



Salford City Academy

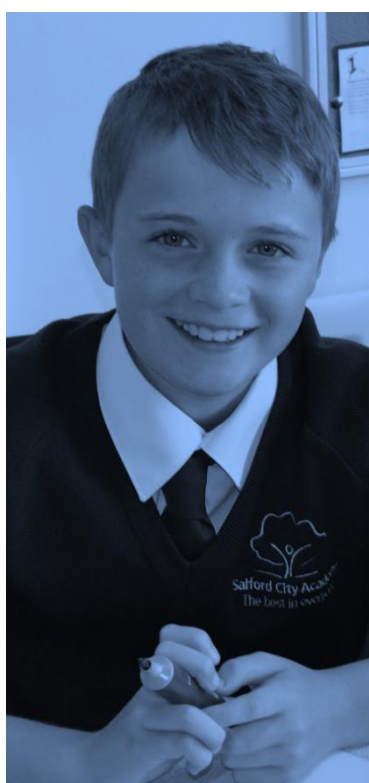
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Year 9

Options Booklet

2016/17



Every Subject



Every Lesson



Every Day



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Dear Students, Parents and Carers,

This is an important year and an important term as choices are made about which subjects to study for the next two years, commonly known as Key Stage 4, which starts from September 2017.

This booklet aims to help you make these important decisions with the academy supporting and guiding you through it. I hope that the content of this booklet informs you what you need to think about, what you need to do and in what timescale this all happens.

All students will study English Language, English Literature, Mathematics, Science, Citizenship/RS and Physical Education. We refer to this as our '**core offer**' to all students. Students then choose either 2 or 3 additional subjects so that, in total, most students will study around 10 GCSE (or equivalent) subjects.

Our aim is to provide equality of opportunity but also appropriate access to a broad and balanced curriculum for each student. Ultimately, we want each student to leave the academy with qualifications that will allow them to access a range of post 16 training, education and eventually employment, with qualifications that employers will value. These will mainly be GCSEs, though you will see a small number of other qualifications, such as BTECs for example, which are equivalent to one GCSE.

In addition to the subjects taught in examinable subjects, the academy will also provide religious education, collective worship and personal, social and health education (PSHE) as part of the spiritual, moral, social and cultural dimensions of each student's life. Careers education and guidance will be taught via mentor time, careers interviews and by our partnership with Connexions.

You'll see in the booklet that the details of each course and what makes up the qualification in terms of exams and any coursework. There has been a lot of change to GCSEs recently with the main change being the emphasis on examinations at the end of the course (so called 'terminal' exams).

Our aim is to meet each student's preferences though this will not always be possible. For example, if the number of students choosing a subject is too few, it may not be possible to run the subject. To help our planning, we ask students to make reserve choices in case that is necessary.

All pupils will be interviewed by either a member of academy's leadership team, head of year or inclusion manager so that each student has an opportunity to meet to discuss their options and help them make the most appropriate choices. Parents/Carers will be invited to this appointment and we hope will be able to attend.

Option forms need to be returned by Friday 17th February 2017.

Jacqui House
Vice Principal



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What subject are compulsory and which can be chosen?

Pupils have a '**core curriculum**' that they all study in years 10 and 11. This consists of:

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Combined Science (or Chemistry, Physics and Biology for some students)
- BTEC Sport
- GCSE Citizenship or Religious Studies
- GCSE Spanish (for students in pathway 1)

Every student covers the statutory content of Religious Studies and PSHE (covered in the Citizenship course).

For a small number of students who struggle with literacy (e.g. reading), the number of subjects may be reduced so that they achieve well in a smaller number of subjects. They will do additional literacy work for five hours per fortnight to help them with their other subject areas. They may also study BTEC Science rather than GCSE Combined Science.

Pathways

There are three different pathways that we offer students to cater for all abilities and aptitudes.

Pathway 1 is for the most able students. In addition to the core curriculum, they will also follow Spanish as a core subject. These students only need to choose from Option B and Option C.

Pathway 2 is for the vast majority of students. These students need to choose a subject from each of Options A, B and C.

Pathway 3 is for a small number of students who will follow a bespoke timetable and a smaller number of subjects.



How do I decide?

You will need to think carefully about your first choice and reserve in each option block as these will be the options you complete for the next two years throughout years 10 and 11. Here are some important do's and don'ts.

DO THESE

- Involve your parent/carer in the decision making process
- Choose subjects that you enjoy and engage in
- Choose subjects in which you know you can achieve your best
- Ask subject teachers their thoughts: do they think the course is right for you?
- Take the decision seriously and give yourself enough time to make an informed choice
- Study the information in this handbook carefully
- Read your past school reports and feedback to see where your strengths are

DON'T DO THESE

- Panic!
- Choose subjects just because your friends have chosen them
- Reject subjects because you don't like the teacher
- Rush and make un-informed decisions
- Ignore the advice you are offered
- Miss the options evening
- Be late for assemblies that give information about options

Who can help make these choices?

Parents or carers:

They are interested in your future and will offer valuable advice. They know you best as a person.

Subject teachers:

They know how good you are at a particular subject.

Personal mentor or head of year:

They have an overall picture of your progress at school.

Connexions Advisor:

They have a great deal of careers information and can give you guidance if you have a particular career in mind.



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Option Blocks

The courses in black are GCSE subjects; the courses in blue are high-quality vocational subjects.








OPTION A Pathway 2 students only	OPTION B	OPTION C
Spanish	Spanish	GCSE Art
Geography	Geography	GCSE Drama
History	History	GCSE Computing
		GCSE Design & Technology
		GCSE Food & Nutrition
		GCSE ICT
		VTCT Hair & Beauty
Pathway 1 students - Spanish		BTEC Construction
Pathway 3 students – Additional Literacy		BTEC Business Studies
		CACHE Childcare
		BTEC Music



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What has happened and what happens next?

-  Tuesday 24th January/Wednesday 25th January: Options Assembly Process
-  Thursday 26th January: Options Information Evening and Parent's Evening (5.00pm – 7.00pm)
-  Monday 30th January to Friday 3rd February 2017: Options assemblies
-  Friday 3rd February 2017: Options Fair (P5)
-  Thursday 2nd February to Friday 10th February 2017: Connexions meetings
-  Monday 6th February to Thursday 16th February 2017: 1-to-1 meetings with SLT, Heads of Year or Inclusion Manager, pupil and parent/carer to discuss option choices
-  Friday 17th February (3.00pm): last date for options forms in to school (Mrs House) for processing

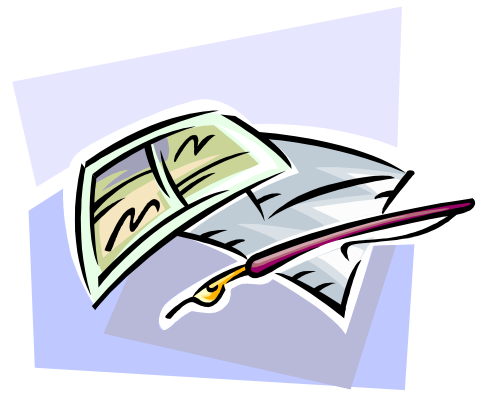


Subject: English Language

Name of course: English Language

Qualification received: GCSE

Assessment methods and schedule: 100% examination at the end of Year 11.



Content overview:

The English GCSE course offers pupils the opportunity to engage with a variety of texts while developing their reading and writing skills. The study of English Language also helps students to develop their critical-thinking, as well as embedding a range of highly-transferable skills which will help students through other GCSE subjects and their next steps as they embark on further education or career opportunities.

Reading:

- Students will study of range of texts, both fiction and non-fiction, from the 19th – 21st century. These texts will be accessed in a variety of ways, with a heavy focus on preparing the students for their Y11 GCSE examinations.
- The texts on the examination will require students to engage with unseen fiction and non-fiction texts.

Writing:

- Students will be tested on their ability to construct clear and cohesive creative and discursive writing. There will be a considerable emphasis on ambitious vocabulary, sentence structure, accurate spelling and punctuation.
- The examinations will require students to engage with unseen stimulus, such as images and sentence starters, which will act as inspiration for their own writing. Students will also be required to engage with relevant topics and produce a piece of discursive writing which must communicate a clear and cohesive point of view.

Examinations:

- Paper One – Explorations in Creative Reading and Writing (1 hour 45 minutes)
- Paper Two – Writers' Viewpoints and Perspectives (1 hour 45 minutes)

Spoken Language/Speaking and Listening: This element of the course no longer contributes to the students' overall grades, however, students must still complete the relevant tasks and their subsequent Speaking and Listening grades will be displayed separately on their exam certificates.

Skills developed:

- The ability to read a wide range of texts fluently and with a good level of understanding.
- The ability to read critically and use knowledge gained from wider reading to inform and improve their own writing.
- The ability to write effectively and coherently using Standard English appropriately.
- The ability to apply grammar rules consistently, punctuate accurately and spell correctly.
- The ability to acquire and apply a wide range of vocabulary alongside developing knowledge and understanding of grammatical terminology and linguistic conventions.
- The ability to listen to and understand spoken language and to use spoken Standard English effectively.

Career and Educational Pathways:

English Language is an essential qualification required to gain entry to any Post-16 course, apprenticeship or employment. The study of English Language is taken as part of the Y10/11 core curriculum.

For further information please speak to: Mr. J. Barker (Head of English).

Subject: English Literature

Name of course: English Literature

Qualification received: GCSE

Assessment methods and schedule: 100% examination at the end of Year 11.



Content overview:

- Students will be expected to study a variety of texts, such as:
 - William Shakespeare – Romeo and Juliet.
 - J.B. Priestley – An Inspector Calls.
 - Charles Dickens – A Christmas Carol.
 - Power and Conflict Poetry Anthology.
- The examination will include unseen poetry texts alongside extracts from texts we have studied in class.
- The overall grade will include marks for spelling, sentence structures, punctuation and grammar.

Examinations:

- Paper One: Shakespeare and the 19th-Century Novel (Romeo and Juliet/A Christmas Carol)
- Paper Two: Modern Texts and Poetry (An Inspector Calls/Power and Conflict Anthology/Unseen Poetry)

Skills developed:

- The ability to read widely and often.
- The ability to engage with a wide range of classic literature and develop a good understanding of these texts.
- The ability to make connections within and across texts.
- The ability to think about texts in both a critical and evaluative manner to help inform discussions.
- The ability to thoroughly explain and understand ideas.
- The ability to appreciate the depth and power of the English literary heritage.
- The ability to use Standard English to write accurately, effectively and analytically about texts.
- The acquisition and use of a wide vocabulary, including grammatical terminology and other literary and linguistic terms needed to analyse and criticise.

Career and Educational Pathways:

English Literature is an essential qualification required to gain entry to any Post 16 course, apprenticeship or employment. The study of English Literature is taken as part of the Y10/11 core curriculum. English Literature is a qualification of equal value to English Language under the new Ofqual guidelines.

For further information please speak to: Mr. J. Barker (Head of English.)



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Subject: Drama

Name of course: Drama

Qualification received: GCSE



Assessment methods and schedule: Drama consists of three units of assessment. Unit One is internally assessed, consisting of a drama performance and a piece of written coursework. This unit is worth 40% of your GCSE mark. The other 2 units are externally assessed. Unit Two is a written exam requiring you to explore a text that has been studied across the course and to evaluate a live theatrical performance. This unit is worth 40% of your GCSE mark. The third unit is a practical unit, performing scenes from our chosen script. This unit is worth 20% of your GCSE mark.

Content overview: Pupils will be given opportunities to participate in and interpret their own and others' drama. They will investigate the forms, styles, and contexts of drama and will learn to work collaboratively to develop ideas, express feelings, experiment with technical elements and to reflect on their own and others' performances.

Skills developed:

Drama fosters candidates' creativity, personal growth, self-confidence, communication and analytical skills through the acquisition of knowledge, skills and understanding and the exercise of the imagination. It promotes pupils' involvement in, and enjoyment of, Drama as performers, devisers, directors and designers. It provides opportunities for students to attend professional and community dramatic performances and to develop their skills as informed and thoughtful audience members.

Career and Educational Pathways:

It provides a suitable foundation for the study of GCSE Drama, a range of Level 2 or 3 courses specialising in acting or technical production skills, or direct entry into employment. In addition, the course is a fulfilling and worthwhile course of study for those students who do not wish to study Drama in further education.

Entry Criteria/Skills required: Pupils of all abilities are able to access this course. Performance in front of peers is an essential element of the Drama course.

For further information please speak to: Miss D. Sanderson, Mrs. K. Hawley or Mr. J. Barker.



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Subject: Spanish

Name of course: Spanish

Qualification received: GCSE

Assessment methods and schedule:

4 Skills Units: Listening (25%), Reading (25%), Writing (25%), Speaking (25%).



Content overview:

Theme 1: Identity and Culture

- Myself, family and friends
- Technology in everyday life
- Free time and leisure
- Customs and festivals in French speaking countries

Theme 2: Local, national, international and global interests

- Home, hometown, neighbourhood and region
- Social issues on health and community
- Global issues on the environment and poverty
- Travel and tourism

Theme 3: Current and future study and employment

- My studies at school
- My life at school
- Post 16 education
- Jobs, career choices and ambitions

Assessment: The following skills are assessed separately, with a strong emphasis on grammar

Listening: a listening examination

Speaking: The final speaking exam will last up to 7 or 12 minutes and will include





- a role play situation
- a short conversation based on a photo stimulus
- a general conversation on two topics

Reading: a reading examination including a translation activity from Spanish to English



Writing:

- Foundation – 4 short pieces of written Spanish including a translation task English to Spanish
- Higher – 3 extended pieces of written Spanish including a translation task English to Spanish

Career and Educational Pathways:

-  GCE Advanced Level at the Academy. Higher Education pathways:
-  Language and Literature Degrees
-  Hospitality Diplomas
-  International study for Interpreter and translation work









Linked Careers:

-  Travel and tourism – at home and abroad
-  Hospitality, hotel and catering



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-  Foreign representatives for British companies
-  UK based representatives for foreign companies
-  Journalism
-  Interpreter and translation work
-  Teaching foreign languages
-  Teaching English as a foreign language
-  International banking and finance
-  Marketing

Other Information: Spanish is an “EBacc” subject and, as such, successful grades will enrich students’ further academic and employment opportunities.

Entry Criteria / Skills required: A strong skill in languages that may be indicated by a Level 6 in previous language study. To be chosen via the options process.

For further information please speak to: Miss K. Madden, Miss K. Obi or Mr. J. Barker.



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Subject: Mathematics

Name of course: Mathematics

Qualification received: GCSE



Assessment methods and schedule:

Terminal exams consisting of three papers; two calculator papers and a non-calculator paper. Each paper is 1 hour 30 minutes and taken for the first time in June of year 11. Each student is placed into mathematical sets by ability and potential target grade. These sets are reviewed each term.

Content overview:

GCSE mathematics covers algebra, number, ratio, shape and data handling. Students learn how to break down and evaluate complex mathematical problems that appear in the real world.

Skills developed:

Students begin to develop their logical thought and problem solving ability through better understanding the mathematics in the real world. Students use I.C.T throughout the course to model and represent numerical problems

Career and Educational Pathways:

Grade 4 at GCSE Mathematics is a pre-requisite qualification for any Level 3 course and Grade 5 is required for a University placement.

Entry Criteria / Skills required: All pupils will study GCSE Maths as part of their core curriculum.

Other Information: Maths is an “EBacc” subject.

For further information please speak to: Mr. A. Wexler.



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Subject: Computing

Name of course: Computer Science

Qualification received: GCSE

Assessment methods and schedule:










Component 1 - Written paper - Principles of Computer Science (40%)










Component 2- Written paper - Application of Computational Thinking (40%)









Component 3 - Project on developing a computer programme (20%)






Content overview:

-  **Component 1: Principles of Computer Science:**
 -  Understanding of what algorithms are, what they are used for and how they work;
 -  Ability to interpret, amend and create algorithms.
 -  Understand the requirements for writing program code.
 -  Understanding of binary representation, data representation, data storage and compression, encryption and databases.
 -  Understanding of components of computer systems; ability to construct truth tables.
 -  Produce logic statements and read and interpret pseudo-code.
 -  Understanding of computer networks, the internet and the worldwide web.
 -  Awareness of emerging trends in computing technologies, the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

-  **Component 2: Application of Computational Thinking:**
 -  Understanding of what algorithms are, what they are used for and how they work;
 -  Ability to interpret, amend and create algorithms.
 -  Understanding how to develop program code and constructs, data types, structures, input/output, operators and subprograms.
 -  This component may also draw on:
 -  Understanding of binary representation, data representation, data storage and compression, encryption and databases.
 -  Understanding of components of computer systems; ability to construct truth tables, produce logic statements and read and interpret pseudo-code.
 -  Understanding of computer networks, the internet and the worldwide web.
 -  Awareness of emerging trends in computing technologies, the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

-  **Component 3: Project on developing a computer programme:**
 -  The project will be set by OCR.
 -  Project details will be released each January, from January 2017.
 -  Internally assessed and externally moderated.
 -  The assessment will be carried out at a computer under supervision.
 -  The assessment may take place over many sessions to a total duration of 20 hours.
 -  Students will produce a report on the development of their project.
 -  Students will produce a computer program.







Skills developed:

-  Develop their understanding of current and emerging technologies and how they work.
-  Look at the use of algorithms in computer programs.
-  Become independent and discerning users of IT.



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-  Acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts.
-  Develop computer programs to solve problems.
-  Evaluate the effectiveness of computer programs/solutions and the impact of computer technology in society.
-  Encourage progression by assisting in the development of skills, knowledge and understanding that learners will need to access further or higher education programmes or occupational training on a full-time or part-time basis.
-  Encourage progression by assisting in the development of skills, knowledge and understanding that learners will need to enter employment or enhance their current employment status.
-  Promote interaction between employers, centres and learners by relating teaching and assessment to real organisations. Develop learner's skills, knowledge and understanding in contexts that are directly relevant to employment situations, thereby enhancing their employability within the Information and Communication Technology sector.

Career and Educational Pathways:







Further Education pathways:

A wide range of courses are available to students who have studied OCR GCSE Computer Science including: A -Level Computing and ECDL.

Higher Education pathways:

People who are interested ICT often will do a degree related to this subject, these may include media studies, business and ICT. Pupils who want to go onto higher study and employment in the field of computer science will find it provides a superb stepping stone.

Linked Careers:

-  Computer programmer
-  Teacher
-  Web designer
-  Network manager
-  Technical support
-  Systems analysts

Other Information: Computing is an “EBacc” subject.

Entry Criteria / Skills required: To be chosen via the options process.

For further information please speak to: Mr. M. Shearer.



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Subject: ICT

Name of course: ICT

Qualification received: GCSE

Assessment methods and schedule:

Unit 1: Understanding ICT External examination 1½hrs (20%)





Unit 2: Solving problems with ICT - Controlled Assessment completed over 22½ hours (30%)

Unit 3: ICT in external organisations External examination 1½hrs (20%)







Unit 4: Developing multimedia ICT solutions - Controlled Assessment completed over 22½ hours (30%)



Content overview:

-  Unit 1: Understanding ICT
 - Pupils will study data and using information.
 - ICT in the home and for personal use.
 - ICT in the home business environment.
 - ICT in the learning and school environment. On-line safety.
-  Unit 2: Solving problems with ICT – a controlled assessment task set by WJEC
 - Pupils are expected to research and develop a portfolio of work on a topic set by the WJEC around the areas of desktop technology and applications software, emails, spreadsheets and communicating information, desk top publishing, data logging and control, using the web and presentation software, modelling and spreadsheets. The assignment is designed to assess the practical aspects of the functional elements of ICT.
-  Unit 3: ICT in organisations
 - Pupils will study multimedia and digital imagery.
 - internal and external networks.
 - home computer interfaces – video conferencing.
 - ICT in the business environment – banking, e-commerce, payroll systems.
 - Social and environmental issues of ICT: legal, ethical, data protection and on line safety.
-  Unit 4: Developing multimedia ICT solutions – a controlled assessment task set by WJEC
 - Pupils are expected to develop a piece of work on a topic set by the WJEC around the area of websites and multimedia software, templates and navigation of webpages, graphical images and animation using sound, and evaluate working practices.

Skills developed:

-  Develop their understanding of current and emerging technologies and how they work.
-  Become independent and discerning users of IT in everyday usage.
-  Acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts.
-  Evaluate the effectiveness of computer programs/solutions and the impact of computer technology in society.
-  Promote interaction between employers, centres and learners by relating teaching and assessment to real organisations.
-  Develop learners' skills, knowledge and understanding in contexts that are directly relevant to employment situations, thereby enhancing their employability within the Information and Communication Technology sector.



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Career and Educational Pathways:






Further Education pathways:

A wide range of courses are available to students who have studied GCSE ICT including: A -Level ICT and ECDL.

Higher Education pathways:

People who are interested ICT often will do a degree related to this subject, these may include media studies, business and ICT. Pupils who want to go onto higher study and employment in the field of using and applying ICT skills will find it provides a superb stepping stone.

Linked Careers:

-  Media
-  Teacher
-  ICT consultant
-  Computer operator
-  Careers and jobs requiring effective IT communication skills

Entry Criteria / Skills required: GCSE ICT course will be offered as a core subject in Y10 & 11

For further information please speak to: Mr. M. Shearer, Mr. P. Devonport or Mr. S. Evans.



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Subject: Science

Faculty: Science

Name of course: Combined Science

Qualification received: GCSE (double award)

Assessment methods and schedule:

Examinations worth 100% of the final grade sat at the end of year 11






Content overview:

Biology: Cell biology, Transport systems, Health, Disease and the development of medicines, Coordination and control, Photosynthesis, Ecosystems & Inheritance, variation and evolution.




Chemistry: Atomic structure and the periodic table, Structure, bonding and the properties of matter, Chemical changes, Energy changes in chemistry, the rate and extent of Chemical change, Chemical analysis, Chemical and allied industries & Earth and atmospheric science.

Physics: Energy, Forces, Forces and motion, Waves in matter, Light and electromagnetic waves, Electricity, Magnetism and electromagnetism, Particle model of matter & Atomic structure.



Skills developed:

-  develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
-  develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them.
-  Vocational or academic courses in biomedicine, healthcare, biological sciences, conservation, social science, sports and leisure studies employment where knowledge of human biology would be useful.
-  develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments.
-  develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

Career and Educational Pathways:

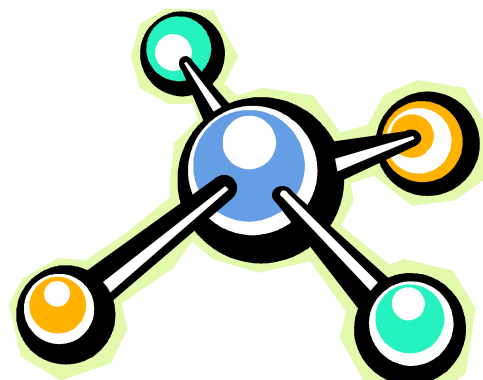
-  A-Level Science
-  Level 3 BTEC in Applied Science
-  Vocational or academic courses in biomedicine, healthcare, biological sciences, conservation, social science, sports and leisure studies employment where knowledge of human biology would be useful.

Other Information:

-  Combined Science is an “EBacc” subject.
-  All of this is subject to confirmation from Ofqual, DfE and AQA.

Entry Criteria / Skills required: To be taken as part of the Y9-11 core curriculum.

For further information please speak to: Mr. J. Rodgers.



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Subject: Science

Name of course: Triple Science

Qualification received: GCSE Biology, GCSE Chemistry & GCSE Physics

Assessment methods and schedule:

Examinations worth 100% of the final grade sat at the end of year 11








Content overview:

Biology: Cell biology, Transport systems, Health, disease and the development of medicines, Coordination and control, Photosynthesis, Ecosystems, Inheritance, variation and evolution & The genome and gene expression.



Chemistry: Atomic structure and the Periodic Table, Structure, bonding and the properties of matter, Chemical changes, Energy changes in chemistry, The rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemical and allied industries & Earth and atmospheric science.

Physics: Energy, Forces, Forces and motion, Waves in matter, Light and electromagnetic waves, Electricity, Magnetism and electromagnetism, Particle model of matter, Atomic structure & Space physics.

Skills developed:

-  develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
-  develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them.
-  Vocational or academic courses in biomedicine, healthcare, biological sciences, conservation, social science, sports and leisure studies employment where knowledge of human biology would be useful.
-  develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments.
-  develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.




Career and Educational Pathways:

-  A Level Science (e.g. Biology, Chemistry or Physics)
-  Level 3 BTEC in Applied Science

Linked Careers:

Vocational or academic courses in biomedicine, healthcare, biological sciences, conservation, social science, sports and leisure studies employment where knowledge of human biology would be useful.

Other Information:

-  This course builds on top of Combined Science to replace those 2 GCSEs with 3 separate GCSEs in Biology, Chemistry and Physics.
-  Biology, Chemistry and Physics are “EBacc” subjects.
-  All of this is subject to confirmation from Ofqual, DfE and AQA.

Entry Criteria / Skills required: Selected by the Science department after an expression of interest in June / July 2016

For further information please speak to: Mr. J. Rodgers.



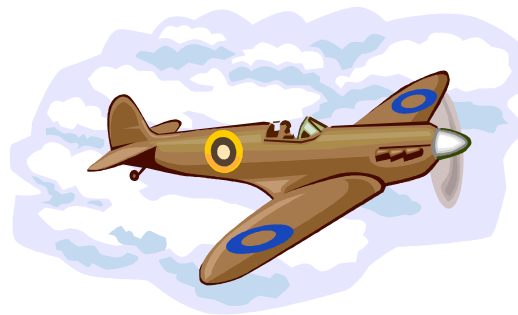
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Subject: History

Name of course: History

Qualification received: GCSE



Assessment methods and schedule:

-  Paper 1: Written exam: 1 hour 45 minutes 84 marks (including 4 marks for spelling, punctuation, grammar and specialist terminology) (50% of GCSE).
-  Paper 2: Written exam: 1 hour 45 minutes 84 marks (including 4 marks for spelling, punctuation, grammar and specialist terminology) (50% of GCSE).

Content overview:

Paper 1: Understanding the modern world

Section A: Period study 1D America, 1920-1973: Opportunity and inequality.

Section B: Wider world depth studies: Conflict and tension 1918-1939.

Paper 2: Shaping the nation

Section A: Thematic study 2A Britain: Health and the people: c1000-present day or 2C Britain: Migration, empires and the people: c790-present day.

Section B: British depth study including the historic environment: Norman England, 1066-c1100 or Elizabethan England, c1568-1603.

Skills developed:

Evidence gathering, source explanation, analysis and evaluation skills, debating skills, written and oral communication skills, interpretation analysis and evaluation skills.

Career and Educational Pathways:

AS Level and A Level History; Honours Degree, Masters, PhD. Any literate career is viable for those pupils who opt to study History at GCSE such as journalism, tourism, law and the media. In fact no career pathway is closed off or unattainable. A very valuable GCSE that shows colleges and employers that you can work at a high level and have many transferable skills.

Other Information: History is an “EBacc” subject.

Entry Criteria / Skills required: Available to everybody but a high level of literacy is beneficial. To be chosen via the options process.

For further information please speak to: Mr. S. Fisher.



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Subject: Geography

Name of course: Geography

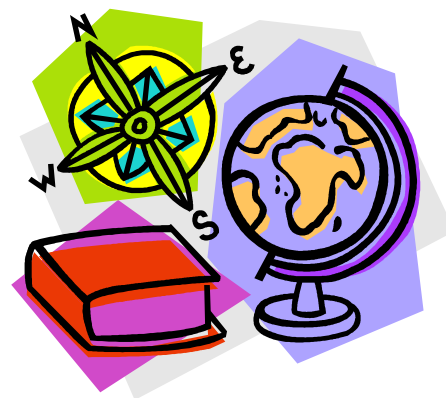
Qualification received: GCSE

Assessment methods and schedule:

Unit 1: Living with the physical environment 1 hr 30 min 35%

Unit 2: Challenges in the human environment 1 hr 30 min 35%

Unit 3: Geographical applications 1 hr 30%



Content overview:

Unit 1: Living with the physical environment

Section A The challenge of natural hazards (volcanoes, earthquakes and hurricanes).

Section B Physical landscapes in the UK (rivers, coasts and glaciation).

Section C The living world (hot and cold deserts, tropical rainforests and ecosystems).

Unit 2: Challenges in the human environment

Section A Urban issues and challenges (Case studies Mumbai and Manchester).

Section B The changing economic world (Comparing rich and poor countries and tourism).

Section C The challenge of resource management (food, water and the energy mix).

Unit 3: Geographical application

Section A Issue evaluation

Section B Fieldwork (2 field trips)

Skills developed:

Written and oral communication, enquiry and investigation, graphicacy (interpreting and producing different types of graphs) and map skills.

Career and Educational Pathways:

AS Level and A Level Geography, Honours Degree, Masters Degree or PhD.

Any career is available to students who opt to study Geography at GCSE. Geographers typically go into careers which use the investigative and analytical skills they have developed, such as journalism, law and the media. More specific careers could include environmental management, weather presenting, town planning, surveying, tourism, no career pathway is closed off or unattainable if you have GCSE Geography!

Looking further ahead, GCSE (and A-Level) Geography is considered an 'accessing' course, which is looked upon favourably by colleges and universities due to the wide range of transferable skills developed on the course.

Other Information: Geography is an "EBacc" subject.

Entry Criteria / Skills required: Available to everybody but a high level of literacy is beneficial. To be chosen via the options process.

For further information please speak to: Mr. L. Merrick.



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Subject: Religious Studies (RS)

Name of course: Religious Studies

Qualification received: GCSE



Assessment methods and schedule:

Full course:



-  Unit 1 - Christianity Written Paper 1hour (25%)
-  Unit 2 - Hinduism Written Paper 1hour (25%)
-  Unit 3 - Topics Written Paper 2hours (50%)

Content overview:





Unit 1: Christianity

-  Beliefs and Teachings within Christianity
-  Religious Practices in Christianity

Unit 2: Hinduism

-  Beliefs and Teachings within Hinduism
-  Religious Practices in Hinduism

Unit 3: Topics - Students will study the following topics in depth using their understanding from units 1 and 2.

-  Issues of Relationships
-  Issues of Life and Death
-  Issues of Good and Evil
-  Issues of Human Rights

Skills developed:

Evidence gathering, debating skills, written and oral communication skills, evaluating interpretations, enquiry skills, chronology skills, literacy skills.

Career and Educational Pathways:

AS Level and A Level Religious Studies or Philosophy and Ethics; Honours Degree, Masters, PhD. Any literate career is viable for those pupils who opt to study Religious Studies at GCSE such as journalism, tourism, teaching, social work, army, law and the media. In fact, no career pathway is closed off or unattainable. It is a very valuable GCSE that demonstrates to colleges and employers that you can work at a high level and have many transferable skills.

Entry Criteria / Skills required: Available to everybody but a high level of literacy is beneficial. To be chosen via the options process.

For further information please speak to: Mrs. S. Taylor or Mr. S. Fisher.



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Subject: Citizenship

Name of course: Citizenship






Qualification received: GCSE

Assessment methods and schedule:

2 exams (50% each) 1 hour 45 minutes per exam.



Skills developed:

-  Critical thinking - exploring views different to your own using a wide range of evidence
-  Debating - Expressing your opinions in discussions
-  Advocacy - Representing the views of other people
-  Taking action - Working with others to make a difference in your community
-  Group work

Paper 1

- **Section A:** Living together in the UK
- **Section B:** Democracy at work in the UK
- **Section C:** Questions are focused on specification
- **Section D:** Extended-response questions related to two or more of specification Themes A–C

Paper 2

- **Section A:** Questions based on Active Citizenship Project
- **Section B:** Power and influence
- **Section C:** Range of questions from Paper 1 themes

Career and Educational Pathways:

Further Education pathways:

Citizenship A-Level

Citizenship will also help you with any of the following A Levels - Sociology, Government & Politics, Law.

Higher Education pathways:

Any degree or qualification in law, business, economics, journalism, police, social work, teaching.

Linked Careers:

Citizenship will help you in any career as it gives you an overall understanding of how our country develops and the skills to work with others to make a difference in your community.

It is particularly related to careers in law, business, the media, Journalism, police, social work and teaching.

Entry Criteria / Skills required: All pupils will take Citizenship as part of their core curriculum.

For further information please speak to: Mrs. L. Monks.



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Subject: Child Care and Education

Name of course: Childcare

Qualification received: CACHE Award

Assessment methods and schedule:


Internally Assessed Assignments

1 multiple choice exam paper (unit 3)



Content overview:

Award

 **Unit 1** – An Introduction to Working with Children


 **Unit 2** – The Developing Child

Certificate

 **Unit 3** – Safe, Health and Nurturing Environments for Children

 **Unit 4** – Children and Play


 **Unit 5** – Communication and Professional Skills within Child Care and Education


 The Realcare Baby Programme – caring for virtual babies


 The Bump Simulator Programme – pregnancy simulator

Skills developed:

 Listening, language, literacy and communication skills.

 Discussion techniques and interpretation of knowledge.

 Investigation, planning and organisational skills.

 Decision making and analysing skills.

 Presentation and ICT skills.

 Evaluation skills.

Career and Educational Pathways:

Further Education pathways:

CACHE Level 3 Child Care and Education

BTEC Level 3 Certificate and Subsidiary Diploma in Health and Social Care

Higher Education pathways:


Degree in Early Years or Childhood Studies

Linked Careers:

 Child Care

 Child Minder

 Nursery Nurse

 Teaching Assistant

 Nanny

Entry Criteria / Skills required: An interest in childcare and development. To be chosen via the options process.

For further information please speak to: Mrs. D. Needham.



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Subject: Food Preparation and Nutrition







Name of course: Food preparation and nutrition

Qualification received: GCSE



Assessment methods and schedule: 50% written exam, 50% assessment. Assessment 1 (Food science experiment) – 8 hours. Assessment 2 (Practical cooking exam) – 12 hours

Content overview:

-  Food commodities
-  Principles of nutrition
-  Diet and good health
-  The science of food
-  Where food comes from
-  Cooking and food preparation

Skills developed:

Team work, practical skills, managing money, budgeting, ICT, decision making, design products and selling & marketing and running their own restaurant business.

Career and Educational Pathways:

Further Education pathways:

BTEC Level 2/3 in either Hospitality and Catering or Travel and Tourism.

Higher Education pathways:

Degrees in Hospitality and Catering, Travel and Tourism, Events Management or Teaching Hospitality and Catering.

Linked Careers:

Chef, Dietician, Catering Industry, Food Production, Retail, Running own business or any aspects of the travel industry.

Entry Criteria / Skills required: This course is for those who have a strong interest in cooking and enjoy an active approach to learning. To be chosen via the options process.

For further information please speak to: Miss V. Black.



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Subject: Construction

Name of course: Construction




Qualification received: BTEC First Award

Assessment methods and schedule:

4 units 75% internally assessed and 25% externally assessed




Content overview:

Core units:




-  **Unit 1:** Construction Technology (Externally assessed)
-  **Unit 2:** Construction and Design (Internally assessed)
-  **Unit 3:** Scientific and Mathematical Applications for Construction (Internally assessed)

Optional units:

A choice between:

-  **Unit 6:** Exploring Carpentry and Joinery principles and techniques (Internally assessed)
-  **Unit 9:** Exploring Plumbing principles and techniques, Exploring wall and floor tiling (Internally assessed)
-  Performing joinery operations

Skills developed:

-  Practical skills in carpentry, joinery, brick and blockwork and wall and floor tiling.
-  In-depth knowledge of the construction industry and job sectors within it.
-  ICT skills.

Career and Educational Pathways:

BTEC Level 3 in Construction

Apprenticeship, NVQ's, Technical certificates, HNC's to BSc and BEng Honours Degrees.

Construction Industry

Operatives, Crafts (trades), Technicians, Supervisors, Professionals in the Construction Industry.

This course provides specialist work-related and motivating programmes of study. It addresses the key areas of knowledge, understanding and skills required.

Entry Criteria / Skills required:

The desire to work hard to learn the specialist skill sets required for learners contemplating a career within the construction industry. To be chosen via the options process.

For further information please speak to: Mr. A. Owen or Miss V. Black.



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Subject: Design & Technology

Name of course: Design & Technology

Qualification received: GCSE

Assessment methods and schedule:

50% Written Exam (2hours)










50% Design and Manufacture Controlled Assessment



Content overview:

Design & Technology enables students to design and manufacture products with creativity and originality, using a range of materials and techniques. Packaging, labelling and instructions are encouraged as part of the complete design proposal alongside advertising.

Skills developed:

-  Researching
-  Designing and Developing
-  Planning
-  Making
-  Analysing/Testing
-  Quality Control and Quality Assurance Issues
-  Problem Solving
-  Use of machinery including CAD/CAM
-  Production of a prototype product

Career and Educational Pathways:

Further study at A Level in Product Design, Graphic Design, Engineering and BTEC National Certificate or National Diploma.

Future careers: Product design, Manufacturing, Engineering (Aerospace, Mechanical and Electronic) working for companies like British Aerospace, Ministry of Defence, Nike, Apple, Cadburys, Jaguar, Honda...

The Royal Academy of Engineering estimates that the UK will need more than a million new engineers and technicians by 2020 to meet industry demand.

Entry Criteria / Skills required: An enterprising mind with the desire to design, develop, model, manufacture and test your own 3D ideas. To be chosen via the options process.

For further information please speak to: Mr. N. Rigby or Miss V. Black.



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Subject: Business Studies

Name of course: Business

Qualification received: BTEC First Award






Assessment methods and schedule: 3 Units Coursework, 1 Unit Online Test








Content overview:

This is a more vocational course that suits people who prefer to develop coursework projects, rather than taking exams

Topics covered during course:

-  Enterprise in the Business World - Exploit opportunities, earn profits and expand.
-  Investigating Financial Control – understanding costs, revenues and profits.
-  Break-even analysis, cash flow forecasts and recording financial transactions.
-  Developing Customer Relations – How customer service is organised, interpersonal skills in customer service, ensuring customer satisfaction, evaluating company performance.
-  Promoting Brands: How to make customers want your company's products.

Skills developed:

-  Investigating and solving problems that don't have straight forward answers that can simply be 'learnt'.
-  Independent, case study based written working.
-  Communicating your ideas in detail in writing and using ICT.
-  Applying new ideas to solve business problems that need analysis of research to reach conclusions.
-  Being able to explain what you think and backing your ideas up with evidence.

Career and Educational Pathways:

Further Education pathways:

By studying this course you will be able to progress on to academic courses like Business Studies A level, or more vocational applied courses like BTEC Business Studies.

Higher Education pathways:

There are a huge range of business related HNC, HND and Degree courses from Business Studies to Marketing, Accounting and Sports, Leisure or Retail Management.

Linked Careers:

Everyone will ultimately work in some type of business or another. People who have studied Business tend to move into management trainee positions so that they can learn to play a part in running the businesses they work for. Some people want to run their own Business and use their business understanding to get their company started on the right path.

Entry Criteria / Skills required: To be chosen via the options process.

For further information please speak to: Miss R. Winder.



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Subject: Hairdressing and Beauty Therapy

Name of course: Hairdressing and Beauty Therapy

Qualification received: VTCT Level 2 Certificate

Assessment methods and schedule:

-  4 units, 75% coursework
-  Unit 1 is an external exam set by VTCT
-  A mix of theory and practical work completed over two years



Content overview:

Mandatory units:

Unit 1: Understanding the hair and beauty sector





Unit 2: Hair and beauty research project

Option units:







Unit 4: Marketing hair and beauty products and services

Unit 6: Responding to a hair and beauty design brief

Skills developed:

-  Practical skills in hair and beauty
-  In-depth knowledge of hair and beauty and the job sectors within it
-  Communication skills
-  Retail skills

Career and Educational Pathways:

-  VTCT Level 2 Diploma in Women's Hairdressing
-  VTCT Level 2 Diploma in Complementary Therapies
-  BTEC Level 3 Diploma/Sub Dip in Beauty Therapy
-  Apprenticeship, NVQ's, Technical certificates, HNC's to BSc Honours Degrees
-  Hair and Beauty Industry
-  Retail work

This course provides specialist work-related and motivating programmes of study. It addresses the key areas of knowledge, understanding and skills required.

Entry Criteria /Skills required: The desire to work hard to learn the specialist skill sets required for learners contemplating a career within the hair and beauty industry. To be chosen via the options process.

For further information please speak to: Miss L. Anderson.



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Subject: Music


Name of course: Music

Qualification received: BTEC First Award


Assessment methods and schedule: 75% Coursework, 25% Exam





 **Unit 1: The Music Industry** – which provides you with an overview of the industry, particularly focusing on the shape of the modern industry and covering the emergence of the role of the self-employed producer, performer and promoter.

 **Unit 2: Managing a Music Product** – which covers essential aspects for your progression. This unit looks at the development of a music product. As well as providing a vehicle for demonstrating skills and learning, it also introduces the role of planning and promotion in the management of a music product. Learners can base their work on a live concert, event, a CD or online product, providing opportunities for both music performers and technologists.


You will then be able to select your optional specialist units from:

 **Unit 3:** Introducing Live Sound

 **Unit 4:** Introducing Music Composition

 **Unit 5:** Introducing Music Performance

 **Unit 6:** Introducing Music Recording

 **Unit 7:** Introducing Music Sequencing

Coursework:

You will be assessed using a grading criteria which is given to you to follow. Your work is graded either, a pass, merit or distinction. The advantage of this course is that you can receive feedback throughout the course on your progress and the coursework you have done. This means that you can change your coursework to get the best possible grade.

Content overview:

This qualification will give you an introduction into the practical skills needed for a career in the music industry. It is based purely on coursework which is made up of both theory and practical work. You can choose options that are more suited to your talents and interests.

Understanding music ICT where you will be able to create your own compositions using Logic Pro 9 and Garageband.

Skills developed:

The design of this course is excellent for developing skills in preparation for employment after leaving school. It will develop an understanding of different style of music and their features, what it is like to work in the music industry and how to use recording and ICT equipment in music. The delivery of the course also gives learners the opportunity to develop essential life skills such as communication and team work.






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Career and Educational Pathways:







Further Education pathways:

-  Edexcel Level 2 BTEC First Diploma in Music
-  Edexcel Level 3 BTEC National Certificate in Music
-  Edexcel Level 3 BTEC National Diploma in Music

Higher Education pathways:

-  BMus in Music
-  BA in Music
-  BMus in Music Technology

Linked Careers:

-  Music Teacher
-  Music Producer
-  Performer
-  Composer
-  Army Musician
-  Music Therapist

Entry Criteria / Skills required: To be chosen via the options process

For further information please speak to: Mrs. J. Landon or Mr. L. Morrison.



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Subject: Art and Design

Name of course: Art and Design

Qualification received: GCSE



Assessment methods and schedule: Coursework over 2 years and 10 hour controlled test, internal assessment and external moderation.










Content overview:

Students will produce a personal portfolio of work based on 4 assignments. The themes could include Pop Art, Japanese Painting and Ceramics, Architecture, All about me, Illustration and Imagery in Youth Culture. Students will attend workshops by practising artists, and visit galleries and museums to support their studies.

Skills developed:

Fine drawing techniques, painting techniques, ceramics, working with mixed media, 3D Design, textiles and graphic imagery.

Career and Educational Pathways:

-  Art foundation course
-  BTEC Level 3 Art and Design
-  A level Art
-  Fashion Design
-  Graphic Design
-  Architecture
-  Theatre Studies
-  Costume and Wig Making
-  Photography

Entry Criteria / Skills required: To be chosen via the options process.

For further information please speak to: Ms. L. Kruse or Mrs. R. Hamer.



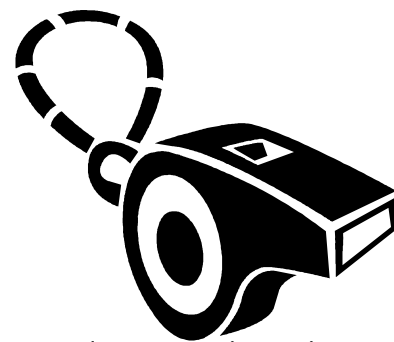
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Subject: PE

Name of course: Sport





Qualification received: BTEC First Award



Assessment methods and Schedule: 25% externally assessed exam, 75% internally assessed coursework. Work is marked as Level 1 Pass, Level 2 Pass, Merit, Distinction or Distinction* standard.






Content Overview:

4 units will be covered during the course which equates to the equivalent of 1 GCSE. These include:

-  Fitness for Sport and Exercise
-  Practical Sports Performance
-  Training for Personal Fitness
-  Leading Sports Activities

Skills Developed:

The course allows students to:

-  Encourage personal development through practical participation and performance in a range of sports.
-  Understand and appreciate health related fitness, sport and exercise.
-  Develop people, communication, planning and team work skills.
-  Gain education and training for sport, leisure and recreation employees.
-  Develop personal, learning and thinking skills as well as raising standards in English and Maths.

Career and Educational Pathways:

Further Education Pathways: The course leads on to a Level 3 Sport BTEC course.

Higher Education Pathways: BSc Sports Science, BSc Sports Rehabilitation, BA Physical Education, BA Sports Development.

Career Pathways: Personal trainer, Fitness Instructor, Sports Coach, Armed Forces.

Entry Criteria / Skills required: GCSE PE and BTEC Sport will run at the same time and are a compulsory part of the curriculum. Your PE teacher will guide you as to the best option.

For further information please speak to: Mr. L. Morrison or your PE teacher.



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