



# GCSE GUIDE

2019 - 2021



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January 2019,

Dear Archer parents and students,

No doubt you remember making decisions for your own GCSE or A Level courses – it is undoubtedly a significant moment in a young person's life. Of course, our students have benefitted from a staggered approach to curriculum choice with the introduction of more personalised provision within their GCSE foundation year and we hope that this will support their ability to make good choices for their final GCSE portfolio.

We have been delighted by the response of our students to the curriculum opportunities made available to them during Year 9; enabling them to further develop as subject specialists. This introductory GCSE year has enabled our students to understand how they learn best and to have a clearer picture of where they excel.

### **Curriculum Structure for Year 10 & Year 11: The Upper School**

We are keen to ensure that our students are properly prepared for the demands of our ever-changing modern world. Our plans for Year 10 and Year 11 build on the successful foundations laid throughout Year 9; to offer a personalised curriculum which inspires each student to realise their own academic potential and secure the personal learning and thinking skills needed for the transition to Key Stage 5 and beyond.

Our Year 10 and Year 11 curriculum offers flexible routes that give students a range of choices in the subjects they follow and the depth and pace to which they study them. For example, one student could opt for a programme with a weighting towards Science, Maths and Technology; another could follow an Arts based programme; while a third would be able to choose a route with a greater emphasis on Languages and Literature.

### **English Baccalaureate**

As parents, you will of course be very aware that there have been significant changes at a national level in education over recent years. Amidst concerns that students were not securing great enough academic breadth and rigour during their secondary schooling there is now an expectation that most students will secure the English Baccalaureate as part of their GCSE qualifications. The English Baccalaureate is a suite of five traditional academic subjects which are viewed as facilitating subjects for future study and training and are highly valued by Universities. To secure the English Baccalaureate students must have the following qualifications amongst their final certificates:

- English Language & English Literature
- Mathematics
- Combined Science (equivalent to 2 GCSEs)
- History or Geography
- Foreign Language – French/Spanish

Students can of course choose to study additional English Baccalaureate subjects, for example they may wish to study both History and Geography.

Our curriculum has been designed to meet the demands of the English Baccalaureate without compromising on student choice and variety.

### **Vocational Opportunities**

We are aware that the English Baccalaureate pathway is not the route suited to all students and their ambitions for their future. Therefore, our curriculum choices do include a variety of vocational based subjects such as BTEC Health & Social Care and VCERT Engineering to

enable every student to realise their potential and relish their learning. For many students these options may be further supported by the Functional Skills curriculum in the yellow block.

### **Core offer**

All Archer Academy students in Year 10 and Year 11 will study English Language and Literature, Mathematics and Combined Science at GCSE. Almost all students will take a foreign language to GCSE, French or Spanish; however, those who have studied Functional Skills in Lower School will accelerate to an accredited Functional Skills course. Additionally, students will study Citizenship/PSHE to secure compulsory elements of their education. All students will study core PE as a statutory requirement but this is not examined, unless taken as a GCSE.

What does our core offer look like?

### **Subject Time allocation**

English Language & English Literature 4 hours per week

Mathematics 4 hours per week

Combined Science (2 GCSEs) 4 hours per week\*

French/Spanish/Functional Skills 3 hours per week\*

Citizenship & PSHE 1 hour per week

Core PE (at Lower School) 2 hours

\*please note that the allocation for Science increases to 4 hours and for MFL/Functional Skills to 3 hours from Year 10

### **How do students design the rest of their curriculum?**

Alongside their core offer, students are then able to make three subject choices. Each subject will have a three hour allocation over the course of the week. There are three option blocks for students to make their choices from: purple, green and grey. Additionally, students should make their language choice in the yellow block. For students who have studied the Functional Skills Curriculum in Lower School this will accelerate to an accredited Functional Skills course.

Please note that the formation of these blocks is different to that in Year 9.

It is expected that almost all students will choose History or Geography in one option block but there are no further specific expectations. A copy of the option blocks can be found later in the Curriculum Guide.

Students are also able to study for an additional GCSE or accredited course in their Archer Plus choice and this is actively encouraged. Opportunities will include the following but may expand in advance of September:

- Further Maths
- Statistics
- Music
- Citizenship

- Photography
- Extended Project Qualification at Level 2

### **What will enrichment look like in Year 10 and Year 11?**

Our Upper School enrichment curriculum is known as Archer Plus. Our Archer Plus programme will build on the excellent provision at Lower School to provide a crucial and important balance between high academic standards, vocational and independent study skills, and extra-curricular opportunities. Whilst we identify that a student's first priority will need to be their academic studies; we do not believe that our students will be best prepared for their futures without important attention to detail in all three areas. Therefore, this additional core aspect of our curriculum model encourages both personal and academic achievement, challenging students to excel in their studies and in their personal development as they continue to grow into interesting and multi-faceted young adults.

Further details about our Archer Plus curriculum will be shared early on in the summer term.

### **Making informed choices**

#### **Facilitating subjects**

What follows in this booklet is detailed information about all GCSE subjects. The first section of the guide focuses on core subjects, then English Baccalaureate subjects, followed by the GCSE choices subjects available in Year 10 and Year 11 across the green, grey and purple blocks. The final section of the booklet is dedicated to our vocational pathway.

It is imperative that students make broad and balanced choices; not narrowing their curriculum too significantly at this stage whilst taking the opportunity to play to their strengths.

#### **Thinking about the future**

We recommend that families begin to discuss and consider what lies beyond Year 11 when making choices. Most of our students will progress to Sixth Form and follow A-Level and equivalent subjects, taking the next step towards University. Others will wish to move to work based learning at the end of Year 11; therefore, it is important to plan ahead when making choices for Year 10. To help with this process, form tutors will support and guide students according to their current performance at school, their aptitude, interests and ambitions to ensure they are stretched and challenged but also able to cope with the demands of their curriculum choices.

It is important to consider what subjects or combinations of subjects might be necessary in the future for entry to Sixth Form and University courses, most notably for those considering routes to specialist courses such as medicine. Ultimately however, we cannot stress enough how important it is that students choose subjects that they will enjoy and will be successful in.

The library on Lower School holds copies of the prospectus for Woodhouse College, our partner for Sixth Form provision; alongside prospectuses for a range of other providers, notably Barnet College which specialises in vocational courses. Additionally, there are copies of most University prospectuses and a range of other literature. We would urge students to take the time to review this interesting and important information; ensuring they are informed and thinking about their future.

#### **Careers Guidance**

Our curriculum choices process is well supported by employability and University guidance; to support our students in being informed and ambitious about their futures. Throughout the spring and summer term of Year 9 students will take part in a series of workshops to enable and encourage them to think about the right progression pathways for their future.

Families may find the following websites useful, to support discussions at home:

The Woodhouse College website: [www.woodhouse.ac.uk](http://www.woodhouse.ac.uk)

The Barnet & Southgate College website: [www.barnetsouthgate.ac.uk](http://www.barnetsouthgate.ac.uk)

The Directgov website, which provides lots of information for young people:  
[www.direct.gov.uk/en/youngpeople](http://www.direct.gov.uk/en/youngpeople)

The UCAS website, which provides information about University entrance: [www.ucas.com](http://www.ucas.com)

Additionally, students can look at [www.bestcourse4me.com](http://www.bestcourse4me.com) to see what courses to study for careers in different industries.

For a broad description of a wide range of careers together with details of preferred A-Level subjects visit [www.prospects.ac.uk/types\\_of\\_jobs.htm](http://www.prospects.ac.uk/types_of_jobs.htm)

A choice of GCSE options subjects can determine what subjects are available to students at 16 and 18. The Russell Group of universities has produced this helpful guidance to help young people make informed choices:  
[www.russellgroup.ac.uk/media/1027/informedchoices-latest.pdf](http://www.russellgroup.ac.uk/media/1027/informedchoices-latest.pdf)

Finally, apprenticeships are becoming more common and are considered a strong alternative pathway for those who do not wish to pursue A levels. More information can be found at the following sites:

<https://www.gov.uk/topic/further-education-skills/apprenticeships>

<https://www.gov.uk/apply-apprenticeship>

<https://www.totaljobs.com/jobs/apprenticeships>

## **What happens next?**

Before any choices are made students should:

1. Read this booklet carefully.
2. Discuss the subjects with parents or carers. Which do you enjoy the most and are most relevant for you?
3. Ask for further information from subject teachers, Heads of Department and form tutors.
4. Select the subjects you want and would like to study. These are not necessarily the ones chosen by your friends.
5. Remember your choice may have an influence on what you do in your course selection for Sixth Form or for your future career.
6. Reflect by asking yourself some searching questions:
  - Am I on track to achieve my target grade in the subjects (or similar subjects) I would like to choose by the end of the academic year?
  - Am I considering choosing subjects (or similar subjects) in which my attainment to date is high? If not, what can I do to raise the level of my work?
  - Have I discussed my progress with my form tutor recently?
  - Have I spoken to my subject teacher?
  - Have I shown good motivation so far?
  - Do I really know what the subject involves?
  - Have I considered any specific requirements for the course? For example, Music?

- Have I thought ahead and considered possible career paths to see if this subject would be useful in my future?

### **Taking the time to make the right decisions**

Naturally, as parents, you will want to support your child to make the best choices and to have access to good quality advice. This guide helps start that process by providing an overview of the courses we offer. Please use this booklet to support discussions at home, as a family, and with subject teachers and Heads of Department.

At Curriculum Choices Evening on the **6th February** you will have the opportunity to meet with each Head of Department and discuss GCSE courses in more depth.

At Learning Review Day on **Thursday 14th February**, all students and their parents will be invited to a Curriculum Choices Interview. At this interview, we will confirm choices and begin discussions about next steps for your child. Your child should bring a completed copy of their provisional choices form, distributed at the Curriculum Evening, to their interview.

Every effort will be made to ensure that as many students as possible are successful in getting their first choices. However, if too few students opt for a subject or if a subject is oversubscribed, it may be necessary for a student to study a reserve choice. In this case the student will sit down with Mr Oakley and Mr Mustafa to discuss the matter. Therefore, students should please think carefully about their second and third choices.

### **Time to discuss, think and reflect**

This is an exciting time for our students. Our ability to offer this curriculum design is based on their success and maturity to date. We very much look forward to supporting you on this next stage in their journey.

The key to the next couple of weeks is meaningful discussion at school and at home. The best two questions any parents can keep asking their child are: "What do you enjoy?" and "What are you good at?"

Please do not hesitate to contact your child's form tutor or any of their subject teachers over the coming weeks as the all-important decisions are made.

Best wishes,

Miss Harrison  
Headteacher

## Making choices

This is how your Year 10 and Year 11 curriculum will be constructed:

Core subjects				Purple Block	Green Block	Grey Block	Non Exam
English Language English Literature	Mathematics	Combined Science	<b>Yellow Language Block</b> French, Spanish Or Functional Skills	Choose one subject from each option block. (Most students should include one or both of History & Geography)			Core PE Citizenship PSHE

### Core curriculum

All students follow the core curriculum. This is designed to give you the skills and qualifications that you will need for the future; whatever you decide to do. You will also have two hours of PE – to keep you healthy in body as well as mind! Finally, all students will study Citizenship and PSHE.

### Choices subjects

The remaining subjects available are for you to choose from across three blocks. These blocks have been designed to allow for a variety of subject combinations. The majority of students should choose either History or Geography but it is also possible to choose both. Please choose one subject from each block to create your pathway.

<b>Purple Block</b> (3 hours)	<b>Green Block</b> (3 hours)	<b>Grey Block</b> (3 hours)	<b>Yellow Block</b> (3 hours)	<b>White Block</b> Archer Plus Additional GCSE Qualifications (Optional)
History Geography Triple Science Dance Drama Food Technology <i>VCERT Business &amp; Enterprise</i>	History Geography Art & Design Computer Science Psychology Economics <i>BTEC Health &amp; Social care</i>  <i>VCERT Engineering</i>	History Geography Design & Technology Dance Drama Music Sociology PE <i>NCFE CACHE Child Development</i>	French Spanish <i>Functional Skills</i>	Further Maths Statistics Citizenship Music Photography Extended Project Qualification  <i>(Nb there may be additional possibilities)</i>



## GCSE Grades and changes to GCSE specifications

GCSE subjects are now awarded on a scale from 9-1 instead of what you may be used to (A\* - G). The specifications for the GCSE courses have been rewritten and in general the following changes are common:

- there is less coursework (now called Non Examined Assessment or NEA), and no longer any controlled assessments
- maths content has been increased in relevant subjects
- quality of written English counts for more marks
- the amount of content has increased and in some cases brought in some of the A level content
- all courses are now linear, so all assessment takes place at the end of year 11. Exams will cover all content studied from the start of year 9.

For all GCSE subjects, students in year 9 will be assessed against this new scale where a 9 is the highest possible grade and 1 is the lowest.

There is not a direct translation between the old letter grades and the new number grades, and the artificial C/D borderline is now less important to students and schools. However, a “strong pass” is considered to be a grade 5 or above. Grade 6 has become the new entry requirement for continuing to study a course at A level.

The following helps to explain what the new grades mean:

- The new numbered grades do not translate directly from the old grades A\* - G, but we do know that approximately the same proportion of students who achieved:
  - grade A or higher received a grade 7 or higher
  - grade C or higher received a grade 4 or higher
- Grade 9 is a new grade for very high performing students, in approximately the top fifth of the cohort
- Grade 5 is the benchmark for a 'good pass'
- Grade 4 is a standard pass
- The bottom of grade 1 is the same as the bottom of grade G

NEW GCSE GRADING STRUCTURE										
9	8	7	6	5	4	3	2	1	U	
CURRENT GCSE GRADING STRUCTURE										
		A*	A	B	C	D	E	F	G	U

# Core Curriculum

## English Language

<b>Subject: English Language</b>	
<i>"The English language is a work in progress. Have fun with it."</i> Jonathan Culver	
<b>Grade level 9-1</b>	
<b>Examining body: AQA</b>	<b>Specification: Language</b>
<b>Synopsis of course:</b> This GCSE course aims to engage and enthuse students, providing appropriate stretch and challenge whilst ensuring that the assessment and texts are, as far as possible, accessible to all students.  It enables students to develop the knowledge and skills they need to read, understand and analyse a wide range of different texts and write clearly.	
<b>Teaching methods and resources:</b> Students will learn how to critically read and understand a wide and rich variety of fiction and non-fiction texts. They will learn how to understand the writers' viewpoints and attitudes and how language and structural devices are used for audience and purpose.  Students will learn how to write fiction and non-fiction pieces for a range of different purposes and audiences. This will include creative, descriptive writing as well as writing to persuade, argue, advice and inform.	
<b>Assessment methods:</b>  <u>Paper 1: Explorations in creative reading and writing</u>  What's assessed:  Section A: Reading - one literature fiction text  Section B: Writing - descriptive or narrative writing  <b>Assessed:</b>  <b>written exam: 1 hour 45 minutes</b> <b>80 marks</b> <b>50% of GCSE</b>  Questions  Reading (40 marks) (25%)– one single text 1 short form question (1 x 4 marks) 2 longer form questions (2 x 8 marks) 1 extended question (1 x 20 marks)  Writing (40 marks) (25%) 1 extended writing question (24 marks for content, 16 marks for technical accuracy)	

## Paper 2: Writers' viewpoints and perspectives

What's assessed:

### Section A: Reading

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

### Section B: Writing

- writing to present a viewpoint

### **Assessed**

**written exam: 1 hour 45 minutes**

**80 marks**

**50% of GCSE**

### Questions

Reading (40 marks) (25%) – two linked texts

1 short form question (1 x 4 marks)

2 longer form questions (1 x 8, 1 x 12 marks)

1 extended question (1 x 16 marks)

Writing (40 marks) (25%)

1 extended writing question (24 marks for content, 16 marks for technical accuracy)

### **Where could studying English take me? Further study and employment opportunities:**

This course is essential for all students in order that they:

- Learn how to critically approach and understand a range of texts
- Can write for a variety of audiences and purposes
- Think creatively and critically
- Have a good standard of literacy

**Head of Department:** Mr Powney (Head of Key stage 4)

## English Literature

<b>Subject: English Literature</b>	
<i>"To survive you must tell stories." Umberto Eco</i>	
<b>Grade level 9-1</b>	
<b>Examining body: AQA</b>	<b>Specification: English literature</b>
<b>Synopsis of course:</b> This GCSE course covers a rich breadth of exciting literature. Students will study a Shakespeare play, a 19 <sup>th</sup> century novel, a modern novel or play and a selection of poetry. Students will learn how to critically respond to different texts and how to analyse the writer's viewpoint and examine the social context. Students will complete closed book exams at the end of year 11 on studied texts, in which they will have to answer questions focussing on characters, themes and language in an analytical, essay style response.	
<b>Teaching methods and resources:</b> Students will continue to learn how to analyse language and comment on the writer's viewpoint. They will learn how to develop a sophisticated critical and evaluative response to literature. Students will also learn how to effectively compare poetry and comment on the effect on the reader.	

The range of literature will create opportunities for students to explore and discuss a range of themes and issues and their relevance in the 21<sup>st</sup> century. The specification should continue to foster a pleasure for reading and encourage students to become enthusiastic, critical and imaginative in their responses.

**Assessment methods:**

**Paper 1: Shakespeare and the 19<sup>th</sup> Century novel**

What's assessed:

Shakespeare play: Macbeth

The 19th-century novel: Jekyll and Hyde

How it's assessed:

Written exam: 1 hour 45 minutes

64 marks

40% of GCSE

Questions

Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

**Paper 2: Modern texts and poetry**

What's assessed:

Modern prose or drama texts: An Inspector Calls

The poetry anthology

Unseen poetry

How it's assessed:

Written exam: 2 hour 15 minutes

96 marks

60% of GCSE

Questions

Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

**Where could studying English Literature take me? Further study and employment opportunities:**

This course is essential for students in order that they can:

- Think creatively and critically
- Evaluate and synthesise what they read
- Discuss and debate effectively
- Write analytically
- Have a good standard of literacy
- Understand themes, ideas, viewpoints and contexts across a range of literature

**Head of Department:** Mr Powney (Head of Key stage 4)

# Maths

## Subject: Mathematics

*"The study of mathematics, like the Nile, begin in minuteness but ends in magnificence."*  
Charles Caleb Colton

### Grade level 9-1

**Examining body: Edexcel**

**Specification: 1MA1**

#### Synopsis of course:

Mathematics GCSE enables 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

#### Teaching methods and resources:

The course will cover:

- Number
- Algebra
- Ratio, Proportion and Rates of Change
- Geometry and Measures
- Probability
- Statistics

Students will need to:

- Use and apply standard techniques
- Reason, interpret and communicate mathematically
- Solve problems within mathematics and in other contexts

#### Assessment methods:

- Students will sit Foundation Tier (Grades 1-5) or Higher Tier (Grades 4-9)
- For either Tier, students will sit three 90 minute papers at the end of Year 11.
- The first paper is non calculator. The other two papers allow a calculator.
- Each paper has a total of 80 marks available.

#### Where could studying Maths take me? Further study and employment opportunities:

Mathematics is a versatile qualification, is well-respected by employers and is a facilitating subject for entry to higher education. Careers for students with good mathematics skills and qualifications are often interesting and rewarding, as well as highly paid. Students who have studied mathematics are in the fortunate position of having an excellent choice of career. Whilst the number of young people studying A level Mathematics and Further Mathematics is increasing there is still a huge demand from science, engineering and manufacturing employers.

The reason why so many employers highly value mathematics qualifications is that mathematics students become better at thinking logically and analytically. Through solving problems, you develop resilience and are able to think creatively and strategically. The writing of structured solutions, proof and justification of results help you to formulate reasoned arguments. And importantly, you will have excellent numeracy skills and the ability to process and interpret data.

A strong grade in Mathematics GCSE is a prerequisite in most sixth forms for A level subjects such as Physics, Chemistry, Biology, Computing, Geography, Psychology, Economics and Business studies, as well as Mathematics and Further Mathematics.

**Head of Department: Mrs Williams**

## Combined Science

<b>Subject: Combined Science: trilogy (2 GCSE grades)</b>	
<i>"The science of today is the technology of tomorrow."</i> Edward Teller	
<b>Grade level 9-1</b>	
<b>Examining body: AQA</b>	<b>Specification: 8464</b>
<b>Synopsis of course:</b>  Combined Science: Trilogy provides the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity, and all students should be taught essential aspects of the knowledge, methods, processes and uses of science. They should be helped to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas relating to the sciences which are both inter-linked, and are of universal application.  This GCSE course aims to develop understanding of scientific explanations, how science works and aspects of biology, chemistry and physics relevant to careers in science.  Students will study all three of the sciences however the depth and range of topics is smaller than in triple science. Students receive two GCSE combined science grades but not individual grades in a particular science discipline.	
<b>Teaching methods and resources:</b> <b>There are 3 sciences taught as part of this qualification, which will give the students 2 GCSEs:</b>  <b>Physics:</b> Energy; Electricity; Particle model of matter; Atomic structure; Forces; Waves; Magnetism and electromagnetism.  <b>Biology:</b> Cell Biology; Organisation; Infection and response; and Bioenergetics Homeostasis and response; Inheritance, variation and evolution and Ecology  <b>Chemistry:</b> Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes and Energy changes. The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere and using resources.  GCSE specifications in combined award science should enable students to: • develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics  • develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them  • develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments  • develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.	

**Assessment methods:**

There will be 6 exams, 2 in each of biology, chemistry and physics.  
Each exam is 1 hour and 15 minutes, and counts for 16.7% of the GCSE.  
Questions will be a mixture of multiple choice, structured, short answer and open response.

Students will also complete 16 set practicals which they will make notes about. The content of the experiments will be assessed in the written exams and will make up around 15% of the marks available.

Students are able to sit the course at both Higher and Foundation level.

**Where could studying Combined Science take me? Further study and employment opportunities:**

This course gives students the option to progress to A-levels in science or other subjects.

In addition, many other careers draw on scientific knowledge and understanding and this course sets students off on the right path for accessing further study in the sciences, but not to the same depth as triple science.

**Head of Department:** Mr Morrison

# Yellow Block Choices

## French

**Subject: French**

*"The limits of my language are the limits of my world."* Ludwig Wittgenstein

**Yellow Block Language Choice**

**Grade level 9-1**

**Examining body: AQA**

**Specification: Course Code 8658**

**Synopsis of course:** This GCSE course aims to equip students with languages as a skill for life; the study of languages provides essential skills that students can utilise for further study, work and leisure and we encourage our students to see the value of this and enjoy their language learning. This course will enable students of all abilities to develop their French language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence. In addition to developing key language skills this course will also develop students' cultural awareness.

**Teaching methods and resources:**

Students will be taught for three hours per week and will be expected to consolidate this learning through regular homework.

The specification covers three distinct themes which apply to all four question papers. Students are expected to be able to understand and provide information and opinions on key topics within these themes. They are encouraged to discuss both their own experiences and those of other people, including people in countries and communities where French is spoken.

**Theme 1: Identity and culture:** Me, my family and friends; Technology in everyday life; Free-time activities; Customs and festivals in French-speaking countries/communities

**Theme 2: Local, national, international and global areas of interest:** Home, town, neighbourhood and region; Social issues; Global issues; Travel and tourism

**Theme 3: Current and future study and employment:** My studies; Life at school/college; Education post-16

**In order to be successful linguists, students will develop their ability in the four key language skills, as outlined below:**

**Listening:** Students are expected to be able to:

- identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving familiar and some more complex language, recognising the relationship between past, present and future events.
- deduce meaning from short narratives and authentic spoken material which address a wide range of contemporary and cultural themes, answering questions, extracting information, evaluating and drawing conclusions.

**Speaking:** Students are expected to be able to:

- communicate and interact effectively in speech for a variety of purposes across a range of specified contexts
- take part in a short conversation, asking and answering questions and making creative use of the language to express and justify their own opinions, thoughts and points of view
- speak spontaneously and sustain communication, responding to unexpected questions, points of view or situations
- make appropriate and accurate use of a variety of vocabulary and grammatical structures, with reference to past, present and future events
- use accurate pronunciation and intonation to be understood by a native speaker.

**Reading:** Students are expected to be able to:



- identify the overall message, key points, details and opinions in a variety of written passages across a range of contexts, recognising the relationship between past, present and future events
- deduce meaning from authentic sources and short narratives involving some complex language and unfamiliar material and addressing relevant contemporary and cultural themes
- demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning
- translate a short passage from French into English.

**Writing:** Students are expected to be able to:

- communicate effectively in writing for a variety of purposes across a range of specified contexts
- produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately, making accurate use of a variety of vocabulary and grammatical structures, including describing and narrating with reference to past, present and future events
- manipulate the language, using and adapting a variety of structures and vocabulary, making independent, creative and more complex use of the language to express and justify individual opinions, thoughts and points of view, in order to interest, inform or convince
- translate sentences and short texts from English into French to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

**Assessment methods:**

<p style="text-align: center;"><b>Listening (25%)</b></p> <p><b>Foundation Tier and Higher Tier</b></p> <ul style="list-style-type: none"> <li>• <b>Section A</b> – questions in English, to be answered in English or non-verbally</li> <li>• <b>Section B</b> – questions in French, to be answered in French or non-verbally</li> </ul>	<p style="text-align: center;"><b>Speaking (25%)</b></p> <ul style="list-style-type: none"> <li>• <b>Role-play</b> – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)</li> <li>• <b>Photo card</b> – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)</li> </ul> <p><b>General conversation</b> – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)</p>
<p style="text-align: center;"><b>Reading (25%)</b></p> <ul style="list-style-type: none"> <li>• <b>Section A</b> – questions in English, to be answered in English or non-verbally</li> <li>• <b>Section B</b> – questions in French, to be answered in French or non-verbally</li> <li>• <b>Section C</b> – translation from French into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier)</li> </ul>	<p style="text-align: center;"><b>Writing (25%)</b></p> <p><b>Foundation Tier</b></p> <p>Q1 – message (four sentences in response to a photo)</p> <p>Q2 – short passage (student writes 40 words)</p> <p>Q3 – translation - English into French (35 words)</p> <p>Q4 – structured writing task (90 words)</p> <p><b>Higher Tier</b></p> <p>Q1 – structured writing task (90 words)</p> <p>Q2 – open-ended writing task (150 words)</p> <p>Q3 – translation from English into French (50 words)</p>

**Where could studying French take me? Further study and employment opportunities:**

It is widely accepted that a working knowledge of a foreign language enhances job opportunities and is a valuable asset which broadens your horizons both socially and culturally. Languages are one of the 5 EBacc subjects; a GCSE in a Modern Foreign Language will widen your choice of university courses as the EBacc qualification is highly regarded by Universities. In addition, languages are one of the 8 facilitating subjects identified by Russell Group Universities. Studying a 'facilitating' subject leaves open a wide range of options for future university study. A language GCSE is ideal for students considering future careers in international business, retail and sales, teaching, law, journalism, translation or tourism, although languages can be used in almost any career.

**Head of Department:** Mrs McMullan

# Spanish

## Subject: Spanish

*"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language that goes to his heart."* Nelson Mandela

### Yellow Block Language Choice

Grade level 9-1

Examining body: AQA

Specification: 8698

**Synopsis of the course:** This GCSE course aims to equip students with languages as a skill for life; the study of languages provides essential skills that students can utilise for further study, work and leisure and we encourage our students to see the value of this and enjoy their language learning. This course will enable students of all abilities to develop their Spanish language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence. In addition to developing key language skills this course will also develop students' cultural awareness.

**Teaching methods and resources:** Students will be taught for three hours per week and will be expected to consolidate this learning through regular homework.

The specification covers three distinct themes which apply to all four question papers. Students are expected to be able to understand and provide information and opinions on key topics within these themes. They are encouraged to discuss both their own experiences and those of other people, including people in countries and communities where Spanish is spoken.

**Theme 1: Identity and culture:** Me, my family and friends; Technology in everyday life; Free-time activities; Customs and festivals in Spanish-speaking countries/communities

**Theme 2: Local, national, international and global areas of interest:** Home, town, neighbourhood and region; Social issues; Global issues; Travel and tourism

**Theme 3: Current and future study and employment:** My studies; Life at school/college; Education post-16

**In order to be successful linguists, students will develop their ability in the four key language skills, as outlined below:**

**Listening:** Students are expected to be able to:

- identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving familiar and some more complex language, recognising the relationship between past, present and future events.
- deduce meaning from short narratives and authentic spoken material which address a wide range of contemporary and cultural themes, answering questions, extracting information, evaluating and drawing conclusions.

**Speaking:** Students are expected to be able to:

- communicate and interact effectively in speech for a variety of purposes across a range of specified contexts
- take part in a short conversation, asking and answering questions and making creative use of the language to express and justify their own opinions, thoughts and points of view
- speak spontaneously and sustain communication, responding to unexpected questions, points of view or situations
- make appropriate and accurate use of a variety of vocabulary and grammatical structures, with reference to past, present and future events
- use accurate pronunciation and intonation to be understood by a native speaker.

**Reading:** Students are expected to be able to:

- identify the overall message, key points, details and opinions in a variety of written passages across a range of contexts, recognising the relationship between past, present and future events
- deduce meaning from authentic sources and short narratives involving some complex language and unfamiliar material and addressing relevant contemporary and cultural themes
- demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning
- translate a short passage from Spanish into English.

**Writing:** Students are expected to be able to:

- communicate effectively in writing for a variety of purposes across a range of specified contexts
- produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately, making accurate use of a variety of vocabulary and grammatical structures, including describing and narrating with reference to past, present and future events
- manipulate the language, using and adapting a variety of structures and vocabulary, making independent, creative and more complex use of the language to express and justify individual opinions, thoughts and points of view, in order to interest, inform or convince
- translate sentences and short texts from English into Spanish to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

**Assessment methods:**

Listening (25%)	Speaking (25%)
<p><b>Foundation Tier and Higher Tier</b></p> <ul style="list-style-type: none"> <li>• <b>Section A</b> – questions in English, to be answered in English or non-verbally</li> <li>• <b>Section B</b> – questions in Spanish to be answered in Spanish or non-verbally</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Role-play</b> – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)</li> <li>• <b>Photo card</b> – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)</li> </ul> <p><b>General conversation</b> – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)</p>
Reading (25%)	Writing (25%)
<ul style="list-style-type: none"> <li>• <b>Section A</b> – questions in English, to be answered in English or non-verbally</li> <li>• <b>Section B</b> – questions in Spanish, to be answered in Spanish or non-verbally</li> <li>• <b>Section C</b> – translation from Spanish into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier)</li> </ul>	<p><b>Foundation Tier</b></p> <p>Q1 – message (four sentences in response to a photo)</p> <p>Q2 – short passage (student writes 40 words)</p> <p>Q3 – translation - English into Spanish (35 words)</p> <p>Q4 – structured writing task (90 words)</p> <p><b>Higher Tier</b></p> <p>Q1 – structured writing task (90 words)</p> <p>Q2 – open-ended writing task (150 words)</p> <p>Q3 – translation from English into Spanish (50 words)</p>

**Where could studying Spanish take me?**

It is widely accepted that a working knowledge of a foreign language enhances job opportunities and is a valuable asset which broadens your horizons both socially and culturally. Languages are one of the 5 EBacc subjects; a GCSE in a Modern Foreign Language will widen your choice of university courses as the EBacc qualification is highly regarded by Universities. In addition, languages are one of the 8 facilitating subjects identified by Russell Group Universities. Studying a 'facilitating' subject leaves open a wide range of options for future university study. A language GCSE is ideal for students considering future careers in international business, retail and sales, teaching, law, journalism, translation or tourism, although languages can be used in almost any career.

**Head of Department: Mrs McMullan**

## Functional Skills

**Subject: Functional Skills** (Entry Level Certificates in English & Mathematics)

*"Look closely at the present you are constructing, it should look like the future you are dreaming"*  
– Alice Walker

### Yellow Block Choice

**Examining body: Edexcel**

**Synopsis of course:**

Alternative Pathway

Your child will build upon the solid foundations developed in Functional Skills throughout Key Stage 3. The work carried out in this pathway will support all aspects of your child's curriculum, particularly English and Maths, to enhance and accelerate their progress in these two key subjects.

The focus will be on practical literacy and numeracy to give your child the necessary skills to be successful in adult life. Entry level certificates/qualifications will be taken in English and Mathematics as part of the Edexcel suite of qualifications. These courses have been designed to equip students with the knowledge and skills to be able to successfully transition to post-16 study.

**Teaching methods and resources:**

How is the course structured?

Entry level certificate in English:

The Entry level certificate in English follows a variety of interesting topics, suggested by English teachers. It offers a flexible programme of study with plenty of choice to suit students. There is a free choice of speaking and writing tasks - or the option to follow tasks set by Edexcel. Students have a choice between 3 sets of papers, each on a different topic, to select the one that best suits each student.

For students who are completing Entry Level 3 in English, there are short extracts of 19th century texts, aligned to our GCSE. The Entry Level 3 English fiction paper also includes engaging 20th and 21st century texts.

Entry level certificate in Mathematics:

The Entry Level Certificate in Mathematics has been designed specifically to complement the GCSE (9-1) Mathematics, giving students who find mathematics more challenging the chance to develop the mathematical skills and understanding to support post-16 progression.

The Entry Level 3 Certificate is also based on the key skills and concepts of GCSE Mathematics, with new topics at Entry Level 3 carefully selected from the more accessible topics in GCSE (9–1) Mathematics.

Additional Qualifications

Through their time in Functional Skills, students will also complete additional qualifications where applicable, such as Jamie Oliver's Food Skills BTEC.

**Assessment methods:**

Entry level certificate in English:

- assessments are designed to be taken when learners are ready, whether this is at the end of each unit, end of term, or end of year

- assessment objectives are the same as at GCSE level, so learners can develop their skills ready for assessments in the same way as they would when moving on to GCSE
- AO3 comparison is assessed via Spoken Language tasks for levels 1 and 2, to make it more accessible for students.

Entry level certificate in Mathematics:

This new Edexcel qualification is based around enabling Entry Level students to show what they can do, from the carefully selected content and clearly worded questions, to the level-targeted tests which assess small increments of progress, and the assessments that are designed to be taken when the student is ready. There are no time limits for the assessments and plenty of retake opportunities.

**Where could studying Functional Skills take me? Further study and employment opportunities:**

Why take Entry level qualifications?

These qualifications enable students to help secure their GCSE qualifications in English and Maths, therefore ensuring the best opportunities for post 16 education. Key components of the English and Maths GCSE specifications are pre-taught in Functional Skills alongside opportunities to over-learn areas students have found more difficult.

The stand alone qualifications offered as part of Functional Skills support students for the workplace and beyond.

**Head of Department:** Mr Latter

# Choices Curriculum

## History

<b>Subject: History</b>	
<i>In these economically, politically and socially tricky times we need history's long look more than ever. It is essential to the development of every one of us. Historian Michael Schama</i>	
<b>Purple Block Choice</b>	
<b>Green Block Choice</b>	
<b>Grey Block Choice</b>	
<b>Grade level 9-1</b>	
<b>Examining body: OCR</b>	<b>Specification:</b> History A (Explaining the Modern World) J410
<p><b>Synopsis of course:</b> The relevant, informative and dynamic History GCSE course aims to enable students to explain the world around us today and <b>therefore truly captures the importance of History as a discipline of studying the past in understanding the present.</b></p> <p><b>During the course students will:</b></p> <ul style="list-style-type: none"> <li>• Develop their knowledge of and understanding of significant events, people and places of the past.</li> <li>• Develop their ability to think critically</li> <li>• Evaluate and analyse a range of sources by considering, nature, origins and purpose.</li> <li>• Engage with interpretations of the past and confidently apply own knowledge to these to form judgements</li> <li>• Identify and analyse continuity and change throughout history</li> <li>• Explain and justify the significance of people and events.</li> <li>• Develop their ability to convincingly demonstrate a sense of debate, analysis and evaluation through their academic writing.</li> <li>• Form confident opinions supported with detailed and relevant evidence.</li> <li>• Gain a better understanding of the values and structures of the present by making insightful connections with the past.</li> <li>• Engage with gripping enquiry and develop skills allowing students to become successful independent learners</li> </ul>	
<p><b>Teaching methods and resources:</b> Students will be expected to consolidate this learning through regular homework. Teaching and learning will focus on the five key topic areas throughout the two years.</p> <p><b>Unit 1</b> International relations: the changing international order 1918-2001 (30% of total GCSE externally assessed)</p> <p><b>Unit 2:</b> Germany 1925-1955: The people and the state (20% of total GCSE externally assessed)</p> <p><b>Unit 3:</b> Power: Monarchy and Democracy in Britain c.1066 to 2014 (25% of total GCSE externally assessed)</p> <p><b>Unit 4:</b> The English Reformation c.1520-c1550 and castles: form and function c.1000-1750 (25% of total GCSE externally assessed)</p> <p>Teaching techniques include: Decision making Problem solving</p>	

Debate and discussion  
 Handling primary and secondary evidence  
 Teamwork

**Assessment methods:**

The GCSE History course comprises three final written examinations.  
 The examination for unit one and unit two total 1 hour 45 minutes.  
 The examination for unit 3 is 1 hour.  
 The examination for unit 4 is 1 hour 15minutes.

The examination assesses a range of skills including the following objectives:

- Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
- Explain and analyse historical events and periods studied.
- Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
- Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

**Where could studying History take me? Further study and employment opportunities:**

History is highly regarded, well respected study which is recognised by a range of universities including the most prestigious. Universities acknowledge the rigour of the subject and the importance it brings to developing an individual. The wealth of knowledge and skills of this dynamic subject are clearly transferable within academia and the world of employment.

GCSE History develops important skills that are vital to many careers. Students develop many marketable basic skills, such as learning how to: Organise and interpret data. Write with precision and clarity. Develop logical, convincing arguments. Combine solid research with creativity. It enables students to ask questions, express opinions, process information, think independently as well as critically, structure arguments and understand the views of others. These skills vital for careers in law, journalism, media, marketing, research work, museum/archive work, customer services and many more.

**Head of Department: Ms Devi**

## Geography

**Subject: Geography**

**Purple Block Choice**

**Green Block**

**Grey Block**

**Grade level 9-1**

**Examining body: Edexcel**

**Specification: B**

*'There has never been a better or more important time to study geography. With growing interest in issues such as climate change, migration, environmental degradation and social cohesion, geography is one of the most relevant courses you could choose to study. Geographers are also highly employable. Whatever your passion for the world - fascination with landscapes or concerns about inequality - geography will provide you with knowledge and transferable skills that will reward you personally and advance you professionally.'*

Michael Palin - Director of Royal Geographical Society.

**Synopsis of the course:**

This course allows students to gain a greater understanding of the world around us. It involves the study of how places and people change over time and how we affect our environment. Students will study topical

issues and current affairs that will affect everyone both now and in the future. It is a subject about your world!

This course aims to:

- Excite, enthuse and stimulate a love of the ever changing world in which we live
- Develop a deep understanding of the world's current issues both locally and globally to better meet the needs of future generations
- Explore and question topical issues through environmental, social, political and cultural contexts
- Explain how the world is changing and encourage critical thinking about the causes and consequences of change
- Develop essential data handling and fieldwork skills through the collection, presentation and analysis of data and the formulation of well-reasoned conclusions
- Develop the lifelong habits, knowledge and skills that will be required to live and work in a future world which will be very different from today's world.

### **Teaching methods and resources:**

Lessons are engaging and interactive and encourage an enquiry based approach to learning where students are required to formulate questions, research their ideas, make their own decisions, justify their opinions and formulate substantiated conclusions.

Students will be required to take part in activities that develop a range of skills including:

- Decision making
- Problem Solving
- Debate and discussion
- Formulating arguments and opinions
- Data handling
- ICT – specifically use of GIS systems
- Teamwork - Students will need to think creatively and independently, ask questions and find answers and show that they are well rounded and flexible thinkers.

### **Skills Required**

- Good mathematical skills

### **Assessment methods:**

The GCSE Geography course comprises 3 different final examinations based on the content covered over the GCSE course. The three papers will include assessment on:

- Global Geographical Issues – 1 hour 30 minutes – worth 37.5% of the qualification
- UK Geographical Issues – 1 hour 30 minutes – worth 37.5% of the qualification
- People and Environmental Issues – Making Geographical Decisions – 1 hour 30 minutes – worth 25% of the qualification

### **Where could studying GCSE Geography take me?**

#### **Further study and employment opportunities:**

This course provides support for a wide range of GCSE subjects including Sciences, English, History, Economics, Business Studies and all Social Sciences. It also provides good preparation for the Geography A Level course and will provide supporting skills for A level courses in the Social Sciences, History, English, Economics and Business Studies.

The course provides a range of highly transferable skills and is ideal for students considering future careers in journalism, media, civil service, business management, international development, environmental



agencies, charitable organisations and careers in the travel industry.

Geography is highly regarded by universities and employers. The transferable skills which geography fosters are an asset in the complex world of employment today. Geography encourages flexible, creative and analytical thinking which employers actively seek.

**Head of Department: Ms Jouhal**

## Art & Design

**Subject:** Art and Design

*“As practice makes perfect, I cannot but make progress; each drawing one makes, each study one paints, is a step forward.”* Vincent Van Gogh

**Green Block Choice**

**Grade level 9-1**

**Examining body:** Edexcel

**Specification:** GCSE Art & design 1ADo

### **Synopsis of course:**

This GCSE course aims to develop:

- Creative and imaginative ability and the practical skills for expressing original ideas, feelings and meanings in Art and Design
- Investigative, analytical and experimental learners with critical and enquiring minds
- Cultural knowledge and understanding of art, craft and design used in different times, contexts and societies
- Confidence, resilient, self-disciplined and committed learners.

This course encompasses art, craft and design and encourages students to explore a range of 2 or 3 dimensional approaches to their studies. Work produced will demonstrate the use of formal elements and creative skills, and allow students to visually communicate feelings, ideas and observations.

### **Teaching methods and resources:**

Over the course of year 10 and 11 students will work through GCSE Art and Design which is set through 2 internally set units. Students will complete their own portfolio to show their artwork and the processes used to create these. Work will be monitored through class, group and individual critical tutorials, one to one feedback (written and verbal) and demonstrations. Students will be expected to work in at least 2 of these disciplines: **Painting and drawing, sculpture, print making and alternative media.**

Students will be required to use and develop these skills:

- A range of art, craft and design processes
- An understanding of how ideas, feelings and meanings are conveyed
- An understanding of the work of others and how it relates to own practice and social, historical and cultural context
- An ability to record observations and experiences using appropriate materials and processes
- An exploration of sources (analysis and evaluation) and mediums (experimentation)
- An ability to refine and develop work as it progresses.

### **Assessment methods:**

**Unit 1:** Personal portfolio in Art and Design weighted at 60% of the total GCSE.

- This unit is internally set, marked and standardised before external moderation
- Students must show evidence of all 4 assessment objectives (see below)

**Unit 2:** Externally set assignment in Art and Design weighted at 40% of the total GCSE

- This unit consists of one externally set, broad based thematic starting point.
- Work produced will consist of 30 hours of preparatory work and a 10 hour exam
- This unit is externally set, internally marked and standardised before external moderation

<ul style="list-style-type: none"> <li>Students must show evidence of all 4 assessment objectives (see below)</li> </ul> <p>Students will be assessed against 4 assessment objectives, each weighted equally at 25%:</p> <ul style="list-style-type: none"> <li><b>AO1:</b> Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding</li> <li><b>AO2:</b> refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes</li> <li><b>AO3:</b> record ideas, observations and insights relevant to their intentions in visual and/or other forms</li> <li><b>AO4:</b> present a personal, informed and meaningful response demonstrating analytical and critical understanding.</li> </ul>
<p><b>Where could studying GCSE Art and Design take me? Further study and employment opportunities:</b>  This course provides the ideal preparation for A-level Art and Design, Textiles and A Levels courses such as Fine Art.  The course is ideal for students considering future careers in the Art, Design and Technology industries: branding, graphics, textile and fashion design, interior design, architecture and decoration etc.</p>
<p><b>Head of Department:</b> Mr Pearson</p>

## Computer Science

<b>Subject: Computer Science</b>	
<i>“Don’t just play on your phone, program it.”</i> President Barack Obama	
<b>Green block choice</b>	
<b>Grade level: 9-1</b>	
<b>Examining body: OCR</b>	<b>Specification: J276</b>
<p><b>Synopsis of course:</b></p> <p>This GCSE course aims to</p> <ul style="list-style-type: none"> <li>give students a real, in-depth understanding of how computer technology works</li> <li>provide excellent preparation for higher study and employment in Computer Science</li> <li>develop critical thinking, analysis and problem-solving skills</li> <li>develop real and transferable programming skills</li> </ul>	
<p><b>Teaching methods and resources:</b></p> <p>The GCSE in Computing enables candidates to:</p> <ul style="list-style-type: none"> <li>Develop their understanding of current and emerging technologies and how they work, and apply this in a range of contexts.</li> <li>Acquire and apply technical programming skills and an understanding of the use of algorithms in computer programs to solve problems. Students will learn how to program a computer using Python.</li> <li>Become independent, discerning and informed users of IT, and to be aware of the implications of different technologies.</li> <li>Acquire and apply creative and technical skills, knowledge and an understanding of IT in a range of contexts.</li> <li>Evaluate the effectiveness of computer programs and technology in society.</li> <li>Understand how the law impacts on the use of computers.</li> </ul> <p>This course will be a good match for any student who wishes to learn about how computers, smart phones and other devices work.</p> <p>Students who enjoy using their logic and reasoning skills to solve problems will enjoy learning how to create working computer programs.</p>	

Candidates should also be confident in their maths skills as a lot of the content is highly logical and mathematical in nature.

**Assessment methods:**

<b>Computer Systems</b> <ul style="list-style-type: none"> <li>- System architecture</li> <li>- Memory, storage</li> <li>- Networks</li> <li>- System security and software</li> <li>- Ethical, legal, cultural, environmental concerns</li> </ul>	Written exam (1hr 30 mins) No calculators allowed	50%
<b>Computational thinking, algorithms and programming</b> <ul style="list-style-type: none"> <li>- Programming techniques</li> <li>- Algorithms</li> <li>- Computational logic</li> <li>- Data representation</li> </ul>	Written exam (1hr 30 mins) No calculators allowed	50%
<b>Programming project</b> <ul style="list-style-type: none"> <li>- Analyse, design, build, test, evaluation</li> </ul>	20 hours of controlled time	Must be completed but does not count towards final grade

The programming project can be written in any language (but we will learn python) and the task is set by the exam board. Students have 20 hours to complete the task.

**Where could studying computer science take me? Further study and employment opportunities:**

This course provides the ideal preparation for A Levels courses such as Computer Science, and a wide range of degrees in information technology and computing.

Understanding the fundamentals of computers and having programming skills will open up career opportunities in a wide variety of industries. Many employment sectors from finance to computer games to mobile phone app development need people with programming skills, so the GCSE in Computing will give students a vital head start in accessing these growing opportunities.

A good example of this is the expanding area of bio-informatics where there is a critical shortage in people with a combination of biology and programming. This is needed to analyse the huge quantities of data generated by mapping genetic sequences.

**Head of Department:** Mr Oakley

## Dance

**Subject: GCSE Dance**

*"Dance is the hidden language of the soul of the body" Martha Graham*

**Purple Block Choice**

**Grey Block Choice**

**Grade level 9-1**

**Examining body: AQA**

**Specification: GCSE Dance**

**Synopsis of the course**

This GCSE Dance course aims to:

- Build on your technical and interpretive performance skills
- Expand on your knowledge of choreography and provide you with an opportunity to create contemporary dance repertoire
- Examine a range of professional works and study practitioners within the field.
- Improve your understanding of dance specific terminology and literacy
- Develop your resilience, independence, discipline and creativity

The GCSE year 10 dance course will focus on students developing their practical understanding of contemporary performance technique and the craft of choreography. Practical dance repertoire created and learned will allow students to build on their coursework in year 10. The students will study the basics in theory and analyse a professional dance work to assist them making effective progress in their written examination.

#### **Teaching methods and resources:**

Lessons will be a mixture of practical performance technique, choreography and theory sessions. The students will study the course for two hours per week. There will be additional extended performance opportunities to enhance the student's ability and prepare them for their final examination in year 11.

#### **Skills Required**

- Imagination and creativity.
- Commitment to attending lessons and after school rehearsals on a weekly basis.
- Some previous dance experience or the ability to show potential and enthusiasm in dance.
- Positive approaches to choreography and challenging dance stimuli.
- Willingness to work in groups and participate in other student's choreography.
- Resilience and high levels of discipline.

#### **Assessment methods:**

##### **Performance: Component 1**

Students learn four Set phrases. The choreography for this is set by AQA. You will perform two of these through a solo performance (10%)

Duet/trio performance. The choreography for this will be set by your dance teacher and will have a key theme. (20%)

##### **How is it assessed?**

- Internally marked and externally moderated
- 30% of GCSE

##### **Choreography: Component 1**

Solo or group choreography. A solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes) The students are the choreographers and the dance will be based on a set stimulus/theme. AQA will release a list of stimulus each year which students choose from.

##### **How is it assessed?**

- Internally marked and externally moderated
- 30% of GCSE

##### **Dance Appreciation: Component 2**

Students will critically analyse and explore 6 professional dance works. These range in style from Contemporary, to Ballet to Hip-Hop. They are from both established and emerging choreographers. Students will also write about their own choreographies, their knowledge and understanding of choreographic processes and performance skills.

##### **How is it assessed?**

- 40% of GCSE
- Written exam: 1 hour 30 minutes

#### **Where could studying GCSE dance take me?**

GCSE Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity. The study of an anthology of 6 professional works will develop their ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks. This course also focuses on the aesthetic and artistic qualities of dance performance, choreography and appreciation. Dance is a powerful and empowering form of nonverbal communication and it is both physical and expressive, which makes it different from many other art forms and physical activities. The course is ideal for students considering future careers within the creative and performing arts field. Help will be given to students preparing for auditions for full time courses at the end of key stage four.

**Head of Department: Miss Randall**

## Design & Technology

**Subject: Design & Technology**

*"Design is everything. Everything!"* Paul Rand

**Grey Choice Block**

**Grade level 9-1**

**Examining body: OCR**

**Specification: GCSE Design & Technology J310**

**Synopsis of the course:**

This GCSE course encourages students to

- Engage actively in the processes of design and technology in order to develop as effective and independent learners.
- Enable students to make decisions, consider sustainability and combine skills with knowledge and understanding in order to design and make quality products.
- Encourage students to combine their designing and modelling skills with knowledge and understanding, in order to produce outcomes capable of being rigorously tested.

This course encompasses research, designing and making. It also encourages students to explore existing products and designers to inform their own work. Work produced will demonstrate the use of formal elements and creative skills, and allow students to visually communicate feelings, ideas and observations.

**Teaching methods and resources:**

Students will take part in a mixture of practical/coursework lessons which will be two hours a week and another one hour theory lesson.

Students will be given the task of designing and making a product for a real client that they choose. This can be a family member, a friend or even a business on the local high street. Students will research into what design needs they have and work through the design process to a completed functioning product. Students will complete their design work through a variety of methods including sketching, modelling and CAD.

Students will then make their final design after consultation with their client. They will use a variety of production methods and materials to realise their final design.

Students will have a skills building project at the start of year 10 and will begin their personal design and make their project in this year.

**Assessment methods:**

*Students will be assessed on a written theory exam and a practical design and make project.*

GCSE students will be assessed on

- |   |              |
|---|--------------|
| • Iterative design challenge (Coursework)                       | 50% of marks |
| • Principles of Design and Technology (2hr written theory exam) | 50% of marks |

**Where could studying design and technology take me? Further study and employment opportunities:**

This course provides preparation for A Levels courses such as Product Design.

The course is ideal for students considering future careers in product design, industrial design, graphic design, architecture, engineering etc.

**Head of Department:** Mr Pearson

## Drama

**Subject: GCSE Drama**

*"What is drama but life with the dull bits cut out." Alfred Hitchcock*

**Purple Block Choice**

**Grey Block Choice**

**Grade level 9-1**

**Examining body: OCR**

**Specification: GCSE Drama**

**Synopsis of the course:**

This GCSE Drama course aims to:

- Apply knowledge and understanding of drama when making, performing and responding to drama
- Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created (a performance text is one that has been written specifically for theatrical performance)
- Develop a range of theatrical skills and apply them to create performances
- Work collaboratively to generate, develop and communicate ideas
- Develop as creative, effective, independent and reflective students able to make informed choices in process and performance
- Contribute as an individual to a theatrical performance
- Reflect on and evaluate their own work and that of others
- Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice
- Adopt safe working practices

The GCSE drama course focuses on developing a practical understanding of drama and refining the craft of the devising process. The students will study a range of famous playwrights and work on performance skills and the art of characterisation. The course will enable students to build on their understanding of how to write about drama and build their knowledge of complex terminology.

**Teaching methods and resources:**

The students will explore a mixture of practical performance and devising workshops and theoretical sessions. The students will study the course for two hours per week. There will be additional extended performance opportunities to enhance their ability and prepare them for their final external examinations in year 11.

**Skills Required**

- Ability to contribute and direct others in the devising process.
- Commitment to attending lessons and after school drama rehearsals on a weekly basis.
- Passion for drama performance and exploring new scripts and playwrights.
- Positive and resilient approaches to independent rehearsal.
- Willingness to work in groups and collaborate/lead in the devising process.
- Evaluative and analytical processes when writing about drama.
- Creativity when exploring a specific role or key theme.

**Assessment methods:****Component 1: Devising Drama**

You will create a devised performance in groups from a stimuli provided by the exam board. You will be marked on your ability to communicate concepts and ideas in the final performance. (20 Marks)

This will be supported by a portfolio providing evidence of your devising process. It must include analysis and evaluation of your own work. (40 Marks)

**How is it assessed?**

- Externally assessed devised performance in groups (Filmed in professional theatre)
- Work supported by portfolio
- Worth 30% in total

**Component 2: Presenting and Performing Texts**

You will take part in two performances of two extracts from the same text. You can work individually or in a group of up to 6. (40 marks) You must complete a written concept pro forma describing your intention and preparation. (20 marks) Performance texts: Teachers & Girls Like That

Performance texts: Teachers & Girls Like That

**How is it assessed?**

- Final performance of set text, assessed by external visiting OCR examiner
- Worth 30% in total

**Component 3: Drama: Performance and Response**

Section A – You will be asked about the practical preparation work on the set text, focusing on the process of preparing a performance as well as the performance itself.

Section B – You will analyse and evaluate a performance you have seen. You must be able to demonstrate understanding of theatrical terminology and extended response.

**How is it assessed?**

- Written Exam (1 hour, 30 mins)
- Section A- Set Text: Find Me by Olwen Wymark.
- Section B- Performance Evaluation: The Woman in Black (students see this live on the course)
- Worth 40%

**Where could studying GCSE drama take me?**

This course is a good preparation for A level courses within creative and performing arts. You will learn invaluable skills that employment and higher education institutes will recognise and find extremely interesting.

The course is ideal for developing student's life skills and considering future careers within the creative and performing arts field. Help will be given to students preparing for auditions for full time courses at the end of key stage four.

**Head of Department: Miss Rodford**

## Economics

**Subject: Economics GCSE**

*"Little else is requisite to carry a state to the highest degree of opulence from the lowest barbarism but peace, easy taxes, and a tolerable administration of justice." Adam Smith*

### Green Block Choice

**Examining body: AQA (Course Code 8136)****Synopsis of course**

Economics is about people and their economic choices. The course will enable students to appreciate the decisions made by individuals and families as well as policies implemented by governments and international organisations. The course will encourage students to become more responsible citizens,

consumers and potentially producers. This will be undertaken by learning how to explain and evaluate economic problems, acquire a way of thinking as economists and develop a logical approach to thinking and reasoning.

You will develop communication, critical thinking and analytical skills through tasks based on anything from ways to cut the budget deficit, to weighing up the advantages and disadvantages of inflation or being part of free-trade agreements.

You will investigate two key topics (How markets work and the economy) over the two years, this will address the following areas.

- How markets work:
- Economic foundations
- Resource allocation
- How prices are determined
- Production, costs, revenue and profit
- Competitive and concentrated markets
- Market failure

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

#### **Skills Required**

- Mathematical Skills - Percentages, Averages, Graphs and Analyse Data

#### **Teaching methods and resources:**

GCSE Economics lessons are highly stimulating as the course is continually developing and has a key relationship with the external environment. The course will allow you to investigate why and how individuals and businesses act in specific ways from this it will allow you to understand governmental decisions and what you could do to try and stimulate the economy. The teaching will allow you to be inquisitive and question potential moral dilemmas. For example, would it be good for the Conservative government to reduce benefits?

**Assessment methods:** Two examinations focused on two key elements of Economics Micro and Macro. This consists of two examinations lasting 1 hour and 45 minutes, both examinations are worth 50% of your overall GCSE and have 10 multiple choice questions and five extended writing questions.

#### **Where could studying Economics take me? Further study and employment opportunities:**

This course provides the ideal foundation and good preparation for A Level courses such as Economics, Business Studies, Politics, Psychology, Geography, Law, Ethics, Mathematics  
The course is ideal for students considering future careers in psychology, economics, medicine, business, geography, town planning, politics, law, etc.

**Head of Department:** Mr Tom Rayner



# Food Technology

## Subject: Food Technology

*"A recipe has no soul. You as the cook must bring the soul to the recipe."* Thomas Keller

### Purple Block Choice

Grade level 9-1

Examining body: AQA

Specification: 8585

#### Synopsis of the course:

This GCSE course encourages students to develop their skills using a range of ingredients and tools/equipment as well as developing their knowledge of food process on a larger scale and health and safety whilst cooking. Students will:

- Select and use tools/equipment and processes to produce quality products.
- Understand the functional properties of food.
- The effects of combining different ingredients and the interaction of foods during preparation and cooking.
- Understand the nutritional properties of food.
- Demonstrate competence in a range of practical food skills/methods/processes to produce quality outcomes.

#### Teaching methods and resources:

Students will take part in a mixture of practical/coursework lessons which will be two hours a week and another one hour theory lesson. The theory lesson will address key areas of the exam such as nutrition, food science including how ingredients combine, food safety and exam techniques

Students will work through the design process by researching dishes, developing ingredients lists and altering these through research and then complete a practical task followed by evaluation of their outcome.

Students will work through a wide range of tasks and contexts to develop their skills with a variety of dishes and ingredients in preparation for their final dish.

#### Assessment methods:

In GCSE students will be assessed on a design and making portfolio (50% of marks) and a written exam (50% of marks)

The content of theory that the written exam is based on is split into the following areas:

1. Food, nutrition and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance.

The assessment of the coursework is split into the following areas:

- **AO1:** Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.
- **AO2:** Apply knowledge and understanding of nutrition, food, cooking and preparation.
- **AO3:** Plan, prepare, cook and present dishes, combining appropriate techniques.
- **AO4:** Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others.

#### Where could studying Food preparation and nutrition take me? Further study and employment opportunities:

Nutritionist, Chef, Caterer, Food technologist, Dietician.

Head of Department: Mr Pearson

# Music

## Subject: Music

*"Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything." -Plato*

### Grey Block Choice

### White Block Choice

### Grade level 9-1

**Examining body: Edexcel**

**Specification: 2016**

**Synopsis of the course:** This qualification supports students in forming personal and meaningful relationships with music through the development of musical knowledge, understanding and skills including performing, composing and appraising.

The qualification encourages students to engage critically and creatively with a wide range of music and musical contexts, develop an understanding of the place of music in different cultures and contexts, and reflect on how music is used in the expression of personal and collective identities.

This qualification also supports the development of musical fluency and provides access to further study of music at AS and A Level.

The aims and objectives of this qualification are to enable students to:

- Engage actively in the process of music study
- Develop performing skills individually, and in groups, to communicate musically with fluency and control
- Develop composing skills to organise musical ideas and make use of appropriate resources
- Broaden musical experience and interests, develop imagination and foster creativity
- Develop knowledge, understanding and skills needed to communicate effectively as musicians
- Develop awareness of a variety of instruments, styles and approaches to performing and composing
- Develop awareness of music technologies and their use in the creation and presentation of music
- Recognise contrasting genres and styles of music, and develop some awareness of musical chronology
- Develop as effective and independent learners with enquiring minds
- Reflect on and evaluate their own and others' music
- Engage with, and appreciate, the diverse heritage of music; in order to promote personal, social, intellectual and cultural awareness and capacity

### Teaching methods and resources:

Lessons will be divided between individual composition using Music Notation Software, and preparing for the written test by exploring and analysing several pieces of music from the following four areas – Classical, Vocal Music, Music for Stage and Screen, and Fusion. Practical performances need to be prepared with an instrumental or vocal teacher.

- Solo performing
- Ensemble performing
- Approaches to performing
- Developing musical ideas
- Compositional techniques and strategies
- Ensuring technical control and coherence
- Methods of notating composition scores

### Assessment methods:

#### Component One: Performance – 30%

- Students perform two separate pieces, of at least four minutes' combined duration.

- One solo performance, of at least one minute in duration.
- One ensemble performance, of at least one minute in duration.
- Each performance will be out of 30 marks.
- Internally marked and externally moderated.
- GRADE 4 = Standard Level      GRADE 5 = Higher Level

**Component Two: Composition – 30%**

- Students compose two compositions, of at least three minutes' combined duration
  - One composition to a brief set by Pearson, of at least one minute in duration
  - One free composition set by the student, of at least one minute in duration
- Each composition will be out of 30 marks
- Internally marked and externally moderated

**Component 3: Appraising 40%**

***Written examination: 1 hour and 30 minutes***

- Musical elements, musical contexts and musical language
- Areas of study:
  1. Instrumental Music 1700–1820
  2. Vocal Music
  3. Music for Stage and Screen
  4. Fusions

The paper is made up of two sections and is out of a total of 80 marks.

**Section A – Areas of study, dictation, and unfamiliar pieces (68 marks)**

- Six questions related to the eight set works.
- One short melody/rhythm completion exercise.
- One question on an unfamiliar piece (skeleton score provided) with questions on its musical elements, musical contexts and musical language.

**Section B – Extended response comparison between a set work and one unfamiliar piece (12 marks) – approx. 2 x A4 sides.**

- One question that asks students to compare and/or evaluate the musical elements, musical contexts and musical language of one set work with one unfamiliar piece of music.

**Where could studying Music take me? Further study and employment opportunities:**

This course provides you with a highly academic arts GCSE, often favoured by top level universities. It is also essential preparation for A Level courses such as Music and Music Technology. Studying instrumental music or singing to a high standard indicates high levels of commitment and dedication to learning, especially with regard to university applications. Music is viewed as both a creative art and as an academic subject, given the necessity of historical and theoretical knowledge required to reach the top grades.

The course is ideal for students considering future careers in Professional Musicianship, Performance Art, Musical Theatre, Music Therapy, Advertising and Creative Media, Teaching, Music Technology and Sound Engineering, Radio Production, the Music and Music Festival Industry, Live Music Industry.

**Head of Department:** Miss Jones

# Physical Education

## Subject: GCSE Physical Education

### Grey Block Choice

### Grade level 9-1

**Examining body: AQA**

**Specification: 8582**

#### Synopsis of course:

This GCSE course aims to open your eyes to the amazing world of sports performance. Not only will you have the chance to perform in three different sports through the non-exam assessment component, you will also develop wide ranging knowledge into the how and why of physical activity and sport.

The combination of the physical performance and academic challenge provides an exciting opportunity for students. You can perform, and then, through the academic study, learn how to improve your performance through the application of the theory.

Physical Education is learned through a range of different contexts, looking at the impact it has on both our and other people's everyday lives. You will learn the reasons why we do things, why some people out-perform others, mentally and physically. You will also delve into the ethical considerations behind the use of drugs whilst gaining an understanding of the consequences of inactivity and poor diet.

#### Teaching methods and resources:

The course will be a mixture of practical and theoretical teaching. At least one hour a week will be practically based and when possible, other theory elements will be delivered in a practical setting. In the lessons the students will need to work independently and in groups. Research skills will be very important to ensure students are up to date with the wider issues in sport.

Students will be required to use and develop these skills:

- Research and analysis of current issues in sport
- Be able to use a range of team and individual skills in practical settings
- Understand how to give effective feedback to performers and analyse their own performance
- An ability to use a range of tactics and techniques to improve performance

#### Assessment methods:

Content Overview	Assessment Overview	Assessment Overview
<ul style="list-style-type: none"> <li>• Applied anatomy and physiology.</li> <li>• Physical training</li> <li>• Use of data</li> <li>• Movement analysis</li> </ul>	The human body and movement in physical activity in sport. (01) 78 marks 1hr 15mins written paper	30% of total GCSE
Socio-cultural influences <ul style="list-style-type: none"> <li>• Sports psychology</li> <li>• Health, fitness and wellbeing</li> <li>• Use of data</li> <li>• Socio-cultural influences</li> </ul>	Socio-cultural influences and well-being in physical activity and sport (02) 78 marks 1 hour written paper	30% of total GCSE
<ul style="list-style-type: none"> <li>• Practical activity assessment (3 activities mixed of team and individual sports)</li> <li>• Analysing and evaluating performance to bring about improvement.</li> </ul>	Practical performance in physical activity and sport (03) 100 marks Non-exam assessment	40% of total GCSE

**Where could studying PE take me? Further study and employment opportunities:**

This course provides a good preparation for A Level courses such as A-level PE. This is an interesting and challenging learning experience. In it we introduce key sporting ideas and show how these interact with practical performance, you will gain insights into the relationships they have with each other throughout the course.

There is an opportunity for the development of transferable skills including: decision making, psychological understanding of people, independent thinking, problem solving and analytical skills as well as thinking, acting and reacting under pressure.

The course is ideal for students considering future careers in teaching and coaching, sports science, media, marketing, sports management, health and exercise, sports psychology, diet and nutrition and physiotherapy.

**Head of Department:** Miss Alcock

## Psychology

### Subject: Psychology

*"Don't become a mere recorder of facts, but try to learn the mystery of their origin."* Ivan Pavlov

### Green Choice Block

Grade level 9-1

**Examining body:** OCR

**Specification:** J203 - TBC

#### Synopsis of course:

OCR's GCSE (9–1) specification in Psychology is designed to inspire and engage learners by providing a broad, coherent, satisfying and worthwhile course of study which develops an understanding of the ideas and values that characterise 'self' and others. Learners will be equipped with a psychological literacy that enables them to apply their knowledge and skills in their everyday lives, including making informed decisions about further study and career choices.

OCR are enriching and supporting their qualification by working with Time to Change, England's biggest programme to challenge mental health stigma and discrimination, run by the charities Mind and Rethink Mental Illness

#### Teaching methods and resources:

OCR's GCSE (9–1) in Psychology will encourage learners to:

- use specialist vocabulary, psychological concepts, terminology and conventions to engage in the process of psychological enquiry
- acquire knowledge and understanding of psychology, developing an understanding of self and others, and how psychological understanding can help to explain everyday social phenomena
- understand how psychological research is conducted, including the role of scientific method and data analysis
- present information, develop arguments and draw conclusions through a critical approach to psychological evidence, developing as reflective thinkers
- develop an understanding of the relationship between psychology and personal, moral, social and cultural issues, and develop an understanding of ethical issues in psychology
- develop an understanding of psychological issues, the contribution of psychology to individual, social and cultural diversity, and how psychology contributes to society.

#### Assessment methods:

**Content Overview**

**Assessment Overview**

<ul style="list-style-type: none"> <li>• Criminal Psychology</li> <li>• Development</li> <li>• Psychological Problems</li> <li>• Research Methods</li> </ul>	Studies and applications in psychology 1* (01) 90 marks Written paper 1 hour 30 minute	50% of total GCSE
<ul style="list-style-type: none"> <li>• Social Influence</li> <li>• Memory</li> <li>• Sleep and Dreaming</li> <li>• Research Methods</li> </ul>	Studies and applications in psychology 2* (02) 90 marks Written paper 1 hour 30 minutes	50% of total GCSE

**Where could studying Psychology take me? Further study and employment opportunities:**

This course provides the ideal foundation and good preparation for A Level courses such as Psychology, Sociology and Biology.

The course is ideal for students considering future careers in psychology, mental health, medicine, business management or nursing amongst many others.

**Head of Department:** Mr Ruffles

## Sociology

<b>Subject: Sociology GCSE</b>
"The most scientific of the humanities and the most humanistic of the sciences." Alfred L Kroeber
<b>Grey Block Choice</b>
<b>Examining body: AQA</b>
<p><b>Synopsis of course:</b> GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification.</p> <p>Students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions.</p> <p>By studying sociology, students will develop transferable skills including how to:</p> <ul style="list-style-type: none"> <li>• investigate facts and make deductions</li> <li>• develop opinions and new ideas on social issues</li> <li>• analyse and better understand the social world.</li> </ul>
<p><b>Teaching methods and resources:</b></p> <p><b>In order to be successful in the subject, students will need to do the following things:</b></p> <ul style="list-style-type: none"> <li>• draw on information and evidence from different sources and demonstrate the ability to synthesise them</li> <li>• analyse and evaluate different research methods used in sociological investigations and assess, critically, the appropriateness of their use</li> <li>• analyse and evaluate information and evidence presented in different written, visual and numerical forms</li> <li>• apply their understanding to explore and debate the current sociological issues outlined in each of the topic areas</li> <li>• use sociological theories and evidence to compare and contrast social issues, construct reasoned arguments and debates, make substantiated judgements and draw conclusions</li> <li>• draw connections between the different topic areas studied.</li> </ul>

As such, classroom teaching will encourage debate, exploration as well as verbal and written eloquence to ensure that students are prepared for any eventuality in the exam and can write with confidence on the topics they learn. We will be using the AQA GCSE textbook as course material but will also draw on ideas from AS level sociology in order to expand the students' understanding and give them the depth to access the top grades

**Assessment methods:**

There will be 2 papers, each worth 50% of the GCSE and includes multiple choice, small written tasks and longer essay questions (in which students' literacy will also be assessed)

**Paper 1 (1 hr 45 mins):** the sociology of families and education; social theory and methodology

**Paper 2 (1 hr 45 mins):** the sociology of crime and deviance and social stratification; social theory and methodology

**Where could studying Sociology take me? Further study and employment opportunities:**

Sociology is an excellent subject to lead you into A levels in Sociology, Psychology, Law and Government and Politics, as well as contributing a wider context to subjects such as English, Economics and Business Studies.

The course provides a strong grounding for anyone considering human-focussed careers in research, social work, the civil service, PR or advertising

**Head of Department:** Mr Ruffles

## Triple Science

**Subject: Triple Science**

*"Equipped with his five senses, man explores the universe around him and calls the adventure Science."*

Edwin Powell Hubble

**Purple Choice Block**

**Grade level 9-1**

**Examining body: AQA**

**Specification: 8461, 8462, 8463**

**Synopsis of course:**

The triple science course allows students to explore a wide range of biology, chemistry and physics topics in a greater depth. It develops a further understanding of scientific explanations and how science works. It is particularly relevant to those who might wish to consider careers or further study in science. Students gain separate GCSE qualifications in each of the sciences.

Students who opt for triple science take the course alongside combined science so they will have 7 hours teaching time a week. It is an academically demanding course and students should be secure in their progress in science. In general, it is most suited to students who are confident of achieving at least a strong 5 at the end of Y11. Please speak with a member of the science department if need some guidance on this.

**Teaching methods and resources:**

Students will combine theory work with practicals to help them learn the content. In each of the 3 sciences, there will be 8-10 practicals which are determined by AQA. Students will need to make careful notes from these practicals as knowledge and understanding of them will be assessed in the final exams.

**Biology 8461**

1. Cell biology
2. Organisation
3. Infection and response

4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

### **Chemistry 8462**

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. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

### **Physics 8463**

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

Each science qualification requires maths skills to be successful. This varies by subject as follows:

- Biology – 10% of questions will test maths skill
- Chemistry - 20%
- Physics – 30%

The level of maths is at least equivalent to GCSE Maths at foundation level.

**Assessment methods:** The students will gain three separate GCSEs in biology, chemistry and physics. Students will achieve a separate grade for each one.

Each subject is assessed by two written exams, each worth 50% of the total mark. Therefore they will sit 6 written exams (1hr and 45 minutes each) in the exams period.

The prescribed practical work is assessed as part of the final examinations (around 15% of the marks available).

**Where could studying Triple Science take me? Further study and employment opportunities:**



Further study in science opens a wide range of career options. There are many careers which directly use the scientific knowledge and understanding that this course will develop from astronomer or brewer, to doctor or oceanographer.

Qualifications in Triple Science demonstrate a person who has an analytical mind. Therefore, it provides an indication that a person could perform well in areas such as finance, law and computer technology.

**Head of Department:** Mr Morrison

# Vocational Pathway

## Welcome to the Archer Academy Vocational Pathway

### Decisions decisions!

“Where do you see yourself in 5 years’ time?” That’s the million dollar question!

You may have a very clear idea of where and what you want to be. You might want to keep your options open and study a few different subjects.

With so much choice available, making decisions about your future can be tough. But if you do choose to progress with a vocational course at the Archer Academy, you can be confident that you’ll gain valuable experience and transferable skills that will help you succeed in the real-world: whatever it is you go on to do.

At the Archer Academy we feel that our vocational pathway offers students the chance to follow a course with a work-related focus. These courses require similar levels of knowledge, skills and hard work as GCSE subjects, but importantly, are assessed in a different way. There is less emphasis on the formal (linear) examinations at the end of Year 11 and more on working hard and progressing with project work throughout Years 10 and 11. They are not an easy option, but a different option.

### BTEC qualifications:

Chosen by over 1 million students each year, BTEC offers a range of vocationally related qualifications for students wanting to develop their skills and who are thinking about taking their first steps into the world of work or planning to go to university.

BTECs 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. BTECs provide progression routes to the next stage of education, including University, or into employment.

Developed in consultation with employers and teaching professionals, BTEC Firsts are designed for level 2 learners, and are equivalent to GCSEs. They are graded at Pass, Merit, Distinction and Distinction\*.

The BTEC First qualifications have core and optional units.

### Core units

- Each qualification has core units totalling 60 guided learning hours.
- These compulsory core units cover the body of content that employers and educators within the sector consider essential for 14–19-year-old learners.
- There are usually two contrasting types of core unit. One type focuses on essential knowledge and the other type focuses on applying essential vocational skills.
- One of the core units is externally assessed.

### **Optional units**

The remainder of the qualification consists of specialist units. Specialist units are sector specific and focus on a particular area within that sector.

### **V Cert qualifications:**

At the Archer Academy we also offer two V Cert qualifications which are at the same level as the BTECs we offer (Level 2).

V Certs are NCFE's Vocational Certificates that have been developed to meet the DfE's specifications. They contain both internally and externally assessed elements, and are the equivalent to one GCSE. The qualifications are graded Pass, Merit and Distinction.

### **Why should I do a V Cert?**

V Certs.

- provide project and theme based learning and assessment which gives you flexibility for teaching and learning options.
- meet all Ofqual and DfE requirements for rigour and balanced assessment
- are equivalent to one GCSE in the school performance tables
- count as part of the "other approved qualifications" element of Progress 8
- are between 120-150 Guided Learning Hours (GLH) so fit neatly into GCSE timetables
- are supported by a network of external moderators and examiners.

### **NCFE CACHE qualifications:**

We also offer an NCFE CACHE Level 2 Award in Child Development and Care, which is equivalent to a GCSE.

The NCFE CACHE qualification is a ladder for success for those who are interested in 'Care and Education'. They give students the knowledge and skills to make a real difference to their future study or career.

The NCFE CACHE qualification is part of a national government framework and you can be confident that it is recognised and valued nationally.

**Please look carefully at the following pages for further information on the vocational qualifications we offer here at Archer Academy.**

## VCERT Business & Enterprise

### Subject: Business & Enterprise (VCERT)

*"The entrepreneur always searches for change, responds to it, and exploits it as an opportunity."* Peter Drucker

### Purple Block Choice

### Grade level: Pass-Merit-Distinction

**Examining body: NCFE**

**Specification: NCFE Level 2 Certificate in Business and Enterprise**

### Synopsis of course:

This is a vocational course which means that more of the assessment is via coursework than for a full GCSE. Whilst this is not actually a GCSE qualification it is classed as "equivalent to" a GCSE. Grades are awarded as Pass, Merit or Distinction rather than 9-1:

- Pass is equivalent to a GCSE grade 4.
- Merit is equivalent to a GCSE grade 5.5
- Distinction is equivalent to a GCSE grade 7.

This qualification is designed for students who want an introduction to business and enterprise that includes a vocational and hands-on element. It has been developed to enthuse and inspire students about a career in business and enterprise. The qualification will appeal to students who wish to either set up their own business, move into employment or progress onto further study in business.

Students will cover a range of areas such as types of business, skills and characteristics of entrepreneurs, marketing, and risks and rewards in business. This will include looking at local businesses and local entrepreneurs.

Students will be encouraged to come up with business plans for their own ideas and investigate the issues facing a start-up business.

There will be a focus on marketing, understanding why this is important, how to target a market through research, and the impact of social media on promotion.

The finance unit will focus on the money side of business in terms of sources of funding, costs, cash flow and profits, and what it means to break even. This will involve a wider understanding of tax and national insurance within the UK.

The final unit allows the students to plan and carry out their own business project, working with others and reflecting on their contributions to its success.

### Teaching methods and resources:

Students will enjoy this course by learning how to:

- make concise reports
- plan investigations
- use their mathematical skills in a practical context
- think creatively and independently
- communicate effectively
- learn in a team
- utilise ICT to research and present their findings

Students will need to take an interest in the wider world of business and a healthy interest in TV programmes such as Dragons Den and The Apprentice is helpful.

**Assessment methods:****Unit 01 Introduction to business and enterprise (H/616/8937)**

This unit will show you an understanding of what it means to be an entrepreneur and how businesses are organised. You will develop knowledge of marketing, operations management and the influences that affect a business.

Externally marked assignment (1 hour and 30 minutes)

40%

**Unit 02 Understanding resources for business and enterprise planning (K/616/8938)**

This unit aims to understand business planning, including research, resource planning and growth. You will develop knowledge of human resources and finance and how they support business and enterprise planning.

Internally assessed portfolio of evidence

60%

**Where could Business Studies take me? Further study and employment opportunities:**

From an entrepreneur to a charity worker to an accountant, studying Business and Entrepreneurship will give you the skills to enter virtually any industry. Business and Enterprise gives you the choice to specialise in an area of business such as marketing and promotion or to combine all aspects of business by owning and running your own enterprise.

Some of the more focused careers that Business and Enterprise can lead to are:

- Marketing
- Human Resources
- Accountancy
- Purchasing
- Public Relations
- Advertising
- Logistics
- Production
- Retail Management
- Administration
- Banking
- Insurance

In addition, this qualification is a good route into apprenticeships, as well as level 3 certificates and diplomas at college.

**Head of Department:** Mr Rayner

## VCERT Engineering

<b>Subject: VCERT in Engineering</b>											
<i>"If you want to know how things really work, study them when they're coming apart" William Gibson</i>											
<b>Green Block Choice</b>											
<b>Grade level: Pass-Merit-Distinction.</b>											
<b>Examining body: NCFE</b>	<b>Specification:</b> NCFE level ½ technical award in Engineering (603/2963/4)										
<p><b>Synopsis of the course:</b>            This is a vocational course which means that more of the assessment is via coursework than for a full GCSE. Whilst this is not actually a GCSE qualification it is classed as "equivalent to" a GCSE. Grades are awarded as Pass, Merit or Distinction rather than 9-1:</p> <p style="margin-left: 40px;">Pass is equivalent to a GCSE grade 4            Merit is equivalent to a GCSE grade 5.5            Distinction is equivalent to a GCSE grade 7</p> <p>This qualification is designed for students who want an introduction to Engineering that includes a vocational and hands-on element. It has been developed to prepare students for the next step into further study or apprenticeships in engineering.</p> <p>Students will complete a core unit comprised on theory of engineering sectors, modern developments in engineering and health and safety in engineering. Students will also complete two units on working with engineering tools and engineering materials. This will be a practical based project with a portfolio of evidence to meet these two units. There is also an externally assessed unit which focusses on engineering drawings. Students will sit this this exam and this will be marked externally by the awarding body.</p>											
<p><b>Teaching methods and resources:</b>            Students will take part in a mixture of practical/coursework lessons which will be two hours a week and another one hour theory lesson.</p> <p>Students will create a portfolio of evidence for each unit. For unit 1 students will be completing investigations into engineering and create a folder to meet these criteria. Students can use word or PowerPoint to do this. Unit 3&amp;4 will be a practical based project with a portfolio of evidence to support this. This will be a practical project which students will have to sue various tooling and machinery to create a functioning product that meets the specification given to them. Unit 2 is an exam on working and engineering drawings. Students will prepare for this by learning the various accepted drawing techniques in engineering and practice these practically. Students will complete this exam at the end of year 11 using laptops, in exam conditions.</p> <p>Students will have a skills building project at the start of year 10 and will begin their personal design and make their project in this year.</p>											
<p><b>Assessment methods:</b>  <i>Students will be assessed on portfolios of evidence for unit 1,2 and 3. Unit 2 is an exam which is marked externally by the awarding body.</i></p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">This qualification consists of: <b>Unit number and title</b></th> <th style="text-align: left;"><b>Mandatory/ Optional</b></th> <th style="text-align: left;"><b>Assessment</b></th> </tr> </thead> <tbody> <tr> <td>Unit 01 Introduction to engineering</td> <td>Mandatory</td> <td>Internally assessed portfolio of evidence</td> </tr> <tr> <td>Unit 02 Introduction to engineering drawing</td> <td>Mandatory</td> <td>Externally set and marked assignment</td> </tr> </tbody> </table>			This qualification consists of: <b>Unit number and title</b>	<b>Mandatory/ Optional</b>	<b>Assessment</b>	Unit 01 Introduction to engineering	Mandatory	Internally assessed portfolio of evidence	Unit 02 Introduction to engineering drawing	Mandatory	Externally set and marked assignment
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Unit 01 Introduction to engineering	Mandatory	Internally assessed portfolio of evidence									
Unit 02 Introduction to engineering drawing	Mandatory	Externally set and marked assignment									

Unit 03 Tools and equipment for engineering	Mandatory	Internally assessed portfolio of evidence
Unit 04 Engineering materials and their properties	Mandatory	Internally assessed portfolio of evidence
<b>Where could studying Engineering take me? Further study and employment opportunities:</b> This course provides preparation for level 3 in engineering through college, apprenticeships or work placements.		
<b>Head of Department:</b> Mr Pearson		

## BTEC Health & Social Care

<b>Subject: Health and Social Care (BTEC TECH Award)</b>
<i>"If you are not willing to learn, no one can help you. If you are determined to learn, no one can stop you."</i>
<b>Green Block Choice</b>
<b>Examining body:</b> The Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care (Qualification Number: 603/0395/5)
<p>Health and Social Care is for learners who wish to acquire knowledge, understanding and technical skills through vocational contexts as part of their Key Stage 4 learning. The Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care:</p> <ul style="list-style-type: none"> <li>• Total Qualification Time: 145 hours</li> <li>• Guided Learning: 120 hours.</li> </ul> <p>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. This qualification is recognised by the DFE and is equivalent to <b>one</b> full GCSE.</p> <p><b>What does the qualification cover?</b></p> <p>The award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on three areas, which cover: skills and processes, such as interpreting data to assess an individual's health, and designing a plan to improve their health and wellbeing attitudes, namely the care values that are vitally important in the sector, and the opportunity to practise applying them knowledge that underpins the effective use of skills, processes and attitudes, including human growth and development, health and social care services, and factors affecting people's health and wellbeing.</p> <p>This qualification builds on and uses the knowledge and skills you are learning in your GCSEs. It will complement the more theoretical aspects covered by in GCSE PE, GCSE Biology or GCSE Psychology by allowing you to apply your knowledge and skills practically in a vocational context.</p>
<b>Teaching methods and resources: How is the course structured?</b>
<p>The qualification has three components that focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to demonstrate attainment across all components in order to achieve the qualification. The components are strongly interrelated and they are best seen as part of an integrated whole rather than totally distinct study areas. Normally, learners will take this qualification over a two-year period or longer. This means that they must be given the opportunity to build their confidence in understanding the sector, vocational contexts and</p>

vocational attributes over a long period during the course of study before they are assessed. As the interrelated components are not linked to occupational roles, certification is not available at component level. Learners are required to complete and achieve all the components.

<b>Component Title</b>	<b>Number of hours</b>	<b>Level</b>
<b>1</b> Human Lifespan Development	<b>GLH 36</b>	<b>Level 1/2</b> Internal
<b>2</b> Health and Social Care Services and Values	<b>GLH 36</b>	<b>Level 1/2</b> Internal
<b>3</b> Health and Wellbeing	<b>GLH 48</b>	<b>Level ½</b> Synoptic External

### **Assessment**

The qualification consists of three components that give learners the opportunity to develop broad knowledge and understanding of Health and Social Care at Levels 1 and 2.

**Internal assessment** Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:

- knowledge and understanding of human growth and development
- knowledge and understanding of how people deal with major life events
- knowledge and understanding of health and social care services
- practical demonstration of care values, together with the ability to reflect on own performance.

Internal assessment is through assignments that are subject to external standards verification. For setting assignments, we provide authorised assignment briefs and guidance in each component. This means that you can adapt materials to your local contexts and assess assignments that provide the valid and rigorous final summative assessment for each component. The completions of both Components 1 and 2 will allow students to gain 60% of their qualification and Component 3 is 40%.

**Synoptic external assessment:** There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation.

Component 3: Health and Wellbeing requires learners to assess an individual's health and wellbeing and use this assessment to create a health and wellbeing improvement plan. The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period. The external assessment is based on a key task that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way. The external assessment takes the form of a set task taken under supervised conditions that is then marked and a grade awarded by Pearson. Learners are permitted to resit the external assessment once during their programme by taking a new assessment. The external assessment contributes to 40% of the total qualification.



### **Where could studying Health and Social Care take me? Further study and employment opportunities:**

This qualification provides learners with a taste of what the health and social care sector is like, enabling them to make informed choices about their future career. Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning either generally or in this sector. When taken as part of a balanced curriculum, there is a clear progression route to a level 3 (post-16) course or an apprenticeship. The skills learnt in studying in Health and Social Care will aid progression to further study in the Health and Social Care sector, typical employment opportunities may be as an apprentice or in a supervised entry role, depending on specific job requirements and age restrictions. Employers value employees who are able to communicate effectively. This qualification provides opportunities for learners to develop their communication skills as they progress through the course. This can be achieved through presentations and in discussions where they have the opportunity to express their opinions.

**Head of Department: Mrs Brami**

## **NCFE CACHE Child Development**

**Subject: NCFE CACHE Level 2 Award in Child Development and Care [600/6644/1]**

*We are all born superstars, you just have to pull it out of yourself!*

### **Grey Block Choice**

**Examining body: Cache**

#### **Synopsis of course**

This qualification provides you with an introduction to Child Development and Wellbeing as well as an opportunity to gain a vocational qualification that gives a basic introduction to the Early Years sector. Child Development and Care is an optional subject in Year 10 and 11. This course has been designed to meet the needs of learners from the age of 14 years and includes the knowledge and understanding of child development and well-being necessary for working with children in a variety of settings. The Award is aimed at a range of learners who wish to be introduced to child development and care for children aged 0-5 years and it gives learners an insight into their preferred learning styles, developing their ability to study. This is the only Level 2 vocational qualification which serves as an introduction to child development and well-being and counts as one GCSE in the Department for Education's Key Stage 4 Performance Tables.

#### **Teaching methods and resources**

To successfully complete this qualification students will need to need to complete 3 mandatory units .

The mandatory units are:

- Unit 1: An introduction to working with children aged 0-5 years (internally assessed)
- Unit 2: Development and well-being 0-5 years (internally assessed)
- Unit 3: Childcare and development 0-5 years (multiple choice and short answer exam paper at the end of the unit). Exam dates are set by NCFE, students will get the opportunity to retake the exam if they would like to improve their grade.

Throughout this qualification, learners will develop significant transferable knowledge and study skills that will support progression. Students will be expected to consolidate this learning through regular homework.

Teaching and learning will focus on the following topics throughout the two years:

- Awareness of learning styles
- Basic introduction in to working with children in a variety of settings
- Understanding of roles and responsibilities when working in a setting
- Understanding of Equality and Diversity within a childcare setting
- Understanding of the stages and sequence of child development

- Introduction to observing children and how it supports development
- Introduction to the influences that affect holistic development
- Introduction to everyday care routines and the types of activities that can support the development of independence an introduction to supporting children through transition

**Teaching techniques include:**

- Decision making
  - Analytical Skills
  - Problem solving
  - Debate and discussion
  - Teamwork
- Completion of this qualification is achieved through classroom based learning that will be adapted to accommodate the individual needs of our learners and it will be completed in two years.

**Assessment methods:**

Assessment is via two internally assessed assignment graded tasks set by the exam board and an externally assessed synoptic assessment unit, is assessed via a short answer and multiple choice questions.

The Award is graded from A\* D.

**Where could studying Childcare take me? Further study and employment opportunities:**

This course will help you develop the skills and knowledge you will require to progress to higher level qualifications as well providing opportunities for a broad range of destinations and will be dependent on the abilities and ambitions of each student. This qualification could open many doors into a wide range of careers, like becoming a Nursery Nurse, Nursery or Primary School teacher, Social Work and Nursing. It could open many doors into a wide range of careers and also help you gain an understanding of how children develop holistically.

**Head of Department:** Mrs Brami