

YEAR 9 INTO YEAR 10 & 11

Our Key Stage 4 curriculum is broad and balanced and provides our students with an excellent foundation for further post-16 study at Hillview in the Sixth Form.

All students study a compulsory core GCSE curriculum of English Language and English Literature (2 GCSEs), Mathematics (1GCSE), and either Combined Double Science (2GCSEs) or separate Biology, Chemistry and Physics (3 GCSEs). In addition, all students follow a programme of non-examined Personal and Spiritual Development (PSD) and PE.

In addition to the core subjects, all students study four additional GCSE courses over 2 years in Years 10 and 11. Students will need to opt for Geography or Ancient History or History, along with a language, to satisfy the requirements of the English Baccalaureate (Ebacc).

All Hillview students are required to study at least one Ebacc GCSE option (Geography, History or a Language) as one of their options.

YEAR 10 & 11 CURRICULUM AT A GLANCE

CORE SUBJECTS		
	Year 10	Year 11
English [±]	8 hours	7 hours
Mathematics [±]	7 hours	8 hours
Science [±]	8 hours	8 hours
Physical Education	3 hours	3 hours
Personal and Spiritual Development (PSD)	2 hours	2 hours
OPTIONAL SUBJECTS		
<i>Pink pages</i>		
Option 1	5 hours	5 hours
Option 2	5 hours	5 hours
Option 3	5 hours	5 hours
Option 4	5 hours	5 hours

Please note that hours for each subject are per fortnight.

[±]denotes qualifications that contribute to the English Bacallaureate.

Core Subjects

All core subjects (English, Mathematics and Science) will be studied until the end of Year 11.

Option subjects

Your daughter has four option choice courses from a list of subjects. Please refer to the following pages of this booklet. This will allow her to start choosing a range of options over the coming years, which will allow her to explore her interests and access a wide range of Level 3 courses when she gets to 16.

Please note that students can only choose one subject out of Art, Graphics or Textiles.

Please be aware that the school may not permit certain option combinations if it is deemed to narrow your daughter's curriculum and to be detrimental to her chances of progression. You and your daughter will, of course, be notified and consulted if this were the case. However, the decision of the school in this matter is final.

CORE SUBJECTS

At Key Stage 4, all students study the following core subjects:

English^z

Mathematics^z

Science ^z

Personal and Spiritual Development (PSD)

Physical Education

Students will undertake examinations in the following core subjects, which all students will be studying until the end of Year 11:

English

Mathematics

Science

English

Students will study GCSEs in English Language^z and English Literature (Graded 9 to 1).

Mathematics

Students will study GCSE in Mathematics^z (Graded 9 to 1).

Science

The vast majority of students will take the GCSE Combined Science^z double award qualification, which they will complete in Year 11 (Graded 9 to 1).

Some students (by recommendation only) will take separate Biology^z, Chemistry^z and Physics^z as three separate GCSEs (Graded 9 to 1).

You can find detailed information about English, Mathematics and Science courses in the following pages of this booklet.

English Language and English Literature Σ

Qualification and Level

**Pearson GCSE English Language & English Literature
(equivalent to 2 GCSEs)
Graded 9-1**

What can it lead to/complement for Years 10/11 and Post-16?

This subject is vital for any career involving communication, eg. journalism, the law, public relations, marketing, teaching, social work.

A Levels in English Literature or Language/Literature.

Course content/structure

Students study for two qualifications, both examined at the end of Year 11. Areas of study will include:

- a wide range of literary texts of different genres
- analysis of and response to non-fiction
- development of accurate and effective written expression
- confident, appropriate use of spoken language

What will you need to do to be successful in this course?

Write accurately and fluently for a number of different audiences and purposes; understand a wide range of texts; discuss your ideas; analyse language and structure closely; relate texts to their social, historical and literary contexts.

What skills will you learn?

This course covers skills that will allow you to express yourself effectively and persuasively to a wide range of audiences, work independently and in groups and think analytically and creatively.

Mathematics Σ

Qualification and Level Pearson GCSE Mathematics Graded 9-1

Two tiers of paper are available: Foundation tier allows access to grades 1-5 and Higher tier allows access to grades 4-9. It is important to note that the tier descriptions differ from the current Mathematics GCSE; the new Foundation tier goes to a significantly more advanced level than the current Foundation tier.

What can it lead to/complement for Years 10/11 and Post-16?

Understanding of mathematical ideas is essential to succeed in a number of GCSE subjects. It is also a requirement of entry to many sixth forms.

A good grade in GCSE Mathematics is a requirement to study Physics, Chemistry, Psychology and several other A Levels.

Achievement in Mathematics is highly valued by universities and by most employers.

Course Content/Structure

Students will be working on modules that meet the criteria for GCSE Mathematics. The areas studied include number, algebra, geometry, probability and statistics and ratio and proportion.

Homework is set at least once a week and is marked either in class or by the teacher. Each student is expected to be equipped with a ruler, a protractor, a pair of compasses and a scientific calculator (Casio fx-83GT plus). This equipment must be brought to every Mathematics lesson.

Additional support from teachers within the Mathematics Department is available throughout the academic year at both lunchtimes and after school. These sessions run on several days in order that students can fit them in around their other commitments. Success in the subject demands a high level of independent learning. The department provides a range of resources to allow students to work on improving any problem areas that they may have in the subject.

Assessment

Final assessment is made through three written examination papers. There is a non-calculator paper and two calculator papers. Each paper takes one and a half hours. All three exams must be taken at the end of Year 11. There is no coursework element to GCSE Mathematics. A pass is considered a 5 for the 2019 cohort.

What will you need to do to be successful in this course?

Success at GCSE Maths comes through concentration and plenty of practice. So you should:

- Listen carefully in class
- Make sure you understand the work
- Do your homework on time
- Memorise the formulae you will need for the exam
- Ask for help if you don't understand something.

What skills will you learn?

You will build on your mathematical skills and knowledge from KS3 and obtain greater confidence through more experience of Mathematics and its uses in both everyday life and as a vital part of the sciences. You will develop your ability to solve complex problems by breaking them down into smaller steps, identifying the information needed to solve them and applying efficient techniques to arrive at a solution. You will learn how to analyse, evaluate and interpret data in a wide range of contexts.

Science – Combined Science Σ

Qualification

AQA Combined Science (Trilogy)
GCSE Level 2: Graded 9-5, Level 1: Graded 4-1
(this course will lead to two GCSEs)

What can it lead to/complement in Years 10/11 and post 16

- A Level Biology
- A Level Chemistry
- A Level Physics
- BTEC Science

Course Structure

This course is taken over three years and the examinations will be taken at the end of Year 11.

9 Units covering Biology, Chemistry and Physics.

Students will continue with the work they have started in Year 9.

There are a number of set practical tasks that must be covered throughout the course and may be examined.

Biology: Cells, organisation, infection, homeostasis, inheritance, variation and evolution and ecology.

Chemistry: Atomic structure and the periodic table, bonding, structure and properties of matter, chemical and energy changes, rates of reaction, chemical analysis and the chemistry of the Earth and Atmosphere.

Physics: Forces, energy, waves, electricity, magnetism and electromagnetism, particle model of matter and atomic structure.

Assessment

Six examinations totaling 100% of the qualification.

Each paper will last 1 $\frac{1}{4}$ hours and there will be two papers each for Biology, Chemistry and Physics leading to a Combined Double Award in Science.

What will you need to do to be successful in this course?

- Ability to learn and use new ideas.
- Ability to carry out calculations.
- Ability to remember facts.
- Ability to explain things using scientific knowledge.

What skills will you learn?

- Ability to understand data and to question evidence.
- How to link areas of science to explain every-day phenomena.
- Scientific practical skills such as how to work with electricity and chemicals.

Science – Triple Science Σ

Qualification

AQA Biology, Chemistry and Physics
GCSE Level 2: Graded 9-5, Level 1: Graded 4-1
(this course will lead to three GCSEs)

What can it lead to complement in Years 10/11 and post 16

- A Level Biology
- A Level Chemistry
- A Level Physics
- BTEC Science

Course Structure

This course is taken over three years and the examinations will be taken at the end of Year 11

9 Units covering Biology, Chemistry and Physics.

Students will continue with the work they have started in Year 9.

There are a number of set practical tasks that must be covered throughout the course and may be examined.

Biology: Cells, organisation, infection, homeostasis, inheritance, variation and evolution and ecology.

Chemistry: Atomic structure and the periodic table, bonding, structure and properties of matter, chemical and energy changes, rates of reaction, chemical analysis and the chemistry of the Earth and Atmosphere.

Physics: Forces, energy, waves, electricity, magnetism and electromagnetism, particle model of matter and atomic structure.

Assessment

Six examinations totaling 100% of the qualification.

Each paper will last 1 $\frac{3}{4}$ hours and there will be two papers each for Biology, Chemistry and Physics leading to three separate GCSEs in Biology, Chemistry and Physics.

What will you need to do to be successful in this course?

- Ability to learn and use new ideas.
- Ability to carry out calculations.
- Ability to remember facts.
- Ability to explain things using scientific knowledge.

What skills will you learn

Ability to understand data and to question evidence.

How to link areas of science to explain every-day phenomena.

Scientific practical skills such as how to work with electricity and chemicals.

Options subjects that count towards the English Bacallaureate

The English Bacallaureate is made up of English, Mathematics, a humanity, the sciences and a language.

English Bacallaureate				
English One of ...	Mathematics One of ...	Science Either	Humanities One of ...	Foreign Languages One of ...
English Language GCSE	Mathematics GCSE	Combined Science Double GCSE <i>or</i>	Ancient History GCSE	French GCSE
English Literature GCSE		Biology Chemistry Physics GCSE	Geography GCSE	Spanish GCSE
		<i>Optional subject:</i> Computer Science	History GCSE	

Subjects that we offer and can contribute to the English Bacallaureate are in the yellow pages of this booklet and marked with a Σ .

Subject Yellow pages	Page
Ancient History Σ	10
Computer Science Σ	11
French Σ	12
Geography Σ	14
History Σ	15
Spanish Σ	17

Ancient History ^Σ

Qualification and Level

OCR GCSE Level 2

Graded 9-1

What can it lead to/complement for Years 10/11 and Post-16?

It complements History and Geography GCSE

History A Level

Classical Civilisation A Level

Course content/structure

There are 4 units to the GCSE. These are:

Unit J198/01 Part 1: *The Persian Empire 559-465 BC*

Looking at the Persian Empire and its expansion under kings such as Cyrus the Great and Xerxes. Investigating the relationship between Persians and their subjects and the wars between Persia and Greece including the 300 Spartans at Thermopylae.

Unit J198/01 Part 2: *Alexander the Great, 356-323 BC*

Looking at the upbringing, character, life and death of Alexander himself, his campaigns: the reasons for his expeditions, the main battles, the nature of his opponents and cultural aspects. The study looks at the developments in the Macedonian army under Philip and Alexander and the influences upon Alexander's life including his mysterious mother.

Unit J198/02 Part 1: *The foundations of Rome, from Kings to Republic*

Looking at the mythical birth of Rome from Romulus and Remus to the other early tyrant kings. Investigating the ending of Roman Kings and the birth of the Roman republic. The study looks at key events such as the founding of Rome and key individuals who shaped Rome's destiny including Brutus, Lucretia and the overthrowing of the king Tarquinius.

Unit J198/02 Part 2: *Cleopatra Rome and Egypt*

Looking at the expansion of Rome into Egypt and development of Egypt under Cleopatra, including her political, domestic and foreign policies. The life, character and the legendary death of Cleopatra; her accession and relationships with members of the Egyptian Royal household and her love affairs with Julius Caesar and Mark Antony, including their political significance.

Assessment

100% Exam – 2 exams, both 50%. SPaG (spelling, punctuation & grammar) marks are awarded in exams.

What will you need to do to be successful in this course?

Show clear independent skills, effective participation in lessons. Practise exam structure and technique and have a good grasp of the course content.

What skills will you learn?

Evaluation, judgment, explanations and source analysis skills

Computer Science ^Σ

Qualification and Level

OCR GCSE Level 2
Graded 9-1

What can it lead to/complement for Years 10/11 and Post-16?

It is a science qualification and will count towards your English Baccalaureate subjects.

It leads onto A Level in Computer Science and Computer Science at degree level.

The skills learned are also valuable skills to have for a number of courses and in a number of professions as computing skills are becoming ever more a requirement in all walks of life.

Course content/structure

Component 1 is called “Computer Systems” and this covers both the theory and practice concerning the building of a computer network with PCs and software.

Component 2 is called “Computational Thinking, Algorithms and Programming” and this covers the theory of programming. It looks at ways to analyse and describe systems and draft plans prior to writing a program.

Component 3 is called “Programming Project” and this is a practical component. Working independently, students will demonstrate their ability to code a solution to a given problem. The tasks will be set in engaging and relevant contexts, eg. gaming, web, mobile phone applications. Students will learn how to analyse the needs, design, write, test and evaluate a computer program.

Assessment

The first 2 components are assessed in two 1½-hour written exams – one for each component. Component 3 is a piece of coursework that is assessed by the teacher and then moderated by the exam board. The exams count for 80% of the final grade with the practical assignment making up the final 20%.

What will you need to do to be successful in this course?

You need to be able to understand and cater for the needs of a user and be systematic in solving a problem. The solutions that you will provide should be fun to use and enjoyable to make. Computer programs can look impossible at first sight and you will need to approach them with an open and enquiring mind. Then you will realise how straight-forward they actually are.

What skills will you learn?

You will learn how to manage a project and how to write code for a computer program. You will also learn how to analyse the needs of a user and design a creative solution to their problems. You will also gain an understanding of how computer systems work which will enable you to make informed decisions later in life.

Qualification and Level

AQA French

Foundation Tier (Grades 5–1) and a Higher Tier (Grades 9–4).

What can it lead to/complement for Post-16?

This course will lead to the study of French at A Level.

Course content/structure

Identity & Culture

- Me, my family and friends
- Technology in everyday life
- Free time activities
- Customs and festivals in target language-speaking countries/communities

Local, national, international & global areas of interest

- Home, town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism

Current & future study and employment

- My studies
- Life at school/college
- Education post-16

Career choices and ambitions

Assessment

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

Paper 1 – Listening (25%)

20% of the questions and answers are in the target language

- **Section A** – questions in English, to be answered in English or non-verbally
- **Section B** – questions in the target language, to be answered in the target language or non-verbally

Paper 2 – Speaking (25%)

- Part 1 - role-play - 2 mins
- Part 2 – discussion of photo card - 2 mins at Foundation and 3 mins at Higher
- Part 3 – general conversation - 3-5 mins at Foundation and 5-7 mins at Higher

Paper 3 – Reading (25%)

30% of questions and answers at each tier in target language

- **Section A** – questions in English, to be answered in English or non-verbally.
- **Section B** – questions in the target language, to be answered in the target language or non-verbally
- **Section C** – translation of a short passage from the target language into English

Paper 4 – Writing (25%)

Structure of Foundation Tier Question Paper

- **Question 1** – List task (student produces 6 nouns)
- **Question 2** – Message (student produces 9 sentences in response to 9 short tasks)

- **Question 3** – Translation from English (sentences) into target language
- **Question 4** – Structured writing task (student responds to 5 compulsory bullet points) – choice of two questions

Structure of Higher Tier Question Paper

- **Question 1** – Structured writing task (student responds to 5 compulsory bullet points) – choice of two questions
- **Question 2** – Open-ended writing task (student responds to 4 compulsory bullet points) – choice of two questions
- **Question 3** – Translation from English (short passage) into target language

What will you need to do to be successful in this course?

You will need to understand and respond to different types of spoken language, communicate and interact effectively in speech for a variety of purposes, understand and respond to different types of written language, communicate effectively in writing for a variety of purposes.

What skills will you learn?

The skills that you will learn and that can be used in different jobs are: Communication, ICT, Creativity, Research, Working with Others and Improving Own Learning and Performance.

Qualification and Level

AQA Geography
Graded 9-1

What can it lead to/complement for Years 10/11 and Post-16?

Geography GCSE complements most other GCSEs including Science, History, PE, Business Studies and Leisure and Tourism.

This course could lead to A Level Geography and Level 3 BTEC Travel and Tourism.

Course content/structure

Students will investigate case studies in the United Kingdom, newly emerging economies and lower income countries. Topics of study include climate change, natural hazards, rivers, water resource management, urban challenges, development and the changing economic world. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. Students are required to complete two geographical enquiries. There will be at least two fieldwork visits during the course to collect primary and secondary data.

All units are examined.

Unit 1 - Living with the Physical Environment

This unit focuses on natural hazards, physical landscapes in the UK and the living world.

Unit 2 - Challenges in the Human Environment

This unit focuses on urban issues and challenges, the changing economic world and the challenge of resource management.

Unit 3 – Geographical Applications

This unit contains a synoptic element in the issues evaluation section and a fieldwork section.

All units develop geographical skills.

Assessment

Examinations:

Unit 1 - 35% Physical paper

Unit 2 - 35% Human paper.

Unit 3 - 30% Geographical Applications

What will you need to do to be successful in this course?

Enthusiasm and an interest in the world around you. You will need to develop skills in independence and decision-making. It is important that you enjoy discussion and active learning and that Geography is a subject that you are interested in.

What skills will you learn?

Independent enquiry, research, source analysis, critical thinking, evaluation and the ability to construct a good argument. You will develop essential maps skills, including grid references, measuring distance, interpretation of symbols and height.

To prepare for the Geographical Applications examination, you will take part in fieldwork visits and complete two geographical enquiries.

History ^Σ

Qualification and Level
AQA GCSE History Level 2
Graded 9-1

What can it lead to/complement for Years 10/11 and Post-16?

History will enable students to develop their research, organisation, analysis, evaluation, communication, judgment and source skills. These are all transferrable key skills which will help students in a variety of future subjects and careers. This course complements Ancient History GCSE, Geography GCSE .

It can lead to History A Level or Classical Civilisation A Level.

Course content/structure

Paper 1 Period Study – Tsardom and Communism, 1894-1945

This unit gives students an opportunity to study in-depth a key aspect of modern world history. Students will look at the revolution of 1917 through the Bolshevik consolidation of power, the rise of Stalin and the creation of his dictatorship and the extent of his control. Students will be asked to recall and deploy specific detail in answer to key question around this topic, demonstrating the skills of description, explanation, assessment, judgment, evaluation and the construction of an argument.

Paper 1 Wider World Depth Study– Conflict and Tension, 1990-2009

This wider world depth study enables students to understand the complex and diverse interests of different groups, races, nations and rogue states. It focuses on conflict in the Gulf and Afghanistan and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions that arose. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected and influenced by international relations.

Paper 2 – Thematic Study and Historic Environment: Migrations Empire and the People 790AD to the present day.

This unit requires students to understand change and continuity across a long sweep of history from medieval to modern. The historic environment requirement then focuses on a particular site in its historical context.

Key areas covered:

- How Britain has been affected by conquest, settlement and migration
- What motivates people to migrate to and from Britain
- How Britain gained and lost an Empire
- Significance of key individuals
- The response of people to the influences of Empire

Paper 2 British Depth Study –Elizabethan England, 1568-1603

This unit gives students an opportunity to study in-depth a key aspect of British history. Students will look at the Queen, government and religion of the period. The challenges Elizabeth faced both at home and abroad and an overview of Elizabethan society in the Age of Exploration. Students will be asked to recall and deploy specific detail in answer to key questions around this topic, demonstrating the skills of description, explanation, assessment, judgment, evaluation and the construction of an argument.

Assessment

100% Exam – shared over 2 exams which are broken down as 50% each for Paper 1 and 2. There is no longer a coursework element in history and the 2 examinations will be taken at the end of the 2 years.

What will you need to do to be successful in this course?

You will need to have good motivation, be willing to participate in class discussions, complete all the work set by the deadlines given, and take an active interest in your own learning.

What skills will you learn?

History will enable students to develop their research, organisation, analysis, evaluation, communication, judgment and source skills. These are all transferrable key skills which will help students in a variety of future subjects and careers.

Qualification and Level

AQA Spanish

Foundation Tier (Grades 5–1) and a Higher Tier (Grades 9–4).

What can it lead to/complement for Post-16?

This course will lead to the study of Spanish at A Level.

Course content/structure

Identity & Culture

- Me, my family and friends
- Technology in everyday life
- Free time activities
- Customs and festivals in target language-speaking countries/communities

Local, national, international & global areas of interest

- Home, town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism

Current & future study and employment

- My studies
- Life at school/college
- Education post-16
- Career choices and ambitions

Assessment

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

Paper 1 – Listening (25%)

20% of the questions and answers are in the target language

- **Section A** – questions in English, to be answered in English or non-verbally
- **Section B** – questions in the target language, to be answered in the target language or non-verbally.

Paper 2 – Speaking (25%)

- Part 1 - role-play - 2 mins
- Part 2 – discussion of photo card - 2 mins at Foundation and 3 mins at Higher
- Part 3 – general conversation - 3-5 mins at Foundation and 5-7 mins at Higher

Paper 3 – Reading (25%)

30% of questions and answers at each tier in target language

- **Section A** – questions in English, to be answered in English or non-verbally.
- **Section B** – questions in the target language, to be answered in the target language or non-verbally
- **Section C** – translation of a short passage from the target language into English

Paper 4 – Writing (25%)

Structure of Foundation Tier Question Paper

- **Question 1** – List task (student produces 6 nouns)
- **Question 2** – Message (student produces 9 sentences in response to 9 short tasks)
- **Question 3** – Translation from English (sentences) into target language
- **Question 4** – Structured writing task (student responds to 5 compulsory bullet points) – choice of two questions

Structure of Higher Tier Question Paper

- **Question 1** – Structured writing task (student responds to 5 compulsory bullet points) – choice of two questions
- **Question 2** – Open-ended writing task (student responds to 4 compulsory bullet points) – choice of two questions
- **Question 3** – Translation from English (short passage) into target language

What will you need to do to be successful in this course?

You will need to understand and respond to different types of spoken language; communicate and interact effectively in speech for a variety of purposes; understand and respond to different types of written language; communicate effectively in writing for a variety of purposes.

What skills will you learn?

The skills that you will learn and that can be used in different jobs are: Communication, ICT, Creativity, Research, Working with Others and Improving Own Learning and Performance.

Other academic and vocational options subjects

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Art and Design; Fine Art

Qualification and Level

**Pearson GCSE Art and Design Fine Art
Level 2, Two-year course, Graded 9-1**

What can it lead to/complement for Years 10/11 and Post-16?

In Years 10 and 11, it would complement all subjects because it teaches independent learning and enquiry skills. Post 16 it can lead to a range of Art and Design A Levels or BTEC courses such as a Foundation course in Art and Design. For students with an ambition to follow an Art or Design profession, it would lead to any of the creative careers such as Fine Art, Sculpture, Printmaking, Illustration, Graphics, 3D Design, Textiles Design, Games Design etc.

Course content/structure

The course consists of two internally assessed and externally moderated components:

- Component 1: Personal Portfolio (internally set)
- Component 2: Externally Set Assignment

The course will begin with intensive skills-based studio workshops introducing a range of creative and expressive techniques before students embark on personal exploration of the coursework themes. Students will be expected to explore with an open mind and experiment with a range of media, materials and processes. At the end of the second year the course concludes with the externally set assignment.

There will be at least one gallery visit each year.

Assessment

Formative assessment takes place throughout the course with assignment assessment deadlines at key points. Students will be expected to keep their own reflective journal so that they have control of their own learning.

What will you need to do to be successful in this course?

To be successful you must enjoy the creative challenge and be prepared to put in extra time outside of timetabled studio sessions. It is important to annotate your sketchbook and critically reflect on your work so you develop strong analytical skills. You will be mature and have shown an ability to explore ideas with creativity as well as initiative and independence.

What skills will you learn?

Through making Art using a range of two and three dimensional media you will learn how to develop the following transferable skills:

- Apply a creative approach to problem solving
- Consider and develop original ideas from initiation to realisation
- Analyse critically your own work and the work of others
- Express individual thoughts and make choices confidently
- Take risks, experiment and learn from mistakes.

Business Studies

Qualification and Level

**Pearson BTEC Level 2 First Award in Business
(equivalent to one GCSE)**

What can it lead to/complement for Years 10/11 and Post-16?

This qualification is a good foundation for an A Level in Business or Applied Business. It is good preparation for employment in the business workplace and for students who may one day run their own business.

Course content/structure

This is a vocational qualification in business. Students work independently for much of the time and have a chance to apply the skills and theory they are learning about into their coursework. The qualification consists of four units:

- Unit 1 – Enterprise in the business world
- Unit 2 – Finance for business
- Unit 3 – Promoting a brand
- Unit 4 – Demonstrating effective customer service.

Assessment

Unit 2 – Finance for business is an externally examined one-hour online exam.

The three other units are assessed internally as individual pieces of coursework.

What will you need to do to be successful in this course?

Students need basic literacy and numeracy skills together with the commitment and motivation to work independently. An interest in learning about the world of work would be an advantage.

What skills will you learn?

Students will learn some of the vocabulary used in business and the common functions that all businesses perform to operate successfully. They will learn about the skills needed to start up a new business and have a chance to practise those by putting together a proposal for a new business enterprise.

Child Development

Qualification and Level

**Cache Level 2 Award in Child Development and Care
(equivalent to one GCSE)**

The course is graded A*-D

What can it lead to/complement for Years 10/11 and Post-16?

This course complements many courses both vocational and academic for those learners with a view to a future in Primary teaching, Paediatric nursing or any child related profession.

Course content/structure

The course consists of 3 units and provides the opportunity to gain a vocational qualification that gives basic knowledge and understanding of child development and well-being necessary when working in such settings.

It also gives learners an insight into their preferred learning styles and assists in developing their ability to study

Assessment

There are 3 pieces of assessments within this course; two externally set, internally marked coursework and an examination.

Unit 1 Introduction to work with children (Coursework)

Unit 2 Development and well-being 0-5 years (Coursework) (This unit is weighted more heavily in valued towards the final grade in comparison to Unit 1)

Unit 3 Synoptic Multiple Choice Question Paper (This is a Pass or Refer, therefore a student must achieve a Pass grade to be awarded the qualification.)

What will you need to do to be successful in this course?

To succeed on this course you will need to apply a positive mature attitude to your studies, be able to organise your work, complete set homework, meet deadlines and have an excellent attendance.

What skills will you learn?

You will learn how to recall and use prior learning. You will learn how to manage your time effectively and identify your own strengths and weakness as a student.

Dance

Qualification and Level

AQA GCSE Dance
Level 2 Graded 9-1

What can it lead to/complement for Years 10/11 and Post-16?

GCSE Dance complements and links with many subjects including English, Drama, Music, PE and Science. The course will equip students with a creative skill set which will be useful for a range of courses in further education (A Levels). The course also prepares students for further and higher education in dance, performing arts as well as vocational training.

Course content/structure

Component 1: Performance and Choreography Internally marked and externally moderated by AQA

Performance

Students will perform set phrases through a solo performance (approximately 1 min). Students will also perform in a duet/trio performance (3 ½ min).

Choreography

Students will create a solo or group choreography – solo 2 – 2 ½ min and group 3 – 3 ½ min.

Component 2: Dance Appreciation Written Exam

In Section A, students will answer questions based on choreographic processes and performing skills. In Section B, the questions will relate to students' own experience of performance and choreography from within the course. In Section C, students will answer questions based on the GCSE Dance anthology (8 short professional works covering a range of dance styles including ballet, urban, contemporary and dance from other cultures).

Assessment

Component 1: Internally marked and externally moderated by AQA – 60% of final grade (Performance – 30% and Choreography – 30%).
Component 2: Written exam – 40% of final grade.

What will you need to do to be successful in this course?

Students will need to demonstrate a commitment to all three disciplines: Performance, Choreography and Appreciation.

As with all Performing Arts subjects, students should be committed to rehearsing outside of lesson times, working as part of a team and completing independent study.

What skills will you learn?

As performers, students develop confidence, self-esteem, self and body awareness as well as dance technique. As choreographers, students employ the skills of problem-solving, creativity, imagination and the ability to synthesise a number of elements. As critics, students make informed decisions about the dances they see. They learn to articulate their knowledge, opinions and preferences.

Drama

Qualification and Level

Pearson GCSE Drama Level 2
Graded 9-1

What can it lead to/complement for Post-16?

This course can lead you to study A Level Drama and/or BTEC Level 3 in Performing Arts.

Course content/structure

Component 1: Devised Drama (Practical and Coursework)

Create and develop a devised piece from a stimulus.

- Performance of this devised piece or design realisation for this performance.
- Analyse and evaluate the devising process and performance.
- Performer or designer routes available.

Component 2: Performance from a Text (Practical and Coursework)

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

- Centre choice of performance text.
- Performer or designer routes available.

Component 3: Theatre Makers in Practice (written exam)

Practical exploration and study of one complete performance text, considering how to interpret the script from page to stage.

- Choice of eight performance texts.
- Live theatre evaluation – free choice of production.

Assessment

Component 1 – 40% Practical exploration and coursework. Internally assessed and externally moderated.

Component 2 – 20% Performance based with external assessment.

Component 3 - 40% Written exam

What will you need to do to be successful in this course?

You will need to be able to work well in groups and perform in front of an audience. You will need a clear voice, enthusiasm and energy. You will also need to write about your drama work and the work of others, demonstrating your knowledge and understanding of theatre. You will analyse and evaluate performances, a live play and themes you explore.

As with the nature of any Performing Arts course, students will be required to perform in front of others and at times will need to rehearse practical work outside of lessons.

What skills will you learn?

You will learn a variety of vocal and movement techniques. You will perform in different ways, including physical theatre, acting from script and devising drama. You will also learn how to analyse and evaluate your work and the work of others.

Food Preparation and Nutrition

Qualification and Level

**AQA GCSE in Food Preparation and Nutrition
(Equivalent to one GCSE)**

What can it lead to/complement for Post-16?

Level 3 courses in:

Food Technology

Home Economics (food, nutrition and health)

Diploma in Advanced Professional Cookery (preparation and cooking)

Certificate in Hospitality and Catering Principles

Professional Cookery Studies

Careers in catering, food design, nutrition, childcare and hospitality

Course content/structure

Students will learn to use different cooking techniques and methods to enable them to use these within further education or apprenticeships. The course will give them a basic understanding of the skills required for a career in food.

The topics will cover the following content and skills:

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

Assessment

There is one project-based assessed piece of work (50%) and one exam (50%).

What will you need to do to be successful in this course?

- You will need to be prepared to find out about the working characteristics, functional and chemical properties of ingredients.
- You will need to have an interest in food and cookery.
- You will need to be an independent learner as 50% is your own investigation work.
- You must provide all the materials for all practical assignments, of which there will be approximately one per week.

What skills will you learn?

- planning
- research skills
- communication
- problem-solving skills
- creativity
- health and safety
- food preparation
- a wide range of cooking skills
- independence

Qualification and Level

**Pearson GCSE Art and Graphic Communication 1GCO
Level 2 Two Year Course Graded 9-1**

What can it lead to/complement for Years 10/11 and Post-16?

In Years 10 and 11, it would complement all subjects because it teaches independent learning and enquiry skills. Post 16 it can lead to a range of Art and Design A Levels or BTEC courses such as a Foundation course in Art and Design. For students with an ambition to follow an Art or Design profession, it would lead to any of the creative careers such as Illustration, Graphics, 3D Design, Textiles Design, Interior Design, Games Design etc.

Course content/structure

The course consists of two internally assessed and externally moderated components.

- Component 1: Personal Portfolio (internally set)
- Component 2: Externally Set Assignment.

The course will begin with intensive skills-based studio workshops introducing a range of creative graphic techniques before students embark on personal exploration of the coursework themes. Students will be expected to explore with an open mind and experiment with a range of media, materials and processes. At the end of the second year the course concludes with the externally set assignment.

There will be one gallery/museum visit each year.

Assessment

Formative assessment takes place throughout the course with assignment assessment deadlines at key points. Students will be expected to keep their own reflective journal so that they have control of their own learning.

What will you need to do to be successful in this course?

To be successful you must enjoy the creative design challenge and be prepared to put in extra time outside of timetabled studio sessions. It is important to annotate your sketchbooks and critically reflect on your work so you should have developing analytical skills. You will be mature and have shown an ability to explore ideas with creativity as well as initiative and independence.

What skills will you learn?

Through designing using a range of graphic media & drawing techniques you will learn how to develop the following transferable skills:

- Apply a creative approach to problem solving
- Consider and develop original ideas from initiation to realisation
- Analyse critically your own work and the work of others
- Express individual thoughts and choices confidently
- Take risks, experiment and learn from mistakes.

* Please note you can only study one Art & Design subject out of the three; Art, Graphics or Textiles

Qualification and Level

**Pearson BTEC Level 2 First Award NQF
(equivalent to one GCSE)**

What can it lead to/complement for Years 10/11 and Post-16?

The course will complement many other option subjects: Sciences, Childcare, Drama and Physical Education.

It can lead to Level 3 courses in Health & Social Care and/or can provide an excellent foundation for anyone wishing to work in the care industry and the allied services.

Course content/structure

The course requires four topics or units to be covered.
Individual topics (units) are likely to be:

Unit 1 – Human Lifespan Development (conception to death)

Unit 2 - Health and Social Care Values (responsibilities of carers)

Unit 3 - Effective Communication in Health and Social Care

Unit 6 – The Impact of Nutrition on Health and Wellbeing

There are 30 guided learning hours for each unit.

The award is the equivalent of one GCSE in the A* - C range.

Assessment

Unit 1 is examined in May – 1 hour

Units 2, 3 and 6 have internal assessments (coursework) with external standard verification.

Units 1 and 2 assessment includes practical demonstrations of specific practical skills.
Units are graded as Pass, Merit and Distinction.

A Pass level must be met to achieve a Level 2 Pass (GCSE Grade C equivalent); to achieve a Merit grade (GCSE Grade B equivalent) the Pass and Merit must be met; to achieve a Distinction grade (GCSE Grade A equivalent) all criteria must be met.

The overall level is determined by a calculation with the possibility of achieving Distinction* grade.

If Level 2 criteria are not met, a Level 1 pass may be awarded.

What will you need to do to be successful in this course?

An enthusiasm for the subject, an interest in working with people and commitment to independent learning. Students will need to be organised and able to work to strict deadlines. Listening to and watching the news and relevant programmes about care is helpful.

What skills will you learn?

You will learn about note-taking, time management, researching and selecting what is relevant so that you can identify, describe and explain concepts, as well as planning and writing a portfolio.

You will develop skills that will allow you to investigate different scenarios other than your own.

Music

Qualification and Level

Pearson Music GCSE Level 2
Graded 9-1

What can it lead to/complement for Year 11 and Post-16?

GCSE Music complements all Level 2 Performing Arts subjects including Dance, Drama and Music Technology. Post 16, it can lead to A Level Music, Music Technology and BTEC Musical Theatre.

Course content/structure

Unit 1 – Performance. Students will need to record one solo performance and one ensemble performance in school with just a Music teacher present.

Unit 2 – Composition. Students will need to complete two contrasting compositions and they will benefit from composition workshops and one-to-one support.

Unit 3 – Listening and Appraising. Students will study 8 set works in different styles and areas of music to fine tune their listening skills and develop their analytical faculties.

Assessment

Unit 1 – Performance. Coursework is completed and marked in school.

Unit 2 – Composition. Coursework is completed and marked in school.

Unit 3 – Listening and Appraising. One exam sat in school and marked externally.

What will you need to do to be successful in this course?

Students will need to demonstrate a commitment to all three disciplines in Music, Performing, Composing and Listening.

Students should be involved in the extra-curricular music clubs that happen at lunchtimes and after school.

What skills will you learn?

Students will learn how to perform sensitively as part of an ensemble. They will learn how to compose their own music within set styles including how to write lyrics for a melody, chords and accompaniment, and how to use different textures.

Students will also learn how to effectively appraise and analyse music from a range of styles from Classical 20th Century, Music for Stage and Screen, Fusion Music and Popular Music.

Music Technology

Qualification and Level

NCFE Level 2 Certificate in Creative Studies: Music Technology
(equivalent to one GCSE)

What can it lead to/complement for Years 10/11 and Post-16?

This course can complement GCSE Music, GCSE Drama, Media, Business and Physics.

This course will provide you with a good understanding of the skills required to study Music Technology in further detail through AS and A2 Music Technology Level 3 courses.

Course content/structure

You complete four coursework units:

Unit 1 - Set up and operate a digital audio workstation

Unit 2 - Create music using a digital audio workstation

Unit 6 - Dance Music Production

Unit 7 - Working with digital audio (learning to edit audio on the computer)

Assessment

There are two exams for this subject, one practical and one listening exam.

The rest of the assessment is coursework which is marked internally and moderated externally.

What will you need to do to be successful in this course?

You will not need to learn a musical instrument specifically for this course. However, the keyboard skills you have developed in Year 7 and 8 are highly important.

In addition it is always beneficial for you listen to a wide variety of musical styles from the 20th and 21st Century to develop your musicianship and your understanding of how the tracks were put together and recorded.

What skills will you learn?

You will learn how to use music and sequencing software such as Cubase and Reason to create music. Students will also learn how to use the recording studio and how to edit audio on the computer.

Students will learn the techniques of sound design and how to produce Dance Music.

Qualification and Level

Pearson GCSE Level 2
Graded 9-1

What can it lead to/complement for Years 10/11 and Post-16?

It can complement Biology, Dance, Sports Leadership and Health courses and can lead to any Level 3 sports course. It can help with subjects such as Health Care or Science which have a biology element.

Course content/structure

The delivery of the course takes place through both theory and practical lessons. Over the course of the two years you will develop your knowledge and understanding of the topics being assessed in the two different exams entitled 'Fitness and Body Systems' and 'Health and Performance'. Within 'Fitness and Body Systems' you will develop your understanding of the muscular, skeletal, cardiovascular and respiratory systems, movement analysis and physical training. Within 'Health and Performance' you will study health, fitness and well-being, sport psychology and socio-cultural influences affecting participation and performance in physical activity.

The coursework is assessed through both practical performance and your personal exercise programme (PEP). In the practical performance you will be assessed in 3 different activities from a prescribed list; one must be a team activity, another must be an individual activity, and the last activity is your choice. Each activity will be marked out of 30 with the marks being added together, giving you a final practical mark out of 90 which is submitted to the exam board. If you take part in a sport or dance outside of school we will be able to assess you in this also, as long as it is from the prescribed list from the exam board. The practical activities you will take part in throughout the course are likely to include netball, trampolining, handball and athletics. In addition to those, there are numerous extra-curricular options including football, cricket, swimming, dance and tennis where you can develop your performance and be assessed.

To support your practical assessment you will learn to plan a personal exercise programme (PEP) which will be written under controlled conditions and which will support your final assessments.

Assessment

60% is assessed through two written exams at the end of the two years.

40% of GCSE PE is coursework which is assessed through practical activities and the PEP (Personal Exercise Programme).

What will you need to do to be successful in this course?

You will need to attend extra-curricular activities to support your practical assessments. You will need to complete all homework which will be set regularly to help your progression in the theory work. You will need to be able to work independently and take some responsibility for your own organisation, learning and physical skill development.

What skills will you learn?

You will learn skills and tactics in a range of practical activities outlined above. You will learn to analyse performances and discuss strategies to improve performance including development of a fitness training programme to support your oral assessment.

Religious Studies

Qualification and Level

WJEC Eduqas GCSE in Religious Studies
Graded 9-1

What can it lead to/complement for Years 10/11 and Post-16?

It is excellent preparation for A Levels such as Religious Studies, Law, Sociology, Psychology, History and English. It also complements GCSE studies in Ancient History, History and English.

Course content/structure?

Students complete three components:

Component 1 (50%) – Religious, Philosophical and Ethical Studies in the Modern World:

- Issues of relationships
- Issues of life and death
- Issues of good and evil
- Issues of human rights

Component 2 (25%) – Study of Christianity

- The beliefs, teachings and practices of Christianity and the challenges it faces in the modern world.

Component 3 (25%) – Study of Hinduism

- The beliefs, teachings and practices of Hinduism, the challenges it faces in the modern world and how it contrasts to Christianity.

Assessment

- Component 1: 2-hour written exam
- Component 2: 1-hour written exam
- Component 3: 1-hour written exam
- There is no coursework in this subject.

What will you need to do to be successful in this course

Be willing to join in with discussions and debates as well as lesson activities. All class work and homework will need to be completed to a high standard. You also will need to be aware of the world around you and be prepared to examine a range of issues and beliefs.

What skills will you learn?

GCSE Religious Studies will develop your critical thinking skills and allow you to think about the world philosophically. It will help develop your understanding of why people have different attitudes to religious and moral problems and allow you to express and explain your own views and opinions.

You will gain a high level understanding of the diversity of religious traditions in the UK as well as non-religious beliefs such as atheism and humanism.

Textiles

Qualification and Level

Pearson GCSE Art & Design: Textiles Level 2
Graded 9 – 1

What can it lead to/complement for Years 11 and Post-16?

This GCSE will provide students with the necessary fashion and textile skills that can lead to a greater understanding and successful completion of the A Level Textiles Fashion Level 3 course available at Sixth Form.

Course content/structure?

Unit 1: Personal portfolio 60%
Unit 2: Exam 40%

The personal portfolio covers two themes where learners engage in workshop sessions and develop their theme through the understanding of textile materials, techniques and processes. Learners will explore and analyse the work of other artists and designers, making critical and contextual links between the artist's work and their theme, enabling students to develop their own work further with a greater level of understanding. They refine their work and complete a personally informed and meaningful practical outcome.

In the exam unit learners initiate and extend their own ideas and work more independently. This has an externally set theme. The final outcome to this will be produced under Controlled Assessment exam conditions over a period of 10 hours.

Assessment

Formative assessment and target setting takes place each term; students will receive written and verbal feedback and time for individual response.

What will you need to do to be successful in this course?

Students will develop many skills through experimentation with a range of textile media. They must be committed to their own development both in class and through independent home learning.

What skills will you learn?

Learners develop their knowledge and understanding of creative processes through experimentation with a broad range of media and the refinement of their practical skills. Learners will experiment with a wide variety of textile surfaces and fabric manipulation techniques, whilst developing their personal ideas and research into the work of historical and contemporary fashion and textile artists and designers.

* Please note you can only study one Art & Design subject out of the three; Art, Graphics or Textiles

Travel & Tourism

Qualification and Level

**Pearson BTEC Level 2 First Award in Travel & Tourism
(equivalent to one GCSE)**

What can it lead to/complement for Years 10/11 and Post-16?

Travel & Tourism complements a range of subjects such as Business Studies and Geography. It can be taken as Level 3 BTEC Travel & Tourism in the Sixth Form.

Course content/structure

Students will study four units, comprising of one externally examined unit and three coursework units:

Unit 1- The UK Travel and Tourism Sector (externally examined)

Unit 2 - UK Travel and Tourism Destinations

Unit 3 - The Development of the Travel and Tourism in the UK

Unit 4 - International Travel and Tourism Destinations

Assessment

25% Externally examined (examination)

75% Internally examined (coursework)

What will you need to do to be successful in this course?

This is a vocational subject designed to give students the skills and knowledge to work in the travel and tourism industry. Students will need to be enthusiastic, work as a team and work to deadlines. These are skills needed for modern-day workplace employability.

What skills will you learn?

Independent enquiry, research, explanation, report writing, discussion skills.