

Curriculum Guidance Booklet

for study in Years 10-11

2020 -2022

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Introduction

This document gives information on our two-year curriculum for our current Year 9 students.

This Curriculum Guidance document marks the start of a crucial process for you and your child. Making the most informed decisions on subjects to take through to Year 11 is imperative to ensuring smooth and rapid progress towards gaining high quality and appropriate qualifications.

The Compulsory Core

For all students there is a compulsory part of their curriculum. These are the core subject areas of Mathematics, English Language English Literature and Science, studied at GCSE level. Students will further study one core lesson of RSE and Physical Education each week.

The EBacc Section

The EBacc (English Baccalaureate) is an award which supports students to study specific GCSEs. These are recognised by Russell Group Universities as qualifications which hold a higher academic status. These subjects also contribute toward a student's best 8 progress and attainment measure. In order to achieve this award, students will need to gain grades 9 to 5 in Mathematics, English Language, 2 Sciences, a language (French) and a Humanities subject (History and/or Geography). When making their choice we ask students to consider the EBacc award and to support this students will choose two of the following:

- **French (language)**
- **Geography (humanities)**
- **History (humanities)**

Final Choices

Students have a wide range of subjects to choose from here. They will be able to choose 3 vocational /GCSE subjects from the broad list of subjects. This decision has been made to ensure that all learners have a broad, balanced and manageable curriculum throughout years 10 and 11. It is this blend of academic GCSEs and more vocational courses which ensures that all students are comfortable with their journey to academic success.

Some important dates in the Curriculum Guidance process

Submission Date: **From** 8:00am on Monday 24th February 2020 until 8.30am Friday 6th March to main reception.

Choices forms will not be accepted prior to this date and time.

The rest of this booklet focuses on detail regarding the subjects on offer. More details can be taken from subject leaders during the Curriculum Guidance Evening, and you are welcome to contact the Academy at any time to discuss subjects at greater length.

Advice to students choosing subjects to study

This is one of the most important moments in your academic career. Take the time to find out as much as possible about all the courses on offer. Seek the advice of others, including students older than you; their experiences can be extremely useful.

Read through the following information on courses and, where you need to make a choice, consider the following:

- Your academic strengths, attainments and interests.
- Your career, employment or further education ambitions.
- Your friends will still be your friends even if they are not in your class; choosing courses just to be with them is not very wise!
- Your parents, your Head of Faculties and your subject teachers can all contribute. Tell them about your ideas and listen to theirs.



We hope that, through partnership with your parents and your teachers, you will arrive at a meaningful programme of study – an important step towards realising your future ambitions.

IMPORTANT

Please note that we will endeavour to offer students their preferred choices and we build the timetable around their choices of subjects but in some cases this may not be possible. In these cases, we will attempt to match students with their other choices. It is therefore very important to consider carefully all option preferences and their rank order.

Alternatives will have to be considered if:

- Too many students opt for a particular course.
- Too few students opt for a particular course.
- We wish to advise a better range of courses to meet a student's needs.
- Combinations of courses are chosen which are impossible to timetable.

Careers Advice - Decision Making

1. Consider the issues and goals

- How many choices do I have to make?
- Are there career implications?
- What kind of balance do I want to achieve?

2. Get the facts

- What do the courses contain?
- What strengths and skills do I have?

3. Ask advice, consult

- Subject teachers
- Heads of Subject
- Parents
- Students already doing the subject

4. Look at the alternative

- Would another choice suit my career plans better?
- Am I going to be able to change my mind?
- Could my programme be better balanced?

5. Decide

- Are these choices my own personal decisions?
- Have I any worries left?

I hope that you find this information useful, and that this process is one which gives all students an excitement about their future learning opportunities.

Mrs Bishop
Principal Secondary Phase

Core Subjects

Subject	GCSE English Language and GCSE English Literature	
Subject Leader	Ms Detterick	
What will I study?		
<p>All students will study GCSEs in English Language and in English Literature.</p> <p>English Language – This course will allow you to read a variety of texts from different time periods and genres in order to consider the language used and how each presents a perspective or viewpoint to influence the reader. It will also cover a variety of writing techniques for a specified audience, purpose and form in which you will give your own perspective on a number of themes.</p> <p>English Literature – This course involves the study of a Shakespearean play, a 19th century novel, modern prose and drama, and a selection of poetry. You will be taught how to create a critical analysis of these texts in order to complete a final exam.</p>		
What will I learn?		
<p>Reading – You will learn to read and understand a variety of texts. You will be taught how to create a critical analysis of the texts studied for GCSE English Literature and unseen fiction and non-fiction texts included in the English Language GCSE examination.</p> <p>Writing – You will be taught how to write accurately and effectively for a variety of genres, creating both fiction and non-fiction texts. You will be taught how to demonstrate a confident control of Standard English and write with grammatical accuracy.</p> <p>Speaking and Listening – You will be taught how to listen and respond appropriately, including to questions and feedback to presentations. You will learn how to use spoken Standard English and presentation skills effectively in speeches and presentations.</p>		
How am I assessed?		
<p>English Language GCSE AQA</p> <p>Paper 1: Explorations in Creative Reading and Writing Section A: Reading</p> <ul style="list-style-type: none"> • one literature fiction text for analysis <p>Section B: Writing</p> <ul style="list-style-type: none"> • descriptive or narrative writing <p>Paper 2: Writers' Viewpoints and Perspectives Section A: Reading</p> <ul style="list-style-type: none"> • one non-fiction text and one literary non-fiction text for analysis <p>Section B: Writing</p> <ul style="list-style-type: none"> • writing to present a viewpoint <p>Non-examination: Spoken Language What is assessed?</p> <ul style="list-style-type: none"> • presenting • responding to questions and feedback • use of Standard English 	<p>English Literature GCSE AQA</p> <p>Paper 1: Shakespeare and 19th century novel What is assessed?</p> <ul style="list-style-type: none"> • Shakespeare • The 19th-century novel <p>You will answer one question on each text. You will be required to write in detail about an extract from the play and the novel, and then to write about the play and the novel as a whole.</p> <p>Paper 2: Modern texts and poetry What is assessed?</p> <ul style="list-style-type: none"> • Modern texts - you will answer one essay question from a choice of two on your studied modern prose or drama text. • Poetry - you will answer one comparative question on one named poem printed on the paper and one other poem from your anthology cluster. • Unseen poetry - you will answer one question on one unseen poem and one question comparing this poem with a second unseen poem. 	

Subject	GCSE Mathematics
Subject Leader	Mrs Wheatland
What will I study?	
<p>The aim of GCSE mathematics is to improve students' numerical skills to enable them to progress to further studies in mathematics or related subjects. It also prepares students who go directly into employment so that they have a functional level of mathematical skills.</p> <p>The syllabus adheres to the requirements of the National Curriculum at Key Stage 4.</p>	
What will I learn?	
<p>The course has been designed to encourage students to:</p> <ul style="list-style-type: none"> ● Develop a positive and confident attitude towards mathematics ● Consolidate basic mathematical skills ● Apply knowledge and understanding to solve problems <p>Topics studied include: Number, Algebra, Shape & Space, and Handling Data.</p>	
How am I assessed?	
<p>The Scheme of Assessment is linear with three question papers at each tier to be taken in the same examination series as detailed below:</p> <p>PAPER 1: Written paper (Non-Calculator) <i>33.3% of the GCSE mathematics assessment</i></p> <ul style="list-style-type: none"> ● Foundation tier: 1 hour 30 minutes – 80 marks ● Higher tier: 1 hour 30 minutes – 80 marks <p>PAPER 2&3: Written paper (Calculator) <i>33.3% of the GCSE mathematics assessment for each paper</i></p> <ul style="list-style-type: none"> ● Foundation tier: 1 hour 30 minutes – 80 marks per paper ● Higher tier: 1 hour 30 minutes – 80 marks per paper <p>Foundation Tier grades 1-5 available Higher Tier grades 9-4 available</p> <p>This specification is designed to reflect the change of emphasis in mathematics teaching set out in the revised programme of study for Key Stage 4. This means an increased focus on:</p> <ul style="list-style-type: none"> ● Applying mathematics in context ● Multiplicative reasoning (ratio and proportion) is about 33% of all the papers ● Problem solving ● Reasoning ● The functional elements of mathematics 	

Subject	GCSE Science Trilogy	
Subject Leader	Ms Healey	
What will I study?		
<p>You will learn scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics. Within these disciplines you will:</p> <ul style="list-style-type: none"> • 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, in the laboratory, in the field and in other learning environments. • Develop your ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively. 		
What will I learn?		
<p>Biology Topics</p> <ol style="list-style-type: none"> 1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance 7. Variation & evolution 8. Ecology 	<p>Chemistry Topics</p> <ol style="list-style-type: none"> 8. Atomic structure and the periodic table 9. Bonding, structure & properties of matter 10. Quantitative chemistry 11. Chemical changes 12. Energy changes 13. The rate and extent of chemical change 14. Organic chemistry 15. Chemical analysis 16. Chemistry of the atmosphere 17. Using resources 	<p>Physics Topics</p> <ol style="list-style-type: none"> 18. Energy 19. Electricity 20. Particle model of matter 21. Atomic structure 22. Forces 23. Waves 24. Magnetism 25. Electromagnetism
How am I assessed?		
<p>There are six papers in total : 2 for Biology, 2 for Chemistry and 2 for Physics. You will gain 2 GCSEs for this combined Science. All exams will be taken at the end of Year 11.</p> <p>Each paper is 1hr 15mins – 70 marks (16.7% of the GCSE)</p>		
<p>Biology Topics <i>Paper 1 – topics 1-4</i></p>		<p><i>Paper 2 – topics 5-7</i></p>
<p>Chemistry Topics <i>Paper 1 – topics 8-12</i></p>		<p><i>Paper 2- topics 13-17</i></p>
<p>Physics Topics <i>Paper 1 – topics 18-21</i></p>		<p><i>Paper 2 – topics 22-24</i></p>

Subject	CORE PE
Subject Leader	Mr Randell
What will I study?	
<p>Physical Education develops students competence and confidence to take part in a range of physical activities that become a central part of their lives both inside and outside of the Academy.</p> <p>A high-quality physical education curriculum enables all students to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions based on this analysis.</p> <p>They also reflect on their own and others' performances and find ways to improve. In Key Stage 4 Core PE the emphasis is on participation, health and enjoyment. There is a greater emphasis placed on playing games recreationally and competitively depending on the students' requirements. Girls groups and selected boys groups are given an option programme which enables us to include the students in the decision making process and give the students greater ownership of their health and learning which hopefully they will continue post 16.</p>	
What will I learn?	
<p>Core Units:</p> <ul style="list-style-type: none"> - Invasion games (football, hockey, netball, basketball, ultimate frisbee) - Net and wall sports (badminton, volleyball) - Fitness (components of fitness, methods of training, fitness tests) - Striking and fielding (cricket, softball, rounders) - Athletics (throwing, running, jumping) <p>Optional Units:</p> <ul style="list-style-type: none"> - Dance - Gymnastics 	
How am I assessed?	
<p>Students will be assessed on technical, tactical, social and emotional ability within a variety of sports that fall into striking and fielding, invasion games, net and wall sports, fitness and athletics. Assessment will continue to follow on from years 7-9 and will focus on personal development within key areas of PE and sport.</p>	

Subject	CORE RSE
Subject Leader	Mr Dawson

What will I study?

The aim of RSE is to give young people the knowledge and understanding they need to develop healthy, nurturing relationships, an understanding of spiritual and religious lifestyles, and the law in connection with some fundamental values of British Society. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

In the study of RSE, students will gain a broad knowledge and understanding about Christian and other religious traditions, and their influence on individuals, communities, societies and cultures. Students will consider and respond to a range of important questions related to their own spiritual development, the development of values and attitudes, and think through fundamental questions concerning the meaning and purpose of life.

Students will further study the information they need to help them develop healthy, nurturing relationships of all kinds. This will enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. Students will also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure) and learn about what is acceptable and unacceptable behaviour in relationships.

Students in RSE will additionally study the law in relation to violence, sexuality, free speech, drugs, extremism, FGM and other medical issues, media and online environments, healthy living & lifestyles and careers education.

What will I learn?

Religious Education	Relationship and Sexual Health Education
<p>Students will study Christian and other religious teachings about the following topics;</p> <ul style="list-style-type: none"> ● Relationships and the family ● Daily practices and beliefs ● Medical Ethics ● Peace and Conflict ● Equality ● The Environment 	<p>Students will study a range of topics related to health and well being including:</p> <ul style="list-style-type: none"> ● Families ● Respectful relationships ● Online and the Media ● Being safe ● Intimate and sexual relationships and health ● The Law ● Mental Wellbeing ● Healthy living and lifestyles ● Careers education

How am I assessed?

Students will be assessed continuously and through an end of Unit assignment.

Who is this course suitable for?

All students.

EBacc Subjects

Pick **two** of the following **three**.

Subject	GCSE French
Subject Leader	Mrs Bullin
What will I study?	
<p>The GCSE French course covers the skills of Speaking, Listening, Reading and Writing. Students will learn to understand, provide information on and give opinions about a variety of contexts relating to the students' own life and that of other people, including people in countries/communities where French is spoken.</p>	
What will I learn?	
<p>Students will study all of the following themes on which the assessments are based:</p> <ul style="list-style-type: none"> • Theme 1: Identity and culture • Theme 2: Local, national, international and global areas of interest • Theme 3: Current and future study and employment 	
How am I assessed?	
<ul style="list-style-type: none"> • Listening: Understanding and responding to different types of spoken language 25% of GCSE Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) • Speaking: Communicating and interacting effectively in speech for a variety of purposes 25% of GCSE Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier) Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier) General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier) • Reading: Understanding and responding to different types of written language 25% of GCSE Written exam answering questions in English, questions answered in French and translation from French into English. • Writing: Communicating effectively in writing for a variety of purposes 25% of GCSE Written exam including writing a message in response to a photo, writing a short passage, translation from English into French, a structured writing task, and an open-ended writing task. 	
Who is this course suitable for?	
<p>A GCSE in French is for students who are driven by precision, creativity and curiosity for the language and culture of Francophone countries. If your strengths lie in problem solving, empathy and analysis a GCSE in French is the right choice for you.</p>	

Subject	GCSE Geography
Subject Leader	Mr McConnell

What will I study?

Students will study a mixture of human and physical Geography. Students will undertake two pieces of fieldwork, one human and one physical which will be assessed at the end of the course. Students will need to learn and use high level mathematical scientific and cartographic skills.

What will I learn?

Natural Hazards - This unit focuses on tectonic and weather hazards. We will study recent earthquakes and tropical storms as well as looking at the major threat to our future which is climate change.

Physical Landscapes of the UK - This unit focuses on the coasts and rivers of the UK. We will study the Dorset coastline in depth.

Field Work - Physical Geography - This will take place on a stretch of Dorset coastline. Students will complete a field study as preparation for an exam.

Urban Issues and Challenges - This unit focuses on the changes that have occurred in urban areas around the world such as the growth of megacities and the challenges that they have created. We will also study UK cities and explore how they have changed over time.

The Changing Economic World - This unit focuses on the development gap between rich and poor countries.

Fieldwork - Human Geography - This will take place in a local urban area. Students will complete a field study as preparation for an exam.

The Living World - This unit focuses on tropical rainforests and cold environments. We will study how they have evolved and why they are under threat.

The Challenge of Resource Management - This unit focuses on population growth and the increasing demand for important resources such as food and water.

How am I assessed?

There are 3 exams in Geography

Paper 1 - 1.5 hours	Paper 2 - 1.5 hours	Paper 3 - 1.25 hours
1) Natural Hazards 2) The Living World 3) Physical Landscapes of the UK	1) Urban Issues and Challenges 2) The Changing Economic World 3) The Challenge of Resource Management	1) Issue Evaluation 2) Geographical Skills

Who is this course suitable for?

Dedicated hard workers.

This is a tough academic course that requires focus and drive. There will be lots of written work, reading, use of data, diagrams and map skills. You will need good English, Mathematical and Scientific skills in this course. It is expected that you will have good general knowledge and that you have an interest in current affairs; you will need to watch the news every day! If you have an interest in your place on the planet and 'how it all works' then choose Geography.

Subject	GCSE History
Subject Leader	Mr Parkes
What will I study?	
Students will study different aspects of the past so that they can engage with key issues such as conflict to understand what drives change and how the past influences the present.	
What will I learn?	
<p>The GCSE History content comprises the following elements:</p> <p>Paper 1</p> <p>Section A - Period study - 1B Germany, 1890-1945: Democracy and dictatorship This allows students to focus on a substantial and coherent medium time span. The students will need to understand an unfolding narrative of substantial developments and issues. The study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship - the development and collapse of democracy and the rise and fall of Nazism.</p> <p>Section B - Wider world depth study - Conflict and tension in Asia, 1950-1975 The first depth study allows students to focus on a shorter time span to gain an understanding of the complexities of a historical situation and the interplay of different aspects within it. This study enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It considers the roles of nationalist movements in causing and sustaining conflict. It focuses on the causes and events of the Cold War in Asia and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose.</p> <p>Paper 2</p> <p>Section A - Thematic study - 2A Britain: Health and the people: c1000 to the present day This enables students to understand change and continuity across a long sweep of history. Students will gain an understanding of how medicine and public health developed in Britain over a long period of time.</p> <p>Section B - British depth study including the historic environment - Norman England, c1066-c1100 The second in depth study enables students to focus on the same skills as the first but looking at British history specifically and also includes a study of the historical environment. This will involve focusing on a particular site in its historical context and enable students to study the relationship between a place and historical events and developments. Students will study the arrival of the Normans and the establishment of their rule.</p>	
How am I assessed?	
<p>Each section is worth 25% of the exam. There are 4 assessment objectives:</p> <p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>AO2: Explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>AO4: Analyse, evaluate and make substantial judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference.</p>	
Who is this course suitable for?	
<p>Dedicated hard workers. This is a tough academic course that requires focus and drive. There will be plenty of written work, reading, analysis of sources and interpretations and learning how to make substantiated judgements. If you have an interest in developing an understanding of the world through learning about different peoples' experiences and becoming a critical and reflective thinker, History is for you.</p>	

Choices Section

Pick **three** of the following.

Subject	GCSE Art
Subject Leader	Ms Dunstall
What will I study?	
<p>The GCSE in Art is designed to encourage an adventurous and enquiring approach. Successful students should be able to produce artwork that embraces a range of themes.</p>	
What will I learn?	
<p>The GCSE Art course will introduce students to a variety of experiences using a range of general art and design media and techniques. It aims to develop creativity, using the students' own imagination and ideas when responding to the themes in a lead but independent way. Experimenting with media whilst engaging with new skills will help students to communicate and express their original ideas. A cultural understanding of how Art is used in different times, contexts and societies is developed to help understanding for developing ideas and techniques. Personal attributes including self-confidence, resilience, perseverance, self-discipline and commitment are also reinforced.</p>	
How am I assessed?	
<p>Unit 1 (60% of overall grade) Personal portfolio of art, marked internally and moderated by external examiners.</p> <p>Unit 2 (40% of overall grade) 10 hour examination finalising one unit of work which is externally set by the exam board. Marked internally; moderated by external examiners.</p>	
Who is this course suitable for?	
<p>Art is a discipline which develops creative problem solving skills and independence. As such, it is respected by universities and prospective employers. Key stage 4 Art takes discipline and hard work. It will be expected that you work on portfolios in your own time at home. This course is suitable for self motivated, creative thinkers who are willing to engage in the study and exploration of different artist and media. Please note there could be a cost involved in order to purchase materials to use at home.</p>	

Subject	GCSE Business Studies
Subject Leader	Miss Board
What will I study?	
<p>Business and commerce forms such a large part of our lives that we sometimes take it for granted. This course looks at business in a consumer society, how they are developed and how they work. It focuses on how businesses promote themselves and keep their customers happy, aiming to help students to develop as enterprising individuals with the ability to think commercially and creatively, and to draw on evidence to be able to solve problems and make informed business decisions.</p> <p>The Business Studies course aims to introduce you to the world of small businesses and to give you an insight into what makes someone a successful business person. You will find out how to develop an idea, spot an opportunity and turn that into a successful business. Students will be expected to evaluate business decisions in order to solve real business problems.</p>	
What will I learn?	
<ul style="list-style-type: none"> ● Theme 1: Investigating small business This concentrates on the key issues and skills involved in starting and running a small business. It explores key issues from the point of view of an entrepreneur setting up a business, such as spotting a business opportunity, understanding external influences on business and how to make a business effective. ● Theme 2: Building a business This theme examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, such as marketing, finance and human resources. Students are introduced to issues affecting national and global business and how they impact on business decision-making. 	
How am I assessed?	
<p>Assessment is through two written exams at the end of the course, focusing on each of the themes, each making up 50% of the qualification.</p>	
Who is this course suitable for?	
<p>This is a useful and enjoyable course if you enjoy communicating and explaining your ideas, thinking creatively and making decisions. If you are interested in the world of business, you will gain a great deal of insight into how businesses work and how to make effective commercial decisions. A lot of the course involves looking at case studies of existing business. If you are interested in going into the commercial world at any level, this course will provide you with a great deal of background knowledge and skills.</p>	

Subject	GCSE Computer Science
Subject Leader	Miss Board
What will I study?	
<p>GCSE Computer Science is arguably one of the most influential and current GCSEs as it holds the key to unlocking the fastest growing languages and sectors in Computer Science. The course is a great way for students to develop skills in critical thinking, analysis and problem solving, which are transferable into everyday life. Equally the course is a superb stepping stone to further education and beyond.</p> <p>Within the course students can expect to develop their understanding of emerging technologies, look at algorithms in computer science, develop computer programs to solve problems and to look at the impact of computer science on society. Computer Science is a practical subject where learners can apply the knowledge and skills learned in the classroom to real-world problems. The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills.</p>	
What will I learn?	
<p>Component 01 Computer Systems:</p> <ul style="list-style-type: none"> ● Systems architecture ● Memory and storage ● Computer networks, connections and protocols ● Network security ● Systems software ● Ethical, legal, cultural and environmental impacts of digital technology <p>Component 02 Computational Thinking, Algorithms and Programming:</p> <ul style="list-style-type: none"> ● Algorithms ● Programming fundamentals ● Producing robust programs ● Boolean logic ● Programming languages ● Integrated Development Environments <p>There are two sections to component 02: Section A – Theoretical Content Section B – Programming Skills Content (to a project-like scenario).</p>	
How am I assessed?	
<ul style="list-style-type: none"> ● Component 01 Computer Systems Written paper: 1 hour and 30 minutes; 50% of total GCSE; 80 marks ● Component 02 Computational Thinking, Algorithms and Programming: Written paper: 1 hour and 30 minutes; 50% of total GCSE; 80 marks 	
Who is this course suitable for?	
<p>This is a demanding, academic and practical subject. Students should be confident mathematicians and have good literacy levels. Much of the theory is completed through lessons where students gain knowledge and do practice lessons. This will involve them creating computer programs and algorithms whilst also completing assessments with many problem solving activities along the way. This course will provide a great platform for students wishing to study 'A' level Computer Science.</p>	

Subject	GCSE Design and Technology
Subject Leader	Mr O'Regan
What will I study?	
<p>The GCSE in Design and Technology enables students to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes. It gives students opportunities to apply knowledge from other disciplines, including Mathematics, Science, Art and design, Computing and the Humanities.</p>	
What will I learn?	
<p>Students will acquire subject knowledge in Design and Technology that builds on Key Stage 3, incorporating knowledge and understanding of different materials and manufacturing processes in order to design and make, with confidence, prototypes in response to issues, needs, problems and opportunities. Students learn how to take design risks, helping them to become resourceful, innovative and enterprising citizens.</p> <p>They will develop an awareness of practices from the creative, engineering and manufacturing industries. Through the critique of the outcomes of design and technology activity, both historic and present day, students should develop an understanding of its impact on daily life and the wider world and understand that high-quality design and technology is important to the creativity, culture, sustainability, wealth and wellbeing of the nation and the global community.</p>	
How am I assessed?	
<p>Students will undertake a project based on a contextual task set by the exam board. It is completed in four parts:</p> <ol style="list-style-type: none"> 1. Investigate This includes investigation of needs and research, and a product specification 2. Design This includes producing different design ideas, review of initial ideas, development of design ideas into a chosen design, communication of design ideas and review of the chosen design 3. Make This includes manufacture, and quality and accuracy 4. Evaluate This includes testing and evaluation. <p>The exam covers core knowledge and one material specialism. Coursework is worth 50% of the final grade and the exam is worth 50% of the final grade.</p>	
Who is this course suitable for?	
<p>This course will provide a strong foundation for further study, (Commonly A Level Product Design and Level 3 Engineering courses) for a launch pad of a wide range of practical and design-based careers. This course is suitable for students who might be looking for an Apprenticeship in Engineering or in a designing and making company.</p> <p>Students who wish to progress onto further Level 3 qualifications and A levels, such as:</p> <ul style="list-style-type: none"> ● Advanced GCE in Design and Technology: Product Design ● Level 3 Engineering Courses 	

Subject	GCSE Equivalent Drama
Subject Leader	Mrs Lown
What will I study?	
<p>This qualification consists of a combination of practical and written assessments. Students will explore key practitioners and gain an understanding of how theatre has developed over time. Students will work in groups to respond to texts and will analyse how the language and style used can impact the characters and the meaning portrayed.</p> <p>In their final unit, students will employ all of the skills learnt throughout the course to respond to a brief, giving them the opportunity to use their creative and exploratory skills to devise an original performance. The three main areas of focus for this unit are:</p> <ul style="list-style-type: none"> • Interpreting, creating and developing a devised piece • Performing to an audience • Analysing and evaluating the creative process and the performance <p>Alongside these skills student, they will learn communication skills, leadership skills through working as part of an effective team; build self confidence and gain an understanding of the world through practical exploration.</p>	
What will I learn?	
Unit 01 Practitioners	
<p>This unit provides learners with knowledge of key practitioners. They will gain an understanding of key theatre practitioners and the connections between theatrical styles and historical and cultural contexts. In this unit they will focus on the artistic intentions and the method of Stanislavski.</p>	
Unit 02 Practitioners	
<p>This unit provides learners with the knowledge of key practitioners. They will gain an understanding of key theatre practitioners, their theatrical styles and historical and cultural contexts. In this unit they will focus on the theatrical purpose and practice of Artaud.</p>	
Unit 03 Performing Text	
<p>The aims of this unit are:</p>	
<ol style="list-style-type: none"> 1. To develop the skills necessary for analysing a piece of dialogue and to be able to perform it appropriately. 2. To give learners practical experience in these skills through using both modern and classic texts. 	
Unit 04 Performing Text	
<p>The aims of this unit are:</p>	
<ol style="list-style-type: none"> 1. To develop the skills necessary for analysing a piece of dialogue and to be able to perform it appropriately. 2. To give learners practical experience in these skills through using both modern and classic texts. 	
Unit 05 Final Performance	
<p>This unit prepares learners with the skills to audition for a production, and plan, rehearse and participate in a final production.</p>	
How am I assessed?	
<p>The assessment for the Level 2 Diploma in Creative and Performing Arts consists of 2 types of assessment:</p>	
<p>Internal assessment – A practical performances and portfolio of evidence. This will be graded by centre staff and externally moderated by RSL.</p>	
<p>External assessment – A practical exam performance and assignment. This will be graded by RSL. Candidates must be successful in both types of assessment to achieve the qualification.</p>	
Who is this course suitable for?	
<p>This qualification is designed for learners who may be interested in the performance industry. The focus of the qualification is on the learner's ability and desire to perform.</p>	

Subject	GCSE Equivalent Health and Social Care
Subject Leader	Mrs Lown
What will I study?	
<p>Health and Social Care explores the positive and negative impact of factors that occur in each life stage of human development. Students studying Health and Social Care will explore (both academically and practically) the factors that influence our development. They will also critically analyse the impact they have on individuals.</p> <p>The style of assessment promotes deep learning through ensuring the connection between knowledge and practice.</p>	
What will I learn?	
<p>Learners will gain:</p> <ul style="list-style-type: none"> • 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 with practical demonstration of care values, together with the ability to reflect on one's own performance. <p>They will develop skills such as interpreting data to assess an individual's health and designing a plan to improve their health and wellbeing.</p> <p>By understanding the core values that underpin the health and social sector, students will gain an understanding of human growth and the factors that affect people's health and wellbeing.</p>	
How am I assessed?	
Component 1 & 2: Internal assessment	
<p>The components focus on:</p> <ul style="list-style-type: none"> • 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 and the barriers to accessing them. 	
Component 3: External assessment	
<ul style="list-style-type: none"> • This unit requires learners to assess an individual's health and wellbeing and use this assessment to create a health and wellbeing improvement plan. 	
Who is this course suitable for?	
<p>Students who have an interest in Health and Social Care or who would like to learn more about the subject.</p> <ul style="list-style-type: none"> • About 3 million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. Together, they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise, so they will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase. <p>Students who wish to progress onto:</p> <ul style="list-style-type: none"> • A Levels as preparation for entry into higher education in a range of subjects. • Study of a vocational qualification at Level 3, such as a BTEC National in Health and Social Care, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying for a degree in aspects of health or social care. • Some learners may wish to build on an interest in human growth and development but take it in a different direction (at Level 3) by studying for qualifications in Early Years education. 	

Subject	GCSE Equivalent Hospitality and Catering
Subject Leader	Miss Board
What will I study?	
<p>Learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression. It will also equip learners with the knowledge, understanding and skills required to cook and prepare food. Additionally, it will also allow them to apply the principles of nutrition, sustainability and healthy eating.</p> <p>Following this qualification will encourage learners to cook and enable them to make informed decisions about food, nutrition and budgeting to allow them to be able to feed themselves and others, affordably and nutritiously, now and in later life. It will also allow students to explore sustainability issues related to food topics, including seasonality, food miles and availability, fairtrade and freedom foods.</p>	
What will I learn?	
<p>Unit 1: The Hospitality and Catering Industry</p> <ul style="list-style-type: none"> ● Understand how food can cause ill health ● Understand the importance of nutrition when planning meals ● Understand menu planning ● Understand the environment in which hospitality and catering providers operate ● Understand how hospitality and catering provision meets health and safety requirements <p>Unit 2: Hospitality and Catering in action</p> <ul style="list-style-type: none"> ● Cook dishes and develop and improve skills learnt at KS3 Use of commodities ● Produce dishes to be served on a range of different menus ● Plan, trial, prepare, cook and serve a three course meal or range of dishes for a target group, or target catering outlet ● Portfolio of evidence to back up the choice of dishes made with reference to the specific nutritional needs of the target group 	
How am I assessed?	
<p>Unit 1: Theory of Food, Nutrition and Hospitality and Catering Industry. The theoretical assessment is weighed as 40 % of the qualification. The exam duration is 1 hour 30 minutes.</p> <p>Unit 2: Hospitality and Catering in action. The NEA is assessed and worth 60% of the qualification. Assignment and Practical examination (research, planning, preparation and presentation): duration is 9 hours in total. Students will spend 5 hours producing the Coursework and 4 hours for the Practical session.</p>	
Who is this course suitable for?	
<p>The course is suitable for anyone who has an interest in cooking, or would like to learn to cook to a high standard. The course is focused heavily on practical outcomes. Due to the nature of the course, there will be cost involved due to buying of ingredients.</p>	

Subject	GCSE Equivalent Level 2 Music
Subject Leader	Ms Winsborough
What will I study?	
<p>This is a new course which is designed to develop you as a musician and a performer – there is a wide variety of units to choose from and will be selected based around the interests of the course members. The choice of units includes: how to look after your instrument, how to improve and refine your performing skills, evaluating and improving upon your technique, listening to different types of music and planning, writing song lyrics and putting on your own performances. This course is not about how good a musician you are at the start of the course; it is about how much you improve during it.</p>	
What will I learn?	
<p>You will :</p> <ul style="list-style-type: none"> ● Perform effectively on your instrument/voice; ● Rehearse and display musicianship skills; ● Select and develop repertoire to perform; ● Rehearse effectively and perform music live; ● Understand contextual issues relating to music style, audience and the music industry; ● Understand relevant aspects of music technology. 	
How am I assessed?	
<p>The course is assessed through the production of a folder of evidence which will be marked as a Pass, Merit or Distinction. Units are evidence with a mixture of written work, videos of practical performance and self-evaluation. Units are weighted slightly differently, depending on the depth of study required. Students have to complete 20 credits worth of units, with units being worth a different amount. For example, the Listening to Music unit is worth 4 credits, whereas Instrumental study is worth 8 credits.</p> <p>There is one 'core' unit – 'Live Music Performance' - which is marked by an examiner from the exam board. This unit includes planning and preparing a live music performance of 15 minutes to perform in front of an audience. This performance can be either individual or as part of a group and is worth 8 credits.</p>	
Who is this course suitable for?	
<p>This course is suitable for anyone who enjoys practical music making, performing music and wants to improve. There is no minimum standard for the performance standard, so the course is open to students who currently do not play an instrument as long as they are prepared to practise! You will be performing in front of other people, informally in lessons on a regular basis (just like in Years 7-9 Music lessons) and also have time to practise in lesson and at home for your performances. You will also be helped to choose pieces of music to suit your instrument/standard.</p> <p>Performing in front of others is not easy to start off with - if this is all that is holding you back from choosing this course, remember that the more you do it, the easier it becomes!</p>	

Subject	GCSE Equivalent Performing Arts (Dance)
Subject Leader	Ms Lown/ Ms O' Reilly
What will I study?	
<p>This qualification consists of:</p> <ul style="list-style-type: none"> • Component 1: Exploring the Performing Arts • Component 2: Developing Skills and Techniques in the Performing Arts • Component 3: Performing to a Brief 	
What will I learn?	
<p>Component 1: Exploring the Performing Arts This component will give you an understanding of practitioners' work and the processes and practices that contribute to a range of performance styles.</p> <p>Component 2: Developing Skills and Techniques in the Performing Arts You will develop performance skills and techniques. You will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce the work.</p> <p>Component 3: Performing to a Brief In this component, you will have the opportunity to respond to a brief. You will be given a brief that outlines the performance requirements and that asks you to consider your target audience and to start the creative process by using the given stimulus included in the brief. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience.</p>	
How am I assessed?	
<p>Components 1 and 2: These components are assessed through internal assessment. The components' focus is on: the development of core knowledge, understanding of a range of performance styles and disciplines, and key features that contribute.</p> <p>Component 3: This component is assessed through external assessment. Performing to a brief requires learners to apply performance skills and techniques in response to a brief and stimulus. This culminates in a group workshop performance for a selected audience.</p>	
Who is this course suitable for?	
<p>This qualification is designed for learners who may be interested in the performance industry. The focus of the qualification is on the learner's ability and desire to perform.</p> <p>This qualification aims to:</p> <ul style="list-style-type: none"> • Develop a broad and comprehensive understanding of performance skills • Develop a significant knowledge core which spans the performance skills sector • Develop learners' existing skills in performance • Provide academic and study skills that will support progression within performance and more broadly. 	

Subject	GCSE Physical Education
Subject Leader	Mr Randell
What will I study?	
<p>The GCSE in Physical Education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students will also gain an understanding of how physical activities benefit health, fitness and well-being.</p> <p>The aims and objectives of this qualification are to enable students to:</p> <ul style="list-style-type: none"> • develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance • understand how the physiological and psychological state affects performance in physical activity and sport • perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas • develop their ability to analyse and evaluate to improve performance in physical activity and sport • understand the contribution that physical activity and sport make to health, fitness and well-being • understand the key socio-cultural influences that can affect people's involvement in physical activity and sport. 	
What will I learn?	
<p>Component 1 - Fitness and Body Systems This component assesses students' knowledge and understanding of the factors underpinning physical activity and sport performance.</p> <p>Component 2 - Health and Performance This component assesses students' knowledge and understanding of the factors underpinning participation and performance in physical activity and sport.</p> <p>Component 3 - Practical Performance The purpose of this component is to test students' skills in a range of practical performances.</p> <p>Component 4: Personal Exercise Programme (PEP) The purpose of this component is to assess students' skills in analysing and evaluating performance through a personal exercise programme (PEP) in order to improve/optimize performance in a chosen physical activity.</p>	
How am I assessed?	
<p>The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Physical Education consists of two externally-examined papers and two non-examined assessment components.</p> <p>Components 1 and 2 will be assessed in May/June in any single year. Components 3 and 4 may be assessed at any point during the course with marks submitted by the centre prior to moderation. Moderation will take place in the same year as the written examinations.</p>	
Who is this course suitable for?	
<p>Do you love everything about Sport? Competing? Keeping fit? Reading about it? Watching it? Do you want to study with like-minded students and be taught by teachers who love sport too? Do you want to go to college to study sport and on to university to study for a degree? If so, then GCSE PE is the perfect choice for you. GCSE PE is appropriate for learners who are looking to develop a significant core of knowledge and understanding in exercise, fitness, diet and nutrition and for learners who want to apply that knowledge in preparing, planning and developing a personal fitness programme. It will also provide learners with experience of using different training techniques and methods to enable them to use these within further education or apprenticeships.</p>	

Subject	GCSE Philosophy and Ethics
Subject Co-ordinator	Mr Dawson
What will I study?	
<p>The great thing about Philosophy and Ethics is that it teaches you not what to think, but how to think. It is the study of meaning, and of the principles underlying how humans behave and make sense out of the world around them.</p> <p>Not only that, but students will learn how to construct complex arguments, how to make a point clearly and persuasively, and how to summarise big ideas. Philosophy and Ethics is widely recognised as a subject that is not only fun and challenging, but also prepares young people with the knowledge and thinking skills they need for study at sixth form and university.</p> <p>The course is divided into two halves. On the one hand, students learn about the teachings and beliefs of Christianity and Hinduism. This involves looking at questions to do with why people do or don't believe in God, and how these beliefs fit together with ideas about the big bang and creation, heaven and hell, the problem of evil, prayer, karma, reincarnation, animal rights, equality and many other fascinating concepts.</p> <p>Additionally, students will also think philosophically about what is 'real' and what is the right way to live. They will examine issues linked to sexual and gender discrimination, violence and conflict, and consider how religious and non - religious people can coexist.</p>	
What will I learn?	
<p>Everyone wonders about whether there's a meaning to life or why some people are luckier than others. In Philosophy and Ethics, you will learn about some of the big questions that people have puzzled over for centuries and be able to develop your own answers them.</p> <p>Students will study the beliefs, practices and teachings of Christianity and Hinduism. This will involve them learning Christian and Hindu ideas about the nature of God, Creation, the Problem of Evil, issues linked to Suffering in the context of a Benevolent Divine Power, Karma, Moksha, Beliefs about Life after Death, Worship, Prayer, the Role of the Church and Pilgrimage.</p> <p>In addition, students will study the philosophy and ethics linked to the existence of God, human relationships, violence and conflict, equality and discrimination, medical ethics, forgiveness and the challenges facing religion.</p>	
How am I assessed?	
<p>In Year 11 students will do two 1-hour exams :</p> <p>An exam on Christian beliefs (1 hour)</p> <p>An exam on Hindu beliefs (1 hour)</p> <p>An exam on Philosophical and Ethical issues (2 hours)</p>	

Subject	GCSE Equivalent Travel and Tourism
Subject Co-ordinator	Mr McConnell
What will I study?	
<p>This is a vocational course that will give you the opportunity to see this industry and all it has to offer. You will study a range of different subjects and take part in various visits and talks to introduce you to travel and tourism attractions, destinations and organisations to further support you with your coursework. You will learn and practise customer service skills and how to plan holidays and trips.</p> <p>This level 2 qualification provides a detailed study of the Travel and Tourism industry. The qualification is designed to provide you with a solid understanding of the tourism industry and the additional skills needed to progress student onto the next study level or to secure employment.</p>	
What will I learn?	
<p>Mandatory units</p> <p>Unit 1: The UK Travel and Tourism Sector In this unit, you will gain an understanding of the range of organisations involved with different types of tourism in the UK, including their roles, how they work together and how they use technology to meet changing customer needs. This understanding is useful for a wide range of travel and tourism jobs, including travel services, tourism services, conferences and events, visitor attractions and passenger transport.</p> <p>Unit 2: UK Travel and tourism destinations On embarking upon a career in the travel and tourism industry, you may find yourself working for an organisation that contributes to the success of a UK travel and tourism destination, for example in transport, visitor attractions or hospitality. This unit will increase the awareness of destinations of anyone aspiring to work in the travel and tourism industry in the UK.</p> <p>Unit 3: The Travel and Tourism Customer Experience In this unit you will look at the definition of customer service and the main aims of customer service; this may differ depending on the size and type of the travel and tourism organisation.</p> <p>Optional unit- you will study one of these topics :</p> <p>Unit 4: International Travel and Tourism Destinations This unit is particularly relevant for anyone who wishes to work in retail travel or tour operations. It will broaden your knowledge should you wish to work overseas, perhaps as a holiday representative or flying the world as cabin crew.</p> <p>Unit 5: Factors Affecting Worldwide Travel and Tourism You will learn how different countries control visitor numbers through visa requirements. In addition you will learn the causes and symptoms of some major diseases and the precautions visitors need to take to avoid becoming unwell. You will research major emergency situations and the impact they have had on international destinations and the visitors to them.</p>	
How am I assessed?	
<p>Unit 1: This is an external exam worth 25%.</p> <p>Units 2 - 5: These are internally assessed units, you will have to produce pieces of written work to set deadlines which will then be marked by your teacher. Each unit is worth 25% each.</p>	
Who is this course suitable for?	
<p>This course is suitable for those who are interested in a career in the travel and tourism industry or are interested in travelling in the UK and around the world. Students who enjoy meeting deadlines, working on their own and thinking for themselves will enjoy this course. There is a lot of written work that will be assessed, so a good English ability is essential.</p>	

