



Year 9
Guided Choices 2022

Guided Choices

Year 9 Option Programme

What are guided choices?

Our approach means the process is:

- Tailored to the needs of the student
- Specific to the individual
- Appropriate to the individual
- Outcome driven (GCSEs or equivalent)

How is my child matched to the best courses?

On the basis of progress made so far:

- Cognitive Ability Tests
- Numeracy and Literacy levels
- Current Performance across a range of subjects
- Knowledge of the student's skills and strengths
- CareersInc – careers guidance interviews

What happens next?

- Final choices form completed and returned by Friday 25th February 2022
- Communication by letter to parents confirm choices by the end of May 2022 at the very latest

How will I know how my child is doing?

- Termly reports
- Contact with year team
- Parents' Evenings

Who will I contact if I want to know more?

- Tutor
- Mr Vallance
- Year team – Mrs Walker, Mr Allott and Mr Bennett
- Relevant subject teachers/team leaders
- CareersInc

Year 9 into Year 10

KS4 Guided Choices Information

We are pleased to enclose the Guided Pathway information booklet for Key Stage 4 at The Samworth Church Academy.

At the Samworth Church Academy we firmly believe that all children, irrespective of their starting point, are entitled to a broad and balanced curriculum which will enable them to succeed both whilst at the academy and in later life. This is one of the core ways we aim to equip our students for 70 great years and being the very best they can be. To that end we are delighted to offer an innovative and knowledge rich curriculum, which enables any student within our academy to fulfil their potential and develop the all-important skills and qualities which will serve them well in later life.

A further feature of our curriculum at Key Stage 4 is the flexible Guided Choices which, alongside a core entitlement, make up the broad and balanced range of subjects on offer. In the attached booklet you will see that the core subjects: GCSE English Language and Literature, GCSE Mathematics and GSCE Sciences (Combined Science or Biology, Chemistry and Physics) are taken by all students alongside non-examined courses in Physical Education and Personal, Social, Health and Religious Studies. Students then have three subjects to choose as part of their Guided Pathways allocation, to start in Year 10. A process to decide whether students follow the combined or separate Science pathway will take place in June and July 2022. Separate information will follow for this process, for the relevant students in May 2022.

Furthermore, we fully support the entitlement that students have to study the group of qualifications which the government calls the English Baccalaureate (EBacc): a GCSE grade 5 or higher in one English, Mathematics, two sciences, one humanities subject (Geography or History) and a Modern Foreign Language. We will advise you if we believe that your child should be following this route and as always, provide specialist independent careers advice to ensure that you have access to impartial support during this process.

We understand that this is a crucial time and the choosing of KS4 subjects is very important. You will find further information about support available to you later in this booklet, including details of the Guided Choices Information Evening.

Whatever your child is hoping to study and then do in later life, I hope that you will find the Guided Choices process helpful, in the full knowledge that our sole aim is to ensure students are doing courses that they thrive in.

Change to GCSE grades

Grades in all GCSE subjects will be graded 9-1; with 9 being the highest grade. Approximate grade comparator:

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

Terminology that may help you and your child

Core	These are compulsory subjects: English, Maths, Science, PE, RE/Life.
Guided Pathway Choices	There is an element of choice about studying these subjects.
Key Stage 4	Programmes of study for students in Years 9, 10 and 11.
Level 1	GCSE grades 3-1 or equivalent (grades 3-1 are replacing grades D-G at GCSE).
Level 2	GCSE grades 9-4 or equivalent (grades 9-4 are replacing grades A*-C at GCSE), with grades 5+ being classed as strong pass grades.
Level 3	'A' Level grade A*-E or equivalent.
GCSE	A course graded 9-1. These are assessed by a mix of examination and coursework (see individual subject guides for further information).
BTEC / Cambridge National / Technical Award	Vocational qualifications graded pass/merit/distinction/distinction* and equivalent to a GCSE. Mostly portfolio/coursework based, with a small 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.
EBacc subjects (EBacc = English Baccalaureate)	The EBacc 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	For students to achieve the full EBacc they must attain GCSE grade 5+ in Maths, English, at least two sciences, one of History or Geography and a Modern Foreign Language.

<http://russellgroup.ac.uk/for-students/school-and-college-in-the-uk/subject-choices-at-school-and-college/>

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 courses over Key Stage 4 to keep their future options open.

Attainment 8

The government has set a new Level 2 threshold measure called Attainment 8. Whilst Attainment 8 is a measure of a school's performance, it may become the admissions criteria for 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 Languages
- A further three qualifications which can be either BTEC/Cambridge National/Technical Award, GCSE or other approved qualifications

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

Full EBACC

The full EBACC comprises of students studying GCSE English (Language or Literature), GCSE Maths, GCSE Trilogy or Separate Science, GCSE Geography/History and GCSE French/Spanish. To obtain the Full EBACC, students need to achieve a grade 5 or above in all of these subjects.

The full EBACC is seen as a highly desirable feature of a student's qualification portfolio and is something that is highly known and respected in the academic community. In particular, Russell Group universities talk about the value of this in applications to these institutions. More information on this can be found in the guided choices narrated presentation.

In order to support with this, the academy will be taking a more direct approach in student participation in Modern Foreign Languages. This is to ensure students are able to obtain the Full EBACC. Students from particular teaching sets will automatically 'opt-in' to the language they have studied in Key Stage 3. Parents and students will have to formally withdraw from this provision by writing to the academy via the guided choices process contact details. Please see separate parent letter for details.

What if students cannot do their chosen course?

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 are impossible to timetable.

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 onwards.

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 Guided Pathway subjects to take?

- Narrated website presentation
- Careers advisor student meetings – available on request – parents are welcome to attend these appointments
- Students will have a ‘drop-down’ day on the theme of guided choices on Thursday 3rd February 2022. This will give them information to begin to be able to make their choices.
- ‘Live Chat’ online event with Mr Vallance on Thursday 3rd February 2022 – details to be sent out by/on Friday 21st January 2022
- Students are welcome to discuss course choices in relation to their future career plans and current level of performance with subject and tutors during online lessons, over the next few weeks.

Deadline for option forms to be returned: Friday 25th February 2022

Forms to be returned to Mr C Vallance (Returns box will be held in the Student Information Reception).

Option Subjects

Most students will then choose one of these:

Animal Management (BTEC)
Art and Design (GCSE)
Business Studies (GCSE)
Computer Science (GCSE)
Construction (BTEC Level L1)
Creative iMedia Level 2 Certificate/Diploma
Dance (GCSE)
Design & Technology (GCSE)
Drama (GCSE)
Film Studies (GCSE)
Food Science, Preparation & Nutrition (GCSE)
French (GCSE)
Geography (GCSE)
Hairdressing (City & Guilds Entry Level 3 and Level 1)
Health and Social Care (BTEC)
History (GCSE)
iMedia (GCSE)
Media Studies (GCSE)
Music (GCSE)
PE (GCSE)
Photography (GCSE)
Spanish (GCSE)
Sports Science (BTEC Cambridge National)
Travel and Tourism (BTEC Level 2)

Investing in your Child's Future

The Samworth Church Academy has formed a partnership with Progress Careers – ***an external, independent and impartial careers guidance service*** - who will support your child to aim high in their career goals and aspirations.

Teachers in the Academy, and staff from Progress Careers, will support your child's career development in a number of ways including:

- Information and discussion in lessons, learning and pathway days and assemblies to help them make decisions about their future.
- Access to careers advisers in a variety of ways including individual meetings, drop-in sessions, learning pathway planning and results days.
- Careers information and IT based careers programmes.
- Information and updates on notice boards, plasma screens and websites.

Research has consistently shown that parents and carers are ***the*** most influential factor in students' decisions about the future. Your support and encouragement influences their choices and the guidance you provide will be invaluable to their eventual achievements and career pathways. This might feel a little daunting but there are some very simple and practical steps you can take to support your child.

- Talk to them about their current educational attainment and estimated grades and encourage them to aim high (the skills shortages of the future will be in higher level jobs).
- Discuss where they want to be and research how to get there (using resources in the Academy and on the internet).
- Encourage them to seek out the advice and experiences they need to help them achieve their goals.
- Help them with the steps they need to take.

If you wish for your child to have a careers guidance interview as part of this process then please do not hesitate to contact Mr Vallance or Mrs Walker.

Subject Descriptions

Animal Management (BTEC)



The pet sector is a booming business area and projected to keep increasing each year. With some areas showing significant growth including Natural Pet Products, Speciality Pet Services, Behavioural Consultations, Pet Sitting and Dog Grooming. If you are interested in animals and are a dedicated and committed person, then this may be the course for you. With a wide range of employment and further education avenues on offer in this sector.

BTEC Animal Management Level 1/Level 2

This qualification is made up of 3 Units.

1 exam and 2 coursework-based units.

- Component 1 – Animal Handling
- Component 2 – Animal Handling and Accommodation
- Component 3 – Animal Health and Welfare

Art and Design (GCSE)

"Art is not what you see, but what you make others see." **Georgia O'Keeffe**



Who should study GCSE Art and Design?

GCSE Art and Design will provide learners with the opportunity to study a wide range of academic or practical post-16 courses, plus open doors to many creative industries and job prospects. Art and Design is suited to students with a passion for creativity, who will be engrossed with their subject and be willing to invest time outside of the classroom to present their work. Anyone with a flair for creativity will excel on the course and have the opportunity to push the boundaries and their artistic vision.

What topics and questions will I study in GCSE Art and Design?

- The course comprises two elements; Component 1 (60%) is Coursework and Component 2 (40%) is an Externally Set Exam which consists of 12 weeks preparatory work in class, followed by a 10-hour exam to create a final outcome.
- All students will have to submit evidence of drawing to support the development process in both Component 1 and Component 2.
- You will have the opportunity to take an individual approach to art, craft, and design, looking at both contemporary and historical sources for inspiration.

- You will gain experience and build a critical awareness of works of art and design through studying a range of artists and trips to galleries (when possible).
- You will develop investigative, analytical, experimental, and interpretative capabilities, aesthetic understanding, and critical skills.
- All students will have to use written annotation and appropriate specialist terminology to record their ideas, observations, insights, and independent judgements.

What challenges will I face in Art and Design?

- To apply a creative approach to problem solving.
- To consider and develop original ideas from initiation to realisation.
- To critically analyse your own work and the work of others.
- To express individual thoughts and choices confidently.
- To take risks, experiment and learn from mistakes.

What careers can Art and Design lead to?

There are many careers in the creative world appropriate to Art and Design GCSE and A level, including design for; Textiles, Fashion, Product, Furniture, Ceramics, Graphic Design and Illustration, Architecture, Interior Design, Theatre and Set Design, Film, Curating and Museum Archiving as well as conceptual and Fine Art careers.

Assessment Objectives:

- **Developing** ideas through investigations informed by critical and historical investigations.
- **Refining** and **exploring** ideas through experimentation with materials and techniques.
- **Recording** ideas through observational drawing and other visual forms of communication.
- **Personal** informed response leading to final pieces/outcomes of individual research.
- Your final grade will be made up of a coursework mark, which is worth 60% of your final grade and an externally set exam, which is worth 40% of your final grade.

Art and Photography (GCSE)

“You can look at a picture for a week and never think of it again. You can also look at a picture for a second and think of it your whole life.” Joan Miro



Who should study GCSE Photography?

Photography is suited to students who have a keen interest in Photography, Digital Art, Digital Manipulation, and/ or Media. Photography is about looking, learning, thinking, and communicating ideas. It inspires creative thinkers, and the most exciting aspect is that you are capturing the world as you see it. The course requires learners who are prepared to put extra time in outside of the teaching hours, with a will to push the boundaries and their creative vision to develop as a Photographer. This course is ideal for learners who wish to

study a creative GCSE without needing the skills to draw confidently.

What topics and questions will I study in GCSE Photography?

- The course comprises two elements; Component 1 (60%) is Coursework and Component 2 (40%) is an Externally Set Exam which consists of 12 weeks preparatory work in class followed by a 10-hour exam to create a final outcome.
- Students will have the opportunity to respond to a range of practitioners and project themes including still life, portraiture, surrealism, natural forms and many more.

- During Year 10 students will learn how to use a camera skillfully to take a successful photograph, manipulate imagery using Adobe Photoshop, and understand the importance of typography and how to analyse photographic sources in order to inspire their own.
- Learners will document all their work throughout their GCSE in a digital portfolio, which also builds on their general ability to use a computer.
- Finally, the skills they learn in Year 10 will prepare them for further independent study during Year 11 where they will have the freedom to take an individual approach to Photography, looking at both contemporary and historical Photographers and Artists for inspiration by developing a personal project which is meaningful to them.

What challenges will I face in Photography?

- To apply a creative approach to problem solving.
- To consider and develop original ideas from initiation to realisation.
- To critically analyse your own work and the work of others.
- To express individual thoughts and choices confidently.
- To take risks, experiment and learn from mistakes.
- To develop new practical, traditional, digital art and photographic skills.

What careers can GCSE Photography lead to?

GCSE Photography will provide learners with the opportunity to study a wide range of academic or practical post 16 courses, plus open doors to many creative industries and job prospects, including a freelance photographer; artist; curator; fashion photographer, graphic designer, advertising, editorial design, picture researcher; photojournalist; picture editor; gallery manager; an exhibitions coordinator and many more.

Assessment Objectives:

- **Developing** ideas through investigations informed by critical and historical investigations.
- **Refining** and **exploring** ideas through experimentation with materials and techniques.
- **Recording** ideas through observational drawing and other visual forms of communication.
- **Personal** informed response leading to final pieces/outcomes of individual research.

Your final grade will be made up of a coursework mark, which is worth 60% of your final grade and an externally set exam, which is worth 40% of your final grade.

Business Studies (GCSE)

If you choose to study Business Studies you will study REAL businesses, from your local market stalls to huge multinationals such as McDonalds. You may even get the opportunity to work with business mentors from companies such as Coca-Cola on real life business projects.

Through this you will learn to lead a team, manage finances, cope with change and understand how outside factors such as new technology or environmental issues can affect a business.



GCSE Business Studies is built around two exams:

- Part 1: Businesses in the real world, managing production and people (1-hour 45 minute exam).
- Part 2: Influences on businesses, marketing and finances. (1-hour 45 minute exam).

Exams consist of multiple choice questions; case study data response questions and one 15 mark longer answer question.

This is a traditional GCSE course worth 1 GCSE at grades A*-G. If you are a little unsure of what career you want to pursue, Business Studies is the ideal option to give you a broad range of skills and knowledge of how most businesses work, including how to make yourself more employable and entrepreneurial.

Creative iMedia Level 2 Certificate/Diploma



Cambridge Nationals in Creative iMedia are media sector-focused, including film, television, web development, gaming and animation, and have IT at their heart. They provide knowledge in a number of key areas in this field from pre-production skills to digital animation and have a motivating, hands-on approach to both teaching and learning. Cambridge Nationals deliver skills across the whole range of learning styles and abilities, effectively engaging and inspiring all students to achieve great things.

Career prospects: web designers, graphic artists, multimedia producers, animators, sound designers and editors, video producers, games designers and story boarders.

Students interested in Creative iMedia should be able to show:

- Evidence of creativity.
- Demonstrate basic IT literacy and show an interest in developing their skills further.
- Demonstrate skills and knowledge at the appropriate level in the key skills areas of communication and working with others.

Assessment

Students will need to complete 4 units including units R081: Pre-production skills and R082: Creating digital graphics to gain the Certificate Award. Unit R081 contains a written paper which is set and assessed by OCR. The remaining units will be moderated by OCR.

Unit and qualification results are awarded on a 7 grade scale with: Pass, Merit and Distinction at both Levels 1 and 2, and with a new grading of Distinction* at Level 2 to inspire students to achieve more. Students' performance on the units will determine their grade and level.

Each unit is equally weighted and worth 25% of the overall qualification.

Computer Science (GCSE)



This OCR GCSE in Computer Science course covers how a computer system functions from the main components to the understanding of how networks are created and used. Students will also develop a range of computational thinking skills that will be applied to solve problems by designing and creating appropriate

solutions.

Students will also be taught how to program in Python for the controlled assessment element of the course and to demonstrate the theories covered. This GCSE is suitable for students who enjoy Maths, have an interest in technology, are logical, methodical and enjoy problem solving or are interested in a career in engineering, computing or related technical areas.

- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation.
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.
- Think creatively, innovatively, analytically, logically and critically. Understand the components that make up digital systems and how they communicate with one another and with other systems.
- Understand the impacts of digital technology to the individual and to wider society.
- Apply mathematical skills relevant to Computer Science.

Content Overview	Assessment Overview	
Computer systems <ul style="list-style-type: none"> • Systems Architecture • Memory • Storage • Wired and wireless networks • Network topologies, protocols and layers • System security • System software • Ethical, legal, cultural and environmental concerns 	80 marks 1 hour and 30 minutes Written paper (no calculators allowed)	50% of total GCSE
Computational thinking <ul style="list-style-type: none"> • Algorithms and programming • Algorithms • Programming techniques • Producing robust programs • Computational logic • Translators and facilities of languages • Data representation Computational thinking, algorithms and programming 	80 marks 1 hour and 30 minutes Written paper (no calculators allowed)	50% of total GCSE

<p>Programming project</p> <ul style="list-style-type: none"> • Programming techniques • Analysis • Design • Development • Testing and evaluation and conclusions • Programming project 	<p>Totalling 20 hours Non-Exam Assessment (NEA)</p>	<p>Compulsory Element 0% of total GCSE</p>
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Progression/Further study

This course will enable students to proceed to qualifications at Level 3 and potentially Higher Education, including A-Level Computing, along with many different careers including App development, programming, cyber security, games programming, web development and network management.

Dance (GCSE)

Dance GCSE is a course suitable for an acclaimed dancer or someone who simply loves dance and enjoys being creative. This course is ideal for students who enjoy working with others and a subject that harnesses the whole child.



In the new specification, students are required to perform as a soloist, learning set material, as a group, in choreographies and in duets and trios. The course is underpinned with theory work where students have to learn about six professional dance works and explore six styles in the studio, with professionals and at events.

Here at the Academy, the Dance department is forever growing and students who take Dance GCSE have extra benefits in terms of exciting national trips, performances in showcases, exhibitions, involvement with a professional photoshoot and a show at our school awards evening.

This option choice allows students to make costumes, learn about the technical aspects of a production including lighting, sound and set design. As the creative industry continues to be the strongest in the UK and employers are constantly looking for young people with standout characteristics, this option allows students to develop their communication skills, confidence and interpersonal capabilities.



Component 1- Practical

- Set phrases
- Performance Piece
- Choreography

Component 2- Theory

- Dance Anthology

Why take GCSE Dance?

- Gain confidence and transferrable skills
- Dance is a widely recognised subject that encourages students to be confident individuals, that can be creative and problem solve.
- Gain Practical skills and enhance your dance training
- Performance experience
- Dance industry insights
- Develop teamwork and communication skills
- A subject that allows you to be creative and active

Drama (GCSE)

The creative industries are the UK’s fastest growing industry – GCSE Drama is not just about becoming a performer – it equips you with the key skills that all employers look for.

- Teamwork
- Creative thinking
- Problem solving
- Willing to try new ideas
- Accepting constructive criticism
- Empathy and emotional literacy
- Confidence
- Practical and Academic approaches

CONFIDENCE

COMMUNICATION

Many students who study drama at GCSE and A Level are recognised by Further/Higher Education and employers as having vital skills that set them apart from the crowd; it’s also lots of fun!



Design Skills



Performance Techniques



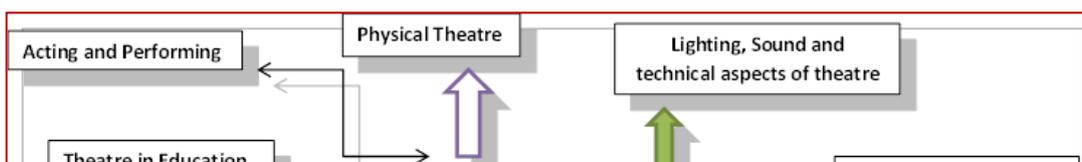
Practical Skills



Technical Theatre Skills

Why choose this course?

GCSE Drama is not just about performing – you can choose to learn about the technical aspects of theatre such as lighting and sound or you could create the costumes, make-up or set for a group of performers.



CREATIVE

COLLABORATION

How does the course work?

We study AQA GCSE Drama.

In Year 9 you will explore the practical aspects of the course – devising drama in teams along with performing a range of scripts. You will explore the theatre industry, staging, set design, lighting, costume and how plays go from page to the stage.

In Year 10 you will study Blood Brothers practically and apply your knowledge to written work along with creating your first examination devised piece.

In Year 11 you will refine key written exam skills along with working on 2 extracts from a script to perform for an examiner.

“Taking drama was the best decision I made it has given me the opportunity to express myself properly without being judged”
W McKenna YR11

“I picked drama because musical theatre is my passion and it allows me to be expressive and individual. I enjoy working with groups of people in theatre and view them as a second family, I enjoy learning new aspects of the arts industry and taking inspiration from other successful individuals involved in the arts”
L Kealey YR10

Why do students like this course?

I picked Drama because I have always really loved it. Choosing it has meant that I have gain confidence and talked to so many different people. It's the chance in the day to do something I really enjoy.
R Allan YR 11

R Allan YR11

I picked drama because I've always liked acting and playing a role, it was kind of my dream to be an actor, but less of a dream now, but still a dream nonetheless
A Johnston YR10
A Johnston YR10

Component 1	Component 2	Component 3
Written exam 40% <ul style="list-style-type: none">Theatre terminologyBlood Brothers set text studyLive theatre evaluation	Devised drama performance 20% Devising log book 40% Can specialise in performing or technical theatre.	Performance exam 20% Performance of 2 extracts for AQA examiner. Can specialise in performing or technical theatre.

BTEC Level 1 Introductory Certificate in Construction

The UK construction industry employs over two million people. Skills gaps mean that opportunities exist for many highly skilled support workers as well as for those directly involved in building. The BTEC Level 1 Introductory Certificate in Construction is designed as a taster to give the learners the opportunity to develop a range of skills, techniques, personal skills and attributes that are essential for successful performance in working life.



Introductory Certificate in Construction

The qualification is nationally recognised and is made up of 5 units, two core units and 3 sector units: The Academy specialises in 3 sector units as listed:

Core unit - Being organised

Core unit - Developing a Personal Progression Plan

Sector unit - Drawing a Plan of a Room

Sector unit – Joinery (*Making Carpentry Joints*)

Sector unit – Plumbing (*Fixing a Water Pipe*)



Design in Technology (GCSE)

- Do you like designing new products?
- Do you like working with different materials?
- Are you prepared to work hard to produce creative and innovative products?
- Do you want to find out more where materials come from?



If the answer is YES to any of the above, then it may be a good idea to choose GCSE Design and Technology as one of your options.

The GCSE Design and Technology courses will give you the opportunity to explore different materials, processes and techniques with the Technology Department.

Your final grade will be made up of a coursework mark, which is worth 50% of your final grade and an externally set exam, which is worth 50% of your final grade.

Component	Overview	Assessment
Component 1 Examination 50% of qualification	<p>The paper includes calculations, short-open and open-response questions as well as extended-writing questions focused on:</p> <ul style="list-style-type: none"> analysis and evaluation of design decisions and outcomes, against a technical principle, for prototypes made by others analysis and evaluation of wider issues in design technology, including social, moral, ethical and environmental impacts. <p>The paper is split into section A “core” and section B “material” categories.</p>	<p>Written exam, externally assessed</p> <p>Exam 1hr 45mins</p> <p>Total of 100 marks</p> <p>Students must answer all questions in section A (40 marks).</p> <p>Students must choose one specialism in section B – either Metals, Papers and Boards, Polymers, Systems, Textiles or Timbers (60 marks).</p>
Component 2 Design & Make project 50% of qualification	<p>Three contextual challenges will be provided by the board on 1st June each year, from which students must choose one to respond to.</p> <p>Students will produce a project which consists of a portfolio and a prototype.</p> <p>There are four parts to the assessment:</p> <ul style="list-style-type: none"> Part 1: Investigate Part 2: Design Part 3: Make Part 4: Evaluate 	<p>Non-examined assessment internally assessed and externally moderated.</p> <p>Total of 100 marks</p>

All of the following courses are suitable to lead on to the Design and Technology: Product Design courses at AS and A2 level.

If you wish to find out more about any of these courses see Mr Wilson or Mrs Marriott, who will be able to answer your questions and show you examples of previous projects and examination papers.

Design and Technology (specialising in woodworking and timbers) (GCSE)

This course is concerned with the designing and making of products using a range of materials but specialising in different types of wood and manufactured boards. The skills you have already gained in KS3 will be further developed and involve a range of new experiences in working, fabricating and joining materials. You will become competent in the use of hand tools and machines such as lathes, pillar drills, milling machines, buffing wheels, CNC router and lathe laser cutter and 3D printing!



Computer Aided Design using new Fusion 360 will be a key aspect of your work in developing a marketable product that can be mass produced.

This course is ideal for those who enjoy working with materials and being able to make or fix products which is both rewarding and saves money. The course is also excellent for those planning to work in Construction or Engineering.



Year 9 – Core section

Year 10 – Gaining skills, knowledge and understanding of timbers

Year 11 – Design and Make Project

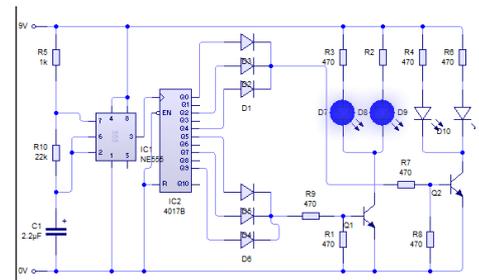
Design & Technology (Specialising in electrical systems) (GCSE)



Developments in systems are one of the key factors in creating the highly technological society we now live in. Electronic components are found in millions of everyday products including children's games, remote controls, mobile phones, robots, computers, iPods, cameras, washing machines and burglar alarms.

This course will help you to gain an understanding into how basic electronic systems work. You will be taught about a variety of electronic components and how they

work together to create useful circuits.



These include circuits that can detect changes in light, heat or moisture; ideal for designing products such as teenager's cool automatic night lights, hypothermia alarms for elderly people, bath full alarm, and so on; alarm circuitry designs will enable you to create novelty bedroom alarms and bicycle alarms; digital electronic design construction will help you develop simple games and counters.



- Year 9 – Core Section
- Year 10 – Gaining skills, knowledge and understanding in systems
- Year 11 – Design and Make Project

Design & Technology (specialising in graphical techniques) (GCSE)

This course is about using formal industrial drawings-such as orthographic projection, isometric projection, planometric projection and oblique projection which might not mean very much to you at the moment, but by the end of the course you will you be able to understand these types of drawings and be able to produce your own. Knowledge of them is essential if you want to move into the field of design or architecture in any industry or place of work.



Developing skills in Computer Aided Design is a key skill that will be developed. You will learn how to use programs such as Pro Desktop, Sketch-up, 2D Design and Boxford CAD/CAM. This course is ideal for those who enjoy drawing or would like to work in the field of product design or architecture.

- Year 9 – Gaining skills, knowledge and understanding in core materials.
- Year 10 – Core section
- Year 11 – Design and Make Project

Design & Technology (specialising in Textiles) (GCSE)



As part of this course you will be able to undertake the following activities

- Recycling and environmental issues.
- Exploring the sources and different properties of textiles
- Blending of fibres
- Different types of weaving – Create your own unique weave
- Manufacturing clothing on the sewing machine
- Embroidery, tie dye and fabric painting

This course is ideal for those who enjoy textiles or would like to work in the field of Fashion design, interior design, car interior design, textile designer.

- Year 9 – Gaining skills, knowledge and understanding in core materials.
- Year 10 – Core section
- Year 11 – Design and Make Project



Film Studies (GCSE)

Are you interested in learning about why film is such an important, and enjoyable medium?

In Film Studies, you will learn to talk about and analyse a wide range of filmmaking techniques such as narrative, cinematography and characterisation. Films are a hugely popular art form and play a significant role in people's lives – from being entertained by the latest Hollywood blockbuster through to learning about different cultures and countries.

You will enjoy studying films from the 1950s all the way through to modern times.

The exam topics are:

- **Key Developments in US Film**
- **Global Film: Narrative, Representation and Film Style**

The analysis skills used in Film Studies are similar to those used in English but you'll also learn a whole new set of terminology – instead of analysing books and plays, you'll be analysing film sequences, historical contexts and the key themes that help us to understand film on a deeper level. .

Do you have an imaginative and creative mind? You will enjoy designing and producing a short film and related screenplay.

During the course you will gain knowledge of the film industry and film-making processes, develop your analytical skills and then design your own products. You will need to have a passion for writing, as the course is assessed through 70% examination (2 exams) and 30% coursework (film sequence, screenplay, story board.)



Food Science, Preparation and Nutrition (GCSE)



This new GCSE in Food Science, Preparation and Nutrition is an exciting and creative course which focuses on the science of food as well as practical cooking skills and culinary techniques.



Food traditions and kitchen safety are also studied to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials.

At its heart, this qualification focuses on nurturing students' practical skills to give them a strong understanding of food and nutrition and the scientific principles, characteristics and functional and chemical properties.

This course will take full advantage of the high class teaching and kitchen facilities we have in our Academy.

Food preparation skills are integrated into five core topics. Each of these sections is assessed in the students GCSE exam paper:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance.

What can I do with this qualification?

On completion of this GCSE, students can go on to further and higher education and it can open up exciting opportunities for employment within the catering, food science and nutrition industries.

How is the course assessed?

This GCSE is assessed through two written tasks and one examination paper.

Task 1 - An investigation (1500 – 2000 words and photographic evidence) into the working characteristics, functional and chemical properties of ingredients. (30 marks)

Task 2 – A written or electronic portfolio (chosen from a bank of tasks) including photographic evidence showing knowledge, skills and understanding in planning, preparation, cooking, presentation and application of nutrition of the chosen task. (70 marks)

Task 1 and 2 make up 50% of the overall grade. The other 50% is made up of a written examination in which students will have to show their theoretical knowledge of the five core topics outlined above. If you have any questions or for any more information, please speak to Mrs Walker.



French (GCSE)

Why study a language?

If you enjoy communicating with other people, finding out how language works and learning about different countries and cultures, continuing with your language to GCSE level is an excellent choice for you!

You will learn to understand far more of the language when you hear it spoken or read it and be able to express yourself both verbally and written in detail. But there are many other reasons for taking a language:

- You will be able to share your interests, ideas and opinions with other people who speak the language.
- You will learn about the countries where the language is spoken.
- You will add an international dimension to your choice of GCSE subjects, which is something many future employers and higher education providers look for.

- You will learn many skills which are useful in a wide range of future careers, such as the ability to communicate clearly, being confident about speaking in public, using problem-solving strategies, etc.
- You will create greater opportunities for yourself to work abroad, or for companies in the UK with international links.

What do I need to know, or be able to do?



To pursue the GCSE French course, you need to have studied French in years 7, 8 and 9. This means you're well prepared to continue with it to GCSE. You already know some of the vocabulary you'll need for GCSE. You know how to talk about yourself, your family and friends, your hobbies, where you live, school, holidays, food and drink. So, you're already part way there! You'll build on these topics during your GCSE course, as well as moving on to new topics and building a broader knowledge of language and

grammar.

How will I be assessed?

You will be assessed in the exams at the end of Year 11 across the four skills: listening, speaking, reading, writing – each skill is worth 25% of the final grade. You will be entered for foundation or higher for all four exams.

Listening – assessing your understanding and responses to different types of spoken language with some answers in English and some in French.

Speaking – including role-play, photo card to describe and general conversation on two topic areas.

Reading – assessing your understanding and response to different types of written language with answers in both English and French, plus a translation task into English.

Writing – a translation task from English to French with two writing tasks which could include describing a picture, writing from four bullet points or an open-ended task depending on foundation or higher tier.



Geography (GCSE)

Are you interested in exotic and exciting places around the world? Do you have a passion for knowledge about the world we live in and different cultures? Geography is not only up to date and relevant, it is one of the most exciting, adventurous and valuable subjects to study today. So many of the world's current problems can be explained using an understanding of geography and we will need the geographers of the future to help us tackle them.



Geography will help to prepare you for life in modern society and provides many opportunities for you to expand your knowledge and understanding of the world we live in

and the global issues faced by humans and the environment. Topics of study include Climate Change, Poverty, Natural Disasters, Deprivation, Global Shifts in Economic Power and the Challenge of Sustainable Resource Use. The GCSE course will equip you with many important skills and areas of knowledge and understanding relevant to your present and future life. The subject encourages you to understand your role in society, by considering different viewpoints, values and attitudes. You have already explored many of the themes and developed several of the skills in KS3 Geography.

Course Content and Assessment

Paper 1: Living with the Physical Environment (35% of GCSE)

This section covers: Natural hazards, tectonic hazards, weather hazards, climate change, ecosystems, tropical rainforests, cold environments, coastal landscapes, river landscapes and glacial landscapes.

Paper 2: Challenges in the Human Environment (35% of GCSE)

This section covers: The urban world and cities, urban change in the UK and in India, urban sustainability, the development gap, newly emerging economies, the changing UK economy, resource management, food management, water management and energy management.

Paper 3: Geographical Applications (30% of GCSE)

This section provides students with the opportunity to demonstrate geographical skills and apply knowledge / understanding, by looking at particular issues developed in Paper 1 and Paper 2. The students will be provided with a theme set by the exam board to study in the period leading up to the final exams. Previous topics have included deforestation in the Amazon and water issues in the UK. The paper includes: issue evaluation, fieldwork and geographical skills. During the course students will go out in to the field to collect some data. One day will see the students visiting a physical geography setting such as a river or the coast and working in this area for the day. The second day will see students collecting data from a human geography setting such as a city. Students will use this data to help complete exam questions in Paper 3.

Students will answer a range of questions ranging from multiple choice questions to longer essay style answers in their three exam papers.

We currently follow the AQA specification, which is examined at the end of Year 11.

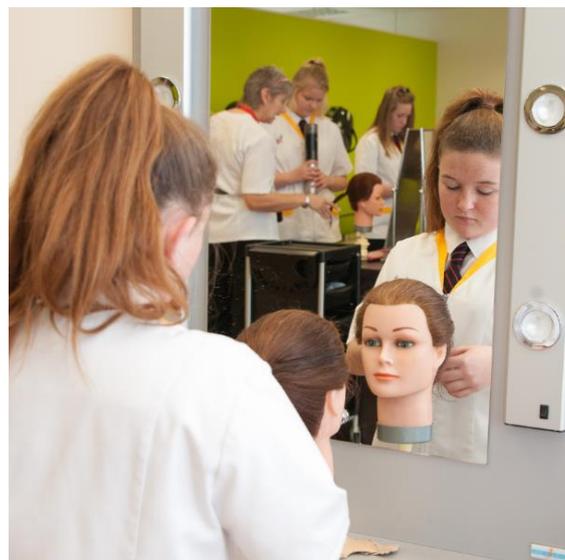
Geography helps you develop a huge skill base that is essential in both Further Education and the world of work, including: social, economic and environmental awareness, decision making, problem solving, teamwork, individual enquiry, communication, numerical skills, statistical skills, debating, organisation, presentation, ICT and geographical skills. This mix of knowledge and skills makes Geography a desirable subject to have on your CV.

Hairdressing (City and Guilds) Entry Level 3 and Level 1

The Salon offers an amazing opportunity to study Hairdressing in a City and Guilds accredited and professional salon. Along with extremely skilled staff who has vast experience in the Hairdressing world. The course includes coursework, tests and practical. This is a taster course to give students thinking of a career in hairdressing an idea of what it would be like to work in a real commercial salon.

The topics covered are:

- An introduction into the hair and beauty industry
- Present a professional image in a salon
- Shampoo and condition hair
- Plaiting and twisting
- Temporary colouring
- Blow-drying and styling hair
- Health & Safety
- Teamwork



Some of the career pathways after this course are: NVQ Level 2 and 3 in College or school or an Apprenticeship

Places you can work when a stylist: Cruise Liner, Salon, Teaching, TV, Theatre and Film, Manufacturing Company testing products, Photo Shoots among others.

Students must attain 97.6% course attendance in order to receive certification

Health and Social Care (BTEC)



The BTEC Tech Award in Health and Social Care is a KS4 qualification designed for 14-16 students, to be taken alongside GCSEs.

This course is made up of three components, two of which are internally assessed by coursework and component 3 is an exam. Topics are Human Lifespan and Development, Health and Social Care Services and Values and Health and Wellbeing.

Tech Awards give learners the opportunity to build skills that show an aptitude for further learning both in the sector and more widely.

Where can this lead?

A Levels as preparation for entry into higher education in a range of subjects ·

Study of a vocational qualification at Level 3, such as a BTEC National in Health and Social Care which prepares learners to enter employment or apprenticeships, or be able to go into the workplace e.g.

- Registered care homes
- Hospitals and primary care trusts
- Nursing homes
- Health centres

All units are assessed and graded and an overall grade for the qualification is awarded.

History (GCSE)



“History gives answers to those who know how to ask questions.”

History is one of the most thrilling, fascinating and thought provoking subjects that you can take. You will be taught about key events in history, how and why they happened and the impact that these events had. We will also continue building on skills you have learned in KS3 – how to analyse sources and what sources mean to us as historians. There will also be a strong focus on improving your ability to communicate your thoughts effectively.

At the end of your GCSEs, you will have 3 exams. You will study 4 topics:

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

This covers a range of areas, including the ideas about causes of disease and the different treatments from the Middle Ages to the Modern Age and includes case studies on the Black Death, Plague, Cholera outbreaks and the development of penicillin. It also covers Trench Warfare, the conditions faced by soldiers; the nature of wounds from rifles, explosives, shrapnel and gas attacks. We will explore the development of new techniques in the treatment of wounds and infection.

2. **Anglo-Saxon and Norman England, c1060–88**

We will look at the death of Edward the Confessor and the succession crisis. We will examine who the rival claimants for the throne were; Harold Godwinson, William of Normandy, Harald Hardrada and Edgar. We will study the Norman Invasion including the Battle of Hastings and how William I established and kept control.

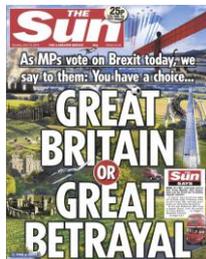
3. **Superpower Relations and the Cold War 1941-1991**

The Cold War is over, but its legacy remains. This period study of twentieth-century international relations will help students to engage with new as well as familiar issues in the twenty-first century. In this option, we will study a period of immense recent significance in the development of our modern world. It is a story beginning with the alliance of the USA and USSR and ending with the fall of the Berlin Wall; a story of mistrust and nervous tension, spying and treachery, tragedy and new hope, destruction and rebuilding.

4. Weimar and Nazi Germany, 1918–39

We will look at Germany in the aftermath of World War One, The Weimar Republic and the problems they faced, the rise of the Hitler and the Nazis. We will examine how the Nazi's kept control and Hitler's dictatorship. We will look at what life was like for people living in Nazi Germany 1933-39 including the persecution of the Jews.

Media Studies (GCSE)



The media has a huge influence on us; we all interact with every day, in many different ways.

The media plays an important role in how we learn to understand, or misunderstand, each other. In a world of fake news, clickbait and photoshopped images, it's important to learn how to 'see through' these media tricks and understand why they are used.

Of course, you will also learn about the hugely positive impact that media can have, and how it can be a real force for change in society – particularly when studying how media has changed over time.

During the course, you will learn about how the Advertising, Television, Magazine, Newspaper, Video Game and Music industries work.

Are you an inquisitive person? You will enjoy learning about how the different products are designed and produced. You will learn about how media products are used to present specific viewpoints, which can influence us to buy something, or even influence the way we vote in elections!

The exam topics are: **Exploring Media Language and Representation, Exploring Media Industries and Audiences, and Understanding Media Forms and Products.**

The analysis skills used in Media Studies are very similar to those used in English – think of it as analysing adverts, newspapers, audience responses etc instead of analysing books and plays.

Do you have an imaginative and creative mind? You will enjoy designing and producing a media product of your own, such as a magazine, music video or website.

During the course you will gain knowledge of the media, develop your analytical skills and then design your own media products. You will need to have a passion for writing, as the course is assessed through 70% examination (2 exams) and 30% coursework (1 large practical piece.)

Music (GCSE)

GCSE Music encourages an integrated approach to the three distinct disciplines of performing, composing and appraising through four interrelated areas of study. The four areas of study are

designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context. Students study four areas of study which are Western Classical tradition, Popular Music, Traditional music and Music in the 20th Century.

Why choose music?

- Provides students the opportunity to gain self-confidence through performing to others.
- Develops team-working skills through performing with others.
- Extends students' creative skills through composing music.
- Encourages the understanding of the importance of continuous evaluation and refinement in any process.
- Provides a solid foundation for progression to music related courses, including A-level Music and a career in music professions.



The GCSE Music course consists of:

- Composition (two compositions one of which is from a brief) **30%**
- Performing (two recorded performances on any instrument, one solo, one group) **30%**
- Listening Exam based on appraising music from classical to rock. **40%**

An ability to play a musical instrument is beneficial but is not essential as students can take a music technology based route or start learning an instrument on the course. So whether you are a guitarist, singer, violinist or just love music this is a suitable course for you.

Physical Education (GCSE)

Have you ever wondered

- Why you are a great footballer but hate swimming?
- Why people take performance enhancing drugs?
- What an elite athlete eats?
- How the muscles and bones work to create movement?



Then take GCSE PE to find out the answers!

Course Content:

The course consists of three elements: 60% theory, 30% practical performance and 10% written coursework. These will be taught over three theory lessons.

Theory (60%)

Over half of your grade will be assessed in two 1 hour exams at the end of Year 11. Each paper is out of 60 marks.

There are two main units of study.

Unit 1 Physical factors affecting performance exam (30%)

- 1.1 Skeletal system, Muscular system, Movement Analysis, Cardiovascular and Respiratory systems and Effects of exercise on the body systems.
- 1.2 Components of fitness, principles of training and preventing injury.

Unit 2 Socio-cultural issues and sports psychology exam (30%)

- 2.1 Engagement patterns of different social groups, commercialisation and ethical and socio-cultural issues.
- 2.2 Sport psychology.
- 2.3 Health, fitness and well-being.

Practical (30%)

You will be assessed in three practical performances during the course. The activities are from a set list prescribed by the Department of Education.

The activities are divided into two categories; individual activities e.g. golf, athletics etc. and team activities e.g. football, rugby, netball etc. You must be assessed in one sport from each category and the third sport can be from either category. **You MUST be playing sport out of school to score highly in the practical element of this course and be committed to attend after school clubs to improve their practical grade.**

Written Coursework - Analysing and Evaluating Performance (10%)

This is controlled assessment where the students will have to:

- Analyse personal performance.
- Evaluate the strengths and weaknesses of the performance.
- Produce an action plan which aims to improve performance.

Cambridge Nationals Sport Science

Assessment:
1 Hour Exam
Coursework

Sport Science

Reducing the risk of sports injuries (Exam)

Students learn how to prepare participants to take part in physical activity so that they minimise the



risk of injuries. They also learn how to respond to common sporting injuries and how to recognise the symptoms of some common medical conditions.

Applying principles of training (Coursework)

Students develop knowledge and understanding of the principles of training and how to keep performers in peak physical condition. They apply practical skills in fitness testing and in designing bespoke training programmes to suit individual requirements.

The body's response to physical activity

Students explore how the body changes and responds to physical activity. They develop knowledge and understanding of the musculoskeletal and cardio-respiratory systems and some of the changes that occur in response to physical activity, both short term and long term.

The body's response to physical activity (Coursework)

It is recognised that physical activity is essential in maintaining good health. Many careers within the sport, leisure and health industries require employees to have an understanding of how the body changes and responds to physical activity. With this knowledge, it is possible to improve body systems to optimise sports performance and promote healthier lifestyles.

By completing this unit, students will understand key aspects of the structure and function of the musculo-skeletal and cardio-respiratory systems and investigate some of the changes which occur to them in response to short and long-term physical activity.

Sports nutrition (Coursework)

Students explore the role that diet plays in different sports and activities and the importance of a healthy, balanced diet that includes essential nutrients in the correct quantities. They use the knowledge they gain to produce an appropriate, effective diet plan for a performer.

Spanish (GCSE)

GCSE Spanish is only available to those students who have been studying the language during Years 7 and 8.

Why study a language?

If you enjoy communicating with other people, finding out how language works and learning about different countries and cultures, continuing with your language to GCSE level is an excellent choice for you!



You will learn to understand far more of the language when you hear it spoken or read it and be able to express yourself both verbally and written in detail but there are many other reasons for taking a language:

- You will be able to share your interests, ideas and opinions with other people who speak the language.
- You will learn about the countries where the language is spoken.
- You will add an international dimension to your choice of GCSE subjects, which is something many future employers and higher education providers look for.
- You will learn many skills which are useful in a wide range of future careers, such as the ability to communicate clearly, being confident about speaking in public, using problem-solving strategies, etc.
- You will create greater opportunities for yourself to work abroad, or for companies in the UK with international links.

To pursue the GCSE Spanish course, you need to have studied Spanish in Years 7, and 8 and 9. This means you're well prepared to continue with it to GCSE. You already know some of the vocabulary you'll need for GCSE. You know how to talk about yourself, your family and friends, your hobbies, where you live, school, holidays, food and drink. So, you're already part way there! You'll build on these topics during your GCSE course, as well as moving on to new topics and building a broader knowledge of language and grammar.

How will I be assessed?

You will be assessed in the exams at the end of Year 11 across the four skills: listening, speaking, reading, writing – each skill is worth 25% of the final grade. You will be entered for foundation or higher for all four exams.

Listening – assessing your understanding and responses to different types of spoken language with some answers in English and some in Spanish.

Speaking – including role-play, photo card to describe and general conversation on two topic areas.

Reading – assessing your understanding and response to different types of written language with answers in both English and Spanish, plus a translation task into English.

Writing – a translation task from English to Spanish with two writing tasks which could include describing a picture, writing from four bullet points or an open-ended task depending on foundation or higher tier.

Travel and Tourism (BTEC Level 2)



Introduction

Are you interested in studying different tourist destinations in the UK and around the world? Do you want to find out the different reasons why people visit different places or stop visiting them? Travel

and Tourism helps to develop your knowledge of the world and help you to understand why tourism is one of the fastest growing industries in the world and why the tourist industry employs the most people.

Travel and Tourism helps you to develop a range of skills that are essential for the future. These include decision-making, teamwork, individual enquiry, communication skills, organisation, presentation and ICT skills. This mix of knowledge and skills make Travel and Tourism a desirable subject to have on your CV.

Unit 1 UK Travel and Tourism Sector

This unit looks at why the travel and tourism sector is important to the UK economy. Students study the different organisations and industries that are involved in the travel and tourism sector and the roles they have. Finally, we look at technology and how this has changed and the impacts this has had on the tourist industry. This unit is assessed by an external exam.

Unit 2 UK Travel and Tourism Destinations

This unit looks at the different destinations that people visit in the UK and the reasons why people visit these destinations. Students look at the appeal of different destinations and how this might change over time. Students look at a range of destinations and plan holidays to meet the needs of different visitors. This unit is assessed internally by a written assignment.

Unit 3 The Travel and Tourism Customer Experience

This unit looks at what we mean by customer service and the main aims of effective customer service. Students will look at the needs of a range of different types of tourists who might use different tourist organisations. Students will explore what we mean by good and bad customer service and the impacts that this can have on both companies and the individual tourists. This unit is assessed internally by a written assignment and students will use information and knowledge from all aspects of the course.

Unit 4 International travel and tourism destinations

This unit looks at major international destinations that people from around the world visit. Students study why different destinations are appealing for different people around the world. Students look at a range of destinations around the world and plan holidays to meet the needs of different visitors. This unit is assessed internally by a written assignment.

Notes

SAMWORTH
CHURCH
ACADEMY

