



# Scalby School

## Key Stage 4 Course Information

2017-2020

# Pathway B



January 2017

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## Key Stage 4 Courses 2017-2020

### Core Subjects

The core subjects are studied by all students and these are automatically timetabled for you.

In Key Stage 4 the core subjects are; Mathematics (4 periods per week), English (4 periods per week), Science (4 periods per week), PE (2 periods per week) and Life (1 period per week).

### Pathway B

You can study any of the subjects in Blocks A, B, C and D. If you have not studied French before you should not pick this in Blocks A or B as it is not a beginner's course.

Subjects in Blocks A and B are studied for 3 hours per week and subjects in Blocks C and D are studied for 2 hours per week.

### How to make the choices

Please read the course descriptions of each subject carefully. Speak to your teacher before making your choice. Ask them:

- About the topics you will study.
- What you will be required to do in the exam.
- About your predicted grade in the subject.
- What extra work you could do in order to extend and deepen your learning.

You and your parents or carers can find out more information about each subject at the Key Stage 4 Subject Choice Evening on 05 January 2017.

## **Careers Education Information Advice and Guidance (CEIAG)**

Mrs Green, our Careers Advisor, is in school each Tuesday and Thursday during term time. You are entitled to a face to face Career Guidance interview. Parents and carers are welcome to join you for the guidance interview if you are comfortable with this.

You can ask for an interview and referrals can be made by teaching staff, support staff and parents.

Guidance interviews typically last around 40 minutes. Shortly after the interview you will receive a full Career Action Plan with agreed action points to help you move forward. A copy of this document will be sent home. It is helpful for you to make notes before your session and write down any questions you may have so that things are not missed. You can ask for a follow up appointment if you wish and you are often invited along again at a later date if the Careers Advisor feels it would be beneficial.

Even if you think you know what you want to do later on, or which subjects you intend to choose, it is a very good idea to come along for a discussion just to make certain that you have chosen the right subjects and you are aware of all options available to you after year 11. There is rarely only one route to a career and the careers interview will make you aware of the different career pathways which are available to you

A Career Guidance interview can help you with your next steps. To make an appointment, please speak with Mrs Scott who will be happy to arrange this for you.

## Information for Parents



## Frequently Asked Questions

### **Will the course run?**

This will depend on the number of students choosing the course. If enough students choose to study the course then it will run. If it doesn't then your child will automatically be allocated one of their alternative subject choices.

### **Will my child get their choice of course?**

As with all comprehensive schools, spaces on courses are limited by classroom size and staffing availability. Every effort will be made to give students one of their preferences in each Block.

The final decision for acceptance to the Triple Science course rests with the school and will be based on students' ability and their progress in Year 8.

### **Who do I need to speak to about a course?**

Heads of Department or Subject Teachers named on the course information page will be pleased to offer more details on each course. This may be done by telephone, email or by attending the Subject Choices Evening. Teachers will be pleased to discuss the suitability of their courses linked to students' abilities and aspirations.

## Changes to the National Curriculum and GCSE Exams

Awarding Bodies are currently drafting or redrafting examination specifications as well as the content of courses. The school has endeavoured to provide the best available information at the time of publication.

We expect that content and assessment may change for some courses detailed in this booklet. The arrangements for most course specifications are expected to be finalised by Ofqual by early 2017, the process of evaluating content and rigour of each GCSE qualification will be ongoing until September 2017.

Key features of the new GCSEs confirmed by Ofqual include:

- A new grading scale that uses the numbers 9-1 to identify levels of performance (with 9 being the top level). Where performance is below the minimum required to pass a GCSE, students will get a U.
- Tiering will be used only for subjects where untiered papers will not allow students at the lower end of the ability range to demonstrate their knowledge and skills, or will not stretch the most able.
- Assessment is by external exam only, except where non-exam assessment is the only way to provide valid assessment of the skills required.

### Technical Awards – new for 2017 (subject to approval by Ofqual)

The Technical Awards are new qualifications and are equivalent to one GCSE. These qualifications are intended to support students who wish to develop skills and knowledge that will prepare them for further study and employment within the fashion, manufacturing, information technology and sports industries. It will particularly appeal to learners who are looking for a course that is practical in nature. Technical Awards will be graded using a scale which ranges from Level 1 Credit to Level 2 Distinction \*. Subject teachers will give more information at the Options Evening on 05 January 2017

For more information on GCSE reform please go to the Department of Education's website at: <http://www.gov.uk/government/speeches/gcse-and-a-level-reform>

For information on the Technical Awards go to: <http://www.aqa.org.uk/qualifications>

## How to choose your subjects

Please use this Courses Chart to fill in the Key Stage 4 Courses Form. Please also read the guidance notes below the subject choices blocks.

<b>Block A</b> (3 hours)	<b>Block B</b> (3 hours)	<b>Block C</b> (2 hours)	<b>Block D</b> (2 hours)
Choose one subject	Choose one subject	Choose one subject	Choose one subject
French	French	Art (Textiles)	Art (Fine Art)
Geography	Geography	Materials Technology (TA)	Business Studies
History	History	Drama	Music
Art (3D Design)	ICT (TA)	Food & Catering (TA)	Food & Catering (TA)
Materials Technology (TA)	Visual Communication (TA)	Psychology	Physical Education
		Sport (TA)	Visual Communication (TA)
		ICT (TA)	ICT (TA)
		Computer Science	Fashion & Textiles (TA)

## Art and Design Courses

Make sure that you do not select a subject twice; **you cannot choose a combination of GCSE Three Dimensional Art, GCSE Art (Fine Art), and GCSE Art (Textiles).** This is because the content of each course is similar.

However you can choose to study both GCSE Art (Textiles) and the Fashion and Textiles Technical Award because there is no significant overlap in course content.

## Science Courses

Combined Science– This course is a high quality, high value Science course. You study science for 4 hours per week. All students are automatically entered on to this course

Computer Science – this course requires you to be good at Maths/Physics or do coding/programming as a hobby.

## Performing Arts Courses

Music – You need to be able to play an instrument or sing. This is not a beginner's course. Audition may be required.

Drama – Audition may be required. The audition will take place in front of an audience.

# Core Subjects

## Course Information



## GCSE English Language and GCSE English Literature (Dual Award)

<b>Exam Board</b>	Eduqas
<b>Specification Code</b>	TBA
<b>Led by</b>	Mrs E. Stockill
<b>Assessment</b>	100% final examination

### About the Course

#### **What you will cover:**

Students will study GCSE English Language which will have three components. The first is the study of prose from a range of 20<sup>th</sup> Century fiction writers and a creative writing unit. The second has a non-fiction focus but includes exploring high-quality non-fiction writing from the 19<sup>th</sup> and 21<sup>st</sup> century and producing your own pieces of writing for a specific purpose. These include writing newspaper articles, letters and even reviews. The final component is a Spoken Language assignment for which students are required to plan, prepare and deliver a speech in a formal setting and respond to questions.

Students will also study GCSE English Literature, which is a demanding course and explores a wide range of literature from across genres including contemporary and 19<sup>th</sup> Century novels, plays from a variety of contexts and modern and traditional poetry. All set texts are 'closed book' meaning the students will not have access to a copy of the text in the exam although a significant element of the paper will include a question on a short extract.

#### **The future:**

This subject is worth two GCSE grades. Students achieving grade 7 or above will be able to access A level English Language and English Literature. Most further Education providers and employers require at least a 5 Grade equivalent in English.

#### **Employability skills:**

Employers say that one of the most valuable things they look for in the people who work for them is the ability to communicate effectively. Often this means using the written word but employees may be expected to be able to present to or even speak confidently. Being able to write a good cover letter, free from mistakes, can also be the key to getting that job in the first place! Students with secure reading and writing skills, and good English Language and Literature GCSEs, often go on to work in journalism, marketing and even teaching. With such an emphasis on analysis the skills are transferable to other subjects including Humanities, Modern Foreign Languages and even Drama.

## GCSE Mathematics

<b>Exam Board</b>	Pearson
<b>Specification Code</b>	1MA1
<b>Led by</b>	Mr D. Pye

<b>Assessment</b>	100% final examination
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### About the Course

#### **What you will cover:**

Students will study GCSE Mathematics which will focus on developing the mathematical competences necessary to apply reasoning and problem solving skills in the other subject areas and in later life.

More able students will also be offered the opportunity to study Level 2 Further Mathematics, which is a bridging course between GCSE mathematics and AS Level mathematics. This is particularly aimed at those students who wish to deepen their mathematical skills for higher level study post 16.

#### **The future:**

This subject is worth one GCSE grade. Students achieving grade 5 or above will be able to access the Core 3 application of mathematics course at Further Education colleges which is seen as a route to meeting the mathematical requirements of many university degree courses.

Students achieving a grade 6 or above will be able to study towards A-Level mathematics. A grade 6 or above is also seen as the minimum requirement to access many Science, Psychology, Computing and other A-Level courses that have a mathematical component to their study in Further Education colleges.

Students can also look at apprenticeships as an alternative to an academic route to a future career or university and for most apprenticeships a grade 5 in mathematics is the minimum requirement.

#### **Employability skills:**

Having a confidence in applying mathematical skills to real life problems is seen as an essential competency to have for many employers. It is well documented, and understood by many young people, that without a good mathematics qualification behind them then many career opportunities that a student may wish to take up will not be open to them.

## GCSE Combined Science

<b>Exam Board</b>	OCR
<b>Specification Code</b>	J260
<b>Led by</b>	Mr M. Docking

<b>Assessment</b>	100% final examination
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### About the Course

#### **What you will cover:**

Students will study GCSE Combined Science which will focus on developing a broad range of understanding of the science needed for life in Britain in the 21<sup>st</sup> Century. Students study different topics based on Biology, Chemistry and Physics.

Every student will study this content. Some may choose to study additional content which would lead to GCSE Biology, Chemistry and Physics,

The course focuses on ideas about science and scientific understanding, but also covers concepts needed for deeper understanding of fundamental scientific ideas in Biology, Chemistry and Physics. Topics will range from 'Why are vaccinations important?' to 'How was the Periodic Table discovered?'

The ideas, models and skills covered provide the depth of understanding needed for possible further study of Biology, Chemistry and Physics at a higher level.

#### **The future:**

This subject will be worth two GCSE grades. Students will be given two separate grades in this subject. Students achieving grade 6 or above should be able to access A level Biology, Chemistry or Physics courses or equivalent in Further Education colleges. A grade 5 in Science is often needed for some careers.

#### **Employability skills:**

Students will develop skills including that include the development of scientific thinking, experimental skills and the analysis and evaluation of data and information.

# GCSE and Technical Award Subject Choices

## Course Information



## GCSE Fine Art

<b>Exam Board</b>	AQA
<b>Specification Code</b>	4200
<b>Led by</b>	Mrs D. Wilkinson

<b>Assessment</b>	Examination: 40%	Controlled Assessment: 60%
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### About the Course

#### **What you will cover:**

Students will learn how to work with imagination and creativity in developing their ideas over at least two projects for their portfolio. The portfolio will make up 60% of the marks.

40% of the mark is gained by completing an external question paper, whereby students will be asked to select one starting point and develop a full project independently.

All of your projects will have a broad starting point, such as 'Time' or 'Food'. You will explore the varied starting points relating to the theme by producing sketches, drawings and painting. You can use photography to explore intentions and research styles and concepts. You will study the work of artists, craftspeople and designers to inspire your development ideas. Work will be carried out under informal supervision, whereby you will be given guidance in developing your skills and ideas linked to the theme.

#### **Why choose this subject:**

The course is for students who like drawing, painting and designing their own outcomes to creative projects. Students will have the opportunity to work in a range of media and learn about materials and techniques. Students will also research and be influenced by artists that inspire them and link to their projects. We encourage independence and imagination to promote personal and well developed outcomes for our students.

#### **The future:**

This subject is worth one GCSE grade. Students achieving Level 5 or above will be able to access A level or Level 3 BTEC Art and design courses. Before students select their degree specialism they are advised to first complete a BTEC Foundation in Art and Design to allow them the opportunity to experience a wider range of disciplines. There are opportunities in the creative industries, plus creative roles in various sectors including media and publishing, teaching and education, and marketing, advertising and PR. Employers include local councils, advertising agencies and design consultancies, educational institutions, and publishing or multimedia companies. See more at: <http://myfootpath.com/careers/art-and-design-careers>. Art is valuable for a variety of careers such as Engineering, Business & Marketing, Medicine, Social Work, and any career that involves creative thinking, decision making and developing new ideas and initiatives.

#### **Employability skills:**

Art and Design is a very versatile subject with an abundance of transferable skills including being creative, time management, problem solving, working with others and sharing resources to name but a few. All of which we recognise as key qualities needed for employment today. The subject promotes self-expression and imagination as well as instilling mutual respect for others and their work.

## GCSE Textiles Fine Art

<b>Exam Board</b>	AQA
<b>Specification Code</b>	4200
<b>Led by</b>	Mrs V. Devaney

<b>Assessment</b>	Examination: 40%	Controlled Assessment: 60%
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### About the Course

#### **What you will cover:**

Students will learn how to work with imagination and creativity in developing their ideas over at least two projects for their portfolio. The portfolio will make up 60% of the marks. 40% of the mark is gained by completing an external question paper, whereby students will be asked to select one starting point and develop a full project independently. This course provides students with a wide range of creative opportunities to explore their interests using textiles in ways that are personally relevant and developmental in nature. Students will learn how to work with imagination and creativity in developing their ideas over at least two projects for their portfolio. Students could demonstrate an ability to sustain work from initial starting points to the finished piece and include evidence of research, the development of ideas and meaningful links with critical/contextual sources.

#### **Why choose this subject:**

The course is for students who like drawing, painting, sewing and making their own textile outcomes to creative projects. Students will have the opportunity to work in a range of media and learn about materials and techniques. Students will also research and be influenced by textile designers, craftspeople and artists that inspire them and link to their projects. We encourage independence and imagination to promote personal and well developed outcomes for our students.

#### **The future:**

This subject is worth one GCSE grade. Students achieving Level 5 or above will be able to access A level or Level 3 BTEC Art and design courses. Before students select their degree specialism they are advised to first complete a BTEC Foundation in Art and Design to allow them the opportunity to experience a wider range of disciplines. There are opportunities in the creative industries, plus creative roles in various sectors including fashion and publishing, teaching and education, and theatre and film. Employers can include local councils, theatre companies and fashion consultancies, educational institutions, and publishing or multimedia companies. See more at: <http://myfootpath.com/careers/art-and-design-careers>.

#### **Employability skills:**

Art and Design is a very versatile subject with an abundance of transferable skills including being creative, time management, problem solving, working with others and sharing resources to name but a few. All of which we recognise as key qualities needed for employment today. The subject promotes self-expression and imagination as well as instilling mutual respect for others and their work.

## GCSE Computer Science

<b>Exam Board</b>	EDUQAS (WJEC)
<b>Specification Code</b>	4557
<b>Led by</b>	Mrs V. Leat-Smith

<b>Assessment</b>	Examination: 80%	Controlled Assessment:20%
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### About the Course

#### **What you will cover:**

GCSE in Computer Science encourages students to understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation. Students will also analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs to do so. Students will also learn about the impact of digital technology to the individual and to wider society.

The course is broken up into three components –

Component 1 – Understanding Computer Science, written examination: 1 hour 45 minutes (50% of the qualification)

Component 2 – Computational Thinking and Programming, Onscreen examination: 2 hours (30% of the qualification)

Component 3 – Software development. Non-exam assessment: 20 hours (20% of qualification)

#### **Why choose this subject:**

This course will build upon an understanding of the rules of language at a fundamental level. It aims to foster an awareness of the management and organisation of computer systems; it extends our students' horizons beyond the school environment in the appreciation of the effects of computer science on society and individuals.

#### **The future:**

This subject is worth one GCSE grade. Students achieving grade C or above will be able to access computer science at AS and A level. In addition, this course provides a coherent, satisfying and worthwhile course of study for students who do not progress to further study in this subject.

#### **Employability skills:**

Computer sciences and IT skills can be applied to almost any sector (Finance, Public sector, Telecommunications, Web content, Media and consumer markets, Business analyst) and almost all companies require highly computer-literate employees. Everything is covered, from glamorous careers in computer game development, intelligence services, to working in IT departments helping employees when they run into software and hardware problems.

## Level 2 Technical Award in Information Technology (IT)

<b>Exam Board</b>	AQA
<b>Specification Code</b>	3735
<b>Led by</b>	Mrs V. Leat-Smith

<b>Assessment</b>	Examination: 40%	Controlled Assessment:60%
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### Awaiting Approval

#### **What you will cover:**

Students taking this qualification will study the fundamental aspects required in the three IT occupational areas covered by this specification: Creative, Data Management and Technical. They will also study the specific theory and skills required in their chosen occupational area in greater depth, resulting in the creation and evaluation of an IT system. Learning will take place through a mixture of real life case studies, practical tasks and a study of theoretical concepts, enabling learners to develop their IT knowledge, understanding and skills.

The course will be assessed through the following route –

Unit 1 Practical Skills in IT – internal assessed 30%

Unit 2 Creating IT Systems – internal assessed 30%

Unit 3 Fundamentals of IT – written exam 1hr 30min 40%

#### **Why choose this pathway:**

Students who have enjoyed Digital Literacy at key stage 3. This course focuses on the use of IT in the world we live in. Students will learn about Animation, Website Design, Spreadsheets, Databases and how information is used in each of these areas. Students will also learn the theory of these IT systems, such as flow charts, networks, hardware and software. If you're interested please speak to your IT teacher who can advise you further on suitability of the course.

#### **The future:**

A Level 2 qualification in IT will enable our students to follow any career route as they will have a firm grasp of IT systems. Students could continue with technical awards or choose to follow a computer science qualification. The advantageous of this qualification is that students have the flexibility to follow any IT related route they want.

#### **Employability skills:**

Students will gain a broad spectrum of skills and knowledge of IT through this award, which they could use in further education or in an apprenticeship. The skills that our students develop will equip them for life outside of school, they will have the confidence to use IT systems in the workplace and have the capacity to build upon these skills with further training.

## GCSE Business

<b>Exam Board</b>	Pearson
<b>Specification Code</b>	3210
<b>Led by</b>	Mr C. Robertson
<b>Assessment</b>	Examination: 100% final examination

### About the Course

#### **What you will cover:**

This GCSE specification will require students to develop their knowledge through learning and understanding how to actively engage in the study of business and economics to develop as an effective and independent learner as well as being critical and reflective thinkers with enquiring minds. Students are taught to be enquirers, to have a critical approach to distinguish between facts and opinions, to build arguments and make informed judgements. Through developing and applying their knowledge, to being thoughtful and using skills to understand contemporary issues in a range of local, national and global contexts. Students will appreciate the range of perspectives of different stakeholders in relation to business and economic activities. They will consider the extent to which business and economic activity can be ethical and sustainable.

#### **Why choose this subject:**

GCSE in Business actively engages students in the study of business and economics, helping them to develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts.

#### **The future:**

This GCSE course opens exciting opportunities to study business-related subjects at AS or A-level. Business can be the gateway into a number of great career choices: as well as being a fascinating subject in its own right, it is a useful subsidiary subject alongside almost any degree course at university. Some common courses to combine with Business are Law, Accounting, Economics, Journalism, English, ICT and Engineering.

Business is a favoured Bachelor Degree for universities recruiting to MBA (Master of Business Administration Degree) courses which lay the foundations of a career in senior management within all sorts of exciting industries.

#### **Employability skills:**

This course will provide our students with skills in many areas, such as practical aids which will focus on time management, personal organisation and action planning. Presentational skills, which will strengthen confidence when addressing audiences using a variety of media and forms. Personal skills build upon showing evidence of progression. Interpersonal skills which develop communication and group work and cognitive skills that teach our students how to reflect and review their own and others' performances.

## GCSE Drama

<b>Exam Board</b>	Eduqas
<b>Specification Code</b>	TBA
<b>Led by</b>	Mrs S. Buric

<b>Assessment</b>	Examination: 40%	Controlled Assessment: 60%
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### About the Course

#### **What you will cover:**

By studying GCSE Drama, students will learn more about the subject and its contribution to social and cultural commentary and will come to appreciate that drama, provides significant opportunities for expressing cultural and personal identity.

Through the study of Drama students will be given opportunities to participate in and interpret their own and others' drama. They will investigate the forms, styles, and contexts of drama and will learn to work collaboratively to develop ideas, to express feelings, to experiment with technical elements and to reflect on their own and others' performances. Students are required to study theatre practitioners such as Brecht and Stanislavski and be able to put their techniques into a devised and scripted performance.

They will also study a set text which promotes student's enjoyment of drama as performers, devisers, directors and designers. Drama GCSE provides opportunities for students to attend professional and community dramatic performances and to develop their skills as informed and thoughtful audience members.

#### **Why choose this subject:**

The course is for students who have a love of theatre and the acting process. Students will be expected to perform devised and scripted work and deconstruct set texts and performances within written course work.

#### **The future:**

This subject is worth one GCSE grade. A significant number of Scalby School students have gone on to study A level Drama and theatre studies or BTEC level 3 in Acting Studies. From here students have been accepted into Drama schools and carved out a career in the Performing Arts or teaching. Other popular routes have included retail, travel and tourism, marketing, theatre, film, media or any career which involves meeting people face to face.

#### **Employability skills:**

Many employers now actively seek those who have studied the arts. Steve Jobs, founder of Apple, was fond of saying his success was due to his hiring artists and musicians fascinated by technology rather than computer geeks. Top talent management agency, The Curve Group, specialising in financial and business services, declares that employees with arts degrees have developed more quickly in their roles from the start and has found them to have discipline, confidence and the ability to accept criticism.

## Level 1/2 Technical Award: Fashion and Textiles.

<b>Exam Board</b>	AQA	
<b>Specification Code</b>	3720	
<b>Led by</b>	Mrs L Biggs	
<b>Assessment</b>	Controlled Assessment 60%	Examination: 40%

### Awaiting Approval

#### **What you will cover:**

The Level 1/2 Technical Award in Fashion and Textiles is a new, creative and exciting course aimed at students who want to learn about Textiles and Fashion in a practical, hands on way. Learners complete three mandatory Units.

Unit 1: Skills demonstration (internally assessed) A number of bite-sized projects to demonstrate their competence in the 12 core skills ie, Colouring Fabrics, Surface decorations, Joining Fabrics, Combining Materials. Learners will produce a series of small made outcomes and record their work in a portfolio.

Unit 2: Extended making project (internally assessed) An extended project that showcases the skills they have developed in Unit1 and knowledge they have developed through Unit 3. The project will be in response to a design brief ie, You've been invited to attend an interview at The London Fashion School. You are required to take a garment that you have made with you to the interview. The garment must showcase your development and making skills to impress the tutors. Learners will also develop skills in planning and development, making, testing, evaluation and communication.

Unit 3: Fundamentals of fashion and textiles (externally assessed) - Studies the fundamentals of the fashion and textiles industry and the industrial and commercial processes that exist within it. They will learn about materials and their properties and also about possible careers.

#### **Why choose this pathway:**

The course is for students who like designing, exploring and experimenting with different techniques and decoration, and making products with different materials, problem solving and independent working. It will encourage a working knowledge of commercial fashion, home furnishing textiles products and textiles materials and should allow learners to show their understanding of textile products and how they are made, as well as learning about careers and developing transferable skills such as teamwork and communication.

#### **The future:**

This subject is worth one GCSE grade. AS and A Level Textiles Courses or further education courses such as Foundation Diplomas and Fashion and Textiles Degrees.

#### **Employability skills:**

As well as being taught key skills in Textiles Technology, students will in develop key life skills: Independence, Creativity, Timekeeping, Team Work, Resilience, Meeting Deadlines, Effective Communication and Problem Solving.

## Level 1/2 Technical Award: Food and Catering

<b>Exam Board</b>	AQA
<b>Specification Code</b>	3725
<b>Led by</b>	Miss Twamley

<b>Assessment</b>	Examination: 40%	Controlled Assessment:60%
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### Awaiting Approval

#### **What you will cover:**

This qualification is for learners who are interested in food preparation in a commercial catering environment, and wish to develop skills and knowledge that will prepare them for further study and employment within the catering industry.

The GCSE in Food and Catering will give learners the opportunity to develop an understanding of: Practical food preparation skills and techniques, meal and menu planning, cooking methods and recipes, commercial practice, and food hygiene and safety.

Learners will complete three units:

**Unit 1: Practical skills in Food and Catering (Controlled Assessment)** Creating a number of small practical dishes to demonstrate their competency in 12 core practical skills.

**Unit 2: Extended making project (Controlled Assessment)** An extended making project that showcases the skills and knowledge they have developed in Unit 1 and the knowledge they have acquired in Unit 3. Learners will develop skills in planning and development, making, testing, evaluation and communication.

**Unit 3: Fundamentals of Food and Catering (Exam)** Studying essential information relating to food and catering including ingredients and commodities, meal and menu planning, commercial practice, possible careers within the catering industry, food hygiene and safety.

#### **Why choose this pathway:**

This course is well suited to students who like working with food and enjoy practical work. They will need to be well organised, able to work independently and motivated. The final assessments include both written and practical tasks, requiring sound nutritional and practical knowledge.

#### **The future:**

This subject is worth one GCSE grade. This GCSE will equip students with the knowledge, understanding, skills and encouragement they need to cook. It will give them the ability to apply theoretical principles and develop vital life skills so that they can feed themselves and others affordably and nutritiously. It would be a good qualification for those who wish to follow food/catering/ related courses or work in the food industry, and gives valuable experience in teamwork and problem solving techniques.

#### **Employability skills:**

Learners will gain a broad understanding of commercial food production and an awareness of related career paths. As well as being taught key skills in food preparation, students will in addition develop key life skills: Timekeeping, costing and meeting deadlines, effective communication and problem solving. These are key skills needed in a rapidly changing market by all employers.

## GCSE French

<b>Exam Board</b>	AQA
<b>Specification Code</b>	8658
<b>Led by</b>	Mrs S. McCluskie

<b>Assessment</b>	Final exams in the 4 skills of listening, speaking, reading and writing. Each skill is worth 25% of the final grade.
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## About the Course

### **What you will cover:**

This course will allow students to develop their ability to communicate confidently and coherently with native speakers in both speaking and writing. They will deepen their knowledge of grammar and how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts. The course also aims to develop a greater awareness of the culture and identity of French speaking communities and countries. The new exam features translation and reading extracts from literary and authentic texts. The subject content will be focussed on 3 main themes: identity and culture, local, national, international and global areas of interest and current and future study and employment.

### **Why choose this subject:**

This course is for you if you have been successful in French at KS3. You should be a confident learner, because the GCSE exam involves writing and speaking from memory and reading extracts of literary texts and poems. It also involves translation into both English and French; therefore a good command of English grammar is necessary for success in French. You will be a student who wants to study a range of A Levels and then go to university.

### **The future:**

This subject is worth one GCSE grade. Success in foreign languages at GCSE is seen as an important indicator of academic ability and is welcomed by colleges and universities, whatever subject is chosen. A GCSE in a foreign language may clinch you a place when applying for increasingly competitive degree courses. Practically any job can involve languages, whether it is based in the UK or abroad.

### **Employability skills:**

Languages are a skill for life and in learning a language you master the following transferable skills: communication, critical and analytical thinking, memory, listening, problem solving, self-discipline, confidence, improved knowledge of your own language and you benefit from increased brain capacity!

## GCSE Geography

<b>Exam Board</b>	AQA
<b>Specification Code</b>	8035
<b>Led by</b>	Mrs H. Banks

<b>Assessment</b>	100% final examination
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### About the Course

#### **What you will cover:**

Geography helps you to be more aware of everyday situations and issues faced by the people who live around you, in other parts of the UK, and across the world. Geography is a highly topical subject, ever changing as world events unfold. The course will focus on students understanding of the environment at both local and global scales, and developing a wide range of skills such as presenting arguments or map skills. Students will also undertake two pieces of fieldwork which will be examined at the end of the course. There are three exams in the new geography specification, one each for physical and human topics and one for fieldwork and enquiry techniques. Students will study a mixture of physical and human topics in each of the three years as well as completing one piece of fieldwork out of school in Years 9 and 10. Time will be spent in Year 11 preparing for the fieldwork exam and recapping the work done out in the field during Years 9 and 10.

#### **Why choose this subject:**

This course is for students who have an interest in the world around them and why events occur as they do. Students need to use a wide range of skills in geography including team work, problem solving and fieldwork techniques. The course uses a wide variety of different learning styles as well as a practical element whilst conducting fieldwork.

#### **The future:**

This subject is worth one GCSE grade. Students achieving grade 7 or above will be able to access A-level Geography or Geology and have the potential to study Geography or other Environmental Sciences at Degree level. Geography links extremely well with History as well as specialist science and arts subjects, so it ideal for a balanced curriculum. Geography has one of the highest rates of graduate employability, as well as being highly valued by employers worldwide.

#### **Employability skills:**

Geography develops a whole range of employability skills including numeracy, teamwork through regular field trips, analytical skills and an awareness of ICT programmes that can be taken into the world of work. You will learn to work independently and develop resilience through working on problems. By the end of the course you will have a broader view of the world and be sensitive to other cultures. These skills will all help you to stand out in the broadening labour market.

## GCSE History

<b>Exam Board</b>	Pearson
<b>Specification Code</b>	1H10
<b>Led by</b>	Mr A. Sutcliffe

<b>Assessment</b>	100% final examination
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## About the Course

### **What you will cover:**

Students will have the opportunity to study British and world history through a mixture of a thematic study of crime and punishment spanning medieval, early modern and modern history, a period study covering the Cold War 1945 -1990, a British depth study of the life and times of Elizabeth I and a depth study of Germany from 1919-1939. The subject will be examined through three exams.

### **Why choose this subject:**

GCSE History will engage and interest students and prepare them for a role as informed, thoughtful and active citizen. Students have a better understanding of the world today through focusing on aspects of the past that have played a major role in shaping the present.

### **The future:**

This subject is worth one GCSE. To follow a career related to History students would usually go on to further education and take A Level History with the possibility of continuing on to University. Occupations directly related to History include working in heritage sites, museums, tourism and teaching. However, other typical employers of History graduates include accountancy firms, armed forces, banks, the civil service, higher education institutions, law firms, management consultancies, media, NHS management, police service, publishing companies and retailers to name but a few.

### **Employability skills:**

GCSE History is valuable for many courses, careers and professions as skills learned through a study of GCSE History can be applied to all sorts of situations. Students are able to research gather and read different kinds of information and analyse it for bias or propaganda. Students develop the skills to read maps, graphs and other diagrams. They are able to communicate clearly and have learn to express themselves verbally and on paper presenting balanced arguments and solving problems supported by evidence. In addition a study of History allows students to develop other transferable skills of being able to work independently as well as in group situations; it encourages resilience and the ability to meet deadlines. These skills are valuable in arrange of careers many not always specifically related to History.

## Level 1/2 Technical Award – Materials Technology

<b>Exam Board</b>	AQA
<b>Specification Code</b>	3740
<b>Led by</b>	Miss A. Tiernan

<b>Assessment</b>	Examination : 40%	Controlled Assessment: 60%
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### Awaiting Approval

#### **What you will cover:**

This qualification is intended for students who are interested in understanding the working properties of woods, metals and polymers (plastics) and wish to use these materials in a practical way. It will particularly appeal to students who are looking for a course that is practical in nature and will prepare them for further study and employment within related industries. Students will complete three mandatory units (one externally assessed and two internally assessed).

#### **Unit 1: Skills demonstration (internally assessed)**

Completing a number of bite-sized projects to demonstrate competence in core skills. Students will produce a series of small made outcomes and present it as a portfolio.

#### **Unit 2: Extended making project (internally assessed)**

An extended making project that showcases the skills and knowledge developed in Unit 1 and the knowledge through Unit 3. The project will be in response to a brief. Skills will be developed in planning and development, making, testing, evaluation and communication.

#### **Unit 3: Fundamentals of Materials Technology (externally assessed)**

Studying materials and their working properties as well as processes and manufacture. Gaining knowledge of the applications and characteristics of a wide range of woods, metals and polymers and careers within industry. Develops an understanding of materials and their working properties, processes and manufacture, joining, components, adhesives and finishes, commercial practice, sustainability as well as careers opportunities.

#### **Why choose this subject:**

This Award will provide students with the opportunity to develop practical making skills with a focus on developing a depth of understanding in the specific material areas of woods, metals and polymers. There is a strong focus on learning about materials, workshop skills and manufacturing in a commercial environment helping students prepare for possible careers relating to this subject area.

#### **The future:**

This subject is worth one GCSE grade. This can lead to A level Product Design/Engineering/Construction courses or equivalent in Further Education colleges. Students can also look at apprenticeships in construction or engineering as another pathway. This will also provide valuable skills for working in a range of careers including: 3D Designer, CAD Designer or Engineers, Product Designers, Industrial Engineers, and the Construction Industry.

#### **Employability skills:**

Students will gain a broad understanding of the properties of materials and commercial practice in related industries. They will develop practical skills which will enable them to produce practical outcomes manufactured from different materials. Learners will also develop valuable transferable skills in teamwork and communication as part of some of the units. Students will also develop other key life skills such as timekeeping, meeting deadlines, creativity and problem solving.

## GCSE Music

<b>Exam Board</b>	AQA
<b>Specification Code</b>	8271
<b>Led by</b>	Mr T. Aston

<b>Assessment</b>	Examination: 40%	Controlled Assessment: 60%
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### About the Course

#### **What you will cover:**

Students will be focusing on three main components in Music, which are Understanding Music, Performing Music and Composing Music. The students will focus on appraising, developing and demonstrating an in depth knowledge and understanding of musical elements, musical context and musical language. They will study music in a variety of styles: Western Classical Tradition, Popular Music and Traditional Music. Students will perform pieces of music on their chosen instruments as a solo piece and in groups. They will evaluate their own and others' music ensuring they understand and appreciate a range of different kinds of music. Finally students will learn how to compose music individually and in groups using both music technology and acoustic instruments.

#### **Why choose this subject:**

The course is for students who will like studying pieces of music in various styles and opening their ears to unfamiliar genres. During the practical lessons you will work towards submitting two pieces of Music and two performances (one solo and one group), which will be recorded in front of an audience.

#### **The future:**

This subject is worth one GCSE grade. Students will be able to go on and study Music or Music Technology at A level. This GCSE would help those who want to be a Musician, Teacher, Composer, Performer or a Music Therapist.

#### **Employability skills:**

Music, art and drama require long hours of hard work and dedication. Students have to pay great attention to detail, to perfect and redo. Putting on a play, exhibition or concert takes strong organisational skills.

## Level 1/2 Technical Award: Sport

<b>Exam Board</b>	AQA
<b>Specification Code</b>	3750
<b>Led by</b>	Mr R. Davis

<b>Assessment</b>	Examination: 40%	Controlled Assessment:60%
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### Awaiting Approval

#### **What you will cover:**

The course will develop a wide range of practical sporting skills incorporating agility, balance, coordination, reaction and timing. Learners will understand the technical and tactical demands of the sports they choose to study in addition to a variety of transferable skills such as self-appraisal, evaluation, leadership, communication, decision making and problem solving. Additionally, learners will have an increased awareness of the positive effects of physical activity on the general health and wellbeing of individuals as a result of completing this qualification.

#### **Why choose this subject:**

This course is designed for students who have an interest in sport and wish to learn about the industry, the technical skills and theory associated with practical player performance, alongside developing practical skills and aptitude within coaching and officiating or organising sports events/activities.

#### **The future:**

This course will also offer a progressive route through to Technical Certificates, Tech Levels, BTEC Level 3 National Diplomas and A Levels.

#### **Employability skills:**

Whilst learners may wish to enter the world of sport as a career, only a minority will achieve status as elite player-performers even if they are gifted. However, in addition to learning about rules & regulations, techniques & skills and tactics & strategies, this qualification will provide the opportunity to study the sports industry more widely, potentially giving a number of career openings within the above areas.

## GCSE Physical Education

<b>Exam Board</b>	Pearson
<b>Specification Code</b>	1PE0
<b>Led by</b>	Mr R. Davis

<b>Assessment</b>	Examination: 60%	Controlled Assessment:40%
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### About the Course

#### **What you will cover:**

The course comprises of one weekly theory (classroom) and one weekly practical lesson. The final grade is achieved by adding together marks from 2 theory examinations and marks from practical assessment. Physical Education requires a good level of literacy as the two examinations are over an hour each. The course is therefore suited to students who are academically able with a talent for sport.

Students follow a variety of practical activities. At the end of each activity they are assessed on your ability to perform in that practical activity. Over the length of the course students will perform several different practical activities.

#### **Why choose this subject:**

The course is for students who like a combination of sport and science. Ideally, GCSE PE students will participate in sport outside school. You will look at the effect which sport and physical activity have on the body. During the course you will participate in a number of sports practically. More importantly you will need to be keen on science and biology, demonstrating your knowledge of exercise and the body in a theoretical way. This is not a course based purely on playing sport. You will need to apply your knowledge in the classroom in exam situations as this course has a 60% exam assessment.

#### **The future:**

This course is an appropriate gateway to a range of exciting careers and opportunities in the sporting industry. Successful completion of the course offers an appropriate foundation for Level 3 Sport Courses such as A-Level Physical Education and BTEC National Diplomas in Sport and Exercise Sciences. Candidates who successfully follow this pathway can look towards a career in a range of different professions such as PE Teacher, Sports Coach, Fitness Instructor, Dietician, Sports Development Officer, Sports Psychologist, Personal Trainer and Sports Development Officer.

#### **Employability skills:**

As well as being taught key skills in Physical Education, students will in addition develop key life skills: Timekeeping and meeting deadlines, effective communication and problem solving. These are key skills needed by all employers.

## GCSE Psychology

<b>Exam Board</b>	AQA
<b>Specification Code</b>	44180
<b>Led by</b>	Mrs S.Mallison

<b>Assessment</b>	Examination: 100%
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### About the Course

#### **What you will cover:**

Psychology is a social science and studies the human mind and behaviour. Research in psychology seeks to understand and explain how we think, act and feel. There are lots of types of psychology: -cognitive psychology, developmental psychology, biological psychology and social psychology that the AQA course touches on. There are 2 units in the course- "Making sense of other people" which considers memory, communication, personality and discrimination, and "Understanding other people" which considers learning, social influence, sex and gender and aggression. As well as these topics, we also consider how psychologists go about finding things out, so we consider the research methods used in their investigations. The course addresses many interesting issues such as, are some people born to kill? Why are some people social loafers? Why are people prejudiced? Why do we follow orders so easily? What causes antisocial behaviour disorder? You will never see yourself or others in the same way again!

#### **Why choose this subject:**

If you are fascinated by the idea of understanding the brain - if you want to grasp the complexities of human behaviour - GCSE Psychology is for you. Psychology compliments all areas and subjects. Its focuses on the human mind, behaviour and thinking and it also instils skills in research, analysis, communication and organisation that go well beyond the value of the material covered. Please note- there is a significant amount of science content in this subject.

#### **The future:**

This subject is worth one GCSE grade. Employers and universities value and respect Psychology as they recognise the complexities of the subject which requires a range of useful transferable skills. This course also provides the foundation for you to carry psychology forward to AS & A2 Level offered at local sixth form colleges. With Psychology as a qualification, you can enter a wide range of employment sectors; such as social work, educational psychologist, the police force, human resources, forensics psychologist, sports psychologist, teaching and many more.

#### **Employability skills:**

Employers value a GCSE in Psychology as it enables students to develop critical thinking skills, by considering evidence and evaluating its importance. It also develops an understanding of how and why people behave as they do which is vital in workplace relationships. Discussion skills are essential in the subject and the course is based round team work which again is one of the most vital skills sought by employers.

## Level1/2 Technical Award: Visual Communication

<b>Exam Board</b>	AQA
<b>Specification Code</b>	3755
<b>Led by</b>	Mrs L. Machen

<b>Assessment</b>	Exam: 40%	Controlled Assessment:60%
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### Awaiting Approval

#### **What you will cover:**

Students will study a wide range of traditional and digital communication techniques, materials, processes and technologies. Students will also have the opportunity to develop decision making skills through independent learning and team working.

Students will undertake a number of projects that allow them to be assessed against 12 practical skills. Students will develop promotional materials, make interesting prototypes, samples and small products applying technical and practical expertise to ensure that the product is fit for purpose.

The exam taken at the end of the course will cover the fundamentals of the visual communication industry and commercial processes that exist within it. Students will be taught about materials and their properties and careers within the industry.

#### **Why choose this pathway:**

The course is for students who like drawing, designing and making their own outcomes to a project brief and have enjoyed their Graphics lessons in Year 7 and 8.

It is also aimed at students who are interesting in a career in Graphics, Advertising, Engineering or Architecture.

#### **The future:**

This Technical Award is a vocational qualification which fulfils entry requirements for academic study post 16 and is equivalent to one GCSE. Students could continue on to A level Graphics or any Level 3 BTEC Design course.

There are many opportunities in the design industries, plus creative roles in various sectors including car design, TV and other media, web design, marketing, advertising and branding.

Employers can include local councils, advertising agencies and design consultancies, educational institutions, and TV and film companies. See more at:

Careers in graphic design – [www.ccskills.org.uk](http://www.ccskills.org.uk)

Dear Parent or Carer,

**2017-2020 Subject Choices Information Evening Thursday 5<sup>th</sup> January 2017**

**6:30 pm – 8:30 pm**

I wrote to you earlier in the term to advise you that the 2017-2020 Subject Choices programme started on the 21<sup>st</sup> November.

As parents and carers, of course, you want to be fully informed about what subjects are available in order to help your child to make the correct choices. The Key Stage 4 Course Information Evening on Thursday 5<sup>th</sup> January 2017 gives you the opportunity to speak to our Heads of Department who will give you details of the content and examinations for their courses.

The arrangements for the evening are as follows.

**6:30 pm:** Key Stage 4 Courses presentation in the Main Hall with Mr M. McCluskie

**6:40 pm onwards:** opportunity to speak to Heads of Department

There will also be the opportunity to speak to representatives from our Further Education partners and training providers. Mrs Ruth Green, our fully qualified Careers Advisor, will also be available throughout the evening.

Students should submit their Key Stage 4 Courses forms to their Mentor no later than Friday, 27<sup>th</sup> January 2017. I ask for your support to ensure that your child's form is submitted no later than this date.

I look forward to seeing you on 5<sup>th</sup> January.

Yours sincerely

Mr M. McCluskie  
Deputy Headteacher

## Pathway B

### 2017-2020 Subject Choice Form

Name:..... Mentor Group: 8.....

It is important to choose alternative subjects in case your preferred course does not run. This can happen if not enough students wish to study a subject. Please indicate your first and second preferences in Block A and B. Then indicate up to 4 subjects for Blocks C and D.

	Block A	Block B	Block C	Block D
Preference 1				
Preference 2				
Preference 3				
Preference 4				

Student's Signature: .....

Parent's Signature: .....

Please return this form to your Mentor by Friday 27 January 2017. If you do not return your form by this date you may not get any of your preferences.