

Brine Leas School



Key Stage 4 Pathways and Options Booklet



2018 - 2020



Brine Leas School

An Academy

Believe, Learn, Succeed

January 2018

Dear Students,

Year 9 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 bewildering number of different qualifications on offer, as well as different subjects. All GCSE qualifications are now reformed so the grading will be 9 to 1. 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 they 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 scary to consider, but when you retire, perhaps at the age of 70, it will be 2073. 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 a number of 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 Ward (Year 9 Progress Manager) 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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Headteacher

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Introduction

This booklet has been designed to inform you about this exciting phase in your child's education.

At the end of this process, you and your child will have made 3 choices, 1 reserve choice and picked a pathway in Science and Languages. This will then set up at least 9 GCSE's or equivalent courses.

You and your child will be given lots of information over the coming weeks. Some of these you will attend together; others will target your child more directly. All of these will help you to make the right choices. Here is a reminder of key dates that should be entered onto family calendars:

Jan/Feb 2018	Information assemblies (students only)
Feb/Mar 2018	Progress Tutor interviews (students only)
13 th Feb 2018	Careers Convention (students only)
14 th March 2018	Options information Evening (parents and students)
23 rd March 2018	Deadline for Options to be completed online

Information for Parents

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 and your child will be making choices for their Key Stage 4 courses over the coming weeks. Obviously, this is a very important decision which will impact on your child'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 straight-forward as possible.

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

- be able to talk to their Progress Tutor and Progress Manager who have been trained in the KS4 Options process;
- receive an Options Booklet aimed specifically at them;
- have either an individual or group interview with Miss Morrison, Careers Advisor;
- have talks from Heads of Faculty and Heads of Department in Assembly time;
- be able to attend KS4 Options Evening on Wednesday 14th March 2018 at 6:30pm.

Curriculum

The curriculum is designed 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).

Core Subjects

All students study all of the Core Subjects. The core curriculum for every student is:

Core Subjects
English (GCSE English Language and GCSE English Literature)
Mathematics (GCSE Mathematics)
Science (GCSE Combined Science: Trilogy or Triple Science (Biology, Chemistry, Physics))
Languages (GCSE French, GCSE German or GCSE Spanish)
Religious Education (non-examined)
Physical Education (non-examined)
Citizenship and Personal, Social Health and Economic Education (non-examined)

Options

In addition to studying the Core Subjects above, students are asked to choose 3 courses from the table below. The three choices can be from ANY column or combination.

Ebacc GCSEs	Other GCSEs	Other Qualifications
Computer Science Geography History	Art & Design (Art/Textiles) Business Studies Dance	<i>CoPE:</i> ASDAN
Dual Languages <i>French/German</i> <i>German/Spanish</i> <i>Spanish/French</i>	Design & Technology Drama Economics Electronics Engineering	<i>Level 2 Vocation Award:</i> Hospitality and Catering Information Technologies Creative Studies (Graphics)
Triple Science <i>Biology</i> <i>Chemistry</i> <i>Physics</i>	Food Preparation and Nutrition Media Studies Music Physical Education Psychology Religious Education Sociology Statistics	<i>Technical Awards:</i> Engineering Enterprise Performing Arts Sport

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.

We will be looking especially closely at the abilities of individual students and guiding them towards taking courses that will give them the best opportunity of success.

Careful consideration will have to be given to the size of teaching groups. We may be unable to permit certain courses to operate if student numbers are too low.

Helping your child make choices

All Year 9 Progress Tutors have been trained to help them support your child with their Option choices. Heads of Department will have also taken assemblies to explain more about the courses on offer in Year 10 and Year 11.

Subject teachers can also give more information about courses and the Progress Manager (Mr Ward) will also be available to advise your child about which options are most appropriate to meet their needs.

You will have the opportunity to discuss the content of the courses with Heads of Department on Options Evening on Wednesday 14th March 2018.

English Baccalaureate

The English Baccalaureate (or EBacc) is a measure which recognises pupils who have attained a grade 5 or better in a range of core curriculum subjects at GCSE. It demonstrates a focus on raising aspirations within curriculum subjects which are widely recognised as relevant preparation for sixth form study and in what are deemed to be the more academic A level subjects, by the Russell Group of Universities, Oxbridge and other groups of universities.

Made up of English Language, Mathematics, History or Geography, the Sciences (including Computer Science) and a language, the focus is on studying a range of what are widely recognised as academic subjects. These subjects provide a sound basis for a variety of careers beyond the age of 16, and can also enrich your studies. However, English Baccalaureate subjects should not be chosen at the expense of getting better grades in other subjects.

Staff who can help

Progress Tutors:

- Mrs Sanders
- Ms Walker
- Ms Soni
- Miss Sanderson
- Miss Bates
- Mr Granville
- Miss Downes
- Mr Hayhurst
- Miss Anderson
- Mr Watson

Progress Manager:

- Mr Ward

Careers Advisor:

- Miss Morrison

Curriculum Manager:

- Mrs O'Neill (Assistant Headteacher)

Information for Students

Selecting which 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.

This decision must be yours, but there are people in school who can help such as your Progress Tutor and Progress Manager. 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 the assemblies, this booklet and the Key Stage 4 Options Evening useful, but if you need any help, please make sure that you talk to someone about your decisions.

How to choose a course

So that you can make the best possible choices, you will need to find out as much as you can about the courses available to you. Talk to your teachers and discuss your ideas with your parents/carers.

Do choose courses because:

- you enjoy the subject;
- you are good at the subject;
- it will help you with your future when you leave Brine Leas School;
- it will give you a good balance of subjects so you have options to study what you want at sixth form or college.

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.

eCLIPS on line

The school now has a license to use eCLIPS on line. In a nutshell, this is a really useful website for students to start exploring career ideas, specific jobs and future opportunities.

The website will really support Year 9 students with their option making process but is it also valuable to Year 10 and Year 11 students considering Post-16 plans and beyond.

With clear and impartial descriptions of jobs, entry requirements and training options, as well as useful links and contact details for further exploration, eCLIPS provides users with all the information they need on the careers that interest them. There is also help for users looking for career ideas, with leaflets providing a broad overview of career areas, and a helpful Career Wizard tool.

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. Lifestyle information addresses broader personal issues relating to health, housing, relationships and much more.

To access, simply go into <http://www.eclips-online.co.uk/>

At the login, please type BLS1718 and away you go!

This is a unique password and will only work on the school site. The site can be accessed anywhere within the school environment.

Frequently asked questions

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

Your choices must be completed by Friday 23rd March 2018, but can be done earlier. You will get your username and password to do this when you meet your Progress Tutor for an individual interview about your options choices. This will be checked to make sure that you have selected courses that are appropriate for you.

You may then be asked to have an interview with a senior member of staff to discuss your choices. In some cases, you may have to change your option choices because they are not appropriate for your ability level. You should know your allocated option choices by May.

Will I get all my choices?

Most students are able to 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

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 Progress Manager.

Can I do more than one Language?

It is possible to do two languages by opting for a second language from Option Pool 2 within the options table.

Can I do 3 separate Sciences?

It is possible to study Biology GCSE, Chemistry GCSE and Physics GCSE by opting for Triple Science in the third column of the options table.

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

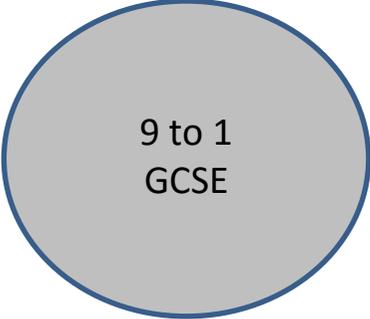
Many future careers/jobs do not require specific qualifications outside of the core curriculum, although there are exceptions such as medicine. Research any career that you are considering on university, college and employer websites and make sure that you have read the required qualifications (which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

Can I change later?

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

Once the new term begins, you are unable to change courses so give your option choices the time and consideration that they deserve in order to make sure you are doing the best subjects for you.

NEW GCSE GRADING STRUCTURE											
9	8	7	6	5	4	3	2	1	U		
Anticipated national percentage of GCSE grades awarded under the new grading structure											
3%	4%	12%	14%	16%	20%	15%	10%	5%	1%		
 <p>9 to 1 GCSE</p>											
			Good Pass (Dfe)		Awarding						
			5 and above = top of C and above		4 and above = bottom of C and above						
<p>Broadly the same proportion of students will achieve a Grade 7 and above as currently achieve a Grade A and above.</p>				<p>Grade 5 will be awarded to around the top third of students gaining the equivalent of a Grade C and bottom third of a Grade B. This has been defined as a 'Good Pass' by the Department of Education.</p>	<p>Broadly the same proportion of students will achieve a Grade 4 and above as currently achieve a Grade C and above</p>			<p>The bottom of Grade 1 will be aligned with the bottom of Grade G</p>			
7%		14%	22%	26%		16%	8%	4%	2%	1%	
Actual national percentage of GCSE grades awarded in 2015											
A*		A	B	C		D	E	F	G	U	
The old GCSE Grading structure											

English

All students will be placed into a group dependent upon their attainment and progress shown in Years 7, 8 and 9. They will be studying two GCSEs (English Language and English Literature).

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.

There are eight one-hour lessons per fortnight in Years 10 and 11.

Mathematics

All students will be placed into a set dependent upon their attainment and progress shown in Years 7, 8 and 9 and will be studying a GCSE. 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.

Science

All students will be placed into a set dependent upon their attainment and progress in Years 7, 8 and 9. The Science pathways may vary dependent upon whether students choose triple science which requires one Option choice. There are two pathways in Science and they are linked to attainment and progress. You will be given guidance on which pathway you are on and whether it is advisable or possible, for you to take Science in the Option section too, with Triple Science also linked to Options.

Combined Science is the study of Biology, Chemistry and Physics and is certificated jointly over a combined double GCSE. It does not require an Option.

Triple Science is the study of Biology, Chemistry and Physics with each certificated individually as three GCSE's. It requires one Option.

There are normally changes to sets at the start of Year 10 to take into account the different curriculum.

Languages

You will be given guidance on which pathway you are on and whether it is advisable or possible, for you to take an extra Language in the Option section too.

Single Languages is the study of GCSE French, GCSE German or GCSE Spanish. This will be dependent upon the previous specialisation in Years 8 and 9. It does not require an option choice, but you must opt for the language you are currently studying in Year 9. Languages is part of the core curriculum at Brine Leas School.

Dual Languages is the study of any two languages out of French, German and Spanish. This will be certificated by two separate GCSE's. This pathway requires previous study of both languages and you must speak to an MFL teacher before choosing the languages.

There are changes to sets at the start of Year 10 to take into account the different curriculum.

There are five one-hour lessons per fortnight in Years 10 and Year 11 and the number of groups is determined by languages preferences.

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

Religious Education

All students are placed in a group, which is determined by its timetabled link to another subject. They are taught the Religious Studies curriculum and this covers religion, beliefs, spiritual and moral awareness, community cohesion, personal development and well-being.

It is a statutory requirement that students study Religious Education at Key Stage 4. As a result there are two one-hour lessons per fortnight in Year 10. **This does not affect the 'Choice' of GCSE Religious Studies**, which is a separate course and does not replace this core curriculum element.

Physical Education

All students are placed in a group, which is determined by choice of pathway. They are all taught the full Physical Education curriculum and this covers tactics and strategies, Health & Fitness games (eg. lacrosse, football, netball, rounders, rugby and tennis), technique and performance. Also, individual activities (such as dance, boxercise, parkour, trampolining, aerobics) and indoor and outdoor activities.

There are four one hour lessons per fortnight in Years 10 and Year 11. This does not affect the choice of GCSE Physical Education or the Technical Award in Sports Leadership which are separate courses and do not replace this course.

Citizenship, Careers and Personal, Social and Health Education

They are taught the PSHE, Citizenship and Careers curriculum and this covers preparing for work and further/higher education, work experience, sex and relationships education, parliament, democracy, human rights, personal finance, law and food and nutrition.

There is one one-hour lesson per fortnight in Years 10 and Year 11 which is taught through Progress Groups.

Making your choices

At the end of this process you will have given a preference for your science and languages pathway, made three options choices and listed a reserve subject. The science preferences will be determined by your ability in the subject and in the case of Triple Science and Dual Languages each will require one of your three options choices.

All applications will be done through a web portal at

<https://www.studentoptions.co/brineleas/>

More details of this will follow, including the username and password that you need in order to access the site. Usernames and passwords will be issued at the Progress Tutor guidance interviews.

You need to make three choices, plus a reserve, in addition to a science and a language.

Key Stage 4 Options: Entering Your Choices Over The Internet

You will need to access the 'Tools' on-line system to enter the KS4 Option choices. A letter will be given to your child following their information, advice and guidance session with their Progress Tutor; detailing the website and their unique login and password.

To start TOOLS, type the following URL into your internet browser:

<https://www.studentoptions.co/brineleas/index.php>

Then login using your personal details:

Username: «USERNAME»

Password: «PASSWORD»

To help you please see the example of how to do this below.

Choose ONE of the following Subjects:

- Engineering Tec (ET)
- Geography (Gg)
- History (Hi)
- L2 Hospitality (HT)
- L2 Nat Cert IT (It)
- Performing Arts (Pa)
- Sport BTEC (Sp)
- Triple Science (Sb)

If you don't choose History, Geography or Level 2 Cambridge National Certificate in IT, you can choose it in a later section.

Please enter your 2 choices by entering 2, 3 in the box by your chosen subjects.

To mark your Reserve choice, put 'R' by that subject.

	Subject Choice
Art, Craft & De (Ar)	<input type="text" value="2"/>
Asdan (As)	<input type="text"/>
Business St (Bs)	<input type="text" value="R"/>
Computer Scienc (Cs)	<input type="text"/>
Design & Techno (Dt)	<input type="text"/>
Drama (Dr)	<input type="text"/>
Economics (Ec)	<input type="text" value="3"/>

Once you have indicated your subject choices and a reserve select 'Submit'.

Core Subjects

GCSE English Language *

GCSE English Literature

GCSE Mathematics*

GCSE Combined Science *(Trilogy) / *Biology,
*Chemistry,*Physics

GCSE *French / *German/ *Spanish

- Counts towards the English Baccalaureate

English Language

Qualification: GCSE (9 – 1)
Course Name: English Language
Examination Board: AQA

Students will develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

The specification offers two equally-balanced papers, relating reading sources to the topic and theme of writing tasks. The sources act as stimulus for writing tasks, providing students with a clear route through each paper. Each paper has a distinct identity:

Paper 1, Explorations in Creative Reading and Writing, looks at how writers use narrative and descriptive techniques to engage the interest of readers.

Paper 2, Writers' Viewpoints and Perspectives, looks at how different writers present a similar topic over time.

The skills gained in English Language are vital and strongly sought after by employers and further education centres alike.

Career pathways: Those who are successful in English Language can go on to study Language at A Level and beyond, with career pathways in the areas of Media, Social Work, Journalism, Law and Education.

Assessment

Paper 1: Explorations in Creative Reading and Writing

Written exam: 1 hour 45 minutes, 80 marks - 50% of GCSE

Section A: Reading

- one literature fiction text

Section B: Writing

- descriptive or narrative writing

Paper 2: Writers' Viewpoints and Perspectives

Written exam: 1 hour 45 minutes, 80 marks - 50% of GCSE

Section A: Reading

- one non-fiction text and one literary non-fiction text

Section B: Writing

- writing to present a viewpoint

Non-examination Assessment: Spoken Language (0% weighting of GCSE)

What is assessed?

- presenting
- responding to questions and feedback
- use of Standard English Teacher set throughout the course.

English Literature

Qualification: GCSE (9 – 1)

Course Name: English Literature

Examination Board: AQA

Students will use investigative and analytical approaches to literary texts. Literature allows students to interpret meanings, explore historical and cultural contexts, improve skills in written and verbal communication and deepen and refine abilities in critical thinking. These skills are vital and strongly sought after by employers and further education centres alike.

Career Pathways: Those that are successful in English Literature can study Literature at A level, with career pathways in the areas of Media, Journalism, Film & Television, Modern Languages, Law and Education.

Assessment

Paper 1: Shakespeare and the 19th-Century novel
Written exam: 1 hour 45 minutes

Closed Book
64 marks 40% of GCSE

What is assessed?
Shakespeare
The 19th-century novel (choice of Dickens texts)

Paper 2: Modern texts and poetry
Written exam: 2 hour 15 minutes

Closed Book
96 marks 60% of GCSE

What is assessed?
Modern Play – An Inspector Calls
Power and Conflict

Mathematics

Qualification: GCSE (9 – 1)

Course Name: Mathematics

Examination Board: Pearson Edexcel

The aims and objectives of the Maths GCSE are to enable students to:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- Acquire, select and apply mathematical techniques to solve problems.
- Reason mathematically, make deductions and inferences, and draw conclusions.
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Career Pathways:

All Key Stage 5 courses and/or employers will desire students to have attained a high grade pass at GCSE Mathematics. In particular, the following Post-16 courses can be accessed with a high grade at GCSE Mathematics, Core Mathematics, A Level Mathematics, A Level Further Mathematics, A Levels in any of the Sciences, A Level Geography, Computer Science, A Level Psychology and A Level Economics. Possible careers, with a heavy use of Maths, includes many aspects of Engineering, Research and Development, Statisticians.

Assessment:

The assessments will cover the following content headings: Number, Algebra, Ratio, Proportion and Change, Geometry and Measures, Probability and Statistics.

There are two tiers of entry available: Foundation and Higher. Each tier is assessed by three exam papers all of which are taken at the end of Year 11, as set out in the table opposite.

Assessment	
<p>Foundation Tier</p> <p>Paper 1 (non-calculator): 1 hour 30 minutes, 80 marks available</p> <p>Paper 2 (calculator): 1 hour 30 minutes, 80 marks available</p> <p>Paper 3 (calculator): 1 hour 30 minutes, 80 marks available</p>	<p>Possible Grades 1 – 5.</p> <p>Individual topics and subject content can be assessed on any of the 3 papers.</p> <p>Each paper will have a range of question types; some questions will be set in both mathematical and non-mathematical contexts.</p> <p>Students will be expected to use their problem solving skills throughout each paper.</p>
<p>Higher Tier</p> <p>Paper 1 – (non-calculator): 1 hour 30 minutes, 80 marks available.</p> <p>Paper 2 (calculator): 1 hour 30 minutes, 80 marks available</p> <p>Paper 3 (calculator): 1 hour 30 minutes, 80 marks available</p>	<p>Possible Grades 4-9 (grade 3 allowed).</p> <p>Individual topics and subject content can be assessed on any of the 3 papers.</p> <p>Each paper will have a range of question types; some questions will be set in both mathematical and non-mathematical contexts.</p> <p>Students will be expected to use their problem solving skills throughout each paper.</p>

Science

Science is a compulsory core subject at Brine Leas which is highly relevant in a technological and rapidly changing world. All our pathways provide students with a minimum of the two required science qualifications. Science also teaches a range of transferrable skills and is needed for the majority of further education courses and careers.

Career Pathways:

There are two pathways for Science at Key Stage 4. The pathways available to you will be directed by your Science teacher and is based upon prior attainment (end of Key Stage 3 level) and teacher knowledge of your skills and progress.

Pathway 1 does not require an option and is completed in Science curriculum time

Pathway 2 does require additional teaching time so takes up an option

All GCSE pathways contribute to the English Baccalaureate and allow successful progression to study A Level Sciences if high grades are achieved.

SUMMARY

Normal Science Curriculum Time	Pathway 1 – Double Award (2 GCSE)	AQA GCSE (9-1) Combined Science (Trilogy) - a double award consisting of units of Biology, Chemistry and Physics taught over Year 10 and Year 11. There will be 6 exams, 2 for Biology, 2 for Chemistry and 2 for Physics. All exams are worth 16.5%.
Option Block Required	Pathway 2 – Triple Science (3 GCSE requiring an option)	AQA GCSE (9-1) in Biology, Chemistry and Physics. You will be taught the sciences in discrete Biology, Chemistry and Physics lessons and will sit 2 x1hr 45 exams in each subject.

Science

Pathway 1: AQA Science Double Award

This is a combined science qualification giving two GCSE's in Science.

Qualification: GCSE (9 – 1)

Course Name: Combined Science: Trilogy

Examination Board: AQA

The Combined Science GCSE consists of 6 1hour 15 minute external exams sat at the end of Year 11. There will be two Biology papers, two Physics papers and two Chemistry papers (topics covered are listed below). 15% of the overall marks for the qualification will draw from knowledge and understanding gained by completing set practical activities which are carried out during the course.

Biology topics

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Chemistry topics

8. Atomic structure and the periodic table
9. Bonding, structure, and the properties of matter
10. Quantitative chemistry
11. Chemical changes
12. Energy Changes
13. The rate and extent of chemical change
14. Organic chemistry
15. Chemistry of the atmosphere
16. Using resources

Physics topics

17. Forces
18. Energy
19. Waves
20. Electricity
21. Magnetism and electromagnetism
22. Particle model of matter
23. Atomic structure

Science

Pathway 2: Triple Science (requires you to name Science in option choice)

Course Name: Triple Science

Qualification(s): 3 separate GCSE's (9 - 1) Biology, Chemistry, Physics

Examination Board: AQA

Biology, Physics and Chemistry are taught in discrete lessons and a separate GCSE is gained in each subject. This is the ideal choice for anyone who is interested in studying Science A levels, or pursuing a Science based career, or simply enjoys Science.

The same topics are covered as in the Double Award (see previous page) with the exception of Physics which includes a Space topic). The topics will be covered in more depth than for the double award.

Triple Science is only suitable for students who have been predicted a Grade 4 or above for Science.

Each qualification (Biology, Chemistry and Physics) will have two 1 hour 45 minute external exams at the end of Year 11. 15% of the overall marks for each qualification will draw from knowledge and understanding gained by completing set practical activities which are carried out during the course.

Biology topics

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Chemistry topics

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy Changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemistry of the atmosphere
9. Using resources

Physics topics

1. Forces
2. Energy
3. Waves
4. Electricity
5. Magnetism and electromagnetism
6. Particle model of matter
7. Atomic structure
8. Space Physics

Modern Languages

Qualification: GCSE (9 - 1)

Course Name: French

Course Name: German

Course Name: Spanish

Examination Board: AQA

Languages are a compulsory subject for students at Brine Leas. There are 3 GCSE courses, and the courses count towards the E-Bacc.

Employers 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. Many local industries from motor industry (Bentley in Crewe) 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.

These subjects will follow the new AQA GCSE specifications and they count towards the E-Bacc. Candidates will learn to use the language for practical communication and will be able to continue with further study of the language into A-level, if a Grade 7 or above has been achieved at GCSE. The students will carry on with the language they have studied during KS3.

Learning is focussed on three broad themes: Identity and culture; Local, national, international and global areas of interest; Current and future study and employment. These themes are split into smaller topics such as technology, tourism and health.

Assessment:

All four skills (listening, reading, speaking and writing) are equally weighted, and assessed in formal exams in the summer of Year 11. Speaking exams are set by AQA and conducted by teachers in a prescribed examination period.

There are 2 tiers of assessment for all of the exams, Foundation and Higher. Candidates must be entered for the same tier for all papers.

ASSESSMENT
Listening Test (25%) Foundation Tier (35 minutes) & Higher Tier (45 minutes): Questions and responses in English and target language
Reading Test (25%) Foundation Tier (45 minutes) & Higher Tier (60 minutes): Questions and responses in English and target language, including translation into English
Speaking Test (25%) Foundation Tier (7-9 minutes) & Higher Tier (10-12 minutes): Role-play, photo card, general conversation (all conducted by teachers)
Writing Test (25%) Foundation Tier (60 minutes) & Higher Tier (75 minutes): Structured paragraph(s) in target language (guided by 4-6 bullet points), including translation into target language

Creative and Performing Arts

GCSE Art & Design

GCSE Dance

GCSE Drama

GCSE Media Studies

GCSE Music

Performing Arts Tech Award

GCSE Physical Education

BTec Sport

Art

Qualification: GCSE (9 – 1)

Course Name: Art, Craft & Design

Examination Board: AQA

The new specification GCSE in Art, Craft & Design is intended for students interested in the use of a wide variety of artistic media. Students have the opportunity to produce traditional, two dimensional paintings and drawings, as well as experiment with a range of construction materials such as mod-roc, gum tape and card. Students are expected to produce a minimum of one sustained project plus a selection of further work undertaken during the two year period. In addition, a longer time period has now been allocated for final exam preparation, helping to ensure thorough development of design ideas.

The residential Art visit to the Tattenhall Centre, near Chester, is seen as a vital component of all Art & Ceramics courses. This three day residential, which is equal to a full term of classroom lessons, enables students to produce several large scale pieces and greatly improve coursework grades. The trip is offered to all Year 10 students and takes place the weekend before February half-term.

Sketchbooks remain a compulsory requirement of Full Course Art & Design and Ceramics courses. 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.

Students' sketchbooks must fully support all work done in class and reflect a thorough understanding of materials and processes used.

Career Pathways:

Students who take this course can progress to A Level Art, Photography and Textiles and may consider careers in Architecture, Fashion and Graphic Design.

Assessment:

60% Controlled Assessment – Portfolio of Work

Students will have the flexibility to select work from their course. The portfolio submission must include more than one project. The deadline for all portfolio pieces will be mid-May

40% Externally Set Task

Papers will be issued from 1st January in Year 11; a longer preparation period will be followed by 10 hours of supervised time (examination).

Dance

Qualification: GCSE (9 - 1)

Course Name: Dance

Examination Board: AQA

GCSE Dance is a creative qualification that will develop your ability to choreograph, perform and appreciate dances through observing, discussing and actively exploring dance styles. The course requires literacy and numeracy skills, awareness of space and musical feeling. Classes will involve self-reflection, interpersonal skills and teamwork to enable you to develop your creative, artistic, social and physical skills. You will learn to choreograph, perform and appreciate dance as an art form. The course allows you to develop as a creative and artistic individual and broadens your aesthetic, social and cultural experience through a holistic engagement with dance.

This course is comprised of two units.

Component 1 – Performance and Choreography

Solo performance (approximately **one** minute duration)

Duet/trio performance (**three** minutes in a dance which is a maximum of **five** minutes in duration)

Component 2 – Dance Appreciation

1 hour 30 minutes written exam which focuses on the knowledge and understanding of choreographic processes and performing skills, a critical appreciation of your own work and a critical appreciation of professional works

Career Pathways:

After completing GCSE Dance, you can take this qualification to any Performing Arts subject at Key Stage 5. The obvious choice would be to study continue to study Dance at A Level or through Level 3 BTEC Performing Arts. GCSE Dance 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 ideal.

Assessment

The assessed units will take place in both Years 10 and 11

Component 1 – Internally assessed and externally moderated – 60%

Assessed solo performance - 30% of GCSE (40 marks)

Assessed group choreography- 30% of GCSE (40 marks)

Component 2 – Externally assessed – 40%

Students answer exam questions based on their own practice in performance and choreography and the GCSE Dance anthology.

Drama

Qualification: GCSE (9 – 1)

Course Name: Drama

Examination Board: Pearson Edexcel

GCSE Drama builds as the foundation of skills from Key Stage 3 Drama. It is a course that totally focuses on the one area of the Performing Arts' spectrum. We will use a range of explorative strategies, mediums and styles in order to produce performances that are both scripted and devised. On this course students will have the opportunity to offer, either acting skills, or performance support skills. Year 10 is spent preparing the students for the assessment, with opportunities to perform to an audience and to experience live theatre. 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 will benefit from the personal and transferable skills which drama develops.

This course is comprised of three units.

Component 1 – Devising

Creation of devised piece from a topic/theme/issue chosen by the centre (e.g. Gang Culture, Persecution).

Component 2 – Performance from Text

Students will perform two key extracts from a performance text.

Component 3 – Theatre Makers in Practice

Written exam which focuses on the study of one complete performance text from a choice of eight set texts and a live theatre evaluation based on a theatre performance seen.

Career Pathways:

After completing GCSE Drama, you can take this qualification to any Performing Arts subject at Key Stage 5. The obvious choice would be to study A Level Drama & Theatre Studies after completing the GCSE, which is a course that has many English Literature elements. 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.

Assessment

The assessed units will take place in both Years 10 and 11

Component 1 – Internally assessed and externally moderated – 40%

- Assessed devised performance
- A portfolio covering the development and process of the devised performance (1500 – 2000 words)

Component 2 – Externally assessed 20%

- Group/solo or partner based performances of a chosen play text to a visiting examiner

Component 3 – Externally assessed – 40%

- Students answer exam questions from two sections
Section A – 5 questions based on an unseen extract from the studied play text
Section B – 2 questions relating to the live performance seen (notes are allowed into the exam – up to 500 words)

Media Studies

Qualifications GCSE (9 - 1)

Course Name: Media Studies

Examination Board: Eduqas (WJEC)

Media Studies is a topical, exciting subject which is a stimulating mix of theoretical and analytical learning and practical study.

Students will study set products within the following media forms: advertising and marketing, the film industry, photography, news media, the Internet, magazines, animation, social networking, online media and computer games, music, television and Media technologies.

When opting for Media, students explore the fundamental concepts of Media: genre, narrative, industries, audiences and representations and are encouraged to draw on their existing interests and enjoyment of the Media. Students regularly use iPads, digital cameras and computer technology in lessons.

30% of the GCSE course is 'controlled assessment' with the remaining 70% written examinations; students need to be confident with analysis and essay writing; also an ability to work independently is essential.

The extra-curricular visit is a highlight of the Media course in Year 10. This visit enables students to explore the workings of real and fully active film and television studios (in the past the BBC and Warner Bros. Studios) and provide them with the opportunity to investigate the inner workings and history of the Media industry and investigate possible careers in the Media.

Careers and Further Study

Students who take this course can progress to: A Level Media, Photography, Business and ICT, Psychology and Sociology and English Language, and may consider careers in: Marketing and Advertising, Journalism, Fashion, PR – Public Relations or Photography and the Television and Film Industry

Scheme of Assessment **Reformed 1 – 9 Qualification from 2017**

GCSE Units of assessment:

Component 1: Exploring Media Language and Representation. Written examination: 1 hour 30 minutes (30% of qualification)

Section A: Media Language and News
Section B: Representations

Component 2: Understanding Media Forms and Products. Written examination: 1 hour 30 minutes (40% of qualification)

Section A: Television
Section B: Music Industry

Component 3: Creating Media Products. Non-exam assessment. (30% of qualification)

Music

Qualification: GCSE (9 - 1)

Course Name: Music

Examination Board: Pearson Edexcel

The Music GCSE course is an exciting opportunity for students wishing to further their composition, listening and performing skills. Over two years, students learn about music from many different styles and genres such as 'Vocal Music in Context' and 'Music for Stage and Screen', and are given the chance to perform and compose in these styles as well.

60% of the GCSE course is coursework with the remaining 40% written examination.

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.

Career Pathways:

A passion for music can take you far – into the world of performance, composition, education and media. In addition the study of music is highly regarded by Universities and further education establishments as it relies on the mastery of many different disciplines and skills.

Assessment

The Edexcel GCSE in Music consists of three components:

Component 1 – Performing Music (30%) 60 Marks.

Solo performance – one or more pieces (must be at least one minute's duration in total).

Ensemble performance – one or more pieces (must be at least one minute's duration in total).

Overall they must be at least four minutes combined duration.
Internally marked and externally moderated.

Component 2 – Composing Music (30%) 60 Marks.

Two compositions – at least three minutes combined duration.

One composition to a brief set by Edexcel – must be at least one minute's duration.

One 'free' composition set by the student – must be at least one minute's duration.

Component 3 - Appraising (40%) 80 Marks.

One hour and forty-five minute written paper. A number of the questions relate to the set works from the four areas of study. Some of the questions will also include unfamiliar pieces.

Performing Arts

Qualification: BTEC (Distinction*, Distinction, Merit, Pass)

Course: BTEC Level 1 / 2 Tech Award in Performing Arts

Examination Board: Edexcel

This specialist course is aimed at students who are passionate about developing their skills, knowledge and understanding of drama, dance or musical theatre and the creative arts industry.

It is structured to allow students to work in a range of disciplines within the Performing Arts according to their skills and interests. The Technical Award is a practical course that will develop and extend your skills and knowledge in acting, dance, musical theatre and production roles. You will also develop an understanding of the Performing Arts world.

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 learn about working in the Performing Arts Industry and the jobs available in this sector.

The course is assessed through practical and written portfolio work. There are no written exams. You can focus on acting, musical theatre, dance or technical production (or a combination of them all!)

Career Pathways:

'The UK's creative industries are now worth a record £84.1 billion to the UK economy...British films, music, video games, crafts and publishing are taking a lead role in driving the UK's economic recovery, according to the latest Government statistics.'

After completing this course you can take this qualification to a Performing Arts subject at Key Stage Five. The Technical Award will give you a set of skills that can be applied to all pathways after GCSE such as team work, communication, creativity, innovation and confidence. For those who would like a role within the Creative Arts Industry this course is essential.

The course is comprised of three components:

Assessment:

Component 1 – Exploring the Performing Arts

Participation in class workshops to develop understanding of the arts by examining practitioners' work the processes used to create performance.

Assessment is both practical and written (internally assessed)

Component 2 – Developing Skills and Techniques in the Performing Arts

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

Assessment is both practical and written (internally assessed)

Component 3 – Performing to a Brief

You will be given the opportunity to work as part of a group to devise a workshop performance to a given brief.

Assessment is practical (externally assessed)

Physical Education

Qualification: GCSE (9 – 1)
Course Name: Physical Education
Examination Board: AQA

If you enjoy playing sports, have bundles of energy and enjoy learning about movement, then studying PE at GCSE, A-Level and beyond could be good career move for you.

Physical Education isn't just about sport though. You will learn a lot about health, well-being and the human body.

New and contemporary topics will help students of all abilities to develop a well-rounded skill set and prepare them for progression to further studies in sports.

This course covers the following subject content:

1. Applied anatomy and physiology.
2. Movement analysis.
3. Physical training.
4. Use of data.
5. Sports psychology.
6. Socio-cultural influences
7. Health, fitness and well-being.

Career Pathways:

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.

Assessment

Paper 1: The human body and movement (30% of GCSE)

Paper 2: Socio-cultural influences and well-being (30% of GCSE)

40% of the GCSE is a practical performance in physical activity and sport (part of this is written coursework).

Practical performance in three different physical activities in the role of player / performer (one in a team activity, one in an individual activity and a third in either team or individual activity).

Analysis and evaluation of performance to bring about improvement in one activity.

It is therefore highly recommended that students should take part in regular sporting activity outside of school time to boost their practical marks.

BTEC Sport

Qualification: BTEC First (Distinction*, Distinction, Merit, Pass)
Course Name: BTEC Sport
Examination Board: Pearson BTEC Level 1 / 2 First Award in Sport

BTEC First qualifications were originally designed for use in colleges, Schools and the workplace as an introductory level 2 course for learners wanting to study in the context of a vocational sector. This is still relevant today.

The skills learnt in studying a BTEC First will aid progression to further study and prepare learners to enter the workplace in due course. In the sport sector, typical employment opportunities may include working as a coach or as a fitness instructor.

BTEC's are vocationally related qualifications, where learners develop knowledge and understanding by applying their learning and skills in a work-related context.

Additionally, they are popular and effective because they engage learners to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace.

These skills include: team working; working from a prescribed brief; working to deadlines; presenting information effectively; and accurately completing administrative tasks and processes. BTEC First motivates learners, and opens doors to progression into further study and responsibility with the workplace.

Topics studied:

Fitness for Sport and Exercise
Practical Sports Performance
The Sports Performer in Action
Training for Personal Fitness

Assessment

Fitness for Sport & Exercise – external assessment – on screen test
(25% of final grade)

Practical Sports Performance – internally assessed
The Sports Performer in Action – internally assessed
Training for Personal Fitness – internally assessed
(75% of final grade)

Design and Technology

GCSE Engineering

Engineering Tech Award

GCSE Electronics

GCSE Design & Technology

GCSE Food Preparation & Nutrition

GCSE Textiles

NCFE Level 2 Technical Award in Graphic Design

Hospitality and Catering Level 1 / 2 Award

Engineering

Qualification: GCSE (9 – 1)
Course Name: Engineering
Examination Board: AQA

The sky's the limit. Engineering is an increasingly innovative and exciting area to work in. It affects every aspect of modern life – from skyscrapers to smart phones, cars to carrier bags. This GCSE introduces students to a host of new technologies, helping them to gain practical skills and understanding to inspire a lifelong interest in engineering. It will particularly appeal to those who enjoy being creative, with an affinity for drawing, design, maths and problem-solving.

Career Pathways

A useful platform for further study in apprenticeships and careers in Engineering. Leads to Level 3 vocational qualifications, such as BTEC Nationals, specifically in Engineering or Electrical / Electronic Engineering, GCE AS or A Levels in Design and Technology – Product Design, employment within the Engineering sector, such as junior roles in a range of Engineering posts.

Assessment

Paper 1: Written exam: 2 hours; 120 marks; 60% of GCSE

Multiple choice questions assessing breadth of knowledge. Short answer questions assessing in depth knowledge, including calculations. Multiple choice questions related to the application of practical engineering skills. Extended response questions drawing together elements of the specification.

Non-exam assessment (NEA):

The NEA project in its entirety should take approximately 30 hours to complete and consist of a working prototype and a concise portfolio including sector-specific drawings and an evaluation of their product.

AQA see a brief for students which is:
80 marks 40% of GCSE

Students produce:

- Engineering drawings or schematics to communicate a solution to the brief
- An engineering product that solves a problem.

Engineering

Qualifications: Technical Award

Course Name: Level 1/2 Tech Award in Engineering

Examination Board: Pearson

BTEC Level 1/2 Tech Award in Engineering is for learners who wish to acquire technical skills through vocational contexts by studying mechanical, electrical/electronic and engineering design as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden the learner's experience and understanding of the varied progression options available to them.

Career Pathways

A useful platform for further study in apprenticeships and careers in Engineering. Leads to Level 3 vocational qualifications, such as BTEC Nationals, specifically in Engineering or Electrical / Electronic Engineering, GCE AS or A Levels in Design and Technology – Product Design, employment within the Engineering sector, such as junior roles in a range of Engineering posts.

Assessment

The qualification consists of three components that give learners the opportunity to develop broad knowledge and understanding of engineering sectors and technical skills in designing and making at Levels 1 and 2.

Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities.

Component 3 Responding to an Engineering Brief. Task set and externally marked by the exam board, completed under supervised conditions. The set task is made up of two parts and will be completed in two hours for Part 1 and one and a half hours for Part 2. Both parts of the set task are completed during a one week period timetabled by Pearson.

Electronics

Qualifications: GCSE (9 – 1)

Course Name: Electronics

Examination Board: Eduqas, WJEC

The WJEC Eduqas GCSE in Electronics provides a broad, coherent, satisfying and worthwhile course of study.

It encourages learners to develop confidence in, and a positive attitude towards, electronics and to recognise its importance in their own lives and in today's technological society. This specification sets out the knowledge, understanding and skills required to ensure progression from Key Stage 3 national curriculum science and mathematics requirements and progression to AS and A level. GCSE Electronics is studied in such a way as to develop and maintain the learner's interest in engineering subjects and the appreciation of their relevance to their everyday lives. The practical work enables learners to see the theoretical knowledge contained in the specification in action and to gain greater understanding of the knowledge in a practical context.

Future Pathways

A useful platform for further study in apprenticeships and careers in Electrical Engineering. Leads to GCE AS or A Levels Electronics, and then Electrical Engineer, Design Engineer, Electronic Technician, Software Engineer, Robotics, Communications, Research & Development.

Assessment

Component 1: Discovering Electronics Written examination: 1 hour 30 minutes 40% of qualification. A mix of short answer questions, structured questions and extended writing questions, with some set in a practical context.

Component 2: Application of Electronics Written examination: 1 hour 30 minutes 40% of qualification. A mix of short answer questions, structured questions and extended writing questions, with some set in a practical context.

Component 3: Extended system design and realisation task
Non-exam assessment 20% of qualification. An extended system design and realisation task to assess electronics skills.

Design and Technology

Qualification: GCSE (9 – 1)

Course Name: Design and Technology

Examination Board: AQA

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

Future Pathways

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.

Assessment

Paper 1:

Written exam: 2 hours, 100 marks, 50% of GCSE.

Section A – Core technical principles. A mixture of multiple choice and short answer questions.

Section B – Specialist technical principles. Several short answer questions and one extended response to assess a more in depth knowledge of technical principles.

Section C – Designing and making principles. A mixture of short answer and extended response questions.

Non-exam Assessment (NEA):

(NEA): 30–35 hours approximately, 100 marks, 50% of GCSE.

A Design task will include a substantial design and make task with the assessment criteria as follows: Investigating, Designing, Making, Analysing and Evaluating. The process will incorporate the iterative design process.

Contextual challenges to be released annually by AQA.

Students will produce a working prototype and a portfolio of evidence. Work will be marked by teachers and moderated by AQA.

Food Preparation and Nutrition

Qualification: GCSE (9 – 1)

Course Name: Food Preparation and Nutrition

Examination Board: AQA

This new GCSE Food Preparation and Nutrition is an exciting and creative course which 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 students practical cookery skills to give them a strong understanding of nutrition. Students will prepare, cook and present a final menu of three dishes within three hours, planning in advance how this will be achieved.

Career Pathways:

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.

Assessment

Written Paper: 50% - 1 hour 45 minutes

Theoretical knowledge of food preparation and nutrition from subject content

Non Exam Assessment:

Task 1: Food Investigation (15%)

Students understanding of the working characteristics, functional and chemical properties of ingredients

Task 2: Food Preparation (35%)

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task

Textiles

Qualification: GCSE (9 – 1)

Course Name: Art & Design: Textiles

Examination Board: AQA

Design and Technology 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. Student's experience traditional finishing processes such as dyeing and printing, decoration and enhancement as well as computer aided design (CAD) and manufacture (CAM)

Career Pathways

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.

Assessment

Unit 1:

Two hour Written Paper which consists of 40% course mark. Questions based on pre-released material issued by the AQA Board.

Unit 2:

Controlled Assessment which is approximately forty five hours and constitutes 60% of the course mark. This is a single design and make activity selected from a range of tasks set by the AQA Board.

Graphic Design

Qualification: NCFE Level 2 Technical Award

Course Name: Graphic Design

Examination Board: NCFE

Learn Creative and Technical Skills to create packaging and promotional products in a Practical and imaginative way. The content has been designed to make the qualification engaging for learners and relevant for employers and further study. Marking as Pass/Merit/Distinction/Distinction* Students complete 4 creative practical units. This course is an excellent pathway toward A' Level Graphic Products and Photography.

Career Pathways

A useful platform for further study in apprenticeships and careers in Design and Technology. Leads to A Levels in subjects such as: Product Design, Photography or Graphic Communications.

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.

Assessment

Unit 01 Understand graphic processes, materials and techniques – worth 25% of the grade (internal assessment). In this unit, learners will explore and understand a range of graphic processes, materials and techniques in response to the context and specification of a given design brief. Learners will develop intermediate level technical skills in using graphic materials, techniques and processes.

Unit 02 Research sources of ideas in a graphic design context - worth 25% of the grade (internal assessment). In this unit, learners will explore the relevance of a range of primary and secondary graphic sources in the context of the design brief. Learners will make judgements about the contexts of secondary sources and will investigate influences in the development of graphic design solutions.

Unit 03 Develop ideas and graphic solutions - worth 25% of the grade (external assessment). In this unit, learners will use the sources they've investigated to inform their ideas in response to a given design brief. Learners will use visual techniques to propose a range of alternative graphic ideas and solutions in response to feedback and constraints or external factors affecting the design development. Learners will then select one idea and will work independently, modifying this idea as their work progresses. This unit includes a practical exam with preparation time.

Unit 04 Plan, produce and present final graphic design - work worth 25% of the grade (internal assessment). In this unit, learners will plan and prepare for the production of their final work using developed ideas and will produce the work using an intermediate level of technical skill. Learners will present the final graphic design solution and will evaluate it with reference to the design brief, development of ideas, materials and techniques used in the final work.

Hospitality & Catering

Qualification: Level 1/2 Award
Course: Hospitality & Catering
Examination Board: WJEC

Unit 1: The Hospitality and Catering Industry
Assessment - External

Unit 2: Hospitality and Catering in Action
Assessment - Internal

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

Future Pathways

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.

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

Assessment:

Unit 1: The Hospitality and Catering Industry
External assessment - 1 hour and 30 minutes.

Unit 2: Hospitality and Catering in Action
Internal assessment via controlled assessment.

40% exam

60% internal assessment.

The units can be resat so the exam can be taken in Year 10 and again in Year 11 if need be.

Humanities

Geography*

History*

Religious Studies

*Counts towards the English Baccalaureate measure

Geography

Qualification: GCSE (9 – 1)

Course Name: Geography

Examination Board: AQA

Geography develops the ability to combine scientific principles with economic awareness, environmental concerns and an appreciation and tolerance of people's attitudes and values.

Students will travel the world from the classroom, exploring case studies in the United Kingdom (UK), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study:

- The challenges of natural hazards
- Physical landscapes in the UK
- The living world
- One day fieldwork based around physical Geography
- The challenge of resource management
- Urban issues and challenges
- The changing economic world
- Issues evaluation
- One day fieldwork based around human Geography

Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

The course is linear and all examinations will be sat at the end of the course. All students will sit the same examination paper and it is no longer a tiered examination. All students cover the same topics and classes are taught in mixed ability groups.

Career Pathways

Students who take this course can progress to A Level Geography or BTEC Level Three in Travel and Tourism.

Careers – Town Planning, Environmental Management, Surveying and Estate Management, Teaching and Cartography.

"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.

Geography was recently described by the Princes Trust Institute as a subject that, "points us towards solutions to some of the biggest problems of our age". Therefore, if you want to get involved in the world you live in and potentially change what is going on around you, Geography is the subject you should be taking.

Assessment

Three examination papers

Paper One – Living with the Physical Environment

What is assessed? The challenges of natural hazards, Physical landscapes in the UK, The living world and geographical skills

How is it assessed? Written examination, 1 hour and 30 minutes, 88 marks (including 3 SPAG marks) 35% of final GCSE.

Paper Two – Challenges in the Human Environment

What is assessed? Urban issues and challenges, The changing economic world, the challenge of resource management and Geographical skills.

How is it assessed? Written examination, 1 hour and 30 minutes, 88 marks (including 3 SPAG marks) 35% of final GCSE.

Paper Three – Geographical Applications

What is assessed? Issue evaluation, Field work and Geographical skills

How is it assessed – written examination, 1 hour, 76 marks (including 6 SPAG marks), 30% of final GCSE

History

Qualification: GCSE (9 – 1)

Course Name: History

Examination Board: AQA

Why study History?

Studying history facilitates students who wish to develop their historical skills, whilst developing their knowledge and understanding of the world in which we live. History is a well-respected academic subject and viewed highly by universities as a rigorous and challenging subject.

History offers a wide range of opportunities including:

- A deeper understanding of current affairs for use in almost every job interview.
- An ability to think independently without jumping to unsupported conclusions.
- An ability to make decisions and judgements based on evidence. A highly desirable quality in many professions.
- The ability to write coherently and present arguments effectively both orally and on paper.

The Course Content

Britain: Health and the People: c1000 To the Present Day

This thematic study enables students to understand the attitude and changes to medicine from the medieval period up to the present day. Students will study topics ranging from conditions in medieval towns, the Black Death, the 'Great Stink' in Victorian London, the discovery of vaccination to the establishment of the NHS. Throughout the course students will study the impact of individuals, government, religion and luck in medical advancements.

Restoration England, 1660–1685

This option allows students to study in depth the restoration of Charles II after the Republic. The study will focus on the major aspects of Charles II's reign considered from economic, religious, political, social to cultural standpoints, for example; the impact of the death of Oliver Cromwell, the Great Fire of London, theatre, the beginnings of the slave trade, fashions of the period, Catholic plots to overthrow the King, architecture, to name but a few.

The Historic Environment of Restoration England

The historic environment is 10% of the overall course. The site will be chosen by the exam board and will be changed annually. Students will study how people lived at the time, how they were governed and their beliefs and values. There is no requirement to visit the site and the exam board provide all the resources needed to analyse the historical site.

Germany, 1890–1945: Democracy and Dictatorship

This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism. Students will study Germany from the end of Bismarck to the end of World War Two, investigating how Germany changed over this period.

Conflict and Tension, 1918–1939

This wider world depth study focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it. This study also 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.

Assessment

Paper One		Paper Two
Assessment Germany 1890-1945 Conflict and Tension, 1918-1939		Assessment Development of Medicine, c.1000-2015 Restoration, 1660-1685
How it's assessed <ul style="list-style-type: none">• Written exam: 1 hour 45 minutes• 84 marks (including 4 marks for spelling, punctuation and grammar)• 50% of GCSE	+	How it's assessed <ul style="list-style-type: none">• Written exam: 1 hour 45 minutes• 84 marks (including 4 marks for spelling, punctuation and grammar)• 50% of GCSE
Questions <ul style="list-style-type: none">• Section A – six compulsory questions (40 marks)• Section B – four compulsory questions (40 marks)• Plus 4 marks for spelling, punctuation and grammar		Questions <ul style="list-style-type: none">• Section A – four compulsory questions (40 marks)• Section B – four compulsory questions (40 marks)• Plus 4 marks for spelling, punctuation and grammar

Career Pathways

Any student who wishes to choose a subject at KS5 which requires analysis and evaluative skills will benefit from choosing history at GCSE. These could include English, English Literature, Geography, RE, Government and Politics, Psychology, Sociology and Law. Professions leading from the skills and knowledge gained from studying history can include careers in law, the civil service, journalism, politics, broadcasting and teaching.

Religious Studies

Qualification: GCE (9 – 1)

Course Name: Religious Studies

Examination Board: AQA

Religious Studies is a rigorous and demanding academic discipline in its own right and is therefore viewed highly by universities and employers alike. Candidates 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 students to engage with contemporary contentious issues, developing social, cultural, political, philosophical and historical awareness. It enables students to learn to respect themselves and understand their own identity, to respect others, and to understand their 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.

The course content:

The Study of Religion: Catholic Christianity

Students will study the beliefs, teachings and practices of Catholic Christianity including, the Trinity, beliefs about life after death, the sacraments, pilgrimage and the work of the Church in the world today. Students will be required to refer to scripture and/or sacred texts where appropriate. Students will show an understanding of the influence of the beliefs, teachings and practices studied on individuals, communities and societies.

Relationships and Families

This thematic study will enable students to gain an understanding of issues found in contemporary British society as well as different religious and non-religious beliefs about; human sexuality including heterosexual and homosexual relationships, sexual relationships before and outside of marriage, cohabitation and divorce.

The nature of families, the role of parents, contemporary family issues including same-sex parents and polygamy.

The roles of men and women, gender equality and gender prejudice and discrimination.

Religion and Life

This thematic study will enable students to gain an understanding of issues found in contemporary British society as well as different religious and non-religious beliefs about;

The origins of the universe, including different interpretations of these.

The use and abuse of the environment, including the use of natural resources, pollution.

The use and abuse of animals, including animal experimentation and the use of animals for food.

Abortion, euthanasia, death and an afterlife.

The Study of Religion: Islam

Students will study the beliefs, teachings and practices of Islam including, Tawhid, beliefs about life after death, the Five Pillars, the concept of Jihad and festivals. Students will be required to refer to scripture and/or sacred texts where appropriate. Students will show an understanding of the influence of the beliefs, teachings and practices studied on individuals, communities and societies.

Religion, peace and conflict

This thematic study will enable students to gain an understanding of issues found in contemporary British society as well as different religious and non-religious beliefs about; the meaning and significance of: peace, justice, forgiveness and reconciliation.

Violence, including violent protest and terrorism.

The reasons for war including the just war theory, holy war, greed, self-defence and retaliation

Pacifism

Religion, crime and punishment

This thematic study will enable students to gain an understanding of issues found in contemporary British society as well as different religious and non-religious beliefs about; The reasons for crime including poverty, upbringing, mental illness, addiction, greed, hate, opposition to a 'bad'/unjust law.

Different types of crime including hate crimes, theft and murder.

The aims of punishment including: retribution, deterrence, reformation.

The treatment of criminals including prison, corporal punishment, community service and the death penalty.

Career Pathways

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, English Literature, Government and Politics, Psychology, Sociology and Law. A qualification in Religious Studies is also extremely useful for any career which involves direct contact with people and requires some understanding of human nature, any career which involves the use of texts, and careers in which the presentation and communication of ideas and issues are important. (The legal profession, journalism, social work, banking, personnel management, teaching and the medical profession are some of the many careers which come under these headings.)

Assessment - Paper One

What's assessed

Beliefs, teachings and practices of:

- Catholic, Christianity and Islam.

How it's assessed

- Written exam: 1 hour 45 minutes
- 96 marks (plus 5 marks for Spelling, punctuation and grammar (SPaG))
- 50% of GCSE.

Questions

- The questions within each religion have a common structure of two five-part questions of 1, 2, 4, 5 and 6 marks plus one 12 mark extended writing question.

Assessment - Paper Two

What's assessed

The thematic study of:

- Relationships and families
- Religion and life
- Religion, peace and conflict
- Religion, crime and punishment.

How it's assessed

- Written exam: 1 hour 45 minutes
- 96 marks (plus 5 marks for Spelling, punctuation and grammar (SPaG))
- 50% of GCSE.

Questions

- Each theme has a common structure of one five-part question of 1, 2, 4, 5 and 12 marks
- Each theme is marked out of 24.

BITE

Business Studies

Computer Science*

Economics

Enterprise

Information Technologies

*Counts towards the English Baccaalaureate measure

Business Studies

Qualification: GCSE (9 – 1)

Course Name: GCSE Business Studies

Examination Board: AQA

Business Studies concerns the business aspects of organisations within their economic, political and social contexts. Business Studies involves the investigation of how enterprise adds value by organising the production of goods and services. The performance of business is studied from a range of perspectives.

The course includes business in the real world; influences on business; business operations; human resources; marketing; finance.

Career Pathways:

Provide progression for those wishing to continue their studies to A Level Business, A Level Economics or Applied Business. Business Apprenticeships schemes or jobs in the business sector – Accountancy, Banking, Retail and Self Employment.

Assessment

2 examinations (100%) assessment will use a mixture of question styles such as multiple choices, short answer and extended response questions.

Paper 1	Paper 2
What's assessed Business in the real world Influences on business Business operations Human resources	What's assessed Business in the real world Influences on business Marketing Finance
How it's assessed Written exam: 1 hour 45 minutes 90 marks 50% of GCSE	How it's assessed Written exam: 1 hour 45 minutes 90 marks 50% GCSE
Questions Section A – multiple choice questions and short answer questions. Section B – one case study/data response stimuli with a range of question types. Section C – one case study / data response stimuli with a range of question types including a 15 mark question drawing on any areas of the specification.	Questions Section A – multiple choice questions and short answer questions. Section B – one case study / data response stimuli with a range of questions types. Section C – one case study / data response stimuli with a range of question types including a 15 mark question drawing on any ideas of the specification.

Computer Science

Qualification: GCSE (9-1)
Course Name: Computer Science
Examination Board: AQA

This is a course that has real relevance in our modern world. The course will give you an in-depth understanding of how computer technology works and a look at what goes on 'behind the scenes'. As part of this, you will investigate computer programming, which many computing students find interesting.

Student's grades will count as one of their Sciences in the English Baccalaureate. Students should be proficient in Mathematics and have an interest in the technical aspects of computing. Students should also be willing to solve problems independently.

Students will need to know how to control devices rather than simply use software created by others. Students will also use a variety of programming languages. They will use and explore Mathematical concepts and foundations within Computer Science.

Subject content

Fundamentals of algorithms, programming, fundamentals of data representation, computer systems, fundamentals of computer networks, fundamentals of cyber security, ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy, aspects of software development, non-exam assessment.

Career Pathways:

Progression to A Level, vocational courses and on to degree level courses in the areas of computing, engineering and science. In addition, the course provides the knowledge, skills and understanding that a growing number of employers are demanding.

A growing number of students are choosing a joint Mathematics and Computer Science Degree at University.

Assessment		
Paper 1: Computational thinking and problem solving	Paper 2: Written assessment	Non-exam assessment
What's assessed Computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge of computer science from subject content 1–4.	What's assessed Theoretical knowledge from subject content 3 –7.	What's assessed This non-exam assessment (NEA) assesses a student's ability to use the knowledge and skills gained through the course to solve a practical programming problem. Students will be expected to follow a systematic approach to problem-solving.
How it's assessed Written exam set in practically based scenarios: 1 hour 30 minutes. 80 marks. 40% of GCSE.	How it's assessed • Written exam: 1 hour 30 minutes. 80 marks. 40% of GCSE.	How it's assessed • Report: totalling 20 hours of work. 80 marks. 20% of GCSE.
Questions A mix of multiple choice, short answer and longer answer questions	Questions A mix of multiple choice, short answer, longer answer and extended response questions	Tasks The development of a computer program along with the computer programming code itself which has been designed, written and tested by a student to solve a problem.

Economics

Qualification: GCSE (9 – 1)

Course Name: Economics

Examination Board: AQA

Economics is a dynamic subject in which students will gain an understanding of current issues. They will acquire the knowledge and skills necessary to enable them to evaluate the decisions of governments and businesses, the words of the press and politicians, and comment on any aspect of human behaviour that affects the allocation of resources and the welfare society.

The qualification encourages greater knowledge and awareness of economic, social and business related issues. The subject lends itself to academic learning with direct relevance to real life issues, and a solid foundation for a wide range of university and career choices.

Specification at a glance

How markets work:

Economic foundation, resource allocations, how prices are determined, production, costs, revenue and profit, competitive and concentrated markets market failures.

How the economy works:

Introduction to the national economy, Government objectives, how the government manages the economy, international trade and the global economy, the role of money and financial markets.

Career Pathways:

Students who take this course can progress to A Level Economics and Business and may consider careers in Investment Banking, Accountancy, Economist, Actuarial Services, Investment & Financial Analyst and Statistician.

Assessment:	
Paper 1: How markets work	Paper 2: How the economy works
What's assessed Content 1 – 6 Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.	What's assessed Content 7 – 11 Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.
How it's assessed Written exam: 1 hour 45 minutes. 80 marks. 50% of GCSE.	How it's assessed Written exam: 1 hour 45 minutes. 80 marks. 50% of GCSE.
Questions Section A: 10 multiple choice questions followed by a range of calculation, short and extended response questions. Section B: five questions involving a mix of calculations, short and extended responses.	Questions Section A: 10 multiple choice questions followed by a range of calculation, short and extended response questions. Section B: five questions involving a mix of calculations, short and extended responses.

Enterprise

Qualification: BTEC Level 1 / 2 Tech Award

Course Name: Enterprise

Examination Board: Pearson

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.

Qualification

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

What does the qualification cover?

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment.

The main focus is on the knowledge; understanding and skills required to research, setup, run, review and monitor an enterprise which includes:

- development of key skills that prove learners' aptitude in planning and carrying out an enterprise activity including market research, planning, carrying out financial transactions, communication and problem solving
- 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

- 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

Course content

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. Students will master the transferable skills of self-reflection, communication, teamwork and problem solving.

Learners are required to complete and achieve all the components included in the qualification.

Component number	Component title	How assessed	Weighting
1	Exploring Enterprises	Internal	30%
2	Planning for and Running an Enterprise	Internal	30%
3	Promotion and Finance for Enterprise	External and Synoptic	40%

This LEVEL 2 qualification is the equivalent of 1 GCSE.

Pathway

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.

Information Technologies

Qualification: Cambridge National Certificate

Course Name: Information Technologies

Examination Board: OCR

Good use of Information Technology is an essential part of any successful business. It enables creative and collaborative working, solving of problems and use of the best techniques and technologies to communicate meaningful information which meets customers' needs.

Structure of the Qualification

There are two units of assessment. Learners must complete both units of assessment to achieve the qualification.

Students will develop skills, knowledge and understanding through this qualification which are relevant to both work and further study.

Career Pathways:

It will support students in a range of subject areas such as A Levels in Business or Geography, or Cambridge Technicals in IT or Further Education. It will also support progression into employment through Apprenticeships in areas such as Digital Marketer or Business Administrator.

This course consists of two units:

Understanding tools, techniques, methods and processes for technological solutions.

Developing technological solutions

Subject content:

The tools and techniques that can be used to initiate and plan solutions.

How data and information can be collected, stored and used.

Understand the factors to be considered when collecting and processing data and storing data/information.

Understand the different methods of processing data and presenting information

To be able to initiate and plan a solution to meet an identified need.

To be able to import and manipulate data to develop a solution to meet an identified need.

To be able to select and present information in the development of the solution to meet an identified need.

To be able to iteratively review and evaluate the development of the solution.

Unit Name	Contribution	Assessment
Understanding tools, techniques, methods and processes for technological solutions.	50%	1hr 45 minute written exam
Developing technological solutions	50%	20 hour assignment

Other Subjects

Asdan

Statistics

ASDAN

Course Name: ASDAN (Award Scheme Development and Accreditation)

ASDAN Bronze Award is an entry level qualification in Life Skills developed by Bristol University, schools and local employers. Students learn the skills that the employers want them to have, therefore making the students more employable.

It is a course designed for students who wish to follow a more vocational pathway.

Students are assessed on the key skills of:

- Working with others
- Improving their own learning
- Problem solving
- Research
- Communication
- Use of ICT

The assessment is all portfolio based (instead of taking exams) and the students develop in the key areas of:

- Team working
- Self Confidence
- Organisation
- Employability

Qualifications:

ASDAN Bronze Award (entry level qualification useful for Further Education and employment)

Statistics

Qualification: GCSE (9 – 1)

Course Name: Statistics

Exam board: Pearson Edexcel

GCSE Statistics provides students the opportunity to study statistical techniques in more depth than in GCSE mathematics. Students taking GCSE statistics will learn to form a hypothesis and collect data, process and analyse data, interpret and discuss data and solve problems using probability. Due to the nature of the course, studying GCSE Statistics is also a way that students can study more mathematics and consequently improve their GCSE Mathematics grade.

Career Pathways:

Students who have aspirations to study any of the following will benefit from topics learned in GCSE Statistics: Maths, Physics, Chemistry, Biology, Psychology, Economics, Business Studies, ICT, Engineering, Geography and Electronics.

Assessment

Students will sit exam papers (there is no coursework or controlled assessment part of the course).

Paper 1

Written examination: 1 hour and 45 minutes
62.5% of the qualification
100 marks

Content overview

1. The collection of data
2. Processing, representing and analysing data
3. Probability

Assessment overview

- All questions relate to standard statistical techniques, diagrams and probability.
- The paper contains a mix of question types.

Paper 2

Written examination: 1 hour 30 minutes
37.5% of the qualification
60 marks

Content overview

1. The collection of data
2. Processing, representing and analysing data
3. Probability

Assessment overview

- Encompasses statistical investigation and includes all the statistical enquiry cycle assessment.
- Some questions give students the opportunity to analyse written and statistical evidence in familiar and unfamiliar contexts.
- The paper contains a mix of question types.

Social Sciences

GCSE Psychology

GCSE Sociology

Psychology

Qualification: GCSE

Course Name: Psychology

Examination Board: AQA

Why study Psychology?

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. Studying psychology will help you understand language acquisition; why some people suffer from mental health disorders and others do not; obedience and conformity within society; the structure and function of neurons in determining differences in humans and an ability to design; plan and undertake research with statistical analysis.

The Course Content

Memory

Processes of memory: encoding (input) storage and retrieval (output); structures of memory; memory as an active process.

Perception

Sensation and perception; visual cues and constancies; Gibson's direct theory of perception – the influence of nature; visual illusions; Gregory's constructivist theory of perception – the influence of nurture; factors affecting perception.

Development

Early brain development; Piaget's stage theory and the development of intelligence, the role of Piaget's theory in education; the effects of learning on development.

Research Methods

Formulation of testable hypotheses; types of variable; sampling methods; designing research; correlations; research procedures; planning and conducting research; ethical considerations.

Social Influence

Conformity; obedience; pro-social behaviour; crowd and collective behaviour.

Language, thought and communication

The possible relationship between language and thought; the effect of language and thought on our view of the world; differences between human and animal communication; non-verbal communication; explanations of non-verbal behaviour.

Brain and neuropsychology

Structure and function of the nervous system; neuron structure and function; structure and function of the brain; an introduction to neuropsychology.

Psychological problems

Introduction to mental health; how the incidence of significant mental health problems changes over time; effects of significant mental health problems on individuals and society; characteristics of clinical depression; theories of depression; interventions or therapies for depression; characteristics of addiction; theories of addiction; interventions or therapies for addiction.

Career Pathways

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.

Assessment

Paper 1: Cognition and behaviour	+	Paper 2: Social context and behaviour
What's assessed <ul style="list-style-type: none">• Memory• Perception• Development• Research methods Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.		What's assessed <ul style="list-style-type: none">• Social influence• Language, thought and communication• Brain and neuropsychology• Psychological problems Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.
How it's assessed <ul style="list-style-type: none">• Written exam: 1 hour 45 minutes• 100 marks• 50% of GCSE		How it's assessed <ul style="list-style-type: none">• Written exam: 1 hour 45 minutes• 100 marks• 50% of GCSE
Questions <ul style="list-style-type: none">• Section A: multiple choice, short answer and extended writing (25 marks)• Section B: multiple choice, short answer and extended writing (25 marks)• Section C: multiple choice, short answer and extended writing (25 marks)• Section D: multiple choice, short answer and extended writing (25 marks)		Questions <ul style="list-style-type: none">• Section A: multiple choice, short answer and extended writing (25 marks)• Section B: multiple choice, short answer and extended writing (25 marks)• Section C: multiple choice, short answer and extended writing (25 marks)• Section D: multiple choice, short answer and extended writing (25 marks)

Sociology

Qualification: GCSE

Course Name: Sociology

Examination Board: AQA

Why study Sociology?

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. You will learn about how society works, the contemporary processes and structures of British society in terms of family, education, mass media, social inequality and research methods.

The Course Content

The sociology of families and education

Families

This examined topic will focus on the functions of families; family forms; conjugal role relationships; changing relationships within the family; criticisms of families and divorce.

Education

This examined topic will focus on the roles and functions of education; the relationship between education and capitalism; educational achievement and processes within schools.

Relevant areas of sociology theory and method (*including the following)

Sociological research methods

This examined topic will focus on research design; qualitative and quantitative methods; different types of data; primary and secondary sources; interpretation of data; practical and ethical issues.

The sociology of crime and deviance and social stratification

Crime and Deviance

This examined topic will focus on the social construction of crime and deviance; social control; criminal and deviant behaviour; data on crime.

Social Stratification

This examined topic will focus on functionalist theory of stratification; socio-economic class; life chances; poverty as a social issue; power and authority; power relationships.

Relevant areas of sociology theory and method (*including the following)

Sociological research methods

This examined topic will focus on research design; qualitative and quantitative methods; different types of data; primary and secondary sources; interpretation of data; practical and ethical issues.

Assessment

Career Pathways

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 universities, the government and corporate companies.

Paper 1: The sociology of families and education	+	Paper 2: The sociology of crime and deviance and social stratification
<p>What's assessed</p> <ul style="list-style-type: none">• The sociology of families• The sociology of education• Relevant areas of social theory and methodology <p>Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.</p>	<p>What's assessed</p> <ul style="list-style-type: none">• The sociology of crime and deviance• The sociology of social stratification• Relevant areas of social theory and methodology <p>Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.</p>	
<p>How it's assessed</p> <ul style="list-style-type: none">• Written exam: 1 hour 45 minutes• 100 marks• 50% of GCSE	<p>How it's assessed</p> <ul style="list-style-type: none">• Written exam: 1 hour 45 minutes• 100 marks• 50% of GCSE	
<p>Questions</p> <ul style="list-style-type: none">• Section A has two multiple choice questions followed by a range of short and extended responses.• Section B has two multiple choice questions followed by a range of short and extended responses.	<p>Questions</p> <ul style="list-style-type: none">• Section A has two multiple choice questions followed by a range of short and extended responses.• Section B has two multiple choice questions followed by a range of short and extended responses.	

YEAR 9 OPTIONS PROCESS – KEY DATES

November 2017	Blue Card Autumn Term Report	<i>Normal issued report.</i>
January 2018	Subject talks to Year 9's by Options Subjects in Lessons/Assemblies	<i>Subjects that are not taught during Key Stage 3 are further explained and students are informed of what the course entails (e.g. Engineering, Dance, and Business Studies etc.)</i>
Wednesday 17/01/2018	Parents' Evening (4.30pm - 7.00pm)	<i>Primary focus is on Year 9 achievement and attainment.</i>
Thursday 18/01/2018	Options Assembly	<i>An explanation of the process and deadlines are given to all Year 9 students. English, Maths and Science will give a predicted grade, based on current performance.</i>
Friday 26/01/2018	Options Booklet Issued to Students and on the School Website	<i>The booklet contains all of the information about the process, the description of the Statutory and chosen elements of the curriculum, subject guides for every subject and the Option forms themselves.</i>
W/c 05/02/2018	Pre-Options Trawl	<i>Year 9 are asked to give an early indication of which subjects they are considering opting for, to allow the early planning of staffing and resource. This is NOT their Options and is purely for our planning. It usually also helps to focus students on the task of selecting their courses.</i>
W/c 12/02/2018	Guidance Interviews with Progress Tutors	<i>With information provided by subjects, together with blue card data, your son/daughter will be given information, advice and guidance about their options in a one-to-one interview with their Progress Tutor.</i>
Wednesday 14/03/2018	Options Evening (6.30pm – 7.30pm)	<i>This information evening is for all Year 9 students and their parents.</i>
Friday 23/03/2018	Options Forms Last Return Date	<i>This is the last date that the completed form can be returned.</i>
April 2018	Course Numbers Finalised and Amendments if Necessary	<i>Once the forms have been collated and sorted, class numbers and sizes are looked at. Then, if necessary, students/parents are contacted (we never normally have more than about 3 or 4 student options to which this applies).</i>
May 2018	Options Confirmed	<i>Final Options are confirmed and confirmation sent to students and parents.</i>

English Language GCSE	English Literature GCSE	Mathematics GCSE	Science GCSE	Language GCSE	Option Pool 1	Option Pool 2
Compulsory for all students	Compulsory for all students	Compulsory for all students	Compulsory for all students Students select either 1. Trilogy ➤ 2xGCSE Or 2. Triple Science* ➤ GCSE Biology ➤ GCSE Chemistry ➤ GCSE Physics *NB requires Triple Science from an option	Compulsory for all students in the language they have learnt during Y9	Select one subject from the following qualifications: 1. GCSE Geography 2. GCSE History 3. GCSE Triple Science (if selected in the Science column) 4. BTEC Tech Award Performing Arts 5. BTEC Tech Award Engineering 6. BTEC Sport 7. Level 2 Cambridge National Certificate in Information Technologies 8. Level 2 Vocational Award in Hospitality & Catering	Select two subjects from the following qualifications: 1. GCSE Art & Design: Art, Craft and Design 2. GCSE Art & Design: Textiles 3. GCSE Business Studies 4. GCSE Computer Science 5. GCSE Dance 6. GCSE Design & Technology 7. GCSE Drama 8. GCSE Economics 9. GCSE Electronics 10. GCSE Engineering 11. GCSE Food Preparation & Nutrition 12. GCSE French (second language for dual linguists only) 13. GCSE Geography 14. GCSE German (second language for dual linguists only) 15. GCSE History 16. GCSE Media Studies 17. GCSE Music 18. GCSE Physical Education 19. GCSE Psychology 20. GCSE Religious Education 21. GCSE Sociology 22. GCSE Spanish 23. GCSE Statistics 24. BTEC Tech Award Enterprise 25. NCFE Level 2 Certificate in Creative Studies: Graphic Design 26. ASDAN