others' rights and responsibilities. All these skills are invaluable at a time when communities are becoming more diverse and there is an even greater need for a more religiously literate and tolerant society.

## **What will you learn?**

You will study beliefs, teachings and practices of Christianity and Islam. You will develop your knowledge of and ability to use scripture and/or sacred text and show an understanding of the influence of the beliefs, teachings and practices studied on individuals, communities and societies. Within Christianity you will study the Trinity, beliefs about life after death, the sacraments, pilgrimage and the work of the Church in the world today. Within Islam you will study Tawhid, beliefs about life after death, the Five Pillars, the concept of Jihad and festivals such as Eid-ul-Adha.

In addition, you will study four themes to gain an understanding of issues surrounding contemporary British society as well as different religious and non-religious beliefs. The first theme, Relationships and Families, focuses on human sexuality, the nature of families and the roles of men and women. The second theme, Religion and Life, enables you to explore the origins of the universe, the use and abuse of the environment and animals, and abortion, euthanasia, death and an afterlife. You will learn the meaning and significance of: peace, justice, forgiveness and reconciliation within the third theme, Religion Peace and Conflict, and look at pacifism and the reasons for war, including the just war theory, holy war, greed, self-defence and retaliation. The final theme centres on Religion, Crime and Punishment. You will discover the various reasons for crime, different types of crime, the aims of punishment and the treatment of criminals.

**Details of the specification can be found at:**

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

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### Extra Costs & Requirements

It is recommended students buy the following revision guides;

Marianne Fleming and Harriet Power, Oxford AQA: Religious Studies A: Christianity and Islam (9-1) Revision Guide.

CGP, AQA Religious Studies A Revision Guide (9-1)

Lesley Parry and Jan Hayes, Hodder Education: AQA GCSE 9-1: Religious Studies: Specification A, my revision notes.

### Assessment

There will be 2 examined assessments at the end of Year 11:

Paper 1: Beliefs, teachings and practices of Catholic, Christianity and Islam (1 hour 45 minutes, 50% of GCSE)

Paper 2: The thematic study (1 hour 45 minutes, 50% of GCSE)

### Next Steps

GCSE Religious Studies fosters students' skills of dialogue, interpretation and analysis in a coherent context and therefore facilitates post-16 provision in an array of subjects such as; the study of English Language, English Literature, Government and Politics, Geography, History, Psychology, Sociology and Law. Brine Leas students can progress specifically to A level Religion Philosophy & Ethics.

### Career Information

A qualification in Religious Studies is extremely useful for any career that involves direct contact with people and requires some understanding of human nature: the legal profession, Journalism, Social Work, Banking, Personnel Management, Education and the medical profession.

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“All religions try to benefit people, with the same basic message of the need for love and compassion, for justice and honesty, for contentment.” Dalai Lama

# Sociology

**Qualification: GCSE (Academic. 9-1)**

**Examination Board: AQA**

**Course specification: 8192**

**QAN 603/0798/5**

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## **Will this course interest me?**

Sociology is the study of how people create, organise and sustain their societies. This GCSE will help you to make sense of the society you live in, aiding your understanding of cultural and identity issues that affect you daily and the lives of those you live alongside. To study sociology you will need a keen interest in analysing and questioning how human action shapes and is shaped by what is around us.

## **What will you learn?**

You will study two themes in GCSE Sociology. The first theme focuses on the sociology of families and education whilst the second them looks at the sociology of crime and deviance and social stratification. Each them has 3 distinct topics of study and one similar topic.

Within the first theme ‘the sociology of families and education’, you will develop your knowledge and understanding of the following:

Families - relationships within the family, criticisms of families and divorce;

Education - the roles and functions of education, the relationship between education and capitalism, educational achievement and processes within schools; and  
Relevant areas of sociology theory;

Within the second theme, ‘the sociology of crime and deviance and social stratification’, you will develop your knowledge and understanding of the following:

Crime and Deviance - the social construction of crime and deviance, social control, criminal and deviant behaviour, and data on crime.

Social Stratification - functionalist theory of stratification, socio-economic class, life chances, poverty as a social issue, power and authority, power relationships; and  
relevant areas of sociology theory and method;

A common topic to both themes is sociological research methods. This topic incorporates research design; qualitative and quantitative methods; different types of data; primary and secondary sources; interpretation of data; and practical and ethical issues.

## **Details of the specification can be found at:**

<http://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192>

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## Assessment

There will be 2 examined assessments at the end of Year 11:

Paper 1: The sociology of families and education (1 hour 45 minutes, 50% of GCSE)

Paper 2: The sociology of crime and deviance and social stratification (1 hour 45 minutes, 50% of GCSE)

## Extra Costs & Requirements

Revision guide (approximately £12.00)

Additional text book (approximately £25.00)

## Next Steps

GCSE Sociology students can go on to study a wide range of subjects aged 16. Brine Leas students can progress specifically to A level Sociology. However, a wide range of subject's link with Sociology as it complements learning in English, History, Geography, Government & Politics, and Psychology.

## Career Information

GCSE Sociology will provide a solid introduction to a wider understanding of social relationships, social institutions and social divisions. This is important for those following career pathways in the police, politics, management and business, policy and health occupations, media and education. Sociologists also follow careers in social research within the government and corporate companies.

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“Sociology offers a breadth of subject matter that any other field in the sciences or humanities will struggle to match. Once you graduate, you’ll be able to be your own supervisor because, after critique and critique, you’ll have learnt how to think.” Rupert Russell

# Spanish

**Qualification: GCSE (Academic, 9-1)**

**Examination Board: AQA**

**Course specification 8698**

**QAN 601/8160/6**

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## Organisation

You will continue to study the language that you have specialised in during Year 9 to GCSE level. There are changes to groups at the start of Year 10 to take into account the different curriculum.

There are two tiers of entry in Spanish: Foundation tier (grades 1-5) and Higher Tier (grades 4-9). You will take all 4 question papers at the same tier of entry.

It is possible to study two languages out of French, German and Spanish. This will be certified by two separate GCSE's. You must speak to an MFL teacher before choosing this route as you will need to show that you have developed the necessary skills in your second language through afterschool classes or external tutoring.

If you have not studied a language in Year 9, you are not required to study a language at GCSE.

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## Will this course interest me?

Spanish is an increasingly popular subject. Its geography is wide reaching to Europe and the Americas. Spanish has an increasingly important influence in music, TV and current popular culture. Famous stars such as David Beckham and Gary Lineker have used Spanish in their careers and Beckham said: "It is great to communicate with other players in their language, I loved my football in Spain but more than anything, learning the language taught me so many things about life and another culture; it was a truly rewarding experience." Chile, Colombia and Mexico have been identified as opportunity business markets for the UK but all have low proficiency in English so Spanish speakers will be essential to develop trade links with these countries.

## What will you learn?

GCSE Spanish is taught through three themes:

Identify and culture – You will study: me, my family and friends; technology in everyday life; free time activities; and customs and festivals in Spanish-speaking countries/communities;

Local, national, international and global areas of interest – You will study home, town neighbourhood and region; social issues; global issues; and travel and tourism.

Current and future study and employment – You will study: my studies; my life at school/college; education post-16; and jobs, career choices and ambitions.

Within each theme, you develop your listening skills in order to understand and respond to the Spanish language; enhance your speaking skills through communicating and interacting in the Spanish language; further your ability to understand and respond to the written Spanish language through reading; and boost your capability to communicate in writing through the application of accurate grammar.

**Details of the specification can be found at:**

<http://www.aqa.org.uk/subjects/languages/gcse/spanish-8698>

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**Extra Costs & Requirements**

Students are strongly advised to buy the CGP complete Revision and Practice for AQA GCSE Spanish @ £6.50 when bought via school.

**Assessment**

There will be 4 exams at the end of Year 11:

Paper 1: Listening (35 minutes Foundation Tier or 45 minutes Higher Tier, 25% of GCSE)

Paper 2: Speaking, non-examined element ( 7-9 minutes Foundation Tier or 10-12 minutes Higher Tier, 25% of GCSE)

Paper 3: Reading (45 minutes Foundation Tier or 1 hour Higher Tier, 25% of GCSE)

Paper 4: Writing (1 hour Foundation Tier or 1 hour 15 minutes Higher Tier, 25% of GCSE)

**Next Steps**

GCSE Spanish students can go on to study a range of subjects aged 16. Brine Leas students can progress specifically to A level Spanish. Popular combinations of subjects that work well with this subject area at A level are: French, German, English, Law, History, Business Studies, Government & Politics, and Economics.

**Career Information**

Studying GCSE Spanish can be the starting point for a variety of careers, including: Translation and Interpreting, International Relations, Diplomatic Services, Foreign Intelligence Service, Leisure and Tourism, Import and Export, Automotive Industry, Engineering, Multilingual Administration.

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“A different language is a different vision of life.” Federico Fellini



## Triple Science: (Biology)

**Qualification: GCSE (Academic. 9-1)**

**Examination Board: AQA**

**Course specification: 8461**

**QAN 601/8752/9**

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### Organisation

GCSE Biology is taught within Triple Science. You will be placed into a group dependent upon your Options. There are two tiers of entry in Triple Science (Foundation Tier and Higher Tier). You only make one tier of entry as this will cover all the question papers.

There are two possible routes through the GCSE Science Curriculum. The first pathway is 'Combined Science: Science Trilogy'. It is the study of Biology, Chemistry and Physics and is certificated jointly over a combined double GCSE. The second pathway is 'Triple Science'. It is the study of Biology, Chemistry and Physics with each certificated individually as three GCSE's. Triple Science requires an Option.

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### Will this course interest me?

Are you curious about the natural world? Triple Science provides a solid foundation for understanding the material world. Scientific understanding is changing our lives and it is vital to the world's future prosperity. You will learn to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas which are interlinked and have universal application.

### What will you learn?

The topics covered are the same as those covered in the Combined Science course but to a greater depth:

**Cell biology** - You will explore how structural differences between types of cells enables them to perform specific functions within the organism. Your learning in this field will link to the development of stem cell technology and how it has allowed doctors to repair damaged organs by growing new tissue from stem cells.

**Organisation** - You will learn about the human digestive system and the respiratory system. You will find out how any damage to these systems can be debilitating, if not fatal, and that people can reduce their risk to damage through improved diet and lifestyle.

**Infection and response** – You will explore how we can avoid diseases and how the body uses barriers against pathogens. You will also find out about the advancements in medicines, including vaccinations, and how many groups of bacteria have now become resistant to antibiotics.

**Bioenergetics** – You learn how plants harness the Sun's energy in photosynthesis in order to make food. They learn about aerobic and anaerobic respiration which are needed for organisms to perform its functions.

Homeostasis and response – You will find out about the structure and function of the nervous system, and how it can bring about fast responses. You will also explore the hormonal system, including within the reproductive process, the use of contraceptive drugs and how drugs are used to increase fertility.

Inheritance, variation and evolution – You will learn about chromosomes, genes, genetic mutation, and how scientific understanding have enabled them to develop selective breeding and genetic engineering.

Ecology - You will explore the complex interrelationships between animals and plants and how humans need to engage with the environment in a sustainable way to ensure future health, prosperity and well-being.

Throughout the course you will carry out 10 'required practical's to support and consolidate your scientific understanding and to develop investigative skills. Although they do not count directly towards the GCSE grade, your knowledge of this practical work will be assessed within examinations at the end of Year 11.

**Further details of this course can be found at:**

<http://www.aqa.org.uk/subjects/science/gcse/biology-8461>

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**Extra Costs & Requirements**

CGP Revision guide £6

**Assessment**

There will be 2 examined assessments at the end of Year 11:

Biology Paper 1 (1hr 45 min, 50% of GCSE)

Biology Paper 2 (1hr 45 min, 50% of GCSE)

**Next Steps**

GCSE Triple Science students can go on to study a wide range of subjects aged 16. Brine Leas students can progress specifically to A level Biology, Chemistry, Physics as well as Environmental Science, Geography and Mathematics.

**Career Information**

With further training, you could go into a job related to Science and Biology such as a Teacher, Doctor, Physiotherapist, Sport Scientist, Marine Biologist, Pharmacist, and Vet

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“Biology is the most powerful technology every created. DNA is software, proteins are hardware, cells are factories.” Arvind Gupta

# Triple Science (Chemistry)

**Qualification: GCSE (Academic, 9-1)**

**Examination Board: AQA**

**Course specification 8462**

**QAN 601/8757/8**

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## Organisation

GCSE Chemistry is taught within Triple Science. You will be placed into a group dependent upon your Options. There are two tiers of entry in Triple Science (Foundation Tier and Higher Tier). You only make one tier of entry as this will cover all the question papers.

There are two possible routes through the GCSE Science Curriculum. The first pathway is 'Combined Science: Science Trilogy'. It is the study of Biology, Chemistry and Physics and is certificated jointly over a combined double GCSE. The second pathway is 'Triple Science'. It is the study of Biology, Chemistry and Physics with each certificated individually as three GCSE's. Triple Science requires an Option.

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## Will this course interest me?

Are you curious about the natural world? The Triple Science course provides a solid foundation for understanding the material world. Scientific understanding is changing our lives and it is vital to the world's future prosperity. You will learn to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas which are interlinked and have universal application.

## What will you learn?

The topics covered are the same as those covered in the Combined Science course but to a greater depth:

Atomic structure and the periodic table – You will develop a knowledge of the structure and organisation of the known chemical elements in order to make sense of their physical and chemical properties;

Bonding, structure, and the properties of matter – You will learn theories to explain the physical and chemical properties of materials, and how this has enabled scientists to engineer new materials.

Quantitative chemistry – You will find out the formulae of compounds, and the equations for various types of reactions, to determine the purity of chemical samples and to monitor the yield from chemical reactions.

Chemical changes – You will develop an awareness of how scientists have understood chemical changes to develop a wide range of different materials and processes, including electrolysis and oxidation.

Energy changes – You will learn how energy is required to break down and form bonds between particles, and how this is central to the production of energy.

The rate and extent of chemical change – You will find out how chemical reactions and processes can be carried out in a time-sufficient and energy-efficient way.

Organic chemistry – You will improve your awareness of the importance of carbon bonds as the main sources of living and once-living organic compounds that are now important in a wide range of industries.

Chemical analysis – You will improve your awareness of a range of qualitative tests to detect specific chemicals, including chromatography and flame tests.

Chemistry of the atmosphere – You will find out about the dynamic nature of the Earth's atmosphere, and develop solutions that help to reduce the impact of human activity.

Using resources - You will find out how chemists seek to minimise the use of limited resources and the impacts of using them.

Throughout the course you will carry out 10 'required practical's to support and consolidate your scientific understanding and to develop investigative skills. Although they do not count directly towards the GCSE grade, your knowledge of this practical work will be assessed within examinations at the end of Year 11.

**Further details of this course can be found at:**

<http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462>

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### **Extra Costs & Requirements**

CGP Revision guide £6

### **Assessment**

There will be 2 examined assessments at the end of Year 11:

Chemistry Paper 1 (1hr 45 min, 50% of GCSE)

Chemistry Paper 2 (1hr 45 min, 50% of GCSE)

### **Next Steps**

GCSE Triple Science students can go on to study a wide range of subjects aged 16. Students can progress specifically to A level Biology, Chemistry and Physics as well as Geography and Mathematics.

### **Career Information**

With further training, you could go into a job related to Science and Chemistry such as a Geochemist, Doctor, Chemical engineer, Pharmacist and Forensic Scientist.

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“Chemistry begins in the stars. The stars are the source of the chemical elements, which are the building blocks of matter and the core of our subject.” Peter Atkins

# Triple Science (Physics)

**Qualification: GCSE (Academic, 9-1)**

**Examination Board: AQA**

**Course specification: 8463**

**QAN 601/8751/7**

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## Organisation

GCSE Physics is taught within Triple Science. You will be placed into a group dependent upon your Options. There are two tiers of entry in Triple Science (Foundation Tier and Higher Tier). Students only make one tier of entry as this will cover all the question papers.

There are two possible routes through the GCSE Science Curriculum. The first pathway is 'Combined Science: Science Trilogy'. It is the study of Biology, Chemistry and Physics and is certificated jointly over a combined double GCSE. The second pathway is 'Triple Science'. It is the study of Biology, Chemistry and Physics with each certificated individually as three GCSE's. Triple Science requires an Option.

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## Will this course interest me?

Are you curious about the natural world? The Triple Science course provides a solid foundation for understanding the material world. Scientific understanding is changing our lives and it is vital to the world's future prosperity. You will learn to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas which are interlinked and have universal application.

## What will you learn?

The topics covered are the same as those covered in the Combined Science course but to a greater depth:

**Energy** - You will learn how energy changes in a system, and the ways energy is stored before and after such stages in order to look at how energy efficiency can be improved at a national and global scale.

**Electricity** – Electricity is ubiquitous in the modern world. You will understand the difference in the microstructure of conductors, semiconductors and insulators and how they have made it possible to design and build electric circuits that powers mains electricity and portable devices.

**Particle model of matter** – You will develop an awareness of how the particle model is used to predict the behaviour of solids, liquids and gases and apply this to various real-life examples.

**Atomic structure** – You will learn about ionising radiation, its usefulness and associated hazards.

**Forces** – Analysis of forces makes movement possible. You will develop your knowledge and understanding of forces and their interactions.

Waves – You will study the uses and applications of various types of waves, including electromagnetic waves.

Magnetism and electromagnetism – Electromagnetic effects are used in a wide variety of devices. You will learn about permanent and induced magnetism, magnetic forces and fields.

Space physics – You will develop your knowledge and understanding of the solar system, stability or orbital motions, satellites. You will also look at the life cycle of a star.

Throughout the course you will carry out 10 ‘required’ practical’s to support and consolidate your scientific understanding and to develop investigative skills. Although they do not count directly towards the GCSE grade, your knowledge of this practical work will be assessed within examinations at the end of Year 11.

**Further details of this course can be found at:**

[www.aqa.org.uk/subjects/science/gcse/physics-8463](http://www.aqa.org.uk/subjects/science/gcse/physics-8463)

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### **Extra Costs & Requirements**

CGP Revision guide £6

### **Assessment**

There will be 2 examined assessments at the end of Year 11:

Physics Paper 1 (1hr 45 min, 50% of GCSE)

Physics Paper 2 (1hr 45 min, 50% of GCSE)

### **Next Steps**

GCSE Triple Science students can go on to study a wide range of subjects aged 16. Brine Leas students can progress specifically to A level Biology, Chemistry and Physics as well as Economics, Computer Science, Electronics, Geography and Mathematics.

### **Career Information**

With further training, you could go into a job related to Science and Physics such as a Teacher, Engineer, Forensics, Aviation, Data Analyst, Software Developer.

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“Look up at the stars and not down at your feet. Try to make sense of what you see, and wonder about what makes the universe exist. Be curious.” Stephen Hawking