

# Year 8 Guided Choices September 2023 Subject Handbook

**Notes**

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# Introduction Page

## Dear Students and Parents/Carers

Welcome to the Year 8 Guided Choices booklet for 2023.

This is a really important moment in a student's school life - the first time that they will have the opportunity to consider and make some decisions about the pathways they will follow for future years.

Much of the Key Stage 4 curriculum (Years 9-11) is already set for students in terms of the subjects they will pursue to GCSE (or equivalent). This can sometimes be a surprise and even frustration to students and parents, who may desire a greater degree of flexibility. Ultimately, our aim is to ensure all students have access to a broad and balanced curriculum, equipping them with the knowledge, skills, attitudes, dispositions and ultimately choices to pursue any Post 16 pathway they wish. Part of this process will be to fully explain the Key stage 4 curriculum to students and parents, so that they understand why they have more flexibility in some areas rather than others.

With regards to the aspects of curriculum that provide students with the opportunity to choose, we are proud to be able to offer a wide range of subjects, both GCSE and vocational. We look forward to working with students over the coming weeks to ensure that they feel fully informed and supported in relation to their choices.

This booklet provides detail about the process, along with the full range of courses. Please note the important key dates listed on the next page, but rest assured that we are willing to give further advice and guidance at any time in the process.

Yours sincerely,



Carolyn Tipler  
Deputy Headteacher



Stuart Rossiter  
Assistant Headteacher



Adam Snow  
Assistant Headteacher

## Key Dates 2023

| Date              | Event   |
|-------------------|---|
| Monday 14 March   | Launch assembly to year 8   |
| w/b 17 April      | Students asked for preferences for taster sessions via Forms. Responses needed by Wednesday 26th April.   |
| Thursday 20 April | Options Guidance evening at Gordano School  |
| w/b 28 April      | <ul style="list-style-type: none"> <li>Options booklet published online (hard copies available on request)</li> <li>Personalized letters issued to parents</li> </ul> |
| 28 April, 5 May   | Taster sessions available in extended tutor time for Business Studies, Psychology, Health and Social Care, Travel & Tourism and PE.                                   |
| Wednesday 10 May  | Deadline for submission of option choices through the online portal (info on accessing the portal will be issued nearer the time)                                     |
| April/May         | Options checking with Heads of Houses, Tutors and Careers team as needed.   |
| Term 6            | Options allocations will be confirmed as early as possible in term 6.   |

### Useful Contacts:

Mr Stuart Rossiter, Assistant Headteacher  
[srossiter@gordanoschool.org.uk](mailto:srossiter@gordanoschool.org.uk)

Mrs Carolyn Tipler, Deputy Headteacher (Curriculum)  
[ctipler@gordanoschool.org.uk](mailto:ctipler@gordanoschool.org.uk)

Mrs Lisa Gardiner, Careers Coordinator  
[lgardiner@gordanoschool.org.uk](mailto:lgardiner@gordanoschool.org.uk)

General options enquiry email  
[guidedchoices@gordanoschool.org.uk](mailto:guidedchoices@gordanoschool.org.uk)

### Heads of Houses

|            |                              |  |
|------------|------------------------------|--|
| Biscay -   | Mrs Caja McKenzie-Liddington | <a href="mailto:cmckenzie@gordanoschool.org.uk">cmckenzie@gordanoschool.org.uk</a>   |
| Cromarty - | Miss Hannah Holt             | <a href="mailto:hholt@gordanoschool.org.uk">hholt@gordanoschool.org.uk</a>           |
| Fitzroy -  | Miss Rhian Player            | <a href="mailto:rplayer@gordanoschool.org.uk">rplayer@gordanoschool.org.uk</a>       |
| Lundy -    | Mrs Victoria Lloyd           | <a href="mailto:vlloyd@gordanoschool.org.uk">vlloyd@gordanoschool.org.uk</a>         |
| Portland - | Mr Adam Dickinson            | <a href="mailto:adickinson@gordanoschool.org.uk">adickinson@gordanoschool.org.uk</a> |
| Shannon -  | Mr Harry Church              | <a href="mailto:hchurch@gordanoschool.org.uk">hchurch@gordanoschool.org.uk</a>       |



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| Religious Studies   | 38      | Level 1 or 2 | G                   | GCSE                  | Open               |
| Textiles  | 39      | Level 2      | G                   | GCSE                  | Creative           |
| Travel & Tourism  | 40      | Level 1 or 2 | V                   | BTEC                  | Open               |

You will find some useful additional presentations and videos from our subject staff at <https://mrdbeesley.wixsite.com/gordanoschool/year8guidedchoices>

# The Key Stage 4 Curriculum

## What will your Key Stage 4 Curriculum look like?

The subjects that you will study in Year 9 - 11 fall into three groups; [Core Subjects](#), [Core Choices](#) and [Free choice](#)

### 1. Core Subjects

**English** All students will study GCSE English Language and GCSE English Literature

**Maths** All students will study GCSE Maths

**Science** All students will study the 'Combined Science' course (2 GCSEs) during year 9. Towards the end of year 9 some students will be offered the option of taking 'Triple Science' (made up of separate GCSEs in Biology, Chemistry and Physics). There has been a change in curriculum time allocation to support students following the appropriate science route from the start of year 9. The decision regarding the offer of 'triple science' will be made by the school on the basis of your progress in these subjects.

**Core PE** All students will continue to have 4 lessons of Core PE per fortnight throughout Key Stage 4.

**Ethics:** Ethics: All students will study a course in Ethics, which will include many of the themes from our Personal, Social, Health and Economic Education Program (PSHE). The school is offering students the opportunity to follow a course leading to a full GCSE in Religious Studies through twilight classes in Years 9 and 10. Interest in following this course will need to be recorded in the correct section on the options form

### 2. Core Choices

**Humanities (History or Geography)** The majority of students will continue to study either History or Geography (they are welcome to choose both).

**Modern Foreign Language (MFL)** The majority of students will also continue to study French or Spanish to GCSE Level. They will also have the choice to select a second GCSE Language (Spanish or French) ab-initio (from scratch).

For a very small number of students, a more bespoke pathway may be more suitable, as determined by SEND needs. This will be discussed on an individual basis with the Student Support team/ Director of Key Stage.\*

**Creative Choice** All students will choose a creative subject from the suite of Creative Arts and DT courses (they are welcome to choose more than one)

### 3. Free choice

In addition to the core subjects, a Humanities, Language and Creative subject, students can choose one other option from the full suite of GCSE and vocational courses.

You need to think very carefully about your core Humanities choices, but your Creative and free choice are likely to require even more thought. Read the 'Advice and Guidance' section to help you, as well as the information regarding the EBacc on the following pages.

One important factor is the type of qualification for each subject:

#### Level 2 Courses GCSE or equivalent

GCSEs - courses that are more traditionally classroom based and are assessed by exam, or a combination of coursework and exams (these are marked G on the course pages)

"Vocational" courses (BTECs/Cambridge Nationals/etc.) - courses that are usually practical, computer based or mostly assessed by assignments and coursework (these are marked V on the course pages)

#### Level 1 Courses

These courses are designed for students who are not yet ready to step up to Level 2 (GCSE) courses - or it may be a good idea to study a combination of Level 1 and 2 courses.

## Help, advice and guidance

There are a number of people available to help you make the best decisions for Key Stage 4.

These include:

### **Your tutor**

Your tutor knows you and your strengths as a learner. They will be happy to advise you or point you in the direction of our Careers Adviser

### **Head of House & Assistant Heads of House**

They are available at any time to discuss your option choices with you or your parents. Once you chose your options, they will meet with you to discuss them and make sure that they are the best choices for you.

### **Gordano's Careers Adviser, Mrs Lisa Gardiner**

Mrs Gardiner is hugely experienced at helping students make the right decisions and knows all about what you will need to help you progress to Sixth Form, college or employment with training at the end of your Key Stage 4 courses. To contact Mrs Gardiner, email [lgardiner@gordanoschool.org.uk](mailto:lgardiner@gordanoschool.org.uk) or find her in her office (next to the Sixth Form Common Room, near the LSP stairs)

## English Baccalaureate (EBacc)

The English Baccalaureate (EBacc) is EBacc is a set of subjects at GCSE that keeps young people's options open for further study and future careers. These subjects are considered essential to many degrees and open up lots of doors.

A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and Maths.

A student will achieve the EBacc if they achieve a Grade 5 or above in English Language, Mathematics, 2 Sciences, a Modern Foreign Language and History or Geography (6 specific GCSE qualifications in total). There is no certificate available for students attaining this measure, although universities and employers do hold these subjects in particularly high regard.

At Gordano our compulsory curriculum includes English Language, English Literature, Mathematics and at least two sciences. For the majority of students, a Modern Foreign Language, a humanities subject and a creative subject is also compulsory.

We are of course committed to successful delivery of all of our courses and are rightly proud of the achievements of all of our subjects, whether they are part of the 'EBacc' or not.

# Advice and Guidance

## Where a choice is to be made consider your reasons:

When considering your choices, it's important to think about subjects which interest and motivate you.

- What interests you?
- What makes you work hard?

### Good Reasons

- You're good at the subject
- You think you'll enjoy the course
- It fits your career ideas and plans
- It goes well with your other choices
- You're interested in the knowledge and skills it develops
- It will give you plenty of choice in the future

### Bad Reasons

- Your friends are doing it
- People say it's easy
- You think it's a good course for a boy or for a girl
- Someone else thinks that it's a good idea but you disagree
- You like the teacher you have now
- You didn't have time to research your options properly

### How to choose

- Look at *all* the possible subjects before you make a decision
- If you have a firm career idea, choose subjects that fit your career goals
- If you don't have a firm career idea, choose subjects that will help keep your options open
- Don't be afraid to ask for help and advice from your teachers, tutor and the careers team
- Involve your parents - discuss things with them
- Subject teachers will talk about courses and can answer any questions
- See your Head of House
- Talk to your friends but do not be persuaded to take subjects they are choosing in the hope that you will be together. This may not happen, it must be your interests and skills that determine your choices.

### Thinking About work

Aim to be flexible and well-qualified. Workplace research tells us that:

- Most people will change jobs several times during their working lives
- Employers will need fewer and fewer people with qualifications at Level 2 or below
- Employers will need more and more people with qualifications at Level 3 or above
- Employers want people with good employability skills

# Student Support Faculty

## SENDCo and Head of Student Support: Miss S Divine

At Gordano School, we are committed to the principle of inclusion ensuring that every individual can meet their full potential. Support for students begins with high quality teaching in the classroom and quality pastoral care from their House teams. Our vision of inclusive support for students with special educational needs is to provide personalised responses to individual needs.

### SEND & Alternative Curriculum Support

At Key Stage 4, the Student Support team works specifically with students who have identified special educational needs and/or disabilities. We work with all involved to ensure that these individuals are given appropriate support so that they may access the breadth of opportunities.

We can provide carefully considered adaptations as part of a graduated response to a child's need. This means that students experience the support that they need, at the level required. We work closely with all people who work with the child to make careful decisions about the best type of support and the most appropriate pathways. We can offer timely, flexible and/or alternative curriculum arrangements for students identified as having ongoing persistent and significant needs.

### Core Support:

Core Support is delivered by the Student Support Teachers to provide additional literacy and numeracy in KS4. It is specifically for students who are nominated by the Student Support Team; they will be known to, and supported by the team throughout KS3. The students are selected using criteria, including previous interventions and their progress data.

The Core Support curriculum is carefully linked to and aligned with the GCSE Maths and English curriculums. It takes up one option choice and the lessons are split between literacy and numeracy. We provide overlearning and precision teaching of core literacy and numeracy skills, which will in turn maximise a student's progress in all other areas.

In Core Support Literacy we aim to plug gaps which would otherwise continue to limit progression, such as tier 2 vocabulary, sentence structure, writing techniques and SPaG. Through a range of different contexts and discussion work we aim to develop student's culture capital. We make links to the English curriculum, exploring similar themes and focusing on the longer answer questions on the English language papers.

Core Support Numeracy similarly aims to plug gaps such as application and understanding of number, algebra, shape, probability and statistics. Core Support maths is a highly scaffolded curriculum, exploring step by step instructions to solve maths problems and build independence and confidence. We also explore the language of maths as lots of questions are literacy based.

### Exam Access Arrangements

Students who have 'persistent and significant disabilities' may be entitled to additional support in learning and assessments. These reasonable adjustments or 'examination access arrangements' will be made in line with strict criteria from the Joint Council of Qualifications.

If a child requires exam access arrangements, it is stipulated in the JCQ Regulations that we must have the following evidence in place:

- A detailed history of need
- Evidence that the arrangement is the student's normal way of working
- In the case of a cognition and learning difficulty (such as dyslexia/dyscalculia) the student must be assessed by an internal and qualified assessor, no earlier than the start of Year 9. (We cannot use external private assessments as evidence of need).

Where possible, we work towards finalising Exam Access Arrangements by the end of Year 10. We subsequently work with students to support them in using their arrangements appropriately and effectively.

For more comprehensive information, please click this link for JCQ: <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/>

Please read this section alongside our SEND Information and our SEND Information Report, for fully comprehensive information about SEND Support at Gordano School: <https://www.gordanoschool.org.uk/our-school/send>

# Inspire Pathway



Students following the Inspire Pathway will receive lessons in the Learning Hub as part of their mainstream timetable. The Learning Hub offers students a safe learning environment where the curriculum is based on their individual learning needs.

Following the Inspire Pathway is part of Gordano's graduated response. Collaboration between the Inclusion Team, SEND Team, Heads of Key Stage and external organisations supports students who may have a range of needs that may prevent them from attending, engaging with and/or attaining in individual subjects. These could be medical (physiological or psychological) needs and/or SEND.

For students following the Inspire Pathway, students will receive lessons in subjects which will promote their attainment and engagement with learning. Our curriculum provision includes:

- Intervention support with core and option subjects
- ASDAN qualifications including FoodWise and Living Independently
- AQA Unitary Awards covering a variety of topics
- Entry Level Qualifications in English and Maths

Following the Inspire Pathway is not part of the Guided Choices process; students will be directed towards the Inspire Pathway where appropriate. This provision is run alongside the mainstream pathway where students continue to experience a broad and balanced curriculum.





## **Core Subjects**

**The subjects on the following pages will be  
studied by all students**

## What is the course about?

Studying GCSE English Language and English Literature will develop the skills you already have through the reading of fiction, non-fiction, plays, poetry and the media. In Literature, you will develop your skills as independent thinkers and fluent writers, focusing on how writers are responding to their situations and how we, as readers, respond in turn to their ideas. In Language you will develop your ability to analyse unseen texts, considering writer's opinions and perspectives and the methods through which these are conveyed. You will become even more confident as speakers and listeners by taking part in paired and group discussions, presentations and role plays.

## How will I be assessed?

Most students are entered for GCSE English Language and GCSE English Literature. Both of these GCSEs are now assessed through 100% examination taken at the end of the two year course. The exams are no longer tiered, so all students sitting the exam have full access to grades 1-9.

In English Language you will be expected to analyse high quality, challenging fiction and non-fiction texts from a range of genres, text types and historical periods (the 19th, 20th and 21st centuries). All texts in the examinations will be 'unseen'. You will also be required to write your own fiction and non-fiction texts in exam conditions, paying particular attention to spelling, punctuation and vocabulary.

## In English Literature you will be examined on:

- A 19th century novel
- A Shakespeare play
- An anthology of poetry on a common theme
- A modern British text: either fiction or drama
- 'Unseen' Poetry that you haven't encountered before

## Other important information:

All English and English Literature GCSEs will be assessed by 100% examination taken at the end of the course.



## What is the course about?

The course will develop the Mathematics met in previous years but to an increasingly higher level, and will include topics in:

Number  
Algebra  
Ratio, proportion and rates of change  
Geometry and measures  
Probability  
Statistics

There will be opportunities to do some of your Mathematics using ICT. As in previous years, there will be assessments at key intervals which will help target and develop improvements in understanding.

## What sort of group will I be in?

As in previous years, you will be in sets. Which set you are in will depend on your school assessment results and teacher feedback from Year 8. The sets will be regularly reviewed following assessments to ensure students are in the group which best supports and challenges them. Students will be entered for either the Foundation Tier or the Higher Tier in year 11 depending on how they have progressed through the course.

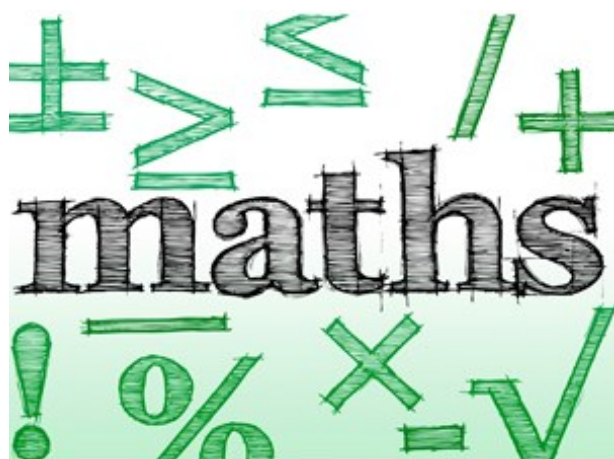
## How will I be assessed?

The GCSE Maths course will have two tiers of assessment:

- Higher with Grades 9-4
  - Foundation with Grades 5-1
- The Course will be assessed by 3 exams as follows:
- Paper one - Non-calculator (1hr 30min)
  - Paper two - Calculator (1hr 30min)
  - Paper three - Calculator (1hr 30min)

## Other important information?

A calculator is essential. This should be a scientific model for all students. We recommend a Casio calculator which can be purchased in the student centre. Please contact the Mathematics faculty for advice if needed. The Mathematics Faculty will organise the most appropriate courses for the cohort.



# Science – An Overview page

## What is the course about?

The Universe is a wondrous thing. Science seeks to utilise humans' natural curiosity to generate and develop a life-long interest and concern for this Universe. Scientific ideas are rarely facts and the effect of Science on society is often controversial. Have you ever noticed how often you meet Science in life? We live in an increasingly technological world where scientific ideas affect many aspects of life. Because Science links direct practical experience with ideas, the more Science you know the more of the World you can understand.

Everyone in England studies all three Science subjects (Biology, Chemistry and Physics) up to GCSE. All three of these are in the compulsory Science National Curriculum.

Everyone will study the Biology, Chemistry and Physics in Combined Science; the fastest moving students will opt to take these as full separate GCSE's in Biology, Chemistry and Physics (triple science). There is nothing to fill in on the Options form for this, selections will be done during year 9.

## You will study:

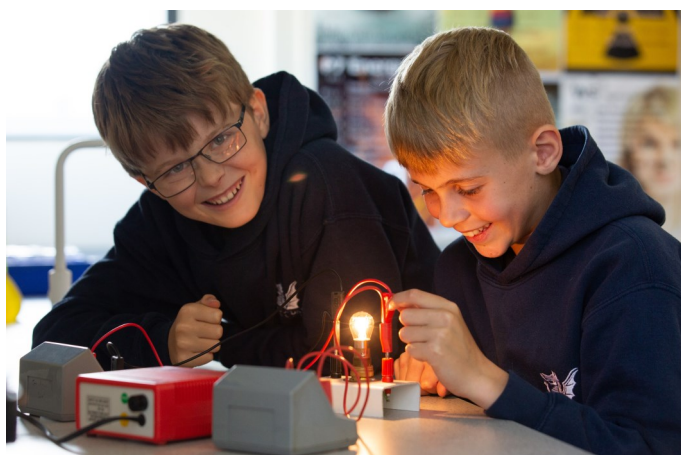
**GCSE Combined Science**  
J250 (worth 2 GCSEs) Level 2

## Or Triple Science

GCSE Biology J247 Level 2  
GCSE Chemistry J248 Level 2  
GCSE Physics J249 Level 2

## Other important information?

Everyone in England studies all **three Science** subjects (Biology, Chemistry and Physics) up to GCSE, either as separate GCSEs, or in combined Science.





# GCSE Combined Science or OCR Gateway Triple Sciences

Head of Curriculum Area: Mr J Stokes

G

## Combined Science - OCR Gateway J250

### What is the course about?

#### Biology

Cell Biology, Transport Systems, health, disease and the development of medicines, Coordination and control, Photosynthesis, ecosystems, Inheritance, variation and evolution

#### Chemistry

Atomic Structure and the periodic table, Structure, bonding and the properties of matter, chemical changes, Energy changes in chemistry, The rate and extent of chemical change, Chemical analysis, Chemical and allied industries, Earth and atmospheric Science

#### Physics

Energy, Forces, Forces and motion, Waves in matter, Light and electromagnetic waves, electricity, Magnetism and electromagnetism, Particle model of matter and atomic structure

### How will I be assessed?

Examinations will be tiered, with those aiming at grades 9 to 4 taking a Higher tier paper, and others taking a Foundation paper. There will be six exams (two for each of Biology, Chemistry and Physics). There will be a practical assessment but no coursework.

This course leads to A Levels in all science subjects

## Triple Sciences - OCR Gateway J247, J248, J249

### What is the course about?

#### GCSE Biology, Chemistry, Physics OCR Gateway

The triple Science courses include all of the content for Combined science. There is extra content to learn, but no extra time to do it in. As the demands of these courses are high only those who do extremely well in Year 9 will be considered for Biology, Chemistry and Physics.

These courses add subject knowledge onto Combined Science. They include some much harder ideas, techniques and calculations so is only for the highest ability students with a mind-set of high effort. Teachers will use records of completion of homework, attitude to fast paced work, as well as assessments, to decide on Triple science. As a guide, if students regularly hit grades 6 and higher in assessments, you are likely to receive an invitation to triple science. This opportunity will be offered separately to the options process during year 9.

### How will I be assessed?

Examinations will be in tiers of entry with all those in these classes aiming at grades 9 to 6. It is expected that students will take a Higher Tier paper. There will be six exams (two for each of Biology, Chemistry and Physics). There will be a practical assessment but no coursework. This course leads to A levels in all science subjects.







## Option Subjects

The following pages detail courses that pupils  
opt to study

## 3 Year Course

### Who is the course suitable for?

This course is suited to all creative and enthusiastic students who have enjoyed their experience in Art at Development Stage and/or outside school, and wish to further develop their skills. The course suits students who are hard working, open minded and willing to give new techniques and methods a go. Highly developed independence and time management skills are also beneficial. Art GCSE serves as a fantastic springboard to a vast range of creative careers.

### What is the course about?

Art at Gordano develops creative thinking, self-expression, risk-taking, and decision making. We aim to engage everyone with well selected projects that promote careful consideration about the world around us and encourage the development of a visual voice. We promote curiosity as an integral component in pushing creative boundaries. Students engage with a range of artists and images from different times and contexts, recognising the varied characteristics of different cultures and using them to inform their creating and making. Our projects have a balance of art, craft and design activities, during which pupils reflect critically on their own and other people's work, judging quality, value and meaning. We cover a vast range of materials and techniques, from painting to printing to ceramics to mixed media. We encourage the 'creative journey' - the process of taking a project from inception to conclusion over a number of months - by learning how to record ideas and observations, the value of live art, how to develop and experiment with ideas by linking to other sources, and how to then bring ideas to a fitting conclusion.

### What sort of group will I be in?

All teaching groups will be mixed ability.

### What will the exam be like?

The papers will be released early January with the 2 day practical exam taking place in April, during which students are expected to work entirely on their own. Students choose 1 title from a list 7 or 8 and use the guidance and support from teachers to produce a personal and well informed body of work leading to a final outcome.

### Other important information

Students are able to submit work completed outside of school, so practising in your free time could prove invaluable. Keep all your artwork safe and organised. Visit exhibitions and collect evidence of what you saw. A3 size sketchbooks can be bought from the department. We recommend pupils acquire an A3/A2 folder to carry work safely as well as a basic drawing and painting kit to allow pupils to produce quality homework.



## Three Year Course AQA Exam Board

### Who is the course suitable for?

This course will suit students who enjoy the Digital media side of Art. A genuine interest in imagery and how they can be manipulated is beneficial, as is an independent work ethic and pride in presentation.

### What is the course about?

Photography at Gordano develops creative thinking, self-expression, risk-taking, and decision making. We develop a passion for images, with photography, editing both by hand and digitally, and image analysis at the core of our projects. We also teach vital IT and technology skills that allows the management of files, transferal between devices and professional presentation. These skills also provide invaluable support to other subjects. Students study major disciplines such as portraiture and architecture and can be more imaginative with surrealism and abstraction. Pupils will learn to research the work of professional photographers and explore various relevant contexts to inform their practice. We also examine a collection of some of the most famous photographs ever taken, with historical and political references.

### What sort of group will I be in?

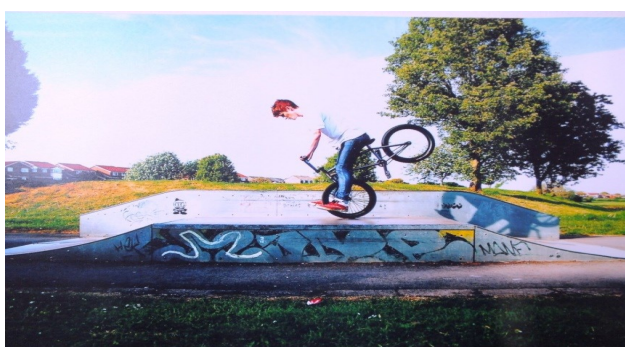
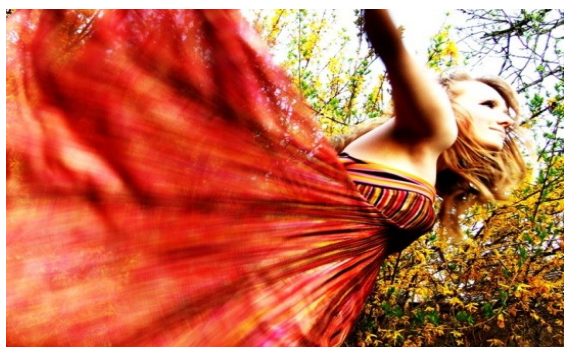
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### Other important information:

Students are able to submit work completed outside of school, so practising in your free time could prove invaluable. Keep all your photographs safe and organised. Visit exhibitions and collect evidence of what you saw. It is advantageous but essential to have your own digital camera, photoshop and a colour printer.



## What is the course about?

The course is split into two main themes.

### Theme 1: Investigating small business

Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business.

- Topic 1.1 Enterprise and entrepreneurship - students are introduced to the dynamic nature of business in relation to how and why business ideas come about.
- Topic 1.2 Spotting a business opportunity - students will explore how new and small businesses identify opportunities through understanding customer needs and conducting market research. They will also focus on understanding the competition.
- Topic 1.3 Putting a business idea into practice - this focuses on making a business idea happen through identifying aims and objectives and concentrating on the financial aspects.
- Topic 1.4 Making the business effective - students will explore a range of factors that impact on the success of the business, including the marketing mix and the business plan.
- Topic 1.5 Understanding external influences on business - students are introduced to a range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy.

### Theme 2: Building a business

Theme 2 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, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows.

- Topic 2.1 Growing the business - students are introduced to methods of growth and how and why business aims and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored.
- Topic 2.2 Making marketing decisions - students explore how the marketing mix is managed and used to inform and make business decisions in a competitive marketplace.
- Topic 2.3 Making operational decisions - this topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes.
- Topic 2.4 Making financial decisions - students will explore the tools a business has to support financial decision making, including ratio analysis and the use and limitation of a range of financial information.
- Topic 2.5 Making human resource decisions - growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity.

## How will I be assessed?

At the end of the course, students will sit two written exam papers, one for each theme. Both papers last 1 hour and 30 minutes each, contain 90 marks and worth 50% of the qualification. They consist of calculations, multiple-choice, short-answer and extended-writing questions.





## What is the course about?

In a world where technologies are ever changing, this is a course that provides an in-depth understanding in how the technologies work. This course takes students behind the scenes and into the computer itself, what makes a computer? How does a computer work? What does the software do? How do you write the software? How do you program the computer to make it do what you want it to do?

This course is not focused on how to use the various technologies that we have at our fingertips. This course is about how we make these technologies work. How we can develop these technologies further.

### Paper 1 - Computer Systems (50%, written paper)

- Systems architectures - How do CPU, RAM, Input Devices and Storage work together?
- Data Representation - How does Binary work? How does the computer store characters, images and sound?
- Networks - How do the technologies we use today communicate with one another, how does the internet work?
- Cyber Security - How do we protect our digital lives in the modern world?
- Ethical and legal issues - How do we use computers and what are they used for, what laws govern how we use these and other devices?

### Paper 2 - Computational thinking, algorithms and programming (50%, written paper)

- Algorithms - how to create algorithms based on a set of requirements. How do searching and sorting algorithms work?
- Programming fundamentals - learn how to create practical solutions to a problem, making use of Python
- Boolean Logic - What are logic gates and how do they work?
- Types of programming languages - what is the difference between a high and low-level programming language?

## Programming

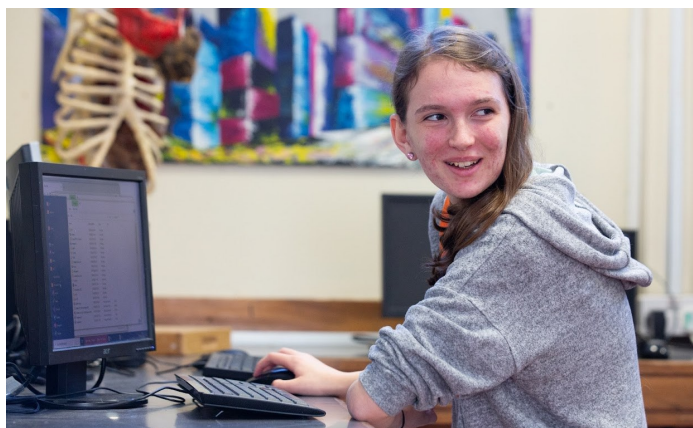
Programming skills form a fundamental part of the course, we will use Python to learn the basics of programming, building student's confidence with problem solving which will be examined in Paper 2 at the end of Year 11.

### What sort of group will I be in?

The course is taught in a mixed ability group.

### How will I be assessed?

The course is 100% written exam, sat at the end of Year 11.



# BTEC Level 1 - Introductory Certificate in Construction

Head of Curriculum Area: Mr A Hutchinson

V

## What is the course about?

This is a vocational course which offers you a basic introduction to the construction sector. With a focus on practical work, you will learn basic skills and competencies in carpentry, plumbing and electrical wiring amongst other construction industry skills.

## Units you will study and skills you will learn include:

### Group A Units - Core:

You will develop key techniques to help organise your work and priorities and manage your time effectively. You will develop the skills and behaviours needed to progress to the next stage in your learning, and find out how to get into a career or college course in construction. The skills you learn in this unit are also crucial for work and life.

### Group B Units - Sector:

You will complete a number of units based on practical construction skills used commonly in the construction sector. Your 3 best pieces of work will be submitted for grading. Units will include the following:

- Carpentry: You will develop the skills needed to work with timber to produce a simple wooden frame using joints and basic woodworking and joinery skills.
- Plumbing: You will develop the skills needed to carry out plumbing operations, including cutting, bending and jointing to fix a water pipe.
- Electrical: You will develop the skills needed to safely carry out electrical installation tasks to make an electrical circuit.
- Other: Other units that may be studied include drawing a plan of a room, costing a job, decorating an inside wall and making repairs.

## Who is this course suitable for?

Any student who has a strong interest in working within the construction sector, and students that prefer to work in a practical way.

## What sort of group will I be in?

Although all students will be able to opt for this course, due to the nature of the course spaces are limited and students will be allocated on an individual basis in relation to a number of different criteria.

## How will I be assessed?

All work is internally assessed and graded and there is no exam.





# GCSE Design and Technology (Product Design)

Head of Curriculum Area: Mr A Hutchinson

G

## What is the course about?

Although there is only 1 GCSE qualification for D&T, we will give you the opportunity to choose a route that can be focused on your preferred material area. This will allow you to work primarily in this material during your coursework project. With Design and Technology (Product Design) you will be working mostly in woods, metals and plastics and timetabled mainly in the workshop.

Design and Technology (Product Design) is a course that provides students with a freedom in their designing and making. Making things to satisfy design briefs is central to the course and students will have the experience of using a wide range of materials as well as considering CAD/CAM and other quality production methods. The course covers generic issues of designing and making using a wide range of materials. Students will learn how to shape, manipulate, join and finish materials while at the same time making design decisions based on their theory work. With DT (Product Design) there will be more of a focus on Resistant Materials such as woods, metals and plastics, and students will learn more about these materials in preparation for the exam and NEA.

## Typically, Year 9 & 10 projects will include:

- Pewter Casting Project (Metals)
- Bird Box Project (Woods)
- 3D Printing Project (Plastics)
- Desktop Organisation Project (All Resistant Materials)
- Various Theory Topics e.g. Smart Materials, Electric Systems and Mechanisms

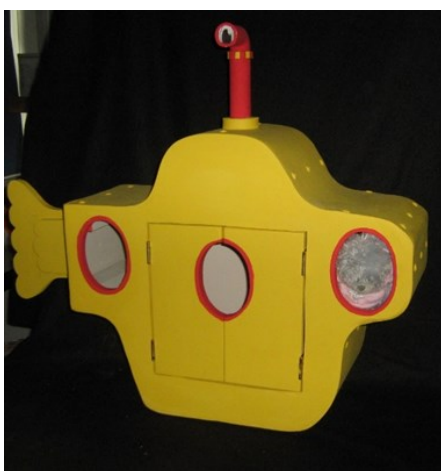
## What type of group will I be in?

All of the groups will be mixed ability with no more than 20 students per group.

## How will I be assessed?

Non Examined Assessment (NEA) is worth 50% of the course and takes place during Term 6 in Year 10 until Term 3 in Year 11. The remaining 50% is achieved through the final exam at the end of Year 11. All students are entered for a single tier exam, in which they can achieve grades 1-9. The exam will be a 2 hour paper based upon the work covered during Years 9, 10 & 11. There is an optional element to the exam paper which will allow students studying DT (Product Design) to answer more questions on either woods, metals or plastics).

**You cannot study both DT (Product Design) and DT (Graphic Design) or BTEC Introductory Certificate in Construction.**



# GCSE Design and Technology (Graphic Design)

Head of Curriculum Area: Mr A Hutchinson

G

## What is the course about?

Although there is only 1 GCSE qualification for D&T, we will give you the opportunity to choose a route that can be focused on your preferred material area. This will allow you to work primarily in this material during your coursework project. With Design and Technology (Graphic Design) you will be working mostly in cards, papers and modelling materials and timetabled in a combination of workshops and computer rooms.

Design and Technology (Graphic Design) is a course that provides students with a freedom in their designing and making. Making things to satisfy design briefs is central to the course and students will have the experience of using a wide range of materials. The course covers generic issues of designing and making using a wide range of materials. Students will learn how to shape, manipulate, join and finish materials while at the same time making design decisions based on their theory work. With DT (Graphic Design) there will be more of a focus on Compliant Materials such as cards, papers and modelling materials and students will learn more about these materials in preparation for the exam and NEA. There is also a greater focus on CAD/CAM i.e. the use of computers to help design and make high quality graphic products.

## Typically, Year 9 & 10 projects will include:

- Packaging Design Project (Paper and Card)
- Corrugated Card Prototyping Project (Card)
- 3D Printing Project (Plastics)
- Architectural Modelling Project (All Compliant Materials)
- Various Theory Topics e.g. Smart Materials, Electric Systems and Mechanisms

## What type of group will I be in?

All of the groups will be mixed ability with no more than 20 students per group.

## How will I be assessed?

Non Examined Assessment (NEA) is worth 50% of the course and takes place during Term 6 in Year 10 until Term 3 in Year 11. The remaining 50% is achieved through the final exam at the end of Year 11. All students are entered for a single tier exam, in which they can achieve grades 1-9. The exam will be a 2 hour paper based upon the work covered during Years 9, 10 & 11. There is an optional element to the exam paper which will allow students studying DT (Graphic Design) to answer more questions on card/paper or plastics).

You cannot study both DT (Graphic Design) and DT (Product Design) or BTEC Introductory Certificate in Construction.



# Cambridge National Creative iMedia Level 1 or 2

Head of Curriculum Area: Mrs C Lee

V

## What is the course about?

The creative industry is one of the biggest growing sectors in the British and Global economy. The Cambridge Nationals in Creative iMedia is designed to develop the skills and understanding required to take up a place in this sector of the economy.

The Cambridge Nationals in Creative iMedia will equip you with a range of creative media skills and provide opportunities to develop, in context, desirable, transferrable skills such as research, planning and review, working with others and communicating creative concepts effectively. Through the use of these skills, you will be creating fit-for-purpose creative media products, such as websites, animations, digital graphics and computer games.

The Cambridge Nationals in Creative iMedia will challenge you, by introducing you to demanding material and techniques; encouraging independent and creativity and providing tasks that will engage with the most taxing aspects of the creative side of the Computing curriculum.

The qualification design, including the range of units available, will allow you the freedom to explore the areas of Creative iMedia that interest you. This is a 'hands-on' course where you will be taught using practical activities together with research into key concepts that underpin these new areas of modern digital life. If you want to take a qualification that is modern and challenging, with exciting areas of learning, then Creative iMedia is for you.

## Units you will study and skills you will learn:

1. R093 - Creative iMedia in the media industry - Exam sat at the end of Year 11 (worth 40%)
2. R094 - Visual Identity and Digital Graphics - NEA sat during Year 10 (worth 25%)
3. R097 - Interactive Digital Media - NEA sat during Year 11 (worth 35%)

NEA briefs are supplied by OCR and will ask students to create a digital graphic or product based on a real-life business scenario. This gives students a hands-on approach to learning, allowing them to build their independent learning skills. Students complete NEA work in class which is internally assessed and externally moderated by OCR.

## What sort of group will I be in?

The course is taught in a mixed ability group.





# GCSE Dance

Head of Curriculum Area: Miss C Gaze

G

## What is the course about?

GCSE Dance is a fantastic course designed to inspire, excite and challenge students. The three year course includes both practical and theoretical elements of Dance and consisting of a live performance exam, and written paper. The majority of lessons are practical, supported by some classroom lessons to equip them with all the knowledge and skills they need to complete the course. If you want to be a dancer, actor or performer then GCSE Dance is a great option for you. However, studying Dance can also open the doors to many different career paths and helps you build essential life skills such as confidence, communication, leadership, and teamwork skills.

'I love GCSE dance because there is lots of creative freedom, and so many lessons are practical which is a lovely balance with some of my other subjects' *Year 10 GCSE Dance Student*

## This subject is perfect for you if you enjoy:

- Performing in front of people
- Choreographing dances in a range of different styles
- Teamwork and leading others
- Being creative and imaginative
- Watching and analysing other peoples' choreography

## How will I be assessed?

### Component 1 - Performance 30%

One solo performance, which is one minute in length (taught to students)

Duet/trio performance - choreographed in collaboration with your teacher. This can be in any style and explore any theme

Choreography 30%

Solo or group choreography - entirely student led, starting point selected from AQA paper

### Component 2 - Dance Appreciation (Theory) 40%

Understanding of choreographic process and performing skills

Analysis/reflection of your own work

Analysis of 6 professional dance works

## Other important information:

Through taking this course, you will get to take part in the annual Dance Show and Creative Arts festival at Gordano, as well as being given opportunities to perform outside of school at regional Dance platforms!



### What is the course about?

The GCSE Drama course is exciting, creative and challenging. You will be working with others much of the time and will sometimes work independently to explore how to create, direct, design and perform your own and other's plays. You will explore many styles of theatre and many different practitioner interpretations of what 'Drama' is. Everything you have done in Year 7 and 8 will serve as a foundation that we will then build on over the next few years. Although you will sometimes have to express and articulate yourself through written work, it will all be explored practically. Drama is, after all, a practical subject.

This subject is right for you if you enjoy:

- Performing in front of people
- Creating theatre
- Picking things apart to figure out how and why performances/plays work
- Watching theatre (professional theatre and in school)
- Exploring different plays
- Articulating yourself through speaking and writing
- Experimenting and performing a variety of characters
- Working with others

### How will I be assessed?

#### Component One - COURSEWORK (practical/written) - 40%

Creating your own piece of theatre and writing about the process in a portfolio (30%)

Performing your piece of theatre to an audience (10%)

#### Component Two - PERFORMANCE (practical) - 20%

Perform a script as a group (10%)

Perform a monologue (10%)

#### Component Three - WRITTEN EXAM (written) - 40%

Part A: Explore how to be a performer, director and designer for a play (30%)

Part B: Live theatre review -this will involve a few mandatory theatre trips (10%)

### Other important information:

**Complimentary subjects:** Dance/Music/Media Studies/English literature/English Language/History/Sociology

### A quote from a previous GCSE Drama student who also went on to take Drama at University...

*'I am so glad I took Drama at GCSE. My job involves delivering very high profile presentations to some very important clients. Drama has taught me to speak confidently and vibrantly, engage and respond to an audience. My job also involves networking. Drama has taught me great social and communication skills like being approachable and empathetic as well as organised. I can confidently say I would not be as good at my job if I had not taken Drama at GCSE and then continued it at A Level and University at degree level.'*

**Dominique Rebecca—Venue Consultant, Grass Roots Events, London**



# GCSE Food Preparation & Nutrition

Head of Curriculum Area: Mrs K Coggins

G

## What is the course about?

If you love cooking or talking about food, then this is the course for you! You will discuss food commodities, nutrition, diet and good health and the science of food, and you will do a lot of cooking. You will be expected to bring ingredients to cook at least once per fortnight and learn a wide range of practical skills and recipes.

## Units you will study and skills you will learn include:

- **Food Commodities** - Discover where and how food is grown and produced and explore the many different ways these foods can be cooked
- **Nutrition** - Learn all about the key nutrients we need to be healthy, including fat, proteins, carbohydrates, vitamins and minerals and where we find them.
- **Diet & Good Health** - Find out how much of each nutrient different groups of people need each day and plan menus and diets to provide for these needs.
- **The Science of Food** - Learn about what happens to ingredients when food is prepared and cooked and how that affects the taste and nutritional properties. You will also discover how some foods are made by microbes and look at food safety.
- **Cooking & Food Preparation** - You will consider a whole range of reasons why people choose to eat different foods. There is a large emphasis on practical skills, and you will learn to make a wide selection of different sweet and savoury dishes using a whole host of different ingredients, methods and equipment

## What sort of group will I be in?

You will be in a mixed ability group.

## How will I be assessed?

There will be a combination of coursework tasks and written exam. In year 11 you will complete two coursework tasks - a scientific food investigation task finding out about ingredients which is worth 15% and a food preparation practical exam which is worth 35% and a final written exam which is worth 50%.

## Other important information:

You can still follow this course if you have special dietary needs - all of our recipes can be adapted for special diets such as vegetarian, coeliac, dairy free etc.





## What is the course about?

This GCSE course will improve the skills you have been developing in Geography so far enabling you to:

- Become more confident at dealing with current global issues
- Improve your data analysis skills
- Learn through a variety of opportunities including debate, role play, independent research, field work and video

**The course involves studying important world issues and is split into four units:**

**Physical Geography:** Learn about processes around the world including volcanoes and earthquakes and other natural forces that have influenced our planet. Students study topics such as the biosphere (living features of our planet) and exciting landscapes created by ice, rivers and the coast.

**Human Geography:** Students will study about the people of the world, looking at the many different societies and how well developed different countries are, as well as the growth of the world's megacities. Bristol and Mumbai will form a major case study and a trip to the former will be made to study this location's geography. You will also leave this course with a really cool understanding of how the UK works and has changed since the year 2001.

**Environmental Geography:** Topics such as climate change, resource use (namely food) and consumption will be investigated further here.

**Researching Geography:** Students complete a series of fieldwork investigations which may lead to the creation of a written report. This will involve taking a trip to the Bristol Docks and the River Holford, where they will collect pieces of data that will help them to draw informed conclusions.

By studying GCSE Geography, you will want to understand the world around you and how complex it is, using up-to-date case study material to enhance your knowledge and understanding.

## What sort of group will I be in?

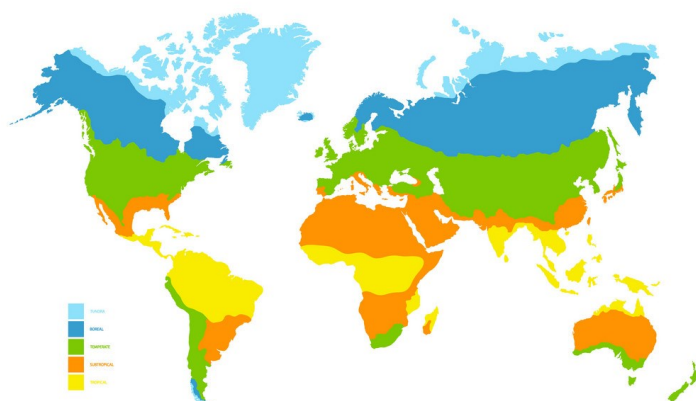
You will be taught in a mixed ability group.

## How will I be assessed?

You will be assessed via 3 exams each in the summer of Year 11.

## Other important information:

To practise techniques for collecting and presenting data, there will be two self-designed field investigations. You will then produce two visual reports based on data collected during these two trips to learn for your exam in Year 11. The course will help you with the statistics side to Mathematics and so will help support this subject well.



# BTEC Health & Social Care Level 1 & 2

Head of Curriculum Area: Mrs D Davidson

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## What is the course about?

If you are a caring person and interested in helping others, then this is the course for you! Health and Social Care is all about working with people and covers such a wide curriculum, focusing on how to support individuals from the very beginning of their lives until end-of-life care. With the current COVID 19 pandemic there is a huge intake in people wanting to work in the NHS and help others. As well as the health element this course also helps you prepare for a vocation in social care, looking at the roles of social workers, youth workers etc. Individuals working in the health and social care sector have a vital role to play in the lives of the people they work with and on this course, you will learn a variety of personal and professional skills to enable you to work with people of all ages.

This course provides a practical, real-world approach to learning and develops specific knowledge and skills that will be vital as you consider future employment or further study. As well as completing the compulsory curriculum, there will also be opportunities to get involved in various charity work and extra-curricular activities such as shoeboxes for the homeless, sending cards to terminally ill children, dementia friend training, first aid training and much more.

## Units you will study and the skills you will learn include:

### Human Lifespan Development:

How we grow and develop throughout our lives. We look at the factors that can affect growth and development throughout our lives such as relationships, lifestyle choices and life events. We start at the very beginning with pregnancy, the role of the midwife, right through to childhood studies, supporting young people, to adults, disabled people and elderly care.

### Health and Social Care Services and Values:

Here we look at the health and social care services that are available and when people may need to use them at different times of their lives. These settings can range from hospitals to hospices to prisons. We explore what might stop people from accessing these services and look at the care values the sector uses to ensure people are treated with the care and protection they need.

### Health and Wellbeing

In this unit we will look at what being healthy means to different people, and the factors that affect health and wellbeing. We will learn how to measure and assess someone's health, specifically looking at how we use blood pressure monitors, stethoscopes etc and how to write a plan to improve health and wellbeing, considering the challenges that individual face when trying to become healthier.

### What sort of group will I be in?

The teaching groups will be mixed ability.

### How will I be assessed?

The course is 60% coursework and 40% examined. Two units will be assessed internally via coursework and a role play (demonstrating care values) and the third unit by an external exam assessment paper. Students can achieve pass, merit or distinction. Students are able to use a variety of assessment methods i.e. report writing, videos, leaflets and posters, or presentations. Creative assessment is encouraged.



## What is the course about?

The GCSE course will improve on the skills you have been developing in History so far. If you enjoy your History now you will love the GCSE course depth and variety. History is about wonderful stories of how we came to be where we are today and understanding the twists and turns of those events. History is also for all those budding lawyers or those that want to work in government, business management or international relations (to name a few places it can take you) to help you make vital and strategic decisions.

The course involves studying important historical issues and is split as follows:

Paper 1 covers aspects of the 21<sup>st</sup> Century:

- America, 1920-1973: Opportunity and inequality this covers the amazing political and social developments in America before it becomes a world leading 'superpower' we know today. We start with the booming 1920s of Gangsters and Prohibition. Then we cover up until the Civil Rights and Women's movements including the likes of Malcom X and Martin Luther King Jr.
- The Cold War, 1945-1972 An area of the course that provides amazing insight into the world we live in today. International relations are so important for our global future, understanding the background to these relationships will enlighten the world. This section covers events like the building of the Berlin Wall to the Cuban Missile Crisis.

Paper 2 covers aspects of British history from 1170 to the present day, looking at how the nation has been shaped over time. We study:

- Britain: Power and the people 1170 to present day. This course looks at the big picture of how different groups of people fought for their rights and changed the UK from a monarchy to a democracy. You will cover a range of important turning points in British history looking at how they shaped the nation which you live in today.
- Elizabethan England, c1568-1603 Here you will look in depth at Elizabethan life in all aspects from famous events like the Spanish Armada to how they dealt with poverty at this time. This is a depth topic and will allow you to get really involved in the finer aspects of the period. As part of the course we will be studying a particular place with links to the period, often this provides us with a great opportunity for a trip to the likes of Shakespeare's Globe Theatre in London to Kenilworth Castle in Warwickshire.

## What sort of group will I be in?

You will be taught in a mixed ability group.

## How will I be assessed?

There are two written exam papers one for the topics covered in paper 1 and another for paper 2 (content outlined above). Both papers are two hours in length. Each paper counts for 50% of GCSE. This is no coursework or controlled assessment in GCSE History.





# Modern Foreign Languages

Head of Curriculum Area: Ms H Meakin

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## What is the course about?

A foreign language is one of the core subjects for the English Baccalaureate, and an excellent skill to have in life! Students taking a language at GCSE continue with the language they have studied in Years 7 and 8 (French or Spanish). Students have the opportunity to take a second language option. This 'ab initio' (from scratch) language is studied in an accelerated class for year 9. After this intensive year, students join the rest of the cohort in year 10

Each course develops the knowledge and skills you already have and will enable you to:

- Communicate coherently in speech and writing, with increasing accuracy, spontaneity and fluency
- Deepen your knowledge about how language works and your awareness of the culture of the countries in which the language is spoken
- Develop learning skills to prepare you for further language study and use in school, higher education or employment

## What sort of group will I be in?

Depending on your progress in Year 8, you will be placed in a class with students of similar ability who will be aiming to secure a similar grade to you.

## How will I be assessed?

You will have four exams at the end of Year 11. The speaking exam will be a one-to-one recorded test with your class teacher.

- Listening (25%)

Identify the overall message, key points and opinions  
Recognise reference to past, present and future

- Speaking (25%)

Speak spontaneously and answer unexpected questions  
Express and justify your own ideas and opinions

- Writing (25%)

Write lists, messages and a longer piece of writing.  
Demonstrate your translation skills.

- Reading (25%)

Demonstrate a range of reading skills, such as scanning for information, organizing and presenting relevant details, summarizing and drawing inferences



### What is the course about?

Music is an exciting, creative, dynamic, and vibrant subject where you will develop a wide range of transferable skills. There are 3 main areas of the course: **performance** is skill based and demands deliberate, sustained, routine practice; **composition** is a creative enterprise that requires understanding of theory with an ability to 'think outside the box'; and **appraising** is all about developing your listening skills and the language needed to talk about music. Through the study of 8 set works, multiple mini composition tasks (using Bandlab, Cubase, or Sibelius), and performance of a wide range of music, you will develop academically, creatively, and emotionally.

### The 8 set works are:

Instrumental Music 1700-1820: Bach / Beethoven  
Vocal Music: Purcell / Queen  
Music For Stage and Screen: Defying Gravity / Star Wars  
Fusions: Afro Celt Sound System / Esperanza Spalding

### What sort of group will I be in?

You will be in a mixed group and everyone takes the same examination paper at the end of the course. It will be a class with a real mixture of instruments and vocalists (if you are a singer you do not need to be able to play an instrument as well).

### How will I be assessed?

**Performing (30%)** - 1 x solo / 1 x ensemble - submitted by Easter Year 11. There will be regular performance points across the three years, honing your skills for those two brilliant recordings that we send off to the examiner.

**Composing (30%)** - 1 x free choice / 1 x writing to a brief - submitted by Easter Year 11. After many practice tasks, you will compose two pieces using whichever music software you have become most confident with. These can be in ANY style: jazz to hip-hop, Classical to dubstep.

**Appraising (40%)** - 1 x exam at the end of the course in June. You will listen to a CD on which will be a number of musical extracts which you have studied. You will hear the extracts multiple times and will be asked to answer questions on what you can hear.

### Other important information

We advise that you sign up for instrumental or singing lessons throughout the course and to join one, two or more of the many extra-curricular ensembles that run at the school. You will have lots of opportunities to perform in concerts both as a soloist and in a group. However, if you prefer to perform just to a member of staff, that is also absolutely fine! Music is a fun and fulfilling subject which will offer you so much confidence and enjoyment. As the Greek philosopher Plato once said, 'Music is a more potent instrument than any other for education'.





## What is the course about?

Psychology is the study of the human mind and behaviour. In this subject, you will be looking at the people around you in a variety of new ways. Some of the questions you will be exploring include:

- Why are some people more obedient to authority than others?
- Should teachers help us learn in our preferred learning style?
- How does our body language influence what others think about us?
- Are there similarities between animal and human communication?
- How can you improve your memory?

You will be following the new Psychology AQA course. This is made up of eight different topic areas assessed through two written papers at the end of Year 11. Each paper is worth 50% of your overall mark and there is no coursework component.

### Paper 1: Cognition and Behaviour

Memory  
Perception  
Development  
Research methods

### Paper 2: Social Context and Behaviour:

Social influence  
Language, thought and communication  
Brain and neuropsychology  
Psychological problems



### Other important information

We provide a lively environment where you will experience a variety of psychological methods and be able to find out more about yourself and other people. You will be expected to contribute to class discussions and debate some of the controversial issues raised.

You will take part in psychological experiments and design your own experiments, such as to investigate the effect of music on memory.



## GCSE Physical Education (AQA) / Cambridge National in Sports Science Level 2 Overview

Head of Curriculum Area: Mrs E Harradine

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All students start Year 9 by studying a foundation year of GCSE (AQA) Physical Education Level 2 course.

At the end of Year 9, a decision is made to continue studying GCSE PE, or to transfer to the Level 2 Cambridge National Certificate in Sports Science.

Work studied in Year 9 will benefit *all* students, whether continuing with GCSE or transferring to the Cambridge National Certificate. Assessing each student at the end of Year 9 links students to the correct course for their needs and ability.

### The criteria for continuing with GCSE PE will be:

- Performance in end of unit tests against target grade
- Application and attitude to theory and practical
- Effort made in practical lessons
- Involvement in extra-curricular sport either in or outside of school to improve practical grades

The criteria for transferring to Level 2 Sports Science will be decided by your ability to work to deadlines. whether you enjoy coursework based courses rather than exams and evidence you are stronger in classroom-based work than practical

The class teacher will decide if students will go on to study the Cambridge National Certificate or GCSE PE after on-going discussions with the individual student. Parents will be informed and kept up -to-date through regular monitoring and progress checks.



# GCSE Physical Education (AQA)

Head of Curriculum Area: Mrs E Harradine

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The GCSE course is 60% theory content and 40% based on practical ability.

Classroom lessons will focus on the teaching of the theoretical content. At the end of Year 11 students will sit two exams, both of 1 ¼ hours in length, and each worth 78 marks.

| PAPER 1   | PAPER 2  |
|---|--|
| <b><u>What's assessed</u></b><br>Applied anatomy and physiology<br>Movement analysis<br>Physical training<br>Use of data                                  | <b><u>What's assessed</u></b><br>Sports psychology<br>Socio-cultural influences<br>Health, fitness and well-being<br>Use of data |
| <b><u>How it's assessed</u></b><br>Written exam: 1 hour 15 minutes<br>78 marks<br>30% of GCSE   | <b><u>How it's assessed</u></b><br>Written exam: 1 hour 15 minutes<br>78 marks<br>30% of GCSE                                    |
| <b>Questions</b><br>Answer all questions.<br>A mixture of multiple choice/objective test questions, short answer questions and extended answer questions. |  |

Practical lessons will focus on the NEA (non-examined assessment) criteria. Students will be assessed in three sports - one team sport, one individual sport and any one other. ***Students are expected to compete in at least one of their chosen sports to school team level, or club level outside of school.***





**Practical Performance in Physical Activity and Sport**

**What's assessed**

- Practical performance in three different physical activities in the role of player/performer (one in a **team activity**, one in an **individual activity** and a third in **either** a team or in an individual activity).
- Analysis and evaluation of performance to bring about improvement in one activity.

**How it's assessed**

- Assessed by teachers
- Moderated by AQA
- 100 marks
- 40% of GCSE

**Questions**

- For each of their three activities, students will be assessed in **skills** in progressive drills (10 marks per activity) and in the **full context** (15 marks per activity).
- Students will be assessed on their **analysis** (15 marks) and ' (10 marks) of performance to bring about improvement in one activity.



# Cambridge National Certificate in Sports Science Level 2

Head of Curriculum Area: Mrs E Harradine

V

## Cambridge National Certificate in Sports Science (OCR)

The Cambridge Nationals in Sport Science offer students the opportunity to study key areas of sport science including anatomy and physiology linked to fitness, health, injury and performance; the science of training and application of training principles.

### Modules you will study:

**R180** - Reducing the risk of sports injuries and dealing with common medical conditions - 75 minute written exam set and marked by OCR exam board.

In this unit you will learn how to prepare participants to take part in physical activity in a way that minimises the risk of injuries occurring. You will also learn how to prepare them to be able to react to common injuries that occur during sport.

**R181** - Applying the principles of training - school assessed work, moderated by OCR.

In this unit you will learn how to conduct a range of fitness tests, what they test and their advantages and disadvantages. You will also learn how to design, plan and evaluate a fitness training programme.

**R182** - The body's response to physical activity and how technology informs this - school assessed work, moderated by OCR.

In this unit you will learn to understand how both the cardio-respiratory and musculoskeletal systems provide you with the energy and movements to keep you exercising.

Cambridge Nationals are vocationally related qualifications that take an engaging, practical and inspiring approach to learning and assessment. The vocational nature of the course ensures students are prepared to take up employment within the sports sector.

Conversely students will receive the same 'value' of qualification as a GCSE course which can lead to Level 3 courses in 6<sup>th</sup> form or at college.





# Level 2 Diploma For Uniformed Services

Head of Curriculum Area: Mr Boulton

V

## What does this qualification cover?

- The objectives of this qualification are to provide learners with:
- An understanding of the uniformed public services sector
- The opportunity to investigate career opportunities in the uniformed services
- The opportunity to investigate volunteering roles and the transferable workplace skills volunteering can provide.
- An understanding of the personal commitment and fitness requirements needed to be employed in a uniformed service role.
- An understanding of the importance of health and hygiene for those in uniformed service roles
- The opportunity to understand and develop the skills and qualities needed to work in a range of uniformed services, eg team work, communication, problem solving, navigation and drill.

## Example of Units covered:

Investigate employment in the uniformed services (mandatory)  
Physical fitness for the uniformed services (mandatory)  
Develop team working and problem solving skills (mandatory)  
Health and safety in the uniformed services (mandatory)  
Exploring equality and diversity for the uniformed services (mandatory)  
Carry out map reading and navigation (Option)  
Undertake adventurous activities (Option)  
Participate in competitive sports (Option)  
Explore volunteering and volunteering opportunities (Option)

There is a mixture of a practical and theory within the course, students will be expected to be ready and prepared for all weather conditions. There will be classroom-based lessons where students will be expected to provide evidence and contribute.

## Who this course suitable for?

Anyone who would be interested in a career in:

- Army
- Navy
- RAF
- Prison service
- Fire and rescue service
- Police

## How is it assessed?

Internally assessed and graded.

## What's next?

Depending on the grade the learner achieves in this qualification, they could progress to:

- Level 3 in Uniformed Protective Services
- Protective Services Apprenticeships such as policing, security, HM forces, fire service, paramedics.
- Although all students will be able to opt for this course, due to the nature of the course spaces are limited and students will be allocated on an individual basis in relation to a number of different criteria.



Head of Curriculum Area: Mr G Horner (Miss A Trevethan from Sept 2023)

Please note, this is an additional option subject, which runs from 3.30 - 5.00pm one afternoon a week (day to be arranged, depending on student availability). Students need to indicate interest on the options form. This does not affect other options and will be an extra GCSE. We therefore recommend this subject to students who, as well as enjoying the subject and find it interesting, feel they are able to manage the additional workload in addition to their 'standard' curriculum. All students will study an unexamined Ethics and Philosophy course as part of their timetabled curriculum (see page 11 for details).

Religious Studies, as a subject, seeks to provide students with the understanding and evaluative skills needed to address religious diversity in the UK today. Students will gain a much deeper awareness of the beliefs and attitudes of people from different religious traditions, and will consider how these beliefs apply to ethical issues such as euthanasia. This course is framed so that pupils are not taught what to believe, but rather why people believe and how people choose to behave in the world. You will study social and religious issues mainly from the perspective of Buddhism and Christianity, with an understanding of humanist beliefs too.

We will be following the Eduqas GCSE Religious Studies specification. This is divided into three sections. The first two units are specific Religious Studies units, which focus on Buddhist beliefs and practices and Christian beliefs and practices. The third unit is an Ethics & Philosophy unit, which considers the ethics of relationships (such as marriage, divorce, and adultery), human rights (poverty, wealth, and discrimination), life and death (creation, abortion, and euthanasia) and good and evil (justice, crime and capital punishment). You will learn to apply scripture to these issues, as well as constructing an argument, reflecting on your own beliefs and developing an understanding of different religious beliefs.

You will be taught in a mixed ability class, as a twilight session (afterschool, one day a week, from 3.30 - 5.00pm). We have a cake rota!

You will be assessed by three examinations at the end of Year 10 - one exam for each of Buddhism, Christianity and Ethics. There is no coursework



# GCSE Design & Technology: TEXTILES

Head of Curriculum Area: Mr A Hutchinson

G

## What is the course about?

This new Art Textiles course will allow you to be innovative in developing new techniques. You will have the opportunity to work with a variety of materials by designing footwear, accessories, clothing and much more such as exploring ways to decorate and create new concepts and products. Pupils will be taught how to design and make products using a range of modelling, materials and textile skills. This is a very hands on, creative course and through a series of specialised workshops and in-depth artist & designer studies, students will learn a vast range of new decorative and construction techniques.

- This new course will encourage students to be innovative and take risks when designing and making.
- Develop students ability to make products and to gain technical knowledge in construction and decorative techniques.
- Students will have the opportunity to study and work with a wide variety of designer / artist inspirations, materials and study components used in the design and making of many products but especially textiles. Students will work in both two and three dimensional forms.

### Year 9

- Foundation year consisting of skills development.
- Footwear Design - Develops skills in design using an artist as inspiration and modelling.
- DIY Denim - Design and re-make an item using an existing product. Use your creativity and understanding for our environment, working with sustainability at the front of your mind.
- Youth Culture Hoodie - (Year 9 research and design) - Design for a client, exploring materials gaining knowledge and evaluating.

### Year 10

- Youth Culture Hoodie (yr10 manufacture your hoodie) - Develop making skills following your design concepts and theme. Use new machinery and equipment whilst working with a stretch fabric.
- Start Component 1 (February of yr 10): Portfolio & Practical work = 60% of qualification. Students will work on a major practical portfolio with outcomes to be based on internally set themes.

### Year 11

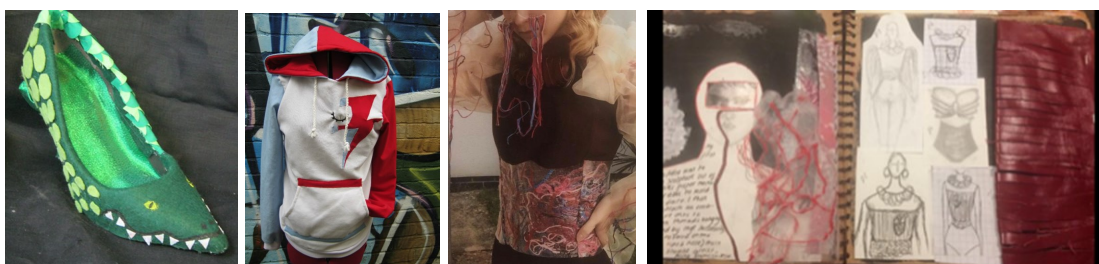
- Complete Component 1 by December of Year 11
- Component 2 January of Year 11 Externally set assignment 40% of qualification . The externally set assignment consists of two parts:
- PART1: Preparatory Study Period. Consisting of a portfolio of research based on the task set by the exam board. Through research, designer / artist study, sampling techniques and producing a toile in preparation for the practical exam.
- PART 2: 10 hour practical exam (over 2 days in April/May). Students will make the products as a result of the portfolio produced. There is no theory exam attached to this course.

**Please note**, this new Art Textiles course cannot be taken along with Art & Design. It can be mixed with Art Photography.

Students will also have the opportunity to get involved in the end of year fashion show and exhibition. Work from Year 9 onwards will be on the catwalk.

## What sort of group will I be in?

Teaching groups are mixed ability, a good Yr8 experience in Textiles will help secure your place.





# BTEC Travel & Tourism Level 1 & 2

Head of Curriculum Area: Mr C Pugh

V

## Vocational Option

### What is the course about?

This course introduces students to the local, national and international Travel and Tourism world. You will be able to look at career opportunities in the industry and develop customer service skills ready for future employment. There will be many chances in this course for trips to travel providers as well as speakers to visit school to explore the industry in action.

### CORE UNITS (Students study both units)

Unit 1: Travel and Tourism Organisations and Destinations - Assess the main types of tourism in the UK, the contribution that travel and tourism makes to the UK economy and how different industries make up the UK travel and tourism sector. This unit will explore how the industry works and how the companies that make it up aim to deliver an excellent service to tourists worldwide.

Unit 2: Customer Needs in Travel and Tourism - This unit looks at the history of the travel industry and how it changes over time. This is informed by market research and in more recent years digital monitoring of our travel and tourism desires and habits. We will conduct our own investigations here about the changing nature of tourism in a local area.

Unit 3: Influences of Global Travel and Tourism - In recent times, covid has highlighted the impact that a global event can have on the travel industry. This unit explores how the industry coped with this and the approach adopted to an industry wide recovery. We will also analyse how government policy influences the experiences we have when travelling.

### What sort of group will I be in?

The teaching groups will be mixed ability.

### How will I be assessed?

Unit 3 is externally assessed with a two hour exam - Worth 40% of the overall qualification. This will be completed year 11 (June).

Coursework: The other two units (60%) are assessed as coursework. These are set by the exam board and give students the chance to engage with the practical aspect of the industry.

Students can achieve either pass (level 4 Grade GCSE equivalent), merit (level 5 Grade GCSE equivalent), or distinction (level 7 GCSE equivalent), all at Level 2. If they do not achieve a pass at Level 2 they can be awarded a Level 1 Award.

Students are able to use a variety of assessment methods such as report writing, leaflets and posters, or presentations.





**Notes**

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**Notes**

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