

# Sandwell Academy

## Year 9 Options 2024



### Yellow Pathway

Key Contacts:

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**Be Brave Be Kind Be Proud**

# The Options Process and Pathways

The Academy has worked hard to provide a range of level 2 qualifications to suit all needs. This includes both vocational qualifications and the traditional GCSE courses.

## **English Baccalaureate**

In 2010 the Government introduced an English Baccalaureate which you are strongly encouraged to follow. It involves studying five GCSE subject areas: English, Mathematics, Science, a Modern Foreign Language and either Geography or History. It is likely that successful attainment of these subjects at grades 9 - 5 will enhance your application should you wish to go to university and it will be recognised by employers. The Academy therefore encourages students, where appropriate, to achieve this qualification via the curriculum that is offered. This pathway is also compulsory for a large number of students.

## **BTEC – *This is a national vocational qualification.***

This qualification recognises your competence in a work related area. Assessment is largely through internally assessed units, which are externally moderated, together with an externally assessed exam. These courses are more practical and you will achieve an award equivalent to one GCSE.

## **GCSE - *These are the traditional examinations known as the General Certificate of Secondary Education.***

Assessment in all GCSE qualifications is now Linear. This means that all examinations and submission of marks happen at the end of the course. Some parts of course are examined as Controlled Assessments. This means that you may prepare and research over a period of time, before completing an extended task under formal examination conditions.

Students who achieve high GCSE or BTEC grades can progress to Level 3 courses: AGCE (Advanced General Certificate of Education) or BTEC National qualifications after age 16. Most jobs, places of training or further education require you to achieve at least five GCSEs at grade 9 - 5 or the vocational equivalent.

By the end of July 2024 you will have completed Key Stage 3 and made progress in a range of subjects. Now you must decide which subjects you wish to continue to study for the next two years leading to GCSE and/or BTEC/ qualifications. There are a range of new courses on offer too.

Your decision is a very important one as it will affect: • your progress over the next two years • your choice of advanced courses or further education, training or employment.

The policy of the Academy is to 'provide courses that will give students the best opportunities to succeed.'

In order to give you the best options and outcomes, bespoke pathways will inform your options process, which will be explained on your options form.

**All students will study:**

GCSE English Language

GCSE English Literature

GCSE Maths

GCSE Science (double award: biology, chemistry and physics)

**Students must pick one of the following:**

GCSE Geography

GCSE History

**Other potential options include:**

GCSE Art and Design: Fine Art

GCSE Business

GCSE Computer Science

GCSE Design Technology

GCSE Food Preparation and Nutrition

GCSE Religious Education

GCSE Spanish

GCSE Triple Science

GCSE PE or BTEC Sport (depending on suitability / availability)

Cambridge i-Media (Graphic Design)

BTEC Business (Enterprise)

BTEC Creative Media Production (Media Studies)

BTEC Digital Information Technology (ICT)

BTEC Health and Social Care

BTEC Music

BTEC Performing Arts

**You will study 9 subjects as well as the wider curriculum.**

## **How to I submit my options?**

You can submit your options form in person to student reception between **Monday 11th March and no later than Monday 18th March**. This is so that you can ensure that you spend time considering and researching your options. Speak to your teachers, your PT and engage with the options programme to make sure that you make the best decisions for yourself and your future. Remember to consider any career plans that you may have.

## **Will I be able to do what I want?**

Most students are able to study their preferred subjects. If this is not possible it may be because: your choice does not match your ability level or career plan, the option group is too large to include everyone or the option group is too small and has to be withdrawn. Although staff will try to make it possible for you to have your preferred choice of subjects, the final decision will rest with the Academy.

## **Why would a group or subject be withdrawn?**

Should a subject not continue to attract a sufficient number of students or an integral curriculum change takes place, it might be withdrawn and the students who have chosen that subject will be offered a different subject based on their other choices, or be guided to choose an alternative subject.

## **Some subjects are new. How do I know whether to choose them?**

As well as information available from this booklet, you can also speak to the teachers responsible for each subject as detailed in this booklet. You are encouraged to look at the specifications to gain an understanding of the course content.

## **How do I choose if I am not sure about my career plans?**

You will continue to study compulsory subjects in Years 10 and 11. These subjects will give you a broad base for any choices that you will make beyond Year 11 and will give you good options for further study or apprenticeships. It is ok to not be sure about your career plans, so you are encouraged to choose subjects that you enjoy and that are varied, as opposed to choosing a subject because of the teacher or because your friends are doing it. If you are still unsure of how your choice of subjects might affect your future career plans, please speak to the careers team.

## **Can I change an option if I need to?**

Once you have submitted your options form, this will be considered as final. However, if you do have any specific questions about the options process, please contact Mrs Heelis (mheelis@sandwellacademy.com).

No changes can be made once Key Stage 4 commences.

# Key Dates

Thursday 29th February: Year 9 Options launch

Week beginning 4th March: Year 9 options, careers and consultation programme commences (taking place during PT time)

Monday 11th March: Forms can be handed into student reception (they will not be collected prior to this date to ensure that the options programme has been completed beforehand)

Monday 18th March: Deadline for all options forms to be received

May 2024: Options confirmed\*

You will receive one copy of your options form to complete by hand and submit to student reception. Please ensure that you use the full week to inform your decisions.

**Forms will not be accepted prior to Monday 11th March.**

Your form will outline your options blocks and pathway.

\* Integral curriculum changes can take place which can result in certain subjects being withdrawn. The Academy will always seek to ensure that students are offered a suitable alternative in this instance.

# GCSE English Language

## Awarding Body

Edexcel

## Further Information available from

Mr Blanche

## Description

Students are expected to read and analyse a range of texts, both fiction and non-fiction whereby they will develop skills in close analysis and understanding. They also practice various types of writing, including creative and transactional writing. They will be expected to apply a range of skills including applying a range of vocabulary and punctuation effectively including organising their writing for effective communication. Spoken language skills are developed through presentations and discussions where students will deliver a presentation on a topic of their choice.

## Assessment(s)

**Paper 1:** Fiction and Imaginative Writing

**Section A:** Reading (Fiction)

**Section B:** Creative Writing

**Paper 2:** Non-fiction and Transactional Writing

**Section A:** Reading (Non-fiction)

**Section B:** Transactional Writing (e.g., letters, speeches, articles)

## Spoken Language Assessment:

This usually involves students delivering a presentation or responding to questions and is assessed separately from the written exams.

## Next steps

A-Level English Language

## Future pathways

- Journalism
- Marketing
- Speech and Language therapy
- Law
- Human Resources
- Media and Digital Marketing
- Public Relations
- Publishing
- Writing

# GCSE English Literature

## Awarding Body

Edexcel

## Further Information available from

Mr Blanche

## Description

Students are expected to read and study a variety of literary texts, including plays, novels, and poetry. They analyse themes, characters, language, and literary techniques. Developing skills in essay writing, including the ability to express and support critical opinions, is a key aspect of the course.

Students will be expected to cover a range of the English canon including Shakespeare, poetry by a range of writers and literature from both the 19th century and modern ages. At Sandwell Academy, we presently study:

Macbeth

A Christmas Carol

An Inspector Calls

Conflict Poetry Anthology

Unseen Poetry

These texts have been chosen as they expand upon students' exploration of the ideas of identity, morality, guilt, family, honour and conflict at Key Stage 3. However, they are subject to change in the interests of providing a rich, diverse curriculum.

## Assessment(s)

**Paper 1:** Shakespeare and Post-1914 Literature

**Section A:** Shakespeare play (e.g., a tragedy or comedy)

**Section B:** Post-1914 British play or novel

**Paper 2:** 19th-century Novel and Poetry since 1789

**Section A:** 19th-century novel (e.g., a classic novel)

**Section B:** Poetry anthology (a selection of poems on a particular theme)

**Section C:** Unseen poetry (analysis of unseen poems)

## Next steps

A-Level English Literature

## Future pathways

- Education
- Writing and Journalism
- Publishing
- Librarian and Archiving
- Cultural Heritage and Tourism
- Law and Legal Services
- Advertising
- Corporate Communications

## **Awarding Body**

OCR

## **Further Information available from**

Mr Hughes

## **Description**

To succeed in GCSE Mathematics students will need to secure their knowledge of key stage 3 topics in Number, Algebra, Shape and Data. Students should be confident with their Fluency skills and have some understanding of Reasoning and Problem solving which will be further developed at key stage 4.

## **Assessment(s)**

After each block is taught students will sit a 20 minute test that will give them an understanding of their strengths and weaknesses. These results will be recorded in their trackers. The GCSE assessments will consist of 2 calculator papers and 1 non-calculator paper for both foundation and higher exams where students are expected to know majority of the formulas.

## **Next steps**

A-level Maths

Further Maths

## **Future pathways**

Universities will require a minimum of a grade 5 pass.

Employers regard success in Maths as very important as problem solving, and analytical thinking skills are highly desirable.



# GCSE Trilogy Science (Combined)

## Awarding Body

AQA

## Further Information available from

Dr Watkins

## Description

Most students will study AQA GCSE Combined Science Trilogy, which is equivalent of two GCSE qualifications, with a nurture group studying AQA GCSE Combined Science Synergy which has two less exams. Both qualifications cover the same elements of Biology, Chemistry, Physics and practical skills.

Those students who have demonstrated a talent for Science will have the opportunity to study Physics, Chemistry and Biology in greater depth, resulting in the award of three GCSE Science qualifications. Students who would like to be considered for this option need to choose Triple Science in the option block.

Our curriculum follows a spiral five year plan which builds on prior learning and helps students to make connections. Across all year groups students receive one lesson of Biology, Chemistry and Physics each week lasting a single 1 hour 20 session. In Key Stage 3 students spend time learning key practical skills and the foundations of knowledge across the disciplines. This then allows us to concentrate on more advanced concepts in Key Stage 4. Students are encouraged through the use of practicals to develop their analytical and enquiry skills.

## Assessment(s)

In both Year 10 and Year 11 students will be assessed at three assessment points within Science, concentrating on knowledge learnt in the current year as well as synoptic knowledge built in previous years.

## Next steps

A-levels in Biology, Chemistry and Physics

BTEC nationals in Applied Science

## Future pathways

- Nurse
- Doctor
- Social care worker
- Physiotherapist
- Forensics
- Ecologist
- Zoologist
- Veterinary Nurse
- Science Technician
- Lawyer, Consultant
- Politics
- Teaching
- Research Scientist
- Midwife
- Physiotherapist
- Product Development
- Analyst
- Marine Biologist
- Engineer
- Scientific Journalist
- Speech & Language Therapist

# GCSE Geography

## Awarding Body

AQA (8035)

## Further Information available from

Mr D Denker

## Description

This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them. Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

Paper 1:

The challenge of natural hazards, The living world, Physical landscapes in the UK, Geographical skills

Paper 2:

Urban issues and challenges, The changing economic world, The challenge of resource management, Geographical skills

Paper 3:

Issue evaluation, Fieldwork, Geographical skills

## Assessment(s)

Paper 1: Living with the physical environment - written exam: 35% of GCSE

Paper 2: Living with the human environment - written exam: 35% of GCSE

Paper 3: Geographical Applications 30% of GCSE

Pre-release resources booklet made available 12 weeks before Paper 3 exam

## Next steps

A Level Geography, Environmental Science, Geology.

Compliments the following subjects: The Sciences, Mathematics, Media, English, Technology

## Future pathways

- Architectural technologist
- Business analyst
- Cartographer
- Data analyst
- Environmental consultant
- Geographical information systems officer
- Marketing executive
- Secondary school teacher
- Social researcher
- Town Planner
- Construction manager
- Landscape architect
- Market researcher
- Nature conservation officer
- Palaeontologist
- Political risk analyst
- Sustainability consultant
- Transport planner

# GCSE History

## Awarding Body:

Pearson

## Further Information available from :

Mrs Hood and Mr Smith

## Description

To succeed in History, GCSE students need to secure their key skills at KS3. The second order concepts learnt support the exam skills required and examined across all 3 papers in Year 11. Embedding concepts around short and long term causes or consequences, writing narratives, analysing sources of evidence and interpretations enables students to explore time periods confidently, being able to place them in their chronological context and therefore, understand the wider reaching issues by drawing on their KS3 knowledge.

## Assessment(s)

All assessments at GCSE are external examinations through three papers

Paper 1: Medicine in Britain, c1250 – present and The British sector of the Western Front, 1914 – 1918: injuries, treatment and the trenches (30%)

This unit covers the transformation of medicine and the treatment of disease across time. It ranges from bizarre ideas about causes of the Black Death to the ground breaking discoveries of germ theory and DNA. Students also explore injuries and treatments in the trenches during the First World war.

Paper 2: Early Elizabethan England, 1558 – 88 and The American West, c1835 – c1895 (40%)

Students examine the way in which the US took control of the American West by exterminating the buffalo and destroying the Plains Indians nomadic lifestyle. Whilst the Elizabethan England unit explores the rise and death of a female monarch who had clear threats from foreign countries like Spain and from the Catholics at home.

Paper 3: Weimar and Nazi Germany, 1918- 1939 (30%)

Perhaps one of the most infamous periods in history is explored in depth to see how a new democratic German state rose out of the ashes of the First World War, only for hope to be destroyed as the brutal Nazi dictatorship came to power.

## Next steps

A Level History

A Level Law (Law and Economics)

A Level Government and Politics

## Future pathways

History GCSE is highly valued by employers and can lead students towards different careers, such as:

- History teacher
- Barrister
- Solicitor
- Civil Servant
- Journalist
- Librarian
- Political researcher
- Archaeologist
- Activist
- Building conservation
- Heritage, tourism and leisure
- Museum administration
- TV and radio research

# GCSE Art and Design: Fine Art

## **Awarding Body:**

AQA

## **Further Information available from :**

Miss Deakin and Miss Green

## **Description**

For KS4 students can study Fine Art and will be able to explore all the below processes, then selecting a pathway of either more 2D or 3D Art, depending on their interests. By the end of KS4, students will have a sound understanding of materials, processes and techniques and be confident in recording, both visually and analytically. Students are encouraged to develop personal projects that are informed by their personal interest and the world around them.

Students will have skills-based curriculum during the first term of Year 10; enabling students to develop confidence with techniques and processes, as well as begin to develop and understand how a GCSE project should be formulated.

As students' progress through Year 10, the skills they have acquired in Years 7-9 will be directed to a more challenging, main project, and students will develop their coursework portfolio of work, bringing in more personalized choices about materials and artists explored. This element is worth 60% of GCSE.

In the first term of Year 11 at GCSE students will refine their portfolio of work and complete a final piece for their project. Then in January, they will begin the final component, the controlled assessment worth 40% of their GCSE grade. Students will use their understanding of how to formulate a project and their preferred style of art, processes and techniques to create a personal, independent body of work stemming from the exam board

## **Assessment(s)**

60% coursework (from Sept of Year 10 to Xmas term in Year 11)

40% controlled assessment (from Jan - Easter time of Year 11)

Year 10 will start with a baseline assessment. Students are assessed throughout the year. They will also complete a mock exam at the end of Year 10.

## **Next steps**

Studying Fine Art at A Level at Sandwell Academy.

You could also go onto to other artists courses in either A Level or BTEC.

## **Future pathways**

Architecture; Interior Design; Graphic Design; Advertising; Illustration; Photography; Set Design; Film & Television; Fashion Design; Textile Design; Jewellery Design; Animation; Games Design; Product design; Teaching; Occupational Art Therapy; Gallery or museum curator; Art Historian; Restoration & Conservation; Specialist Art Retail – and many others!

**Awarding Body:**

Pearson

**Further Information available from :**

Mrs Binning

**Description**

This qualification aims to equip students with:

- Comprehensive knowledge of business concepts, terminology, objectives, and the interconnected nature of business activities, considering their impact on individuals and society.
- Application of knowledge to address contemporary business issues across various business types and sizes in local, national, and global contexts.
- Development of entrepreneurial skills, fostering commercial and creative thinking, business acumen, and evidence-based decision-making.
- Cultivation of effective, independent, critical, and reflective thinking skills.
- Ability to employ an enquiring, critical approach for informed judgments, investigate real business opportunities, and construct well-argued, evidence-based arguments.
- Proficiency in quantitative skills relevant to business, including data interpretation.

**Assessment(s)**

In Year 11, students will take two exams, each lasting 1 hour and 45 minutes, contributing to 50% of the qualification (90 marks). The exams are divided into three sections: A (35 marks), B (30 marks), and C (25 marks). The papers include calculations, multiple-choice, short-answer, and extended-writing questions. Sections B and C focus on business contexts presented in the paper. Calculators are allowed, and guidelines can be found in Appendix 4: Calculators.

**Next steps**

A-Level Business

A-Level Economics

**Future pathways**

- Entrepreneurship
- Accountancy
- Finance
- Marketing
- Human Resources
- Hospitality
- Project Management
- Entertainment
- Education
- Supply chain management
- Operation
- Training and development
- Administration

# GCSE Computer Science

## Awarding Body

OCR

## Further Information available from

Mr Hoque

## Description

The OCR GCSE in Computer Science, under the course specification J277, is designed to provide students with a comprehensive understanding of the principles of computer science. This course aims to develop students' computational thinking skills, a fundamental aspect of problem-solving in the modern technological world.

Key components of the course include:

**Computer Systems** : This unit focuses on the theory of how computers work and covers topics like hardware, software, and the ethical, legal, cultural, and environmental concerns associated with computer science. Students learn about the central processing unit (CPU), computer memory, and storage, wired and wireless networks, network topologies, system security, and system software.

**Computational Thinking, Algorithms and Programming:** This unit delves into algorithms and programming concepts. Students explore algorithms, programming techniques, producing robust programs, computational logic, and data representation. This part of the course emphasizes the development of students' skills in thinking logically, breaking down problems, and implementing solutions through programming.

**Programming Project:** Although not a formal part of the GCSE assessment, students are expected to engage in a programming project. This project helps students apply the knowledge and skills they have acquired from the other units. They will analyse a problem, design a solution, develop the solution, and evaluate the effectiveness of their program.

This curriculum is aimed at developing students' understanding and application of the core concepts in computer science. It prepares students for further education in computer science and related fields, as well as providing valuable skills for future employment in an increasingly technology-driven world.

## Assessment(s)

Component 1 - Computer systems

Written paper: 1 hour and 30 minutes

Component 2 - Computational thinking, algorithms and programming

Written paper: 1 hour and 30 minutes

## Next steps

A-Level Computer Science

## Future pathways

- Application analyst
- Applications developer
- Cyber security analyst
- Data analyst
- Forensic computer analyst
- Game designer
- Games developer
- Machine learning engineer
- Penetration tester
- Software engineer
- Systems analyst
- UX designer
- Web designer
- Web developer

# GCSE Design Technology

## Awarding Body

AQA (Specification no. 8552)

## Further Information available from

Mr Hull

## Description

### In Year 10 you will look at:

- Knowledge and understanding of materials and manufacturing methods.
- Design methods including 2D and 3D CAD
- Traditional making skills
- New making skills; laser cutter, 3D printing
- Hand drawing techniques.
- Design history
- Environmental and sustainable design practices.
- Inclusive and adaptive design.
- Ergonomics and anthropometrics.
- Problem solving.
- Applied maths

### In Year 11 you will:

- Apply the skills outlined above to your NEA project.

## Assessment(s)

In Year 11 there will be two components to the final grade:

- An NEA project (50% of final mark) - this is a coursework project where you are expected to design and make something in response to a brief set by the examination board.
- A two hour written examination (50% of final mark)

## Next steps

A level Design and Technology

Design Technology can be studied alongside Physics and Maths for students who want to go down an engineering route.

Design Technology can be studied alongside Art for those students who want to go into more of a design field. It also works alongside BTECs in Business and ICT.

## Future pathways

Any field of engineering such as aerospace, automotive, civil, mechanical etc.

- Architecture
- Product and Industrial Design
- CAD designers
- Manufacturing technologies
- Furniture Design
- Interior Design

# GCSE Food Preparation and Nutrition

## Awarding Body

AQA

## Further Information available from

Ms Stanley-Ahmed

## Description

The course focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

- Food preparation skills are integrated into five core topics:
- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance.

In Year 10 we will focus on learning about each of the five areas while practicing new techniques alongside.

In Year 11 we will apply our knowledge gained to NEA tasks and a final written exam at the end of the year.

## Assessment(s)

In Year 11 two components will make up your final GCSE grade:

NEAs (non-examination assessments) will be split into two tasks. NEA 1 is a scientific investigation into how ingredients work. NEA 2 is a food preparation assessment. Both require students to produce a piece of coursework and practical outcomes towards the tasks set. It is worth 50% of their final grade.

A 1 hour 45-minute written exam covering the five areas of the food course. This makes up the other 50% of their final grade.

## Next steps

Various apprenticeships, vocational college courses and university degrees are available: Hospitality team member, Advanced butcher, Food and Drink Advanced Engineer Professional cookery, Bakery.

BSc (Hons) Food with Nutrition, Dietetics, Agri-Food Business Management, Bakery and Patisserie Technology.

For more information please speak to Ms Stanley-Ahmed.

## Future pathways

- Agricultural engineer
- Baker
- Barista
- Butcher
- Catering manager
- Chef
- Farmer
- Food factory worker
- Food manufacturing inspector
- Food packaging operative
- Food scientist
- Head chef
- Hotel manager
- Meat process worker
- Nutritional therapist
- Nutritionist
- Packaging technologist
- Restaurant manager
- Street food trader



# GCSE Religious Education (RE)

## Awarding Body

AQA (A 8062)

## Further Information available from

Mr D Denker

## Description

During the GCSE Religious Studies course, students will be studying the beliefs, teachings and practices of two of the major world religions; in addition to focusing on one of these major world religions to reflect on the religion's perspective on philosophy and ethics in the modern world. Students will have the opportunity to develop their knowledge and understanding of the outside world through exploration of the impact of beliefs, teachings, ways of life and expressing meaning and opinion.

Students will be encouraged to express their own informed views on fundamental questions about identity, belonging, meaning, purpose, truth, value and commitments.

The written and communications skills acquired during this course are highly sort after by all professions.

Topics covered in Year 10 and 11 are:

Christianity: Religious Beliefs and Teachings & Practices

Islam Religious Beliefs and Teachings & Practices

Thematic Studies: Relationship & Families, Religion, Peace & Conflict, Religion, Crime & Punishment, Religion, human rights and Social Justice.

## Assessment(s)

Paper 1: The study of Religions

Paper 2: Non-Textual Studies

## Next steps

A Level Philosophy and Ethics

A Level Politics

A Level Geography

A Level History

A Level Criminology

A Level Sociology

## Future pathways

- Advice worker.
- Archivist.
- Charity officer.
- Civil Service administrator.
- Community development worker.
- Diplomatic service officer.
- Equality, diversity and inclusion officer.
- International aid/development worker.
- Theologist
- Teacher
- Higher Education Lecturer

## Awarding Body

Pearson

## Further Information available from

Ms N Payne

## Description

Languages are important, both in our everyday lives and in the world of work and leisure. They also provide transferable skills and enhance your ability to communicate and appreciate the multicultural world that we live in. All students who study GCSE Spanish will be following the Pearson Edexcel specification. Students are assessed in listening, reading, writing, speaking and translation skills. There are six themes which you will study:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Lessons are planned to cover all skills, including Spanish speaking and opportunities to read and listen to authentic materials.

## Assessment(s)

- Three externally-examined papers assessing separately listening, reading and writing
- One speaking assessment set by Pearson and conducted by a teacher.
- Each exam is worth 25% of the qualification

## Next steps

A Level Spanish, or you can pick up a new language or continue with Spanish alongside a degree at university.

## Future pathways

Specialist language occupations - Translating, interpreting, language teaching, film subtitling, video game translation. Occupations with languages - Journalist, market researcher, accountant, software developer and engineer. Industry sectors that need languages – Financial & business services, government and the civil service, military, engineering, marketing, media, technology, travel, tourism and the voluntary sector.

# GCSE Separate Science (Triple Science)

## Awarding Body

AQA

## Further Information available from

Dr Watkins

## Description

Most students will study AQA GCSE Combined Science Trilogy, which is equivalent of two GCSE qualifications, with a nurture group studying AQA GCSE Combined Science Synergy which has two less exams. Both qualifications cover the same elements of Biology, Chemistry, Physics and practical skills.

Those students who have demonstrated a talent for Science will have the opportunity to study Physics, Chemistry and Biology in greater depth, resulting in the award of three GCSE Science qualifications. Students who would like to be considered for this option need to choose Triple Science in the option block.

Our curriculum follows a spiral five year plan which builds on prior learning and helps students to make connections. Across all year groups students receive one lesson of Biology, Chemistry and Physics each week lasting a single 1 hour 20 session. In Key Stage 3 students spend time learning key practical skills and the foundations of knowledge across the disciplines. This then allows us to concentrate on more advanced concepts in Key Stage 4. Students are encouraged through the use of practicals to develop their analytical and enquiry skills.

## Assessment(s)

In both Year 10 and Year 11 students will be assessed at three assessment points within Science, concentrating on knowledge learnt in the current year as well as synoptic knowledge built in previous years.

## Next steps

A-levels in Biology, Chemistry and Physics  
BTEC nationals in Applied Science

## Future pathways

- Nurse
- Doctor
- Social care worker
- Physiotherapist
- Forensics
- Ecologist
- Zoologist
- Veterinary Nurse
- Science Technician
- Lawyer
- Consultant
- Politics
- Teaching
- Research Scientist
- Midwife
- Physiotherapist
- Product Development
- Analyst
- Marine Biologist
- Engineer
- Scientific Journalist

# GCSE Physical Education

## Awarding Body

AQA

## Further Information available from

Mr Follis

## Description

This course enables students to combine theory and practical application. The AQA examination specification enables students to take part in a variety of sports as a performer.

Students need to be competent in three sports, including a combination of team and individual sport/activities. Ideally, students should be playing at school level on a regular basis to be viewed as competent.

## Assessment(s)

Paper 1: The human body and movement in physical activity and sport (30%)

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

Paper 2: Socio-cultural influences and well-being in physical activity and sport (30%)

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

Non examination: Practical assessments and coursework (40%)

- Students are assessed in 3 sports that are prescribed by the AQA exam board.
- Students cannot be assessed in alternative sports to ones that are set.
- Each practical sport is worth 10%, as is the coursework element.
- Students must be competent in team sports and individual sports

## Next steps

A-Level Physical Education

Lever 3 BTEC Sport

## Future pathways

- PE Teacher
- Sports Therapy
- Sports Psychology
- Physiotherapist
- Sports Official
- Sports Nutrition
- Sport and Media
- Sports Event Co-Ordinator
- Sports Analysis
- Sports Management
- Sports Development Officer
- Sport and Leisure
- Personal Trainer
- Sports Coach

# BTEC Sport (PE)

## **Awarding Body:**

Pearson

## **Further Information available from :**

Miss Scott and Miss Parker

## **Description**

The Pearson BTEC Level 1/Level 2 Tech Award in Sport is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by exploring the different types and providers of sport/physical activity and the equipment and technology available for participation.

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop applied knowledge and skills in the following areas:

- Investigating provisions for sport including equipment and facilities to enhance sport
- Planning and delivery of sport drills and sessions
- Fitness for sport including fitness testing and methodology.

## **Assessment(s)**

Component 1: Preparing Participants to Take Part in Sport and Physical Activity  
(Internal Assessment 30%)

Component 2: Taking Part and Improving Other Participants Sporting Performance  
(Internal Assessment 30%)

Component 3: Developing Fitness to Improve Other Participants Performance in Physical Activity (External Assessment / Exam 40%)

BTEC Tech Awards are awarded at seven grades from Level 1 Pass to Level 2 Distinction\*

## **Next steps**

Level 3 BTEC Sport  
A-Level Physical Education

## **Future pathways**

- PE Teacher
- Sports Therapy
- Sports Psychology
- Physiotherapist
- Sports Official
- Sports Nutrition
- Sport and Media
- Sports Event Co-Ordinator
- Sports Analysis
- Sports Management
- Sports Development Officer
- Sport and Leisure
- Personal Trainer
- Sports Coach

# Cambridge National: Creative i-Media

## Awarding Body

OCR (J834)

## Further Information available from

Mrs Barnes

## Description

The qualification is made up of three units that everyone takes.

### Unit R093: Creative iMedia in the media industry

This is assessed by taking an exam, which is an equivalent of a BTEC or GCSE qualification. In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences.

Topics include:

- The media industry and factors influencing product design
- Pre-production planning
- Distribution considerations

### Unit R094: Visual identity and digital graphics

This is assessed by completing a set assignment. In this unit you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences.

Topics include:

- Develop visual identity
- Plan digital graphics for products
- Create visual identity and digital graphics

The final unit is an optional unit that will be chosen from once the course has been started but options include Characters and comics, Animation with audio or visual imaging.

## Assessment(s)

R093: Creative iMedia in the media industry Written paper, OCR-set - 40%

R094: Visual identity and digital graphics Centre-assessed task, OCR moderated 25%

Optional unit Centre-assessed tasks, OCR moderated – 35%

## Next steps

By developing applied knowledge and practical skills, this course will help give you the opportunity to progress on to A Levels, a T-Level in Digital Media, an apprenticeship or university.

## Future pathways

Creative iMedia could be first step of a career as a Games Developer, Comic Book Writer, Graphic Designer, and more

# BTEC Enterprise (Business)

## **Awarding Body:**

Pearson

## **Further Information available from :**

Mrs Binning

## **Description**

The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

The qualification enables learners to develop their transferable skills, such as researching, planning, making decisions and judgements, and financial literacy using realistic vocational contexts, and personal skills, such as creativity and innovation, time management, reviewing, communication and planning through a practical and skills-based approach to learning and assessment. Students will complete three components throughout the duration of the course.

## **Assessment(s)**

In Year 10 two controlled assessments are completed:

Component 1 and 2 are assessed through non-exam internal assessment.

These components have been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

The components focus on:

- The development of core knowledge and understanding, including the range of enterprises and the key features and factors that contribute to an enterprise's success
- The development and application of skills such as analysing research, information, planning and financial forecasting, communicating and problem solving
- Reflective practice through presenting an enterprise idea that allows learners to reflect on their own communication skills.

In Year 11 there is one external assessment, Component 3 which builds directly on Components 1 and 2 and enables learning to be brought together and applied to realistic contexts. The external assessment is based on a written assessment that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way.

## **Next steps**

BTEC Level 3

## **Future pathways**

- Entrepreneurship
- Accountancy
- Finance
- Marketing
- Human Resources
- Hospitality
- Project Management
- Entertainment
- Education
- Supply chain management
- Operation
- Training and development
- Administration

# BTEC Creative Media Production (Media)

## **Awarding Body:**

Pearson

## **Further Information available from :**

Mrs Morris-Ashman

## **Description**

To succeed in BTEC Creative Media Production you will need to have strong analytic skills, competent written expression and a passion for photography and or videography. While some knowledge of editing using a variety of software such as Photopea and PixLR would be beneficial, these skills will be covered within the course.

## **Assessment(s)**

There are 3 components completed across the duration of the course.

Component 1 requires extensive research and review of a variety of Media Products in keeping with whatever theme has been assigned by the examining board.

Component 2 requires some focused research, the use of photography/videography and evaluative skills to create a Media Product of their choosing to industry standards in keeping with the theme assigned by the examining body.

Component 3 also requires some focused research, the use of photography/videography and evaluative skills to create a Media Product of their choosing to industry standards in keeping with the theme assigned by the examining body.

All of these are done under exam conditions. To excel at the production pieces, precision and willingness to adjust are important.

## **Next steps**

Creative Media Production BTEC Tech level 3

A level Media Studies

## **Future pathways**

- Advertising Copywriter
- TV/Film Director
- Graphic Designer
- Animator
- Advertising Art Director
- Architectural Technician
- Art Editor
- Journalism



# BTEC Digital Information Technology

## **Awarding Body:**

Pearson

## **Further Information available from :**

Mrs Barnes

## **Description**

This qualification is for students who may want to start a career in Digital Technology. It is an ideal qualification for those intending to progress directly to employment in Digital Technology, IT or to an IT apprenticeship. This vocational qualification will provide students with the knowledge, skills and understanding needed for a career in this sector. You will study project planning, data management, data interpretation, data presentation and data protection as part of their Key Stage 4 learning. The qualification will broaden learners' experience and understanding of the varied progression options available to them

## **Assessment(s)**

Component 1 - Exploring User Interface Design Principles and Project Planning Techniques (internally assessed)

Component 2 - Collecting, Presenting and Interpreting Data (internally assessed)

Component 3 - Effective Digital Working Practices (external examination)

## **Next steps**

BTEC Level 3 extended Certificate in IT

## **Future pathways**

The knowledge and skills they develop will give them a basis for further study in a range of subject areas, including computing, IT, engineering, creative and scientific, or they may go on to an apprenticeship or entry-level employment where their understanding of technology will be relevant.

# BTEC Health and Social Care

## **Awarding Body:**

Pearson

## **Further Information available from :**

Miss Malin

## **Description**

Health and social care is one of the fastest growing sectors in the UK with demand for both health and social care employees continuously rising.

This course is designed for students who have an interest in learning a broad spectrum of topics, including life stage development from infancy to later adulthood, care needs, health and social care conditions and the factors that can influence an individual's current health and wellbeing.

## **All Students will study three mandatory units:**

### Component 1

Human Lifespan Development (Non-exam Internal Assessment / Pearson-set assignment)

In this Component, you will learn about different aspects of growth and development and the factors that can affect this across the life stages. You will explore the different events that can impact on individuals' physical, intellectual, emotional and social (PIES) development and how individuals cope with and are supported through changes caused by life events.

### Component 2

Health and Social Care Services and Values (Non-exam Internal Assessment / Pearson-set assignment)

In this Component, you will explore health and social care services and how they meet the needs of service users. You will also study the skills, attributes and values required when giving care.

### Component 3

Health and Wellbeing (External Assessment)

In this external Component, you will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing.

## **Assessment(s)**

40% External Written exam (Component 3) and 60% Non-exam Assignment (Component 1 and Component 2). The qualification is graded over seven grades from Level 1 Pass to Level 2 Distinction\*

## **Next steps**

BTEC Level 3 Health and Social Care

## **Future pathways**

- Nurse
- Midwife
- Physiotherapist
- Paramedic
- Occupational Therapist
- Speech and Language Therapist
- Dietician
- Dentist
- Healthcare Assistant
- Pharmacist
- Social Worker
- Youth Worker

# BTEC Music

## **Awarding Body:**

Pearson

## **Further Information available from :**

Ms Dickenson

## **Description**

The Pearson BTEC Level 1/Level 2 Tech Award in Music Practice (603/7055/5) is for learners who want to acquire sector-specific applied knowledge and technical skills through vocational contexts by studying and developing their musical skills and techniques, and by responding to a music industry brief as part of their Key Stage 4 learning. The qualification enables learners to develop their skills, such as using musical elements, music creation, performance and music production, using realistic vocational contexts, and their personal skills, such as self-development, responding to a brief, planning and time management through a practical and skills-based approach to learning and assessment. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

## **Assessment(s)**

Controlled assessment and coursework

## **Next steps**

6th Form Performing Arts and Music Courses

## **Future pathways**

In terms of career options, singers and musicians may be the most visible jobs in music, but you could carve out a career in a number of areas including:

Performing, song writing, composing, live music entertainment, music education, music production, artist management, marketing and PR, music journalism.

While careers in the music industry are undoubtedly competitive, they're by no means out of reach for those with the right qualifications and experience.

Here are some of the music jobs you can do:

**A&R (artists and repertoire) manager** - as a form of talent agent, you'll be responsible for finding fresh talent, signing them up to record labels and overseeing the completion of recordings. You'll help new artists develop and grow and to do this you'll need a solid understanding of the music scene and strong business skills.

**Concert promoter** - you'll need a love of live music and excellent communication skills. It's your job to spread the word about live music events and ensure this results in strong ticket sales. You'll liaise with agents/artist managers, recording artists and club/concert venues to book shows, publicise events and set up advertising campaigns.

**Music magazine journalist** - exceptional writing skills and an interest in all things music are a must. You'll report on music industry news, interview artists and musicians, and review albums and concerts - either for a specialist print or online publication or the music section of a general news outlet.

**Music producer** - producers write, arrange, produce and record songs for artists or for their own personal projects. The hours can be long, and you'll spend the majority of your time in a studio setting. You'll collaborate with recording artists, recording/sound engineers, session musicians and singers, as well as A&R managers and record company executives.

## **You could also become a:**

Background singer, blogger, booking agent, composer, DJ, event manager, instrument technician, live sound technician, musical director, music therapist, radio producer, sound engineer or tour manager.

# BTEC Performing Arts

## **Awarding Body:**

Pearson

## **Further Information available from :**

Ms Dickenson

## **Description**

The Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts (603/7054/3) is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by studying professionals' work and processes used, the skills and techniques used in different roles, and how to contribute to the creation of a performance in either a performance or non-performance role as part of their Key Stage 4 learning. The qualification enables learners to develop their sector-specific skills, such as refining work and applying skills for a performance using realistic vocational contexts, and personal skills, such as working with others, working to deadlines, and responding to feedback through a practical and skills-based approach to learning and assessment. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

## **Assessment(s)**

Controlled assessment and coursework

## **Next steps**

6th Form Performing Arts and Music Courses

## **Future pathways**

Jobs directly related to your course include:

- Actor
- Broadcast presenter
- Community arts worker
- Choreographer
- Dancer
- Drama therapist
- Music producer
- Music therapist
- Theatre director
- Theatre stage manager

Notes

