



Co-op Academy
Walkden



Year 9 Options Booklet 2024-2026

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The Key Stage Four Curriculum

The curriculum is divided into two parts, the core curriculum and options. These are outlined below.

Our Core Curriculum (compulsory for all students)

English Language

English Literature

Mathematics

Combined Science (worth two GCSE grades). Separate Sciences can be taken as an additional option.

Core Physical Education: non-examination (Sports Studies, GCSE PE or BTEC Level 1/2 Tech Award in Dance can be taken as an additional option)

PSHE: non-examination



Option Choices

In addition to the subjects in the core curriculum, students will choose FOUR subjects from a range of courses, although some combinations are prohibited.

Each of the courses are described in this booklet and organised alphabetically within each qualification type.

GCSE Options

GCSE Art and Design (Fine Art)
GCSE Business
GCSE Computer Science
GCSE Design and Technology
GCSE Drama
GCSE French
GCSE Geography
GCSE History
GCSE Media Studies
GCSE Music
GCSE Art and Design (Photography)
GCSE Physical Education
GCSE Religious Studies
GCSE Separate Sciences (Biology, Chemistry, Physics)
GCSE Sociology
GCSE Spanish

Vocational and Technical Award (GCSE equivalent) Options

Level 1/2 Vocational Award in Construction and the Built Environment (Technical Award)
Cambridge National in Creative iMedia
BTEC Level 1/2 Tech Award in Dance
Cambridge National in Sports Studies
Level 1/2 Award in Hospitality and Catering

Hive Provision

Entry Level History
Entry Level Geography
BTEC Pre-Vocational Studies

These qualifications are appropriately accessible and suitable for some of our students in the HIVE provision only.

The vast majority of subjects at KS4 are taken at Level 2: GCSE or Vocational/ Technical equivalent.

The EBacc

The EBacc refers to a combination of subjects that the government considers important for young people to study at GCSE.

It includes:

English Language and Literature

Maths

Science

Geography or History

Languages

The government's ambition is to see 90% of students studying the EBacc subject combination at GCSE as these subjects are considered essential to access degree courses and they maximise opportunities for students post-16.

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

The majority of students at Co-op Academy Walkden are encouraged to complete the EBacc suite of subjects to include selecting either Geography or History in option block A and either French or Spanish but we do recognise that the full combination of subjects (to include a language) will not suit all of our students.

The Option Blocks

Students will choose FOUR subjects from the option blocks below, although some combinations are prohibited (as explained below):

| Option A | Option B |
|---------------------------------------|---------------------------------------|
| GCSE Geography | GCSE French |
| GCSE History | GCSE Spanish |
| Entry Level Geography (Hive students) | Construction * |
| Entry Level History (Hive students) | GCSE Photography ** |
| | GCSE Art ** |
| | Sports Studies *** |
| | GCSE Sociology |
| | GCSE Media Studies |
| | Pre-Vocational Study* (Hive students) |
| Option C | Option D |
| GCSE Religious Studies | Hospitality and Catering |
| Creative iMedia | GCSE Business **** |
| GCSE Computer Science **** | GCSE PE *** |
| Hospitality and Catering | GCSE Music |
| Sports Studies *** | GCSE Computer Science **** |
| GCSE Photography ** | Construction * |
| GCSE Art ** | GCSE Design and Technology * |
| GCSE Spanish | GCSE History |
| GCSE French | Separate Sciences **** |
| GCSE Drama | GCSE Sociology |
| | Dance *** |

The option blocks are included within this booklet to support conversations about choices at home but the Google Form to submit final options choices will not open until Wednesday 13th March.

Options Principles

Students can select from a wide range of courses and the following principles ensure that all students receive a broad curriculum:

- * Students can only take ONE of the Design and Technology courses: Level 1/2 Award in Constructing the Built Environment or GCSE Design Technology.
- ** Students can only take ONE of the Art courses: GCSE Art and Design - Fine Art or Photography.
- *** Students can only take ONE of the Sports courses: GCSE PE, Cambridge National Sports Studies or BTEC Level 1/2 Dance.
- **** GCSE Separate Sciences, GCSE Computer Science and GCSE Business can only be taken by students at the discretion of the leaders of each department. Students must have demonstrated outstanding effort and achievement (at least Silver) in English, Maths, Science and Computing to be able to access these courses and achieve well.

Options Timeline

February/ March 2024: The options process will be launched with students via a series of presentations in PD time. The presentations will be delivered by each Head of Department and will equip students with everything that they need to know about the courses on offer. In lessons, subject teachers will provide students with additional information on option choices and students will be supported in reading the booklet and understanding the process in their PD sessions until Wednesday 13th March.

Thursday 29th February 4-7pm: Parents and carers are invited to accompany students to Options Evening. This will be an opportunity to talk to Heads of Department and ask questions. There will also be a 20 minute presentation from Mrs Sloper-Russell and the opportunity to seek careers advice. Mr Williams (Y9 Progress Leader) and Mr McHugh (Head of Year 9) will also be available.

Thursday 7th March: Remote Year 9 Progress Review Evening 4-7:30pm.

Wednesday 13th March: Once students have received all of the information that they need to make informed choices, the Google Form will be opened for parents and carers so that students can submit their final choices. This is not a first-come-first-served process and we will do our best to accommodate students' choices.

Wednesday 27th March: Deadline for the submission of choices via the

Google Form. Please ensure that qualification selections are in keeping with the information above regarding prohibited combinations.

Summer Term 2024: Options choices will be confirmed via Arbor to parents and carers.

Course Withdrawal or Change

Courses have to be viable in size in order to run. We will always try to accommodate students' first choices but this may not always be possible due to staffing and numbers opting. Unfortunately, we may have to withdraw a course offer in these circumstances.

Requests for Option Changes

Very occasionally, students may feel that they have made a wrong decision with an option and may request a change.

Please be aware that due to timetabling and staffing constraints it will not always be possible to change options. However, requests will be considered which are submitted in writing via email from parents/carers to walkden.options@coopacademies.co.uk detailing the reason for the request.

The deadline for all option changes will be Friday 5th July 2024. Unfortunately, no changes will be considered after this date.

Key Terms Explained

GCSE

The General Certificate in Secondary Education (GCSE) assesses students through a number of written examinations at the end of the course. Coursework elements have been removed from most subjects and a 9-1 assessment framework introduced with a 9 being the highest grade and a grade 5 considered a 'strong pass'.

BTEC

Designed to meet the needs of employers, BTECs are work-related qualifications for students taking their first steps towards successful employment, progressing through their careers or planning to enter university. Each BTEC has an examined element and a number of assignment briefs. BTECs are equivalent in size and value to GCSE.

OCR Nationals

Cambridge Nationals are designed specifically for students aged 14-16. They are industry relevant, geared to key sector requirements and are very popular with schools and colleges because they suit such a broad range of abilities and are an excellent start for vocational study. They enable progression to Level 3 qualifications, such as Technical awards and A-levels. Cambridge Nationals are equivalent in size and value to GCSEs.

Level 2 Vocational Awards

Level 2 Vocational Awards are based on industry approved content and provide the opportunity to inspire the next generation of young people to consider a subject in its widest context as a career of choice. The Level 2 award is equivalent in size and value to GCSE.

Entry Level Awards

This term describes a suite of qualifications which can help young people build skills, increase knowledge and boost their confidence. They are known as 'certificates' or 'awards' and are for students who are not ready for GCSEs.

GCSE English Language

Course Leader

Miss Mealey

Awarding Body

AQA

Course Description

This course is an essential part of everyday life. It is used to communicate, understand and develop insight into the world around us. It provides an appreciation of the intricacies of our daily talk and the impact that words can have. English Language encourages pupils' critical understanding of literature; challenges them to deconstruct literary texts and enables pupils to understand how different times and perspectives inform our view of the world.

Across Years 10 and 11, pupils develop their knowledge of written and spoken forms. Pupils learn to unpick and critique writers' use of methods and craft their own creative fiction and non-fiction pieces. Pupils build on their knowledge of KS3 when reading texts to retrieve information from an extract; analyse the writer's language choices; analyse the writer's structural choices; evaluate the writer's methods in response to a statement; summarise and synthesise information from two sources; compare the viewpoints of writers and the methods used to present these viewpoints. Pupils develop their manipulation of language in writing to form and develop ideas; organise and structure writing for effect; select and develop vocabulary and literary methods; select and develop punctuation and grammatical forms for effect.

Assessment

Two written papers.

Paper 1: 1 hour 45 minutes - Explorations in creative reading and writing

Paper 2: 1 hour 45 minutes - Writers' viewpoints and perspectives

Higher Education and Careers Pathways

Pupils who study GCSE English Language can go on to study A-Level Language, exploring the wider world, society and the way we use language to communicate. This subject is highly valued in many career sectors, such as: teaching; journalism; marketing; communications; any workplace sector which uses language to inform wider decision making and interactions with the wider world.

GCSE English Literature

Course Leader

Miss Mealey

Awarding Body

AQA

Course Description

In Year 10, pupils study the content of the English Literature texts, focusing on: plot and character development; concepts and themes; writers' intentions and contextual factors and writers' methods and their effects. Pupils will study: *An Inspector Calls*, *Macbeth*, *A Christmas Carol* and the *Power and Conflict* poetry cluster. Year 10 focuses on creating and consolidating the vast stores of conceptual knowledge pupils will need to be able to compose an effective essay response in Year 11.

Year 11 revisits pupils' knowledge of the Literature texts and focuses on pupils' application and connection of this knowledge in order to form conceptualised essays in response to the texts. Year 11 students are taught how to form a line of argument for their essays; how to effectively select and connect textual references; how to analyse the writer's literary methods; how to discuss the writer's intentions and how they have been established.

Assessment

Two written papers

Paper 1: 1 hour 45 minutes - *Macbeth* and *A Christmas Carol*

Paper 2: 2 hours 15 minutes - *An Inspector Calls*, *Power and Conflict* poetry, *Unseen Poetry*

Higher Education and Careers Pathways

GCSE English Literature allows students to broaden their horizons when focusing on which chosen career path to take. Employers and university admissions teams will know that these students are articulate, can link ideas and make connections, and can understand how time has changed the texts we read and the subjects we learn about. Careers include, but are not limited to: teacher, university lecturer, publisher, writer, actor, director or producer, copywriter.

GCSE Maths

Course Leader

Miss Hafferty

Awarding Body

OCR

Course Description

In Year 10, students will complete six core units: Similarity, Developing Algebra, Geometry, Proportion and Proportional Change, Delving into Data and Using Number. Each of these topics build on knowledge, understanding and application of maths covered at KS3. In the summer term particularly there is an emphasis on data handling and this may take the form of an extended project.

In Year 11, students are expected to make links and consolidate their prior learning. The curriculum is bespoke in Year 11 and teachers will combine and enhance the schemes of learning with the incorporation of question-level analysis coming from regular assessment to address students' misconceptions and secure understanding. Topics of study in Year 11 will vary due to students' tier of entry but are likely to include: Gradients and Lines, Using Graphs, Expanding and Manipulating Expressions and Equations, Multiplicative and Proportional Reasoning and Problem Solving in contexts such as Geometry, Number, Algebra and Data.

Assessment

Three written papers:

Paper 1: 1 hour 30 mins Calculator Allowed

Paper 2: 1 hour 30 mins No Calculator Allowed

Paper 3: 1 hour 30 mins Calculator Allowed

All papers assess the following strands of mathematics. Content is split across the three papers and there is no clear pattern to this within the following strands:

- Number
- Algebra
- Geometry
- Ratio and Proportion
- Probability and Statistics

Higher Education and Careers Pathways

Students who study GCSE Mathematics can go on to study mathematics at A-Level but it is also a vital supporting qualification in any area that supports problem solving such as accounting, physics or medicine. This subject is highly valued across a range of sectors. There is a demand for mathematicians in the oil and nuclear industries, medicine, IT, business consultancy, space science and astronomy, many forms of engineering and different government departments.

GCSE Science (Combined Trilogy)

Course Leader

Dr Gardner

Awarding Body

AQA

Course Description

This is a core subject for all students who do not opt for the single sciences. This course will cover the three sciences: Biology, Chemistry and Physics. The qualification is linear, meaning the exams are all at the end of Year 11. The topic content that students will be taught across Year 10 and 11 is below:

Biology: Cell Biology, Organisation, Infection and Response, Bioenergetics, Homeostasis and Response, Inheritance, Variation and Evolution, Ecology.

Chemistry: Atomic Structure and the Periodic Table, Bonding, Structure, and the Properties of Matter, Quantitative Chemistry, Chemical Changes, Energy Changes, The Rate and Extent of Chemical Change, Organic Chemistry, Chemical Analysis, Chemistry of the Atmosphere, Using Resources.

Physics: Energy, Electricity, Particle Model of Matter, Atomic Structure, Forces, Waves, Magnetism and Electromagnetism.

Students will also be assessed on their ability to demonstrate the necessary scientific skills through required practicals that are incorporated into the topics. Alongside these scientific skills, students need to have an understanding of numeracy and literacy in order to access the science exam papers.

Assessment

This qualification is worth 2 GCSEs. Students will sit six written papers each of 1 hour 15 minutes:

Paper 1: Biology, Chemistry and Physics

Paper 2: Biology, Chemistry and Physics

Higher Education and Careers Pathways

Students who study GCSE Science can go on to study a huge variety of subjects at A-Level or BTEC Level 3 as it is a gateway qualification to a vast number of academic pathways. This course will also build on a number of problem solving and analytical skills that would create a strong foundation for a number of apprenticeship options. This subject is highly valued within most career sectors due to the large number of transferable skills studied. To name a few: Engineering, Pharmaceuticals, Medicine, Veterinary Sciences, Architecture, Sports Science, Hair and Beauty and many more.

Physical Education at Key Stage 4

Physical Education is compulsory for all Year 10 and 11 students. The aim throughout Core PE in Y10 and 11 is to promote engagement and lifelong activity. Mental health, managing stress, leadership and independence are underlying themes that run through all of the practical schemes of learning. Students will get involved in a range of activities which promote active, healthy lifestyles.

Students have the opportunity to participate in Netball, Handball, Football, Rugby, Athletics, Orienteering and Fitness. The core Physical Education programme aims to build upon many of the activities covered at Key Stage 3 in order to develop a depth of understanding and engagement which would allow students to continue to enjoy the activity once they leave school.

PSHE at Key Stage 4

Personal, Social, Health Education (PSHE) is an important aspect of school life and is essential in the development of young people's lives. PSHE helps students to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and into adulthood. This is a statutory subject that enables all of our students to develop our core values of respect, tolerance and equality.

The key themes that will be covered during PSHE at KS4 are:

Health and Wellbeing - Physical and Mental Wellbeing

Relationships - Consent, Healthy Relationships and Sexual Health

Living in the Wider World - Careers, Further Education, College and Employability Skills

GCSE Art and Design (Fine Art)

Course Leader

Mrs McGowan

Awarding Body

AQA

Course Description

Students will complete two coursework projects over the two year course. This will include a Year 10 project focusing on the theme of Culture and a starting point of their own choice in Year 11. Each project will include a combination of research, recording/drawing, artist study, development and final pieces. The projects enable students to work within the parameters of a given topic and a set of criteria but also to develop an individual style and/or direction. Students will develop skills in drawing, painting, mixed media and will have the opportunity to work in ceramics if they wish.

The externally set assignment is a project with a variety of starting points set by the exam board. Students will choose one of these starting points and will be introduced to a variety of relevant artists, craftspeople and designers in both historical and contemporary contexts for inspiration.

Students will complete observational drawings, experiment in a variety of different types of media, produce artist research pages and develop design ideas before finally producing an informed, meaningful and personal response.

Assessment

Component 1 - Portfolio (60%)

Component 2 - Externally Set Assignment (40%)

Higher Education and Careers Pathways

Students who study GCSE Art and Design can go on to study Art and Design A-Level or a BTEC Level 3. These qualifications can lead to studying a wide range of subjects at university in specialised areas of Art and Design or onto exciting art-based apprenticeships. Some universities require you to have a foundation degree in Art and Design. It is therefore worthwhile to look at colleges and universities that have a good reputation for these. An Art and Design qualification is extremely flexible and highly valued in industries and job roles such as Architecture, Product and Interior Design, Illustration, Game Design and Fashion Design.

GCSE Business

Course Leader

Mrs Moir

Awarding Body

AQA

Course Description

Studying Business at GCSE will give students the opportunity to explore real business issues and how businesses work. Students will build their knowledge and understanding of different business contexts, ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Students will apply their knowledge and the understanding gained to making business decisions. Students will investigate the interdependent nature of business activity, internal and external influences on business, business operations, finance, marketing and human resources, and how these interdependencies underpin business decision making. Students will learn how to analyse quantitative and qualitative data and understand the impact and limitations this data has in the day-to-day making of business decisions.

Students will be given a number of case studies and will be required to draw on the knowledge and understanding gained to ensure they are able to use business terminology to identify and explain business activities and be able to apply business concepts to familiar and unfamiliar contexts. The activities undertaken throughout the course will develop problem solving and decision making skills relevant to business such as investigation, analysis and evaluative skills. In addition, students will be expected to make justified decisions, using both qualitative and quantitative data, including its selection, interpretation, analysis and evaluation.

This course is suitable for students who have demonstrated high levels of effort and progress in English Language and Maths.

Assessment

Students will complete two written papers at the end of Year 11:

Paper 1: 1 hour 45 mins - Influences of Operations and HRM on Business Activity (50%)

Paper 2: 1 hour 45 mins - Influences of Marketing and Finance on Business Activity (50%)

Higher Education and Careers Pathways

Students who study GCSE Business can progress to a number of different academic and vocational qualifications at Level 3, including A Levels in Business, History, Geography, Economics and Psychology and BTEC Nationals in Business. GCSE Business provides a strong foundation for apprenticeships and direct employment routes, with students progressing through further training to a wide range of careers such as banking, sales, product management and general management.

GCSE Computer Science

Course Leader

Mrs Moir

Awarding Body

AQA

Course Description

Computer Science is built around the key thought processes of logical thinking and problem solving. This course will develop students' understanding of how a computer works, their computational thinking skills, understanding of algorithms and programming skills, as well as wider concepts and the impacts of computing technology.

In Year 10 students will develop their understanding of systems architecture, the hardware that makes up a computing system and how data is represented within the computer system, including memory and storage. In addition, practical programming units will enable students to learn programming structures and techniques and will be interwoven throughout the year to ensure students experience regular opportunities to develop and master skills using high level programming languages such as Python and SQL.

In Year 11 students are expected to develop their wider knowledge of computing concepts such as networking, cyber security and the ethical, legal and environmental impacts of technology and computing. Practical programming opportunities will continue to be interwoven, to ensure students are confident in developing structured, robust and effective code.

This course is suitable for students who have demonstrated high levels of effort and progress in Computing and Maths.

Assessment

Students will complete two written papers at the end of Year 11:

Paper 1: 2 hours - Computational Thinking and Programming Skills (50% of GCSE)

Paper 2: 1 hour 45 mins - Computing Concepts (50% of GCSE)

Higher Education and Careers Pathways

Students who study GCSE Computer Science can go on to study a range of computing based courses at level 3 and beyond, for example A Level Computer Science. Computer Science is such a highly valued subject which can provide opportunities across lots of industries with many roles to include: Computer Programmer, Machine Learning Engineer, CAD Designer, Games Developer, Software Developer, Software Architect, Geographical Information Systems Officer, Secondary School Teacher, Music Data Analyst, MI5, MI6 and GCHQ employee.

GCSE Design and Technology

Course Leaders

Mrs Smallwood

Awarding Body

OCR

Course Description

This qualification relates authentic real-world 21st century awareness of iterative design practices and strategies used by the creative, engineering and manufacturing industries, and shifts the focus of learning onto the process of designing rather than on the outcome.

This is a creative GCSE where students will be challenged to 'think outside the box.' Students will explore different material areas before specialising in one for their controlled assessment and main practical project. Students will use their hand drawing skills as well as CAD (Computer Aided Design) skills which will develop their technical, orthographic and isometric drawing. Students will develop an understanding of materials, their uses and properties as well as new and emerging technologies, energy, forces, structures and modern designers.

Design and Technology enables students to develop a range of transferable skills such as communication, creative thinking and problem solving whilst also developing their understanding of technology and the working world.

Assessment

Unit 1 Written Exam: 2 hours, 100 marks, 50% of GCSE:

One examination paper, worth 50% of the total GCSE, assesses two areas, core knowledge and understanding of design and technology principles; and in-depth knowledge and understanding of at least one main material area.

Section A is worth 55 marks, and focuses predominantly on core knowledge.

Section B is worth 45 marks, and students choose a product within a situational context in (one of) their chosen in-depth material area (s).

In-depth material areas include:

- Papers and boards;
- Natural and manufactured timber;
- Ferrous and non-ferrous metals;
- Thermo and thermosetting polymers;
- Natural, synthetic, blended and mixed fibres, woven, non-woven and knitted textiles.

Unit 2 Non-Exam Assessment (NEA): 35-40 hours approx, 100 marks, 50% of GCSE:

Learners here explore and identify needs and requirements, create solutions to meet those needs and evaluate whether the needs have been met. This is a single Non-Exam Assessment (NEA) Iterative Design Challenge totalling 100 marks and worth 50% of the GCSE.

Higher Education and Careers Pathways

Students who study GCSE Design Technology can go on to study at local colleges to complete A Level Product Design, A Level Graphic Design and Diplomas in Art and Design. Potential career pathways are numerous to include: Product Design and Development; Advertising; Marketing; Games Industry; Publishing; Robotics; Interior Design; Film and Media; CAD Technician; Architect and Software Developer - the list is endless as it is the foundation for a wide range of career routes.

GCSE Drama

Course Leaders

Ms Saunders

Awarding Body

AQA

Course Description

Drama is a highly practical and explorative subject; an art form that enquires, analyses and portrays real life issues and characters. It requires students to articulate how they would perform in certain roles, teaching them the skills to act and explore the technical elements of theatre-making. Practical work is at the heart of the course.

Throughout the two year course, students will look at the processes of devising a production, interpreting playwrights' intentions through scripted performances and ask them to review professional theatre through visits by studying practitioners and techniques.

The course develops a vast array of transferable skills, including collaboration, communication, leadership, problem-solving and an understanding of how to amend and refine work in order to make a smooth transition to the next level of study. It will also develop confidence and social skills vital for any career.

Assessment

The course consists of three components:

Component One - Understanding Drama. This consists of a written exam split into three sections which is externally assessed (40% of final exam).

Component Two - Devising Theatre. This is an internally assessed component consisting of a practical performance and an evidence portfolio (10% practical performance, 30% portfolio).

Component Three - Texts in Practice. This component is externally assessed and comprises the practical performance of two extracts from a scripted play (20% of final exam).

Higher Education and Careers Pathways

On completion of the Drama GCSE course, students can go on to study A-Level Theatre Studies or BTEC Performing Arts; both courses provide an opportunity to develop the craft of acting. In addition to this, students also have the opportunity to study at prestigious Drama Schools both in the UK and abroad, working with influential industry professionals with years of experience. Alongside this, Drama is highly valued across a multitude of careers, including Law, Medicine, Education, Retail and Management due to the substantial transferable skills that students embed through their learning.

GCSE French

Course Leader

Mr Ribot

Awarding Body

AQA

Course Description

Students are encouraged to select a language. In GCSE French students study the following themes: people and lifestyle, popular culture, communication and the world around us.

Lessons contain a balance of the four key skills in learning a language: listening, speaking, reading and writing. Students build on the foundations from studying French at KS3 and develop their communication skills throughout the course.

Students will have opportunities to develop their independent writing skills, spontaneous speaking and understanding of complex authentic texts in French; both written and spoken. GCSE French is a challenging but rewarding course to study and a qualification that will open many doors to college, university and the employment market.

Assessment

There are four examinations at Higher or Foundation Tier each worth 25%:

Paper 1: Listening and Understanding

Paper 2: Speaking

Paper 3: Reading and Understanding

Paper 4: Writing

Higher Education and Careers Pathways

Students who study GCSE French can go on to study A Level French at college and there are many university courses that include French as a whole degree or as a component part. There are many jobs directly linked to French such as interpreting, translation, teaching, lecturing, bilingual work and sales work. Furthermore, there are hundreds of jobs and careers indirectly linked to French that value and recognise the commitment and hard work of learning a new language. Many companies are multinational and will have great opportunities for someone who is able to speak another language. Studies have shown that people who are able to speak another language earn more and have better job promotion prospects than those who only speak one language.

GCSE Geography

Course Leader

Mr Ward and Mrs Barker-Smith

Awarding Body

AQA

Course Description

In Year 10 students will study 'The Challenge of Natural Hazards'; evaluating the impacts of earthquakes in Nepal and New Zealand and the impact of a tropical storm in the Philippines. Through the study of 'The Living World', students will explain the location of biomes including tropical rainforests, hot deserts and desert fringe areas and assess the exploitation of these environments and the need for sustainable management. Students will deepen their understanding of landscapes in the UK through the study of coastlines, with a focus on the Jurassic Coast, as well as river landscapes through the study of the River Severn; the formation of river features as well as flood management.

In Year 11 students will study 'Urban Issues and Challenges'; contrasting the urban growth of Lagos, the opportunities and challenges of Makoko, evaluating the impacts of urban change in Manchester. Through 'Changing Economic World' students will be able to explain the positive and negative impacts of industrial growth in Nigeria and evaluate the post-industrial economy in the UK. Students will investigate sustainability through 'Resource Management' assessing current and projected trends of consumption and the impact this may have on food resources.

Assessment

There are three examination papers:

Paper 1: 1 hour 30 minutes 'Living with the Physical Environment'

Paper 2: 1 hour 30 minutes 'Challenges in the Human Environment'

Paper 3: 1 hour 30 minutes 'Geographical Application'

Higher Education and Careers Pathways

Students who study GCSE Geography demonstrate transferable skills such as problem solving, primary data collection, data interpretations, trend forecasting, debating and written communication skills. Geography provides a pathway into higher education for students wishing to study: Environmental Science, Travel and Tourism, Geology, Archaeology, Engineering, Architecture, Textiles, Design, Sociology, Economics and Business Management.

Geography is highly valued and strongly linked to careers in Cartography, Surveying, Town Planning and Urban Regeneration as well as Travel and Tourism.

Transferable skills in Geography enable students to undertake careers in a range of fields such as Industry, Transport, the Armed Forces, Local Governance, Business, Law and Finance.

GCSE History

Course Leader

Mrs Kelly

Awarding Body

AQA

Course Description

This course consists of a period study on Germany 1890-1945, a thematic study of Health and the People in Britain since c.1000, a wider world depth study on Conflict and Tension between East and West 1945-72, and a British depth study on Elizabethan England c. 1568-1603.

In Year 10, students will complete their period study exploring democracy and dictatorship in Germany, 1890-1945. They will then start their wider world depth study, developing an understanding of how conflict and tension developed between East and West and the consequences of different events in the Cold War which impacted on superpower relations between 1945 and 1972. Towards the end of Year 10, pupils will commence their thematic study, exploring how medicine has developed over a period of 1000 years, considering how different factors have influenced the health of the population over time.

After completing their thematic study, Year 11 students will move on to an in-depth study on Elizabethan England between 1568-1603, including a study of the historic environment at a particular historical site from the period. At the end of Year 11, pupils will be examined on all four parts of the GCSE through two exams, each lasting two hours.

Assessment

Paper 1: Two hours: 'Understanding the Modern World' (Germany 1890-1945 and Conflict and Tension 1945-72).

Paper 2: Two hours: 'Shaping the Nation' (Aspects of British Life Since c.1000 and Elizabethan England).

Higher Education and Careers Pathways

Students who study GCSE History will have an enriched understanding of the world around them and how the past shapes our lives. GCSE History will equip students with the skills to tackle a range of subjects at A Level, building their reading, evidential, analytical, essay writing skills and transferable skills which are valued across a wide range of careers. Students who go on to study History at university can progress to a wide range of careers across the public and private sectors, where the analytical and communicative skills required by the subject are highly valued.

GCSE Media Studies

Course Leader

Mrs Venables

Awarding Body

WJEC Eduqas

Course Description

This course gives students the opportunity to explore a variety of media forms and expand their critical thinking skills; understanding how the media communicates with us and how we are affected by what we see and hear everyday.

Throughout the course students will learn and apply specific media terminology, theories and skills that they will demonstrate through a range of creative, analytical and practical tasks. In addition to this, students will have the opportunity to be involved in visits and workshops directly related to the media and creative industries.

In Year 10 students will explore the areas of film, advertising, magazines, video games and radio. Students will also experience planning and producing their own practical piece of work such as a promotional website or film trailer.

In Year 11 students are expected to develop their understanding of the subject through the study of newspapers, TV crime-drama, music videos and social media.

Assessment

There are two written papers:

Paper 1: Exploring the Media (40%) 1 hour 30 minutes

Paper 2: Understanding Media Forms and Products (30%) 1 hour 30 minutes

Non-Exam Assessment: Creating Media Products (30% practical coursework)

Higher Education and Careers Pathways

Students who study GCSE Media can go on to study A-Level Media Studies or Film Studies or more vocational qualifications such as Level 3 BTEC Creative Media Production. Students might also choose to pursue an apprenticeship in the creative industries offered by local companies such as the BBC and ITV. This subject is highly valued in all areas of the creative industry, particularly Marketing, Advertising, Journalism, Radio, Television Broadcasting and Production, Games Design, Social Media and Film Production.

GCSE Music

Course Leader

Miss Carney

Awarding Body

AQA

Course Description

In GCSE Music, students are encouraged to be creative and to broaden their musical horizons and understanding through: performing, composing and appraising.

Throughout the course students will cover four areas of study:

- Western Classical Tradition 1650 -1910
- Popular Music (including: film, television, gaming and the music of Broadway)
- Traditional Music
- Western Classical Tradition since 1910

In Year 10, students will complete a detailed study of three songs by Queen. This will be interleaved with composition units based on the above areas of study alongside exploring new performance skills using their chosen instrument or voice.

In Year 11, students will complete a detailed study of a piece composed by Beethoven. Students will submit their non-exam assessment material in Year 11 which accounts for 60% of their final GCSE grade.

Assessment

Non-Exam Assessment Composition (30%): Free composition and composition to a brief set by AQA with a combined length of three minutes.

Non-Exam Assessment Performance (30%): Solo and Ensemble performance, lasting a minimum of four minutes. At least one minute must be an ensemble performance.

Listening and Appraising (40%): 1 hour 30 mins examination. Section A: Unfamiliar listening, based on the Areas of Study. Section B: Set Pieces, Mozart & Paul Simon

Higher Education and Careers Pathways

Students who study GCSE Music can go on to study A level Music, BTEC Level 3 Music and potentially an undergraduate degree in Music. Completing GCSE Music shows employers that students have a wide range of interests and skills, as well as demonstrating a real dedication and commitment to learning a musical instrument. Music also develops confidence and performance skills needed in situations such as job interviews and public speaking.

GCSE Art and Design: Photography

Course Leader

Mrs McGowan

Awarding Body

AQA

Course Description

The course is taught through three projects over four years. The projects are based on themes which the students are encouraged to explore in depth including: camera basics, abstract, light and dark and an independent project. In order to help students develop ideas, they will experience a variety of ways of working and discover new techniques. Students will be helped to explore how artists, photographers, designers and craftspeople have developed their own ideas and students will be able to try these in their own work.

Students will be taught how to use a professional SLR camera and how to build skills and confidence in manipulating images including the use of Photopea, particularly when using the formal elements and composition. Students will produce an e-portfolio as well as physical design sheets.

Assessment

There are no written exams:

Component 1 - Portfolio (60%)

Component 2 - Externally Set Assignment (40%)

Higher Education and Careers Pathways

This course provides a strong foundation for further progression to Art and Design related courses such as A-level Art and Design, Photography and Fashion. Students will also find it useful for enhanced vocational and career pathways, higher education, foundation studies, apprenticeships and university courses.

The creative industries are the biggest employer in the UK at present and a GCSE in Photography will help with employability. The qualification is valued and relevant to the following career paths and job roles: Medical Illustrator, Television Art Director, Cinematographer, Graphic Designer and Set Designer to name but a few.

GCSE Physical Education

Course Leader

Mrs Walker

Awarding Body

AQA

Course Description

This course gives students the opportunity to develop their knowledge and understanding of a wide range of topics including: applied anatomy and physiology, movement analysis, physical training, use of data, sports psychology, socio-cultural influences and health, fitness and well-being.

Theory: Throughout the course students will apply specific PE terminology which will increase their awareness of the career pathways that the sporting industry has to offer. In Year 10 students will explore topics such as components of fitness, fitness tests, principles of training and how to apply them, a range of methods of training, sport related injuries and how to use data collection effectively to improve levels of performance. In Year 11 students will explore topics such as planes and ranges of movement; the cardiovascular, respiratory and skeletal systems.

Practical: Students will be taught a range of sports which they will be assessed in. They will take forward their best marks for one team sport, one individual sport and another sport from either category. Students can expect to try Handball, Trampolining, Table Tennis, Athletics, Netball, Basketball, Football and Rugby. Students can also be assessed in a sport that they pursue outside of school, providing it is on the approved list of activities. During the course, students will also complete one piece of coursework which is an analysis of their performance in one of their 3 main sports.

Assessment

There are two written papers that students will sit at the end of Y11:

Paper 1: The Human Body and Movement in Physical Activity and Sport (30%) 1 hour 15 minutes.

Paper 2: Socio-cultural Influences and Well-being in Physical Activity and Sport (30%) 1 hour 15 minutes

Non-Exam Assessment: Practical Performance in Physical Activity and Sport (40%).

Higher Education and Careers Pathways

Students who study GCSE PE can go on to study A-Level PE or more vocational qualifications such as sport related Level 3 Cambridge Nationals or BTECs. Career pathways from GCSE PE can include PE Teacher, Sports Development, Coaching, Physiotherapy, Sports Therapy and much more.

GCSE Religious Studies

Course Leader

Mrs Crane

Awarding Body

WJEC Eduqas

Course Description

Students will consider atheist, agnostic and theist approaches to beliefs, teachings and practices along with considering a range of ethical situations and philosophical ideas. Issues will be considered from a range of different faiths and secular perspectives, but will focus on Christianity, World Religions and Humanist approaches.

Religious Studies intends to equip students with the skills they need to make informed moral and ethical choices about important issues. Religious Studies will allow students to gain a comprehensive understanding of the Christian teachings, beliefs and practices and enable the students to appreciate the views and opinions of people whose beliefs and values differ from their own.

Assessment

There are three written papers:

Paper 1 - Religious, Philosophical and Ethical Studies in the Modern World - 2 hours

Paper 2 - Christianity - Beliefs, Teachings and Practices - 1 hour

Paper 3 - A Different World Religion (a choice of Judaism, Islam, Sikhism or Buddhism) - Beliefs, Teachings and Practices - 1 hour

Higher Education and Careers Pathways

Religious Studies promotes deeper thought and analysis of broader issues such as 'do humans have an in-built need for a divine being?' Religious questions are often deeply philosophical and can serve to improve the critical thinking skills necessary for subjects like philosophy, politics, sociology, psychology and law at A-Level.

This subject has been studied by some of the greatest humanitarians of the modern world and will support students who wish to work with people in the hospitality sector, caring professions and in public services such as Solicitors, Politicians and Civil Servants. Medical professions also seek philosophy and ethics as a key characteristic in employees.

GCSE Science (Separates)

Course Leader

Dr Gardner

Awarding Body

AQA

Course Description

This is an option for students who have demonstrated high levels of commitment and effort in their Science lessons. This course will be delivered in Science lessons and in the hours allocated for one option.

This course will cover the three sciences: Biology, Chemistry and Physics. This qualification is linear, meaning the exams are all at the end of Year 11. Topics include:

Biology: Cell Biology, Organisation, Infection and Response, Bioenergetics, Homeostasis and Response, Inheritance, Variation and Evolution, Ecology.

Chemistry: Atomic Structure and the Periodic Table, Bonding, Structure and the Properties of Matter, Quantitative Chemistry, Chemical Changes, Energy Changes, The Rate and Extent of Chemical Change, Organic Chemistry, Chemical Analysis, Chemistry of the Atmosphere, Using Resources.

Physics: Energy, Electricity, Particle Model of Matter, Atomic Structure, Forces, Waves, Magnetism and Electromagnetism, Space.

Students will also be assessed on their ability to demonstrate necessary scientific skills through required practicals that are incorporated into the topics. Alongside these scientific skills students need to have a solid understanding of numeracy and literacy skills in order to access the science exam papers. Students should have demonstrated this in their achievements to date.

Assessment

Students will be awarded a separate grade for each science. There are six written exam papers:

Paper 1: Biology, Chemistry and Physics 1 hour 45 minutes each

Paper 2: Biology, Chemistry and Physics 1 hour 45 minutes each

Higher Education and Careers Pathways

Students who study GCSE Science can go on to study a huge variety of subjects at A-Level or BTEC Level 3 as it is a gateway qualification to a vast number of academic pathways. This course will also build on a number of problem solving and analytical skills that would create a strong foundation for a number of apprenticeship options. This subject is highly valued within most career sectors due to the large number of transferable skills studied. To name a few: Engineering, Pharmaceuticals, Medicine, Veterinary Sciences, Architecture, Sports Science, Hair and Beauty and many more.

GCSE Sociology

Course Leader

Mr Sims

Awarding Body

AQA

Course Description

Sociology is a social science concerned with the study of society and human behaviour. In its simplest form it is the 'science of society'. In this GCSE the topics are widely varied and cover a range of issues related to social class, gender, ethnicity, social inequality and crime. Students will debate broad theoretical issues such as the impact of changing social values and attitudes in contemporary society, as well as exploring questions concerning the effectiveness of the criminal justice system. In Year 10 students will study the sociology of the family and the sociology of education. In Year 11 students will complete Unit 2 which covers the sociology of crime and deviance and social stratification.

Assessment

There are two written papers each worth 50% of the GCSE.

Paper 1: 1 hour 45mins

Section A: The Sociology of Families

Section B: The Sociology of Education

Paper 2: 1 hour 45mins.

Section A: The Sociology of Crime and Deviance

Section B: The Sociology of Social Stratification

Higher Education and Careers Pathways

Students who study GCSE Sociology can go on to study Sociology A-level at college and a sociology degree can also be studied at University. It is a subject that complements Law and Psychology and as such many students who study GCSE Sociology go on to complete an A-level or degree in these subjects.

By studying Sociology students will develop transferable skills. Students will learn how to investigate situations, make decisions and develop opinions about a range of social issues. As a result, a qualification in sociology is highly valued and opens up a range of careers in areas such as social work, management, the police and local and central government.

GCSE Spanish

Course Leader

Mr Ribot

Awarding Body

AQA

Course Description

Students are encouraged to select a language. Students who choose GCSE Spanish will have the opportunity to develop independent writing skills, spontaneous speaking and understanding of complex authentic texts in Spanish, both written and spoken.

Lessons contain a balance of the four key skills in learning a language: listening, speaking, reading and writing. Students build on the foundations from studying Spanish at KS3 and develop their communication skills throughout the course.

GCSE Spanish explores the following themes:

- People and lifestyle
- Popular culture
- Communication and the world around us.

Assessment

There are four components at foundation and higher level:

- Paper 1: Listening and Understanding (25%)
- Paper 2: Speaking (25%)
- Paper 3: Reading and Understanding (25%)
- Paper 4: Writing (25%)

Higher Education and Careers Pathways

Students who study GCSE Spanish can go on to study A-Level Spanish at college and there are many university courses that include Spanish as a whole degree or as a component part. There are many jobs directly linked to Spanish such as interpreting, translation, teaching, lecturing, bilingual and sales work. Furthermore, there are hundreds of jobs and careers indirectly linked to Spanish that value and recognise a language GCSE.

Employers recognise that a GCSE in Spanish requires commitment and hard work and it is something that makes you stand out in the employment market. Many companies are multinational and will have great opportunities for those able to speak another language.

Studies have shown that people who are able to speak another language earn more and have better job promotion prospects than those who only speak one language.

Level 1/2 Award in Construction and the Built Environment

Course Leader

Mrs Smallwood

Awarding Body

WJEC

Course Description

This course has been designed to provide students with a hands-on introduction to the construction industry from the build perspective. Students will spend most of their time in the construction workshop, developing their skills in a range of trades. Students will also learn skills that employers in the construction industry really value such as planning and preparation whilst also learning about health and safety on building sites, materials and infrastructure.

In Year 10 students will focus on Unit 1 (exam content) which introduces learners to the construction sector and the type of professional and trade roles and activity that is undertaken. The learner will explore the different types of buildings and structures that the built environment forms. Sustainability and the impact of the built environment on the local community is explored along with reduction measures that can be employed.

In Year 11 students are expected to develop their practical skills further and will focus on three of the following areas: joinery, electrics, bricklaying, plumbing, tiling or decorating. Examined elements can be taken across Year 10 and Year 11.

Assessment

Unit 1: Introduction to the Built Environment 40%, 80 marks: 1 hour and 30 min online exam

Unit 2: Practical Construction Skills 60%, 120 marks: Internally assessed - this consists of 3 practical assessments and 3 supporting written coursework portfolios.

Higher Education and Careers Pathways

The course offers students the opportunity to explore the industry at an entry level and leads very well into a range of vocational /specific trade courses post-16. Students also find that the course prepares them well for apprenticeships and the world of work. One of the main aims of the course is to give students a broad oversight of the construction industry and to enable them to get an idea of career paths that they would like to pursue. It also provides all students with a variety of life skills that will be beneficial during their adult life.

Level 1/2 Cambridge National in Creative iMedia

Course Leader

Mrs Moir

Awarding Body

OCR

Course Description

The Cambridge National in Creative iMedia is focused on a range of creative media skills and will include researching, planning, developing and reviewing products, working with others and communicating creative concepts effectively. Through the use of these skills, students will ultimately be creating fit-for-purpose creative media products using a range of software and ICT resources. The software and resources utilised throughout the course are industry standard such as Photoshop, Microsoft Office and Serif Suite and will provide students with a wide range of transferable, real world ICT skills.

In Year 10, students will complete two compulsory units, the first of which will introduce and build an understanding of the pre-production process, developing students' research skills and understanding of planning documentation required to effectively present a proposed digital product concept. The second compulsory unit will put these skills into practice, through the planning and creation of a digital graphic, in accordance with a specified client brief. In Year 11, students will complete one additional unit and continue to put the skills they have developed throughout Year 10 into practice, by researching, planning, creating and reviewing the further alternative digital product, in accordance with a specified client brief. The written exam will be undertaken in the summer series of Year 11.

Assessment

Mandatory Units x2:

Creative iMedia in the Media Industry: Assessed through a 1 hour 30 mins written paper - (completed at the end of Year 11).

Visual Identity and Digital Graphics: Assessed through a 10-12 hour moderated task undertaken in class (non-exam assessment NEA).

1 Additional Unit:

The additional unit will be undertaken from a selection of optional iMedia foci and will be assessed through a 12-15 hour moderated task (NEA) undertaken in class.

Higher Education and Careers Pathways

Students who study Creative iMedia are able to use the underpinning skills and knowledge to enable them to choose the most appropriate progression routes for their particular needs (whether this be further education or employment). This qualification can create pathways to Level 3 Apprenticeships in the Media and/or ICT industries, Level 3 Vocational Qualifications in ICT and Digital Media or A Levels in Media and/or ICT.

BTEC Level 1/2 Tech Award in Dance

Course Leader

Mrs Hughes

Awarding Body

Pearson

Course Description

Students will have the opportunity to develop knowledge and technical skills in the following areas of Dance:

Development of key skills that prove their aptitude in dance, such as reproducing dance repertoire and responding to stimuli; processes that underpin effective ways of working in the dance sector, such as development of ideas, rehearsal and performance; knowledge that underpins effective use of skills, processes and attitudes in the performing arts sector, such as roles, responsibilities and different styles of dance.

In Year 10 students will study three different styles of dance and choreographers. Students will produce written work on the different dance styles and choreographers as well as taking part in workshops.

Students will perform two minutes of professional repertoire and in Year 11 students will create a dance performance in response to a brief set by the exam board.

Assessment

Component 1 Exploring The Performing Arts: Internally Assessed.

Component 2 Developing Skills and Techniques in The Performing Arts: Internally Assessed

Component 3 Responding to a brief. This will be shown to an invited audience and marked externally.

Higher Education and Careers Pathways

Students who study BTEC Level 2 Dance are able to use the underpinning skills and knowledge to enable them to study and access post-16 courses from A Levels to Level 3 Vocational Qualifications such as a Level 3 BTEC National in Performing Arts (Dance). Dance students also excel in positions that require the interpersonal skills that they develop on the course such as confidence and communication in positions within sectors such as entertainment, retail, marketing, tourism and a variety of other industries.

Level 1/2 Cambridge National in Sports Studies

Course Leader

Mrs Walker

Awarding Body

OCR

Course Description

In Year 10 students will complete a compulsory unit: Performance and Leadership in Sport Activities which is coursework based. The assessments for this unit include: practical performance in a team and/or an individual sport; understanding of coaching through assessing their own performance and developing a specific action plan in order to improve their own level of ability. Students will then study Sports' Leadership, which is coursework based.

In Year 11 students will complete the second compulsory unit, Contemporary Issues in Sport, which is a 70 minute exam. The final unit students complete is based on Increasing Awareness of Outdoor and Adventurous Activities, which is a coursework based unit. Students learn about the range of outdoor activities that are available in the UK and are able to identify organisations that provide access to these activities. Students will also be assessed practically in one outdoor activity.

Assessment

Mandatory Units:

Performance and Leadership in Sport Activities (coursework)

Contemporary Issues in Sport (examination)

Optional Unit:

Increasing Awareness of Outdoor and Adventurous Activities (coursework)

Higher Education and Careers Pathways

Students who study Sports Studies are able to use the underpinning skills and knowledge to enable them to study a sport related Level 3 Cambridge National or BTEC. This course enables students to pursue a career within the sporting industry for example, coaching, refereeing, sports development, sports events organisation, professional sports performer and a variety of other relevant roles.

Level 1/2 Award in Hospitality and Catering

Course Leader

Mrs Clarke

Awarding Body

EDUQAS (WJEC)

Course Description

This qualification is made up of two units:

Unit 1: The Hospitality and Catering Industry:

Here students will learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry. Students will also learn about health and safety, food safety in hospitality and catering, as well as food-related causes of ill health.

Unit 2: Hospitality and Catering in Action:

In Unit 2, students will learn about the importance of nutrition and how cooking methods can impact on nutritional value. Students will also learn how to plan nutritious menus as well as factors which affect menu planning in addition to learning the skills and techniques needed to prepare, cook and present dishes. As part of this process, students will complete a 3 hour practical exam where they will demonstrate a range of preparation skills and cooking methods.

Assessment

Unit 1: The Hospitality and Catering Industry 40% - External Exam 1h 20 minutes

Unit 2: Hospitality and Catering in Action 60% - Internal Assessment 12 hours (including 3 hour practical assessment)

Higher Education and Careers Pathways

After completing the WJEC Vocational Award in Hospitality and Catering students may be interested in progressing to other qualifications relevant to working in the sector, such as: WJEC Level 3 Applied Certificate/Diploma in Food Science and Nutrition Level 2/Level 3, Diplomas in Hospitality and Catering Level 2/Level 3, Diplomas in Professional Cooking Level 3, Diploma in Hospitality and Tourism Management.

There are so many different roles within Hospitality and Catering - from Research Scientist into Nutrition and Health; Personal Training; Food Tester; Yacht Caterer; Butler; Head Chef; Specialist Chef; Wedding and Events Planning; the Royal Navy and British Army also employ and train Chefs so this is a very open career path.

Entry Level History

Course Leader

Mrs Cutting

Awarding Body

OCR

Course Description

The Entry Level Certificate in History provides a broad curriculum for learners to engage their interest in History. The content aims to create independent learners, critical thinkers and decision makers – all personal assets that can make students stand out as they progress to further education and/or the workplace. This is a recognised and meaningful qualification in History including a range of topics from Crime and Punishment to Modern American History and the Vikings.

This course is suitable for some of our HIVE students.

Assessment

There are three units which are all completed in lesson time:

Thematic Study (40 Marks): Internally-assessed/ externally moderated

Depth Study (30 Marks): Internally-assessed/ externally moderated

Study of a Site or Individual (30 Marks): Internally-assessed/ externally moderated

Learners have to study one of five thematic studies and one of eight depth studies. Once these two areas have been chosen, students can decide which topics interest them most.

In the Study of Site or Individual, students can select either a famous individual from the past in whom they are particularly interested or a historical site. They carry out some research on the individual or site and present their findings in a variety of ways, e.g. by designing pages for a website or by producing a wall display or a cartoon strip.

Higher Education and Careers Pathways

Students can use this qualification to gain access to GCSE History, further study or a variety of workplaces.

Entry Level Geography

Course Leader

Mrs Cutting

Awarding Body

OCR

Course Description

The Entry Level Certificate in Geography provides a broad curriculum for learners to engage their interest in Geography. The course is designed to inspire and engage students providing a broad and coherent course of study.

Students will study 'The Dynamic World' investigating local places and cities and how they change over time. Students will assess the risks posed by hazards of tectonics and floods through case studies and discover the importance of tropical rainforests and sustainable futures including food and energy.

Students will also conduct field work and an independent project as part of their studies.

This course is suitable for some of our HIVE students.

Assessment

Dynamic World: 1 hour Assessment (30 marks)

Fieldwork Notebook (30 marks)

Personal Project (40 marks)

All assessments are internally assessed and externally moderated

Higher Education and Careers Pathways

Students can use this qualification to gain access to GCSE Geography, further study or a variety of workplaces.

Entry Level BTEC Pre-Vocational Studies

Course Leader

Mrs Cutting

Awarding Body

Pearson

Course Description

Students will develop pre-employability skills to allow them to progress to further learning, training and, ultimately, to become successful in their future career choices. The course is designed to give students the opportunity to develop a broad range of skills for example: using public transport, handling money and transactions, preparing a meal for others and following instructions to complete a task.

This course is suitable for some of our HIVE students.

Assessment

Students must complete and achieve ten optional units. All units are internally assessed and externally verified.

Higher Education and Careers Pathways

Students may choose a further study programme that focuses on a particular vocational area of interest, enter a supported employment programme or may exit learning at this stage equipped with the skills to be able to live independently.

Making the Right Choices

The following resource is designed to help you to make an informed choice about the courses you wish to pursue at Key Stage 4. Take the time to consider the questions in the table and rank the subjects based on the following:

- 1 - Absolute certainty that you want to study this.
- 2 - This course is something you would like to consider.
- 3 - You are unsure whether this course is suitable for you.
- 4 - This is not something that really appeals to you at KS4.
- 5 - Absolute certainty that you will not study this.

Key Stage 4 Qualifications

| Courses | Is this an option you would enjoy studying? | How could this option enhance your career choices? | Rank Order |
|--------------------------------|---|--|------------|
| GCSE Art and Design (Fine Art) | | | |
| GCSE Business | | | |
| GCSE Computer Science | | | |
| GCSE Design and Technology | | | |
| GCSE Drama | | | |
| GCSE French | | | |
| GCSE Geography | | | |
| GCSE History | | | |

| | | | |
|---|--|--|--|
| GCSE Media Studies | | | |
| GCSE Music | | | |
| GCSE Art and Design (Photography) | | | |
| GCSE Physical Education | | | |
| GCSE Religious Studies | | | |
| GCSE Science (Separates) | | | |
| GCSE Sociology | | | |
| GCSE Spanish | | | |
| Level 1/2 Award in Construction and the Built Environment | | | |
| Level 1/2 Cambridge National in Creative iMedia | | | |
| BTEC Level 1/2 Tech Award in Dance | | | |
| Level 1/2 Cambridge National in Sports Studies | | | |
| Level 1/2 Award in Hospitality and Catering | | | |

Questions to Consider:

Have you chosen subjects that help you to develop a variety of skills?

Have you ensured that you have not chosen subjects that are not allowed to be taken together, for example GCSE Art and Photography?

Have you chosen subjects that you think you will enjoy?

Have you prioritised the Ebacc - including taking French or Spanish to GCSE?

Do you think your subject will help you to achieve your aspirations and ambitions?