Rayner Stephens

HIGH SCHOOL

Year 9 Options

Class of 2028

Student Booklet

Important Dates

Week commencing 2nd March
Year 9 assembly: Launch of options process

Thursday 5th March
Year 9 Celebration & Options Evening

Week commencing 9th March
Student information and subject taster sessions

Friday 13th March
Options form online deadline

Introduction

As your child approaches the most important stage in their school life so far, we feel that making the right decisions and choices is of vital importance. This booklet will guide you through the subjects and courses that they will be studying throughout Key Stage 4 (Years 10 – 11), and we hope that every Year 9 student will make an informed choice regarding the optional subjects they wish to study.

Every student will have the opportunity to study a range of accredited subjects appropriate to their needs, potential and future aspirations. This includes the core subjects which every student must study: English Language, English Literature, Mathematics, Science, Core PE and PSHE.

In addition to the core subjects students will choose additional subjects they wish to study as option subjects. Each student will be advised to select courses appropriate to their strengths, interests and aspirations.

It is important that parents, carers and students take time to research and discuss their possible choices taking into account their aspirations for their future academic and working career and their ability in and enjoyment of individual subjects when choosing their options. This booklet has been put together to support your child in making the right decisions. We hope that you will have a chance to read through the booklet with your son/daughter and discuss the choices available.

You will have the opportunity to speak to your child's teachers at parents evening, if you would like any further information about any subjects please get in touch with school. Parents will be emailed the electronic option choices form which will need to be completed and submitted by **Friday 13th March.**

You will notice that the booklet has been divided into three sections: **General information**, **Core subjects** and **Option subjects**. For an option block, students must choose their first preference and a reserve. We make every effort to try to ensure that students are allocated their first choice whenever possible. However, numbers may mean that some courses are unable to run and where this is the case, the reserve choice will be allocated.

Students *Your questions answered*

Why do I have this booklet?
This booklet is to help you plan your final two years at Rayner Stephens High School. Most of you will go on to further education, or an Apprenticeship, but whatever you do you will find your career will still involve further training.

What does this booklet contain?
This booklet contains information about the courses you could follow and the choices you will make. Read it carefully and discuss these options with your parents/carers and teachers.

Can I choose whichever subjects I want?
Not exactly – you must study Maths, English, Science, Core PE and PSHE. After that you should not attempt to specialise too much in certain areas as this could limit your opportunities in the future.

Will I get my first choices?
It is hoped that most students will get their first and second choices of option subjects, but with a huge number of students all choosing different subjects, it is impossible to give everybody their top choices. You should therefore make sure that **all** of your choices are subjects that you definitely want to study, because it will be impossible to change afterwards.

Should I choose the same subjects as my friend?
No! You need to think very carefully about the subjects that **you** want to study. There is no point choosing a subject you do not like, just because your friend wants to do it. The way the timetable works out, you might not even end up in the same group as your friend anyway!

What teachers will I have?
This is impossible to know at this stage. Do not choose a subject because you like a particular teacher as the timetable may mean that you do not have that teacher in the future.

What do I have to do to succeed?
The next two years are **very important**, and you must aim to learn as much as you can to form the basis of your future qualifications. Careful planning and serious revision are the key to examination success.

Terminology

Here is a short explanation of some of the words and phrases used in this booklet:

GCSE - General Certificate of Secondary Education
BTEC & Cambridge National - a vocational qualification, worth the same as one GCSE
Non-Examined Assessment (NEA) - work completed at school in exam conditions, which counts towards your final grade
National Curriculum - the subject areas, which every student in England must study
Core Subject - a subject that you must study to the end of Year 11
Option Subject - a subject that you can choose to study to GCSE or equivalent level
Key Stage 3 (KS3) - the collective name for Years 7 to 9
Key Stage 4 (KS4) - the collective name for Years 10 and 11
Syllabus/specification - the information you have to know and the things you must be able to do by the end of the course
Tier - the level of exam you are entered for – Foundation or Higher

Assessment/Examinations

SCHOOL POLICY ON EXAMINATION ENTRY

At present certificates at GCSE/Key Stage 4 are awarded by:

AQA - Assessment and Qualification Alliance (www.aqa.org.uk)
EdExcel - The Foundation for Education Excellence (www.edexcel.com)
OCR - Oxford, Cambridge and RSA Examinations (www.ocr.org.uk)
Eduqas - Eduqas (www.eduqas.co.uk)
(This list is not comprehensive - additions to this list maybe added upon release of the new specifications)

Which are currently regulated by:

STA - Standards Testing Agency (www.education.gov.uk)
JCQ - Joint Council for Qualifications (www.jcq.org.uk)

Most of the courses offered to you lead to a public examination. The school has a good record of success in these **for students of all abilities**. However, examination entry is not guaranteed, and as you will see as you read on, the level you obtain will often depend on which examination papers you take. Furthermore, you will not be entered if you have made insufficient progress, through lack of effort or failure to produce the required coursework or non-examined assessment.

FEES are the responsibility of the school. Examination fees are paid out of the school budget. Students who complete the necessary components in any subject will be guaranteed payment by the school. Parents may be asked to pay for entries in some subjects when the level of attendance to school is deemed unacceptable.

ENTRIES are compiled by Heads of Department several weeks before the exams are due to take place. Entry procedures are coordinated by the school's Examinations Officer during Years 10 and 11. Parental attendance is very important at all Parents' Evenings during these years. All GCSE courses are now linear, which means that the majority of exams will be taken at the end of the course in the summer term of Year 11.

ATTENDANCE on a regular basis is essential throughout the course. Unauthorised absences will be recorded on your school reference. While serious ill health can be covered by a doctor's certificate with the examining board concerned, casual absences lead to a reduced grade or no grade at all. Good attendance is vital in ensuring success.

NON-EXAMINATION ASSESSMENT - The final assessment criteria for a number of subjects may involve an element of controlled assessment, and this must be completed by deadlines. The deadlines are set by the Examination Boards, not by the school. If you do not submit work on time, you may well be graded absent for the controlled assessment component and this will result in a seriously diminished grade. Students who fall behind and who experience pressure to catch up from several subject areas will be supported by the Inclusion Team.

GCSE GRADES - Key Stage 4/GCSE results will be awarded and reported by a grade within the range 9 - 1, with 9 being the highest. Vocational courses (e.g. BTEC) are reported as Pass, Merit, Distinction or Distinction*, but these also have a GCSE grade equivalent.

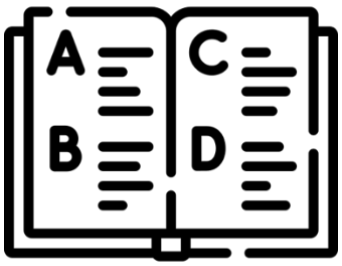
TIERS - GCSE Maths, Science and MFL have tiers of entry. During Year 11 Teachers and Heads of Department will decide which exam route is appropriate for your child. Students are able to achieve the following grades depending on the tier of entry as shown below.

Higher	9	8	7	6	5	4			
Foundation					5	4	3	2	1

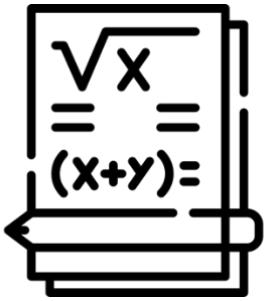
Core Subjects

In Years 10 and 11 the core of subjects which you have to study is made up of English, maths, science and core PE. The majority of students at Rayner Stephens High School also study a humanities subject (history or geography) and a Modern Foreign Language (Spanish).

ENGLISH



MATHS

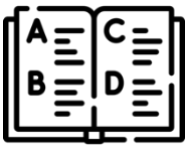


SCIENCE

PE CORE

PSHE

English



Objectives

This course enables students to develop essential skills in both reading and writing. They will study a range of set texts for English Literature and will develop the skills to respond independently to new, unseen texts for English Language. Similarly, students will develop the confidence to respond to a range of writing tasks for different contexts.

All students will be entered for both Edexcel English Language and English Literature. For English Literature, students will study a range of novels, plays and poetry, analysing plot, theme, character and context. For English Language, the key skills of analysis and evaluation form the basis of study of a range of both fiction and non-fiction texts. Students will develop the skills for various writing tasks, including both imaginative and transactional formats.

Skills

There are a range of skills assessed across English:

- Analysis of writers' choices across a wide range of texts
- Evaluation of the effectiveness of the written word
- Exploration of character and theme across a full novel/play
- Application of historical/social context and how it influences writers
- Application of spelling, punctuation and grammar skills
- Developing a sense of purpose, audience and format in original writing
- Communicating confidently and effectively through spoken language

Course Content

English Language:

- 19th Century Literature: studying texts from a range of writers and genres to analyse and evaluate their work
- 20th/21st Century Non-Fiction: studying non-fiction texts from a range of purposes and formats to analyse and evaluate their effectiveness
- Imaginative writing: producing narrative writing which effectively engages readers and delivers meaningful storytelling
- Transactional writing: producing original writing which mirrors the style and format of practical, real-world writing, across a range of topics

English Literature:

- Shakespeare: studying either Macbeth to explore language, themes, character, message and social context
- 19th Century novel: studying a classic novel to explore character, themes and ideas throughout the text
- Contemporary fiction: the study of a full novel or play from a more modern time, again with character, theme and context at the centre
- Poetry: studying an anthology of poetry and preparing to independently analyse new, unseen poetry

Examinations

The means of assessment will be 100% exam.

There will be four exams at the end of Year 11; two for English Language and two for English Literature. Students will also be assessed for a Speaking and Listening endorsement.

For more information about English, see Mrs Kennedy

Maths

Objectives

The aims and objectives in Mathematics are to enable students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context

Overview

We will be studying for the Edexcel linear qualification in Mathematics. The table below illustrates topic areas covered in this qualification and topic area weightings for the assessment of the Foundation tier and the assessment of the Higher tier:

Tier	Topic area	Weighting
Foundation	Number	22-28%
	Algebra	17-23%
	Ratio, Proportion and Rates of change	22-28%
	Geometry and Measures	12-18%
	Statistics & Probability	12-18%
Higher	Number	12-18%
	Algebra	27-33%
	Ratio, Proportion and Rates of change	17-23%
	Geometry and Measures	17-23%
	Statistics & Probability	12-18%

Skills

During the course you will develop the following skills:

- Using and applying techniques
- Reason, interpret and communicate mathematically.
- Solve problems in mathematics in other contexts

Course Content

GCSE Mathematics covers a wide range of mathematical knowledge and skills, grouped together into the following areas:

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

Examinations

This is a linear qualification that is assessed at the end of Year 11 by taking 3 examinations: one non-calculator paper and two calculator papers. Each paper is equally weighted making up the final GCSE grade. All papers are 1 hour and 30 minutes.

For more information about Mathematics, see Mrs O'Neill

Combined Science

Objectives

The criteria for GCSEs in science subjects will require candidates to demonstrate their ability to:

- Recall, select and communicate their knowledge and understanding of science.
- Apply skills, knowledge and understanding in practical and other contexts.
- Analyse and evaluate evidence, make reasoned judgements and draw conclusions.

Overview

All students will study AQA Combined Science Trilogy unless they are selected to study Triple Science (see Triple Science for information):

Combined Science – This course is equivalent to 2 GCSEs. Units of Biology, Chemistry and Physics are included within this course.

All students will sit 2 papers in each of the subject areas, Biology, Chemistry and Physics. Combined Science exams are 1 hour 15 minutes.

Skills

The specification requires candidates to develop their ability to:
• develop and test scientific hypotheses
• plan investigations and devise methods for the collection of numerical and other data
• assess and manage risks when carrying out practical work
• collect, process, analyse and interpret primary and secondary data
• evaluate methods of data collection and consider the validity of investigations and the quality of data
• use models to explain systems and processes
• develop arguments and explanations and draw conclusions using scientific ideas and evidence communicate scientific information or ideas using both qualitative and quantitative approaches, and scientific, technical and mathematical language, conventions and symbols.

Course Content

The course content includes:

Biology
B1 – Cell Biology
B2 – Organisation
B3 – Infection and Response
B4 – Bioenergetics
B5 – Homeostasis and Response
B6 – Inheritance, variation and evolution
B7 – Ecology

Physics
P1 – Energy
P2 – Electricity
P3 – Particle Model of Matter
P4 – Atomic Structure
P5 – Forces
P6 – Waves
P7 – Magnetism and Electromagnetism

Chemistry
C1 – Atomic structure and the Periodic Table
C2 – Bonding, Structure and Properties of Matter
C3 – Quantitative Chemistry
C4 – Chemical changes
C5 – Energy changes
C6 – The rate and extent of chemical change
C7 – Organic Chemistry
C8 – Chemical Analysis
C9 – Chemistry of the Atmosphere
C10 – Using resources

For more information about Combined Science, see Miss Monaghan

Triple Science

Objectives

The criteria for GCSEs in separate science subjects will require candidates to demonstrate their ability to:

- Recall, select and communicate their knowledge and understanding of science
- Apply skills, knowledge and understanding in practical and other contexts
- Analyse and evaluate evidence, make reasoned judgements and draw conclusions.

Overview

Triple Science is a very demanding course and allows students to progress onto Science A-Level courses by attaining higher grades in individual areas of Science. Therefore, selecting Triple Science should be carefully considered as it requires high levels of academic excellence and endeavour.
Many students who excel in Triple Science aspire to follow careers in industries such as Medicine, Veterinary Science, Physical Science and the Pharmaceutical Industry.
Triple Science – Students study for three separate GCSEs in Biology, Chemistry and Physics.

Skills

All students will sit 2 papers in each of the subject areas, Biology, Chemistry and Physics. Triple Science exams are 1 hour 45 minutes.
The specification requires candidates to develop their ability to:

- develop and test scientific hypotheses
- plan investigations and devise methods for the collection of numerical and other data
- assess and manage risks when carrying out practical work
- collect, process, analyse and interpret primary and secondary data
- evaluate methods of data collection and consider the validity of investigations and the quality of data
- use models to explain systems and processes
- develop arguments and explanations, and draw conclusions using scientific ideas and evidence communicate scientific information or ideas using both qualitative and quantitative approaches, and scientific, technical and mathematical language, conventions and symbols.

Course Content

The course content includes:

Biology
B1 – Cell Biology
B2 – Organisation
B3 – Infection and Response
B4 – Bioenergetics
B5 – Homeostasis and Response
B6 – Inheritance, variation and evolution
B7 – Ecology

Physics
P1 – Energy
P2 – Electricity
P3 – Particle Model of Matter
P4 – Atomic Structure
P5 – Forces
P6 – Waves
P7 – Magnetism and Electromagnetism
P8 – Space Physics (Triple only)

Chemistry
C1 – Atomic structure and the Periodic Table
C2 – Bonding, Structure and Properties of Matter
C3 – Quantitative Chemistry
C4 – Chemical changes
C5 – Energy changes
C6 – The rate and extent of chemical change
C7 – Organic Chemistry
C8 – Chemical Analysis
C9 – Chemistry of the Atmosphere C10 – Using resources

For more information about Triple Science, see Miss Monaghan

Core PE

Overview

YEAR 10 & 11

In Years 10 and 11 core PE, students are provided with opportunities that are integral to their learning and enhance their engagement through various concepts, processes and content of the subject. Students are given the opportunities to experience a broad and balanced range of activities that, in combination, develop the whole body.

Students will experience a range of roles within physical activity and can become part of accredited courses and qualifications where appropriate e.g. dance and sports leadership.

Students have more freedom in Years 10 and 11 and choose which activities to participate in during the year, although this must be a range of invasion, net and fitness, which is a compulsory block. This offers students a wide range of opportunities to participate and lead in sports they enjoy most.

For more information about Core PE, see Mr O'Leary

PSHE

Overview

What will I study?

Mental Wellbeing
Drugs, tobacco and alcohol
Families
Respectful Relationships
Intimate and Sexual Relationships
Online Relationships and Media
Internet Safety and Harms
Changing Adolescent Body
Basic First Aid
Healthy Eating and Physical Health
Health and Prevention
Being Safe

The PSHE curriculum is part of the core content at KS4.

What are the benefits of the course?

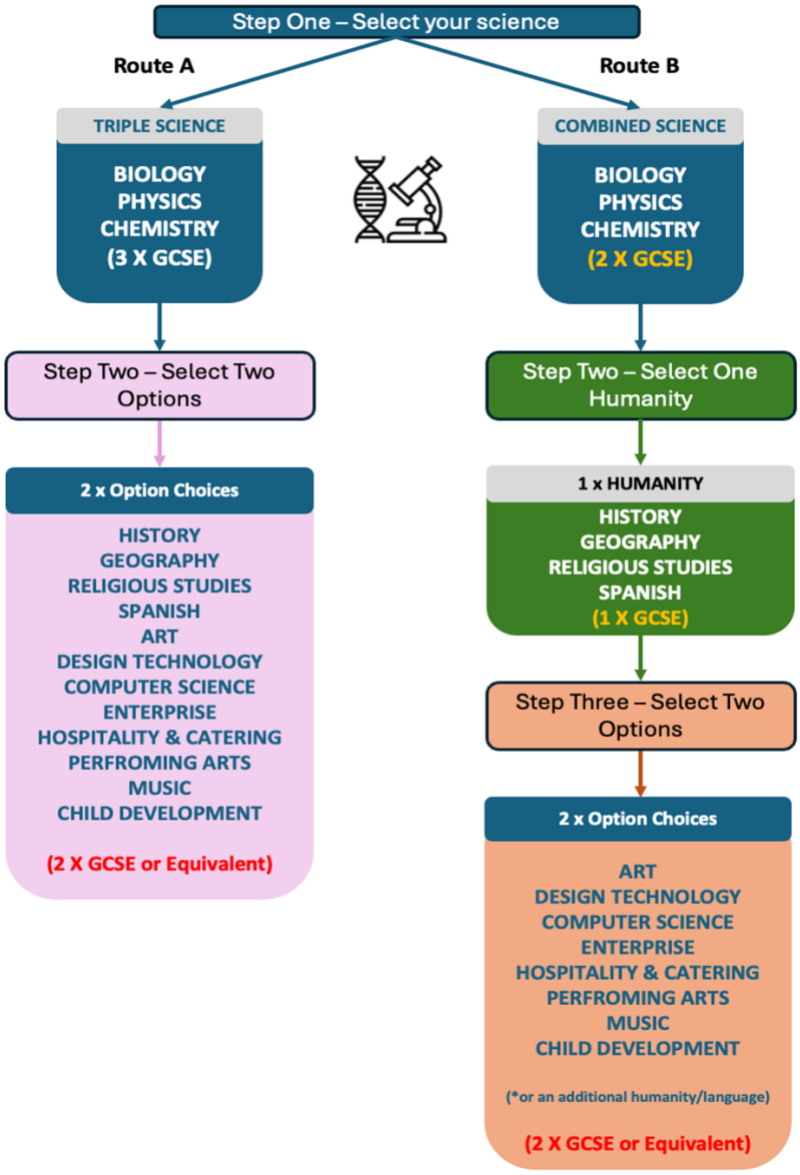
To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

For more information about PSHE, see Miss Heap

Option Subjects

Students will need to indicate their preference and choose from the below subjects in rank order (1st, 2nd, 3rd etc.)

- Geography
- Design Technology
- Enterprise & Marketing
- Hospitality & Catering
- Child Development
- Religious Studies
- Performing Arts
- Computer Science
- Sport Studies
- Art
- History
- Spanish
- Music
- Triple Science



Art

Objectives

Whether you are considering studying Art and Design at higher education, thinking about future employment, or if you are an all-round student who loves all aspects of the subject this is the course for you. Knowledge and skills acquired over the course are used to create personal work with meaning. Experimentation and exploration of media is encouraged to build competency and skill. Drawing, painting, printmaking, photography and mixed media techniques are to name just a few. Engagement with sources, such as the work of artists, craftspeople and designers are investigated, and when applying and making connections to working methods and processes used in the past and present. Evidence will be in forms such as sketchbooks, visual diaries, design sheets, presentations or final piece/s.

Overview

GCSE Art and Design allows you to work with a broad range of media, including 2D and 3D work. In Art and Design, you can work on different scales and with various materials. The intention is to know and be able to apply different ways of working competently. To be able to complete personal work independently and with conviction. Self-expression and critical thinking are encouraged. Initial starting points or themes are used to take an open-minded approach to work. In non-contact time you will be expected to continue with independent study or complete set work. The course requires some research in a written format and this must clearly link to an artist/designer or a way of working. Annotated sketchbooks, presented research, and evaluations can be recorded in a range of formats.

Skills

Using a range of sources and research gathered work will be presented in a range of ways. Materials and techniques will be explored and connected to personal photography and practical ways of working. Information and annotation recorded will be included to demonstrate observations, insights and judgements. Drawing and relevant observations will lead to ideas being refined as final outcomes.

Course Content

In previous years the course content has included:

A skill-based project to initially introduce the GCSE Art and Design course. After this, component 1 of the course is to be completed. This is 60% of the course and two projects must be completed, this is the NEA component. One project must cover all the assessment objectives and a further project could potentially be a mini skill-based project. An externally set assignment will make up the remaining 40% of the course. At the end of year 11 you will complete a portfolio of work for a final exhibition.

ⓘ *For more information about Art, see Miss Cahill*

Computer Science

Objectives

Computer Science is of enormous importance to the economy, and the role of Computer Science as a discipline itself, as an 'underpinning' subject across science and engineering, is growing rapidly. Young people need to develop skills that will enable them to pursue a career in Computing/Computer Science if they so choose, and which will also help them gain valuable skills for life - for example, in innovation, reasoning, logic, resourcefulness, precision, problem solving and clarity and resilience. These skills will enable them to become authors of computational tools rather than simply users. As adult workers, young people will be applying for jobs that have not yet been invented. Technology changes but the principles and concepts upon which they are built remain constant. A good grounding in Computer Science will teach young people how to deal with change later in life, become excellent problem solvers and play an active and effective role in the digital world.

Overview

This challenging GCSE has been designed to teach concepts and develop techniques that have long-term value that support progression to higher education and beyond. The course will provide students with an engaging and stimulating experience of computer science and programming. The practical element and theoretical programming element is now built in to the exam. It provides opportunities for students to explore the wider societal and ethical issues associated with computer science and to develop as responsible practitioners.

Skills

A course in Computer Science offers candidates a unique opportunity to gain an understanding of how computers work and to create and troubleshoot computer programs for real-life purposes relating to their own personal interests. Computer Science develops valuable programming and computational thinking skills, which are increasingly relevant to a wide variety of jobs. Employers want workers with an understanding of rigorous principles that can be applied to changing technologies.

This is a challenging GCSE and the expectation is that you will be working at higher levels in KS3 computing lessons as well as in Science and Maths to fully appreciate the requirements of this qualification.

Course Content

In previous years the course content has included:

- Fundamentals of Algorithms
- Programming
- Fundamentals of data representation
- Computer systems
- Fundamentals of Computer Networks
- Fundamentals of Cyber Security
- Ethical, legal and environmental impacts of digital technology on wider society including issues of privacy
- Aspects of Software Development

ⓘ *For more information about Computer Science, see Mrs Shaw*

Design & Technology

Objectives

GCSE Design and Technology enables learners to design and make products with creativity and originality, using a range of materials and techniques. Small projects, focusing on key principles, form the start to the course, with a major project featuring in Year 11. This will involve a significant design and make task, with a high degree of independent work.

Overview

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

This GCSE brings together content that had previously existed under a number of D&T titles, ensuring students have a solid grasp of the principles of design that they can apply to a range of disciplines. The new qualification will prepare students for further study and careers in design, engineering, manufacturing and related areas.

Skills

Students should acquire subject knowledge in design and technology that builds on key stage 3, incorporating knowledge and understanding of different materials and manufacturing processes in order to design and make, with confidence, prototypes in response to issues, needs, problems and opportunities. Students should learn how to take design risks, helping them to become resourceful, innovative and enterprising citizens. Students will be required to have a good grounding in Math's and Science to study the qualification, in which they will be tasked with making products using the best material, equipment and techniques.

Course Content

Students will be able to research, develop and enhance their own ideas in addition to exploring the work of established designers.
Students will be taught Computer Aided Design (CAD) using both 2D and 3D packages, as well as producing more traditional hand-drawn sketches.
Students will explore new and emerging technologies, modern and smart materials, ecological and social footprint, investigating the work of others. Projects will be completed to gain practical experience in each area.
Students have access latest advanced technology, including laser cutters and 3D printers to produce prototypes of the highest quality

Examinations

GCSE Assessment is split into 2 areas:
50% Design and Manufacture task called a Non-Exam Assessment (NEA). This consists of an iterative design portfolio, which supports a series of quality models and prototypes created in school. There is a final exam in Y11 that is worth 50% of the qualification, where learners are examined on the theoretical elements of the course, such as materials, components, manufacturing processes and environmental issues.

Due to the increased practical elements of Design Technology, students taking this course are asked for a **voluntary donation of £10 per term to help cover the costs of materials to support the running of the course.*

ⓘ *For more information about Design and Technology, see Miss Law*

Performing Arts

Objectives

Students will develop an insight into and understanding of the world of theatre, and be able to use a range of acting skills and drama techniques to create dramatic performances. This ranges from controlled assessment tasks and to demonstrate that knowledge and understanding in a formal written examination and practical assessments.

Overview

The Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts is for learners who want to gain technical knowledge and develop their performance skills by studying acting as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes. The qualification will broaden the learners experience and understanding of the varied progression options available to them.

Skills

The following skills will be developed during the course:

- Creativity
- Enthusiasm and confidence
- Commitment
- Team working skills
- Good literacy skills
- Live performance

They must also be willing especially for final assessments and exam work to attend after school rehearsals due to the collaborative nature of the course.

Course Content

This course enables you to:

- Demonstrate knowledge and understanding of the key concepts and principles of Performing Arts and the theatre.
- Apply knowledge and understanding of key conventions and principles of creating characterisation and performance.
- Analyse and evaluate successes in performance and know how to improve weaknesses.
- Students who perform strongly in this qualification compared to their overall performance should strongly consider this progression route as it can lead ultimately to employment in the performing arts sector.

Component Number and Title	Hours to complete	Level	Assessed
1 Exploring Performing Arts	36	1 & 2	Internal
2 Developing skills and Techniques	36	1 & 2	Internal
3 Responding to a brief	48	1 & 2	Synoptic

External Controlled Exam in school

For more information about Performing Arts, see Mrs Owen

Enterprise & Marketing

Objectives

What's in it for me?

The **OCR Enterprise and Marketing Cambridge National** is your chance to step into the exciting world of business and become a young entrepreneur in the making!

In this course, you'll discover how companies turn ideas into products people love, learn what makes customers tick, and even design and present your own business concepts.

If you enjoy coming up with ideas and finding clever ways to stand out from the crowd, this course will spark your creativity and help you build skills you can use for the future. It's fun, it's challenging, and it shows you how the world of enterprise and marketing *really* works.

Success in the course is **equivalent to an OCR Level 1/2 Cambridge National Certificate**. The qualification will be graded at either Level 1 or Level 2 as a Pass, Merit, Distinction or Distinction *, where a Level 2 Distinction* is the highest grade.

Overview

What will I study?

- Enterprise and Marketing Concepts
- Designing a Business Proposal
- Marketing and Pitching a Business Proposal

Where could I go from here?

Successful completion of the OCR Level 1/2 Cambridge National Certificate helps you with the following:

- To enter a specialised area of employment/apprenticeship
- To progress on to a Level 3 vocational programme of study
- To progress on to an academic pathway

Course Content

What will I study?

- Enterprise and Marketing Concepts
- Designing a Business Proposal
- Marketing and Pitching a Business Proposal

ⓘ *For more information about Enterprise and Marketing, see Mrs Shaw*

Level 1/2 Hospitality and Catering

Objectives

This Hospitality and Catering qualification provides you with knowledge of the whole industry and the practical skills and experience needed to start your career in this ever-expanding sector.

Overview

This course enables learners to learn a range of skills from planning menus, preparing and cooking a wide variety of dishes and using equipment safely. For example, how to use a knife or oven safely. Learners will explore how catering is delivered in the commercial sector and they will learn about leadership and management skills. The qualification is most suitable as a foundation for further study, providing learners with a range of specialist and general skills that will support their progression to further learning and employment. Employment opportunities within the industry include waiting staff, management and many more.

Skills

Throughout their study, students will develop skills including how to:
• prepare and cook using basic skills
• plan and produce dishes for a purpose
• ensure a safe and hygienic environment
Learners will also take away valuable knowledge of:
• food and its functions in the body and in recipes
• balanced diets and modification of recipes for health purposes

Course Content

Unit 1 enables learners to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety
Unit 2 enables learners to develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively

Examinations

Unit 1: The Hospitality and Catering Industry 40%(90 minute externally set exam)

Unit 2: Coursework and practical cooking assessment (NEA) 60%
The assessment for the Level 2 Certificates in Food and Cookery Skills consists of an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE. There will be 4 assessment points spread across the 2 years of study.

Due to the increased practical elements Hospitality & Catering, students taking this course are asked for a **voluntary donation of £10 per term to help cover the costs of ingredients to support the running of the course.*

ⓘ *For more information about Food preparation and nutrition, see Mrs Lund*

Geography

Objectives

Students will develop a greater awareness and understanding of the dynamic and ever-changing nature of the world around them and the role that they and others play in this. They will acquire knowledge and understanding of a variety of places, environments and geographical patterns at a range of scales from local to global, as well as an understanding of physical and human processes, their interactions and impacts and develop a variety of skills and techniques needed to conduct independent research, study and enquiry.

Overview

Compared to other subjects, geography graduates are among the most employable. In part, this is because the subject combines knowledge of science and an understanding of the arts. The syllabus allows students to study how the world of today has been shaped by natural processes and human action. Many present-day problems and issues facing the UK and nations abroad will be considered along with consideration of our place in the world and its future. The course looks at human and natural environments, and how both influence each other. We encourage students to make informed judgements about the world in which we live, and hope to expand their knowledge by using many recent and current events and issues through specific case studies and examples.
At least two half-day fieldwork visits will take place during the three-year course. These will likely be to somewhere in the local area or region.

Skills

Students will need to possess strong literacy and numeracy skills, which will be developed further throughout the course. Students are required to learn and use effectively a vast range of keywords and terms. With this in mind, strengths at learning a new language would be useful.

In addition, the course will develop the following:

- Map work skills
- Decision Making skills
- Graphic and statistical skills
- Fieldwork, data collection and analysis skills
- ICT skills
- Team work and an ability to work independently

Course Content

The OCR B specification is followed.
A variety of topics embracing physical, human and environmental geography will be covered including:
UK Landscapes – rivers and coasts; Climates and ecosystems around the world; Plate tectonics; Extreme weather; The UK in the 21st Century; Food as a resource; Development and Cities, among other topics.

Examinations

There will be 3 examinations:

Paper 1 - Our Natural World	**70 Marks**	**1 hour 15 minutes**
Paper 2 - People and Society	**70 Marks**	**1 hour 15 minutes**
Paper 3 – Geographical Exploration	**60 Marks**	**1 hour 30 minutes**

For more information about Geography, see Miss Heap

Child Development

Objectives

The Pearson BTEC Tech Award in Child Development is ideal for you if you would like to find out more about child development and the early years sector. This course offers a practical introduction to life and work in the early years sector. The qualification is the same size and level as a GCSE.

Overview

Knowledge of child development is important in a variety of occupations outside of childcare and teaching, for example, in healthcare roles such as paediatricians, psychologists, occupational therapists, and speech and language therapists.

Students will be given the opportunity to develop sector-specific knowledge and skills and will sometimes use role play to show off some of these skills. Some of these skills include:

Course Content

This course will give you the opportunity to develop knowledge and technical skills in a practical learning environment. You will also develop key skills such as research and written communication skills as you plan different types of play activities to encourage children's learning and development and investigate how to adapt them to meet children's individual circumstances. Everyone taking this qualification will study three components, covering the following content areas:

• **In Component 1**, you will gain knowledge of the principles of growth and development, including expected development milestones, for different age ranges across all five areas of development: physical, intellectual and cognitive, communication and language, social and emotional. You will explore how different factors can positively or negatively impact different areas of a child's expected development.
● **In Component 2**, you will explore different stages and types of play and how play activities can support and promote children's development and learning across the five areas of development between the ages of birth and five years old. You will investigate the different learning needs of children at different ages and stages and learn how to plan and structure play activities to meet those learning needs and encourage and influence learning, while considering the role of adults in promoting children's learning and development through play both at home and in the community.
● **In Component 3**, you will develop an understanding of how children's learning and development can be affected by their individual circumstances. You will investigate the importance of inclusion and the role of an adult in keeping children safe when engaging in play activities and how the environment and play activities can be adapted to support the learning and development of all children.

Career

Where will this take me?

If you decide to go on to further study of early years and child development, the best option for you will depend on the grades you have achieved in this and the other qualifications you have taken, and what you enjoy doing. You could progress to a Level 2 Technical Certificate or to a Level 3 programme, such as A Levels, a T Level or a BTEC National, either on its own or in combination with A levels.

ⓘ *For more information about our Child Development course, see Miss Whyte*

History

Objectives

By the end of the course students will have the opportunity to:

- Engage in historical enquiry in order to develop as effective and independent thinking looking at how to examine information critically
- Develop their knowledge of the units covered looking at how the past has been represented, interpreted and identify what is significant
- Develop questioning skills using a range of sources
- Make judgements by conducting research to find out about the past

Overview

The GCSE History course presents an opportunity to look at a broad range of themes and events over time. Students will be able to study a variety of approaches – looking at History thematically and in depth. The chosen topics allow students to gain a view of history from national and international perspectives. Students will build a complex picture of the past that will enable them to reflect on modern political and social events.

Skills

GCSE History has a large amount of content and students who study this course will need to be comfortable with remembering detail during a fast-moving course. History is assessed through three written exams at the end of Year 11 and students will be expected to practice essay writing regularly. Although written skills will be developed throughout the course, GCSE History requires a high level of literacy. Students will also develop the ability to evaluate different sources and interpretations of the past. They will build critical thinking skills which will enable students to understand the motivation of people in the past and reach a judgement on the significance of past events.

Course Content

Medicine and Health in Britain 1250-present day, including a topic on Illness and the care of the wounded in the trenches of World War I.
Early Elizabethan England, including Queen, government and religion, challenges to Elizabeth at home and abroad and Elizabethan society in the Age of Exploration, 1558 - 88.
Superpower relations and the Cold War, 1941 – 91 including the origins of the Cold War, the Cold War crises and the end of the Cold War.
Weimar and Nazi Germany, 1918 – 39 including the Weimar Republic, Hitler's rise to power, Nazi control and dictatorship and life in Nazi Germany.

Examinations

Students will sit 3 examinations at the end of the course:

- Thematic study and historic event – Medicine and Health in Britain - 30%
- Period study and British depth study – Early Elizabethan England and Superpower relations and the Cold War – 40%
- Modern depth study – Weimar and Nazi Germany, 1918 – 39 –30%

ⓘ *For more information about History, see Miss Cliffe*

Spanish

Objectives

By the end of the course, you will be able to understand and independently produce written and spoken texts using a wide range of vocabulary and grammar structures, including different tenses. You will be able to express your own opinions and those of other people on a range of topics, and be able to justify them fully. You will use increasingly descriptive language. In addition, you will be given access to a range of authentic texts, therefore giving you a flavour of the culture of the countries where your chosen language is spoken.

Overview

If you choose to study an additional language, the grammar knowledge and understanding you have acquired during Key Stage 3 will give you an understanding of how language is put together and equip you with the ideas you need to transfer to your new language.

Skills

You will work on the four skill areas of Listening, Speaking, Reading and Writing. In listening and reading, you will be working with longer texts and you will develop skills for understanding the key points and more details across a range of topics. You will further develop your writing skills to enable you independently to write extended pieces of work incorporating an increasing variety of tenses and language structures. Working closely with your teacher, you will improve pronunciation, intonation and fluency and you will develop your speaking skills in the same way as the written skills, using a variety of tenses and expressing and justifying opinions.

Course Content

Language contexts will be organised into a specified number of broad themes, addressing matters relating to:

- **Identity and culture** [general interest; leisure activities; customs and festivals; technology; family and friends; relationships]
- **Local, national, international and global areas of interest** [Home and local area; social issues; global issues; travel and tourism]
  Current and future study and employment [job advertisements; simple job applications and CV; school and school; work and work experience]

Examinations

Each of the skills will be externally assessed and each will be worth 25% of your overall grade.

ⓘ *For more information about Languages, see Mrs Eckersley*

Music Practice

Objectives

GCSE music presents students with exciting and rewarding opportunities to really develop as a performer and composer. It is required of GCSE music students to play an instrument or sing to a good standard. Students opting for GCSE music will need to be willing to learn an instrument and practice outside of the lesson (if possible).
Throughout the course, students are encouraged to develop their performing skills in both a solo and ensemble context, choosing a variety of pieces to expand their skills. Students are provided with opportunities to express their compositional ideas whilst learning about the rich aesthetics of musical history and theory.

Overview

The course builds pupils' skills in the following areas: Appreciation of music - Listening and writing about music– Solo performance skills– Ensemble (group) performance skills – Composing skills – Use of music technology – Music literacy (reading written music) – Experience of a variety of musical notations.

Performance (30% of total marks). Students record two performances: one solo performance and one as part of an ensemble. Candidates choose their own pieces but will receive guidance from their teachers and may record their performances at any time during the course. The pieces (and students can prepare a variety of smaller pieces), combined, must be a minimum of 4 minutes. Recordings are made under controlled conditions.

Composition (30% of total marks). Students compose music in a variety of styles. Compositions are produced under controlled conditions. Candidates are required to compose two pieces of music, one of which must be for their chosen performance instrument/voice. The 2 pieces, combined, must be a minimum of 3 minutes.

Listening (40% of total marks). A written examination where students are tested on their music appreciation skills (listening and theory) takes place in the final year. The examination is 1 hour 30 minutes in duration.

Assessment

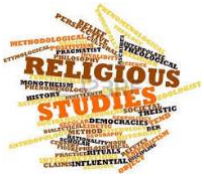
Listening	Examination	40% of final grade
Composition	Coursework	30% of final grade
Performance	Coursework	30% of final grade

Future pathways

GCSE music provides excellent preparation for A Level music and BTEC or NCFE vocational courses an A level equivalent. Many of our students have gone on to study music performance or music technology at college and university.

ⓘ *For more information about Music, see Ms Hague*

Religious Studies



Objectives

By the end of the course students should have an appreciation of which religious and non-religious views form the basis of our culture. Religious Studies develops students' ability to construct well-argued, well-informed, balanced and structured written arguments. Study of religious and non-religious views deepens young people's understanding of the relationship between people and the world around them.

Overview

The GCSE covers: Beliefs, teachings and practices of two different world religions from: • Buddhism • Christianity • Catholic Christianity • Hinduism • Islam • Judaism • Sikhism

There are also four modern day themes; Relationships and Families, Religion and life, The existence of God and Revelation and Religion, peace and conflict.

Skills

Students will need to be interested in, and curious about, the world around them. They should be keen to discuss alternative views and develop their own opinions. Religious Studies is assessed through Written exams so students should be prepared to develop their written literacy skills.

In addition, the course will develop the following:

- Questioning and enquiry skills
- Reasoning and analysis
- Evaluation of different viewpoints
- Factual recall

Course Content

You will be challenged with questions about belief, values, meaning, purpose and truth, enabling you to develop you own attitude towards religious and modern-day issues within society.

You will also gain an appreciation of how religion, philosophy and ethics form the bases of our culture and other cultures. You will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

Examinations

Component 1: The study of religions, beliefs, teachings and practices
Written Exam 1hr 45mins - 50% of GCSE

Component 2: Thematic Studies
Written Exam 1hr 45mins - 50% of GCSE

For more information about Religious Studies, see Miss Knowles

Sport

Objectives

This Technical Award qualification gives students the opportunity to develop sport specific applied knowledge and skills through realistic vocational contexts.
Students will have the opportunity to develop applied knowledge and skills in the following areas:

- investigating provisions for sport including equipment and facilities to enhance sport
- planning and delivery of sport drills and sessions
- fitness for sport including fitness testing and methodology

Overview

The course is divided into three components.

Component 1 - preparing participants to take part in sport and physical activity, externally moderated assessment.

Component 2 - taking part and improving other participants sporting performance, externally moderated assessment.

Component 3 - developing fitness to improve other participants performance in sport and physical activity, exam component.

Skills

The BTEC First Award in Sport enables students to develop the knowledge, understanding and skills required for progression within sectors such as: exercise, training, fitness, leisure management, leadership, coaching and adventurous activities. This qualification provides opportunities for students to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

Course Content

- Know about the components of fitness and the principles of training
- Explore different fitness training methods
- Investigate fitness testing to determine fitness levels.
- Understand the rules, regulations and scoring systems for selected sports
- Practically demonstrate skills, techniques and tactics in selected sports
- Be able to review sports performance · Design a personal fitness training programme
- Know about the musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training
- Implement a self-designed personal fitness training programme to achieve own goals and objectives
- Review a personal fitness training programme.
- Know about the short-term responses and long-term adaptations of the body systems to exercise
- Know about the different energy systems used during sports performance

For more information about Sport, see Mr Gardner

Step One – Select your science

Route A

TRIPLE SCIENCE

BIOLOGY
PHYSICS
CHEMISTRY
(3 X GCSE)

Step Two – Select Two Options

2 x Option Choices

HISTORY
GEOGRAPHY
RELIGIOUS STUDIES
SPANISH
ART
DESIGN TECHNOLOGY
COMPUTER SCIENCE
ENTERPRISE
HOSPITALITY & CATERING
PERFROMING ARTS
MUSIC
CHILD DEVELOPMENT

(2 X GCSE or Equivalent)

Route B

COMBINED SCIENCE

BIOLOGY
PHYSICS
CHEMISTRY
(2 X GCSE)

Step Two – Select One Humanity

1 x HUMANITY

HISTORY
GEOGRAPHY
RELIGIOUS STUDIES
SPANISH
(1 X GCSE)

Step Three – Select Two Options

2 x Option Choices

ART
DESIGN TECHNOLOGY
COMPUTER SCIENCE
ENTERPRISE
HOSPITALITY & CATERING
PERFROMING ARTS
MUSIC
CHILD DEVELOPMENT

(*or an additional humanity/language)

(2 X GCSE or Equivalent)