



'An Academy to be Proud of'

KS4

Options Choices

2021-2023

Message from the Headteacher

March 2021

Dear students and parents/carers,

Year 9 students at Armfield Academy have reached a very important stage in their education, where decisions need to be made about the courses they will follow in Years 10 and 11. These courses lead to public examinations, and will have a strong bearing on choices that are made beyond Year 11.

At this moment in time, students might not know what future career paths they would like to follow. It is therefore important to study a broad range of subjects. This will allow access to many careers in the future. Evidence shows that today's students will potentially experience many changes of career in a lifetime.

This booklet, as well the advice and guidance that students will receive, are intended to help make decisions about the subjects that students will study. This can all seem quite daunting so it is important to be well informed and ask plenty of questions of subject staff and senior staff. We have made information available on the school website and will offer a chance for you to talk to staff face to face (socially distanced of course) or over the telephone if you would prefer.

As you might have been aware, the Government introduced the English Baccalaureate (EBacc for short) some years ago. This is not a qualification, but a measure of how many students achieve good GCSE passes in maths, English, two sciences, (including computer science) history or geography and a modern language. Our options system has been adapted to reflect this and our commitment to providing a broad and balanced curriculum.

We want every student to achieve his or her full potential and students do their best when staff and students work in harmony and partnership. In enabling students to make the right curriculum choices, we will make a significant step towards achieving our shared aim.

I hope you find this booklet useful and I look forward to working together over the coming weeks to ensure the correct decisions are made.

Yours sincerely,



M Kilmurray
Headteacher

Changes to GCSE Grades

Grades in all GCSE subjects are now grade 9-1; with 9 being the high grade. Aproximate grade comparator:

| New GCSE Grade | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|----------------|---|---|---|---|---|---|---|----|---|
| Old GCSE Grade | G | F | E | D | C | B | A | A* | |

Terminology that may help your child

| | |
|--|---|
| Core | These are compulsory subjects: English, maths, science, PE, PSHE/RE |
| Options Choices | There is an element of choice about which of these subjects to study |
| Level 1 | GCSE grades 3-1 or equivalent (grades 3-1 have replaced grades D-G at GCSE) |
| Level 2 | GCSE grades 9-4 or equivalent (grades 9-4 have replaced grades A*-C at GCSE) with grades 5+ being classed as strong pass grades |
| GCSE | A course graded 9-1. These are assessed mainly or solely by examination (see individual subject guides for further information) |
| BTEC / OCR National / Technical Award | Vocational qualifications, graded pass/merit/distinction/distinction*, and equivalent to a GCSE. Mostly portfolio/coursework based, with an exam element (see individual subject guides for further information). Designed to equip students with applied knowledge and associated practical skills; and closely aligned with the world of work |
| Facilitating Subjects | The Facilitating Subjects are: maths, English, sciences (including computer science), geography, history and modern foreign languages. Please see link below regarding the value, placed on these subjects |
| Full EBacc (EBacc = English Baccalaureate) | For students to achieve the full EBacc they must attain GCSE grade 5+ in maths, English, at least two science, one of history or geography and a modern foreign language |

What sort of future planning should students be doing?

Where possible, if students have a goal to aim for, this can help focus their choice of courses. Having said that, we fully understand that many students will either not have a career path planned out or may change their plans. Our curriculum has the flexibility to accommodate this and we would also encourage students to choose a broad range of qualifications over Years 10 & 11, to keep their future options open.

Attainment 8

The government has set a new Level 2 threshold measure called Attainment 8. Attainment 8 is starting to become part of the admissions criteria for some further or higher education establishments and employment; as previous measures have, for example 5+ A*-C. A student's Attainment 8 score not only indicates their average grade, it also demonstrates performance across a range of subjects. It expects students to have achieved best possible grades in:

- GCSE Maths and GCSE English
- Any three GCSE qualifications from the Sciences, geography, history or modern foreign languages
- A further three qualifications which can be either BTEC/OCR National/Technical Award, GCSE or other approved qualifications

We will therefore support students in the core curriculum and through their options choices to achieve this threshold.

Frequently Asked Questions

What if students cannot do their chosen course?

We build the options subject blocks based on student choices rather than ask them to pick from pre-determined blocks, so we hope that the courses offered will be available to all the students who want them but we will ask you to give us two alternative/reserve choices

Despite every effort to give all students their preferred choice, this may not always be possible. Alternatives may have to be considered if:

- Too many students opt for a particular course
- Too few students select a particular course
- We wish to advise a better range of courses to meet a student's needs
- Combinations of courses are chosen which don't work once the blocks have been created

We will write to you in the summer term to confirm your choices.

Can students change their mind?

We always do our best to ensure that all students' choices can be matched but please bear in mind that students who submit choices after the deadline may not find it possible to be placed on their first choice courses. As soon as the options deadline has passed, work begins on timetabling. Alterations to choices may not be possible from this point on wards.

Once a decision has been made and a course begun, it is extremely difficult to make any changes. It is therefore essential that time and thought be given to the combination of courses to be taken.

What support is available to help decide which options to take?

1. Subject staff will be available via telephone or appointment, week beginning 5th March
2. Students are welcome to discuss course choices in relation to their future career plans and current level of performance with subject staff during the academy day, over the next few weeks

Filling in and submitting the form

When you fill in the form it is important to put your choice in order with your most preferred choice first and it is equally important to think about the order for your next choice of subjects. Your option choices are checked against what staff might recommend for you. If you do not fill in the form fully there may be a delay in your options being submitted.

Deadline for handing in the form

The deadline for completing the form is Friday 19th March. You can complete your option form earlier and submit it before the deadline closes but this does not mean that your options choices will be considered ahead of anybody else. All options will be dealt with after the closing date.

What happens next?

We will collate your option choices and then confirm the choices you selected by letter in the summer term. If there are any problems with your choices we will speak to you as soon as possible.

Important dates

Week commencing Monday 15th March - Opportunity to speak to staff about the process of specific subject information
Friday 19th March - Deadline for submitting the options form

Careers Education & Guidance Programme

Our vision is that by the age of 25 all Armfield Academy students will have experienced an outstanding and enjoyable education and be able to sustain the life of their choice. They will be independent, thriving economically and making a real positive contribution to their communities.

Personal, Social, Health Education and Careers Information, Advice and Guidance (PSHE/CIAG) is advice and support we offer our students to help them develop as young people, active citizens and prepared to make appropriate decisions about their future.

Key information about careers is provided to our students with a structured way within the school's programme of PSHE and the curriculum, because they need a realistic expectation of what each option entails and support to help them make decisions that reflect their ability, potential, aspirations and learning preferences.

Every student at Armfield is encouraged to have high aspirations for their future, develop their life skills and make the most of their academic ability and talents. We help our students prepare for the next stage of education and employment; applying for sixth form, college, apprenticeships and the world of employment by providing regular and timely careers guidance and encounters with local organisations and institutions.

Through Armfield's partnerships with our Enterprise Co-ordinator and Adviser, we are building links with leading local employers in all sectors. We are using the platform "Start in Blackpool" to explore the industries available within our own local area, we share careers information in assemblies or at events to inspire our students and provide them with crucial local labour market information.

All subjects provide specific subject related information at all key stages and all areas of the curriculum integrate the development of employability skills into their lessons. Local STEM providers such as BAE Systems are also invited regularly to offer students an overview of their progression pathways through interactive sessions.

During National Careers Week there will be a variety of opportunities for students to experience the world of work through their different subjects and also a number of virtual tours of higher education establishments.

Our PSHE/CIAG provision is evaluated with students, teachers and employers on an annual basis. The school also measures how its careers education meets the eight Gatsby Benchmarks which are the national standard in this area.

1. A stable careers programme.
2. Learning from careers and labour market information.
3. Addressing the needs of each student.
4. Linking curriculum learning to careers.
5. Encounters with employers and employees.
6. Experiences of workplaces.
7. Encounters with further and higher education.
8. Personal guidance.

Connecting GCSEs to Careers

To help you to start thinking long-term you will find information below that connects each GCSE option to some of the careers they relate to including the skills you will develop.

Remember- if you choose a GCSE it doesn't necessarily mean you'll end up with a career relating to it. It's never too early to start thinking where your skills and interests could lead you.

| Future Prospects | | | Careers | Skills |
|------------------|--|---|--|--|
| English | | GCSE English is vital for a whole range of employment options, college and university courses. For most jobs, employers will look for good communication skills, both written and spoken, and the ability to read with insight and understanding. | Barrister Teacher Politician Solicitor Journalist Writer Actor / Actress Counsellor Social Worker Public Relations Officer Librarian Psychologist | <ul style="list-style-type: none"> • Written and verbal communication • Information handling • Planning essays, reports and projects • Persuasion • Negotiation • Presenting points of view • Research |
| | | | | |
| | | | | |
| Maths | | Just about everything! People with Maths qualifications can go into accounting, medicine, engineering, forensic pathology, finance, business, consultancy, teaching, IT, games development, scientific research, programming, civil service, design, construction and astrophysics. | Software Engineer Economist Aerospace Engineer Financial Advisor Accountant Quantity Surveyor Civil Engineer Architect Graphic Designer | <ul style="list-style-type: none"> • Calculation • Problem-solving • Budgeting • Planning • Research • Interpreting statistics • Analysing data |
| | | | | |
| | | | | |
| Science | | <p>All of these Science subjects - Biology, Physics and Chemistry- can be taken up to a higher level of education. Next steps include:</p> <ul style="list-style-type: none"> • AS/A2-Level in Biology, Physics and/or Chemistry • BTEC Level 3 • NVQ Levels 2 to 5 • Intermediate and Advanced Level Apprenticeships <p>You can pursue your preferred subject to a higher level or take a number of Science subjects alongside each other. Science subjects provide a good basis for further education and they develop a range of skills including analytical abilities, evaluation, planning and observational skills.</p> | Astronomer Physicist Chemical Engineer Midwife Doctor Biologist Forensic Scientist Veterinary Surgeon Zoologist Research Scientist Science Teacher Mechanical Engineering Geologist Meteorologist Surgeon Nurse | <ul style="list-style-type: none"> • Planning • Health and safety • Data analysis • Data interpretation • Statistics • Critical thinking • Observation • Attention to detail • Problem-solving • Communication • IT |
| | | | | |
| | | | | |

| Future Prospects | | | Careers | Skills |
|------------------|--|--|---|--|
| Geography | | | | |
| | | <p>There are a wide range of career options available to students who study Geography. Geography is a dynamic subject, which lends itself to most occupations. It is a relevant subject as it covers issues such as concern for the environment and the issue of sustainability. As an academic subject, employers are keen to employ students who have been successful in Geography.</p> | <p>Town Planner Geographer Travel Agent Logistics Manager Surveyor Humanitarian Environment Planner Conservation Officer Geospatial Analyst</p> | <ul style="list-style-type: none"> • Research • Evaluation of evidence • Writing • Construction of reasoned arguments • Communication • Problem solving • Planning • Prediction • Record-keeping • Cataloguing • IT |
| | | | | |
| History | | | | |
| | | <p>History can open the door for many different careers such as Law, teaching and management roles. Often the ability to look to the past can help you to understand the present and employers will always favour this.</p> <p>History develops a wide variety of skills and abilities that are useful and relevant to many careers. It develops skills in reasoning and arguing your point, which are useful to people working in law and accountancy so it is a subject that is highly valued by employers, colleges and universities.</p> | <p>Barrister Historian Museum Curator Archaeologist Archivist Anthropologist Media Researcher Broadcast Journalist Politician Teacher</p> | <ul style="list-style-type: none"> • Research • Evaluation of evidence • Writing • Construction of reasoned arguments • Communication • Problem solving • Planning • Prediction • Record-keeping • Cataloguing • IT |
| | | | | |
| Languages | | | | |
| | | <p>Many professional and international companies seek employees who are able to speak a foreign language, and will often pay a higher salary for this skill.</p> <p>Almost all University courses include an option to add study of a foreign language and / or study abroad.</p> | <p>Translator PR Officer Reporter Journalist Speech Therapist Tour Guide Humanitarian Copywriter Diplomat Marker Researcher</p> | <ul style="list-style-type: none"> • Communication in at least two languages • Translation and interpretation • Knowledge of grammar • Writing • Presentation • IT • Cultural awareness • Adapting to new surroundings • Team-working and working alone |
| | | | | |

| Future Prospects | | | Careers | Skills |
|---------------------|--|--|---|--|
| Art, Craft & Design | | <p>A GCSE in Art, craft and design will prepare you for AS and A-level, where the same titles are available. If you're creative and imaginative, a career in art could be just what you're looking for to express yourself. Art may not be a vocational subject – that is, one that leads to a specific career – but this doesn't mean it won't be a good preparation for the world of work.</p> <p>Whether you choose to specialise in a specific field of art, the skills you gain during your studies are likely to be highly valued and transferable to many sectors, including specialised art careers as well as many others. In the majority of the art careers it is essential or highly advantageous to have a varied portfolio of work to show prospective employers, including some of your own original ideas as well as coursework.</p> | <p>Artist Graphic Designer Crafts Designer Furniture Designer Illustrator Art Auctioneer Gallery and Museum Curator Film and Video Editor Landscape Designer Textile Designer Web Designer Games Designer Interior Designer Photographer</p> | <ul style="list-style-type: none"> • Technical abilities • Practical skills • Creativity • Communication skills • Design and craft skills • Decision making • Collaborative working |
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| | | | | |
| Photography | | <p>Many photographers are freelance and you could do a mix of contract work and following your own interests. You could extend your range into other areas of photography like product, property, aerial or corporate work. With training, you could also work within the armed forces, as a press or police photographer. If you do specialist qualifications after your GCSEs, you could find jobs in medical photography or illustration. Photography is very competitive, so you'll need creativity and technical skills to make money. You'll also need finance for equipment, a space to work in, and some business and admin skills. You could increase your income by selling your images independently.</p> | <p>Agent Assistant photographer Director of photography Drone pilot Medical illustrator Photographic stylist Photographic technician Graphic designer Magazine features editor Television camera operator</p> | <ul style="list-style-type: none"> • Creativity • Technical photography skills • Patience and concentration • Attention to detail • Strong networking skills • Team working skills • Research • Evaluation of evidence • Writing • Communication • Problem solving • Planning • Prediction • Record-keeping • Cataloguing • IT |
| | | | | |
| | | | | |
| Hospitality | | <p>The hospitality industry is a highly varied one, which is why it's appealing to people from a multitude of backgrounds and skills. In general, hospitality is any job that involves working with customers face-to-face, or working behind the scenes in positions that may include food service and catering. Employers in this field range from smaller, family-run businesses to international organisations.</p> <p>There's a niche career for anyone interested in applying their unique skill set to the hospitality industry. Although hotels and travel cover a significant portion of the industry, these two areas are far from the only options available. In England, the hospitality sector has been boosted by economic conditions, making it a thriving industry that's constantly expanding.</p> | <p>Restaurants, eateries, and catering Event and conference planning Bars, pubs, and clubs Travel agencies and tourism Hotel management and hotel staff Business and marketing Tour guides and tour operators Passenger services Cafes, coffee houses, and juice bars Entertainment organisers Customer service representatives Spas, fitness, and health and wellness facilities</p> | <ul style="list-style-type: none"> • Communication. Communicating clearly and professionally through your speech, writing, and body language is essential to good customer service in hospitality • Resilience • Initiative • Multitasking • Adaptability • Attention to detail • Cultural awareness • Compliance training |
| | | | | |
| | | | | |

| Future Prospects | | Careers | Skills |
|-------------------------|--|---|---|
| Performing Arts (Drama) | <p>The performing arts are a major part of the creative and cultural industries in the UK. Overall, the industry contributes £3.5 billion to the UK economy. There are 5,480 businesses and 101,593 people working in the performing arts sector. Study of this sector at Key Stage 4 will provide an opportunity for practical exploration and application alongside conceptual study, leading to strong opportunities to progress at post-16.</p> <p>A BTEC in Acting shows an employer that a student has confidence and good communication skills and an ability to work independently. It is an excellent subject to take in order to show diversity of interest and creativity. Acting graduates are statistically proven to be those who found employment the easiest after leaving university.</p> | <p>Actor Broadcast Journalist PR Manager Set Designer Film Producer School Teacher Screenwriter Film Director Drama Therapist Youth Worker Theatre Director Technical Theatre Design Drama Teacher</p> | <ul style="list-style-type: none"> • Knowledge and understanding of Style, genre and social context • Performance techniques - interpretation, improvisation, voice, physicality, stage relationships with others • Design skills • Technical abilities • Practical skills • Collaboration and communication skills • Enquiring and reflective minds • Independent thinking and working |
| Religious Studies | <p>A GCSE in Religious Studies is a stepping stone to a wide range of future opportunities. The skills you develop will support you in further studies and employment.</p> <p>Religious Studies provides a good background for any career where understanding people is an asset. Employers like to know that applicants have thought a bit about themselves and their place in the world. They expect them to be able to work with a wide range of people- often from different cultures- and to treat them all with courtesy and respect. In helping you to develop such understanding and insights about yourself, Religious Studies has a real part to play. These skills are vitally important in all careers especially professions such as the police, retail, teaching, the law, the caring professions and the armed forces, in fact any profession that brings you into contact with other people.</p> | <p>Journalist Editor Politician Government/Civil Service Policy Manager Legal Services Police Service Charity sector Counsellor Marketing</p> | <ul style="list-style-type: none"> • Research, analysis and presentation skills • Critical thinking skills and the ability to interpret information. formulate questions and solve problems • Organisational and time management skills • Team-working and communication skills • Writing skills, including accurate referencing and the ability to construct a reasoned argument • IT skills • Empathy • The ability to work methodically and accurately • Independence and the ability to think for yourself |
| Sport | <p>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 Sports courses such as A Level Physical Education and BTEC National Diploma in Sport and Exercise Sciences. Candidates who successfully follow this pathway can look towards a career in a range of different professions.</p> | <p>Sport Professional Sports Coach Sports Development Officer Physiotherapy Biomechanist Sports Scientist Physiologist PE Teacher Personal Trainer Sports Coach Professional Athlete Sports Development Officer</p> | <ul style="list-style-type: none"> • Team work • Presentation and oral communication • Time management and planning • Keeping to rules • Health and safety • Determination • Motivation - self and team • Resilience |

How to make your choice of options

1

- Read the booklet
- Consider all options on offer
- Think about the EBacc subjects
- Think about your strengths and how the subjects on offer will match these

2

- Discuss your ideas with parents/carers and staff
- Be prepared to change your mind based on advice from parent/carers and staff
- Make good use of the options booklet and discuss with staff

3

- If necessary contact staff to discuss your options
- Complete the options form
- Make sure you list your choices in order of preference
- Make sure you have done this with you parent/carer
- Complete the form by 19/03/21

4

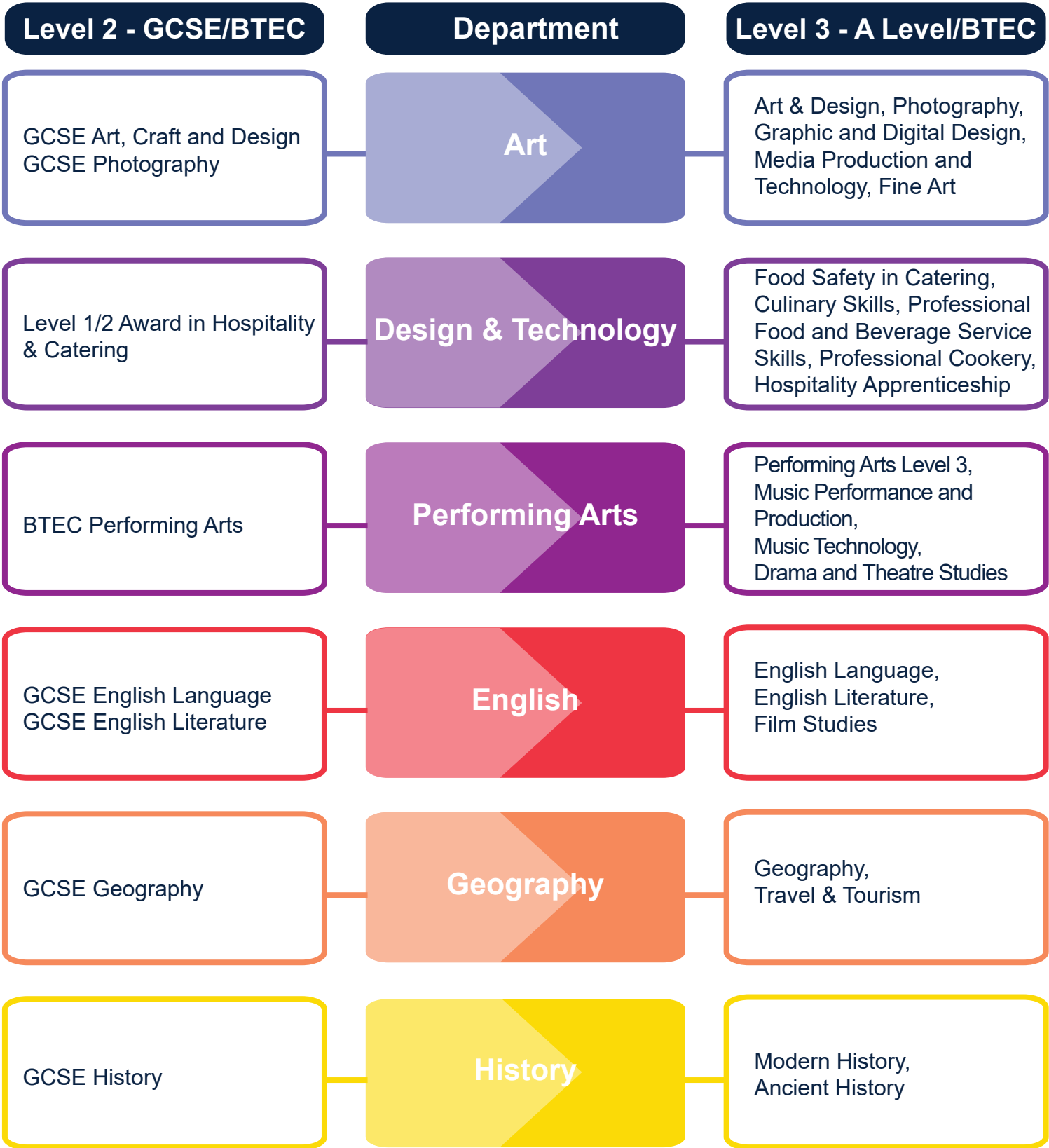
- Staff will look at your options choices and make sure these are right for you
- Your choices will be passed to subject staff to confirm you are right for the specific course

5

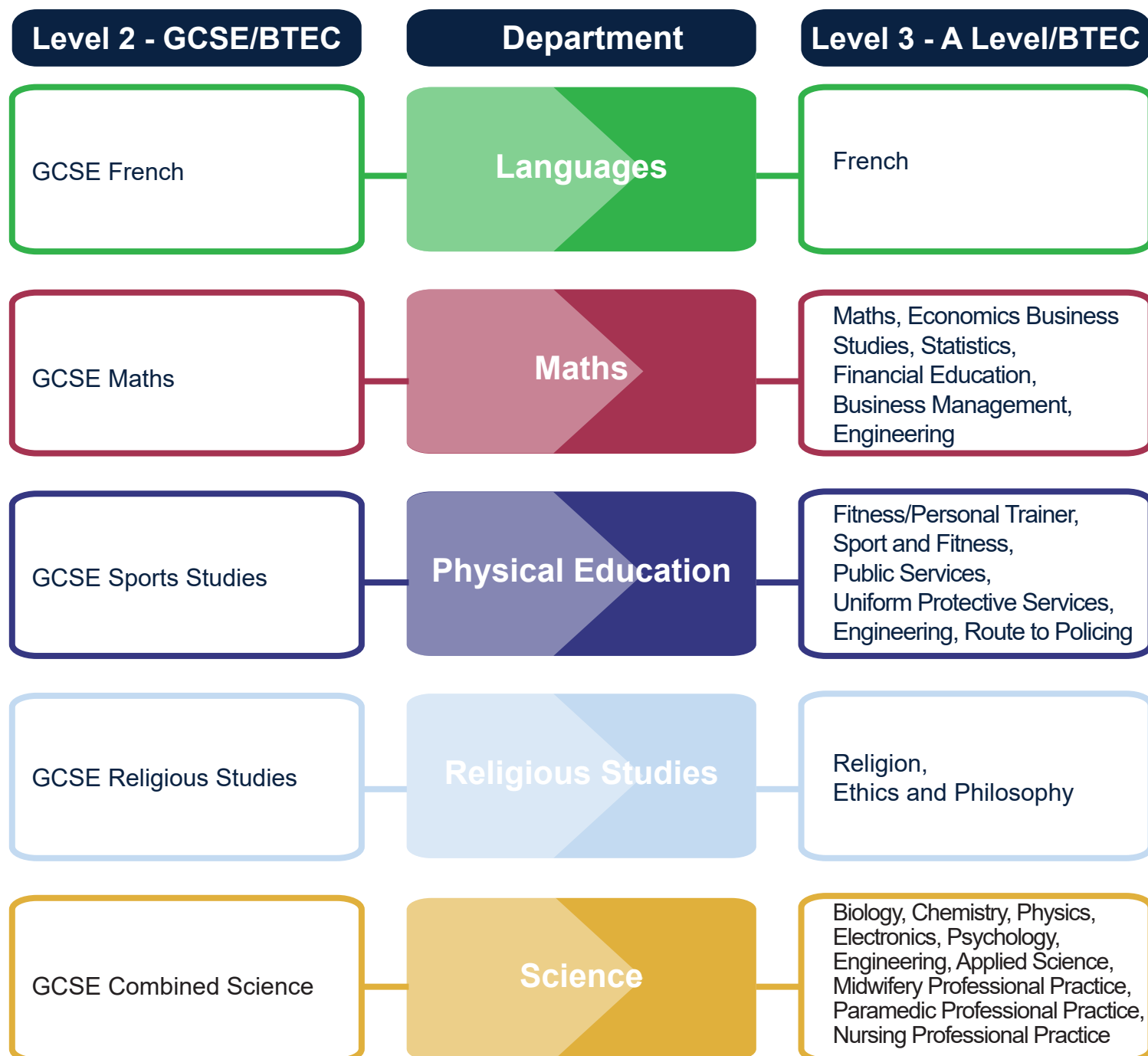
- The Academy will confirm your successful option choices
- This will be sent to you in the Summer term 2021

14-19 Pathway through Education

The information below shows subjects grouped at GCSE and Post 16 courses. Not all GCSE and BTEC courses in each group lead directly onto the Post 16 course - more guidance on this should be sought from subject leaders.



14-19 Pathway through Education



Core Curriculum: Pathway V

All students on this pathway will study the following subjects:

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Combined Science (2 GCSEs)
- Core PE
- PSHE / RE

Students will also choose THREE options from:

- French
- Geography
- History
- Religious Studies
- Art, Craft & Design
- Photography
- Performing Arts
- Sports Studies
- Hospitality & Catering

Physical Education

Physical education, sport and regular physical activity is part of a deep, rich, broad and exciting curriculum. It provides children and young people with the opportunity to express themselves physically, challenge themselves and others, experience different environments and activities, work together and release energy which helps de-stress and lowers anxiety levels. Research is very clear about the benefits of physical activity and with the growing concern surrounding social, emotional and mental well-being, particularly amongst children and young people. All year 10 pupils will receive two hours of PE to complement their curriculum choices and provide them with the opportunity to get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

PSHE

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps young people to stay healthy and safe, while preparing them to make the most of life and to meet their full potential both academically and socially. In year 10, PSHE lessons will include some focus on the relationships and sex education (RSE) aspect of this programme, this falls into the 'Relationships' units. The other two units covered are called 'Health & Wellbeing' and 'Living in the Wider World'. All pupils will receive an hour of PSHE on their weekly timetable as part of our core offer.

Religious Education

Religious Education is a statutory requirement. Through this non-examined course students will reflect on the fact that the religious traditions of Great Britain are, in the main, Christian, whilst taking into account other principal faiths represented in this country - Buddhism, Hinduism, Islam, Judaism and Sikhism including non-religious world views such as Humanism.

The following are some of the questions that pupils will be exploring:

- What does it mean to be human? (The value and nature of human life. How faith or no faith affects the choices we make in life.)
- Do you need to be religious to be moral? (Relationships, drugs, crime and punishment).
- How do religion and science relate to each other? (Including medical ethics)

Core Subject - English (GCSE)

SYLLABUS TITLE: GCSE English Language [8700] & GCSE English Literature [8702]

AWARDING BODY: AQA

Course Outline - What will you learn?

The GCSE English Language course equips students with the key reading, writing and spoken language skills to assist them when they enter the wider world of further education and employment. It involves studying both fiction and non-fiction texts from the 19th, 20th & 21st centuries and writing in a range of genres and styles, including creative writing and viewpoint writing.

The GCSE English Literature curriculum provides pupils with the analytical skills to approach and understand a variety of literary texts including poetry, prose and plays. The subject inspires and enhances every learner's personal writing style as they study respected, classic writers from the Shakespearean era through to today's contemporary period. The discussion of topics and ideas that influence these texts allows students to examine their own cultural heritage and the development of societal attitudes in both history and presently in the modern world.

GCSE English Language

Paper 1 – Explorations in Creative Reading & Writing

Paper 2 – Writers' Viewpoints & Perspectives

GCSE English Literature

Paper 1 – Shakespeare ['Romeo and Juliet'] & the 19th Century Novel ['A Christmas Carol']

Paper 2 – Modern Play ['An Inspector Calls'] & Poetry ['Power and Conflict' Anthology]

Spoken Language

An individual speech based on a topic of choice

Both courses are examination-only with 9-1 GCSE grades awarded following national assessments at the end of Year 11. The spoken language element is assessed separately in an individual speech activity [classroom-based and teacher assessed]. This aspect has no bearing on GCSE grading, but is judged as either a pass, merit or distinction and referenced on each student's GCSE English Language certificate.

Support Available

Regular and expert feedback, revision guides, passionate teaching supported by high-quality resources, Google Classroom platform for additional and virtual learning/revision, AQA course materials to aid learning, weekly word quizzing and 'WiKi' vocabulary strategy support, booster sessions etc.

Progression & Career Opportunities

The ability to read, write and communicate is vital for all forms of further education and employment.

For college and university education, possible learning pathways include AS & A levels and a degree in English Language, English Literature, creative writing, media studies, journalism, drama/performance and theatre studies.

The skills acquired when studying these courses are keenly sought and expected by employers within most skilled work/industries. Specifically, these GCSEs can lead to opportunities in the following industries or roles:

- | | | |
|------------------|-------------------------|--------------------|
| ● Journalism | ● Drama and performance | ● Advertising |
| ● Publishing | ● Law | ● Marketing |
| ● Education | ● Social work | ● Editor |
| ● Creative media | ● Librarian | ● Customer service |

Core Subject - Maths (GCSE)

SYLLABUS TITLE: Edexcel GCSE (9-1) Mathematics (601/4700/3)

AWARDING BODY: Pearson Edexcel

Assessment

You will be assessed using the new 9 - 1 grading system where 9 is the highest grade. There has been an increase in breadth and depth of content and a greater emphasis on questions at the highest grades.

The assessment is available at two tiers of entry:

Foundation tier will cover grades 1-5

Higher tier will cover grades 4– 9

Each entry level consists of 3 exam papers which have to be taken at the end of Year 11.

Paper 1 – Non-calculator: 1hr 30mins

Paper 2 – Calculator: 1hr 30mins

Paper 3 – Calculator: 1hr 30mins

Course Outline - What will you learn?

Using a mastery approach, you will be encouraged and supported in developing logical reasoning and problem-solving skills. You will learn and apply skills using the CPA (Concrete, Pictorial, Abstract) approach, as the GCSE is designed to build on the learning from previous key stages. The aim is to build mathematical confidence by creating links between the topics studied and their importance in real life and society. This course also offers opportunities to develop your IT and communication skills.

All of the attributes required for this course are what potential employers will look for, as well as being useful to you if you choose further and higher education.

Support Available

As well as lessons planned to support and engage, teachers will also be available before and after school as well as break and lunch times.

We also offer a range of online resources to support and extend learning beyond the classroom.

Progression & Career Opportunities

Maths can open doors to some of the highest paid, interesting and rewarding jobs in the world.

- Aerospace Engineer
- Economist
- Statistician
- Cryptographer
- Astronomer
- Optician
- Games Designer
- Software Tester
- Accountant
- Teacher

Core Subject - Science (GCSE)

SYLLABUS TITLE: GCSE Combined Science Trilogy (8464)

AWARDING BODY: AQA

Assessment

You will be entered for two 9-1 GCSEs (higher or foundation tier)

There are two exam papers for each science (6 in total). These are each 1 hour and 15 minutes long. Within these exams, you will be expected to know details about 'required practical activities' which will be covered in lessons.

All exams take place during the summer term of year 11.

Course Outline - What will you learn?

Studying science will help you develop your understanding of the fundamental concepts of how the world works. You will cover a wide range of underlying big ideas and build on your knowledge from KS3. As science is primarily the application of knowledge, you will be carrying out practical investigations and relating this to given situations.

Within each science you will study;

Biology: 1. Cell biology, 2. Organisation, 3. Infection and response, 4. Bioenergetics, 5. Homeostasis and response, 6. Inheritance, variation and evolution, 7. Ecology.

Chemistry: 1. Atomic structure and the periodic table, 2. Bonding, structure, and the properties of matter, 3. Quantitative chemistry, 4. Chemical changes, 5. Energy changes, 6. The rate and extent of chemical change, 7. Organic chemistry, 8. Chemical analysis, 9. Chemistry of the atmosphere, 10. Using resources.

Physics: 1. Energy, 2. Electricity, 3. Particle model of matter, 4. Atomic structure, 5. Forces, 6. Waves, 7. Magnetism and electromagnetism.

Support Available

Teacher support is available before and after school as well as at breaks and lunch time. Extra support sessions may be put in place if the teacher deems this necessary.

Who is this course for?

The course is aimed at all learners who wish to continue a deeper, academic study of science. Lessons will be in the same format as you have already experienced, with a large practical focus where applicable. Some questions are shorter answers and some require more extended responses and you will have the opportunity to investigate your predictions within class. We always ask that you try your best and take an active role in lessons and your learning, coming well equipped every lesson.

Progression & Career Opportunities

People with GCSEs in Science are some of the most employable people in a wide variety of careers. Science opens up opportunities in a wide range of careers:

- Medicine
- Dentistry
- Animal Health
- Music
- Technology
- Sport Science
- Engineering
- Psychology

And some careers you may not have thought of ...

- Finance
- Medicine
- Marketing
- Photography
- Art Restoration
- Media & Film Technology
- Food Technology

French (GCSE)

SYLLABUS TITLE: GCSE French Specification Code 8658

AWARDING BODY: AQA

Assessment

GCSE Examination. There is no course work and all exams are taken at the end of Year 11.

The course comprises 4 key skill areas, all of which are worth 25% of the final GCSE. All examinations are internally conducted and externally assessed.

Unit 1 (25%) Listening

Unit 2 (25%) Speaking

Unit 3 (25%) Reading

Unit 4 (25%) Writing

AQA GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). All four question papers are taken at the same tier. Your teacher will work with you and your family to discuss the best tier of entry for you as you progress through the course.

Course Outline - What will you learn?

You will build on the language skills and knowledge developed in the first 3 years of French in KS3 and continue seamlessly into the 2 year AQA GCSE course. You will study a broad range of interesting topics relating to the French language and the culture of French-speaking countries.

By following the AQA syllabus, you will study all of the following themes.

Theme 1: Identity and culture;

Theme 2: Local, national, international and global areas of interest;

Theme 3: Current and future study and employment.

You will notice a cross-over of topic-related vocabulary and frequent opportunities to revisit and deepen your knowledge of key structures and language, helping you to commit these to long term memory. Grammar topics covered in KS3 are revisited and broadened significantly in KS4.

Support Available

A course textbook linked to the exam board and a broad range of other interactive resources to develop confidence and competence in the 4 key skill areas will closely support your learning.

You will also be given your own copy of a revision guide to use from the start of the course. This is your own and can be added to with notes and worked examples and it will become a highly personalised, revision-ready resource.

As well as support via Google Classroom that you are now used to, you will also have your own login details to an online resource that matches the course book to allow you to further practise your skills in school and at home.

Who is this course for?

This course is suited to all students, but it is particularly beneficial to those that have an interest in other cultures and broadening their horizons. By studying a language, you will most certainly develop key skills, including excellent communication and listening skills, that will support you in all areas of the curriculum and ultimately build skills for life!

Learning a language is fun and exciting! It is both challenging and rewarding and indeed is envied by many people who understand the importance of being able to speak another language.

Progression & Career Opportunities

GCSE French will prepare you for further language study at A level and beyond, with many universities now requiring a GCSE foreign language qualification to access many of their courses.

Continuing to study a language could open up a whole range of exciting career pathways. We live in a multilingual, global society and current research shows that employers, now more than ever, actively look for employees with skills in a foreign language.

Geography (GCSE)

SYLLABUS TITLE: GCSE Geography (8035)

AWARDING BODY: AQA

Assessment

Paper 1: Written exam: 1 hour 30 minutes. 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG)). 35% of GCSE

Paper 2: Written exam: 1 hour 30 minutes. 88 marks (including 3 marks for SPaG). 35% of GCSE.

Paper 3: Written exam: 1 hour 15 minutes. 76 marks (including 6 marks for SPaG). 30% of GCSE. Pre-release resources booklet made available 12 weeks before Paper 3 exam

Course Outline - What will you learn?

This exciting course is based on a balanced framework of physical and human geography. It allows students to investigate the link between the two themes, and approach and examine the battles between the man-made and natural worlds. GCSE geography is topical and relevant involving a wide range of skills and concepts. Geography provides you with the opportunities to find out more about the challenges and opportunities the world offers, and how to get involved. Explore the way different landscapes developed and the great natural forces involved, learn more about natural processes and how people shape the planet on which we live. To understand the way today's global industries are influenced by geography.

Paper 1 - Living with the physical environment

The challenges of natural hazards - earthquakes, volcanoes, hurricanes, climate change and extreme weather events in the UK.

The living world - UK ecosystem, tropical rainforests and cold environments.

Physical landscapes in the UK - river and coastal landscapes.

Paper 2- Challenges in the human environment

Urban issues and challenges - urban change and growth around the world , sustainability of resources and transport in urban areas.

The changing economic world - the gap between rich and poor countries, location of multinational companies, employment structures in different countries, the economic situation of the UK.

The challenge of resource management - Global supply and demand for food, water and energy, demand for food supply globally and locally and different strategies to increase food supply in both HIC and LIC

Paper 3 - Geographical Applications

Issue evaluation - A pre-release booklet will be available twelve weeks before the date of the exam . Students will apply knowledge and understanding to interpret, analyse and evaluate the information and issues in the booklet. They will also use geographical skills to set the issues in context and to examine conflicting viewpoints about the issues.

Fieldwork - Pupils must complete fieldwork. Pupils will be taken to two different places over the course of the two years to complete fieldwork enquiries. In paper 3 there will be questions based on the use of fieldwork materials from an unfamiliar context and questions based on students' individual enquiry work.

Support Available

Course textbooks, revision guides and sample assessments.

All students will be provided with relevant hand outs and revision material throughout the course.

Who is this course for?

Those people who have a natural curiosity about the world that they are living in and the future that it holds.

People who are able to work independently and as part of a team, conscientious and hard-working attitude, able to problem-solve and make decisions. There will be maps and graphs to interpret so your skills from maths and science will be called upon throughout your time in geography.

Progression & Career Opportunities

As a result of the broad spectrum of skills you gain while studying geography there is a wide range of career options available to you which could include:

- | | | |
|-----------------------|--------------------------|----------------------------|
| • Economic developer | • GIS specialist | • Air-worker |
| • Location analyst | • Remote sensing analyst | • Diplomat |
| • Eco-tourism advisor | • Planner | • Charity co-ordinator |
| • Media researcher | • Estate agent | • Flood prevention officer |
| • Cartographer | • Social worker | • Weather |

History (GCSE)

SYLLABUS TITLE: GCSE History (8145 GC)

AWARDING BODY: AQA

Assessment

At the end of the course, you will be entered for a 9-1 GCSE. There are no tiered papers and all students will sit the same examination in the summer of Year 11. This is organised as follows:

- Paper 1: Understanding the Modern World (2 hours, 50% of GCSE Grade). Assessing understanding of events in modern world history.
- Paper 2: Shaping the Nation (2 hours, 50% of GCSE Grade). Assessing understanding of key developments and events in British history.

Course Outline - What will you learn?

Throughout the GCSE History course, you will study different aspects of the past and engage with key issues such as conflict, understand what drives change and how the past influences the present as part of a wider story of human history. The course strikes a balance between depth and breadth studies and British and world history. It is divided into the following areas:

One Period Study (Germany 1890-1945, Democracy to Dictatorship)

This unit will focus upon a turbulent half century of change in Germany – the development and collapse of democracy and the rise and fall of Adolf Hitler and Nazism.

One Thematic Study (Britain: Health & the People c. 1000 – the Present Day)

This thematic study will allow students to gain an understanding of how medicine and public health have developed in Britain over a long period. Students will consistently consider the process of change and continuity, the rate of change, the impact of change and the significance of change.

One Wider World Depth Study (Conflict & Tension: The Inter-War Years, 1918-1945)

This unit will focus upon the development of international conflict and tension in the aftermath of the First World War. It will explore the causes of the Second World War, as well as how conflict occurred and why it proved difficult to resolve international issues and disagreements.

One British Depth Study (Elizabethan England c.1568-1603)

This unit will allow students to focus on a depth study of the last 35 years of the reign of Elizabeth I, as well as major events and challenges during her reign considered from economic, religious, political, social and cultural perspectives.

Support Available

Course textbooks and revision guides. Passionate, committed and familiar teachers. The use of Google Classroom to support recall, quizzing and home learning, as well as to maintain communication with students. Regular feedback and updates on your performance, with support to maintain progress. KS3 history - we have been building towards KS4 in terms of skills, keywords, questions and contextual knowledge since Year 7 - there will be no nasty surprises!

Who is this course for?

History is for you if you wish to continue to develop an academic understanding of the past with a broad range of topics, provide judgements on a range of issues, enjoy discussion and debate and want to interrogate historical sources and interpretations. In a world facing increasing issues, only history will give you the tools to be able to critically question the information you encounter, as well as studying the role of individuals and their contribution to historical events. However, this course will require independent, extended writing as part of the exams in Year 11 and although you will be supported throughout the course, you will be expected to work hard and participate fully.

Progression & Career Opportunities

A-Level history, with the possibility to specialise in ancient or modern history.

Statistically, history is the most flexible qualification available. Employers value the research, analytical, teamwork, problem-solving and communication skills that history students develop. A qualification in history, and the skills that you will hone, could lead to a wide range of careers. For example, employment in the following areas:

- | | | |
|--------------|---------------------|---|
| ● Law | ● Research | ● Banking |
| ● Archeology | ● Publishing | ● Human resources |
| ● Politics | ● The civil service | ● Heritage management |
| ● Marketing | ● Teaching | ● The armed services |
| ● Journalism | ● Retail | ● The police force |
| ● Research | ● Charity work | ● Curation (museums, archives, galleries and libraries) |

Religious Studies (GCSE)

SYLLABUS TITLE: GCSE Religious Studies A (8062)

AWARDING BODY: AQA

Assessment

You will be entered for a 9-1 GCSE there are no tiers.

There are two exam papers one of which is based on beliefs and practices and one based on the four themes.

All exams take place during the summer term of year 11.

Course Outline - What will you learn?

The course will help you develop an understanding of the beliefs and practices of Christians and Jews as well as the views of non-religious people. It should also help you be able to discover and defend your own beliefs and understand how religious beliefs have an impact on the decision people make about major ethical and moral issues. As well as this you will study four themes.

These are:

Theme B: Religion and Life- Looking at the origins of the universe and of human life. This topic includes the study of abortion and euthanasia.

Theme D: Religion, Peace and Conflict- Looking at reconciliation, violent and non-violent protest and whether war can ever be justified.

Theme E: Crime and Punishment- Looking at the cause of crime and attitudes towards it including corporal and capital punishment.

Theme F: Religion, Human Rights and Social Justice- Looking at prejudice and discrimination, the responsibilities that come with human rights, wealth and poverty.

Support Available

Course textbooks, BBC Bitesize, Oak Academy, revision guides, sample assessment materials and practice papers. All lesson materials will be put on Google Classroom to revise and catch up any missed lessons.

There are a lot of discussion based ethical topics and you will learn a lot from the variety of views of your peers.

Who is this course for?

The course is aimed at all learners who wish to continue a deeper, academic study of RE. This course is for you if you like learning about other cultures and belief systems and arguing different points of view. It is for you if you like discussion, however, there is still a lot of written work to prepare for the longer evaluations questions.

Progression & Career Opportunities

People who study Religious Studies, you could work in a variety of different roles in a range of employment sectors.

Typical employers include:

- National and local government, including the Civil Service and government agencies, as well as non-governmental organisations (NGOs)
- Schools, colleges and universities (for teaching and research positions)
- Charities, voluntary and not-for-profit organisations
- Social services and other caring professions
- The church and other religious organisations
- Financial and legal firms
- The National Health Service (NHS)
- PR, advertising, sales and marketing companies
- Media companies.
- The Police Force or Law

Art Craft & Design (GCSE)

SYLLABUS TITLE: GCSE Art, Craft and Design (8201)

AWARDING BODY: AQA

Assessment

Students will be working on a professional portfolio through years 10 and 11 and this coursework will make up 60% of the GCSE grade. There is an externally-set task by the AQA exam board and students will have a 6-week preparation period followed by a supervised time of 10 hours to complete a final piece of work which is 40% of the overall GCSE.

Course Outline - What will you learn?

To develop a personal portfolio of work through a variety of projects – you will probably undertake 5 or 6 projects on this course • undertaking a mock exam – we should have at least one of these on the course • going on research trips for location shoots • looking at exemplar work and that of other photographers – relating your work to theirs • being experimental with how you take photos rather than the straightforward 'Facebook' shot!

Support Available

- Student handbook
- 1-1 feedback
- Group Critiques
- Practical classroom-based resources
- Support from industry experienced teachers who are passionate about the subject.

Who is this course for?

This course is designed for students who have what it takes to work at the most creative and highest level. Students who take this course will need the skills to self-reflect and problem solve with the vision to work collaboratively and independently, to visually communicate a professional artistic response. If you want a future pathway in the arts then this is the right course for you.

Progression & Career Opportunities

You can continue your art and design studies at AS and A-level, where the same titles are available. You'll also be able to choose areas of study to specialise within a particular title. If you don't want to take your art and design studies any further, the transferable skills you gain will still be valuable. You'll develop problem solving, creative thinking, investigation, research, communication and teamwork skills, and gain the ability to develop, refine and present ideas. Employers and universities regard all of these highly.

- Fashion design
- Graphic design
- Theatre designer
- Animator
- Video game designer
- Illustrator
- Museum curator
- Photographer

- Architecture
- Product design
- Textiles design
- Ceramics
- Advertising
- Publishing
- Interior design
- Fashion and media journalism

- Hair and make-up design
- Retail design
- Exhibition design
- Jewellery design
- Artist
- Visual media
- Teaching

Photography (GCSE)

SYLLABUS TITLE: GCSE photography (8206)

AWARDING BODY: AQA

Assessment

Finished coursework photographs (personal portfolio)

- Preparation and research done for coursework (coursework = 60% of final grade)
- A ten-hour exam (externally set assignment) at the end of the course on a theme chosen by the exam board. This will include preparation and final photographs. (exam = 40% of final grade)

Course Outline - What will you learn?

The functions of the camera and how to use an SLR • How to look properly and compose good photographs • How to analyse the work of other photographers and relate these to your own photographs • Becoming critical about your work in order to progress • How to find the odd and weird in the everyday images you see • How to effect subtle editing – but remembering that the less editing done, the better the initial photograph • Developing exciting portfolios of photographs • Experimenting with lighting effects • How to carry out thorough research.

Support Available

- Student handbook
- 1-1 feedback
- Practical classroom-based resources

Who is this course for?

This course is designed for students who have what it takes to work at the most creative and highest level. Students who take this course will need the skills to self-reflect and problem solve with the vision to work collaboratively and independently, to visually communicate a professional photographic response. If you want a future pathway in photography then this is the right course for you.

Progression & Career Opportunities

There are no prior learning requirements. However, the specification allows for progression from Key Stage 3 whilst providing a strong foundation for further study at AS and A-level as well as vocational pathways. To support this progression, the assessment objectives, structure and titles are very similar to those detailed in the AS and A-level Art and Design specification.

Performing Arts (BTEC)

SYLLABUS TITLE: BTEC Performing Arts Level 1/2

AWARDING BODY: Pearson Edexcel

Assessment

You will carry out tasks or mini-projects throughout the course. Your teacher will mark these, which will give you an idea of how you are getting on. Towards the end of the course you will do one larger project in acting, dance or musical theatre, where you use the knowledge, skills and techniques you have learned to devise and deliver a workshop performance to a specific audience from a brief that will be given to you. All the work you do through the course prepares you for this larger project, which is sent away to be marked.

Course Outline - What will you learn?

This course allows you to study acting, dance and/or musical theatre, giving you the opportunity to develop knowledge and technical skills in a practical learning environment. You will examine the roles and responsibilities of different performance artists and practitioners such as actor, dancer, choreographer, director, writer and designer; as well as the different approaches and styles used, such as comedy, ballet or musical revues. You will also develop key skills, such as being able to respond to and interpret different ideas given to you; and you will be experiencing first-hand the ways in which performance artists work through the development of ideas, rehearsal and then performance. The qualification is the same size and level as a GCSE and is aimed at everyone who wants to find out more about performing arts. It is a practical introduction to life and work in the performing arts industry, which will give you the opportunity to develop performing arts skills and techniques. You will also to analyse and evaluate your skills both independently and within a group.

Support Available

- Opportunity to see a mature and professional performances on stage.
- Extra-Curricular clubs to further your skills

Who is this course for?

The course is available for anyone who is confident to perform in front of an audience.

Progression & Career Opportunities

When you have completed the qualification, you will have developed a practical understanding of the performing arts sector, and the roles and responsibilities of the people involved in performing arts industries.

After you have finished the course, you may want to go on to further study such as A levels, BTECs or a mixture of both. Or you might want to find work in performing arts, as an apprentice or a trainee.

Sports Studies (Level 1/2)

SYLLABUS TITLE: Level 1/Level 2 Cambridge National Certificate in Sport Studies (600/5123/1)

AWARDING BODY: OCR

Assessment

Contemporary issues in sport – Exam 25%

Developing sports skills – Practical and assignment based – 25%

Practical and/or assignment based – 50%

Course Outline - What will you learn?

Contemporary issues in sport

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.

Developing sports skills

Develop your skills, techniques and use of tactics/strategies/ compositional ideas in both an individual and a team sporting activity, as well as understanding of the rules and different methods to improve your own performance.

Sports leadership

Develop some of the knowledge, understanding and practical skills required to be an effective sport leader and plan, deliver and review safe and effective sports sessions.

Developing knowledge and skills in outdoor activities

Learn about the range of outdoor activities that are available in the UK and appreciate the reasons why people become involved in these activities and the risks they face when participating. You will learn how to plan an activity session, participate in different outdoor activities and understand the risk assessments that need to take place.

Support Available

- Sports Studies textbooks
- Google Classroom accounts
- Revision guides
- Extra Curricular clubs

Who is this course for?

Armfield PE Sport Studies enables students to develop and apply knowledge of sports-related activities, with a particular focus on the HEAD (thinking) part of the curriculum. They explore contemporary issues in sport, different ways of being involved in the sports industry, and the impact of sport on the wider society. Sport is a key theme in most areas of both education and health policy.

Progression & Career Opportunities

Get a job in the following PE and sport professions. What is the journey?

- | | |
|-----------------------|---|
| • PE Teacher | • Sports Journalist |
| • Coach | • Sports Development (Governing Bodies) |
| • Sports Science | • Personal Trainer |
| • Sports Psychologist | • Sports Photographer |
| • Nutritionist | |

Hospitality & Catering (Level 1/2)

SYLLABUS TITLE: Level 1-2 Hospitality and catering (5569QA)

AWARDING BODY: WJEC

Assessment

The WJEC Level 1/2 Vocational Award in Hospitality and Catering is made up of two mandatory units:

Unit 1 The Hospitality and Catering Industry

Unit 2 Hospitality and Catering in Action

External assessment Unit 1: The Hospitality and Catering Industry will be externally assessed. The external assessment is available in June each year. Centres may choose to enter candidates for an on-screen or paper version. Details of the external assessment are as follows: Duration: 90 minutes Number of marks: 90

Unit 2: Hospitality and Catering in Action is internally assessed. For internal assessment please consult 'WJEC's Instructions for conducting controlled assessment'. This document can be accessed through the WJEC website (www.wjec.co.uk). Each centre must ensure that internal assessment is conducted in accordance with these controls. There are three stages of assessment that will be controlled: Task setting, Task taking and Task marking

Course Outline - What will you learn?

This structure has been designed to develop in learners the 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.

Support Available

- Student handbook
- 1-1 feedback
- Practical classroom based resources

Who is this course for?

For learners who want to acquire knowledge and technical skills through vocational contexts by studying the purpose and aims of hospitality and catering organisations, and how they provide products and services to meet customer requirements, as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden the learners experience and understanding of the varied progression options available to them.

Progression & Career Opportunities

- | | |
|-----------------------------|--------------------------------|
| • Accommodation Manager | • Event Manager |
| • Catering Manager | • Fast Food Restaurant Manager |
| • Chef | • Hotel Manager |
| • Conference Center Manager | • Public House Manager |

Notes

Notes