# 

# Scalby School

# Key Stage 4 Course Information

# 2019-2022

**Pathway A**

# 

# January 2019

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## Key Stage 4 Courses 2019-2022

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## Core Subjects

The core subjects are studied by all students and these are automatically timetabled for you.

In Key Stage 4 the core subjects are; Mathematics (4 periods per week), English (4 periods per week), Science (4 periods per week), PE (2 periods per week) and Life (1 period per week).

## Pathway A

You need the most academically challenging curriculum possible in order to ensure that you leave school with quality qualifications which will prepare you for the next step, whether it is in employment, further education or training. This is why the majority of Key Stage 4 students at Scalby School study the subjects which are called the English Baccalaureate (Ebacc) subjects.\*

You will study French and either History or Geography. These will be your subject choices in Block A and Block B and you will study these for 3 hours per week in Years 9, 10 and 11.

Subjects in Blocks C and D will be studied for 2 hours per week. This is because the examinations in some subjects are recognised to be more difficult than others.

## How to make the choices

Please read the course descriptions of each subject carefully. Speak to your teacher before making your choice. Ask them:

* About the topics you will study.
* What you will be required to do in the exam.
* About your predicted grade in the subject.
* What extra work you could do in order to extend and deepen your learning.

You and your parents or carers can find out more information about each subject at the Key Stage 4 Subject Choice Evening on 10 January 2019.

\* The English Baccalaureate is not a qualification itself but it is the name the government gives to GCSE qualifications in Maths, English, Science, Languages and Humanities. Students who get a qualification in across all 5 of these subject areas are said to have “obtained” the Ebacc.

## Careers Education Information Advice and Guidance (CEIAG)

Mrs Green, our Careers Advisor, is in school each Monday and Tuesday during term time. You are entitled to a face to face Career Guidance interview. Parents and carers are welcome to join you for the guidance interview if you are comfortable with this.

You can ask for an interview and referrals can be made by teaching staff, support staff and parents.

Guidance interviews typically last around 40 minutes. Shortly after the interview you will receive a full Career Action Plan with agreed action points to help you move forward. A copy of this document will be sent home. It is helpful for you to make notes before your session and write down any questions you may have so that things are not missed. You can ask for a follow up appointment if you wish and you are often invited along again at a later date if the Careers Advisor feels it would be beneficial.

Even if you think you know what you want to do later on, or which subjects you intend to choose, it is a very good idea to come along for a discussion just to make certain that you have chosen the right subjects and you are aware of all options available to you after year 11. There is rarely only one route to a career and the careers interview will make you aware of the different career pathways which are available to you

A Career Guidance interview can help you with your next steps.

To make an appointment, please speak with Mrs Scott who will be happy to arrange this for you.

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**Information for Parents**

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**Frequently Asked Questions**

**Will the course run?**

This will depend on the number of students choosing the course. If enough students choose to study the course then it will run. If it doesn’t then your child will automatically be allocated one of their alternative subject choices.

**Will my child get their choice of course?**

As with all comprehensive schools, spaces on courses are limited by classroom size and staffing availability. Every effort will be made to give students one of their preferences in each Block.

Please note that the GCSE Triple Science and GCSE Computer Science are extremely challenging courses with a limited number of places. In previous years we have experienced very high demand for these courses. The final decision for acceptance to the Triple Science course rests with the school and will be based on students’ ability and their progress in Year 8.

**Who do I need to speak to about a course?**

Heads of Department or Subject Teachers named on the course information page will be pleased to offer more details on each course. This may be done by telephone, email or by attending the Key Stage 4 Subject Choices Evening. Teachers will be pleased to discuss the suitability of their courses linked to students’ abilities and aspirations.

**My child has been advised to follow Pathway A but finds these courses in Block A and Block B subjects very challenging. Will they have to study them?**

Yes. This school is committed to providing the most academically challenging course for each student. If your child has been advised to follow Pathway A this is because they have the academic ability to be successful in these courses. It is likely that they will be required to have good grades in the most academic subjects in order to secure their place on post- 16 courses. Further Education colleges are rigorous about selecting the right students for the right courses. We do not wish to see our students disadvantaged when it comes to choosing A-level or other Level 3 courses.

# Changes to the National Curriculum and GCSE Exams

# Key features of the new GCSEs confirmed by Ofqual include:

* A new grading scale that uses the numbers 9-1 to identify levels of performance (with 9 being the top level). Where performance is below the minimum required to pass a GCSE, students will get a U.
* Tiering will be used only for subjects where untiered papers will not allow students at the lower end of the ability range to demonstrate their knowledge and skills, or will not stretch the most able.
* Assessment is by external exam only, except where non-exam assessment is the only way to provide valid assessment of the skills required.

**Vocational Qualifications**

The Vocational Qualifications set out in the options offer are new qualifications and are equivalent to one GCSE. These qualifications are intended to support students who wish to develop skills and knowledge that will prepare them for further study and employment within the hospitality and catering, engineering, information technology and sports industries. It will particularly appeal to learners who are looking for a course that is practical in nature. Vocational qualifications will be graded using a scale which ranges from Level 1 Pass to Level 2 Distinction \*. Subject teachers will give more information at the Options Evening 0n 10th January 2019

For more information on GCSE reform please go to the Department of Education’s website at: [**http://www.gov.uk/government/speeches/gcse-and-a-level-reform**](http://www.gov.uk/government/speeches/gcse-and-a-level-reform)

**How to choose your subjects**

Please use this Courses Chart to fill in the Key Stage 4 Courses Form. Please also read the

guidance notes below the subject choices blocks.

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| --- | --- | --- | --- |
| **Block A**  **(3 hours)**  **Choose one subject** | **Block B**  **(3 hours)**  **Choose one subject** | **Block C**  **(2 hours)**  **Choose one subject** | **Block D**  **(2 hours)**  **Choose one subject** |
| **French**  **Geography**  **History** | **French**  **Geography**  **History** | **Art (Textiles)**  **Drama**  **Hospitality and Catering (V)**  **Psychology**  **Physical Education**  **iMedia (V)**  **Computer Science**  **Triple Science\***  **Engineering** | **Art (Fine Art)**  **Business Studies**  **Music**  **Hospitality and Catering(V)**  **Sport (V)**  **iMedia (V)**  **Triple Science\***  **Psychology**  **Geography** |

**Block A and Block B**

Students selecting French in Block A can choose History or Geography in Block B.

Students selecting History or Geography in Block A must choose French in Block B.

Any subject in Block C and any subject in Block D can be chosen.\*

V = Vocational Qualification

\*See note on the next page about eligibility for Triple Science

**Art and Design Courses**

Only one Art choice is permitted, you can choose from Fine Art or Art Textiles.

**Science Courses**

Combined Science– This course is a high quality, high value Science course. You study science for 4 hours per week. All students are automatically entered on to this course

\*Triple Science – You study separate GCSEs in Physics, Chemistry and Biology. 6 hours per week. Mr Docking will inform you if you are eligible to pick Triple Science. This replaces Combined Science.

Computer Science – this course requires you to be good at Maths/Physics and undertake coding/programming as a hobby. Mrs Leat-Smith will inform you if you are eligible to pick Computer Science.

**Performing Arts Courses**

Music – You need to be able to play an instrument or sing. This is not a beginner’s course. Audition may be required.

Drama – Audition may be required. The audition will take place in front of an audience.

# Core Subjects

# Course Information

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**GCSE English Language and GCSE English Literature**

**(Dual Award)**

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| **Exam Board** | EDUQAS |
| **Specification Code** | 601/4505/5 and 601/5246/1 |
| **Led by** | Mrs E. Stockill |

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| **Assessment** | 100% final examination |

**About the Course**

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| **What you will cover:**  Students will study GCSE English Language which will have three components. The first is the study of prose from a range of 20th Century fiction writers and a creative writing unit. The second has a non-fiction focus but includes exploring high-quality non-fiction writing from the 19th and 21st century and producing your own pieces of writing for a specific purpose. These include writing newspaper articles, letters and even reviews. The final component is a Spoken Language assignment for which students are required to plan, prepare and deliver a speech in a formal setting and respond to questions.  Students will also study GCSE English Literature, which is a demanding course and explores a wide range of literature from across genres including contemporary and 19th Century novels, plays from a variety of contexts and modern and traditional poetry. All set texts are ‘closed book’ meaning the students will not have access to a copy of the text in the exam although a significant element of the paper will include a question on a short extract. |
| **The future:**  This subject is worth two GCSE grades. Students achieving grade 7 or above will be able to access A level English Language and English Literature. Most further Education providers and employers require at least a 5 Grade equivalent in English. |
| **Employability skills:**  Employers say that one of the most valuable things they look for in the people who work for them is the ability to communicate effectively. Often this means using the written word but employees may be expected to be able to present to or even speak confidently. Being able to write a good cover letter, free from mistakes, can also be the key to getting that job in the first place! Students with secure reading and writing skills, and good English Language and Literature GCSEs, often go on to work in journalism, marketing and even teaching. With such an emphasis on analysis the skills are transferable to other subjects including Humanities, Modern Foreign Languages and even Drama. |

## GCSE Mathematics

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| **Exam Board** | Pearson/Edexcel |
| **Specification Code** | 1MA1 |
| **Led by** | Mr J. Mallender |

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| **Assessment** | 100% final examination |

## About the Course

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| What you will cover: Students will study GCSE Mathematics which will focus on developing the mathematical competences necessary to apply reasoning and problem solving skills in the other subject areas and in later life.  More able students will also be offered the opportunity to study Level 2 Further Mathematics, which is a bridging course between GCSE mathematics and AS Level mathematics. This is particularly aimed at those students who wish to deepen their mathematical skills for higher level study post 16. |
| The future: This subject is worth one GCSE grade. Students achieving grade 5 or above will be able to access the Core 3 application of mathematics course at Further Education colleges which is seen as a route to meeting the mathematical requirements of many university degree courses.  Students achieving a grade 6 or above will be able to study towards A-Level mathematics. A grade 6 or above is also seen as the minimum requirement to access many Science, Psychology, Computing and other A-Level courses that have a mathematical component to their study in Further Education colleges.  Students can also look at apprenticeships as an alternative to an academic route to a future career or university and for most apprenticeships a grade 5 in mathematics is the minimum requirement. |
| Employability skills: Having a confidence in applying mathematical skills to real life problems is seen as an essential competency to have for many employers. It is well documented, and understood by many young people, that without a good mathematics qualification behind them then many career opportunities that a student may wish to take up will not be open to them. |

## GCSE Combined Science

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| **Exam Board** | AQA |
| **Specification Code** | 8464 |
| **Led by** | Mr M. Docking |

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| **Assessment** | Examination: 100% in six papers of 1 hour 15 mins each. | Controlled Assessment: 0% |

## About the Course

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| What you will cover: Students will study GCSE Combined Science which will focus on developing a broad range of understanding of the scientific ideas needed for life in Britain in the 21st Century. Students study different topics based on Biology, Chemistry and Physics.  Every student will study this content. Some may choose to study additional content which would lead to GCSE Biology, Chemistry and Physics,  The course focuses on ideas about science and scientific understanding, but also covers concepts needed for deeper understanding of fundamental scientific ideas in Biology, Chemistry and Physics.  The ideas, models and skills covered provide the depth of understanding needed for possible further study of Biology, Chemistry and Physics at a higher level. |
| The future: This subject will be worth two GCSE grades. Students will be given two separate grades in this subject. Students achieving grade 6 or above should be able to access A level Biology, Chemistry or Physics courses or equivalent in Further Education colleges. A grade 5 in Science is often needed for some careers. |
| Employability skills: As well as Key Skills that are always covered in Science, students will develop skills including the development of scientific thinking, experimental skills and practical strategies, analysis and evaluation of data and information. |

**GCSE and Vocational Qualifications Subject Choices**

# Course Information

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## GCSE Fine Art

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| **Exam Board** | AQA |
| **Specification Code** | 4200 |
| **Led by** | Mrs D. Wilkinson |

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| **Assessment** | Examination: 40% | Controlled Assessment: 60% |

## About the Course

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| What you will cover: Students will learn how to work with imagination and creativity in developing their ideas over at least two projects for their portfolio. The portfolio will make up 60% of the marks.  40% of the mark is gained by completing an external question paper, whereby students will be asked to select one starting point and develop a full project independently.  All of your projects will have a broad starting point, such as ‘Time’ or ‘Food’. You will explore the varied starting points relating to the theme by producing sketches, drawings and painting. You can use photography to explore intentions and research styles and concepts. You will study the work of artists, craftspeople and designers to inspire your development ideas. Work will be carried out under informal supervision, whereby you will be given guidance in developing your skills and ideas linked to the theme. |
| Why choose this subject: The course is for students who like drawing, painting and designing their own outcomes to creative projects. Students will have the opportunity to work in a range of media and learn about materials and techniques. Students will also research and be influenced by artists that inspire them and link to their projects. We encourage independence and imagination to promote personal and well developed outcomes for our students. |
| The future: This subject is worth one GCSE grade. Students achieving Level 5 or above will be able to access A level or Level 3 BTEC Art and design courses. Before students select their degree specialism they are advised to first complete a BTEC Foundation in Art and Design to allow them the opportunity to experience a wider range of disciplines. There are opportunities in the creative industries, plus creative roles in various sectors including media and publishing, teaching and education, and marketing, advertising and PR. Employers include local councils, advertising agencies and design consultancies, educational institutions, and publishing or multimedia companies. See more at: <http://myfootpath.com/careers/art-and-design-careers>. Art is valuable for a variety of careers such as Engineering, Business & Marketing, Medicine, Social Work, and any career that involves creative thinking, decision making and developing new ideas and initiatives. |
| Employability skills: Art and Design is a very versatile subject with an abundance of transferable skills including being creative, time management, problem solving, working with others and sharing resources to name but a few. All of which we recognise as key qualities needed for employment today. The subject promotes self-expression and imagination as well as instilling mutual respect for others and their work. |

## GCSE Textiles Fine Art

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| **Exam Board** | AQA |
| **Specification Code** | 4200 |
| **Led by** | Mrs D. Wilkinson |

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| **Assessment** | Examination: 40% | Controlled Assessment: 60% |

## About the Course

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| What you will cover: Students will learn how to work with imagination and creativity in developing their ideas over at least two projects for their portfolio. The portfolio will make up 60% of the marks.  40% of the mark is gained by completing an external question paper, whereby students will be asked to select one starting point and develop a full project independently.  This course provides students with a wide range of creative opportunities to explore their interests using textiles in ways that are personally relevant and developmental in nature.  Students will learn how to work with imagination and creativity in developing their ideas over at least two projects for their portfolio.  Students could demonstrate an ability to sustain work from initial starting points to the finished piece and include evidence of research, the development of ideas and meaningful links with critical/contextual sources. |
| Why choose this subject: The course is for students who like drawing, painting, sewing and making their own textile outcomes to creative projects. Students will have the opportunity to work in a range of media and learn about materials and techniques. Students will also research and be influenced by textile designers, craftspeople and artists that inspire them and link to their projects. We encourage independence and imagination to promote personal and well developed outcomes for our students. |
| The future: This subject is worth one GCSE grade. Students achieving Level 5 or above will be able to access A level or Level 3 BTEC Art and design courses. Before students select their degree specialism they are advised to first complete a BTEC Foundation in Art and Design to allow them the opportunity to experience a wider range of disciplines. There are opportunities in the creative industries, plus creative roles in various sectors including fashion and publishing, teaching and education, and theatre and film. Employers can include local councils, theatre companies and fashion consultancies, educational institutions, and publishing or multimedia companies. See more at: <http://myfootpath.com/careers/art-and-design-careers>. |
| Employability skills: Art and Design is a very versatile subject with an abundance of transferable skills including being creative, time management, problem solving, working with others and sharing resources to name but a few. All of which we recognise as key qualities needed for employment today. The subject promotes self-expression and imagination as well as instilling mutual respect for others and their work. |

## GCSE Biology, Chemistry and Physics

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| **Exam Board** | AQA |
| **Specification Code** | 8461 8462 8463 |
| **Led by** | Mr M. Docking |

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| **Assessment** | Examination: 100%. Each GCSE will have two exam papers, of 1 hour 45 minutes each. | Controlled Assessment: 0% |

## About the Course

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| What you will cover: This course covers the same concepts as the Combined Science course, but has content in much more depth, with the inclusion of additional ideas and concepts.  Students will develop skills, ideas and concepts needed to provide the depth of understanding needed for possible further study of Biology, Chemistry and Physics at a higher level. These concepts are designed to develop an understanding of the big ideas of Biology, Chemistry and Physics, including how professional scientists use and apply them.  Students will also develop skills in practical work. The course will provide students with three separate GCSE grades in Biology, Chemistry and Physics. |
| Why choose this subject: The course is for students who have a keen interest in science and would be interested in studying for a career or further qualifications in Science, Technology, Engineering or Maths. |
| The future: This course leads to three separate science GCSEs, and as such would be good preparation for A levels in Biology, Chemistry and Physics. Students would be expected to achieve at least a GCSE grade 6 in examinations to gain entry to the course. Students achieving grade 6 or above will be able to access A level Biology, Chemistry or Physics courses or equivalent in Further Education colleges. A grade 5 in a science is often needed for some careers. |
| Employability skills: As well as Key Skills that are always covered in Science, students will develop skills including the development of scientific thinking, experimental skills and practical strategies, analysis and evaluation of data and information. |

## GCSE Computer Science

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| **Exam Board** | EDUQAS (WJEC) |
| **Specification Code** | 4557 |
| **Led by** | Mrs V. Leat-Smith |

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| **Assessment** | Examination: 80% | Controlled Assessment:20% |

## About the Course

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| **What you will cover:**  GCSE in Computer Science encourages students to understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, and logic, algorithms, and data representation. Students will also analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs to do so. Students will also learn about the impact of digital technology to the individual and to wider society.  The course is broken up into three components –  Component 1 – Understanding Computer Science, written examination: 1hour 45 minutes (50% of the qualification)  Component 2 – Computational Thinking and Programming, Onscreen examination: 2 hours (30% of the qualification)  Component 3 – Software development. Non-exam assessment: 20 hours (20% of qualification) |
| **Why choose this subject:**  This course will build upon an understanding of the rules of language at a fundamental level. It aims to foster an awareness of the management and organisation of computer systems; it extends our students’ horizons beyond the school environment in the appreciation of the effects of computer science on society and individuals. |
| **The future:**  This subject is worth one GCSE grade. Students achieving grade 5 or above will be able to access computer science at AS and A level. In addition, this course provides a coherent, satisfying and worthwhile course of study for students who do not progress to further study in this subject. |
| **Employability skills:**  Computer sciences and IT skills can be applied to almost any sector (Finance, Public sector, Telecommunications, Web content, Media and consumer markets, Business analyst) and almost all companies require highly computer-literate employees. Everything is covered, from glamorous careers in computer game development, intelligence services, to working in IT departments helping employees when they run into software and hardware problems. |

## Level 2 Cambridge Nationals in Creative iMedia

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| **Exam Board** | OCR |
| **Specification Code** | J817 |
| **Led by** | Mrs V. Leat-Smith |

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| **Assessment** | Examination: 25% | Controlled Assessment:75% |

## About the Course

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| What you will cover: Methods of Assessment (4 Units)  **R081: Pre-production skills**: Written paper, OCR set and marked.  This unit will enable you to understand pre-production skills used in the creative and digital media sector. It will develop your understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.  **R082: Creating Digital graphics.** Centre assessed task, OCR moderated.  Digital graphics feature in many areas of our lives and play a very important part in today’s world. The digital media sector relies heavily on these visual stimuli within the products it produces, to communicate messages effectively. The aim of this unit is for you to understand the basics of digital graphic editing for the creative and digital media sector. You will learn where and why digital graphics are used and what techniques are involved in their creation.  **R084: Storytelling with a Comic Strip**. Centre assessed task, OCR moderated.  Comic strips are as popular today as they have ever been in their history. The aim of this unit is to enable learners to understand the basis of comic strips creation. Students will interpret a client brief, use planning and preparation techniques to create a comic strip using digital techniques.  **R090: Digital Photography**. Centre assessed task, OCR moderated.  Digital Photography is used in a variety of situations and circumstances. These range from professional photographers taking wedding and special event photographs to informal holiday and social networking photographs. The aim of this unit is for our students to learn about different types of digital photographic equipment, features and settings used in digital photography, how to plan a photo shoot and how to present a portfolio. They will apply these skills and knowledge to a client brief and review their final portfolio. |
| Why choose this subject: Are you interested in the creative use of IT, such as creating comic strips, using photography to manipulate images and create special effects? The Cambridge Nationals in Creative iMedia will challenge all learners, by encouraging independence and creativity through the variety of tasks learnt. |
| The future: A Level 2 qualification in Creative iMedia will enable our students to follow any career route using IT. Students could continue with technical awards or choose to follow a computer science qualification. |
| Employability skills:Students will gain a broad spectrum of skills and knowledge of IT through this award, which they could use in further education or in an apprenticeship. The skills that our students develop will equip them for life outside of school, they will have the confidence to use IT in the workplace and have the capacity to build upon these skills with further training. |

**GCSE Business**

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| **Exam Board** | Pearson |
| **Specification Code** | 3210 |
| **Led by** | Mr C. Robertson |

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| **Assessment** | Examination: 100% final examination |

**About the Course**

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| **What you will cover:**  This GCSE specification will require students to develop their knowledge through learning and understanding how to actively engage in the study of business and economics to develop as an effective and independent learner as well as being critical and reflective thinkers with enquiring minds. Students are taught to be investigators, to have a critical approach to distinguish between facts and opinions, to build arguments and make informed judgements. Through developing and applying their knowledge, to being thoughtful and using skills to understand contemporary issues in a range of local, national and global contexts. Students will appreciate the range of perspectives of different stakeholders in relation to business and economic activities. They will consider the extent to which business and economic activity can be ethical and sustainable. |
| **Why choose this subject:**  GCSE in Business actively engages students in the study of business and economics, helping them to develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts. |
| **The future:**  This GCSE course opens exciting opportunities to study business-related subjects at AS or A-level.  Business can be the gateway into a number of great career choices: as well as being a fascinating subject in its own right, it is a useful subsidiary subject alongside almost any degree course at university.  Some common courses to combine with Business are Law, Accounting, Economics, Journalism, English, ICT and Engineering.  Business is a favoured Bachelor Degree for universities recruiting to MBA (Master of Business Administration Degree) courses which lay the foundations of a career in senior management within all sorts of exciting industries. |
| **Employability skills:**  This course will provide our students with skills in many areas, such as practical aids which will focus on time management, personal organisation and action planning. Presentational skills, which will strengthen confidence when addressing audiences using a variety of media and forms. Personal skills build upon showing evidence of progression. Interpersonal skills which develop communication and group work and cognitive skills that teach our students how to reflect and review their own and others’ performances. |

## GCSE Drama

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| **Exam Board** | EDUQAS |
| **Specification Code** | 601/8420/6 |
| **Led by** | Mrs S. Buric |

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| **Assessment** | Examination: 40% | Controlled Assessment:60% |

## About the Course

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| What you will cover: By studying GCSE Drama, students will learn more about the subject and its contribution to social and cultural commentary and will come to appreciate that drama, provides significant opportunities for expressing cultural and personal identity.  Through the study of Drama students will be given opportunities to participate in and interpret their own and others’ drama. They will investigate the forms, styles, and contexts of drama and will learn to work collaboratively to develop ideas, to express feelings, to experiment with technical elements and to reflect on their own and others’ performances. Students are required to study theatre practitioners such as Brecht and Stanislavski and be able to put their techniques into a devised and scripted performance.  They will also study a set text which promotes student’s enjoyment of drama as performers, devisers, directors and designers. Drama GCSE provides opportunities for students to attend professional and community dramatic performances and to develop their skills as informed and thoughtful audience members. |
| Why choose this subject: The course is for students who have a love of theatre and the acting process. Students will be expected to perform devised and scripted work and deconstruct set texts and performances within written course work. |
| The future: This subject is worth one GCSE grade. A significant number of Scalby School students have gone on to study A level Drama and theatre studies or BTEC level 3 in Acting Studies. From here students have been accepted into Drama schools and carved out a career in the Performing Arts or teaching. Other popular routes have included retail, travel and tourism, marketing, theatre, film, media or any career which involves meeting people face to face. |
| Employability skills: Many employers now actively seek those who have studied the arts. Steve Jobs, founder of Apple, was fond of saying his success was due to his hiring artists and musicians fascinated by technology rather than computer geeks. Top talent management agency, The Curve Group, specialising in financial and business services, declares that employees with arts degrees have developed more quickly in their roles from the start and has found them to have discipline, confidence and the ability to accept criticism. |

**Level 1/2 Vocational Award in Hospitality and Catering**

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| **Exam Board** | WJEC |
| **Specification Code** | 601/7703/2 |
| **Led by** | Miss S. Twamley |

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| **Assessment** | Examination: 40% | Controlled Assessment:60% |

## About the Course

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| What you will cover: The structure has been designed to develop the learner’s knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem-solving, organisation and time management, planning and communication.  Through the two units, learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression. |
| Why choose this subject: This course is well suited to students who like working with food and enjoy practical work. They will need to be well organised, able to work independently and motivated. The final assessments include both written and practical tasks, requiring sound nutritional and practical knowledge. |
| The future:This subject is worth one equivalent GCSE grade. This qualification will equip students with the knowledge, understanding, skills and encouragement they need to cook. It will give them the ability to apply theoretical principles and develop vital life skills so that they can feed themselves and others affordably and nutritiously. It would be a good qualification for those who wish to follow food/catering/ related courses or work in the food industry, and gives valuable experience in teamwork and problem solving techniques. |
| Employability skills: Learners will gain a broad understanding of commercial food production and an awareness of related career paths. As well as being taught key skills in food preparation, students will in addition develop key life skills: Timekeeping, costing and meeting deadlines, effective communication and problem solving. These are key skills needed in a rapidly changing market by all employers. |

## GCSE French

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| **Exam Board** | AQA |
| **Specification Code** | 8658 |
| **Led by** | Mrs S. McCluskie |

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| **Assessment** | Final exams in the 4 skills of listening, speaking, reading and writing. Each skill is worth 25% of the final grade. |

## About the Course

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| What you will cover: This course will allow students to develop their ability to communicate confidently and coherently with native speakers in both speaking and writing. They will deepen their knowledge of grammar and 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. The course also aims to develop a greater awareness of the culture and identity of French speaking communities and countries. The new exam features translation and reading extracts from literary and authentic texts. The subject content will be focussed on 3 main themes: identity and culture, local, national, international and global areas of interest and current and future study and employment. |
| Why choose this subject: This course is for you if you have been successful in French at KS3. You should be a confident learner, because the GCSE exam involves writing and speaking from memory and reading extracts of literary texts and poems. It also involves translation into both English and French; therefore a good command of English grammar is necessary for success in French. You will be a student who wants to study a range of A Levels and then go to university. |
| The future: This subject is worth one GCSE grade. Success in foreign languages at GCSE is seen as an important indicator of academic ability and is welcomed by colleges and universities, whatever subject is chosen. A GCSE in a foreign language may clinch you a place when applying for increasingly competitive A level and degree courses. Practically any job can involve languages, whether it is based in the UK or abroad. |
| Employability skills: Languages are a skill for life and in learning a language you master the following transferable skills: communication, critical and analytical thinking, memory, listening, problem solving, self-discipline, confidence, improved knowledge of your own language and you benefit from increased brain capacity! |

## GCSE Geography

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| **Exam Board** | AQA |
| **Specification Code** | 8035 |
| **Led by** | Mrs H. Banks |

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| **Assessment** | 100% final examination |

## About the Course

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| What you will cover: Geography helps you to be more aware of everyday situations and issues faced by the people who live around you, in other parts of the UK, and across the world. Geography is a highly topical subject, ever changing as world events unfold. The course will focus on students understanding of the environment at both local and global scales, and developing a wide range of skills such as presenting arguments or map skills. Students will also undertake two pieces of fieldwork which will be examined at the end of the course. There are three exams in the new geography specification, one each for physical and human topics and one for fieldwork and enquiry techniques. Students will study a mixture of physical and human topics in each of the three years as well as completing one piece of fieldwork out of school in Years 9 and 10. Time will be spent in Year11 preparing for the fieldwork exam and recapping the work done out in the field during Years 9 and 10. |
| Why choose this subject: This course is for students who have an interest in the world around them and why events occur as they do. Students need to use a wide range of skills in geography including team work, problem solving and fieldwork techniques. The course uses a wide variety of different learning styles as well as a practical element whilst conducting fieldwork. |
| The future: This subject is worth one GCSE grade. Students achieving grade 5 or above will be able to access A-level Geography or Geology and have the potential to study Geography or other Environmental Sciences at Degree level. The new geography specification content extremely well with Biology and work on ecosystems as well as gaining skills also used in Maths. The ‘human’ side of the course links well with many careers including those in resource management and energy generation.  Geography has one of the highest rates of graduate employability, as well as being highly valued by employers worldwide. |
| Employability skills: Geography develops a whole range of employability skills including numeracy, teamwork through regular field trips, analytical skills and an awareness of ICT programmes that can be taken into the world of work. You will learn to work independently and develop resilience through working on problems. By the end of the course you will have a broader view of the world and be sensitive to other cultures. These skills will all help you to stand out in the broadening labour market. |

## GCSE History

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| **Exam Board** | Pearson |
| **Specification Code** | 1H10 |
| **Led by** | Mrs S. Aston |

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| **Assessment** | 100% final examination |

## About the Course

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| What you will cover: Students will have the opportunity to study British and world history through a mixture of a thematic study of crime and punishment spanning medieval, early modern and modern history, a period study covering the Cold War 1941 -1991, a British depth study of the life and times of Elizabeth I and a depth study of Germany from 1919-1939. The subject will be examined through three exams. |
| Why choose this subject: GCSE History will engage and interest students and prepare them for a role as informed, thoughtful and active citizens. Students have a better understanding of the world today through focusing on aspects of the past that have played a major role in shaping the present. In preparation for their history exam, students are given the opportunity to learn about the effects of the Cold War, the Holocaust and Nazi Dictatorship through an educational visit to Berlin. |
| The future: This subject is worth one GCSE. To follow a career related to History students would usually go on to further education and take A Level History with the possibility of continuing on to University. Occupations directly related to History include working in heritage sites, museums, tourism and teaching. However students who study History develop skills needed by other employers such accountancy firms, the armed forces, banks, the civil service, higher education institutions, law firms, management consultancies, media, NHS management, police service, publishing companies and retailers to name but a few. |
| Employability skills: GCSE History is valuable for many courses, careers and professions as skills learned through a study of GCSE History can be applied to all sorts of situations. Students are able to research gather and read different kinds of information and analyse it for bias or propaganda. Students develop the skills to read maps, graphs and other diagrams. They are able to communicate clearly and will learn to express themselves verbally and on paper presenting balanced arguments and solving problems supported by evidence. In addition a study of History allows students to develop other transferable skills of being able to work independently as well as in group situations; it encourages resilience and the ability to meet deadlines. These skills are valuable in a range of careers many not always specifically related to History. |

**Level 1/2 Vocational Award – Engineering**

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| **Exam Board** | WJEC |
| **Specification Code** | 9790A1 |
| **Led by** | Miss A. Tiernan |

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| **Assessment** | Examination : 30% | Controlled Assessment: 70% |

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| **What you will cover:**  This qualification is intended for students who have a keen interest in finding solutions to problems through a designing, planning and making perspective in engineering. Problem solving is critical to working in engineering and helps ensure that a product is fit for purpose. Students will learn about materials to make with, design processes, safely using tools and equipment as well as using maths that engineers use. Learners will be provided with a broad introduction to the engineering sector and the types of career opportunities available linking to this. In order to achieve the qualification students must pass each of the three units listed below.  **Unit 1: Engineering Design (internally assessed/externally moderated)**  The purpose of this unit is for learners to analyse engineered products in order to produce design solutions to meet requirements. Example project – analyse and redesign a phone charger.  **Unit 2: Producing Engineering Products (internally assessed/externally moderated)**  The purpose of this unit is for learners to use skills developed to produce an engineered product and a written portfolio explaining the stages of production and choices made. Example project – metal lamp (producing the metal components. No electronics content).  **Unit 3: Solving Engineering Problems (externally assessed written exam – 1hr 30mins)**  The purpose of this unit is for learners to use their knowledge and understanding of engineering processes and material properties to solve problems. |
| **Why choose this subject:**  This Award will provide students with an experience of a ‘plan, do and review’ approach that mirrors engineering production and design processes. This should help develop a broad appreciation of work in engineering related industries and wider opportunities for progression into further education, employment or training. |
| **The future:**  **The successful completion of this qualification is worth one GCSE grade**. Combined together with other equivalent qualifications, eg maths and sciences, this could provide opportunities in A-Level or Level 3 Engineering, as well as further education courses in design and construction. Apprenticeships would also be another possible route into a career in Engineering.  This course will provide valuable skills for working in a range of careers including: 3D Designers, CAD Designers, Engineers, Product Designers, Industrial Engineers, and the Construction Industry. |
| **Employability skills:**  Students will gain skills required for independent learning and development including a range of generic and transferrable workplace skills, their abilities to solve problems, their skills of project based research, development and presentation. They will develop their ability to work alongside other professionals in a professional environment as well as being able to apply their learning in a vocational context. |

**Please note – All units including the written exam must be passed for a qualification to be achieved in this course. Lowest grade awarded from the units will be the overall grade achieved. Each unit can be re sat only once.**

## GCSE Music

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| **Exam Board** | EDUQAS (WJEC) |
| **Specification Code** | 8131 |
| **Led by** | Miss S. Bancroft |

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| **Assessment** | Examination: 40% | Controlled Assessment: 60% |

## About the Course

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| What you will cover: Students will be focusing on three main components in Music, which are Appraising Music, Performing Music and Composing Music. The students will focus on appraising, developing and demonstrating an in depth knowledge and understanding of musical elements, musical context and musical language. They will study music in a variety of styles: Musical Forms and Devices, Music for Ensemble, Film Music and Popular Music. Students will perform pieces of music on their chosen instruments as a solo piece and in groups. They will evaluate their own and others’ music ensuring they understand and appreciate a range of different genres. Finally, students will learn how to compose music individually and in groups using both music technology and acoustic instruments. |
| Why choose this subject: The course is for students who will like studying pieces of music in various styles and opening their ears to unfamiliar genres. During the practical lessons you will work towards submitting two pieces of Music which you will have composed yourself, and two performances (at least one of which will be a group performance). |
| The future: This subject is worth one GCSE grade. Students will be able to go on and study Music or Music Technology at A level. This GCSE would help those who want to be a Musician, Teacher, Composer, Performer, or who simply wish to work in creative industries or the media. Studying music also helps build a variety of transferable skills for a wide range of jobs and vocations. |
| Employability skills: Music, art and drama require long hours of hard work and dedication. Students have to pay great attention to detail, to perfect and redo. Putting on a play, exhibition or concert takes strong organisational skills. |

## Pearson BTEC Level 1/2 First Award in Sport

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| **Exam Board** | Edexcel |
| **Qualification number** | 600/4779/3 |
| **Led by** | Mr P. Curran |

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| **Assessment** | Examination: 25% | Controlled Assessment:75% |

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| What you will cover: The course will develop a wide range of practical sporting skills incorporating core techniques in two chosen sports. Learners will understand the technical and tactical demands of the sports they choose to study in addition to a variety of transferable skills such as self-appraisal, evaluation, leadership, communication, decision making and problem solving. Additionally, learners will have an understanding of coaching and managing others as well as an understanding of the body systems and how to manage personal fitness as a result of completing this qualification. |
| Why choose this subject: This course is designed for students who have an interest in sport and wish to learn about the industry, the technical skills and theory associated with practical player performance, alongside developing practical skills and aptitude within coaching and officiating or organising sports events/activities. |
| The future: This course will also offer a progressive route through to other level 2 Certificates, BTEC Level 3 National Diplomas and A Levels as well as apprenticeships. |
| Employability skills: Whilst learners may wish to enter the world of sport as a career, only a minority will achieve status as elite player-performers even if they are gifted. However, in addition to learning about rules & regulations, techniques & skills and tactics & strategies, this qualification will provide the opportunity to study the sports industry more widely, potentially giving a number of career openings within the above areas. |

## GCSE Physical Education

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| **Exam Board** | Pearson |
| **Specification Code** | 1PE0 |
| **Led by** | Mrs C. Thorpe |

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| **Assessment** | Examination: 60% | Controlled Assessment:40% |

## About the Course

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| What you will cover: The course comprises of one weekly theory (classroom) and one weekly practical lesson. The final grade is achieved by adding together marks from 2 theory examinations and marks from practical assessment. Physical Education requires a good level of literacy as the two examinations are over an hour each. The course is therefore suited to students who are academically able with a talent for sport.  Students follow a variety of practical activities. At the end of each activity you are assessed on ability to perform in that practical activity. Over the length of the course students will perform several different practical activities. |
| Why choose this subject: The course is for students who like a combination of sport and science. Ideally, GCSE PE students will participate in sport outside school. You will look at the effect which sport and physical activity have on the body. During the course you will participate in a number of sports practically. More importantly you will need to be keen on science and biology, demonstrating your knowledge of exercise and the body in a theoretical way. This is not a course based purely on playing sport. You will need to apply your knowledge in the classroom in exam situations as this course has a 60% exam assessment. |
| The future: This course is an appropriate gateway to a range of exciting careers and opportunities in the sporting industry. Successful completion of the course offers an appropriate foundation for Level 3 Sport Courses such as A-Level Physical Education and BTEC National Diplomas in Sport and Exercise Sciences. Candidates who successfully follow this pathway can look towards a career in a range of different professions such as PE Teacher, Sports Coach, Fitness Instructor, Dietician, Sports Development Officer, Sports Psychologist, Personal Trainer and Sports Development Officer. |
| Employability skills: As well as being taught key skills in Physical Education, students will in addition develop key life skills: Timekeeping and meeting deadlines, effective communication and problem solving. These are key skills needed by all employers. |

## GCSE Psychology

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| **Exam Board** | Pearson |
| **Specification Code** | 1PSO |
| **Led by** | Mrs S. Mallison |

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| **Assessment** | Examination: 100% |

## About the Course

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| What you will cover: Psychology is a social science and studies the human mind and behaviour. Research in psychology seeks to understand and explain how we think, act and feel. There are lots of types of psychology: - cognitive psychology, developmental psychology, biological psychology and social psychology that the Pearson course touches on. The course gives an introduction into these different disciplines and covers seven topics- “Development”, “Memory”, “Psychological problems”, “The brain and Neuropsychology”, “Social influence”, “Criminal psychology” and “Sleep and dreaming”. As well as these topics, we also consider how psychologists go about finding things out, so we consider the research methods used in their investigations and this forms the eighth topic studied. The course addresses many interesting issues such as, are some people born to kill? Why don’t we help others? What are dreams? Why do we follow orders so easily? What causes antisocial behaviour disorder? You will never see yourself or others in the same way again! |
| Why choose this subject: If you are fascinated by the idea of understanding the brain - if you want to grasp the complexities of human behaviour - GCSE Psychology is for you. Psychology compliments all areas and subjects. Its focuses on the human mind, behaviour and thinking and it also instils skills in research, analysis, communication and organisation that go well beyond the value of the material covered. **Please note- there is a significant amount of science and maths content in this subject.** |
| The future: This subject is worth one GCSE grade. Employers and universities value and respect Psychology as they recognise the complexities of the subject which requires a range of useful transferable skills. This course also provides the foundation for you to carry psychology forward to AS & A2 Level offered at local sixth form colleges. With Psychology as a qualification, you can enter a wide range of employment sectors; such as social work, educational psychologist, the police force, human resources, forensics psychologist, sports psychologist, teaching and many more. |

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**Pathway A**

**2019-2022 Subject Choice Form**

Name:...……………………………….................... Mentor Group: 8…………....

It is important to choose alternative subjects in case your preferred course does not run. This can happen if not enough students wish to study a subject. Please indicate your first and second preferences in Block A and B. Then indicate up to 4 subjects for Blocks C and D.

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|  | Block A | Block B | Block C | Block D |
| Preference 1 |  |  |  |  |
| Preference 2 |  |  |  |  |
| Preference 3 |  |  |  |  |
| Preference 4 |  |  |  |  |

Student’s Signature: ………………………… Parent’s Signature: ……………………….

Please return this form to your Mentor by Friday 25th January 2019. If you do not return your form by this date you may not get any of your preferences.