



Pathways booklet: September 2023

Year 9 students



SBL
SIR BERNARD LOVELL
ACADEMY

Year 9 Students: Welcome to your Key Stage 4 course guide for September 2023

In this booklet you will find guidance on making a decision for your Key Stage Four subjects. Through reading here, talking to your teachers, thinking carefully about online guidance, speaking to your tutor, your family and by researching potential career routes into the future - you will be in a position to finalize 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 SBL 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 maximize the possibility of progress for you when you leave education. We have also offered guidance to the pathway that we feel will offer 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 (i.e. French or Spanish), plus either history or geography in addition to English, mathematics and science. All of these subjects are studied as part of our core offer.

You may be aware that there have been several, reasonably recent changes in GCSE qualifications, not least the gradual reduction of coursework. In most subjects (especially GCSEs) assessment is carried out through end of course examinations in the main. Alongside this, students may also complete other in school assessments that contribute to the overall grade that you receive.

As well as highly academic courses we also offer qualifications that are a little more practical in content. These qualifications still require students to sit final exams but may have coursework elements. The type of course you choose really depends on how you learn best, what interests you most and how you can select the right balance of subjects to ensure that you are successful in English, Mathematics and Science at the end of Year 11.

All pathways allow you to achieve nine good passes (grade 5 or better) at GCSE or equivalent, including English and mathematics, therefore meeting the expectations of post 16 establishments, employers and universities. The majority of our students should be able to achieve more than this and we will give all of you every encouragement to do so.

Once we have received returns from each student, we will go through each of them individually to make sure that your subject choice gives you the best chance of success into the future. We will confirm final choices during Term 6 of 2023.

Best wishes

Mr S White
Head of School

Key Dates for Year 9

<i>Friday 16th December 2022</i>	<ul style="list-style-type: none">• Year 9 Pathways booklet to be sent home and made available online before this date to be viewed online.
<i>Monday 9th January 2023</i>	<ul style="list-style-type: none">• Year group assembly
<i>Monday 9th January 2023</i>	<ul style="list-style-type: none">• Parent/carer Information Evening. Main presentation from 6.30pm.
<i>w/c Monday 9th January 2023</i>	<ul style="list-style-type: none">• Pathways letter offering suggested guidance to parent/carers sent home this week.
<i>11th – 20th January 2023</i>	<ul style="list-style-type: none">• Subject presentations fortnight – looking at KS4 options in each curriculum team.
<i>Thursday 19th January 2023</i>	<ul style="list-style-type: none">• Year 9 Parents/Teacher evening. A chance to hear from SBL staff via an electronic link.
<i>By Thursday 2nd February 2023</i>	<ul style="list-style-type: none">• Final day for returns from parents/students.

The Current National Situation

For courses that begin in September 2023, there will not be as many examinations or assessments taken during the course as you may have seen in the past for some of your elder brothers, sisters or friends. For example, current Year 9 students will generally take a significant number of written exams at the end of Year 11 (often 20-25 different exam papers), whereas students who were studying 6 or 7 years ago would have taken fewer individual papers. In some subjects, coursework or other practical assessments will continue, though this might count for fewer marks than in the past.

As a result of having to remember more information, trying to 'cram' revision at the end of the course over a few weeks simply won't be successful. Ensuring that you study at home to supplement learning at school has become a critical part of doing well in this newer system.

More end of course exams

Into the future, students will have a heavy exam commitment in the summer of 2025. There may not be opportunities to re-sit papers as there might have been in previous years in the event that a student does not pass.

1. English Baccalaureate

Students are being encouraged by the Government to follow courses in subject areas that lead to the English Baccalaureate. The subjects are:

- GCSE English Language or GCSE English Literature
- GCSE Mathematics
- GCSE Combined or Triple Science (GCSE Computer Science can also be counted)
- GCSE Foreign Language (French or Spanish)
- GCSE Geography or GCSE History

In order to meet the [English Baccalaureate](#) standard, students must gain a pass in **all of these 5 subject areas**. This pathway is now regarded as the 'gold standard' nationally and contains an excellent balance of subjects.

Our advice is that students who have been recommended to study this pathway should strongly consider the intellectual and progression benefits of doing so.

2. Vocational courses

These courses (typically BTEC and CNAT) now have examination content in the main and are more challenging than they were in previous years. The project work element of some of the courses means that they are suitable for a broad range of students. For September, these courses will contain an externally assessed examination. Vocational courses will be equivalent to one GCSE.

Our Three Suggested Pathways:

1) English Baccalaureate Pathway

English Language and English Literature			Core PE
Mathematics			PSHE
Science			
Option Block 1 <i>Choose one GCSE from:</i>	Option Block 2 <i>Choose one GCSE from:</i>	Option Block 3 <i>Choose four subjects from the following list and we will endeavor to allocate two of these preferences for you:</i>	
French or Spanish	History or Geography	GCSE Art & Design: Fine Art (Prac) GCSE Art & Design: Photography (Prac) GCSE Art & Design: Textiles Art (Prac) GCSE Computer Science Creative Media Production (Prac) Drama/Performing Arts (Prac) ICT - Digital Information Technology (Prac) Engineering Technical Award (Prac) Enterprise and Marketing (Prac) GCSE Food Prep and Nutrition (Prac) GCSE Product Design (Prac) GCSE Geography Health & Social Care (Prac)	GCSE History GCSE French GCSE Spanish GCSE Music GCSE PE Sports Studies (Prac) GCSE Product Design (Prac) GCSE Psychology GCSE Religious Studies GCSE Sociology GCSE Triple Science
Choose four subjects from Block 3. We will try to give you two preferences from this list.			

(Prac) = indicates a Level 2 equivalent vocational course with a higher proportion of **practical** work than is found in some Level 2 courses.

2) Academic Pathway

English Language and English Literature		Core PE
Mathematics		PSHE
Science		
Option Block 1: <i>Choose one GCSE from:</i>	Option Block 2 <i>Choose four from the following list and we will endeavor to allocate <u>three</u>:</i>	
French or Spanish or History or Geography or Computer Science	GCSE Art & Design: Fine Art (Prac) GCSE Art & Design: Photography (Prac) GCSE Art & Design: Textiles Art (Prac) GCSE Computer Science Creative Media Production (Prac) Drama/Performing Arts (Prac) ICT - Digital Information Technology (Prac) Engineering Technical Award (Prac) Enterprise and Marketing (Prac) GCSE Food preparation and Nutrition (Prac) GCSE Product Design (Prac) GCSE Geography Health & Social Care (Prac) GCSE History	GCSE French GCSE Spanish GCSE Music GCSE PE Sports Studies (Prac) GCSE Product Design (Prac) GCSE Psychology GCSE Sociology GCSE Religious Studies GCSE Triple Science
<i>Choose four subjects from Block 2. We will allocate <u>three</u> preferences from this list.</i>		

(Prac) = indicates a Level 2 equivalent vocational course with a higher proportion of practical work than is found in some Level 2 courses.

3. Our Vocational Pathway

You can also choose courses listed in the 1) EBacc and 2) Academic Pathways (above) but you might find it helpful to balance the amount of coursework and final exams you will have to do in Year 11. The courses in Block 2 (below) have coursework elements which will help to better manage the number of final exams you might need to undertake.

English Language and English Literature		Core PE
Mathematics		PSHE
Double Science		
Option Block 1 <i>Choose one GCSE from:</i>	Option Block 2 <i>Choose four in preference order from:</i>	
French or Spanish or History or Geography or Computer Science	GCSE Art & Design: Fine Art (Prac) GCSE Art & Design: Photography (Prac) GCSE Art & Design: Textiles Art (Prac) Creative Media Production (Prac) Drama Performing Arts (Prac) ICT - Digital Information Technology (Prac) Engineering Technical Award (Prac) Enterprise and Marketing (Prac) GCSE Food preparation and Nutrition (Prac) GCSE Product Design (Prac)	Health & Social Care (Prac) GCSE Music GCSE Product Design (Prac) Sports Studies (Prac) GCSE Sociology GCSE Triple Science
<i>Choose four subjects from option block 2 above. We will allocate <u>three preferences</u> from your selection.</i>		

(Prac) = indicates a Level 2 equivalent vocational course with a higher proportion of practical work than is found in some Level 2 courses.

How do we help you choose a 'Pathway'?

At SBL, we give you a selection of subjects and suggested pathways from which you can state your preferences. While we want you to make your own choices as far as possible, there may be some choices you make that we may feel are not appropriate for you. In cases such as this, we will meet with you and possibly your parents or carer(s) to discuss your choices and consider what might be a more appropriate selection. In this way, we will try to maximize your chances of attaining your full potential across a good range of qualifications recognised by Post 16, colleges, universities and employers. Ultimately, your course choices will be up to you.

How will I know if a particular choice of subjects is not appropriate for me?

Based on the evidence of your progress so far, we will consider how appropriate a particular subject would be for you, based on your past performance in lessons, exams and in classwork. We will consider whether the choices you have made are appropriate based on your past performance and measured against what people with similar grades to you have achieved nationally.

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

You do not have to follow the pathway we have suggested. We have chosen a pathway that will maximize your chances in a range of subjects which will, in our belief, lead to future success and fulfillment for you. If, in our opinion, your choices may not push you enough, or that you may find the choices you have chosen too difficult, we will contact your parents/carer(s) to discuss this. In most cases this will not become an issue.

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.

Who can help me decide what to choose?

Listen to advice from your parents/carers, teachers, friends, 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.

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 choice. Normally this doesn't happen to many students. We could limit the number of subjects we offer and make sure they all run but then we would limit your choice. 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.
- Places on courses will be allocated on a first come, first served basis.
- 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 forms have 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 in Term 6.**

What happens after the Y9 parents' evening?

After the deadline for the return of option forms to your tutor on **Thursday 2nd February**, each Pathways application will be scrutinised by tutors and Heads of House to ensure that the choices that have been made are appropriate for each student. Students will receive confirmation of their choices in term 6.

Other factors to consider:

Vocational Courses:


Vocational courses now often include at least 25% - 50% external assessment (usually an examination). This is a change from the past and makes these courses considerably more challenging than before.

Assessment and Grading:

Most subjects will have examinations at the end of Year 11. The end of Key Stage Four will be quite a pressured time therefore and this period must be prepared for a long time in advance.

Students are now required to remember lots of facts, ideas and information. Committing this to memory takes time and cannot be left until the end of Year 11. In fact, this process needs to begin now. Home study has a very important part to play in examination success.

Accuracy in spelling and grammar is also important. This will also be an important factor in most courses and will gain extra marks.



Grading new GCSEs from 2017

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

There are two pass grades at GCSE:

A grade 4 is a 'standard pass' and grade 5 is a 'strong pass'.

Examinations will become the main way of assessing. Almost all exams will be at the end of courses.

It is likely that there will **only** be ability setting in mathematics, science though we will look for opportunities to do this where the timetable allows.

There will usually only be retake opportunities in November (post Year 11) and only for English and mathematics re-sits.

Other forms of assessment will only be allowed where this is essential in order to assess specific skills (e.g. in art and design or PE).

Science

The science team will write to you to inform you whether they recommend Triple Science (Biology, Chemistry and Physics) or Combined Science. Students for whom Triple Science is suggested **can choose** to take Combined Science if they prefer. If Triple Science is selected then it **must** also be selected as one of the option choices.

Changing courses:

Students will not be allowed to change courses after two full weeks 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.

What is Controlled Assessment?

Controlled Assessment has replaced coursework. This is done in school although students can and should prepare at home. Some GCSE, VCERT, CNAT, BTEC and OCR Certificate courses enable students to take examinations during the year but the vast majority of assessment takes place as 'terminal' examinations in the summer of 2025.

What are VCERT, BTEC and CNAT qualifications?

These are vocational qualifications. These courses are designed to offer a more practical approach to 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. There are many different course options available. We regularly investigate course options and, where we feel a better course exists, reserve the right to change the course specifications outlined in this booklet.

Careers Information:

Use these fantastic websites to do your own research:

1. A careers site with information on university studies: <https://www.prospects.ac.uk/>
2. Planning choices at age 14: <http://www.careerpilot.org.uk/>

3. A careers site: <http://icould.com/>
4. National careers service: <https://nationalcareersservice.direct.gov.uk/home>

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.
- ✓ The behaviour of each student will be taken into account when allocating courses in the summer.
- ✓ 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.

CORE SUBJECTS

English

Examination Board: **AQA**

Staff Contact: Dr Condon/Mr Fuller/Miss Roberts

In Years 10 and 11, all students will take two GCSE courses in English Language and English Literature. They are expected to read widely, undertake a range of written responses and to speak in a range of formal situations. Reading outside of the classroom will be essential to identify a range of writing styles, formats and audiences.

Controlled Assessment

There is no coursework in English

Examinations

Both subjects are linear with two exams each at the end of Year 11.

English Language

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

- a) Answering 4 questions on an extract of fiction writing
- b) Writing creatively through description or narrative

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

- a) Compare 2 pieces of non-fiction writing from different time periods
- b) Writing to present a viewpoint

Speaking and Listening

A formal presentation that is assessed and awarded separately from the GCSE grade.

English Literature

Paper 1: Shakespeare and the 19th Century Novel 1 hour 45 minutes

- a) A Shakespearean play ('Romeo and Juliet')
- b) A novel from the 19th century ('A Christmas Carol')

Paper 2: Modern Texts and Poetry 2 hours 15 minutes

- a) A modern prose or drama text from the 20th century - 'An Inspector Calls'
- b) The Poetry Anthology: A selection of 15 poems
- c) Unseen poetry comparison

How this course is different from your experience in KS3.

At KS3 you have been taught a combined English Language and Literature course whereas in KS4 there is more of a distinction between the two subjects. In English Literature you will be expected to read and re-read set texts and be prepared to answer essay style questions without copies of the texts in front of you. This requires an ability to recall plot and quotations. The top piece of advice from the Examiner's Report is 'Know your text'.

In English Language you will build on the skills that you have been studying already e.g. comparing, analysing and evaluating language and structure so that your answers include more detail and pay attention to the 'why' as well as the 'what' and 'how'.

Mathematics

Examination Board: Edexcel – Course 1Ma1

Staff Contact: Mr J Rossiter/Miss R Withers or your child's current Mathematics teacher.

Traditionally mathematics has involved knowing the rules to deal with numbers, percentages, areas, equations, etc. This course will focus on taking the skills learned in Years 7 - 9 and ensuring students can solve mathematical problems using those skills, and develop confidence in answering longer multi-step questions.

Controlled Assessment

There is no coursework or controlled assessment for mathematics. However, the course is designed with opportunities for developing problem-solving techniques and building confidence and skills for tackling unfamiliar challenges.

Examinations

The GCSE consists of 3 exams, two calculator and one non-calculator paper. Each paper is 1 hours 30 minutes and will have questions to test the full Content of the course ie Number, Algebra, Shape, Space and Measure, and Statistics and Probability.

You will be grouped according to your ability and will follow either the Foundation or Higher Tier course. Both tiers of entry will take the examinations at the end of Year 11. The new GCSE will be graded from 9 to 1 rather than A*-G.

As at KS3, an appropriate scientific calculator, such as the Casio fx83GT Plus or Casio fx85GT Plus will be required.

How this course is different from your experience in KS3

At KS4 there will be a dual-focus on learning new skills as well as revisiting and extending many of the skills learnt in KS3 but with a greater emphasis on problem-solving. There will also be an increasing focus on 'exam skills' to increase students' familiarity and confidence with the new, more challenging mathematics exams.

Combined Sciences

Examination Board: AQA (Trilogy)

Staff Contact: Mrs H Radford-Cole / Miss L Crane

The Trilogy Combined Science GCSE qualification encourages students to be inspired, motivated and challenged by following a broad, coherent and practical course of study. It provides an insight into and experience of how science works. It stimulates students' curiosity and encourages them to engage with Science in their everyday lives. Students will gain the equivalent of two GCSEs for sitting the course. They will cover aspects of Biology, Chemistry and Physics as well as investigative skills. Taking the Combined Science course as opposed to the Separate GCSEs in Biology, Chemistry and Physics is not a barrier to A-Level science.

Required Practical Activities

There are no longer controlled assessment or coursework requirements for the Science GCSEs but there are practical investigations which students must complete over the course of the two years. Student knowledge of these 'required practicals' will be tested in the exam.

Examinations

- Biology 1
- Biology 2
- Chemistry 1
- Chemistry 2
- Physics 1
- Physics 2

The duration of each examination paper is 1 hour 15 minutes, for a total of 70 marks and each paper is worth 16.7% of the GCSE.

Papers can be sat at either a higher 4-9 or foundation 1-5 level.

The grade awarded for Combined Science is a combined grade, worth a total of two GCSE qualifications.

How this course is different from your experience in KS3

There is more of an emphasis on practical work within testing and therefore there is more consideration of how we design and run practical work in lessons. We will also use more of your mathematics skills to conclude and evaluate scientific data. There is also more of a focus on 'why' things happen in science and not just 'what' happens. Students are required to answer more 'longer answer' questions so literacy continues to be an important focus in all lessons.

Core Physical Education

Examination Board: Non-examined course

Staff Contact: Mr M Shiells / Miss H Jones

At Key Stage 4, the aim of core Physical Education is to engage students in physical activity that will see them continue to develop a love of lifelong participation.

Through this engaging curriculum they will develop a range of transferable skills, language, knowledge and understanding which can be used in multiple settings. A student will be provided with many opportunities to develop wider personal, social and moral skills which could include resilience, communication, teamwork, independence, leadership, analysis and evaluation.

Our students will develop their understanding of what engenders a healthy lifestyle both physically and the contribution this has on good mental health and well-being.

Opportunities will be provided to experience a broad range of different sports safely, through participation and observations, in both the curricular and extra-curricular provision. Community links are established and advertised to encourage our students to have further opportunities for continuing participation through school extra-curricular activities and local clubs and sports.

OPTIONAL COURSES

GCSE Art & Design: Fine Art

Examination Board: AQA

Staff Contact: Ms J Draper

GCSE Art & Design: Fine Art is offered as a two-year course that looks at both traditional and contemporary art and promotes learning across a variety of creative disciplines. Students are assessed over four assessment objectives, which include researching and analysing artists, experimenting with practical elements, developing ideas and presenting a final response. Students will participate in skills workshops introducing them to a range of techniques and materials; they will then go on to produce two more independent projects. Possible disciplines include: drawing, painting, sculpture, installation, mixed media and printmaking. There will be opportunities throughout the course to attend local and national galleries as well as attend artist-led workshops.

Assessment

All work produced from the beginning of year 10, including home study, will go towards the final body of work that is assessed. Home study is set weekly and students are expected to spend at least one hour working on this.

All students complete two compulsory units:

- Unit 1: Portfolio of Work - 60% of the overall grade
- Unit 2: Externally Set Task - 40% of the overall grade (the final piece is completed under examination conditions over 10 hrs)

Examinations

Both Unit 1 and Unit 2 are internally marked against the AQA assessment objectives, which are regularly shared with students. The exam board then moderates a sample of work from both units at the end of the course. All work is graded from 9-1.

Progression

This course provides a strong foundation for A-level studies as well as vocational pathways. Further studies could include A-level: fine art, photography, graphic communication, textile art.

How this course is different from your experience in KS3

Students will study this course for five hours per fortnight; some of this may be in double lessons. Home study is more frequent and more time should be spent on it. Following the skills workshops, students are given more freedom of choice with regards to project themes and contextual references, which leads to more independent work. Students will have regular individual tutorials with their teacher to discuss their own work and ideas.

You can not take both GCSE Art & Design: Fine Art and GCSE Art & Design: Textiles as these count as the same qualification. You can, however, combine either of these courses with *GCSE Art & Design: Photography*.

GCSE Art & Design: Photography

Examination Board: AQA

Staff Contact: Mr J Alderson

GCSE Art & Design: Photography is a two-year course that looks at historical and contemporary photography; it encourages practical learning across a variety of photographic disciplines. Students are assessed across four assessment objectives which include researching and analysing photographers; experimenting with practical elements; developing ideas, and presenting a final response.

In Year 10, students participate in workshops that introduce them to a wide range of photographic techniques and materials. In Year 11, they choose to focus on particular topics and / or techniques. These include working with digital image editing software such as Photoshop to manipulate and edit images. Possible disciplines include portraiture, documentary, studio photography, photojournalism, fashion photography and still life. There will be opportunities during the course to take part in photography events and exhibitions, locally and nationally.

Assessment

All work produced from the beginning of year 10, including home study, goes towards the final body of work that is assessed. Home study is set weekly.

All students complete two compulsory units:

- Unit 1: Portfolio of Work - 60% of the overall grade
- Unit 2: Externally Set Task - 40% of the overall grade. Following an extended preparation period, this final piece is completed under examination conditions over 10 hours.

Examinations

Both Unit 1 and Unit 2 are internally marked against the AQA assessment objectives, which are regularly shared with students. The exam board then moderates a sample of work from both units at the end of the course. All work is graded from 9-1.

Progression

This course provides a strong foundation for A-level studies as well as vocational pathways. Further studies could include A-Level Art & Design and / or Photography.

How this course is different from your experience in KS3 Art

In years 7-9 students do not focus on Photography as a separate subject. This course teaches students how to shoot using DSLR photographic cameras and to digitally edit using software such as 'Lightroom' and 'Photoshop'.

Students study this course for five hours per fortnight; some of these lessons may be in double lessons. Following skills workshops in Year 10, students are given freedom of choice with regards to project themes and contextual references, which leads to more independent work. Students will have regular tutorials with their teacher to discuss their work and ideas.

GCSE Art & Design: Textiles Art

Examination Board: AQA

Staff Contact: Ms R Shand

GCSE Art & Design: Textiles Art is a combination of Art and Textiles. It is a subject that encourages creativity, use of imagination and development of a variety of skills, resulting in expressive outcomes. Art Textiles is offered as a two-year course that looks at a variety of artists, designers and craftspeople. Students are assessed over four assessment objectives, which include researching and analysing artists, experimenting with practical elements, developing ideas and presenting a final response. Students will participate in a range of skills workshops introducing them to a range of techniques and materials; they will then go on to produce two more independent projects. Students work comprises a number of personalised sketchbooks and three dimensional pieces of artwork.

Possible areas of study are: art textiles, fashion design and illustration, costume design, constructed textiles, printed and dyed textiles, surface pattern, stitched and/or embellished textiles, soft furnishings and/or textiles for interiors, digital textiles and installed textiles. There will be opportunities throughout the course to attend local and national galleries as well as attend artist-led workshops.

Assessment

All work produced from the beginning of year 10, including home study, will go towards the final body of work that is assessed. Home study is set weekly and students are expected to spend at least one hour working on this.

All students complete two compulsory units:

- Unit 1: Portfolio of Work - 60% of the overall grade
- Unit 2: Externally Set Task - 40% of the overall grade (the final piece is completed under examination conditions over 10 hrs)

Examinations

Both Unit 1 and Unit 2 are internally marked against the AQA assessment objectives, which are regularly shared with students. The exam board then moderates a sample of work from both units at the end of the course. All work is graded from 9-1.

Progression

This course provides a strong foundation for A-level studies as well as vocational pathways. Further studies could include A-level: Textiles, art & design, photography.

How this course is different from your experience in KS3 Textiles

Students will study this course for five hours per fortnight; some of this may be in double lessons. Every lesson is a practical lesson with students working on a variety of skills, producing creative sketchbooks and final pieces of Textiles art. Home study is more frequent and more time should be spent on it. Students will have regular individual tutorials with their teacher to discuss their own work and ideas.

You can not take both GCSE Art & Design: Fine Art and GCSE Art & Design: Textiles as these count as the same qualification. You can, however, combine Design: Photography with GCSE Textiles.

GCSE Computer Science

Examination Board: OCR

Staff Contact: Mr J Oakley

This course is suitable for students who want to take a 'developer' pathway. You will study a range of practical and theoretical concepts that will allow you to create computer programs and understand the problem solving involved in developing software. This is a challenging qualification, but one of the most interesting and rewarding that is currently offered.

Component 01 – Computer Systems: Computer systems and programming covers the body of knowledge about computer systems looking at programming concepts and the structure of a computer system.

Component 02 – Computational Thinking, Algorithms and Programming: This theoretical unit is focused on the core theory of computer science and the application of computer science principles. You will learn to program and be able to break that skill down into substantial written explanations and methodologies.

Component 03 – Programming Project: This project will teach you standard programming techniques allowing you to develop a coded solution to a problem including developing suitable algorithms, variables and data structures. This is a non-examined assessment which gives you 20 hours of class time to produce work to a specific brief. You will use your programming knowledge to develop a piece of software that solves a problem.

Examinations

The final grade comes from two exam papers, each worth 50%; these cover everything from programming theory, hardware, software and networking. You'll learn how to understand methods of data representation such as binary and hexadecimal, how a CPU works and the basics of Von Neumann architecture. There are some mathematical elements to the course content. These examinations, as well as the course, will be graded using the new 9-1 levels.

If you are concerned about your level of mathematical ability (less than set 2) then please see a member of the Computer Science department where we can discuss and go through some example questions.

Programming

There is a significant focus on developing your skills as a programmer; we will be focusing on the Python programming language through this course; pre-reading or practising with any of these would be a very good idea.

How this course is different from your KS3 ICT lessons

Students will study this course for five hours per fortnight. Two of these lessons will be dedicated to programming and the remaining three will be spent on theory for both exams. Theory lessons will involve less time spent on the computers than students might have done at KS3 due to both exams being written exams. A common misconception is that in GCSE Computer Science students spend all their time building games and computers. Whilst this is not the case, the course will enhance their programming knowledge and understanding of the computer which will prepare them for specialist courses such as game development in the future. Giants of the business world like Facebook and Google were both started by computer scientists. If you have enough determination this course will give you the tools you need to go on to develop something even better in the future.

Creative Media Production

Examination Board: Pearson Edexcel

Staff Contact: Mr J Alderson

This course is suited to students who want to develop theoretical understanding and practical production skills in TV & film production. In Year 10, students explore three core strands of *audio / moving image*, *publishing* and *interactive media* before specialising in audio / moving image. Students will have the fantastic opportunity to use our new TV studio as a key part of their studies.

The course has 3 components:

<p>Component 1: Exploring Media Products</p> <p>Aim: To learn about the sector and investigate media products</p> <p><i>Internally assessed assignments - 30%</i></p>	<ul style="list-style-type: none"> ● Audio/moving image – TV programmes, films, video shorts, animations, radio broadcasts ● Publishing – newspapers, magazines, books, e-magazine, comics ● Interactive – websites, mobile applications, mobile games, video games, online games
<p>Component 2: Developing digital media production skills</p> <p>Aim: To develop technical skills and techniques in audio/moving image</p> <p><i>Internally assessed assignments - 30%</i></p>	<ul style="list-style-type: none"> ● Experiment with a variety of media production skills and techniques specialising in audio/moving image ● Apply the technical skills you learn ● Reflect on your progress and use of skills, as well as how you could improve
<p>Component 3: Create a media product in response to a brief</p> <p>Aim: To apply digital skills and techniques by responding to a digital media brief, focusing on audio/moving image</p> <p><i>Externally assessed task - 40%</i></p>	<ul style="list-style-type: none"> ● Learn how to response to a media brief ● Plan your response to the brief ● Apply skill and techniques to a production ● Justify the process and outcome that you've developed ● Reflect on your application of skills, time management and use of resources

Where can this course lead?

This course supports progression for students wanting to study Media and/or Film at A-level or BTEC Level 3, or apprenticeships and traineeships. It also develops a range of transferable skills such as self-reflection, communication, teamwork, creative thinking and problem solving that are important for future success in education and employment.

What is different between Key Stage 3 and 4?

Students will study this course for five hours per fortnight. The course consists of a range of written theory, research, planning and reflective work, as well as developing the practical media skills of camera work, sound recording, lighting and editing.

Creative Digital Media is graded Distinction*, Distinction, Merit, Pass at both Level 1 and Level 2.

GCSE Product Design

Examination Board: AQA

Staff Contact: Miss Munns and Mr Knowles

Specification: [AQA](#)

Why is it Important to Study a Design and Technology Subject?

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing, making and apply technical and practical expertise.

Our GCSE course allows students to study core technical, designing and making principles including a broad range of design processes, materials, techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth. If you are considering a career in any of the following: engineering, manufacturing, construction, design, catering, hospitality, electronics, robotics, dietician, nutrition, health, education, pneumatic, hydraulic, environmental, architecture (amongst others) you should consider studying a Design and Technology subject to keep your options open at A-Level.

What will the learner study as part of the qualification?

During Year 10, you will develop your independent skills using the laser cutter, 3D printers as well as improving your hand manufacturing skills. The key for you will be to improve the quality and accuracy of your practical work. Additionally a significant amount of time will be spent using IT, developing skills in CAD (Computer Aided Design) and using presentation tools to show your portfolio of ideas, detailing design briefs, specifications, research, design ideas, modelling, planning and evaluations.

How is the course assessed?

Product Design is assessed by producing an element of coursework and studying for a final examination:
Coursework = 50% Examination = 50%

How this course is different from your experience in KS3

Students will study this course for five hours per fortnight; some of this may be in double lessons. Home study is more frequent and more time should be devoted on it. Learning will focus on the quality of practical work and the presentation of design ideas. This is achieved through an electronic 'e-folio'. There is also a significant emphasis on planning for making and understanding design for manufacture.

What are the progression routes at A Level and beyond?

It is beneficial to study GCSE Product Design to access A-Level Product Design or BTEC Level 3 Engineering. Both of these Sixth Form options are recommended by universities if you intend to study for any engineering, construction, architecture, electronic degree.

ICT - Digital Information Technology

Examination Board: Edexcel

Staff Contact: Mr J Oakley

This course is suitable for students who want to take a digital qualification that gives students a real insight into the modern fundamentals of IT. We look at User interfaces and effective use of spreadsheets as well as effective digital working practices, such as cloud technology, cyber security and data protection.

There are clearly many careers in which the effective use of computers is fundamental. We live in a world in which they are pivotal to the smooth running of so many organisations and sectors. As well as thinking about future careers students must also be enthusiastic about technology and enjoy working with computers if they are going to be successful in this course.

Coursework:

There are 2 pieces of coursework which each include 3 tasks, these tasks are internally assessed by your teacher. The first task of each piece is an extended piece of writing (done on a computer) that assesses understanding of the theory, and this is then followed by more practical computer based tasks.

Coursework 1: Exploring User Interface Design Principles and Project Planning Techniques

- What is a user interface?
- What makes an effective user interface?
- How have user interfaces developed with technology?
- How to design a modern user interface
- How to plan a project, and see it through to the end

Coursework 2: Collecting, Presenting and Interpreting Data

- What is data and how is it collected?
- How data can be used once it is collected
- How to visualise large datasets to make them easier to understand
- How to spot trends and correlations in large sets of data

Examination:

There is 1 written exam which is externally assessed. This exam covers the Effective Digital Working Practices unit, which centres around how computers are used in the world - certain topics include cyber security, collaborative working, and IT-related legislation

What is different between Key Stage 3 and 4?

Students will study this course for five hours per fortnight. Theory lessons will mostly include reading and writing of notes alongside independent research tasks. A common misconception is that in GCSE Digital Information Technology is that there is no written work, your external exam is a written exam so therefore theory lessons will be writing lessons. There is also an element of writing and research for coursework. Digital Information Technology is graded Distinction*, Distinction, Merit, Pass at both level 1 and 2.

Drama/Performing Arts

Examination Board: Pearson

Staff Contact: Miss F Harland

In BTEC Performing Arts students cover various topics including working with a script, devising, and exploring different theatrical genres made popular by a host of different theatre practitioners. Students learn to develop their skills collaboratively, working with other students to create performances, as well as independently.

Each of the three components involves both performance work and written work, meaning that a successful Performing Arts student will have good descriptive written skills, will be able to evaluate their own performance work and will be able to keep a log of their knowledge and skills development throughout the course.

This course is graded: Level 1 - Pass, Merit and Distinction

Level 2 – Pass, Merit, Distinction and Distinction*

Components	Assessment
Component 1 – Exploring the Performing Arts Develop an understanding of the performing arts by examining the work of three well-known performances and performance styles, and explore the requirements of being a performer and/or a designer.	30% Internal assessment – approx. 12 hrs
Component 2 – Developing skills and techniques in the Performing Arts Develop performing arts skills through the rehearsal and performance of an existing piece.	30% Internal assessment – approx. 15 hrs
Component 3 – Responding to a brief Work as part of a group to plan, rehearse and present a performance based on an externally set brief. Produce a personal log and evaluation of the process.	40% External assessment - 12 weeks

BTEC Performing Arts gives students the necessary skills and knowledge to study Drama/Performing Arts at A-Level and Level 3 BTEC. It also equips students with a range of vital skills required for further study in: teaching (all levels), public services, law, health related industries, as well as other creative industries.

Transferable skills developed during the course include: confidence, cooperation, communication (written and verbal), creative and critical thinking, self-reflection, cultural understanding, empathy, emotional awareness, self-discipline, organisation and resilience.

How is this course different from your experience in KS3?

Students will have the time to explore their ideas in much greater depth, extending their knowledge and skills in the Performing Arts. They will prepare performance work for real world situations, take part in theatre visits and have the opportunity to meet and work with industry professionals.

Engineering Technical Award

Examination Board: NCFE

Staff Contact: Mr Woodard and Mr Beeson

Content

The technical engineering qualification contains a wide range of topics and practical applications - students will have many opportunities to develop their design and manufacturing skills. This course would suit students who have an interest in any aspect of this broad employment sector and will also provide progression routes to A-level or Level 3 vocational courses. It is appropriate for students who are motivated and challenged by learning through hands-on experiences and through content, which is directly related to those experiences.

The study of engineering is the application of Mathematics and science to solve real world problems. This involves an understanding of the different disciplines of engineering and how they have shaped the products and projects of the modern world. Students will be able to read technical drawings, select appropriate materials along with tools and machinery, and know how to carry out a practical task, working in a safe manner in line with current health and safety legislation.

Assessment

Unit 1 – External Exam – 40%

A variety of assessment styles will be used, including multiple-choice, short-answer and extended-response questions. This will enable learners to demonstrate their breadth of knowledge and understanding of the subject and ensure achievement at the appropriate level, including stretch and challenge. Questions will be written in plain English and in a way that is supportive and accessible to all learners of all abilities.

Content is covered through a practical approach where possible and there are frequent opportunities for students to make cross-curricular links to their work in Mathematics and Science.

Unit 2 – Controlled Assessment – 60%

The internal assessment will be in the form of a synoptic project, which will be externally set by the exam board. A project brief will be released each December, which will assess students in each of the Assessment Objectives. Students will develop their skills in all aspects of the internal assessment before completing their final project.

- AO1 Recall knowledge and show understanding
- AO2 Apply knowledge and understanding
- AO3 Analyse and evaluate knowledge and understanding
- AO4 Demonstrate and apply technical skills and processes
- AO5 Manage and evaluate the project

This course is graded Pass, Merit or Distinction.

How this course is different from your experience in KS3 Design Technology

Students will study this course for five hours per fortnight; some of this may be in double lessons. Home study is more frequent and more time should be spent on it. The lessons will be a mixture of theory and practical based activities, which will prepare students to be independent learners and have good time management skills.

Enterprise and Marketing

Examination Board: OCR

Staff Contact: Ms E Webb

Why should you study Enterprise and Marketing?

If you are interested in the world of business then our Cambridge National in Enterprise and Marketing is the subject for you. During the course you will investigate actual businesses from birth to maturity, preparing you for the working world or further study of qualifications in enterprise, marketing or business.

You will develop your entrepreneurial skills and knowledge which are key to the business and enterprise sector, sole trader skills and knowledge in areas such as e-marketing, creativity, pitching and cost modelling. You will also develop transferable skills including verbal communication/presentation, research, problem solving, analytical skills, digital presentation planning and creative thinking.

What will you study as part of the qualification?

Year 10 - Unit R068: Design a Business Proposal (30%)

In this unit, you will identify a customer profile for a specific product, complete market research to generate product design ideas and use financial calculations to propose a pricing strategy and determine the viability of their product proposal. Topics include:

- Market research
- How to identify a customer profile
- Develop a product proposal for a business brief
- Review whether a business proposal is financially viable
- Review the likely success of the business proposal

Year 11 - Unit R069: Market and Pitch a Business Proposal (30%)

In this unit, you will develop pitching skills to be able to pitch your business proposal to an external audience. Finally, you will review your pitching skills and business proposal using self-assessment and feedback gathered. Topics include:

- Develop a brand identity to target a specific customer profile
- Create a promotional campaign for a brand and product
- Plan and pitch a proposal
- Review a brand proposal, promotional campaign and professional pitch

Year 11 - Unit R067: Enterprise and Marketing Concepts (40%)

In this unit, you will learn about the key factors to consider and activities that need to happen to operate a successful small start-up business. Topics include:

- Characteristics, risk and reward for enterprise
- Market research to target a specific customer
- What makes a product financially viable
- Creating a marketing mix to support a product
- Factors to consider when starting up and running an enterprise

How will I be assessed?

Units are assessed through coursework during Year 10 and 11 and one unit by external examination at the end of Year 11. This course is graded pass, merit and distinction for Level 1 and pass, merit, distinction and distinction* for Level 2.

GCSE Food preparation and Nutrition

Examination Board: EQUCAS (WJEC)

Staff Contact: Ms R Shand and Miss Munns

Specification: https://www.edugas.co.uk/qualifications/food-preparation-and-nutrition-gcse/#tab_overview

Content

If you are interested in how food is made and the function of ingredients. This GCSE equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life. By studying Food Preparation and Nutrition learners will:

- Demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment
- Develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks
- Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- Understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

What will the learner study as part of the qualification?

Year 10

Knowledge and application of the course content in preparation for year 11, where the coursework and exam take place.

Year 11

During this year you will undergo two pieces of coursework (NEA) and then a final exam.

NEA - 50% of GCSE (Non-examined assessments)

- Task 1 – Food Investigation carried out in autumn (30 marks -15%)
- Task 2 – Food Preparation Assessment carried out in Winter/spring (70 marks - 35%)

EXAM – 50 % of GCSE

- This is a 1 hour and 45 minute exam paper.
- The questions are a mixture short answer and long answer questions
- Written exam taken in June

This course is graded 1-9

How this course is different from your experience in KS3 Food

Students will study this course for five hours per fortnight; some of this may be in double lessons. Home study is more frequent and more time should be spent on it. The lessons will be a mixture of theory and practical based activities, which will prepare students to be independent learners and have good time management skills. This GCSE works will with GCSE PE and Science.

GCSE Geography

Examination Board: AQA

Staff Contact: Miss I Bourne

Specification: <https://filestore.aqa.org.uk/resources/geography/specifications/AQA-8035-SP-2016.PDF>

You will study:

Paper 1: Living with the physical environment

This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales. The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere

- The challenge of natural hazards (tectonics, weather and climate change)
- The living world (ecosystems – hot deserts and tropical rainforests)
- Physical landscapes in the UK (rivers and coasts)

Examination: 1 hour 30 minutes written exam. 88 marks. 35% of GCSE.

Paper 2: Challenges of the human environment

This unit is concerned with human processes, systems and outcomes and how these change. Units are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs). The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time; the need for sustainable management and the areas of current and future challenge and opportunity for these environments.

- Urban issues and challenges (urban growth in a NEE (Rio de Janeiro, Brazil), Urban Growth in a HIC (Bristol, United Kingdom) and sustainable urban growth.
- The changing economic world (development, economic and social development in a NEE (Nigeria), economic and social development in a HIC (United Kingdom))
- The challenge of resource management (management of food, water and energy)
- Examination: 1 hour 30 minutes written exam. 88 marks. 35% of GCSE.

Paper 3: Geographical Applications

The Geographical applications unit is designed to draw together knowledge, understanding and skills from the full course of study.

- Issue evaluation (pre-release booklet – released 12 week before the exam))
- Fieldwork (2x fieldwork investigations. One urban study, and one river study)
- Geographical skills (including cartographic, graphical, numerical and statistical skills)

Examination: 1 hour 15 minutes written exam. 76 marks. 30% of GCSE.

Qualification: Geography is graded 9-1.

How is this course different from your experience in KS3 Geography?

Students at Key Stage 3 will have been taught many of these topics but not in as much depth and breadth as is needed at GCSE. Students will be doing a written assessment at least one in every eight lessons in addition to practice exam questions and regular revision quizzes.

Health & Social Care

Specification: Pearson BTEC

Contact Teacher: Miss F Abukar

This course will appeal to students who are interested in health and social care careers such as nursing, midwifery, education, childcare, youth work or social work with vulnerable adults, children, families, the elderly and disabled people. The course will explore human development over the lifespan, a range of influences on health and wellbeing, and the application of care values such as dignity and respect.

a) Core programme of studies:

Component 1: Human Lifespan Development

- How we grow and change from infancy to old age
- The physical, intellectual, emotional and social aspects of development
- How human development is affected by life events and experiences

Component 2: Health and Social Care Services and Values

- Health, social care and early years services
- Health, social care and early years jobs
- The care values and how we use them

Component 3: Health and Wellbeing

- A case study of an individual with specific needs
- The development and wellbeing of one individual
- Services and care workers for the individual

b) Assessment framework

- Component 1 and 2 are assessed through coursework in controlled conditions.
- Component 3 is externally assessed through a written examination.

c) Skills

Essential skills you will develop through this course:

- A deeper understanding of your own life and self
- Empathy for others who may be very different to yourself
- Respect for diversity in society and differences between us
- Literacy for learning, including reading, writing and research
- Mathematical and scientific skills to make sense of data
- ICT skills for research, and the production of high quality coursework
- Cooperation and team-working skills

This course is graded Pass, Merit or Distinction.

GCSE History

Examination Board: AQA

Staff Contact: Mrs R Ward

Specification: <https://filestore.aqa.org.uk/resources/history/specifications/AQA-8145-SP-2016.PDF>

You will study:

Paper 1: Exam 2 hours

Paper 1: Period Study: Germany, 1890–1945: Democracy and dictatorship

This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism.

Paper 1: Conflict and Tension the inter-war years, 1918–1939 Wider World Study.

It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected by and influenced international relations.

- Peacemaking - Treaty of Versailles
- League of Nations and International Peace
- Origins and Outbreak of the Second World War

Paper 2: Exam 2 hours

Health & the People from c1000 to the present day. Thematic Study.

This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place.

- Medicine standing still
- Beginnings of Change
- Revolution in Medicine
- Modern Medicine

Elizabethan England, 1492-1522. British Depth Study

This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.

- Elizabethan Court and Parliament
- Life in Elizabethan Times
- Troubles at home and abroad
- Historical Environment of Elizabethan England (site study)

Examinations. History is graded 9-1.

How this course is different from your experience in KS3 History?

Students at Key Stage 3 will have been taught many of these topics but not in as much depth and breadth as is needed at GCSE. Students will complete a written assessment per unit in addition to practice exam questions and regular revision quizzes.

GCSE Modern Foreign Languages: French or Spanish

Examination Board: AQA

Staff Contact: Ms C Saunders

The GCSE qualification in either French or Spanish requires students to:

- develop the ability to listen to and understand spoken French or Spanish in a range of contexts
- communicate in speech
- read and respond to different types of written language
- communicate in writing for a variety of purposes
- understand and apply a range of vocabulary and structures

Assessment AND Examinations

- 100% external assessment
- Students will sit all their exams at the end of the course at either Foundation or Higher level. There are 4 exams graded 9-1

Unit 1: (25% of the total GCSE) **Listening** – understanding and responding to spoken language

Unit 2: (25% of the total GCSE) **Speaking** – communication and interaction in the target language

Unit 3: (25% of the total GCSE) **Reading** – understanding and responding to written language

Unit 4: (25% of the total GCSE) **Writing** – communication in writing in the target language

Speaking, listening, reading and writing assessments will focus on 3 main themes:

1. Identity and culture
2. Local, national, international and global areas of interest
3. Current and future study and employment

Students will be **expected** to spend time at home **every week** throughout the two year course learning vocabulary, developing listening and reading skills through practice activities and exercises; practising speaking and pronunciation using online recording and completing regular writing tasks including translation activities to and from the target language. Students will also have studied the relevant language at KS3 and assessment and content will build on the skills and language learnt in KS3, as well as introducing new topics and enhancing grammatical understanding.

Why Study French or Spanish?

If you enjoy communicating with other people, finding out how languages work and learning about different cultures, studying GCSE French or Spanish is an excellent choice for you. You will add an international dimension to your choice of GCSE subjects, which is something many future employers and higher education providers look for. You will create greater opportunities for yourself to work abroad or for companies in the UK with international links. This course is graded 9-1.

Differences between Key Stage 3 and Key Stage 4

At Key Stage 3 you have been introduced to a range of topics throughout the three years, as well as basic vocabulary and grammar. At key stage 4 you will be expected to know how to form past, present and future tenses of regular and irregular verbs **already** and to learn each new grammar point as it is covered. There is a wider range of topics to cover in the two years of the GCSE course (approximately one every two weeks within a wider theme) and you will be expected to learn the new vocabulary as we go along, as well as developing the necessary skills to pass the exam. You will need to spend time at home every week improving your listening skills and to keep a record of what you have done to show your teacher. You will also need to reread texts covered in class and develop your comprehension skills.

GCSE Music

Examination Board: AQA

Staff Contact: Miss M Bennett / Mr G Lyle

GCSE Music:

Music is a highly creative subject that allows you to develop your musicianship beyond performance. It also develops many transferable skills such as: leadership, independent learning, decision making, analysis, research, creativity, flexibility, logical thinking and cultural awareness. As well as being a great fun and an excellent way to relax, there is plenty of evidence that supports how music helps improve memory and attainment across the curriculum. This is a highly practical course which allows you to develop your understanding of music through performance and composition.

Assessment

All students complete three compulsory components:

- **Component 1: Understanding Music (40%)**
You will study a variety of pieces ranging from Mozart to Paul Simon and analyse how composers and songwriters create their own style. We will perform these pieces on the instruments that you play and gradually learn about their musical features. This is assessed through an exam in which you have to identify instruments and time signatures as well as describing various musical features, such as melody and rhythm.
- **Component 2: Performing (30%)**
In Year 11, you will perform a solo and ensemble piece on your chosen instrument, or voice. You can also DJ if you wish. This is just in front of your teacher and is recorded. You can record the piece as many times as you like in order to ensure you submit your best performance.
- **Component 3: Composition (30%)**
You will learn to develop musical ideas and compose music that is musically convincing. You will submit two compositions, one of which is to a brief, and one which is a free choice. Students frequently compose songs or pieces for their own instrument.

Examinations

Both Component 2 and Component 3 are internally marked against the AQA assessment objectives, which are regularly shared with students. The exam board then moderates a sample of work from both components at the end of the course. All work is graded from 9-1. Component 1 is assessed using a 90-minute exam.

Progression

This course provides a strong foundation for A-level studies as well as vocational pathways. Further studies could include A-Level Music, BTEC Music, or study at a performance college such as BIMM.

How this course is different from your experience in KS3 Music

The biggest change is that the class is made-up entirely of people who are motivated and have the interest and ability to create music. This opens new opportunities to make musical partnerships, high quality performances and encourages participation in wider school events. GCSE Music students are encouraged to take part in the musical life of the school and are involved in workshops and visits to concerts or shows.

GCSE Physical Education

Examination Board: AQA

Staff contact: Mr M Shiells / Miss H Jones

The GCSE Physical Education specification involves assessment based on both practical performance as well as theoretical knowledge. The practical aspect of the course is assessed during core Physical Education lessons (through the Sports Performance pathway) as well as during GCSE practical lessons. Students are prepared for the theoretical component over the two years, which will culminate in two examination papers at the end of Year 11.

Theory: 60%

Subject content will include:

- Applied Anatomy and Physiology
- Movement Analysis
- Physical Training
- Use of Data
- Sports Psychology
- Socio-cultural Influences
- Health, Fitness and Well-being

Practical Performance and Evaluation of Performance: 40%

Students will be assessed in 3 chosen activities. At least **one** must be a team activity and **one** an individual activity. The third can come from either category. Some sports cannot be taken together (e.g. rugby union and rugby league) and a student cannot be assessed in the same sport for both team and individual (e.g. doubles and singles tennis). Students will also complete an analysis and evaluation of performance which forms their coursework.

The lists of available activities are below:

TEAM	Football, badminton, basketball, camogie, cricket, dance, Gaelic football, handball, hockey, hurling, lacrosse, netball, rowing, rugby league, rugby union, squash, table tennis, tennis and volleyball.
INDIVIDUAL	Boxing, athletics, badminton, canoeing/ kayaking, cycling, dance, diving, golf, gymnastics, equestrian, rock climbing, sculling, skiing, snowboarding, squash, swimming, table tennis, tennis and trampolining.

Students who wish to take GCSE Physical Education are strongly advised to attend SBL Academy sports clubs as well as community sports clubs. Suitability for this course will be determined by the PE team and take into account both the academic and practical ability of the student.

How this course is different to your experience at KS3:

Whilst studying GCSE PE you will specialise in 3 sports and the focus will be on technique and game play. Sessions will be filmed to use as evidence for your final grade. The classroom lessons will cover the content listed above and give you an in-depth understanding of the impact of sport on you as an individual and on society. You will do 4 theory lessons, 1 GCSE PE specific practical lesson and 3 core PE lessons that will be with a high performance group.

Sports Studies

Examination Board: OCR

Staff Contact: MR M Shiells / Mr A Laverick

This qualification is designed for learners who want an introduction to the sports industry that includes project-based elements and an examination. The qualification will appeal to learners who wish to pursue a career in the sports sector or progress onto further study.

Course Assessment

There is one externally assessed unit (examination):

Contemporary issue in sport

It is often said that sport is a reflection of society and, as such, many of the broad issues which affect society are also prevalent in sport. For the same reasons, sport can also be a force for good at local, national and international levels, because of its ability to bring people together.

By completing this unit, learners will explore a range of topical and contemporary issues in sport, relating to participation levels and barriers, the promotion of values and ethical behaviour through sport and the role of high-profile sporting events and national governing bodies in advancing sports' attempts to positively impact upon society and showcase their worth beyond providing entertainment.

Plus two centre assessed coursework units:

Performance and leadership in sports activities

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. You will also have the opportunity to develop a range of transferable skills. You will work both independently and as part of a team, including communicating with teammates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions.

You will also deal with rapidly changing conditions and situations. For all topic areas and content below, please select your two activities from the Approved Activity list. Your two selected activities may be any of the following:

- Two individual activities
- Two team activities
- One individual and one team activity.

One other unit that we are able to choose is listed below:

- increasing awareness of outdoor and adventurous activities
- Sport and the media

How this course is different to your experience at KS3:

Whilst studying Sports Studies you will have classroom lessons that will cover the content above and give you an in-depth understanding of the sports industry. You will do 4 theory lessons, 1 specific practical lesson and 3 core PE lessons. The KS4 course is graded Pass, Merit or Distinction.

GCSE Psychology

Examination Board: AQA

Staff Contact: Ms L Sharp

Psychology is the scientific study of the brain and human behaviour. The AQA GCSE course will introduce you to some of the key topics in the subject, which you can further develop at A-level and university. The AQA GCSE course is particularly focused on the cognitive approach, which studies how we learn and how our brains work through experiments and the use of technology such as brain scans. You will learn how to carry out your own small scale research studies using experimental methods. You will also learn about the brain, neurons, neurotransmitters and synapses, which form the biological basis of behaviour. In addition, you will learn about social influences and the ways in which our life experiences shape our mind/brains.

Core programme of studies:

Paper 1: Cognition and behaviour

1. Memory
2. Perception
3. Development
4. Research methods

Paper 2: Social context and behaviour

1. Social influence
2. Language, thought and communication
3. Brain and neuropsychology
4. Psychological problems

Assessment framework:

- This course is assessed through two examinations at the end of Year 11.
- Both examinations are 1 hour and 45 minute written papers

Skills developed in Psychology:

- Curiosity and an enquiring mind: we ask and answer challenging questions about the brain and behaviour
- Application of scientific methods and Mathematics: we read about, collect and use data as evidence for theories
- High level literacy skills: we read academic texts, learn technical vocabulary and write clearly and concisely
- Creativity: in order to design research, and in everyday learning, we use imagination and original thinking
- Analysis, application and evaluation: to work out what is 'true', we have to think critically and assess ideas

Progression to Post-16:

- GCSE Psychology will give you a secure foundation of knowledge on which to build at A-level. The GCSE topics of Memory, Social Influence and Research Methods will be particularly useful for higher study.
- You do not have to take GCSE Psychology to get into the A-level course, although it will be helpful.

GCSE Religious Studies (Values and Beliefs)

Examination Board: [Eduqas](#)

Staff Contact: Mr P Hill

Are you interested in the world and the people who live in it? Do you like discussion and debate? Do you like challenging other people's views and ideas? Do you like thinking about why things happen? Are you interested in religion and why people have beliefs? Do you understand the challenges of the modern world? If you answered yes, then this is the course for you.

The course is divided into three units -

Unit 1: The Study of Philosophical and Ethical Issues with a focus on Christianity *(50% of final grade)*

* Good and Evil

* Life and Death

* Relationships

* Human Rights

Unit 2: Study of Christianity – Beliefs and Teachings and Practices *(25% of final grade)*

Unit 3: Study of Islam – Beliefs and Teachings and Practices *(25% of final grade)*

The course will enable you to develop –

- The ability to communicate clearly.
- The ability to think clearly about difficult and challenging ideas and theories.
- The ability to research topical and up-to-date information from a variety of sources.
- The ability to empathise. The ability to see complicated and complex issues from other people's perspectives and points of view.
- The ability to learn and work independently and to manage private study.
- The ability to think about fundamental issues and challenges facing people in the modern world.

Examination: Three exam papers are taken at the end of Year 11.

How is this course different to Values and Beliefs at Key Stage 3?

There will be a focus on ethical themes - such as abortion and crime and punishment - as well as more time at GCSE spent learning about the specific beliefs and teachings of Christianity and Islam.

Students will be encouraged to watch the news and follow events at home and around the world to see how religion and belief impacts on people's lives. At GCSE there will be more focus on learning about religion and its key beliefs and practices than at Key Stage 3.

There will also be the opportunity to learn about the rights and wrongs of controversial issues such as abortion and euthanasia which are not covered at Key Stage 3.

GCSE Sociology

Examination Board: AQA

Staff Contact: Ms L O'Shaughnessy

Sociology is the study of society and the ways in which society affects individual lives. AQA GCSE Sociology explores issues such as Family, Education and Crime. The course introduces you to key concepts such as socialisation (the process of learning to be a member of society) and stratification (the division of society into different groups, e.g. by class, age, gender and ethnicity). You will also learn about the influence of the government on society and the way that laws and policies can change behaviour. In addition, you will develop practical research skills so you can test the theories you learn for yourself.

Core programme of studies:

Paper 1:

1. Sociology of Families
2. Sociology of Education
3. Sociological Theory and Methods

Paper 2:

1. Sociology of Crime and Deviance
2. Social Stratification
3. Sociological Theory and Methods

Assessment framework:

- This course is assessed through two examinations at the end of Year 11.
- Both examinations are 1 hour and 45 minute written papers

Skills developed in Sociology:

- Critical thinking: you will be encouraged to analyse and evaluate your own experiences, e.g. of school
- Insight and originality: you will be encouraged to suggest your own ideas and develop your own opinions
- Argument structure: you will learn to build an argument using theory and evidence to support your views
- Practical research: you will learn how to carry out research studies, collecting and analysing real life data
- Literacy and numeracy: you will develop academic writing skills and learn to read data from graphs/charts
- Political awareness: the study of Sociology will raise your awareness of political issues and competing views

Progression to Post-16:

- GCSE Sociology will give you a secure foundation of knowledge on which to build at A-level. The topics of Family, Education and Crime are further developed on the Post-16 course.
- You do not have to take GCSE Sociology to get into the A-level course, although it will be helpful.

GCSE Triple Science (Separate Sciences)

Examination Board: AQA

Staff Contact: Mrs H Radford-Cole / Miss L Crane

All students on this pathway will take three separate GCSEs in Biology, Chemistry and Physics. This pathway enables each subject to be explored in more detail compared with the Combined Sciences route and enables an easier transition for further study at A Level. The GCSE qualification encourages students to be inspired, motivated, and challenged by following a broad, coherent, practical course of study. It provides an insight into and experience of how science works. It stimulates students' curiosity and encourages them to engage with Science in their everyday lives.

The course is more demanding and to make sure that students make a success of it the Academy requires students to have shown sufficient progress through years 7-9, students will be written to individually to inform them of which routes are available to them. *We recommend that students considering careers in medicine and/or veterinary science select the Triple Science course.*

Required Practical Activities

There are no longer controlled assessment or coursework requirements for the new GCSE course (the same as any new science GCSE) there are practical investigations which students must complete throughout the two years. Student knowledge of these required practicals will be tested in the exam.

Examinations

Biology	Chemistry	Physics
Biology 1	Chemistry 1	Physics 1
Biology 2	Chemistry 2	Physics 2

The duration of each examination paper is 1 hour 45 minutes, for a total of 100 marks and each paper is worth 50% of the GCSE.

Papers are available at both foundation 1-5 and higher 4-9 level although most triple science students will be expected to be entered for the higher level.

GCSE Triple Science is graded 9-1. You will be awarded a grade for each separate Science.

How this course is different from your experience in KS3

There is more of an emphasis on practical work within testing and therefore there is more consideration of how we design and run practical work in lessons. We will also use more of your Mathematics skills to conclude on and evaluate scientific data. There is also more of a focus on 'why' things happen in science and not just 'what' happens. Students are required to answer more 'longer answer' questions so literacy continues to be an important focus in all lessons.

Students wishing to study Triple Science (separate sciences) please choose this under Option Course.

IKB ACADEMY

SBL students also have the option to apply to IKB Academy located on the Wellsway campus in Keynsham.

IKB students have an interest and enthusiasm for one or more of the IKB specialist areas of: Science, Technology, Engineering or Mathematics (STEM) and this STEM curriculum is focused on delivering pathways into further study (University and College degrees) or apprenticeships in:

- Architecture and the built environment
- Design Engineering
- Digital Engineering or
- Science and Medicine

In Year 10 the core curriculum is English GCSE (Language and Literature), Mathematics GCSE, Triple Science GCSEs (Biology, Chemistry and Physics), PSHE (including citizenship) and core PE. In addition, students choose 3 option subjects and take part in work placements that relate to and support their studies. Students also have the option to study one or two subjects in Wellsway classes where they wish to continue subjects such as a language or humanities (e.g. to obtain the English Baccalaureate).

The curriculum can be academic or vocational and offers students the flexibility to choose a route most suited to their aspirations and strengths. The following table gives more details of the subjects on offer in Year 10 202.

CORE OFFER:	
English Language and English Literature	Core PE
Mathematics	PSHE
Triple Science	Work Placement
Employability Skills	
CHOICE OF 3 SUBJECTS FROM:	
Computing GCSE	Physical Education GCSE
Engineering Level 2 BTEC	French GCSE
Construction Level 2 BTEC	Geography GCSE
Health & Social Care Cambridge National	German GCSE
Product Design GCSE	History GCSE
ICT GCSE	Business Studies GCSE
Psychology GCSE	DT (food)
DT (textiles)	DT(3D design)

Art and design	Dance
Drama	Health and Fitness BTEC
Media Studies	Music
Business Studies BTEC	Religious Studies

We will attempt to allocate your top 3 preferences and if an enquiry or application is made an interview will be arranged to discuss your choices.

All IKB lessons are delivered in brand new purpose built laboratories and workshops in the IKB building. If you wish to find out more about IKB please visit the website where you can find details of upcoming information evenings or make an enquiry or application. Applications for IKB can be made from now until June 2022 (although early application is encouraged) and students wishing to take this option should do this in addition to completing the SBL options process.