

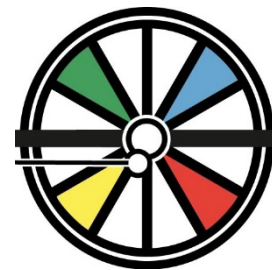


THE RADCLIFFE SCHOOL

BUILDING BRIGHT FUTURES TOGETHER

YEAR 9 OPTIONS

Welcome to the Year 9 Options process.



Since primary school you have had a prescribed curriculum. Over the coming term you will have the opportunity to discuss and take some ownership of the next phase of your school life. Although there are still the compulsory elements of English, Maths, Science, PE, Values and Ethics (including Religious Education) & Modern Britain you will be able to select three more subjects of your choice to complete your curriculum for the next two years.

Inside this booklet you will find all the information that you need to help you make informed decisions. You will find information about each subject which provides an overview of the courses, the qualifications available, the skills that will be developed and the approaches to learning and assessment. There is an overview of the options process and the timeline. Alongside this you will have a programme of taster sessions to experience the options subjects you have not yet had the opportunity to study.

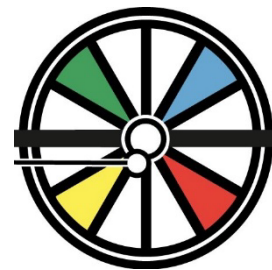
After the Easter break you will be invited to join a meeting with a senior member of staff to help guide you in making your choices and answer any questions you may have. Parents/ carers can join this meeting via a TEAMS link upon request.

This is an exciting time – make the most of all the support and advice available to ensure that your choices support your future pathways

Key Dates:

- Options Launch – Thursday 21st March 2024
- KS4 Taster Day – Thursday 21st March 2024
- Y9 Options Interviews – Thursday 18th April 2024

The Radcliffe School Curriculum



Below is the offered curriculum along with the number of expected classes for each subject

Option A	Option B	Option C
Geography (2)	History (1)	Art (2)
History (2)	Geography (1)	Product design (1)
French (2)	Sociology (2)	Music BTEC (1)
German (2)	Sport BTEC (1)	Media (1)
	Business BTEC (2)	Drama (1)
	Child Development (1)	Food Preparation & Nutrition (1)
	Computer Science (1)	

Curriculum Intent

Our curriculum is designed to build resilient learners with the knowledge, understanding and skills to be responsible and effective members of the community locally and internationally, and in doing so transform life chances in a way which supports positive outcomes for our students.

The curriculum will enable our learners to be confident members of the world, whose voices are heard and who are prepared and able to tackle the barriers that may limit them in fulfilling their ambitions.

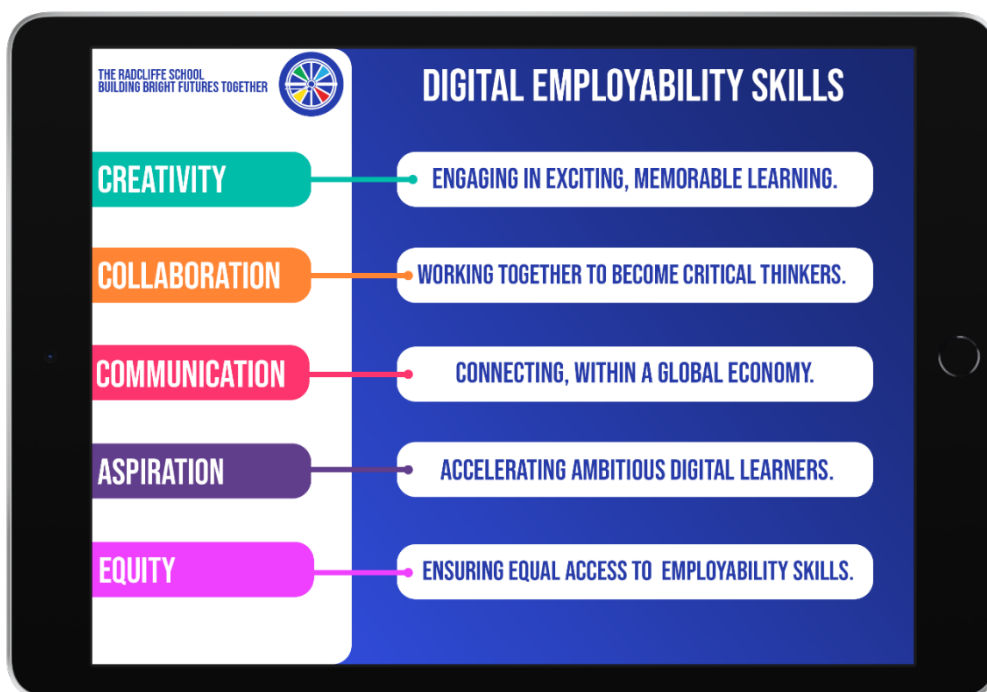
The curriculum we create and implement is one which is inspiring, supportive and inclusive, focussing on sequencing of learning over five or seven years which takes students from their unique starting points to a platform from which they can succeed post 16.

It is responsive to our diverse and evolving context. High aspiration is at the heart of our school intention to **Build Brighter Futures Together to Inspire and Achieve.**

At The Radcliffe School our intent is for the curriculum to ensure that all our learners' needs are supported so that they can most importantly develop as young people who are well equipped to enter the workplace, whilst building their **skill sets** in:

Digital Employment Skills:

To enable our students to be successful within the work place, our curriculum develops a range of digital employability skills



Personal Skills (LORIC)

Personal skills are identified within our curriculum, to enable students to develop skills beyond the subject concepts. This will support students to become rounded individuals who can develop their own thinking and ideas, face challenges and lead and work with others. We focus on the following personal skills.

- Leadership
- Organisation
- Resilience
- Initiative
- Communication

Literacy & Numeracy

These are the cornerstones of learning across the curriculum and are fundamental skills necessary to enable students to unlock their potential and access the world. Reading is a vital part of accessing the curriculum and will continue to be developed to support our students.

CEIAG

This will enable students to fulfil their potential, ambitions and aspirations through a personalised guidance programme from their entry point within the school. When choosing options for GCSE courses, choices are structured so students develop their experiences and skillset to maximise further opportunities at KS5.

Implementation

When choosing subjects for accreditation, it is important for all students to maintain a range of experiences through different subjects. **All students** will continue with a core of subjects; English, Mathematics, Science, PE, Religious Education and Modern Britain, as well as a Humanities or Modern Foreign Language or Social Science subject. These subjects are important for our students to maintain learning of different **cultures, communities and societies** outside of their own community. In addition, all students will choose a subject from the creative arts areas of the curriculum so students learn different ways to express their ideas and have the opportunity to develop **creativity and problem solving skills**.

This model gives every student a broad and balanced curriculum, but still offers a flexibility of academic and vocational routes with a variety of accreditations to maximise the outcomes achieved by each individual. This model also maintains the widest possible choice for progression routes Post-16 as every student will have a greater range of subjects on which to choose future opportunities for education and training.

To complement the curriculum offer there are a variety of extra-curricular activities that include various opportunities in STEM (Science, Technology, Engineering & Mathematics), sport, languages, performing arts and student leadership to mention but a few. We also run a very successful Duke of Edinburgh's Award programme which allows students to enrol in Year 9 and follow the awards through as students progress through the school.

Further Support

You should use this booklet as a starting point when choosing your options. Consider:

- Future pathway – If you have an idea as to your next steps of future career then do some research into the best combination of subjects that will allow that progression
- Enjoyment – Student will always perform better if they enjoy a subject and makes for a more fulfilling time during KS4 learning.

You can make the most of the experts you see every week at school. Please do discuss your options with:

- Your tutor – They know you very well and can offer some insight
- Subject teachers – They know their subject very well and can give you a good overview of what the next two years will look like in their subject.
- Mrs Cain – Please make the most of our careers and progression expert. Please contact Mrs Cain via L.Cain@radcliffeschool.org.uk with questions and request for support.

English Language GCSE - Core

Contact: Mr J Berry

English Language GCSE

Studying English will help you to understand how important ideas are communicated in writing, images and speech. It will develop your ability to communicate effectively, which includes persuading people to agree with your point of view!

Your ability to analyse different authors' language use will also be developed, as will your own skills in creative, analytical and functional writing.

What skills will I develop?

- Interpretive skills
- Analytical skills
- Evaluative skills
- Communication skills
- Creative skills
- Independent research
- Literacy

Course Content

Paper 1 – Explorations in Creative Reading and Writing

Paper 2 – Writers' Viewpoints and Perspectives

Non-Examination assessment – Spoken Language (0% weighting)

How will I be assessed?

Exam Board: AQA

Paper 1: examination

1hr 45, 50%

Reading – one literature fiction text

Writing – descriptive or narrative writing

Paper 2: examination

1hr 45, 50%

Reading – one non-fiction text and one literary non-fiction text

Writing – writing to present a viewpoint

Progression Routes

GCSE English can lead to further study of Language, Literature or combined Language/Literature at AS and A Level.

It is an essential qualification for any further study beyond Sixth Form, as well as being a requirement for most career pathways.



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English Literature GCSE - Core

Contact: Mr J Berry

English Literature GCSE

Studying English Literature will help you to understand how writers of prose fiction, poetry and drama communicate ideas with their audience. It will develop your ability to engage with 'big ideas', including equal rights, class inequality, greed and redemption.

Much of what you will study at GCSE will draw upon your prior knowledge of story and character archetypes, as well as authors like Shakespeare, Charles Dickens and Raman Mundair.

What skills will I develop?

- Interpretive skills
- Analytical skills
- Evaluative skills
- Communication skills
- Independent research
- Literacy

Course Content

Paper 1 – Shakespeare and the 19th Century Novel

Paper 2 – Modern Texts and Poetry

How will I be assessed?

Exam Board: AQA

Paper 1: examination

1hr 45, 40%, closed book

Shakespeare – one question on chosen play

C19th Novel – one question on chosen novel

Paper 2: examination

2hr 15, 60%, closed book

Modern Texts – one essay question from a choice of two on chosen text

Poetry – one comparative essay question

Unseen poetry – three questions on two unseen poems

Progression Routes

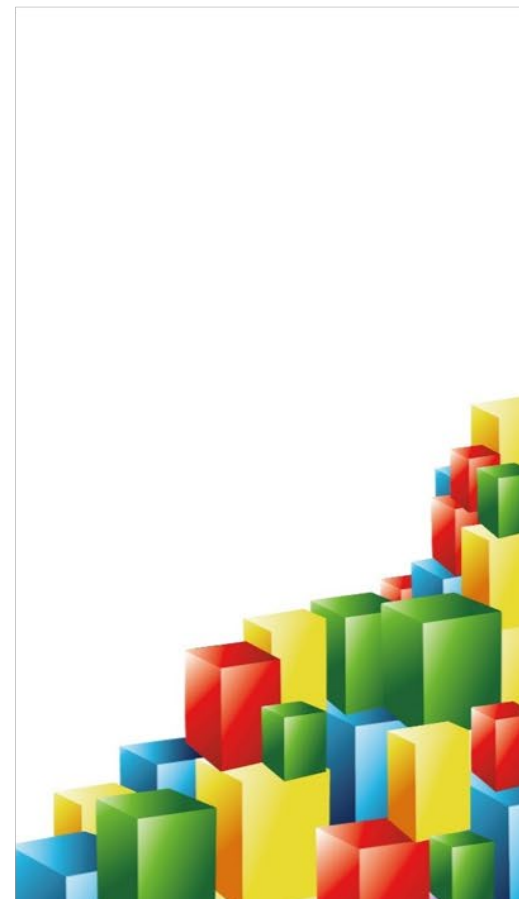
GCSE English Literature can lead to further study of Language, Literature or combined Language/Literature at AS and A Level.

It is an essential qualification for any further study beyond Sixth Form, as well as being a requirement for most career pathways.



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Maths GCSE - Core

Contact: Mr O Morrison

Maths GCSE - What skills will I develop?

This qualification in Mathematics encourages students to develop confidence in, and a positive attitude towards, mathematics and to recognise the importance of mathematics in their own lives and to society. This qualification prepares students to make informed decisions about the use of technology, the management of money, further learning opportunities and career choices.

Course Content and How will I be assessed?

Assessments will cover the following content headings:

- 1 Number
- 2 Algebra
- 3 Ratio, proportion and rates of change
- 4 Geometry and measures
- 5 Probability
- 6 Statistics

- Two tiers are available: Foundation and Higher (content is defined for each tier).
- Each student is permitted to take assessments in either the Foundation tier or Higher tier.
- The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier.
- All three papers must be at the same tier of entry and must be completed in the same assessment series.
- 3 papers, 1 paper is non-calculator and in the other 2 calculators are allowed.
- Each paper is 1 hour and 30 minutes.
- The content outlined for each tier will be assessed across all three papers.
- Each paper will cover all Assessment Objectives.
- Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.
- Assessment in the summer exams at the end of Year 11.
- The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade. Individual papers are not graded.
- Foundation tier: grades 1 to 5.
- Higher tier: grades 4 to 9 (grade 3 allowed).

Progression Routes

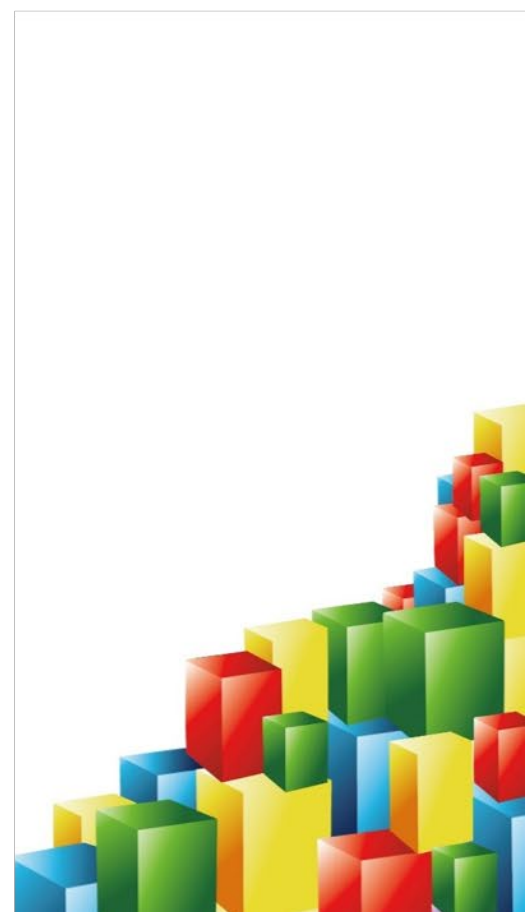
Career opportunities are unlimited for mathematics majors. They may pursue graduate education, career paths in business, science or technical fields or disciplines such as social services, education and government. Some of the occupations that mathematics majors enter include:

- | | | |
|-----------------------|--|---------------------------|
| • Accountant | • Lawyer | • Teacher |
| • Actuary | • Government Research and Laboratories | • Market Researcher |
| • Computer Programmer | • Theoretical Mathematician | • Systems Analyst |
| • Doctor | • Mathematician | • Banking |
| • Engineer | • Numerical Analyst | • Government |
| • Investment Manager | • Statistician | • Space/Aircraft industry |



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Science Combined GCSE

Contact: Mrs L Black

Science – Combined GCSE (offered to sets 7&8)

Studying Science will broaden your understanding of the world around you, may ultimately allow you to influence and develop accepted scientific knowledge and will give you the skills needed to approach most matters in a reasoned and analytical manner.

You will enjoy Science if you have an enquiring mind, an interest in solving problems and an enthusiasm for completing practical investigations.

What skills will I develop?

- Scientific Literacy
- Practical Skills
- Analytical Skills
- Investigative Skills
- Evaluative Skills
- Research Skills

Course Content

Combined Science will result in two GCSE's and covers several topics for each specialism, below are some of the topics that will be covered:

Biology Units

Cell Biology, Organisation, Infection & Response, Bioenergetics, Homeostasis & Response, Inheritance, Variation & Evolution, Ecology

Chemistry Units

Atomic Structure, Bonding, Quantitative Chemistry, Energy Changes, Rates of Reactions, Organic Chemistry, Chemical Analysis, the Atmosphere

Physics Units

Energy, Electricity, Particles Model, Atomic Structure, Forces, Waves, Magnetism

How will I be assessed?

Exam Board: AQA

Students are assessed through a series of examinations (6 x 1hour 15 minutes).

Biology = 33.4%
Chemistry = 33.4%
Physics = 33.4%

Progression Routes

Biology, Chemistry, Physics are all available to study at A-Level, as well as Applied Science or Forensic & Investigative Science BTECs.

Degrees and higher in all Science subjects are highly regarded by employers. Including Medicine, Engineering, Architecture, and Pure Sciences



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Triple Science GCSE

Contact: Mrs L Black

**Triple Science - (Separate Science)
GCSE. Offered to students in sets
1-6**

Studying Science will broaden your understanding of the world around you, may ultimately allow you to influence and develop accepted scientific knowledge and will give you the skills needed to approach most matters in a reasoned and analytical manner.

You will enjoy Science if you have an enquiring mind, an interest in solving problems and an enthusiasm for completing practical investigations

What skills will I develop?

- Scientific Literacy
- Practical Skills
- Analytical Skills
- Investigative Skills
- Evaluative Skills
- Research Skills

Course Content

Students complete GCSE courses in Biology, Chemistry and Physics each of which comprise of the following topics:

Biology GCSE

Cell Biology, Organisation, Infection & Response, Bioenergetics, Homeostasis & Response, Inheritance, Variation & Evolution, Ecology

Chemistry GCSE

Atomic Structure, Bonding, Quantitative Chemistry, Energy Changes, Rates of Reactions, Organic Chemistry, Chemical Analysis, The Atmosphere

Physics GCSE

Energy, Electricity, Particles Model, Atomic Structure, Forces, Waves, Magnetism, Space Physics

How will I be assessed?

Exam Board: AQA

Students are assessed through a series of examinations for each subject (2 x 1hour 45minutes)

Biology = 50% (each paper)

Chemistry = 50% (each paper)

Physics = 50% (each paper)

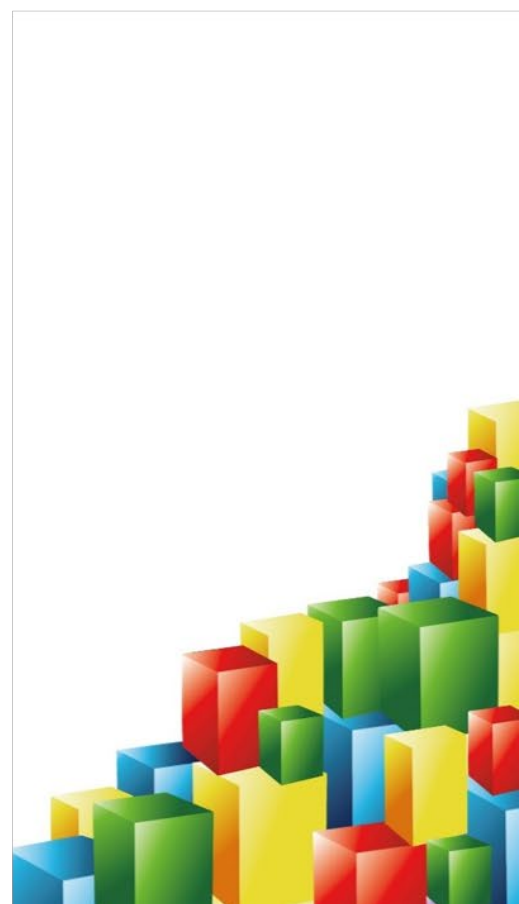
Progression Routes

Biology, Chemistry, Physics are all available to study at A-Level, as well as Applied Science or Forensic & Investigative Science BTECs.



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Degrees and higher in all Science subjects are highly regarded by employers. Including Medicine, Engineering, Architecture, and Pure Sciences



Modern Britain - Core

Contact: Mrs M Rogers

Modern Britain

Modern Britain is a programme designed to allow students to investigate the wider aspects of life in Britain, actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. In addition, students explore aspects of Personal, Social and Health Education preparing them for the moral, ethical and personal decisions they may need to make in the future.

Course Content

Modules are structured to suit the needs of students in different year groups. They include:

Year 7

- "Who do you think you are" (starting secondary school).
- "With a little help from my friends" (friendship and bullying).
- "Growing up, Growing Health" (Puberty, Hygiene and Health Living).
- "I know my rights" (Rights and Responsibilities).
- "Money makes the world go around" (Money Management).
- "Desert Island Living" (Building a Diverse Community).

Year 8

- "It takes allsorts" (Identities and Diversity).
- "I wanna be elected" (Democracy and Justice).
- "How to Tame your Dragon" (Money Matters/Careers Enterprise).
- "R E S P E C T" (Relationships and Risky Behaviour).
- "Emergency!!" (First Aid).
- "Sweet Charity" (Charity and Giving Back).

Year 9

- "What's your Poison?" (Substances Education).
- "SRE 3 C's" (Consent, Conception, Contraception).
- "Body and Mind" (Staying Health).
- "My Future, My Choices"
- "Legally Yours" (Law and Order).
- "Melting Pot World" (Discrimination/Community Cohesion)

Year 10

- "Career Opportunities" (getting ready for Work Experience).
- "Under Pressure"-Decisions, Influences, and the consequences of choices.
- "Stayin Alive"! (Risks and First Aid Responses)
- Welcome to the Working Week" Work Experience 2
- Opportunities (Let's make lots of money) Finance education.
- Go Your Own Way- Good Mental Health and Resilience

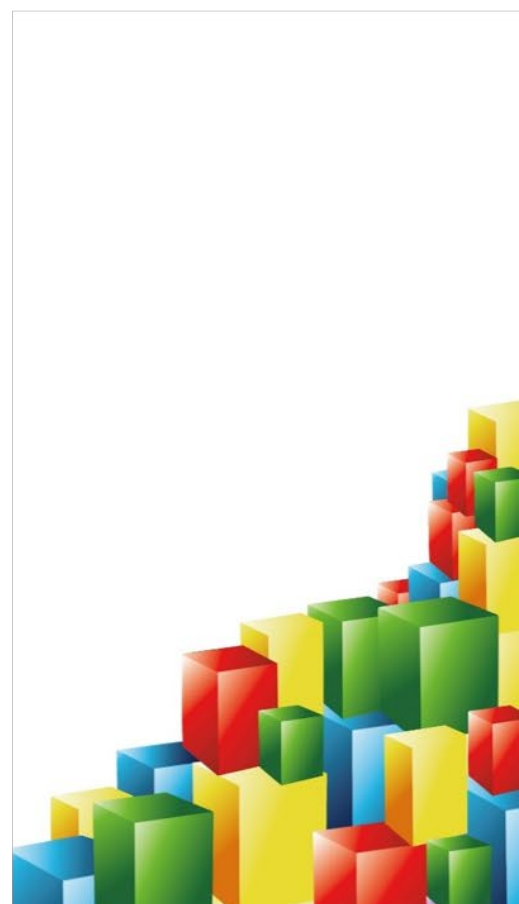
Year 11

- "Under Pressure"-Decisions, Influences, consequences of choices.
- "Opportunities- Let's Make Lots of Money 2" (Careers and Finances)
- "The World we Live in" (Current affairs awareness).
- Let's talk about Sex" – (relationship education)
- Ain't No stopping is now (Exams/ revision/ future aspirations)



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PE - Core

Contact: Mr T Carey

PE

This is not a BTEC Sport.

Students will be given a curriculum grade based on their ability and understanding of Physical Education. All students will take part in one double lesson (100 minutes) of core Physical Education per week. Students will be expected to undertake a number of activities and roles. In Key Stage 4 students plot their own pathway through the academic year via a selection of options in core PE.

What skills will I develop?

Students will improve their skills, knowledge and understanding in both playing and officiating, in a number of sports, which they can decide upon.

Alongside this Sport Education is being introduced which is an alternative approach to the delivery of the PE curriculum within which pupils are responsible for planning, managing and running their own sports season as part of their PE.

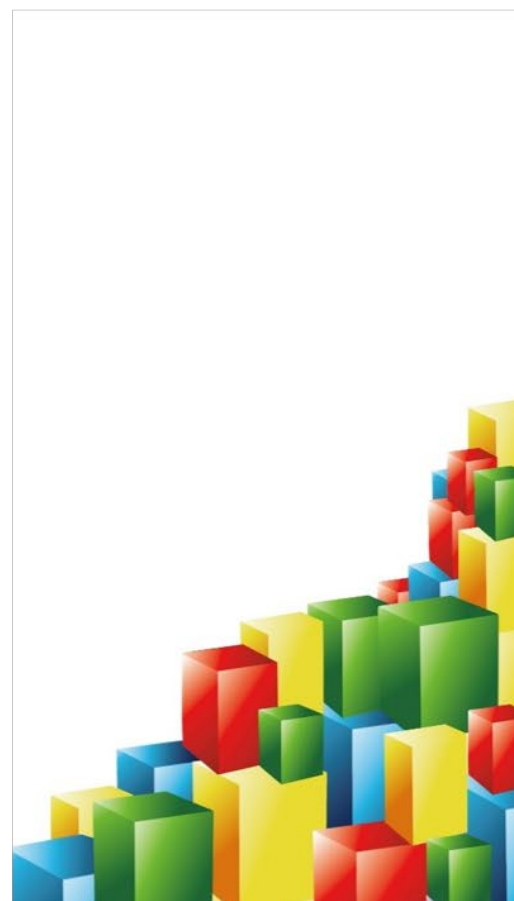
Activities include:

- Football
- Hockey
- Rounders
- Health Related Fitness
- Basketball
- Softball
- Dance
- Cricket
- Rugby
- Badminton
- Aerobics / Yoga
- Tennis
- Rock-It-Ball
- Athletics
- Netball
- Table Tennis
- Dodgeball
- Trampolining
- Gymnastics

Students will also have the opportunity to complete the Sports Leaders Award Level 1 and possibly even 2, which are nationally recognised qualifications. This involves completing a unit of written work on Leadership and using Leadership skills in a practical situation.



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French GCSE or German GCSE

Contact: Mrs H Stapley-Jones

Why study Languages?

Do you like communicating? Meeting new people? Working out language patterns?

Are you interested in learning about foreign countries, their languages and culture?

Are you prepared to be expressive and creative? Give presentations?

Are you able to work under pressure? Work independently?

What skills will I develop?

- Listening and understanding - students will get the opportunity to demonstrate their understanding of target-language spoken texts from a variety of sources about different topics.
- Speaking - with tasks ranging from paired role-plays to describing a picture or talking about different topics.
- Reading and understanding - learning how to read for gist and detail in texts drawn from course books, literary texts, or short articles taken from magazines or the internet.
- Writing - students will develop their ability to communicate in the written target language with tasks from writing a postcard to a friend to writing an article for a foreign language school newspaper.

Course Content

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimension.

How will I be assessed?

Exam Board: Edexcel

Assessment: by a final assessment examination, in 4 skill areas:

Listening	25%
Speaking	25%
Reading	25%
Writing	25%

Progression Routes

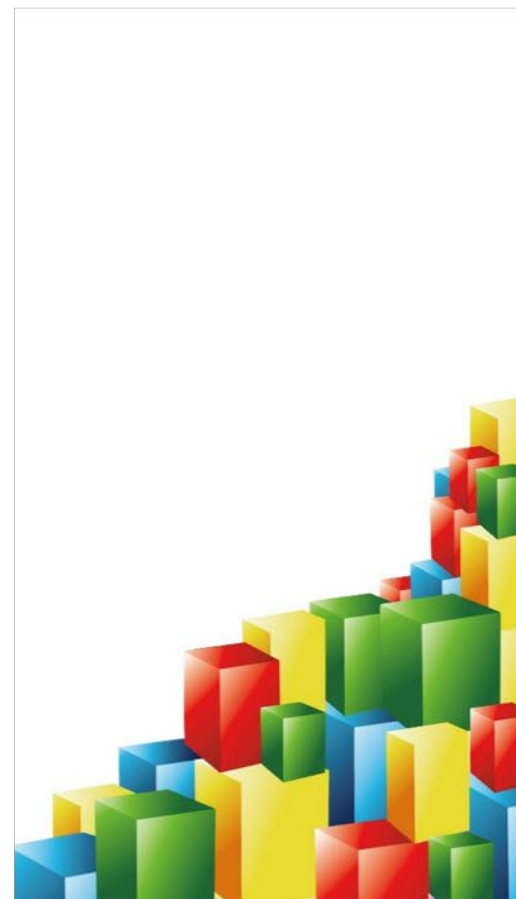
Entry to the A level languages course. A modern foreign language is regarded by many universities as a “facilitating” subject to support further study in many areas across the curriculum.

Languages students go on to study and work in a wide variety of sectors across the world, such as: **teaching, journalism, intelligence services, charity work, interpreting, diplomatic services, finance, logistics and marketing.**



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Art GCSE

Contact: Mrs J Granger

Why study Art GCSE?

Do you like drawing, painting, craft, sculpture, photography, textiles?
Are you interested in developing ideas and looking at other artists' ideas?
Are you prepared to work independently as well as contribute to group discussions?
Are you interested in visual communication and representation?
Are you able to respond to colours, shapes, forms, pattern and textures in the world around you?

What skills will I develop?

- Creativity- ideas and imagination
- Planning - developing ideas
- Researching - exploring themes and artists, movements and crafts people, cultures and history
- Analysing - own work and other cultures and artists' work
- Reviewing and refining - learning to evaluate own work and identify improvements
- Lateral thinking - explaining alternatives and different solutions to a problem.
- Technical and practical:
 - 2D specialism – painting, printmaking and mix-media
 - 3D specialism – sculpture and relief
 - Drawing and photography feature in both specialist areas

Course Content

NEA1 Part A: Key skills. Flesh & Bones

NEA1 Part B: Personal response - developing the contextualisation of your artistic response: Identity / Topical Issues etc

NEA2 Exam: Theme chosen from those given by exam board

How will I be assessed?

NEA1 Part A & B (Coursework Project) Both projects marked as a complete unit 60%

NEA2 (Exam) Project 40%

AO1—Develop ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.

AO2—Refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.

AO3—Record ideas, observations and insights relevant to intentions in visual and/or other forms.

AO4—Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.

Progression Routes

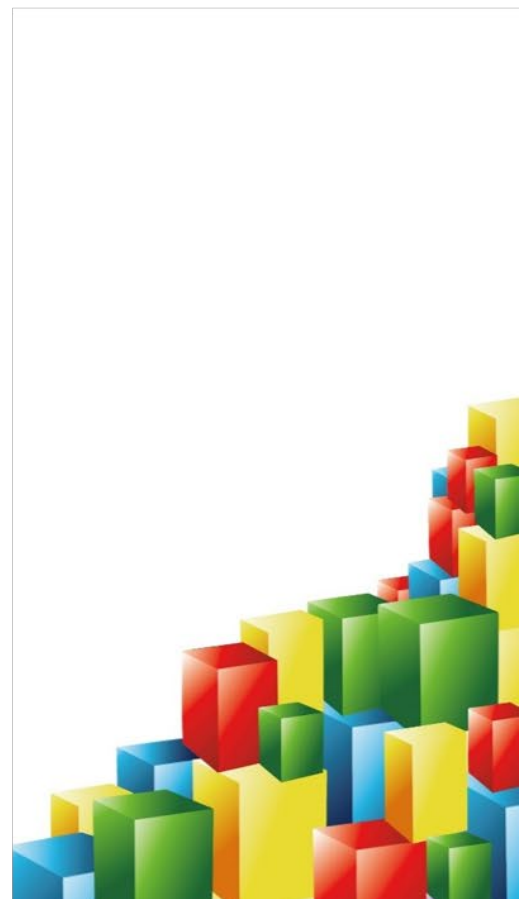
A Levels: Fine Art, Photography, Graphics. University or college courses in Fine Art, Art History, Media, Graphic design, Creative Advertising, Architecture, Gaming, Fashion

Vocations: Creative industries, theatre, interior design, fashion, beauty, architecture, teaching, media, gaming, graphic design



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Business Studies BTEC

Contact: Mr Deller

Why study Business Studies BTEC?

- Are you interested in deepening your understanding of the business and enterprise world?
- Are you prepared to apply your learning to business situations?
- Are you able to meet the challenges of becoming an independent up-to-date learner?
- Do you like developing an understanding of the world around you?

What skills will I develop?

- Team working
- Meeting deadlines
- Organising, developing and applying knowledge in assignment work
- Researching real business practices
- Presenting information efficiently and in different formats
- Developing an understanding of the current business environment.

Course Content

This qualification is a vocationally related qualification, where students can develop their business knowledge and understanding, by applying their learning and skills in a work-related context.

How will I be assessed?

BTEC Level 2 Enterprise

Students will complete 3 units of work:

- Exploring Enterprises*
- Planning and Presenting a Micro-Enterprise Idea*
- Marketing and Finance for Enterprise

* Assessed internally through coursework. Marketing and Finance for Enterprise is assessed externally through an exam

Students will be graded at Pass, Merit, Distinction or Distinction* standard.

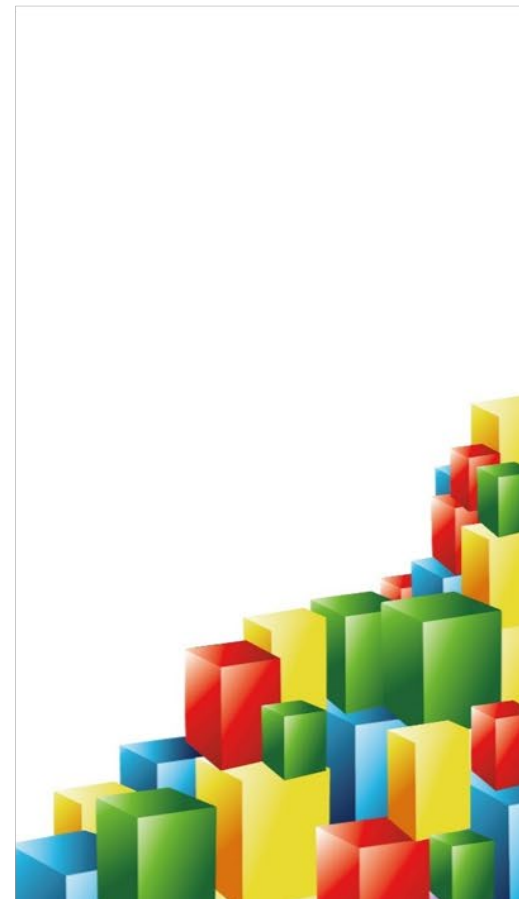
Progression Routes

Progression to BTEC Level 3 Business and A Level Business or Economics.



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Child Development Cambridge National

Contact: Mrs M Rogers

Why study Child Development Cambridge National Level 2?

- Do you want an engaging qualification where you will use your learning in practical, real-life situations?
- Are you interested in aspects of reproductive health and screening?
- Can you work in a team? Do you contribute in class? Can you study independently to produce high quality demanding assignments to clear deadlines?
- Do you want to find out more about the Health, Care and Development of a child from 0-5 years?

What skills will I develop?

- Independence and confidence in using skills that would be relevant to the Childcare sector.
- Research and Communication skills.
- Decision making and problem solving skills.
- Understanding of the latest developments in reproductive and maternal health.
- Effective presentation skills.
- An understanding of the development of a human child.
- The role of the child in wider society.

Course Content

Pre-conception health and reproduction including factors affecting pre-conception health for women and men, types of contraception methods and their advantages and disadvantages, the structure and function of the reproductive systems, how reproduction takes place, The signs and symptoms of pregnancy.

Antenatal care and preparation for birth including the purpose and importance of antenatal clinics, screening and diagnostic tests, the purpose and importance of antenatal (parenting) classes, choices of delivery, labour and pain relief, assisted births

Postnatal checks, postnatal provision and conditions for development including postnatal checks, postnatal care of the mother and baby, the developmental needs of children from birth to five years.

Childhood illnesses and a child safe environment including recognising general signs and symptoms of illness in children, how to meet the needs of an ill child, how to ensure a child-friendly safe environment,

And within Coursework:

- Understanding key factors in choosing equipment for babies and children under 5
- The nutritional guidelines for children from birth to five years
- Feeding solutions for children from birth to five years
- Physical, intellectual and social developmental norms from birth to five years.
- The benefits of learning through play.

How will I be assessed?

Exam Board: OCR: Cambridge National Certificate in Child Development (Code J818)

1. Unit R057: Health and well-being for child development.

Written paper 40%

2. Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years.

Non Examined Assessment (NEA) 30%

3. Unit R059: Understand the development of a child from one to five years

Non Examined Assessment (NEA) 30%

Progression Routes

Either

CTEC Extended Certificate in Health and Social Care

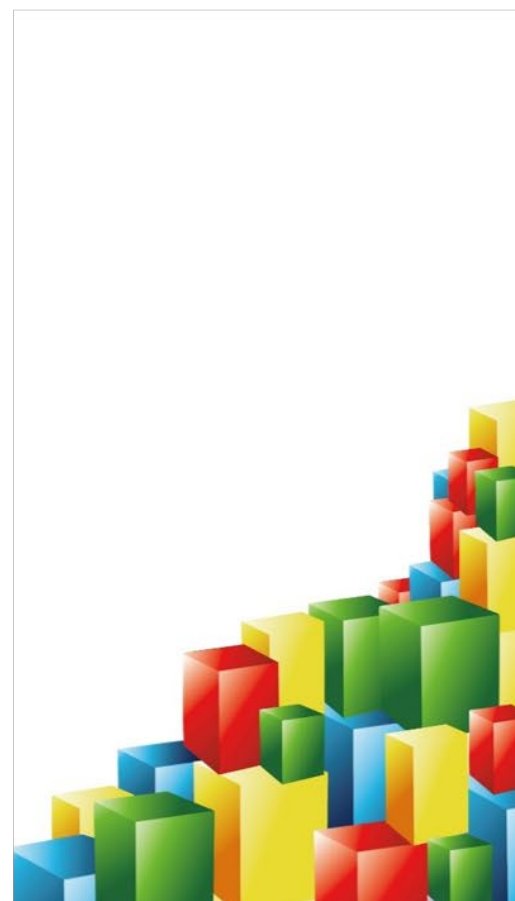
BTEC Level 3 Health and Social Care Subsidiary Award or BTEC Level 3 National Award in Children's Play, Learning and Development.

Possible career progression – Early Years Teaching, Nursery Nurse, Childminder, Paediatrician, Midwife, Health Visitor, Obstetrician,



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Computer Science GCSE

Contact: Mr A. Anane

Why study Computer Science?

The modern world not only relies on computers but is increasingly controlled by them and those who understand them. A detailed knowledge of how this technology works is therefore essential in many careers and professions and very likely to remain so. GCSE Computer Science provides a solid grounding in both the theoretical and the practical knowledge of how these technologies work and can be applied. In doing this you will learn to harness these technologies but more importantly will develop the tenacity, creativity and confidence to apply to more general problem-solving in a wide range of contexts.

What skills will I develop?

- A detailed understanding about what computer hardware does and how computer software is utilised to make it work.
- A solid grounding on how mathematics is applied to allow data in many forms including numerical, text, graphical and audio to be processed and allow the modern world to function.
- Become proficient in writing computer code and using algorithms to solve problems. This will involve learning Python in some detail and developing basic proficiency in SQL.
- Acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts
- The ability to test and evaluate the effectiveness of computer programs and systems.
- The knowledge and analytical skills to evaluate the legal, ethical and environmental impact of digital technologies.

Course Content

Fundamentals of algorithms

2. Programming
3. Fundamentals of data representation
4. Computer systems
5. Fundamentals of computer networks
6. Fundamentals of cyber security
7. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy
8. Aspects of software development

How will I be assessed (OCR)?

Paper 1: Written assessment

What is assessed? Theoretical knowledge from subject content 4–8 above.

How it's assessed - 80 marks - 50% of GCSE

Written exam: 1 hour 30 minutes

Questions - A mix of short answer, long answer and extended response questions assessing a student's theoretical knowledge.

Paper 2: Computational thinking and problem-solving.

What is assessed? Computational thinking, problem-solving, code tracing and applied computing as well as theoretical knowledge of computer science from subject content 1–3 & 8 above.

How it's assessed - 80 marks - 50% of GCSE

Written exam set in practically based scenarios and the ability to write and adapt code: 1 hour 30 minutes

Questions - A mix of short answer and longer answer questions assessing a student's practical problem solving and computational thinking and practical coding skills.

Progression Routes

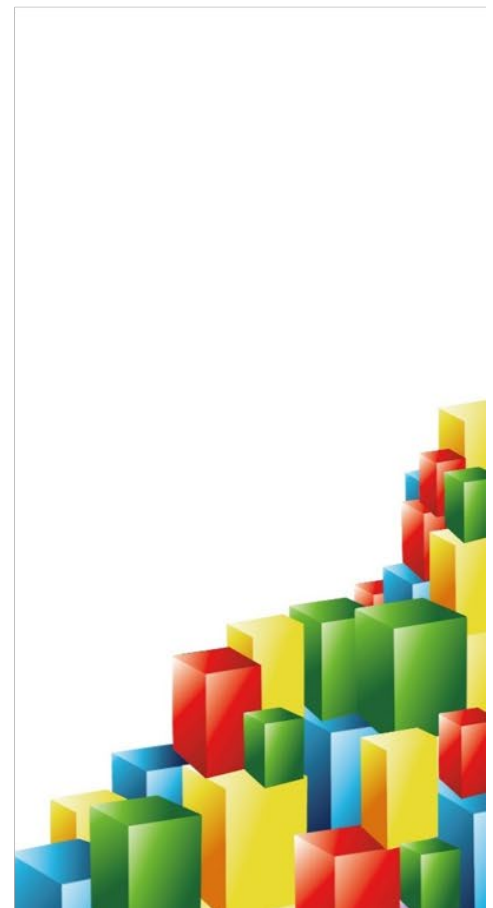
A-Level Computing and Level 3 Information Technology or Software Engineering courses. A wide range of level 2 and 3 Apprenticeships and to demonstrate the practical skills and aptitudes that will help obtain these.

A University Degree in Computing, Information Technology, Software Engineering or Games Design and as excellent support for other degrees. To provide technical skills to support further degrees and research.



KEY STAGE 4

INSPIRE AND ACHIEVE
BUILDING BRIGHT FUTURES TOGETHER



Drama GCSE

Contact: Miss S Robinson

Why study Drama GCSE?

Do you like expressing yourself in an active and exciting way, playing many different roles in a variety of styles and genres?
Are you interested in exploring, being curious and taking risks?
Are you prepared to work in a group, contribute your ideas whilst at the same time compromise and value other opinions?
Are you interested in watching live professional performances both on trips to the theatre and online?

What skills will I develop?

- How Drama is created, including all acting and staging skills needed.
- How to create a character and play this character in a performance.
- Working as part of a group to create ensemble performances.
- Reflect on own work and practice to improve skills.
- How to evaluate the work of professional theatre makers.
- Develop teamwork, communication, self-management and creativity that have all been identified as skills sought by 21st century employers and further education institutions.

Course Content

Component 1 - Devising Theatre

Create a performance - Decide on a practitioner, the style/genre and produce a script
Controlled Assessment - Prepare a portfolio of supporting evidence based on the devising process
Performance filmed for examiner

Component 2 – Performance from a Text

Perform two extracts from a text for an external examiner
Performance filmed for moderation

Component 3 – Making Theatre

- Written exam questions based on a set text
- Evaluation of Live Theatre

How will I be assessed?

Exam Board: Edexcel

40% = Devising Theatre from a stimulus, performance and written portfolio
20% = Two performances from the same script/play
40% = Written exam based on a set text and evaluating the experience of seeing professional live theatre

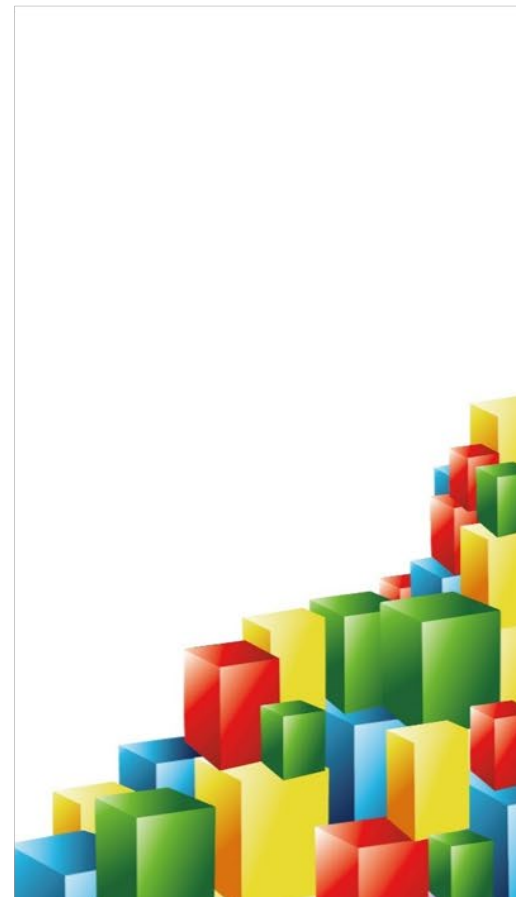
Progression Routes

A Level Drama, University, Performing Arts College,
Drama provides a base level understanding of skills in problem solving and collaboration which are skills that all employers and higher education institutions look for.



KEY STAGE 4

INSPIRE AND ACHIEVE
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Food Preparation and Nutrition GCSE

Contact: Mrs Thorp

Why study Food Preparation and Nutrition GCSE?

GCSE Food Preparation and Nutrition is an exciting course which aims to equip students with the knowledge, understanding and skills required to cook and apply the principles of nutrition and healthy eating. There is a strong link to scientific processes and students must apply knowledge already learned in Science lessons.

- Are you interested in nutrition and healthy eating? The science behind food products? Where food comes from and how it is grown and reared? Learning new food preparation skills?
- Are you prepared to commit to understanding the theory of food preparation and food science? Be organised with ingredients most weeks? Work independently in completing two pieces of course work?

What skills will I develop?

- Food skills and processes (practical cooking skills).
- Understanding the nutritional properties of food.
- Understanding the functional properties of food.
- Sensory testing including product disassembly, analysis and development.
- Designing, making and testing new products.
- The scientific principles underlying the preparation of cooking food.
- Factors that influence food choice.

Course Content

Year 10

Focus on various food commodities understanding specific nutrition, science and practical skill concepts.

Year 11

Complete controlled assessments NEA1 (15%) and NEA2 (35%) and revision towards written examination (50%).

How will I be assessed?

The GCSE course will comprise of 50% controlled assessment (Food Science Investigation and a Food Preparation task) and 50% written examination.

Regular internal assessments will take place assessing your knowledge of nutrition, food science and practical skills.

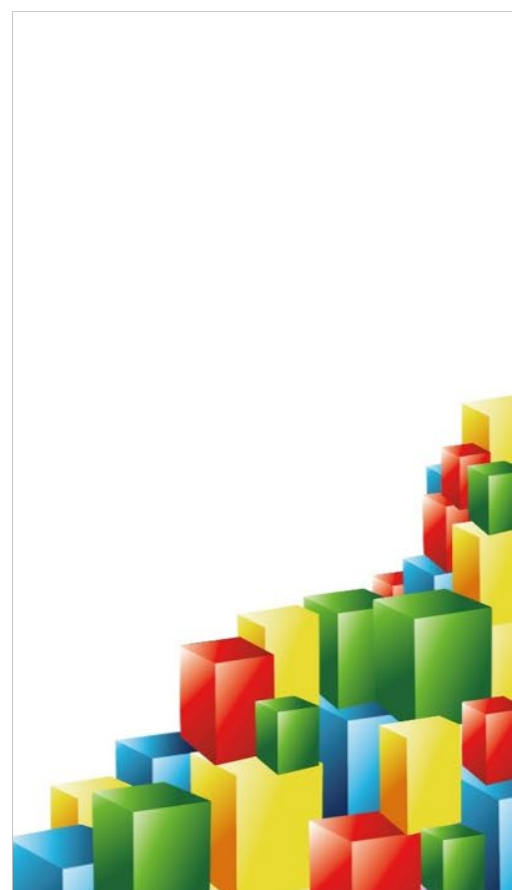
Progression Routes

College course in related subject, related apprenticeship, hospitality and catering, chef, public health, food service, nutritionist, personal trainer, food engineer and more!



KEY STAGE 4

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BUILDING BRIGHT FUTURES TOGETHER



Geography GCSE

Contact: Mr N Thomson / Mr S Burrows

Why study Geography GCSE?

- Do you like finding out about the world and how it works?
- Do you enjoy learning about real people and places?
- Do you want to learn about issues facing the planet and how to solve them?
- Are you able to ask interesting questions about the world?
- Do you want to study a subject that is fun and relevant?

What skills will I develop?

- Understanding of the world in which you live
- Communication skills and effective participation
- Interpersonal skills through debate and discussion
- Fieldwork
- Problem solving skills like creative thinking and mysteries
- Entrepreneurial skills, literacy and numeracy
- Technological (ICT), graphical and cartographical skills (maps)
- Independent enquiry and self-management

Course Content

Students study a wide variety of human and physical Geography, which may include:

- Natural hazards (tectonics, weather and climate change)
- Ecosystems (hot deserts and tropical rainforests)
- Landscapes (rivers and coasts)
- Urban issues
- Economic change
- Resource management
- Fieldwork investigations

How will I be assessed?

Exam Board: AQA

100% exam – 3 exams, each 90 minutes long.

All exams are linear – sat at the end of the course.

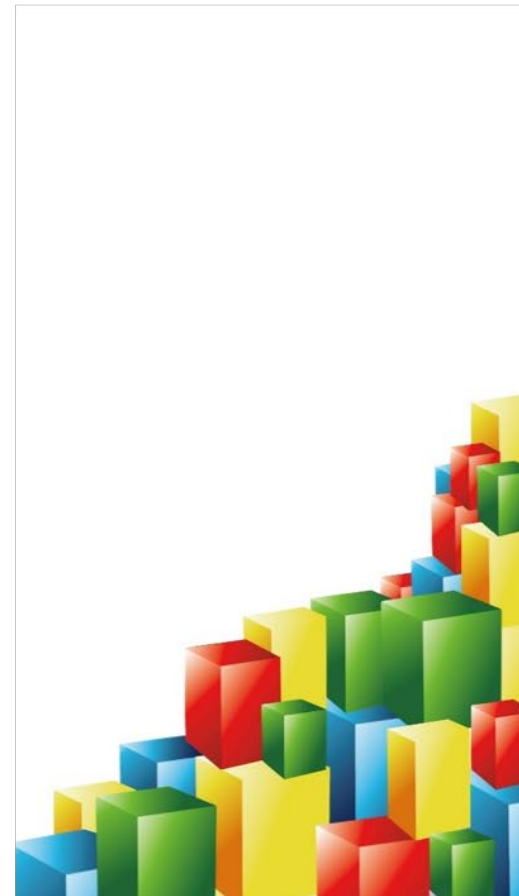
Progression Routes

GCSE Geography allows progression to A-Level Geography. Geographical careers include the Police Force, Armed Forces, Teaching, Travel Industry, Conservation and Civil Service.



KEY STAGE 4

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BUILDING BRIGHT FUTURES TOGETHER



History GCSE

Contact: Miss H Snow

Why study History?

- Are you interested in the past and the reasons and development of the modern world?
- Are you prepared to work hard, both in class and at home, as well as contribute to class discussions listening to and interacting with the ideas of your peers?
- Are you able to work hard, voice your opinion and justify your views?
- Do you like investigating the past? Analysing different viewpoints and forming judgements?

What skills will I develop?

- Describing events from the past
- Making links between events
- Examining the causes of consequences of events
- Explaining the inter-relationship of events
- Analysing primary and secondary sources
- Evaluation skills

Course Content

Students will study up to three eras of History

Medieval History (500 - 1500)

Early Modern (1450 - 1750)

Modern (1700 – present day)

There will be 4 compulsory elements

Britain: Health and the People C1000 to present day

Elizabethan England C1568 to 1603

Germany: Democracy and Dictatorship 1890 to 1945

Conflict and Tension: Interwar years 1918 to 1939

How will I be assessed?

Exam Board: AQA

100% exam

Minimum of 4 hour assessment

All exams are linear - sat at the end of the course.

Progression Routes

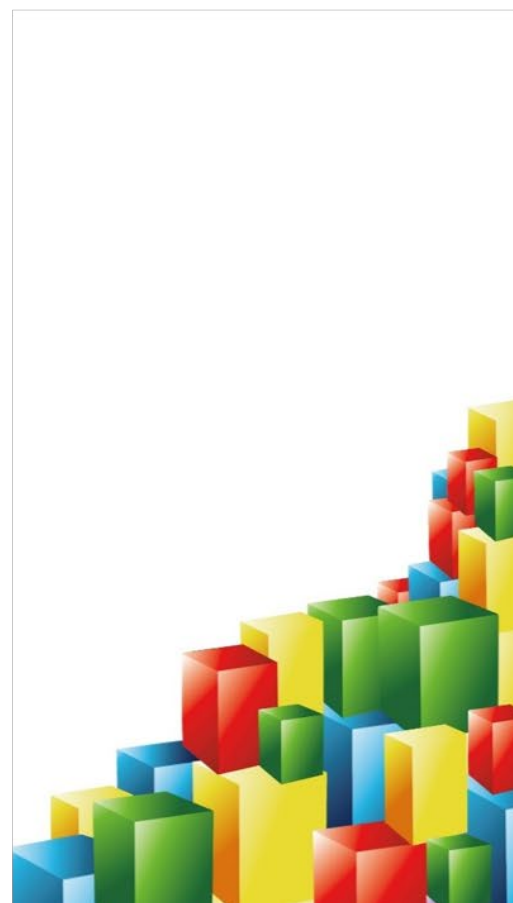
Progression to A Level History

History helps with careers including: Teaching, Research, Journalism, Law, the Media and Medicine – anything that requires in depth analysis and strategy



KEY STAGE 4

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Media Studies GCSE

Contact: Mrs S O'Donnell

Why study Media Studies GCSE ?

- Are you interested in the Media – learning about how the media industry operates and how media productions are created?
- Are you prepared to work independently, use ICT software programmes and produce your own research?
- Are you able to analyse texts with enthusiasm and use writing skills to conclude your opinions?

What skills will I develop?

- Research skills and interpreting data and information
- Analysis skills: understanding how media texts are created for purpose
- Presentation skills: building confidence and ability to deliver quality information to an audience
- Production and Technical skills, such as Photography and editing
- Analysis: looking into how products have changed historically and how they affect issues in society
- Independence learning and working independently at times to produce high quality coursework.

Course Content

3 components combining knowledge of media language, representation, audience and institution whilst learning and considering the impacts of modern and contemporary texts. Students get a chance to take a deep dive into history to help them understand the media as we know it.

A chance to research, analyse and create media products such as high quality digital advertising.

Studying set texts in video, print, web and radio.

How will I be assessed?

Exam Board: Eduqas

Component 1- External examination of set texts.

Component 2 - External examination of set texts.

Component 3- Creative piece of coursework on digital print advertising.

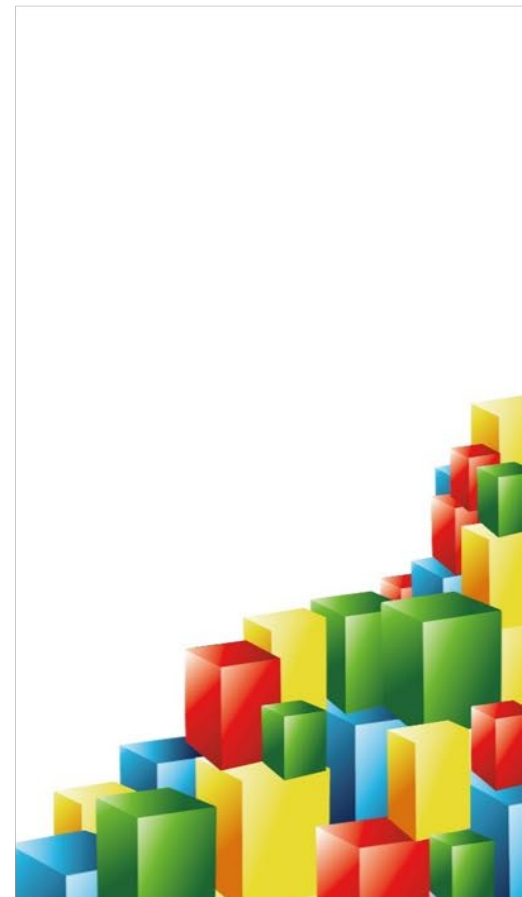
Progression Routes

A Level or Level 3 BTEC based on gaining a 4 grade in GCSE Media Studies as entry requirements.



KEY STAGE 4

INSPIRE AND ACHIEVE
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Music BTEC

Contact: Miss L Jones

Why study Music?

- Are you interested in developing skills as a performer, composer or producer?
- Are you prepared to work hard, broaden your interest, and develop your technology skills?
- Do you wish to develop your skills on a chosen instrument?

What skills will I develop?

- Composing
- Performing
- Producing
- Listening
- Collaboration
- Ability to meet deadlines

Course Content

Students study a wide range of musical genres. Students develop their core knowledge and understanding of musical techniques within each genre. Students develop their skills as a performer, composer and producer.

How will I be assessed?

Pearson BTEC Tech Award in Music Practice

Students will complete three units of work:

- Exploring Music Products and Styles*
- Music Skills Development*
- Responding to a Music Brief

* Assessed internally through coursework. Responding to a Music Brief is assessed externally.

Students will be graded at Pass, Merit, Distinction or Distinction* standard.

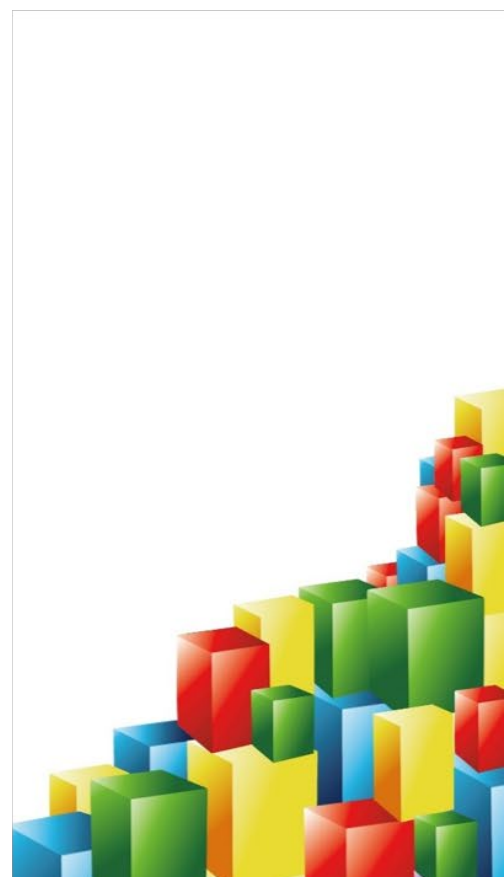
Progression Routes

A Level Music Technology
A Level Music
BTEC National in Music



KEY STAGE 4

INSPIRE AND ACHIEVE
BUILDING BRIGHT FUTURES TOGETHER



Product Design GCSE (AQA)

Contact: Mrs Thorp

Why study Product Design GCSE?

Product Design GCSE places great emphasis on understanding and applying iterative design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

- Are you interested in the design of products and prototypes, technical drawing techniques, computer aided design/manufacture, new and emerging technologies, modern and smart materials, working towards a design brief?
- Are you able to source an appropriate client and communicate regularly with them to seek feedback on your designs and development?
- Are you prepared to work independently to produce a coursework folder that documents your design journey?

What skills will I develop?

- Computer aided design & manufacture (CAD/CAM)
- Core technical principles, specialist technical principles
- Designing and making principles
- Industrial knowledge and process links
- Communication, critique, evaluation and assessment
- Working towards detailed specification criteria.

Course Content

Year 10

Focus on enhancing designing & practical skills alongside theory/knowledge based projects. Theory work will develop your knowledge and understanding of the subject linked to Industrial processes and controlled assessment tasks.

Year 11

Completion of the NEA resulting in a high quality, practical outcome. Consolidation of theory knowledge in preparation for the exam in the summer term.

How will I be assessed?

Written paper: 50% of the final grade is a written exam. (2 hours) 100 marks.

Section A: Core technical principles (20 marks).

Section B: Specialist technical principles (30 marks).

Section C: Designing and making principles. (50 marks).

Non exam assessment:

50% of the final grade (Coursework)

A substantial design and make task using a variety of materials.

Assessment criteria:

- Investigation & research
- Designing and making.
- Analysing and evaluating.

Students will produce a working prototype and a detailed portfolio of evidence to fulfil specific design criteria.

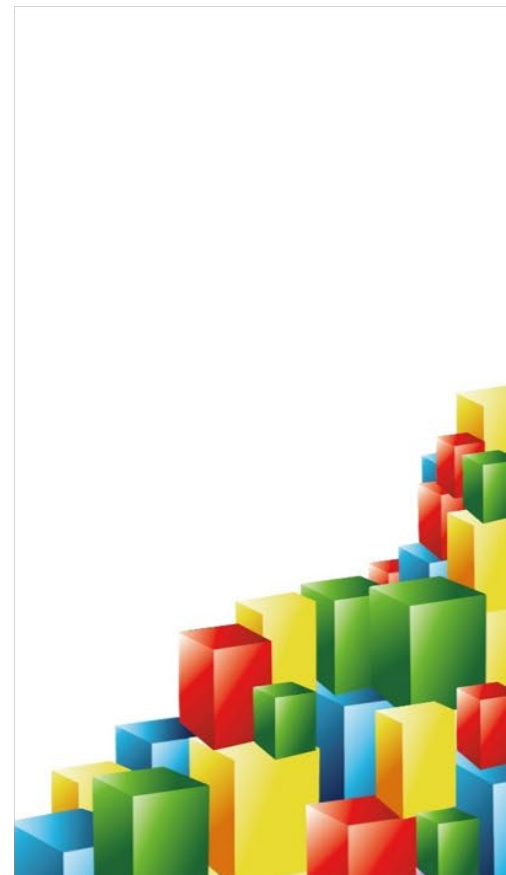
Progression Routes

A level Product Design, A level Graphic Communication, college course in related subject, apprenticeships, engineering, architectural and interior design, web design, product design, ICT and web based technologies and more!



KEY STAGE 4

INSPIRE AND ACHIEVE
BUILDING BRIGHT FUTURES TOGETHER



Religious Studies GCSE

Contact: Mrs T Reynolds

Why study Religious Studies GCSE?

- Do you like to learn about different religions and beliefs?
- Are you interested in learning about different ways of life and cultures?
- Do you want to explore fundamental questions and issues?
- Do you like to discuss your viewpoints and understand other people's opinions?
- Do you want to explore identity, belonging, meaning, purpose, truths, values and commitments?

What skills will I develop?

- Enquiry and research
- Questioning
- Communication skills such as debating
- Intrapersonal skills
- Spiritual and moral development
- Personal, social and cultural development
- Developing values, opinions and attitudes

Course Content

Component 1:

The study of religions: beliefs, teaching and practices within Christianity and Islam.

Component 2:

Relationships and family

Religion and life

Religion, peace and conflict

Religion, crime and punishment.

How will I be assessed?

Exam Board: AQA

100% exam

All exams are linear (sat at the end of the course)

Progression Routes

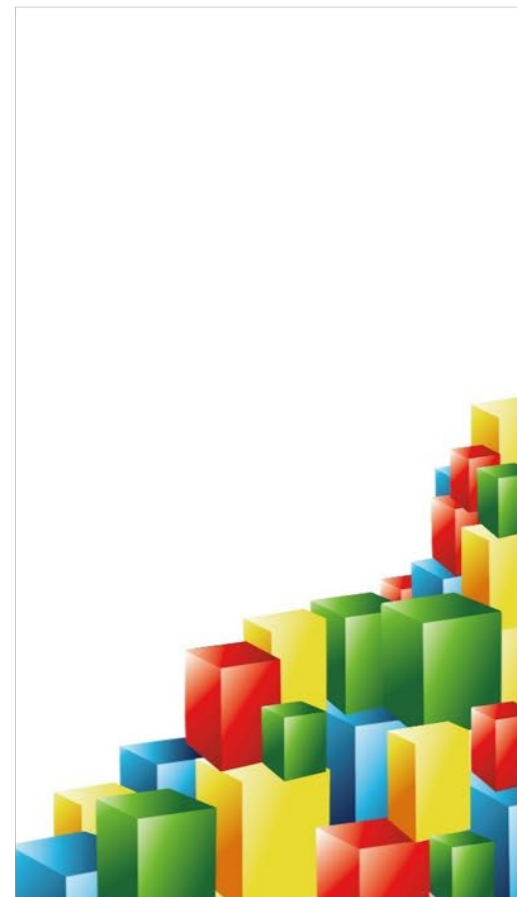
A level Sociology

A level Psychology



KEY STAGE 4

INSPIRE AND ACHIEVE
BUILDING BRIGHT FUTURES TOGETHER



Sociology GCSE

Contact: Ms Leathers

Exam Board: AQA

Why study Sociology?

- Are you interested in developing your ideas about our society through discussion and debate?
- Are you prepared to work hard both in class and at home and contribute to class discussions?
- Are you able to work hard, voice your opinion and justify your views?
- Do you like learning something new and seeing how it applies to our society – trying to make sense of contemporary issues?

What skills will I develop?

- Debating sociological issues such as crime, education, religion, culture and family
- Explaining how society works
- Analysis of different views of society
- Argumentative essay writing skills
- Evaluation

Course Content

Paper 1 (Year 10)

- Research methods
- Education
- Families

Paper 2 (Year 11)

- Crime and Deviance
- Social Stratification
- Research Methods

The main key themes that run through the GCSE is how society and life chances can be affected by either social class, gender, or ethnicity, we study these key themes in each topic above.

How will I be assessed?

Exam Board: AQA

100% exam – 2 exams

All exams are linear – sat at the end of the course

Progression Routes

A-Level Sociology,

Sociology helps with careers such as Journalism, Education, Law, The Police, Social Services and the Media

Sociology also helps give you some basic knowledge and skills for other A-Level Courses such as A-Level Psychology, Level 3 Diploma in Criminology.



KEY STAGE 4

INSPIRE AND ACHIEVE
BUILDING BRIGHT FUTURES TOGETHER



Sport BTEC Tech Award in Sport

Contact: Mr T Carey

Why study Sport BTEC Tech Award?

- Do you have an interest in sport?
- Have you got a willingness to learn new roles involved in sport?
- Are you interested in a healthy lifestyle?
- Do you want to learn how to develop leadership skills?
- Do you have an interest in the rules and the officiating of sports?
- Are you interest in the psychology of sport?

What skills will I develop?

- Research Skills
- Being able to work independently
- Being able to work in pairs/groups
- Organisation skills – meeting deadlines
- To use a variety of presentation skills
- Develop your knowledge around a variety of sports/topics
- Leadership skills
- The use of feedback to improve their work

Course Content

Students studying the Tech Award in Sport have to complete 3 units of work which are associated with Sport.

The three components focus on the assessment of applied knowledge, skills and practices.

How will I be assessed?

Learners are rewarded along the way for consistent hard work and demonstration of their knowledge.

Each student will have to an exam.

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

Students will also complete 2 other units which are coursework based.

- Component 1: Preparing Participants to Take Part in Sport and Physical Activity
- Component 2: Taking Part and Improving Other participants Sporting Performance

Progression Routes

BTEC National Level 3 in Sport

'A' level PE

Personal Fitness Qualification

Various University Sports Degrees



KEY STAGE 4

INSPIRE AND ACHIEVE
BUILDING BRIGHT FUTURES TOGETHER

