



PERRYFIELDS

ACADEMY

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Options Booklet 2022

Introduction

Welcome to your Key Stage 4 options guide for September 2022. At the start of Year 10, you will begin the courses that will result in you gaining your first set of formal qualifications. These will help you move onto the next step towards achieving your dreams and aspirations. We want you to leave Year 11 with the best set of qualifications that you can and this is the first stage of the process; helping you choose the right subjects.

In this booklet you will find guidance on making a decision for your Key Stage Four subjects. By reading the booklet, talking to your teachers, attending presentations and events, speaking to your tutor, your family and by researching potential career routes into the future - you will be in a position to finalise the courses you want to study for Years 10 and 11.

We are keenly aware that each one of our students has invested a great deal of their lives to-date in education and we now want to ensure that each and every one of you will leave Perryfields Academy with the qualifications that will give the best possible chance of progression and employment in the future. I am pleased to say that we are able to offer considerable choice to you and to maximise the possibility of progress for you when you leave education.

We have also offered guidance to the pathway that we feel will offers the right route for each one of you. You and your parents may be aware of the “English Baccalaureate” and how this standard can be met. We will encourage a high proportion of our students to follow the English Baccalaureate pathway by choosing to study a modern foreign language, plus either history or geography in addition to English, mathematics and science.

The importance of studying the “Ebacc” subjects has increased for students wishing to pursue an academic route in their future education and career. As a result, we have introduced a pathways curriculum model that values the differing needs of our students and will guide you to a collection of subjects that will best suit your learning styles and future aspirations. We have called these pathways: **Ebacc, Core and Progress**. We have used the students’ most recent assessment data to identify which pathway would suit them best and allow them to achieve their potential and succeed.

All students will study English Literature/Language, Maths and Science, plus:

Ebacc Pathway

- History or Geography
- Spanish
- Two open choices from a range of GCSE and Technical qualifications.

Core Pathway

- Geography, History or Spanish (Separate Sciences/Computer Science)
- Three open choices from a range of GCSE and Technical qualifications

Progress Pathway

- Geography, History or Spanish
- Two open choices from a range of GCSE and Technical qualifications
- Study Support program

Separate Sciences and Computer Science are only allocated as an option to students who meet a certain criterion due to the academic nature of the qualification.

Frequently Asked Questions

What will the curriculum look like in Year 10 & 11?

Years 10 and 11 will be very rewarding, and at times demanding for you. You will study subjects that are familiar to you and have been studying since primary school: English, Maths and Science. You will continue to study RS in ethics lessons, Practical PE and PSHE as part of a compulsory curriculum, but will not take an exam at the end of year 11. You will be able to choose up to four other subjects in areas that you may never have studied.

How different will KS4 be in comparison to KS3?

At KS4, there will be a dual-focus on learning new skills as well as revisiting and extending many of the skills learned in KS3. There will also be an increasing focus on 'exam skills' to increase students' familiarity and confidence.

How are GCSEs graded?

GCSEs have the same grading system you will hopefully already be accustomed to, which is the 9-1 scale. Students will be awarded in grades from 9 to 1, with grade 9 being the highest grade and 1 the lowest. A 'standard' pass will be considered to be a grade 4, whereas a 'strong' pass will be considered to be a grade 5 and above. Examinations will be the main way of assessing and almost all exams will be at the end of courses.

What are Technical qualifications? (BTEC, OCR CNAT, WJEC CBAC)

These are technical/vocational qualifications. These courses are designed to offer a more practical approach to examinations. Typically, Technical qualifications include controlled assessments (coursework) alongside examinations. Each of the qualifications is of equal value to a GCSE qualification and has been approved by the Department for Education as being of equal value. Technical qualifications are graded: Level 1 Pass, Merit or Distinction and Level 2 Pass, Merit, Distinction or Distinction* and will be matched across to the equivalent 9 - 1 grades in GCSE courses – with an L2 Pass being the equivalent to a grade 4.

What if I don't like the pathway you have suggested for me?

We have chosen a pathway that will maximise your chances in a range of subjects which will, in our belief, lead to future success and fulfilment for you. However, if you are not happy with the choices available, please do not hesitate to write into school requesting a change in options. All requests will be carefully considered and responded to. Requests must be made in writing and addressed to Mr J Swingler.

Who can help me decide what to choose?

Options assembly/meeting, options/careers fair and parents evening are all sources of information to help you make informed choices. You should also listen to advice from your parents/carers, teachers, friends, and older brothers and sisters, but at the end of the day, make sure you make the final decision. Don't pick a subject just because...

... your friend is doing it. You may not be in the same group and they are very likely to have different tastes to you.

... you like a teacher. You may not get the same teacher in KS4.

... you haven't fully researched the subject and you are unclear what the subject will demand of you. It could be a different experience in KS4 to your experience in KS3.

When choosing subjects, you need to know how you will be assessed. Some courses have assessments but all have an exam element, with most at the end of year 11. You need to think carefully about which assessment method suits your preferred learning style: is it 100% exam or a mixture of assessment and exam? What has shown success for you at KS3? Be honest and realistic about what will improve your chances for success in your chosen courses and make sure you accept the help on offer by the school.

How can I decide what subjects are best for me?

‘What do you enjoy most?’ is your first question. ‘What am I best at?’ is your next. You will also want to strongly consider what you want to do post 16 and post 18.

Am I guaranteed to get the subjects that I choose?

Unfortunately, if there are not enough students choosing a course, we cannot run it. Therefore, you may not get your first choice. Normally this doesn’t happen to many students. It may be the case, that two of the subjects you choose have to run on the timetable at the same time and this will mean you will have to choose between them. Again, this doesn’t happen often.

- All courses need enough students to run.
- There are limited places in some subjects. As a result, we cannot guarantee that students will automatically be given all of their first preferences.
- Information in the booklet is accurate at the time of writing but the introduction of new national regulations may mean that amendments are made at a later stage. This is out of our control.
- Once your online form has been returned, they will be checked individually to see that each student has chosen courses which are challenging and that offer a chance of success.
- This process does take some time and final confirmation of choices will be made before the end of the academic year.

What happens after the parents’ evening?

After parents evening, students and parents/carers should have all of the information needed to start to make their option choices. Students will be able to submit their option choices anytime between **13th January -18th February 2022**. The online form can only be submitted once, so please take your time to get it right. If a mistake is made or something changes before the deadline, students can request that their submission is deleted so it can be re-submitted (deadline still applies). After the submission deadline has passed, option choices will be processed and any issues addressed. All students will have a meeting following their initial choices, where discussions will take place and recommendations made about final choices. You will be consulted if there are any issues. Option choices will be confirmed to students before the end of the academic year

Can I change courses after starting Year 10?

Students will not be allowed to change courses after week 3 of Term 1 in Year 10. Students cannot usually ‘drop courses’ in Years 10 or 11. This will only happen in highly exceptional circumstances such as the need to meet a student’s medical requirements.

Other factors to consider

Technical (Vocational) Qualification changes

The DfE released new guidance for Technical Qualifications which start teaching in September 2022. The main changes are:

- ‘The proportion of the qualification’s content that is assessed by examination, and the associated contribution to the overall grade, must be at least 40%’. Previously, Technical Qualifications have been as little as 25% examination, meaning that the exam now carries more weight than before.
- ‘An assessment by examination must be taken at the end of a student’s course of study (“terminal assessment”).’ Previously, examinations for Technical Qualifications could be taken before the end of Year 11, and potentially, students could be entered for a re-sit in the Summer of Year 11. This will not be the case moving forward.

At the moment, all of the technical qualifications to begin in September 2022 are still in the ‘sample’ stage and are yet to be ratified. All of the information in this booklet is the most up-to-date information we can provide.

Careers Information

When choosing your options, it is important to think about what you would like to do when you leave Perryfields at the end of year 11. Some college courses will not accept you if you haven't taken certain GCSEs. It is important that before you make your final decision, you check college entry requirements. You can do this either on their website, from a prospectus (located in the school library) or by asking Mrs Wallis (G11).

There are also a number of fantastic websites which you can use to further support your decision:

1. A careers site with information on university studies: <https://www.prospects.ac.uk/>
2. UniFrog <https://www.unifrog.org>
3. Planning choices at age 14: <http://www.careerpilot.org.uk/>
4. A careers site: <http://icould.com/>
5. National Careers Service: https://nationalcareersservice.direct.gov.uk/home_11

Final Information

- ✓ Consider your future plans after the age of 16.
- ✓ You will be guided towards a pathway.
- ✓ Make your curriculum choices based on the pathway.
- ✓ Choose subjects you will do well in where you feel motivated to try your best.
- ✓ Talk to parents / carers, teachers and tutors.
- ✓ Courses can change at short notice; every effort has been made to ensure that content is accurate at the time of writing. We may choose to change courses if we feel that this will be in the best interests of students.

Timetable of events for Students and Parents

Monday 10th January

Student assembly in school and options information meeting (Virtual) – Students will attend an assembly during the school day and parents will have a virtual presentation/Q&A with Mr. Swingler, Mr Thompson and Mrs Wallis on the evening. This will be via Zoom and an invite will be sent via email. We anticipate this presentation starting at **6.00pm** and will last up to 60 minutes. Students and parents are informed about their option choices, the process and the range of courses and qualifications available to them.

Tuesday 11th January

Options Fair on school site **4.00-6.00pm**. Students and parents will be able to visit individual subjects to explore and discuss the qualifications on offer. This is the same evening as the Careers Fair for Year 11, meaning Year 9 parents and students can also visit the Careers Fair to collect more information about their future pathway. The Careers Fair will run from 3.30-6.00pm. As the parking on site is limited, we would suggest that you park in the surrounding roads, and politely ask that you do so considerately. However, if you require a disabled parking space, please email admin@perrys.org.uk with your car registration details and make/model of car, this will be passed on to the site team, and they will reserve one of the disabled parking spaces for you near to the reception entrance.

Thursday 13th January

Parents evening **4.30-6.30pm** to discuss general progress and option choices within individual teachers and subject areas. A separate letter will be sent outlining the details for parents evening.

Friday 18th February

Final deadline for options to be selected. These will be selected via an online submission, details will be released when necessary.

Monday 28th February Onwards

Options to be processed and any issues addressed. Option choices will be confirmed to students before the end of the academic year



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KS4 Subject Options

Art Craft and Design

Qualification Type: GCSE

Exam Board: AQA

Exam/Controlled Assessment: 40/60% (Exam is practical)

Grade Structure: 9-1

Qualification Content

Art skills: Drawing, painting, collage, mixed media, logo design, illustration (drawing), advertising and branding

Students work on one Controlled Assessment project (60%) throughout Years 10 and 11, which will then lead to their final exam (40%). The final exam is externally set and students compile a folder of 'prep-work' before completing a 10-hour exam to create a final piece that is their interpretation of their chosen exam question. Controlled Assessment Project themes may vary. Examples of previous projects include Cityscape and Portraits. During this course, students will explore both Fine Art and Graphics Skills and Materials.

Business and Enterprise

Qualification Type: Vocational

Exam Board: Pearson Edexcel

Exam/Controlled Assessment : 40% / 60%

Grade Structure: Level 1: Pass, Merit, Distinction/ Level 2 Pass, Merit, Distinction, Distinction

Course title: BTEC Tech Awards – Enterprise (2022)

Qualification Content

The Pearson BTEC Level 1/Level 2 Tech Award in Enterprise (603/7063/4) is for learners who want to acquire sector-specific applied knowledge and practices through vocational contexts by studying enterprises, entrepreneurs, customers, competitors, the external environment, business planning and presenting, marketing and finance as part of their Key Stage 4 learning. The qualification enables learners to develop their transferable skills, such as researching, planning, making decisions and judgements, and financial literacy using realistic vocational contexts, and personal skills, such as creativity and innovation, time management, reviewing, communication and planning through a practical and skills-based approach to learning and assessment. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

What is the structure of the course?

Component number	Component title	How assessed	Coursework or Exam?	Contribution to final grade
1	Exploring Enterprises	Internal – externally moderated	Coursework	30%
2	Planning and Presenting a Micro-Enterprise Idea	Internal – externally moderated	Coursework	30%
3	Marketing and Finance for Enterprise	Externally marked	Exam	40%

Computer Science

Qualification Type: GCSE

Exam Board: OCR

Exam: 100 %

Grade Structure: 9-1

Course title: Computer Science (9-1) – J277

Qualification Content

Computer Science refers to what we have to do in order to obtain a solution to a problem by mathematical or numerical means. GCSE Computer Science takes you a long way into understanding how to solve problems using computers. At its heart is the understanding of algorithms and how to write computer programs and how computer technologies and data representation is used in everyday computers.

Computer Systems (01) – 50% of GCSE (1st external examination)

This unit covers areas of theory knowledge required in the first exam. It includes the basic principles behind computer science. Questions will include the ability to create and understand logic circuits, algorithms and simple pseudocode to solve problems.

Computational thinking, algorithms and programming (02) – 50% of GCSE (2nd external examination)

This unit covers further areas of theory knowledge required in addition to the first exam. But it focuses on programming techniques and data representation as well as algorithms. Questions will include ability to create written algorithms and pseudocode to solve problems.

Programming Project – Compulsory element of GCSE (NEA – Non-exam assessment / CA) GCSE Computer Science is all about solving problems by writing program code.

This unit requires a coded solution to be written to solve a specific exam board task. (This will be studied in Year 11 only).

Drama- Performing Arts

Qualification Type: Vocational

Exam Board: Pearson Edexcel

Exam/Controlled Assessment: 40/60%

Grade Structure: 9-1, Level 1: Pass, Merit, Distinction/ Level 2 Pass, Merit, Distinction, Distinction* (Delete as appropriate)

Qualification Content

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- Development of key skills that prove your aptitude in Performing Arts such as reproducing repertoire or responding to stimuli
- Process that underpins effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance
- Attitudes that are considered most important in the Performing Arts, including personal management and communication
- Knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles.

The course has two internally assessed components and one that is externally assessed.

Component 1: - Exploring the performing arts worth 30%

Component 2: - Developing Skills and Techniques in Performing Arts 30%

Component 3: - Responding to a Performing Arts brief worth 40 %

All units have both practical and theoretical elements to them and require students to perform in a number of school shows.

Dance- Performing Arts

Qualification Type: Vocational

Exam Board: Pearson Edexcel

Exam/Controlled Assessment: 40/60%

Grade Structure: 9-1, Level 1: Pass, Merit, Distinction/ Level 2 Pass, Merit, Distinction, Distinction* (Delete as appropriate)

Qualification Content

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- Development of key skills that prove your aptitude in Performing Arts such as reproducing repertoire or responding to stimuli
- Process that underpins effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance
- Attitudes that are considered most important in the Performing Arts, including personal management and communication
- Knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles.

The course has two internally assessed components and one that is externally assessed.

Component 1: - Exploring the performing arts worth 30%

Component 2: - Developing Skills and Techniques in Performing Arts 30%

Component 3: - Responding to a Performing Arts brief worth 40 %

All units have both practical and theoretical elements to them and require students to perform in a number of school shows.

****Dance will not be part of the normal options process. This will be taken as an extra qualification and completed during core PE lessons.**

Engineering

Qualification Type: Vocational

Exam Board: Pearson Edexcel

Exam/Controlled Assessment %: 40/60%

Grade Structure: Level 1: Pass, Merit, Distinction/ Level 2 Pass, Merit, Distinction, Distinction*

Qualification Content

This is a course that gives the students a taste of what the engineering sector is like, as well as the skills and confidence to succeed in their next steps. Students will explore engineering, develop key skills and techniques and discover potential careers in industry.

The BTEC award is a practical introduction to life and work in engineering. Students will delve deeper into how the engineering sector works, develop core engineering skills, gain an understanding of design processes and put what they've learnt into practice by designing and making an engineered product.

Qualification Overview

The course has two internally assessed components and one that is externally assessed.

Component 1:- Exploring engineering sectors and design applications (Coursework 30%)

Component 2:- Investigating an engineering project (Coursework 30%)

Component 3:- responding to an engineering brief (Exam 40%)

Where can the course lead?

Students will be able to explore, challenge and realise their potential. During the course, students can see whether the industry is one they'd like to be in, where they could go, and gain the knowledge and skills they need to succeed in their next steps.

After completing the course, students can continue on to further vocational and academic studies at Level 3 as well as apprenticeships. What's more, the practical transferable skills the students master over the course such as self-reflection, communication, teamwork and problem solving will also support their progress in the present and the future.

Geography

Qualification Type: GCSE

Exam Board: AQA

Exam: 100%

Grade Structure: 9-1

According to Michael Palin, '*Geography is a subject that holds the key to our future*' and in our increasingly globalised world, this has never been more relevant. Students will travel the world from the classroom, exploring case studies in the United Kingdom (UK), newly emerging economies (NEEs) and lower income countries (LICs). Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

Qualification Content

The Geography content is split into three sections:

1. Living with the physical environment (The challenge of natural hazards, Physical landscapes in the UK, The living world, Geographical skills*). This is worth 35% of the GCSE
2. Challenges in the human environment (Urban issues and challenges, The changing economic world, The challenge of resource management, Geographical skills*). This is worth 35% of the GCSE.
3. Geographical applications (Issue evaluation, Fieldwork**, Geographical skills*). This is worth 30% of the GCSE

* The 9-1 GCSE specification places far greater emphasis on Maths and statistical skills than in previous specifications

** If students choose Geography as an option, there is an exam board requirement for them to participate in traditional fieldwork in a human and physical environment. It is likely this fieldwork will involve an ecosystem study and a local urban study, and this will be compulsory

Career opportunities

Geographers enter a very wide range of careers and to put it simply, there is no such thing as a geography job, rather there are jobs that geographers do. If you specialise in Geography you could find yourself doing things like charting oil wells or exploring rock formations throughout the world. And because Geography is about the interaction between people and our planet, this fascinating subject is valid for many different career paths, like advertising, environmental management, law or social services.

Health and Social Care

Qualification Type: Vocational

Exam Board: Pearson Edexcel

Exam/Controlled Assessment: 40/60%

Grade Structure: Level 1: Pass, Merit, Distinction/ Level 2 Pass, Merit, Distinction, Distinction*

Qualification Content

Careers in health and social care are undoubtedly amongst the most challenging, but they can also be the most satisfying. They require empathy, responsibility, perseverance and, above all, a strong desire to help others.

Qualification Overview

The course has two internally assessed components and one that is externally assessed.

There are 3 components;

Component One - Human Lifespan Development (Coursework 30%)

Component Two - Health and Social Care Services and Values (Coursework 30%)

Component Three – Health and Wellbeing (Exam 40%)

What does the qualification cover?

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The focus is on four areas of equal importance, which cover the:

- Development of key skills that prove your aptitude in health and social care such as interpreting data to assess an individual's health
- Process that underpins effective ways of working in health and social care, such as designing a plan to improve an individual's health and wellbeing

Where can the qualification lead?

College/University

Apprenticeship

To become: Doctor, Nurse, Midwife, Social worker, Care assistant, Ambulance driver, Probation officer, Nursery Nurse, Teacher.

- Attitudes that are considered most important in health and social care, including the care values that are vitally important in the sector, and the opportunity to practice applying them
- Knowledge that underpins effective use of skills, process and attitudes in the sector such as human growth and development, health and social care services, and factors affecting peoples' health and wellbeing.

History

Qualification Type: GCSE

Exam Board: Pearson Edexcel

Exam: 100%

Grade Structure: 9-1

Qualification Content

Examination 1: 30% (1 hour and 15 minutes) – Thematic Study and a study of a Historical Environment.

- Medicine in Britain, c1250–present
- The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.

Examination 2: 40% (1 hour and 45 minutes) - Period study and British depth study.

- Early Elizabethan England, 1558–88.
- Superpower relations and the Cold War, 1941–91

Examination 3: 30% (1 hour and 20 minutes) - Modern depth study.

Students take the following modern depth study:

- Weimar and Nazi Germany, 1918–39

At GCSE, students study a thematic study relating to Medicine in Britain, c1250–present, including the study of key people, key events and important developments drawn from the medieval, early modern and modern eras. Students will also study medicine in the specific historical environment of the British sector of the Western Front, 1914–18. This will include the injuries and treatment of First World War soldiers in the trenches.

Students will also investigate two depth studies. The first of these will be a British based study from the early modern period. The key content of this study will be based around early Elizabethan England, 1558–88. The second depth study is focused on the plight of Germany in the period 1918–39. Students concentrate on the extent of recovery in Germany under the Weimar Government following World War One, the rise of the Nazi Party and then life living in the Nazi regime.

Students will be assessed based on knowledge and understanding as well as skills. Students answer examination questions based on the application of their knowledge. It is not enough to merely know facts. These facts have to be used to help you explain key aspects from the periods studied. Skills of source analysis are an integral part of the course. Students again use their knowledge to consider how useful pieces of information are in helping them to understand events of the past. Students will also be assessed on the changing interpretations of past events and why different interpretations have been constructed about them.

Hospitality and Catering

Qualification Type: Vocational

Exam Board: WJEC

Exam/Controlled Assessment: 40/60%

Grade Structure: Level 1 Pass, Level 2 Pass, Merit, Distinction, Distinction*

Qualification Content

This course is designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study.

The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering are not their primary service but is increasingly important to their success.

Unit 1: The Hospitality and Catering Industry (externally assessed).

Learners apply their learning by considering all aspects of the vocational sector. They should acquire knowledge of all aspects of the industry and be able to propose new hospitality and catering provision for specific locations. Learners will be able to use their learning of different types of establishment and job roles to determine the best option. They will then apply their learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate efficiently, legally and be financially viable, whilst meeting the needs of their potential market. This unit provides a broad introduction to the vocational sector in a way that is purposeful and develops a range of transferable skills.

Unit 2: Hospitality and Catering in Action (internally assessed).

Learners apply their learning to safely prepare, cook and present nutritional dishes. They will draw on their learning of different types of provision and kitchen and front of house operations in Unit 1, as well as personal safety in their preparations. The content is relevant not only to employees within food production, but also those with a responsibility for food safety in the industry, nutritionists, managers and owners. This extends the learners appreciation of the whole vocational area beyond the kitchen environment.

Imedia

Qualification Type: Vocational

Exam Board: OCR Cambridge National

Exam/Controlled Assessment: 40%/60%:

Grade Structure: Level 1: Pass, Merit, Distinction/ Level 2 Pass, Merit, Distinction, Distinction*

Course title: Cambridge Nationals – Creative IMEDIA – J834

Qualification Content

You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as: developing visual identities for clients, planning and creating original digital graphics, planning, creating and reviewing original digital media products. This will help you to develop independence and confidence in using skills that would be relevant to the media industry. The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as: thinking about situations and deciding what is required to be successful, exploring different options and choosing the best way forward to solve a problem, exploring and generating original ideas to find imaginative solutions to problems, selecting the best tools and techniques to use to solve a problem, appropriate use of media to convey meaning, use of planning techniques to complete tasks in an organised way which meet deadlines. This qualification will complement other learning that you are completing for GCSEs or vocational qualifications at Key Stage 4 and help to prepare you for further study.

What is the structure of the course?

Unit number	Component title	How assessed?	Coursework or Exam?	Contribution to final result
R093	Creative iMedia in the media industry	Externally marked	Exam	40%
R094	Visual identity and digital graphics	Internal – externally moderated	Coursework	30%
R097	Interactive digital media	Internal – externally moderated	Coursework	30%

Music

Qualification Type: Vocational

Exam Board: Rock School Learning

Exam/Controlled Assessment %: All coursework based - 40% externally and 60% internally marked.

Grade Structure: Level 2 Pass, Merit, Distinction, Distinction*

Qualification Content

RSL is a vocationally course in popular music which allows for progression into a higher level of study and/or the industry. It focuses upon achievement through the acquisition of knowledge and practical musical skills. The Course is all coursework based with no written exam at the end.

Core Units

- 201ta Musical Knowledge – students learn about a style of music of their choice.
- 202ta Live Music Performance (Externally Assessed) – students perform a live gig in a band setting

Optional Unit

- 204ta Instrumental Study – students develop their instrumental skills with technical and instrumental control exercises, to instrument maintenance, organising skills and analytical evaluating

PE Sport Studies

Qualification Type: Vocational

Exam Board: OCR Cambridge National

Exam/Controlled Assessment: 40/60%

Grade Structure: Level 1: Pass, Merit, Distinction/ Level 2 Pass, Merit, Distinction, Distinction*

Qualification Content

This course will help you understand and apply the fundamental principles and concepts of Sport Studies, think creatively, innovatively, analytically, logically and critically. It will give you an understanding of topical and contemporary issues in sport, including; why people do and do not participate in sport, the promotion of ethics and values, the roles of National Governing Bodies. You will develop skills as a performer in two different sporting activities and learn how to lead sporting activity sessions. You will also take part in outdoor and adventurous activities in natural settings, learning how to do this safely as well as understanding the benefits that these activities offer to people.

The course is made up of 3 Units.

Unit R184: Contemporary issues in sport – Exam

In this unit you will learn about a range of topical and contemporary issues in sport, relating to; participation levels and barriers, promotion of values and ethical behaviour, the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport.

Unit R185: Performance and leadership in sports activities – Non-examined assessment

In this unit, you will learn how to develop your skills as both a performer in two different sporting activities and as a leader in one activity. As a leader, you will have the opportunity to plan, lead and review safe and effective sporting activity sessions yourself.

Unit R187: Increasing awareness of Outdoor and Adventurous Activities – Non-examined assessment

Outdoor and adventurous activities give you opportunities to engage in activities in a natural outdoor setting. In this unit, you will learn how you can benefit from and enjoy activities safely by finding out what equipment, clothing, facilities and technology you need, as well as completing planning to help keep you safe.

Please note that Unit R187 requires attendance to an outdoor activities day trip which will cost approximately £35 - this is a compulsory requirement of the unit.

Religious Studies

Qualification Type: GCSE

Exam Board: AQA

Exam: 100%

Grade Structure: 9-1

Qualification Content

In studying this course students will have the opportunity to reflect on religious, philosophical and ethical questions in depth; learning about the diversity of religion and the ways in which believers apply religious teachings in the 21st century. A further aim is to encourage personal reflection on religious issues and so religious belief is not a pre-requisite.

The course consists of three main elements: Christianity, Sikhism and also thematic studies. Consequently, students will study a range of topics, considering questions such as:

- What role should religion play in the local and worldwide community?
- How was the world created?
- When does life begin?
- What happens to us when we die?
- Should everyone be treated equally or do some people forfeit that right?
- Does God exist?
- How should we treat criminals?

All of the topics studied aim to promote the development of analytical thinking, empathy, evaluation and research skills.

Religious Studies is a useful qualification for such careers as Social Work, Youth and Community Work, Teaching, Nursing, Journalism, Medical and Health Care-Workers etc.

Separate Sciences

Qualification Type: GCSE

Exam Board: AQA

Exam: 100% examination

Grade Structure: 9-1

Qualification Content

GCSE Separate sciences can open the doors to future careers in medicine, electronics, engineering and many other fields.

The Separate science courses have a much wider scope than the Double-Award course and provide a firm foundation to study post-16 sciences. Science is placed in the context of students' everyday lives as they learn how it can be used to explain the world around them and the impact that humans have. A problem-solving approach is coupled with hands-on practical work, which helps to develop students' skills, as well as engage and enthuse them.

Biology

GCSE Biology gives students the chance to gain a good understanding of human biology, organisms, evolution and the environment. They can see how Biology is used to solve problems ranging from infectious diseases to creating biofuels.

Subject content

Cell biology

Organisation

Infection and response Bioenergetics Homeostasis and response inheritance

Variation and evolution

Ecology

How it is assessed

2x 1 hour 45 minutes written examination at the end of the course

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Chemistry

GCSE Chemistry offers students the opportunity to gain a firm understanding of substances and how they react together, how Chemistry is used in business and industry, and how our use of raw materials in fuels and manufacturing can affect the global and local environment.

Subject content

Atomic structure and the periodic table Bonding, structure, and the properties of matter

Quantitative chemistry

Chemical changes and energy changes

The rate and extent of chemical change

Organic chemistry

Chemical analysis

Chemistry of the atmosphere

Using resources

How it is assessed

2x 1 hour 45 minutes written examination at the end of the course

Physics

GCSE Physics provides students with the chance to gain a sound understanding of the use and transfer of energy, as well as waves, radiation and space. They study the efficiency of electrical appliances, learn about braking distances and tackle larger concepts like nuclear fission and fusion and evidence of the Big Bang.

Subject content

Energy Electricity

Particle model of matter

Atomic structure

Forces

Waves

Magnetism and electromagnetism

Space physics

How it's assessed

2x 1 hour 45 minutes written examination at the end of the course

Spanish

Qualification Type: GCSE

Exam Board: AQA

Exam: 25% Writing, 25% Reading, 25% Listening, 25% Speaking

Grade Structure: 9-1

Qualification Content

Subject aims and learning objectives

The aims and objectives of this qualification are to enable students to:

- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken;
- develop language learning skills enabling them to develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy;
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts;
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written material, adapted and abridged, as appropriate, including literary texts

Themes and topics

Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into 3 themes:

- ***Identity and culture***
- ***Local, national, international and global areas of interest***
- ***Current and future study and employment.***

Assessments

Foundation Tier: Grades 1-5

Higher Tier: Grades 4-9

N.B. Students must take all four question papers at the same tier.

This qualification is linear which means that students will sit all their exams at the end of the course.

Achievement in Modern Languages is highly regarded in Further and Higher Education in all areas of work. Many employers look for people who can speak a foreign language. Add an international dimension to your choice of subjects!