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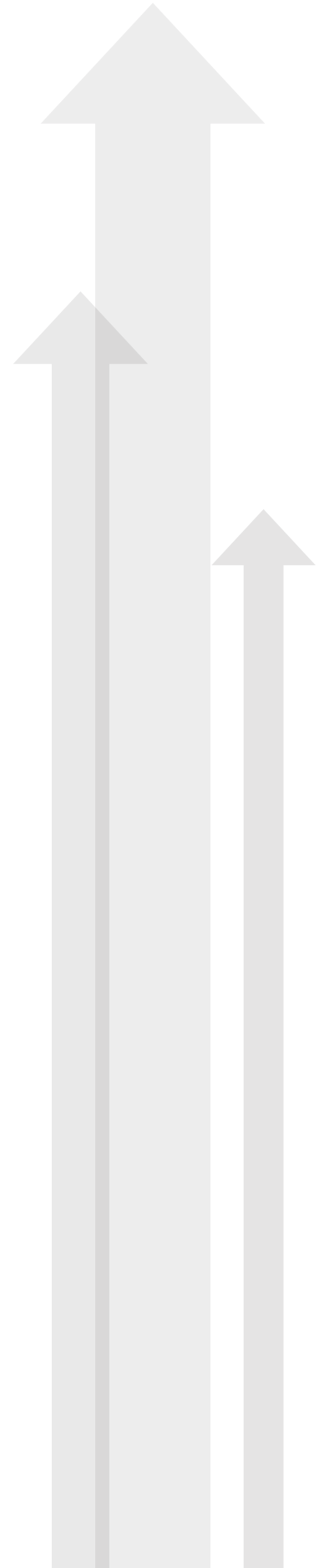
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Key Stage 4 – An Introduction

Key Stage 4 is the name given to the two years (Years 10 and 11) during which the majority of courses are studied that lead to the final external qualifications that your son or daughter will leave us with.

There are some elements of Key Stage 4 which are compulsory and some elements which are optional.

The Introduction of Reformed GCSEs

In 2017 the Government made changes to the grading system of GCSEs, moving from a letter-based system to a numerical one.

Grading new GCSEs from 2017

Old grades	New grades
A*	9
A	8
A	7
B	6
B	5 Strong Pass
C	4 Standard Pass
D	3
E	2
F	1
G	
U	U

This diagram shows you how the new grading structure works:

The reformed GCSEs:

- Are more demanding.
- Have been designed for a two-year period of study.
- Are linear, so students will take all of their exams at the end of the course.
- Have had non-exam assessment removed or reduced in the majority of cases.
- Have the new grading scale from 9 to 1 (with 9 being the highest).

Important Dates in the Options Process

- Subject Consultation Evening - Thursday 12th January 4.00pm - 7.00pm
- Assembly led by Mrs Day on Wednesday 25th January
- Options Evening - Thursday 9th February (time TBC)
- Students to submit choices by Wednesday 22nd February
- March/April - Students will have an individual options discussion with their House Progress Leader or a member of the Senior Leadership Team
- April/May - Staff review of decisions/preferences, and options decisions published to Students and Parents

A Note About Time

Time will probably seem to go more quickly when you are in Years 10 and 11. The 'two-year' courses in fact last for about five school terms, because in May and June of Year 11 you will be taking your final examinations. In any case, there are more demands on your time and the way you organise all your time will be very important.

You will need to make homework a priority. Make sure you plan to make the most of your time, and don't leave everything until the last minute. In Years 10 and 11, homework assignments are sometimes given over a longer period of time and involve different tasks. Organisation, therefore, becomes very important.

Some of the decisions which you need to make about your work in Years 10 and 11 are not decisions about which optional courses you should take, but how you are going to work towards success and achievement in all the courses you will be taking. Your preparation for Year 10 has already begun.

Remember that good attendance is vital for success. Aim for 100% attendance and do not



have any time off school unless there are sound medical reasons for doing so. Make sure you not only complete your coursework during the two years, but also that you meet all deadlines and that you finish all assignments to the highest possible standards. Organise your homework carefully and balance your homework with your social life and other worthwhile pursuits. When you are in school, make the most of all the opportunities there are to learn new knowledge and skills in lessons and other activities.

The English Baccalaureate

The English Baccalaureate is not a qualification in itself; it is the name given to a collection of subjects which include English, Mathematics, two Sciences, a Language and either History or Geography. To achieve the English Baccalaureate students must have secured a grade 5 in each of their subjects within this collection.

The English Baccalaureate (or 'E-Bacc' as it is known) is not compulsory, though there are some who believe that to have the E-Bacc shows a certain level of academic achievement in addition to other subjects.

All students who want to make their applications stand out are strongly advised to choose subjects which would lead to the 'E-Bacc' as this may give them an advantage when their applications are considered. This is particularly the case if you hope to go to university or want to make an application to college or a higher level apprenticeship.

The Compulsory Element

The compulsory element is made up of:



English



Core Physical Education



Mathematics



Science



PSHCE - Personal, Social, Health and Careers Education

There are different pathways within some of these subjects and these are explained later in the booklet. Please note GCSE specifications and units are subject to change.

GCSE English Language and English Literature



All students will study both English Language and English Literature, leading to two separate GCSE qualifications.

GCSE English Language

Exam Board: AQA

The English Language GCSE will be 100% exam.

Examinations have one tier only and students will be awarded the new grades of 9 to 1 (9 being the highest grade awarded).

English Language requires learners to:

- Demonstrate an understanding of the conventions of written language, including grammar, spelling and punctuation;
- Experiment with language to create effects which engage the audience;
- Express ideas and information clearly, precisely, accurately and appropriately in spoken and written communication;
- Form independent views, and challenge what is heard or read on the grounds of reason, evidence or argument;
- Write accurately and fluently, choosing content and adapting style and language to a wide range of forms, media, contexts, audiences and purposes.

Component 1: Explorations in creative reading and writing

Section A (25%) Students will answer reading comprehension questions on a fictional prose extract from the 20th or 21st Century;

Section B (25%) Descriptive and narrative writing – Students will write a description based on a picture stimulus or a story based on a title.

Component 2: Writers' viewpoint and perspective

Section A (25%) Students will answer reading comprehension questions on two non-fiction texts. They will be drawn from the 19th century, and either the 20th or 21st century depending on the time period assessed in Paper 1 in each particular series.

Section B (25%) Students will complete a piece of transactional/persuasive writing (for example: a letter, speech or article). It will specify audience, purpose and form, and will use a range of opinions, statements and writing scenarios to provoke a response.

Component 3: Spoken Language (non-linear assessment)

Students will present a speech to the class on a relevant topic of interest and will respond to questions relating to this.

GCSE English Literature

Exam Board: WJEC EDUQAS

The English Literature GCSE is 100% exam.

Examinations are one tier only and students will be awarded the new grading of 9 to 1 (9 being the highest grade awarded).

The content of the course requires learners to:

- Develop and sustain independent interpretations of whole texts, supporting them with detailed textual references;
- Analyse connections between texts, comparing features and qualities that connect and contrast the presentation of themes, characters and settings;
- Analyse the impact of style, language, structure and form;
- Relate texts to their social and historical contexts and to the literary traditions of which they are a part;
- Understand how texts from the literary heritage have been influential and significant over time.

Summary of Assessment

Component 1: Shakespeare and Poetry

Section A (20%) Shakespeare – students will answer questions on an extract from ‘Macbeth’ and one essay question upon the whole play. Students will not have a copy of the play in the exam.

Section B (20%) Poetry from 1789 to present day – Students will answer two questions based on the 18 poems studied. Students are not permitted to take their anthology into this examination.

Component 2: Post-1914 Prose/Drama, 19th Century Prose and Unseen Poetry

Section A (20%) Post-1914 prose/drama - Students will answer an essay-style question on an extract from ‘An Inspector Calls’. Students will not have a copy of the text in the exam.

Section B (20%) 19th Century Prose

- Students will answer an essay-style question on an extract from ‘A Christmas Carol’.
Students will not have a copy of the text in the exam.

Section C (20%) Unseen poetry from 20th/21st Century - Students will answer two essay-style questions on two poems they have not read. One question will involve comparison.



GCSE Mathematics



Exam Board: OCR (Higher) and EDEXCEL (Foundation)

The courses offered lead to a GCSE Mathematics Award.

The GCSE course is intended to help students become fluent in the fundamentals of Mathematics, ensure that students can reason mathematically and develop competence in solving increasingly sophisticated problems. Students will build on their learning from Key Stage 3.

Assessment objectives ensure that each paper will assess students' ability to recall, select and apply their knowledge of mathematics, to reason, interpret and communicate mathematically and to solve non-routine problems. The content will cover number, algebra, ratio, proportion and rates of change, geometry and measures, probability and statistics.

The course will be examined in three equally weighted written examination papers in May/June 2023. For OCR (Higher), Paper 2 is a non-calculator assessment, and a calculator is allowed for Paper 1 and Paper 3. Each paper is 1 hour and 30 minutes long and has 100 marks. For Edexcel (Foundation), Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3. Each paper is 1 hour and 30 minutes long and has 80 marks. Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.

The examination has two tiers which will allow entry for students at a level that best suits their abilities and ensures a Grade 4 and 5 are accessible to all.

FOUNDATION TIER: Grades 1 – 5

HIGHER TIER: Grades 4 – 9

The qualification will be graded and certified on a nine grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade. Individual papers are not graded.

There is no Controlled Assessment or coursework element.

If you require further information about the GCSE courses, please do not hesitate to seek advice from your present teacher or any other member of the department.



GCSE Science



Exam Board: AQA

Students will follow the AQA GCSE Combined Science Trilogy Course or the AQA GCSE Separate Science Courses.

Overview of content

- 1. Biology:** Cell biology, Organisation, Infection and Response, Bioenergetics, Homeostasis, Inheritance, Ecology.
- 2. Chemistry:** Atomic Structure, Bonding, Quantitative Chemistry, Chemical changes, Energy changes, Rate and Extent of chemical change, Organic Chemistry, Chemical Analysis, Chemistry of the Atmosphere, Using resources.
- 3. Physics:** Energy, Electricity, Particle Model of Matter, Atomic structure, Forces, Waves, Magnetism and Electro-Magnetism, Space Physics.

Overview of assessment

- Six written papers: two Biology, two Chemistry and two Physics each worth 16.7% of total GCSE.
- Tiered papers:
 - Foundation Tier grades 1 to 5 available
 - Higher Tier grades 4 to 9 available
- 1 hour 15 minutes each paper for the Combined Science Course with 70 marks available on each paper
- 1 hour 45 minutes each paper for the Separate Science Course with 100 marks available on each paper
- Paper B1 assesses Biology topics 1-4; B2 assesses Biology topics 5-7
- Paper C1 assesses Chemistry topics 1-5; C2 assesses Chemistry topics 6-10
- Paper P1 assesses Physics topics 1-4; P2 assesses Physics topics 5-8
- The pupil's ability to work scientifically will be assessed across the whole course through the six exams

There are no controlled assessments, the exam is worth 100%.



Personal, Social, Health and Careers Education

PSHE

Within PSHE, a wide range of subject areas are covered within the core themes of Health and Wellbeing, Relationships and Living in the Wider World. These subjects include drugs and alcohol, achieving economic and emotional wellbeing and the statutory Relationships and Sex Education (RSE). These topics are delivered in drop-down days throughout the year and more regularly through tutor periods. Elements of compulsory Religious Education (RE) will also be delivered within PSHE, but will not overlap with the Religious Studies GCSE.

Careers

At Wellfield Academy, we teach Careers' Education to all year groups within the PSHE curriculum and this is supplemented by a comprehensive calendar of events throughout the year. We have strong connections with external agencies, employers, colleges, universities and other course providers, who regularly deliver assemblies on careers and next steps and support us with school careers' fairs and in-school events. Students benefit from specialist careers' guidance from a Career North careers' adviser, who spends a day in school each week, alongside supporting with PSHE drop-down days and attending Parents' Evenings.

Representatives from local colleges attend Key Stage 4 Parents' Evenings to assist with advice on next steps. In addition, Year 10 students have the opportunity to visit colleges and universities and to complete work experience.



Core Physical Education

Physical Education remains a compulsory subject in Years 10 and 11 and all students have 2 hours of dedicated curriculum time. The emphasis in KS4, is on participation and enjoyment to promote a prolonged interest in sport and physical activity. Students are given the opportunity to study a variety of practical activities but must ensure that they focus on skills and attributes outlined below:

- Outwitting opponents
- Accurate replication
- Exploring and communicating ideas, concepts and emotions
- Performing at maximum levels
- Identifying and solving problems
- Exercising safely and effectively to improve health and wellbeing.

Throughout years 10 and 11, students will study a number of sports in depth. Students will be required to select a pathway depending on what sports they want to focus on. The pathways are outlined as:

Pathway 1 - Competitive focus

Pathway 2 - Engagement focus

Pathway 1

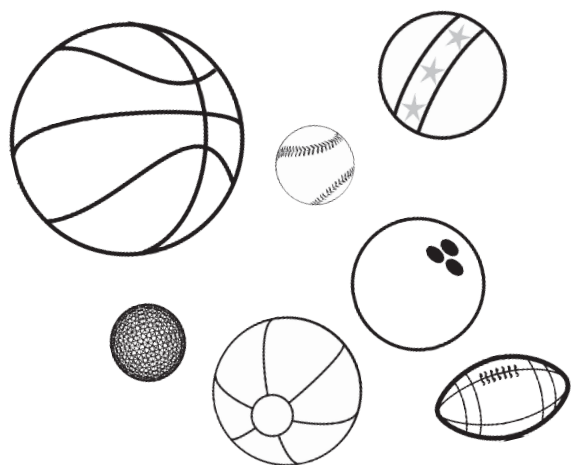
- Netball
- Football
- Rugby
- Handball
- Basketball

Pathway 2

- Exercise to Music
- Table Tennis
- Badminton
- Volleyball
- Rounders

Students are encouraged to undertake different roles such as performer, coach and official. In order to improve their skills, extra-curricular activities are also available.

This course aims to encourage students to pursue active and healthy lifestyles. It does not include an external examination; students will be assessed on their 'Engagement in Learning' only. There will, however, be a focus on developing high quality skills – something that is imperative to the course.



How To Choose

Students are required to choose 3 option subjects.
They will study these subjects for 6 hours a fortnight.

**Students must choose at least one from either;
Computer Science, History, Geography or Spanish.**

(Please read the next section carefully.
It describes the content and assessment requirements for each of these subjects).



Ask yourself these questions

- Am I good at the subject?
- Am I interested in the subject?
- How can I get balance in my choices?
- Could dropping a subject disadvantage me in the future?
What about subjects that will make up the English Baccalaureate?
- Is the subject necessary for my future career?
- What if my idea of a career changes?

Find out the facts

- What are my strengths?
- What are my weaknesses?
- What subject skills do I need?

Who is available to help me with my decisions?

- Parents – who know you best of all
- Subject teachers – who know your ability in their subject
- Personal Tutor - who sees you every day and is available to talk to about any issues
- Progress Leader - who wants the best for you as an individual and may follow up on your conversations with your tutor
- Senior Leadership staff – who may follow up with you if there are any issues with your options

Important Information to Note

In some practical subjects such as Food Preparation and Nutrition class sizes will be limited due to health and safety requirements.

We shall do our best to provide the choices that you have selected but **we cannot guarantee that this will be achieved in every case.**

A course cannot run if insufficient students have opted for it, whilst other courses may be oversubscribed. As with other parts of the timetable, the provision of any subject is dependent on the resources and staffing available.

It is essential, therefore, that you keep up with your work in all subjects on your present timetable.

EBacc CHOICE(S)

GCSE Computer Science

Exam Board: OCR



Why should I study Computer Science?

Computer Science will encourage you to:

- Understand and apply 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 the wider society
- Apply mathematical skills relevant to Computer Science

What will I Study?

You will learn by:

- Independently finding solutions to problems by designing algorithms and using programming techniques
- Using a range of techniques to develop understanding of the theory of Computer Science
- Being challenged to problem solve and gain knowledge and skills of great importance in the digital age



You will be assessed by 2 elements:

Computer Systems written exam (1 and ½ hours) 50%

Systems architecture; Memory and storage; Computer networks, connections and protocols; Network security; Systems software; Ethical, legal, cultural and environmental impacts of digital technology

Computational thinking, algorithms and programming Written Exam (1 and ½ hours) 50%

Algorithms; Programming Fundamentals; Producing robust programs; Boolean logic; Programming languages and integrated development environments

Practical Programming Projects:

In addition to the formal assessment you will also have an opportunity to undertake programming tasks either to a specification or to solve problems during the course of study.

What will this course prepare me for?

Computer Science A level is a natural progression, but it underpins many other STEM subjects like engineering. It is a highly regarded GCSE and is classed as an EBACC subject.

GCSE Geography

Exam Board: AQA



“ Geography illuminates the past,
explains the present and prepares us for the future.
What could be more important than that? ”

Sir Michael Palin

Why should I study Geography?

In our changing world nothing changes more than geography. It is more than just memorising places on a map. It's about understanding the complexity of our world and how it works. So many of the world's problems, including Brexit, boil down to Geography; it is one of the most exciting, adventurous and valuable subjects to study today.

You will find geographers working in a wide range of jobs including disaster management, tourism and charities. Studying geography can help young people achieve careers that are professionally and financially rewarding, as well as being enjoyable. You will definitely be going places with Geography!

What will I study?

At GCSE you will learn how human and physical processes bring about change, you will study the UK and other places, landscapes, weather and climate, global ecosystems and biodiversity,

resources and how we manage them. You will also develop your geographical skills including map reading, Geographical Information Systems, statistics and fieldwork.

Unit 1 - Living with the physical environment

Section A - The challenge of natural hazards - Including; Tectonic hazards, Weather hazards and Climate change.

Section B - The living world
- Including; Ecosystems, Tropical rainforests and either Hot deserts or Cold environments.

Section C - Physical landscapes in the UK
- Including; Coastal landscapes, and either River landscapes or Glacial landscapes.

Unit 2 - Challenges in the human environment

Section A - Urban issues and challenges.

Section B - The changing economic world.

Section C - The challenge of resource management - Including a choice of Food, Water or Energy.

Unit 3 - Geographical applications

Section A - Issue evaluation - a problem solving element based on a prior topic.

Section B - Fieldwork - consists of fieldwork to investigate both human and physical aspects of the environment.

Geographical skills - including: Map skills, Graphical skills, Numerical skills and statistical skills. These will be assessed throughout the course and across each unit.

How is the course examined?

Students will partake in 3 exams at the end of their studies.

Paper 1 - Living with the physical environment
- Worth 35% of total grade.

Paper 2 - Challenges in the human environment
- Worth 35% of total grade.

Paper 3 Geographical Applications
- Worth 30% of total grade.

GCSE History

Exam Board: EDEXCEL



Why should I study History?

How did one scientist's carelessness save millions of lives? Was Francis Drake a national hero or a state sponsored pirate? How did barbed wire help create the most powerful country on Earth? Were American stock market speculators to blame for the rise of Hitler? These are just some of the questions we will look at when studying History. Only through the study of History can people truly understand the world in which we live today. History is about exploring the people, places and ideas that have shaped the world we live in as well as answering key questions about the past. Through the study of History, students will develop an understanding of how past cultures saw the world and how new ideas and discoveries brought change. Building on the skills learned at Key Stage 3, GCSE History encourages debate, discussion and questioning helping to develop these vital skills for later life.

“The more you know about the past, the better prepared you are for the future.”

American President, Theodore Roosevelt.



What will I study?

Unit One	Thematic Study and Historic Environment (written exam, 1hr 15 minutes, 30% of the qualification) Thematic Study: Medicine in Britain, 1250-present. Historic Environment: The British Sector of the Western Front, 1914-18.
Unit Two	Period Study and British Depth Study (written exam, 1 hour 45 minutes, 40% of the qualification) British Depth Study: Early Elizabethan England, 1558-88. Period Study: The American West, c1835-c1895
Unit Three	Modern Depth Study (written exam, 1 hour 20 minutes, 30% of the qualification) Weimar and Nazi Germany, 1918-1939

What will this course prepare me for?

History is a respected GCSE and is useful for many different careers such as law, journalism, architecture, teaching, politics, business and tourism. But the fact is that a History qualification opens far more doors than it closes!

GCSE Modern Foreign Languages

Spanish



Exam Board: EDEXCEL

Why should I study Modern Foreign Languages?

- To improve your employability
- To stand out when applying for University
- To enjoy travelling
- To live and work abroad
- To increase your awareness of other cultures and countries

What will I study?

The syllabus studied covers the following range of topics:

Theme 1: Identity and culture

Theme 2: Local area, holiday and travel

Theme 3: School

Theme 4: Future aspirations, study and work

Theme 5: International and global dimension.



How is the course examined?

Examinations are in two tiers:

FOUNDATION: Grades 1-5

HIGHER: Grades 4-9

The language courses are assessed by final examinations at the end of Year 11. The four skills of listening, speaking, reading and writing will be assessed separately (each representing 25% of the overall GCSE Grade).

What can this course offer me?

The course offers in-depth study of the language you have chosen, through various methods, including interactive, individual and group work. It will provide you with the ability to communicate clearly, be confident about speaking in public, use problem-solving strategies and many other skills which are useful in a wide range of future careers. A language adds an international dimension to your choice of subjects which is something many employers look for.

What will this course prepare me for?

The course prepares you for a lifelong journey of learning, and a love of languages. It prepares you for life as part of a “global community”. Now, more than ever, it is vital to study a language.

Options CHOICE(S)

GCSE Art and Design



Exam Board: OCR

Why should I study Art & Design?

Studying Art and Design at GCSE is the first step for students to take should they be interested in a career within the creative industries. Architects, illustrators, teachers, designers (from fashion, graphic, set/stage, product, textile, surface pattern, costume to computer games), media, TV and advertising, Art therapists, makeup artists, hairdressers and any career that requires vision and an artistic flair. The opportunities within this field are endless. These activities help develop the capacity to generate and communicate ideas and feelings. You can enhance your perceptual skills through recording, responding, developing and evaluating, to create interesting and aesthetically pleasing work.

All students follow the OCR
Art and Design – Fine Art Specification.

What will I study?

The GCSE has TWO components.

Component 01: Portfolio

Students produce:

- A portfolio of practical work showing their personal response to a centre, or learner-set starting point, brief, scenario or stimulus.

Component 02: Externally set task (Non written exam)

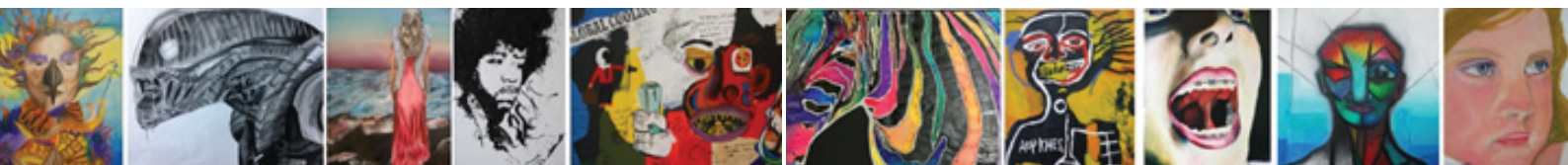
- The early release paper will be issued in January of the examination year and will provide learners with five themes, each with a range of written and visual starting points and stimuli.
- A visual response should be based on one of these options.

What can this course offer me?

You will have the opportunity to develop a wide range of skills. Observe and record your ideas and experiences through drawing of all different forms and to research and analyse visually the work of other artist, craftspeople and designers. You will learn to experiment with a wide range of materials and to develop your own original ideas. In addition to practical skills, imaginative ideas and creative thinking, you should expect to develop your self-confidence, responsibility and organisation.

What will this course prepare me for?

This course will develop your knowledge, skills and understanding of Photography, whilst giving you an excellent foundation should you choose to study Photography or any form of design at Post 16 or take an employment route into the creative industries.



GCSE Drama



Exam Board: AQA

Why should I study Drama?

Drama enhances students' artistic and creative abilities and gives them a better understanding of themselves and their world.

Within drama you will not only study the craft of acting and theatre, you will also learn extremely valuable transferable skills for example – collaboration, empathy, analysis, evaluation, deconstruction of a given subject and construction of performance pieces. You are able to perform but also work on production skills such as lighting, costume, sound, set/props etc.

What will I study?

During the course students cover a variety of key performance and theatrical skills including:

- Use of voice, body and movement to communicate meaning
- Evaluation of live theatre productions
- Study of scripted work and theatre practitioners
- Collaborative work through devising from a given stimulus

Component 1: Understanding Drama (written examination)

- Non-exam assessment: internally assessed, externally moderated - 40% of qualification
- Learners will apply their knowledge and understanding of drama and theatre in a written examination at the end of the GCSE course. One set play text will be studied and analysis and evaluation of a live theatre performance seen.

Written examination: 1 hour 45 minutes

Component 2: Devising Drama (practical)

Non-exam assessment: internally assessed, externally moderated - 40% of qualification

- Learners will research and explore a stimulus, work collaboratively and create their own devised drama. Post-performance will also involve written reflection and evaluation of the process undertaken (students may contribute as performer or designer)

Component 3: Texts in practice (practical)

Externally assessed by a visiting examiner - 20% of qualification

- Learners will perform two extracts from one play text (students may contribute as performer or designer). Free choice of play but must contrast with the set play text chosen from Component 1

What will this course prepare me for?

The course is aimed to strengthen all important life-skills including self-confidence, time-management and communication skills.

GCSE Design & Technology

Exam Board: AQA

Why should I study Design & Technology?

Studying Design & Technology at GCSE is the first step for students to take should they be interested in a career within the creative industries. The UK's creative industries are world leading and the sector is continually growing, covering a huge range of professions and activities, it's always evolving to include new technologies. It certainly is an exciting sector to work in. The main industry areas include Engineering, Architecture, Graphic Design, and the Construction Industry. The opportunities within this field are endless.

How is the course examined?

The Assessment consists of:

50% Component 1: Non-Exam Assessment.

The non-exam assessment (NEA) for this specification is made up of a single design and make task.

50% Component 2: Exam.

The subject content for the exam has been split into three sections as follows:

- Core technical principles.
- Specialist technical principles.
- Designing and making principles.

The exam and non-exam assessment will measure how students have achieved the following assessment objectives.

- AO1: Identify, investigate and outline design possibilities to address needs and wants.
- AO2: Design and make prototypes that are fit for purpose.
- AO3: Analyse and evaluate: Design decisions and outcomes, including for prototypes made by themselves and others, plus wider issues in Design and Technology.
- AO4: Demonstrate and apply knowledge and understanding of: Technical principles plus designing and making principles.

What will I study?

The course encourages students to:

- Demonstrate their understanding that all design and technological activity takes place within contexts that influence the outcomes of design practice.
- Develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values.
- Use imagination, experimentation and combine ideas when designing.
- Develop the skills to critique and refine their

own ideas whilst designing and making.

- Communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing.
- Develop decision making skills, including the planning and organisation of time and resources when managing their own project work.
- Develop a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes.
- Be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses.
- Consider the costs, commercial viability and marketing of products.
- Demonstrate safe working practices in design and technology.
- Use key Design and Technology terminology including those related to: designing, innovation, and communication; materials and technologies; making, manufacture and production; critiquing, values and ethics.

What can this course offer me?

Throughout the GCSE course students have the opportunity to develop a wide range of skills. Students will observe and record their ideas and experiences through drawings of all different forms and to research and analyse products. They learn to experiment with a wide range of materials and to develop their own original ideas. In addition to practical skills, imaginative ideas and creative thinking, students develop self-confidence, responsibility and organisation. This course will develop student's knowledge, skills and understanding of Design & Technology, whilst giving them an excellent foundation should they choose to study any form of design at Post 16 or take an employment route into the creative industries.

GCSE Food Preparation and Nutrition



Exam Board: EDUQAS

Why should I study Food Preparation and Nutrition?

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills 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 cookery skills to give them a strong understanding of nutrition.

What will I study?

Food Preparation Skills	Students will be required to use general practical skills and knife skills to prepare and produce a wide range of food products. This will include preparing fruit and vegetables, meat, fish and a variety of carbohydrate foods. Students will have to show that they can use all food technology equipment proficiently while using all cooking methods to prepare, combine and shape food. Students will learn many skills including, sauce making, making and shaping dough with the use of raising agents and how to set mixtures using a variety of different ingredients and processes.
Food, Nutrition and Health	In this unit of work, students will learn about macro and micro nutrients. They will learn the function in the body, the main sources and the effects of deficiency or excess. Students will learn about how to make informed choices of food for a varied and balanced diet whilst learning about technological developments associated with better health.
Food Science	Students will research why food is cooked. They will explore different cooking methods such as the use of an oven for baking, roasting, braising or the use of a hob for poaching, shallow frying, boiling. This unit of work also examines the functional and chemical properties of food. Food science experiments will feature in this unit of work. This will be to understand the scientific terms used, such as, gelatinisation, coagulation, and denaturation.
Food Safety	Students will research food spoilage and contamination whilst discussing the positive use of microorganisms in food production. Students will explore how food should be stored and apply their knowledge of food safety when preparing and cooking food.
Food Provenance	Students will discuss the factors affecting food choices related to religion, culture, ethical and medical conditions. They will study traditional British food and International cuisine. In this term students will learn sensory testing methods and how to test the sensory qualities of a wide range of foods. Students must learn the fast-changing laws of food labelling and how it can affect consumer choice. They will research the meaning of current food labelling in accordance with the Food Standards Agency.

Year 11

Non-Exam Assessment 1: Food Investigation (Task 1)

Understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this Non Examination Assessment task.

Non-Exam Assessment 2: Food preparation assessment (Task 2)

Knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries.

GCSE Music

Exam Board: WJEC EDUQAS



Why should I study Music?

Students will find Music at Key Stage 4 a stimulating and enjoyable experience, with opportunities to try out their own musical ideas and styles, as well as develop their overall knowledge of the subject.

What will I study?

Component 1: Performing Music - 30% of the total qualification

Controlled Assessment: Internally assessed (by school) and externally moderated (by exam board).

Students complete at least two performances (traditional or technology based), between 4-6 minutes in total. These can be ensemble(group) performances, or a mixture of solo and ensemble. The recordings can be made at any time during the course.

Component 2: Composing Music - 30% of the total qualification

Controlled Assessment: Internally assessed and externally moderated.

Students compose two compositions of at least three minutes combined:

- One composition set by the exam board in Year 11 - the student is given guidelines to follow.
- One 'free' composition set by the student.

Component 3: Listening and Appraising Music - 40% of the total qualification

This is a written listening exam: assessed by the exam board (external assessment)

For this exam, students have four areas of study(AOS) throughout the course:

AOS 1 – Musical Forms and Devices	AOS 2 – Music for Ensemble
AOS 3 – Film Music	AOS 4 – Popular Music

The course is available to all, but is best suited to those students who have reached a reasonable level of keyboard, voice or other instrumental skill.

An interest in creating their own music and exploring a range of other musical styles is essential.

What can this course offer me?

In addition to helping students acquire subject knowledge, this course:

- provides students with the opportunity to gain self-confidence
- develops team-working skills through performing with others
- extends students' creative and thinking skills through composing music

What will this course prepare me for?

This course will provide you with a solid foundation for progression to music related courses, including A-level music, BTEC music and music technology, as well as a career in music professions.

PE - Sports Studies



Exam Board: OCR – Cambridge Nationals

Why should I study Sports Studies?

A qualification in Sports Studies will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. You will gain understanding of contemporary issues in sport and how they impact on different sporting activities. Apply your skills as both a performer in two different sporting activities and as a leader in one sporting activity and understand the relationship between sport and the media and applying this to real life examples.

What will I study?

THE COURSE IS MADE UP OF SEVERAL COMPONENTS:

Compulsory:

R184: Contemporary issues in sport

By completing this unit you will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. You will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used in within sport.

R185: Performance and leadership in sports activities

In this unit you will have an opportunity to develop your skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions.

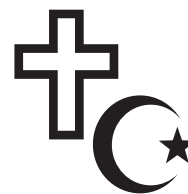
Optional:

Two from the following:

R186	Sports and the media In this unit you will understand the different sides of a range of media sources and apply real life examples to show the nature of the relationship between media and sport. You will also learn how rapid development in technology is enabling sport to be viewed, replayed and discussed whenever and wherever the spectator wants. You will then develop your ability to evaluate and interpret the different ways in which sport is represented by the media.
R187	Increasing awareness of Outdoor and Adventurous Activities In this unit you will understand how to find out information about what opportunities there are in your local area as well as nationally in the UK for all different types of outdoor/adventurous activities. You will learn how to enjoy the activities safely by finding out what equipment, clothing, facilities and technology you need, as well as completing planning to help keep you safe.

GCSE Religious Studies

Exam Board: WJEC EDUQAS



Why should I study Religious Studies?

Religious Studies is one of the richest subjects in the school curriculum - tackling the big philosophical questions in life. As well as developing factual knowledge of moral and religious beliefs, it encourages pupils to ask questions about life and develops attitudes of confidence and thoughtfulness about themselves - skills which are needed to face common issues in the 21st century!

What will I study?

In Years 10 and 11, we follow the Eduqas Specification 'A'.

The course is assessed through two 1 hour 45 minute examinations at the end of Year 11.

There is no coursework for this GCSE course.

Year 10: Christianity

This is studied in four sections.

1. Beliefs
2. Relationships
3. Christian Practices
4. Issues of Life and Death

Year 11: Islam

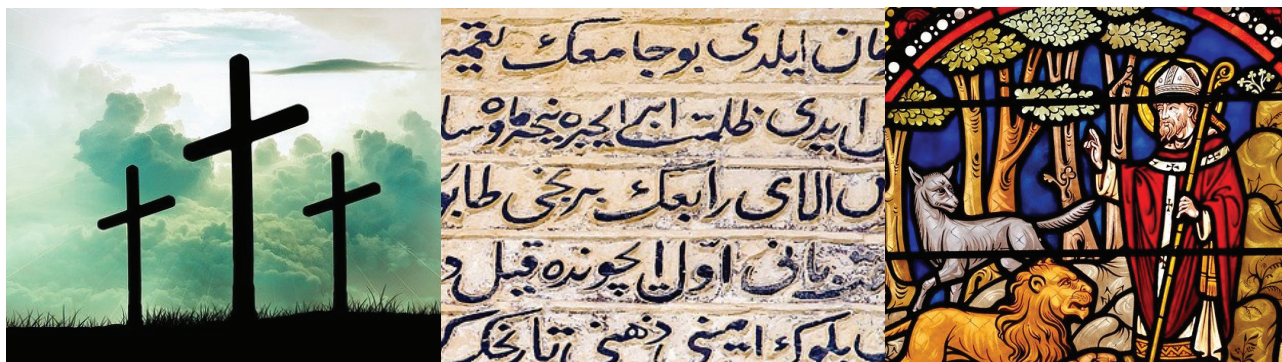
This is also studied in four sections

1. Beliefs
2. Muslim Practices
3. Good and Evil
4. Human Rights

What will this course prepare me for?

In many areas of work, employers are looking for someone with an enquiring mind, an appreciation of other people's points of view and the ability to make clear informed decisions. In a multi-cultural and diverse society, the ability to understand different cultures is also essential.

Religious Studies GCSE looks to develop skills that are relevant to all these attributes and to many different career paths - teaching, social work, law and police work to name a few. As a humanities subject, it is also a useful qualification for college and university and will help gain entry onto a number of courses.



Useful Websites for: Careers Guidance and Future Pathways



icould.com/watch-career-videos/by-job-type/



www.careerpilot.org.uk/



www.plotr.co.uk/



nationalcareersservice.direct.gov.uk/



www.ucas.co.uk/



www.apprenticeships.org.uk/