



Neale-Wade Academy

Year 10 Curriculum Offer
2024-2026

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The Curriculum at Neale-Wade Academy

At Neale-Wade Academy we believe all of our students should be able to access a rich, broad and balanced curriculum during their time with us from years 7 to 11. Our curriculum during Years 7, 8 and 9 offers the opportunity to study a range of subjects in depth that deliver key knowledge and skills in preparation for their next steps.

We value the importance of our curriculum which includes the Arts, Design Technology, Humanities, Physical Education and access to a foreign languages as well as English, Mathematics and Science.

Our advice to all students is to continue to study a broad curriculum which ensures success, so students have as many options open to them as possible for Post 16.

In preparation for choosing their options, students will have had the following:

- Assemblies to explain the options process
- Information and advice on where to get additional guidance through Life Skills lessons
- Opportunities to look at the relevance of the subjects for progression routes into further and higher education.

In addition to the above, the Options Evening will give students and their parents an opportunity to talk to subject staff.

We hope you find the information in this prospectus useful.

Additional support, advice and guidance

Mrs Parks - Academy Careers officer

Mrs Mandley - Year 9 Head of Year

Miss Lilley – Year 9 Head of Year from January 2024

Mr Crane – Assistant Principal from January 2024

Mrs Baxter – Vice Principal, Quality of Education



Pathways from Year 9

We want all students to reach the end of Year 11 with a range of qualifications at a good pass or above. With the new grading system this is equal to Grade 4 or above in a GCSE or a Level 2 Pass in a technical qualification.

To support this, we will offer a range of pathways to suit each individual student according to how well we feel they will achieve and to ensure that they have a broad, balanced and successful curriculum at Key Stage 4. GCSEs alone are not always the most appropriate qualifications, so we have put in place a programme that we believe best meets the needs of our students by using the data that is available to us.

We will give students a great deal of guidance about their subject choices and expect that they will select courses that reflect their aspirations, skills and abilities.

Recent reform has led to the formation of two types of qualification available at the end of Year 11.

These are:

- **GCSEs** – now graded 1 to 9 with grade 9 being the highest. These linear qualifications are based on between 60% and 100% assessment by written examination. All the written exams are taken at the end of the course.
- **Technical Awards** – graded pass, merit or distinction. These qualifications consist of approximately 25% external assessment with the remainder set as tasks completed in school. These include BTEC Technical Award and OCR National Certificate qualifications.

Courses other than GCSEs are usually assessed as pass, merit or distinction.

- Level 1 qualifications are equivalent to GCSE passes at grades 3-1 (grades D to G under the old system).
- Level 2 passes are roughly equivalent to GCSE grade 4 (grade C under the old system).
- Level 2 merit and distinction is equivalent to GCSE passes at grades 9-5 (grades A* to B under the old system).

It is important students consider the type of assessment when choosing a course. Most traditional GCSEs are now 100% written exam and for some students these do not always lead to the success they aspire to. It is better that students choose courses giving them an assessment method that they prefer.

English Baccalaureate (E Bacc.)

Then E Bacc is not a qualification in its own right but a combination of GCSE subjects which comprise English Language, English Literature, Maths, Science, a Humanities subject, Geography or History and a Foreign Language, that offer an important range of knowledge and skills to students. This is because some higher education establishments and increasingly employers look for a broader, more academic core of subjects.

While a student may not have decided on their future career path, choosing E Bacc qualifications gives them access to a full range of employment options when they leave secondary school and the broad knowledge employers are looking for. For this reason, we highly recommend some of our students choose both a humanities subject and a language. For other students, we have decided they will study either a language or a humanities subject.

Core Curriculum

All students will study a core curriculum of English Language, English Literature, Mathematics, Combined Science, Physical Education and Ethics. Ethics is a non-examined compulsory subject which looks at ethical, philosophical, and theological issues, as well as life skills to help broaden students understanding of the wider world.

Spiritual, Moral, Social and Cultural Education

At Neale-Wade Academy each student has the opportunity to develop their own spiritual, moral, social and cultural understanding through different subject areas, our tutorial programme as well as extra-curricular opportunities such as sport, creative arts and volunteering. We value the importance of preparing our students for life in modern Britain. We feel it is important that students gain broad knowledge of the community, society and the world, and understand the nature of citizenship. In addition they should understand the role they have in modern Britain and conform to fundamental British values of belief in democracy, the rule of law, individual liberty and mutual respect of other faiths and beliefs.

We expect our students to develop:

- An understanding of tolerance and respect for each other both as individuals and in groups.
- A broad knowledge of community, society and the world.
- An understanding of the nature of citizenship.



Subject choices and combinations

We would like students to select as broad and balanced combination of subjects, to support with that process we have identified some tips below to help in the selection process.

- If you are selecting a language, **select the language that you are already studying.**
- Select subjects that you have a genuine interest in and/or enjoy.
- Your selection is personal to you and should not be swayed by subjects that your friends are taking.
- If you have accessed the academy nurture provision in Years 8 or 9 the Foundation learning-curriculum will be offered to you in place of some option subjects.
- Consider if you like regular assessment and completing tasks as you go, in which case you would be more suitable to a Technical based course. Alternatively, if you enjoy revision and the completion of exams you may be more suited to a traditional GCSE subject.

Science

All students will study GCSE Combined Science which is worth the equivalent of two GCSEs. Students that have a particular affinity for the science will be invited to study GCSEs in the separate sciences (Biology, Chemistry and Physics). In our experience students who are successful at studying the separate sciences are able mathematicians. The increased mathematical content in science means students need these additional skills to ensure success. Please note that high grades in Combined Science will also allow progression onto any of the A-Level sciences.



Making choices

Once all subject choices are received, they are sorted and checked. In some circumstances a few students may be disappointed in not obtaining all of their first choice of subjects.

The reasons for this could be:

- Students have made choices that cannot be fitted into a timetable structure.
- If the number of students choosing a subject is too small to run the course.
- Our staffing limits the number of classes for a particular qualification.

Students and parents will be notified of any subsequent changes made. Clearly it is our aim to keep these amendments to an absolute minimum. Each student needs to ensure they take advantage of all information, advice and guidance on offer.



Frequently Asked Questions

These are some of the questions that parents, and students have asked in previous years:

1. How many subjects are taken for GCSE?

The normal total is nine but numbers of subjects taken by individual students can be higher or lower. The most important aspect is that students study subjects that they enjoy and can be successful in.

2. Who does Triple Science and how are students chosen?

Triple Science is normally limited to a maximum of 60 of the best scientists in the year.

3. If I am not accepted on to the Triple Science course, will this affect my future A-level/ University/ Career choice?

No, any student doing Double Science has access to all the Science A-levels and Science based degree courses – this includes Medicine.

4. If I choose BTEC Sport, do I have to study the compulsory PE course?

Yes. All students will have PE lessons.

5. Is it possible for a student to choose Music as an option if she/he has never learnt to play an instrument?

It is likely that you are already learning an instrument and you are expected to have lessons for the duration of the course.

Additionally, you should:

- Have a genuine interest and enthusiasm for all types of music.
- Be willing to commit to practicing regularly and participating in extra-curricular activities.
- Have a working knowledge of note names, note values and notes on the keyboard.
- Be open to new concepts beyond just playing the keyboard.

6. Is it possible to study two foreign languages at GCSE?

It is expected that pupils who study a language will select the language that they have studied in KS3. If a student would like to and has demonstrated the ability to be successful studying both French and Spanish, he/she may be able to study both.

7. If a student does not choose a language at GCSE, is University choice affected?

In principle not selecting a language at GCSE should not preclude students from applying for any University course, with the obvious exception of reading a Modern Foreign Language. However, in practice, many popular and oversubscribed courses – particularly from Russell Group universities - tend to look favourably on those students who have studied a foreign language at GCSE when considering whether to offer a student the opportunity to study at their university.

8. Are students able to choose both Geography and History?

Yes.

9. Are students able to choose both History and Ancient History?

No.

10. I have heard about the English Baccalaureate in the news. What does it involve?

To achieve the English Baccalaureate (EBacc), students must study English Language, Mathematics and either Double or Triple Science. In addition, they need to select either History or Geography and a Modern Foreign Language (French or Spanish). There is a directive from the Government that by 2022, 75% of students will be eligible for the EBacc.

11. Do all students have to take a language?

No, not all students need to take a language.

12. My child has a specific learning difficulty do they still have to do a Humanities subject?

For the vast majority, a humanities subject will still be an appropriate route to take.

Important dates:

30th November 2023	Year 9 parents evening and options evening
Spring Term	Subject taster sessions
	1-1 option support meetings with SLT (all students) Students will attend a meeting with a member of SLT to complete their choices.
	Deadline for all option choices to be submitted.

Option meeting

Each student will receive a 1-1 option selection meeting early in the Spring Term with a member of the academy options team. Students will be expected to bring this booklet with them to the options meeting and have the draft choices completed for discussion. A final form for completion will be issued at the meeting if changes are needed.

Where students are still unsure of which options to take, they will be supported through the selection process at this meeting.

The enclosed option sheet should be used as reference point of subjects that students would like to study.

Core Curriculum

All students will follow these courses



English Language

English Literature

Mathematics

Science

PE

English Language and English Literature

AQA GCSE English Language 8700

AQA GCSE English Literature 8702

What will I study?

You will study English language and English literature, gaining a GCSE in both. The English language course involves writing in different ways for different audiences, giving information, expressing feelings and views, writing imaginatively and from experience and reading and responding to all types of writing and literary texts.

English literature involves the study of plays, poetry and prose, including Shakespeare, exciting contemporary authors and a selection of poetry from 1789 to the current day.

How will I learn?

Before undertaking written work, you will usually spend time in discussion and making notes to help you to reinforce what you have learned. You will have the opportunity to plan work and practise drafting ideas before the final exams.

How will I be assessed?

English Language:

You will be assessed by examination only.

Two written examinations:

Component 1 – 20th century literature reading, study and creative prose writing (1 hour 45 minutes). This is worth 50% of your final grade.

Component 2 – 19th and 21st century non-fiction reading, study and transactional writing (1 hour 45 minutes hours). This is worth 50% of your final grade.

Your achievement in spoken language will also be reported on as part of the qualification. This will take the form of presentations, speeches and responses to questions. This is a compulsory part of the qualification but does not form part of the final mark and grade.

English Literature:

Component 1 – Shakespeare (*Macbeth*) and 19th century prose (*A Christmas Carol*) (1 hour and 45 minutes). This is worth 40% of your final grade.

Component 2 – 20th century prose / drama (*An Inspector Calls*), poetry anthology and unseen poetry (2 hours 15 minutes). This is worth 60% of your final grade.

Will there be any coursework?

There will be no coursework. Both English language and English literature are linear and assessed by examination only at the end of Year 11.

Is there a higher and foundation paper entry for the exam?

No, there is only one tier of paper that everyone in the year group will sit for the exams.

Will there be any independent study?

For both courses you will certainly have to work independently, both in the classroom and at home, working conscientiously to prepare for your examinations in order to gain the best possible grades. You will receive help and advice from your teacher, but independent study is a necessary extension of English lessons and you must take responsibility for your own progress. Careful and thorough practice and revision is essential.

Where can this course take me?

A good qualification in English language and English literature shows that you can communicate ideas clearly, both orally and in writing. These skills are essential in further and higher education as well as the world of work.

Where can I find out more information?

You can talk to Mrs Smith, Head of English, or any of the English teaching staff.

English language:

<https://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

English literature:

<https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>



Mathematics

Edexcel GCSE Mathematics 1MA1

What will I study?

You will study content across the following topics: Number, Ratio Proportion and Rates of Change, Algebra, Statistics and Probability and Geometry and Measures. Within these topics, you will learn to apply standard techniques, with a focus on reasoning, interpreting and communicating. There is a greater emphasis making connections between these topics, and being able to apply the mathematics learned to problem solve, including non-routine problems in mathematical and non-mathematical contexts. GCSE mathematics, is designed to help you gain a level of confidence and fluency that will provide a strong understanding and foundation for the rest of your learning and working lives.

How will I learn?

You will be encouraged to find mathematics a meaningful, worthwhile and stimulating subject. You will be guided to apply skills you develop to everyday situations, so that you understand the part which mathematics plays in the world around you.

How will I be assessed?

At the end of the course, you are assessed by sitting three 1 ½ hour exam papers at either foundation or higher level. Paper one is non-calculator. Papers two and three are calculator papers. Each paper has equal weighting. You will be expected to memorise formulae. At regular intervals you will sit internal assessments designed to test your understanding and progress and to help you to identify your strengths and weaknesses. These internal assessments will help us determine which tier of entry you will take.

Will there be any controlled assessment?

Your GCSE course in mathematics is a non-coursework option. There is no controlled assessment.

Will there be independent study?

You will be expected to work independently and with other people to explore mathematics. You will certainly be expected to work at home. For all examinations, careful and thorough revision is very important.

What do I need for mathematics?

You should ensure that you have all necessary mathematical equipment for all lessons, including a scientific calculator.

Where can this course take me?

The understanding of mathematics and mathematical processes is fundamental to dealing with everyday problems, but it is more. The study of mathematics can be a goal within its own right, it is also a key factor in employment in commerce and industry and especially so in the fields of accountancy, finance, management and administration, marketing, science, engineering, ICT, computer studies, teaching, economics, statistics and many more.

Where can I find out more information?

You can talk to Miss Bridge, Head of Mathematics, or any of the Maths teaching staff.

The Institute of Mathematics and Its Application

www.ima.org.uk

The Mathematical Association

www.m-a.org.uk

Edexcel exam board

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

Science

AQA GCSE Combined Science: Trilogy 8464

You will study for a double award (two GCSEs) in science unless you are selected for triple science by your teachers.

What will I learn?

In these GCSEs you will extend your knowledge of science and develop your practical and investigative skills. In the biology element of this, topics include cell biology, organisation of the human body, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution, and ecology. In the chemistry element, topics include atomic structure and the periodic table, bonding, structure and the properties of matter, quantitative chemistry, chemical changes, energy changes, the rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere, and using resources. In the physics element of this, topics include energy, electricity, particle model of matter, atomic structure, forces, waves, and magnetism and electromagnetism.

Science is a practical subject and the course requires you to complete a minimum of 21 practical activities. You will be asked to answer questions about this work in the exams.

How will I be assessed?

This is a linear course with examinations being taken at the end of Year 11. There are two 75 minute written exams for each science (biology, chemistry and physics) in May/June of Year 11. At least 15% of the overall marks will come from questions based on the 21 practical activities. Maths also features heavily in the exams, with 20% of the overall marks being maths based.

Will there be any controlled assessment?

No. All science assessment is undertaken in the form of examinations at the end of Year 11.

Will there be independent study?

Independent study will be set regularly in the form of retrieval practice on Educake. There is also an expectation that you will study outside the classroom, revising for half termly assessments and completing tasks throughout the week to reinforce your learning. A good quality revision guide and workbook will also be beneficial, and these will be on sale to you throughout the year.

What do I need for science?

The science department will provide you with practical equipment and chemicals where required, exercise books and paper and safety equipment.

We expect you to come to lessons with: pen, pencil, ruler, rubber and a calculator.

Where can this course take me?

Science opens lots of doors and there are many career options. Some of these include: sports science, computer science, forensic science, political science, environmental science, health science, exercise science, animal science, life science.

Where can I find out more information?

You can talk to Miss Delahaye, Head of Science, or any of the Science teaching staff.

<http://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF>

Triple Science

Qualification: GCSE
Available to: All students
Awarding Body: AQA

AQA Separate Biology
AQA Separate Chemistry
AQA Separate Physics

Grading: Foundation tier: 1 – 5 Higher tier : 3 - 9

Skills Required

Good listening skills, practical skills, math skills, literacy skills, collaborative working skills, and scientific working skills are all required for success on this course.

Post 16 Opportunities

Students taking separate sciences, that are successful, are able to go on to further study science at A-Level, which can then lead to opportunities to study a degree course. Successful students can also look towards a career in the many scientific industries and roles.

Course Overview

Separate sciences allow students to study a wider breadth of content, across Biology, Chemistry, and Physics, than those studying combined science.

Students that take the separate route through science will gain a GCSE for each of the subjects studied.

Biology: students will study many different aspects of biology, including many aspects of human biology, human diseases, plant biology, genetics, and ecology.

Chemistry: students will study many different areas of chemistry, including both qualitative and quantitative aspects. Atoms, bonding, chemical reactions and energy changes, rates, equilibrium, and organic chemistry, and lastly analysis of natural resources is all taught in this course.

Physics: students will be able to explore ideas and concepts covering energy and energy resources, electricity, radioactivity, forces and motion, waves, the electromagnetic spectrum, and space, helping students develop a greater understanding of how many everyday items work.

All aspects of science include mathematics (especially physics), so a good understanding of maths is essential for greater success.

Each of the separate sciences incorporate practical's, with a set number of compulsory practical's that are potentially assessed for in the Year 11 exams. This allows students to develop good practical scientific skills, and an understanding of how science is used to develop ideas through evidence-based research.

Assessment

Biology: 2 external exams, each 1hr and 45mins long. Each paper has a maximum of 100 marks.

Chemistry: 2 external exams, each 1hr and 45mins long. Each paper has a maximum of 100 marks.

Physics: 2 external exams, each 1hr and 45mins long. Each paper has a maximum of 100 marks.

PAGS: practical activities done during lessons that are potentially assessed in the external exams.

Physical Education

You will be participating in 1 core PE lesson a week, this is additional to those who have selected BTEC Tech Award in Sport or Dance.

The aim for our PE curriculum in KS4 is for you to select a pathway that takes your interest. This will help guide you to finding a physical activity or sport you can continue during your own time through to adulthood.

You will be able to transfer knowledge and skills you have learnt in KS3 PE, as well as developing new skills in activities you have yet been able to explore.

What will I study?

You will select one of the four pathways. You will follow this pathway across 2 years. All students will complete a block of work focused on First Aid. The reason for this is so you have the basic knowledge to keep yourself and others safe when participating in sport/physical activities.

The four pathways are as follows:

Group 1 (Girls Team)	Group 2 (Boys Team)	Group 3 (Individual)	Group 4 (Health)
Netball (Front Courts)	Basketball (Sports Hall)	Tennis (Back Courts)	Fitness Suite
Basketball (Sports Hall)	Handball (Astro)	Circuits (Gym)	Fitness Suite
Volleyball (Sports Hall)	Football (Astro)	Fitness Suite	First Aid (G66)
Football (Astro)	Fitness Suite	First Aid (G66)	Couch to 5K (Field)
First Aid (G66)	Dodgeball (Gym)	Volleyball (Sports Hall)	Fitness Suite
Fitness Suite	First Aid (G66)	Badminton (Sports Hall)	Circuits (Front Courts)
Handball (Astro)	Volleyball (Sports Hall)	Table Tennis (Gym)	Fitness Suite

How can I prepare myself?

You are required to have your PE kit for all PE lessons, this consists of the Neale-Wade Academy t-shirt & jumper, black shorts/leggings/tracksuit bottoms and suitable trainers.

Can I continue these activities away from lesson?

We offer a wide range of extra-curricular activities throughout the week, all students are welcome to attend whether that be practically or as a leader/coach. You will need to sign up on School Cloud to ensure you have been allocated a space.

There are still opportunities for KS4 students to participate in sports fixtures throughout the year. The Isle of Ely cluster fixtures will be on Wednesdays and ESFA National Cup fixtures are arranged at different points of the year depending on deadline dates and opposition drawn.

Optional Subjects

- Geography
- History
- Ancient History
- Spanish
- French
- Art
- Drama
- Dance
- Enterprise & Marketing
- Information Technology
- Music
- Health & Social Care
- Design and Technology
- Hospitality and Catering
- Psychology
- Sociology
- Religious Studies
- BTEC Sport



Geography

Qualification: GCSE
Available to: All students
Awarding Body: AQA

Skills Required

You need to have an interest in the world around us – what it is like, and how it is changing. You will have to be able to think through ideas carefully, use maps and a wide range of sources to explore problems and ideas, and work both independently and in groups.

Post 16 Opportunities

GCSE Geography deals with important and topical world issues. As such it can provide a very good grounding for a wide range of subjects at post 16, including of course A level Geography. Geography students go into careers using both their geographical and practical skills developed during the course. Careers in Geography range from surveying and architecture to business and the travel industry. Geography students have also used the subject to go on to study accountancy, medicine, law, computer science and many, many more.

Course Overview

Geography is about both our physical and human environment, including how we adapt to and deal with changes in it. In the course you will study:

The physical environment:

- Natural hazards – including earthquakes and volcanoes, tropical storms, extreme weather in the UK, and Climate Change.
- Landscapes in the UK – including coastal and river landscapes.
- The Living World – including important ecosystems of tropical rainforests, and cold environments.

The human environment:

- Urban issues and challenges – including city growth and sustainability.
- The changing world – including differences and changes in development.
- Resource management – including managing supplies of energy, food and water.

Geographical applications:

- Evaluating a geographical issue. You will use sources including maps, diagrams, graphs, statistics, photographs, satellite images, sketches, and quotes from different interest groups to explore and write about a geographical issue.
- Fieldwork. You will undertake two geographical enquiries, each of which will include the use of primary data, collected as part of a fieldwork exercise.

Assessment

You will sit three examination papers:

Paper 1 - Physical Geography (90 minutes, 35% of the GCSE)

Paper 2 - Human Geography (90 minutes, 35% of the GCSE)

Paper 3 - Geographical issues and fieldwork (60 minutes, 30% of the GCSE)

History

Qualification: GCSE
Available to: All students
Awarding Body: Edexcel

Neale Wade History students will be inspired by the past, developing their curiosity about what links the past and present by investigating cultures, traditions, events and society in Britain and the wider world. They will take advantage of all opportunities to question and think critically about the world around them and confidently communicate their ideas to others. Our students will embrace the past to look forward into the future.

As part of your GCSE studies you will investigate a range of historical periods from c1000 to the present day through the chronological and thematic study of events, people, places and the analysis of sources and interpretations.

Skills Required

Successful History students will ask perceptive questions, think critically, weigh evidence, sift arguments to develop perspective and make substantiated judgements. They will want to explore the events and people that have shaped our society and world today. They will understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups which will help them to address the challenges of their time.

Post 16 Opportunities

The skills gained through studying History are applicable to many careers including politics, the Civil Service, teaching, law and journalism. History provides a fantastic opportunity to ignite and engage your passion and interests in culture, society, and politics. Studying History will help you develop into an independent learner, a critical thinker and a decision maker. All of these personal assets will make you stand out as you progress to A-level, university and/or the workplace. Students who study GCSE History often continue to study History at A-level and take Government and Politics, English, Media and other humanities subjects alongside.

Course Overview

The course includes:

Crime and Punishment through time c1000 - present – change and continuity in crime, punishment and law enforcement and an in depth study of Whitechapel c1870 - c1900.

Early Elizabethan England, 1558 - 1588 – the Religious Settlement, Spanish rivalry, poverty and exploration.

Superpower relations and the Cold War, 1941 - 1991 - the Grand Alliance, tensions between the Superpowers, Détente and the collapse of the Soviet Union.

The USA, 1954 - 1975: conflict at home and abroad - the development of the Civil Rights Movement, and American involvement in the Vietnam War.

Assessment

100% Exam

Paper 1

Thematic study

Crime and punishment through time c1000 - present and Whitechapel, c1870 - c1900

Paper 2

Period study and British Depth study

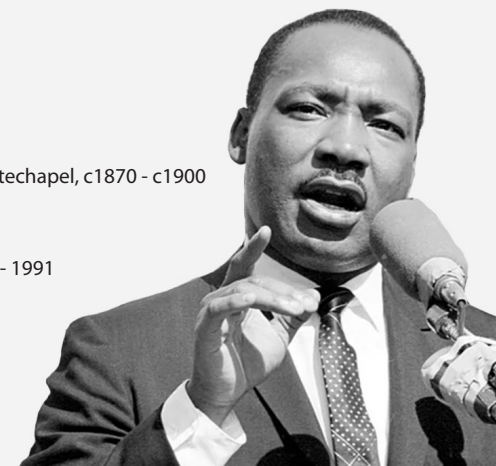
A) Period study: Superpower relations and the Cold War, 1941 - 1991

B) British depth study: Early Elizabethan England, 1558 - 1588

Paper 3

Modern depth study

The USA, 1954 - 1975: conflict at home and abroad.



Ancient History

Qualification: GCSE
Available to: All students
Awarding Body: OCR

Course Overview

GCSE Ancient History has been designed to help learners develop their understanding of the ancient world and its legacy in today's society. The course introduces students to the scarce evidence available to historians and how they are used to justify our belief in modern reconstructions of the ancient world.

Paper 1 – Greece and Persia.

This paper consists of a compulsory period study focusing on the Persian Empire from 559-465BC under Cyrus the Great, Cambyses II, Darius I and Xerxes I. This includes the conquest of Babylon, Cambyses' defeat of Egypt, Darius' campaigns against Athens including the Battle of Marathon, and Xerxes' invasion of Greece culminating in the Battles of Thermopylae (topic of the film 300) and Salamis. The second part of the paper is a depth study on the life of possibly the greatest ever military commander, Alexander the Great. This explores in detail his character, campaigns, significant events and military leadership. We will also look at the differing explanations of his death and events surrounding it.

Paper 2: Rome and It's Neighbours:

The compulsory study for this paper is the foundations of Rome during the period 753-440BC, looking at the kings of Rome and the early Republic with an emphasis on the most exciting events and characters. This begins with the legendary Romulus and Remus, Sullius' reforms and Tarquinius' tyranny, development of the consul and senate, Roman laws and society, finishing with the role of the Army in securing the Republic. The depth study explores the Roman invasion of Britain in AD43 and the campaigns they fought to defeat the Celtic tribes, the policy of Romanisation that led to the development of Britannia as a province, changing lifestyles and infrastructure in a way that we would recognise today, as well as the resistance offered by the likes of Boudicca and Caratacus.

Assessment

100% exam, both papers are equally weighted.

Post 16 Opportunities

Students can go on to complete A level History and/or Ancient History as well as subjects such as English, Sociology and Philosophy. This subject is an ideal choice at GCSE as it develops a wide range of key skills that are cross-subject such as analysis of factors, reaching reasoned judgments, comprehension and evaluation.



Spanish

Qualification: GCSE
Available to: All students
Awarding Body: Edexcel

Skills Required

The four language skills: Listening, Speaking, Reading and Writing, are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and subtopics.

Studying a foreign language can be extremely rewarding and exciting. They provide an insight into other cultures and open the door to travel and employment opportunities.

Post 16 Opportunities

Students will develop transferable skills that support higher education study and the transition to employment, together with an understanding and appreciation of Spanish speaking countries and their cultures. A GCSE of a Grade 6 or above in this subject gives you the opportunity to continue your studies at A-Level. Knowledge of a foreign language is also a very useful advantage to any type of employment. In addition you will have the basis for learning language undertaken later in life. Speaking more than one language fluently can lead to careers in teaching, translating and interpreting, finance, sales and marketing in many different business sectors.

We know that employers value languages, as they are increasingly important to make sure we can compete in the global market.

Course Overview

GCSE Spanish builds on the understanding developed at KS2 and KS3 and provides a firm foundation for students to make a smooth transition to A Level. Through the exploration of familiar themes students are encouraged to learn about the culture and the language of the Spanish speaking world whilst building their confidence in roleplay dialogues and general discussion, making reference to past, present and future events. The four language skills: Listening, Speaking, Reading and Writing, are set in common contexts, addressing a range of relevant contemporary and cultural themes.

Assessment

Each of the four skills are tested separately and each is worth 25% of the final grade awarded. Listening, Reading and Writing are all tested in a single exam at the end of the course. Speaking consists of three tasks in a single recorded session: Role-play, questions about a picture and a conversation on two topics, the first of which is chosen by the student.



French

Qualification: GCSE
Available to: All students
Awarding Body: Edexcel

Skills Required

The four language skills: Listening, Speaking, Reading and Writing are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and subtopics.

Studying a foreign language can be extremely rewarding and exciting. They provide an insight into other cultures and open the door to travel and employment opportunities.

Post 16 Opportunities

Students will develop transferable skills that support higher education study and the transition to employment together with an understanding and appreciation of French speaking countries and their cultures. A GCSE of a Grade 6 or above in this subject gives you the opportunity to continue your studies at A-Level. Knowledge of a foreign language is also a very useful advantage to any type of employment. In addition you will have the basis for learning language undertaken later in life. Speaking more than one language fluently can lead to careers in teaching, translating and interpreting, finance, sales and marketing in many different business sectors.

We know that employers value languages, as they are increasingly important to make sure we can compete in the global market.

Course Overview

GCSE French builds on the understanding developed at KS2 and KS3 and provides a firm foundation for students to make a smooth transition to A Level. Through the exploration of familiar themes, students are encouraged to learn about the culture and the language of the French speaking world whilst building their confidence in roleplay dialogues and general discussion, making reference to past, present and future events. The four language skills: Listening, Speaking, Reading and Writing, are set in common contexts addressing a range of relevant contemporary and cultural themes.

Assessment

Each of the four skills are tested separately and each is worth 25% of the final grade awarded. Listening, Reading and Writing are all tested in a single exam at the end of the course. Speaking consists of three tasks in a single recorded session: Role-play, questions about a picture and a conversation on two topics, the first of which is chosen by the student.

Art & Design

Qualification: GCSE
Available to: All students
Awarding Body: AQA

Skills Required

- Creative thinking
- Critical thinking and problem-solving
- Communication
- Perseverance and Self-direction
- Practical skills and design skills

Post 16 Opportunities

At the end of your course, you will be rewarded with an exhibition to showcase your art and design work. Studying GCSE Art and Design then provides entry to an unprecedented range of specialisms, skills – both traditional and digital – and careers.

You could progress to :

- A Level Art and Design
- Level 3 Foundation Diploma in Art and Design

Careers related to Art and Design include, but are not limited to :

- Website developer
- Book Illustrator
- Web Developer
- Cartoonist (animator)
- Game Designer
- Graphic designer
- Illustrator
- Comic Book Artist Graphic Designer Medical Illustrator
- Underwater/Nature/Aerial/Portrait/Wildlife Photographer Photojournalist
- Product designer
- Wedding/Celebrity Photographer
- Photographer
- Tattoo Artist
- Print Designer
- Film Art director
- Architect
- Creative marketing and advertisement

Course Overview

GCSE Art and Design is a broad GCSE title that allows you to specialise in the area of art that you are most interested in; sculpture, printmaking, drawing and painting, digital art, fine art, graphic design or textiles.

Study Art and Design and learn to:

- Seek creative solutions by using materials and techniques intelligently, imaginatively and experimentally.
- Develop your knowledge and understanding art and design.
- Develop a sense of enquiry, an ability to take practical and intellectual risks, to make considered decisions.
- Make aesthetic and cultural judgments.
- Articulate your reasons for preference.
- Engage with art and design in the public sphere.



Assessment

There are two components at GCSE:

Component 1 – Portfolio (60% of the qualification)
and

Component 2 – Externally Set Assignment (40% of the qualification)

In year 10, students complete **Component 1: Portfolio (60%)**

The portfolio is based on a theme that the student chooses. Students explore the theme, together with their teachers and peers, and produce evidence to meet the following assessment criteria:

AO1 Critical understanding – looking at the work of other designers and artists to get ideas and inspiration, making work in the style of others, annotating your sketchbook to demonstrate that you understand the work of others.

AO2 Creative making – exploring and experimenting with a wide range of materials, techniques, processes and ideas to help you to plan and develop your final outcome.

AO3 Reflective recording – Taking photographs to inform your designing, drawing to record and design your ideas, looking for reference imagery in magazines, books and using the internet, producing thumbnail sketches to inform your final outcome.

AO4 Personal presentation – designing, planning and making a finished piece of sculpture, photograph, digital piece, drawing, painting or fashion outcome based on your chosen theme.

Throughout the **Component 1: portfolio**, students are supported through workshops and lessons exploring different skills, materials and techniques, and through 1:1 tutorials and small group critiques with their peers.

Students are welcome to work on their portfolio during breaks and lunchtimes, after school sessions, and are permitted to continue to work on their portfolio at home.

Regular advice, guidance and suggestions are given to enable students to produce the strongest possible body of evidence for the Portfolio by the Autumn term of year 11, which is worth 60% of their overall grade for the qualification.

In the January of Year 11 students undertake **Component 2: Externally Set Assignment (40%)**

Students are given a choice of 15 different themes from the exam board. Together with their teachers, students decide upon a theme to explore, and go through the same processes that they have done for their Component 1 : Portfolio.

Students have three months in which to prepare their final piece of Art. Students are then given a period of 10 hours in which to complete the outcome.

The whole body of work – final piece and preparatory studies, is worth 40% of the qualification.

Drama

Qualification: GCSE
Available to: All students
Awarding Body: Edexcel

Skills Required

Drama students will need to take a collaborative and creative approach to their studies above all else. The course is rooted in teamwork, understanding social issues and displaying one's talents. We offer a set of performance and design options, allowing students to structure their own learning during their two years with us.

If performance is not your interest, Neale-Wade is now offering the design elements of GCSE Drama. This will involve set design, costume design, sound and lighting. Having core IT skills and an interest in the Create subjects would aid in devising your design portfolios.

Post 16 Opportunities

From completing your Drama GCSE, many people go on to study the subject at A-Level, perhaps on to degree level. It can also help if you decide to continue into working in technical theatre, design or dance and music. Even if you decide you don't want to continue studying the subject, this GCSE will help build your confidence and ensure that your skills in teamwork are well developed. This could help in careers such as law or government.

Course Overview

You will explore a variety of theatre genres and practitioners such as Brecht, Stanislavski, Emma Rice and Berkoff. You will use these practitioners to support and structure your own devised pieces. You will learn how to devise theatre from a stimulus and perform your ideas, both practically and design, to an audience. You will have the opportunity to work with professional performers and theatre groups. You will study a number of play texts and be given the opportunity to perform to small and larger audiences. You will also learn how a production works and the steps that are taken before it reaches the stage. There will be opportunities to see live performance both locally and in the West End and we will encourage you to see as much live theatre as you can during the course. You will also learn valuable life, leadership and employability skills that you can take into the next stage of education or employment.

Assessment

What I will do and how I will be assessed during the course.

You will work as part of a group throughout the course, improving your teamwork skills as well as your performance skills. You will be required to perform to each other throughout the course and to different audiences on a very regular basis.

UNIT 1 - Devising – 40%

Students will devise a piece of theatre from a stimulus chosen by the teacher. Students will workshop ideas and styles of drama to support their devising skills. The result will be performed in front of a live audience and recorded to be externally assessed. This will also be supported by a self-reflection logbook.

UNIT 2 – Performance from Text – 40%

Externally assessed by visiting examiner.

Students will either perform in and/or design for two key extracts from a performance text of teachers choosing.

UNIT 3 – Theatre Makers in Practice (written exam) – 20%

(1hour 30minutes)

Section A: Bringing Texts to Life

This section consists of one question broken into six parts (short and extended responses) based on an unseen extract from the chosen performance text.

Section B: Live Theatre Evaluation

This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen. This performance will be selected from the trips offered throughout the duration of the course.

Performing Arts Dance

Qualification: BTEC Tech Award in Performing Arts (Dance)
Available to: All students
Awarding Body: Pearson

Skills Required

Students require organisational skills to ensure they have their PE kit for all practical lessons. Students are assessed on their practical ability, this is videoed and sent off to the exam board, they will want to see students technique which means they must have their shoes off to show flexed or pointed feet. Any previous dance experience is desirable, however pupils do not need to have prior knowledge, they need to be eager to learn and try new styles. Students will need to produce multiple pieces of written coursework, this requires the ability to analyse and assess.

Post 16 Opportunities

BTEC Level 3 Extended Certificate in Performance (Dance) A-Level Dance, Dance leadership choreography.

Course Overview

- Development of key skills that prove their aptitude in performing arts, such as reproducing repertoire and responding to stimuli.
- Processes that underpin effective ways of working in the performing arts, such as development of ideas, rehearsal, and performance.
- Attitudes that are considered most important in the performing arts, including personal management and communication.
- Knowledge that underpins effective use of skills, processes, and attitudes in the sector, such as roles, responsibilities, performance disciplines and styles.

Assessment

2 Internal Assignments set by Pearson

Component 1 :

- Investigate how professional performance work is created.
- Demonstrate an understanding of the skills, techniques and approaches used by professionals to create performance work.

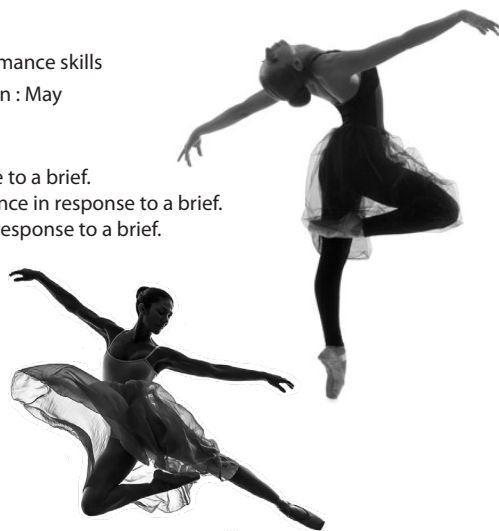
Component 2 :

- Use rehearsal processes
- Apply skills and techniques in performance
- Review own development and application of performance skills

1 Externally assessed component -Part A : Jan, final hand in : May

Component 3 :

- Understand how to respond to a brief
- Select and develop skills and techniques in response to a brief.
- Apply skills and techniques in a workshop performance in response to a brief.
- Evaluate the development process and outcome in response to a brief.



Enterprise & Marketing

Qualification: Level 1/2OCR Cambridge National Certificate in Enterprise & Marketing
Available to: All students
Awarding Body: OCR

Skills Required

Students should have a keen interest in the world of business. You should also be able to carry out independent research and be able to present your work in an organized manner.

Post 16 Opportunities

Research and portfolio skills gained from this course will allow students to undertake Level 3 courses that are more coursework based. This course will also equip students with some of the necessary skills to progress into employment.

Course Overview

Enterprise and marketing concepts – In this unit the students will be taught the knowledge that underpins both marketing and enterprise. This will enable them to develop an understanding of the different formats available to businesses, how they will undertake market research in order to develop their products and target particular market segments. The will also be taught how to perform financial analysis including cash flow forecasts and break even analysis.

Design a Business Proposal - This unit will provide students with the skills and knowledge to design a product proposal to meet a business challenge scenario. Students will be able to identify a customer profile for their own product design, develop market research tools and use these to complete market research for their product. Students will use their research outcomes to generate product design ideas, assess their strengths and weaknesses and work collaboratively with peers to gain feedback to inform final design decisions.

Learners will complete financial calculations to select a pricing strategy and determine whether their proposal is viable.

Market and Pitch a Business Proposal - This unit will provide students with the skills and knowledge to create a brand identity and promotional plan for their product proposal, developed in Unit R065. They will be able to pitch their product proposal to an external audience after completing a practice pitch, and complete a review of both their pitching skills and product proposal, using their learning from this qualification, self-assessment and feedback generated.

Assessment

40% Examination

60% Coursework



Information Technology

Qualification: Cambridge National in IT Level 1/Level 2
Available to: All students
Awarding Body: OCR

Skills Required

You need to be an independent learner, an analytical thinker and be prepared to work hard. You must be able to organise your own time, have a commitment to success and be able to review your own work and progress.

Post 16 Opportunities

The skills, knowledge and understanding you gain will be directly relevant to employment situations, improving your chance of success in the ICT sector. Immediate progression may be into employment or into further study, such as OCR Cambridge Technical Level 3 which we offer at the college.

Course Overview

No matter what profession you opt for in the future, an understanding of ICT is an essential core skill. As technology continues to advance rapidly, it is essential that ICT skills are acquired that are not only suitable for future employment, but also everyday life. This course will enable you to develop your computing knowledge and skills in real life scenarios. You will learn through a combination of class, group and one to one teaching sessions depending on the content and level of work studied.

Areas that will be covered include:

- importance of HCI's (Human computer interface) in the modern world
- investigating the need for Cyber security, impacts and prevention measures
- investigating legislation linked to IT
- the Internet of Everything (IoE), Smart devices and investigating digital communications
- data manipulation, creating and testing spreadsheets within a business context
- investigating purposes and uses of AR (Augmented reality)
- creating, testing and evaluating AR prototype

The course consists of 3 units:

R050 - IT in the digital world (48 GLH)

This is assessed by completing a set assignment. In this unit you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. Topics include:

Unit outline

- 1 hour 30 minutes written examination out of 70 marks (80 UMS)
- OCR-set and marked
- Exam assessment in January and June of Year 11.

Unit content

- TA1: Understand the tools and techniques that can be used to initiate, plan and design solutions
- TA2: Human Computer interfaces (HCI's) in everyday life
- TA3: Data and testing
- TA4: Cyber security and legislation
- TA5: Digital communications
- TA6: Internet of Everything

R060 - Data manipulation using spreadsheets (36 GLH)

This is assessed by completing a set assignment. In this unit you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. Topics include:

Unit outline

- Approximately 10 – 12 GLH hours for assessment out of 60 marks (60 UMS)
- An assignment set by OCR, marked by teachers and moderated by OCR
- A new assignment will be released each series and published on the OCR website
- Assessment series in Year 10 and then in two series of Year 11 (January and May)

Unit content

- TA1: Planning and designing the spreadsheet solution
- TA2: Creating the spreadsheet solution
- TA3: Testing the spreadsheet solution
- TA4: Evaluating the spreadsheet solution

R070 - Using Augmented Reality to present information (36 GLH)

Unit outline

- Approximately 10 – 12 GLH hours for assessment out of 60 marks (60 UMS)
- An assignment set by OCR, marked by teachers and moderated by OCR
- A new assignment will be released each series and published on the OCR website
- Assessment series in Year 10 and then in two series of Year 11 (January and May)

Unit content

- TA1: Augmented reality
- TA2: Designing an Augmented Reality (AR) model prototype
- TA3: Creating an Augmented Reality (AR) model prototype
- TA4: Testing and reviewing.



Music

Qualification: GCSE
Available to: All students
Awarding Body: Eduqas

Skills Required

An ability to perform on an instrument or sing. Being able to identify different instruments is also important. If you have a love of Music and are dedicated, then this is the course for you!

Post 16 Opportunities

Following on from GCSE, students can pursue their musical studies either with A-level Music, Music Technology or a Level 3 BTEC in Music. Careers options for music include performance, academic scholarship, teaching media-based careers such as broadcasting, recording and sound engineering. Music has many skills that are useful in management and business.

Course Overview

GCSE Music is a fun and rewarding course that covers many different genres of music. It consists of three main elements - performing, composing and listening.

There are four areas of study:

- Musical Forms and Devices
Set work - Badinerie by J.S.Bach for Flute and String Orchestra with Harpsichord (Final movement, Orchestral Suite No.2 in B minor, BWV 1067)
- Music for Ensemble
- Film Music
- Popular Music
Set work - Africa: Toto (released 1982)

The coursework includes performances on your chosen instrument (voice included). You will record a minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/ or ensemble. One of the pieces performed must link to one of the areas of study. Your total performance time must last 4-6 minutes and are worth 30% of the final grade.

You have to complete two compositions; one of which must be in response to a brief set by Eduqas. Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition for which learners set their own brief. Your compositions must last 3-6 minutes in total and are worth 30% of the final grade.

A listening exam covering all of the Areas of Study and including the set works is worth 40% of your final grade.

Assessment

There is a mixture of coursework and exam.
Coursework is set and marked by the teacher (60%)
Exam is marked externally (40%)



Health & Social Care

Qualification: Level 1/2 OCR Cambridge National Certificate in Health and Social Care
Available to: All students
Awarding Body: OCR

Skills Required

Cambridge Nationals in Health and Social Care will equip learners with sound specialist knowledge and skills for everyday use. The course will also challenge all learners, by introducing them to demanding material and skills; encouraging independence and creativity. Researching, planning, observing and evaluating skills are important for this course and are useful in further studies as these are transferable skills and could be applied to many subject areas.

Post 16 Opportunities

A qualification in Health and Social Care will enable you to continue your studies at Post 16 at Level 3 as Health & Social Care is a good foundation to a range of subjects including criminology or law. This can then lead on to employment working in the wide range of jobs in the public sector or further studies at degree level in areas such as nursing, physiotherapy, early years' education, social work, the police force, probation or prison service.

Course Overview

This is a vocationally-related qualification that takes an engaging, practical and inspiring approach to learning. You study core topics including care values, legislation and communication skills. In addition, you will develop your knowledge and skills in key areas which will enhance your employability in a wide range of careers.

Students will gain an understanding of how to provide quality care for individuals and how to apply the values of care so that individuals feel valued. Learners will also gain an understanding of how regulatory frameworks aim to protect both individuals and workers in health, social care and early year settings and the procedures that are in place in a range of public sector settings. They also learn how to communicate effectively in settings and investigate body disorders and how to carry out risk assessments: all help to develop an awareness and understanding of the key events that may happen and the effects of these on an individual.

Assessment

60% coursework
40% Exam
One exam – Principles of care in health and social care settings.
Two coursework units – Supporting individuals through life events and Health Promotion Campaigns.



Design & Technology

Qualification: GCSE
Available to: All students
Awarding Body: AQA

GCSE Design & Technology is highly enjoyable and offers pupils the opportunity to engage with tools, processes, and materials they would not have used in KS3. This subject develops creativity and drawing skills. Theory and course work generates a significant workload that requires initiative, organisation and personal management skills.

Skills Required

DT is an exciting and engaging GCSE that covers a broad range of DT specialisms. The subject offers links into many industries and will teach you a range of transferable skills that you will use in everyday life. DT develops your research and analytical skills. It offers you the opportunity to learn about materials and their properties in a practical, hands-on way. This diverse subject will expose you to design culture, looking at design history, fashion, architecture and more.

Post 16 Opportunities

This course leads well into A Level Product Design which can lead on to design based degrees.

Course Overview

You will learn to work with a range of materials, tools and techniques, whilst completing work for a given design brief. You will complete design and make projects, learning the relevant theory as you go along. The projects are based around woods, metals, plastics & textiles. You will learn about designers' brands and design history. The course includes an element of applied maths that will be assessed within the exam in year 11.

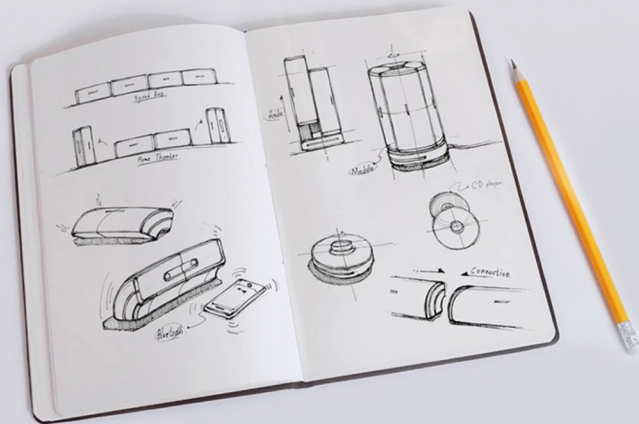
Assessment

Substantial design and make task NEA

- 30–35 hours approx.
- 100 marks
- 50% of GCSE

Exam

- Written exam: 2 hours
- 100 marks
- 50% of GCSE



Hospitality & Catering

Qualification: Level 1/2 Award in Hospitality & Catering
Available to: All students
Awarding Body: WJEC/EDUQAS

Skills Required

- Be organised.
- Have the ability to work independently.
- To be able to follow instructions.
- To behave safely in the kitchen.
- Have a good level of literacy and numeracy.
- Have an interest in the world of hospital and catering and a willingness to work hard throughout the whole course.

Post 16 Opportunities

It is a suitable qualification for those who want a broad background in this area and for those who wish to progress to further education to complete a Level 2 or 3 course related to the food service industry, food manufacturing industry and food science/nutrition industry. It will prepare students for employment in the food sector.

Course Overview

The WJEC/EDUQAS Level 1/2 course will support students who want to learn about this sector and the potential it can offer them for their careers or further study. Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists, nutritionists in food manufacturing. This qualification can lead to further education and training either through apprenticeships or higher education.

By studying food preparation and nutrition students will:

- Be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment.
- Understand and explore a range of ingredients and processes from different culinary traditions to inspire new ideas or modify existing recipes.

Assessment

Unit 1 (40%) – The Hospitality and Catering Industry assessed externally including a 80 minute exam.

Unit 2 (60%) – Hospitality and Catering in Action – assessed internally.



Psychology

Qualification: GCSE
Available to: All students
Awarding Body: AQA

Skills Required

Students need to enjoy practical work such as finding out about memory techniques, researching current theories about memory and learning. Students should have experience of designing and conducting informal classroom research using a variety of methods. They will be expected to analyse data collected in investigations at a descriptive level and draw conclusions based on research findings.

Post 16 Opportunities

Many students who study it at GCSE level are inspired to take Psychology at A-Level, so this shows how successful the GCSE can be. GCSE Psychology is an excellent introduction to the subject in general because of the breadth of topics covered.

Course Overview

GCSE Psychology introduces concepts and methods used to explain human behaviour. Students study models of social, cognitive, developmental, biological and individual differences. These areas will allow students to get a good grasp of the subject, whilst also inspiring them to study Psychology further.

Students study memory which looks at the processes of encoding, storage and retrieval as well as explanations and studies of forgetting. Other topics include psychological problems focusing on depression and addiction. Students learn about how we develop and learn and how different factors affect learning, also students will get an understanding of the structure of the brain and how it works.

Assessment

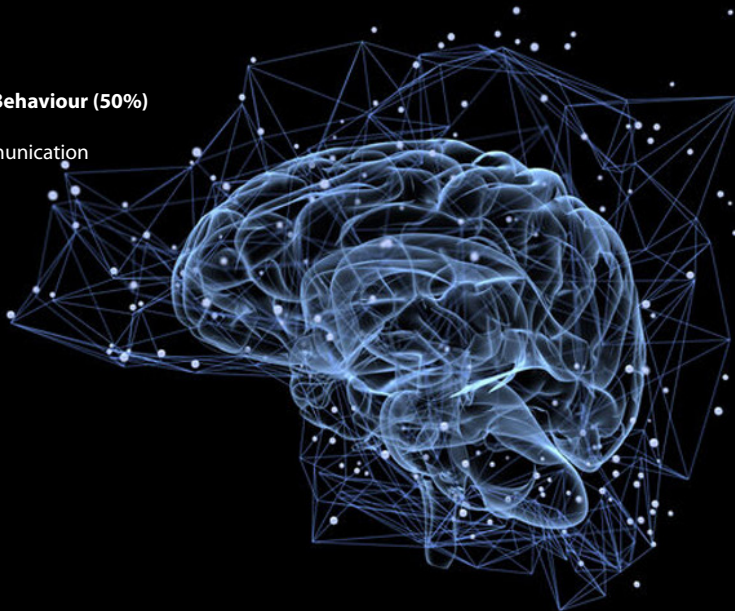
100% Exam – Two papers

Paper 1 – Cognition and Behaviour (50%)

- Memory
- Perception
- Development
- Research methods

Paper 2 – Social Context and Behaviour (50%)

- Social Influence
- Language, Thought and Communication
- Brain and Neuropsychology
- Psychological Problems



Sociology

Qualification: GCSE
Available to: All students
Awarding Body: AQA

Skills Required

Students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions.

Post 16 Opportunities

Students who study Sociology at GCSE will be able to continue their studies at A Level in 6th form. GCSE Sociology is an excellent introduction into the subject, developing knowledge and skills to support A-Level studies. Sociology links well to Psychology.

Course Overview

GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification.

Students study changing relationships in families, societies different views of the role and function of education. Other topics include factors affecting criminal and deviant behaviour and different interpretations of poverty as a social issue. Students also learn how to apply various research methods to different sociological contexts and be able to describe, compare and contrast a variety of sociological perspectives on the many issues studied.

Assessment

100% exams - 1 hour 45 minutes each

Paper 1: The sociology of families and education (50%)

The sociology of families
The sociology of education
Relevant areas of social theory and methodology

Paper 2: The sociology of crime and deviance and social stratification (50%)

The sociology of crime and deviance
The sociology of social stratification
Relevant areas of social theory and methodology



Religious Studies

Qualification: GCSE
Available to: All students
Awarding Body: AQA

Skills Required

Key skills such as: logic, critical thinking, analysis, independent thought, respect, tolerance, creativity, communication and presentation skills are required. All of these can be used to ensure you are involved with informed debate and discussion and this will give you the ability and opportunity to influence others.

Post 16 Opportunities

Much of the course can be directly linked with other subjects and everyday life, leading to the subject being highly desired in numerous occupations and career choices. These include jobs such as: doctors, journalists, lawyers, teachers, analysts, social workers, the list is endless. Companies and especially universities recognise the unique skills that religious studies develop, and it should also be noted that this course is fast becoming a key subject for universities because of the diversity of society in general and how important it is to have knowledge of other people's beliefs

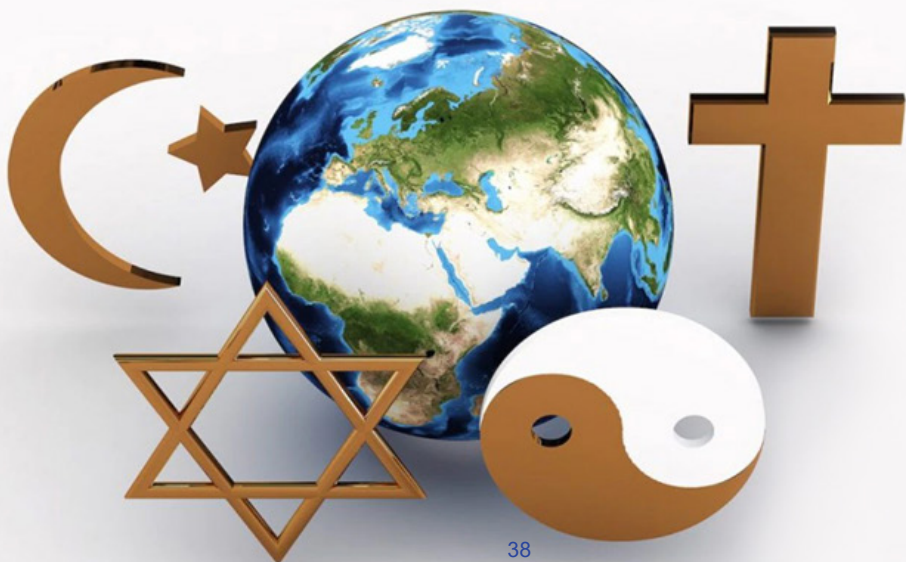
Course Overview

In Year 10 the beliefs teachings and practices of two religions, Christianity (western) and Buddhism (eastern) are studied. Students will investigate the influence of the beliefs, teachings and practices studied on individuals, communities and societies. In Year 11 the religious, philosophical, and ethical themes, of relationships, religion and life, crime and punishment and peace and conflict are investigated.

This course will open your eyes and thoughts to discover not only how others react to situations, but to make you consider what you should do and think. It will stimulate your understanding of yourself and your environment.

Assessment

There are two written exams with no controlled assessment.



BTEC Sport

Qualification: BTEC Tech Award in Sport
Available to: All students
Awarding Body: Edexcel

Post 16 Opportunities

All of these courses give students the opportunities to progress into sports based courses at Level 3 and eventually into sport and leisure careers which include; coaching, fitness instruction and personal training as well as sports therapies to name a few. These courses will also highlight the importance of sport and physical education in health and fitness for all ages.

Course Overview

During the two year course candidates will complete 3 components which are assessed internally and externally.

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop applied knowledge and skills in the following areas:

- Investigating provisions for sport including equipment and facilities to enhance sport.
- Planning and delivery of sport drills and sessions.
- Fitness for sport including fitness testing and methodology.

Assessment

Internally Assessed components

Component 1 & 2:

- The different types of physical activity and providers, the needs of participants, barriers to participation and ways to overcome these barriers. Equipment and technology required to take part in sport is also included. Learners will also develop an applied understanding of physiology and anatomy as they learn how to plan and deliver a warm-up to prepare participants to take part in sport and physical activity
- The components of fitness and how they are used in different types of sport; practical participation in sport and the rules and regulations in sport and ways to improve other participants' sporting performance through planning and delivery of sports drills and conditioned practices.

Externally Assessed components

Component 3:

- Learners to use theoretical knowledge and understanding of applied anatomy and physiology, movement analysis and physical training so that they can use this knowledge to analyse and evaluate performance and devise informed strategies for improving/optimising their own practical performance.
- The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period.
- The external assessment is based on a written assessment that require learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way.





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