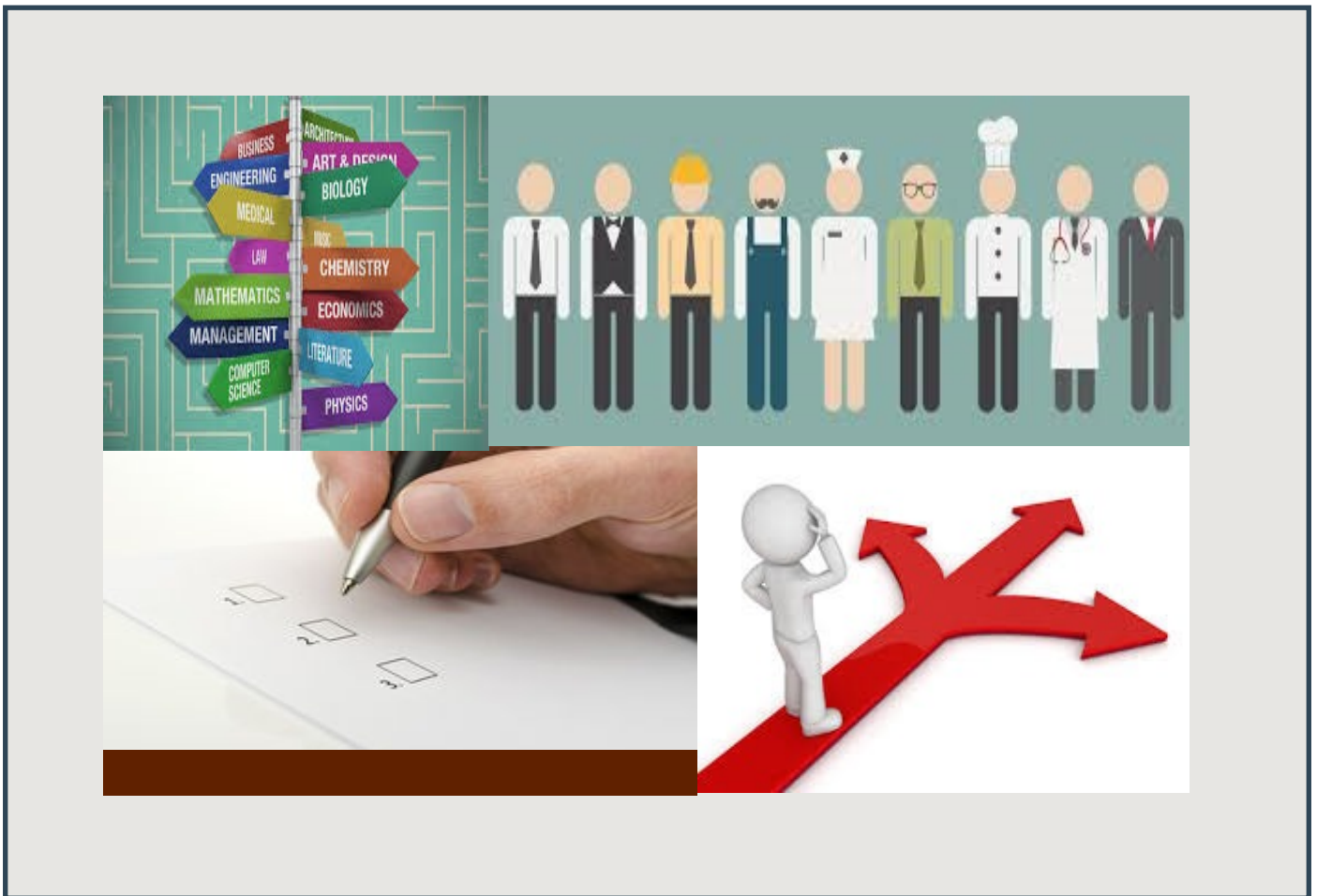




# KS4 Curriculum Information



## A Guide For Students & Parents 2023 - 2025

**Name** .....

**Tutor** .....

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# ***TIME FOR A DECISION***

Dear Parent/Carer,

Your son/daughter is now coming to the end of their studies in Key Stage 3. During Years 7-9 they have followed a curriculum with the National Curriculum central to it. It is intended to provide our pupils with an introduction to the essential knowledge that they need to be educated citizens, in an academy that is inclusive and aspirational for all.

Whereas KS3 offered a broader range of subjects during Key Stage 4, Years 10 and 11 pupils will follow a curriculum that is more focused and there is now some opportunity for pupils to discontinue certain subjects in order to study new ones. A key aim is to prepare pupils for external examinations (GCSE) and possibly vocational qualifications. Hence the subjects studied are allocated more time in the week and they are studied to much greater depth.

It must be stressed that the courses studied in KS4 do not limit choices made in Key Stage 5. It is extremely important that a great deal of thought is given to selecting these subjects, but you do not always require the level 2 qualification to begin it at level 3. The most important point is that further education providers will focus on attainment across KS4 to determine places on courses.

This booklet has been produced to help your child make certain choices. They will of course need help from a range of people and in the academy they will receive this during tutorial time and through discussions with their teachers and education providers.

The remainder of this booklet is addressed to your child, but it is clearly important for them that you are fully involved in the preferences they identify. We hope therefore that you will be able to read this book with them.



**Mr R. Featherstone**  
**Deputy Headteacher**

Dear Student,

Whilst you have been in Years 7 - 9 at this academy you will be aware that you have studied the same subjects as everyone else in your year group. This will not be the case in Years 10 and 11 (Key Stage 4).

There are some compulsory 'core' subjects in Key Stage 4 that you all must take, but you are also able to express an interest in some subjects that may be different to those being taken by others in your year. This is a very important decision and you must make it only after a great deal of thought. This booklet has been produced to help you consider your preferences for Years 10 and 11. Most of the subjects you study in Key Stage 4 will lead to a GCSE examination.

Other subjects may lead to a vocational qualification (BTEC), Technical Award or WJEC which are the equivalent of 1 GCSE.

It must be emphasised that initially, you are expressing an interest in the course. If classes are over-subscribed you may have to move to a different subject. There is also a limit on the number of subjects that are available.

We hope that throughout the final two years at the academy you will work hard to ensure that you achieve the best grade possible. The academy will ensure that as long as you have fulfilled the minimum entry requirements (as determined by the relevant GCSE or vocational qualification syllabus) you will be entered for the examination in all appropriate subjects, no matter what your level of ability.

All subjects are open to everyone.

Good Luck!



**Mr R. Featherstone**  
**Deputy Headteacher**

# ***KEY STAGE 4 CURRICULUM***

At Key Stage 4 all students study a 'core' of GCSE subjects including Mathematics, English Language, English Literature, Trilogy or Combined Science, PE and PSHE. The students are then able to complete the remainder of their curriculum from other 'foundation' subjects. All students will be expected to study either History, Geography or French. In addition, you will need to express an interest in two other subjects from the list available.

We must, however, at this stage, mention that although we make every attempt to meet your wishes, some adjustment may have to be made to the proposed list of subjects. It may be that some subjects are under subscribed and have an insufficient number of pupils to make into a class. Whatever changes have to take place, will be discussed with you.

The expression of interest will be made online and guidance will be given to support this.

It is very important that you provide any information you have in regards to your reasons, possibly a career choice (if known) and think seriously about your 'reserve' subjects.

The opportunities are there in each subject for you to achieve the best that you are capable of achieving. You will receive every encouragement and support. How far you progress will depend not only on your ability but also on the way you devote yourself to your studies.

Your tutors will offer you guidance about your options during tutorial. The guidance form in this booklet will help you to choose the most suitable subjects and show you have discussed it with your tutor or parent/guardian and to help you collect your thoughts or raise questions.



# WHAT TYPE OF QUALIFICATIONS ARE OFFERED?

## GCSE

Since reforms were made to GCSE's in 2019, the grades are 9-1, instead of A\* - G. GCSE's are a Level 2 qualification and will require students to complete public examinations and possibly non-examination assessments. They are methods of assessment that are not examined in a final paper.

## BTEC & WJEC

The BTEC 'Technical Awards' and WJEC are Level 1 and Level 2 qualifications. All of the BTEC courses are the equivalent of one GCSE grade. This is due to the number of guided learning hours (glh) being around 120.

Previous Grading Structure	GCSE Grading Structure	BTEC Techn Award Grades	WJEC Vocational Award	L E V E L 2  L E V E L 1
A*	9	Distinction*	Distinction*	
	8			
A	7	Distinction	Distinction	
B	6	Merit	Merit	
	5			
C	4	Level 2 Pass	Pass	
D	3	Level 1 Distinction	Level 1 Distinction*	
		Level 1 Distinction	Level 1 Distinction	
E	2	Level 1 Merit	Level 1 Merit	
		Level 1 Pass	Level 1 Pass	
F				
G	1			
U	U	<u>Unclassified (U)</u>	<u>Not yet achieved</u>	

GOOD PASS  
5 and above =  
top of C and above

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STANDARD PASS  
4 and above =  
bottom of C and

# SCHOOL PERFORMANCE TABLE

## ATTAINMENT 8 / PROGRESS 8

### School Performance Tables

The government have made numerous changes to the education policy over the last few years. One of their more recent decisions was to change how we assess at Key Stage 3 and later at Key Stage 4. Progress 8 has now been introduced into all schools and has replaced the 5A\* - C measure, focusing on the degree of progress made across the key stages.

This is a great step forward for schools as it will calculate all students' progress throughout the GCSE courses regardless of ability. Progress 8 encourages you to have a broad and balanced GCSE portfolio. There is strong governmental advice about the expected spread of subjects needed for all students regardless of what you wish to do, which will keep you competitive for the future.

There is also a great deal of emphasis on English Baccalaureate qualifications. Therefore we would expect pupils, where appropriate, to choose either History, Geography or French. With this in mind, we will be allocating students to courses that we believe will benefit the students, but also with our own performance tables in mind. Those who have aspirations to attend a Russell Group university should consider studying French in addition to History and/or Geography.

Progress 8 is based on a calculation of students' performance across eight subjects called Attainment 8. These subjects are:

- A double weighted GCSE Mathematics.
- A double weighted English. This can be either English language or English Literature, however both courses have to be completed.
- The three highest grades from the E-Bacc qualifications - Separate Sciences, Trilogy Science, Geography, History and French.
- The remaining element contains the three highest point scores in any three remaining subjects.

English and Mathematics are counted twice, meaning ten grades contribute.

The table below show how Progress 8 is calculated. The difference between your targeted score and your attainment across your eight subjects (Attainment 8), is your Progress 8 score. We have to ensure all students comply with each of the blocks below:

<b>A</b>	<b>B</b>	<b>C</b>
Mathematics and one English: OR	Any Three from:	The English not used in column A can now be used in the calculation, or any 3 from:
Mathematics English Language English Literature	Separate Science offers 3 places  Trilogy Science offers 2 places French Geography History	Art & Design Business/Enterprise Health & Social Hospitality & Catering Performing Arts Physical Education (GCSE) Photography Engineering

## ***POINTS TO CONSIDER***

Let us assume then, that at the moment, you have no career in mind. Here are the questions you should ask yourself:

### **Are You Good At The Subject?**

This is a pretty obvious question and one which you can answer. Remember, though, that you should ask your subject teacher if you are good at the subject because he/she knows your ability level in relation to the whole year group.

### **Do You Enjoy The Subject?**

Each of us is different and we each have our own favourite subjects. An interest in a subject, however, should not be confused with ability in a subject. You must ensure that your enjoyment is because you are genuinely interested in the work.

### **Do I Need The Subject?**

This may be difficult to answer if, like many Year 9 pupils, you do not have a career in mind. You must, therefore, think carefully about your broad base of subjects. For those who do have a career in mind, find out the subjects which are needed to follow the career and check back that you have the ability to get the necessary examination grade in the subject.

**Two final points;** do not choose or discount a subject because you like or dislike the teacher. Similarly, do not be influenced by the subjects your friends are choosing. You are an individual and your aims and ambitions are different from anyone else.



# ART & DESIGN

## Art and Design GCSE AQA

### Why choose Art and Design?

Are you creative and imaginative? Do you enjoy exploring ideas and looking at things in different ways? If so, you should consider a course in Art and Design. You will enjoy developing your understanding of the visual world, learning practical skills and responding to ideas and issues in ways that are personal to you.

Art and Design is about looking, learning, thinking and communicating ideas. It inspires creative thinkers.

### Art and Design course content

You will have the opportunity to take part in drawing, painting, mixed media, sculpture, ceramics, installation, printmaking, and photography.

You will be able to study projects on Pop Art, Portraiture and graphic design as well as having the opportunity to do your own briefs which are personal to you and are based on your own interests.

Possible career options –

- Animator
- Architect
- Art Therapist
- Art restoration
- Cartoonist
- Computer game designer
- Community arts worker
- Exhibition designer
- Fashion designer
- Film/video maker
- Fine artist
- Graphic designer
- Illustrator
- Interior designer/Lighting Designer
- Jeweller
- Museum/gallery conservator
- Medical illustrator
- Printmaker
- Product designer
- Teacher
- Theatre designer



## ART & DESIGN

### Component 1 (Coursework):

Portfolio:

What's assessed ?

A portfolio that in total shows explicit coverage of the four assessment objectives. This will be your coursework projects and it might be based on Pop Art, Portraiture or themes of your choice.

How it is assessed?

There is no time limit and you are marked out of 96 marks 60% of a GCSE.

### Component 2 (Exam work):

This is an externally set assignment and you have the choice to choose a question that you would like to base your work on.

How it is assessed?

You will work on your question in lessons and then complete a period of 10 hours of supervised time during two school days. It is marked out of 96 marks 40% of a GCSE.

**If you would like further information regarding this course, please see Mr T Cale.**



# ***BUSINESS / ENTERPRISE***

## ***BTEC TECH AWARD***

### **Course Details**

Business/Enterprise will be delivered as either a BTEC TECH AWARD or as a GCSE. The BTEC will be assessed as stated below whereas the GCSE would be 100% examination.

Note: Only one course would be taught, whichever is the most appropriate for the group.

Business/Enterprise is designed to give students knowledge. The course will be taught and assessed using practical experiences such as role plays, educational visits, IT presentations group and individual work.

Currently all students **MUST** complete all components to complete the course.

#### **Component 1 - Exploring Enterprise - PSA assessed**

This component introduces you to the language and terminology used in business. In this section you consider enterprises and the entrepreneurs running them. You will explore, size, scale, mind set and skills of these owners and research into your chosen SMEs.

#### **Component 2 - Planning for and running an Enterprise - PSA assessed**

This component considers collection and use of data and how SMEs present their findings of the data.

#### **Component 3 - Promotion and Finance for Enterprise - External assessment**

The final component really focuses on the running of the enterprise with particular focus on promotion, marketing and all aspects of finance.

### **Assessment**

The BTEC TECH course is assessed through Pearson Set assignments in components 1 and 2, with component 3 an external written exam. A GCSE would be two external exams in Year 11.

Qualification: BTEC TECH AWARD Enterprise/GCSE Business

Exam Board: Pearson/EDEXCEL. Or OCR GCSE.

### **Course Progression**

BTEC National Award or A Level Business Studies.

### **Careers associated with this Qualification**

Accounting, Customer Service, IT, Personnel or Sales.



If you would like further information regarding this course, please see **Mr N Hodge**.

# ENGINEERING

## Why choose Level 1/2 in Engineering?

*Those who have studied this subject are much better equipped to follow modern engineering apprenticeships, delivering the skilled technicians, engineers and craftspeople that are in such short supply for our manufacturing sector to grow and generate wealth.*



## What will I study?

**Course Description** The Level 1/2 Award in Engineering provides a more practical alternative to GCSE. The qualification is based around the world of engineering and aims to introduce students to the various strands available within the field. The qualification offers students the chance to develop knowledge, skills and understanding through tasks set in realistic work-related contexts. The qualification has been devised around the concept of a 'plan, do, review' approach to learning where learners are introduced to a context for learning, review previous learning to plan activities, carry out activities and review outcomes and learning. This approach mirrors engineering production and design processes and also provides for learning in a range of contexts thus enabling learners to apply and extend their learning. As such, the qualification provides learners with a broad appreciation of work in engineering related industries and wider opportunities for progression into further education, employment or training. The qualification has been designed to build on the skills, knowledge and understanding acquired at Key Stage 3, particularly skills related to literacy, numeracy, use of technology and design. All focus areas will contribute towards the development of Basic Key Skills in Communication, Application of number, ICT, Working with others, Improving Own Performance and Problem Solving.

## How will I be assessed?

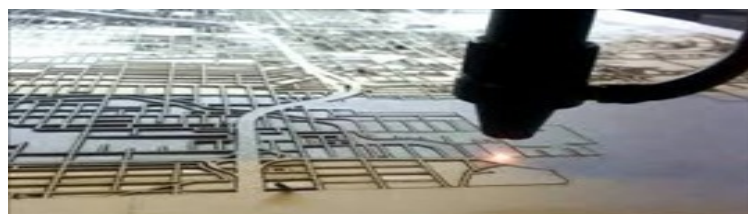
Level 1/2 in Engineering is externally and internally assessed.

**Unit 1 Manufacturing Engineering Products** - Manufacture a product such as a Low Voltage desk lamp or a digital device holder using secondary machining processes including the Lathe, Vertical miller and the Laser Cutter, learning to use processes to work within a given tolerance in the metalwork room.

**Unit 2 Designing Engineering Products** - an in-depth analysis of an existing product such as a mobile phone charger, covering electronics theory and materials and manufacturing processes used, followed by the design of a similar product using 3D CAD.

**Unit 3 Solving Engineering Problems** - Theory Exam 1 ½ hours with questions covering the entire content of the specification including processes covered in Units 1 and 2 and revealing the student's depth of knowledge in Engineering related issues.

If you would like further information regarding this course, please see **Mr T Cale**.



# ENGLISH

## GCSE English Language

### Course Details

GCSE English Language allows students to demonstrate their ability to use English in real life contexts and uses an investigative and analytical approach to language topics drawing on personal experience. English lessons promote high standards of language and literacy by enabling students to have a strong command of the spoken and written word.

GCSE English Language requires candidates to explore texts from a different genres including:

- Fiction
- Non fiction
- Spoken language

## GCSE English Literature

### Course Details

GCSE English Literature allows students to explore the world in which they live, as well as the wider world through a variety of texts. Studying GCSE English Language and English Literature offers a fully integrated approach but also allows for greater distinctiveness between disciplines, for instance students develop their cultural capital by exploring texts within the contextual social and historical background against which they are set.

GCSE English Literature requires candidates to explore texts from a personal perspective and offers an experience of:

- Literature today
- Literature globally
- The Literary heritage

### Assessment

All assessment will take place with the external examinations at the end of the course. The external examination will account for the final 100% of each GCSE grade. The exams are 'closed book' - this will require your son/daughter to learn quotations for all of the texts they study for the English Literature exam.

During the GCSE English course your son/daughter will be provided with opportunities for reading, writing, and spoken language; they will also be assessed in each of these three components. In addition, they will study poetry, creative writing, Shakespeare and a 19<sup>th</sup> Century text (to name but just a few areas of study).

Exam Title: English Language

Qualification: GCSE

Exam Board: AQA

Examination: 100%

Exam Title: English Literature

Qualification: GCSE

Exam Board: AQA

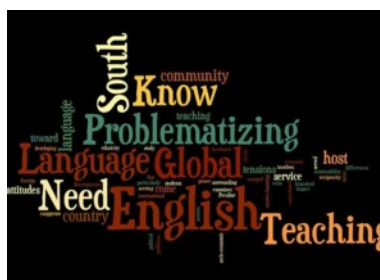
Examination: 100%

### Course Progression

A-Level English, A-Level Literature, Media Studies, creative writing.

### Careers associated with this Qualification

Teaching, Publishing, Broadcasting, Advertising and Journalism.



If you would like further information regarding this course, please see **Miss Romaniw**.

# FRENCH- GCSE



## Course Details

In Languages, we cover the following three themes over the course of the two-year GCSE:

### Identity and Culture

- Me, my family and friends (relationships with family and friends, marriage and partnership)
- Technology in everyday life (use of social media and mobile technology)
- Free-time activities (music, cinema, TV, sports and eating out)
- Customs and festivals (France and customs in francophone countries)

### Local, National and Global Areas of Interest

- Home, town, neighbourhood and region (home and local area)
- Social issues (charity and voluntary work, healthy living)
- Global issues (the environment, poverty and homelessness)
- Travel and tourism (holidays and travel, regions of France)

### Current and Future Study and Employment

- Life at school and college (school and subjects, life at school and college)
- Jobs, career choices and ambitions (university or work? Choice of career)

Pupils will practise and hone abilities in all four skills: Listening, Reading, Speaking and Writing during the course and each element will be assessed separately. This is a linear qualification which means that students will sit all their exams at the end of the course in the summer of year 11. Pupils may be entered for either Foundation or Higher tier. Tasks will include listening and reading comprehension activities and questions, translation from and into the target language as well as producing both written and spoken French.

### Assessment

The exams are all weighted equally and each one is therefore worth 25% of the final grade. The exams will measure how students have achieved the following assessment objectives.

Listening - understand and respond to different types of spoken language.

Speaking - communicate and interact effectively in speech.

Reading - understand and respond to different types of written language.

Writing - communicate in writing.



Learning a language has many educational benefits and it is said to enhance academic skills in reading, writing and mathematics. Furthermore, pupils gain a better understanding of other cultures, attitudes and ways of life. Employers value language competence as an indicator of wider communication skills: language learning promotes understanding of the need to listen carefully, to engage with others and to empathise with people in a range of working and social contexts.

It is important to note that a Modern Foreign Language GCSE is also required to fulfil the criteria of the Ebacc. Furthermore, many of the country's top universities also require applicants to have a language qualification.

### Course Progression

A-Level French, Politics and European Studies. In addition to a pure languages degree, a language can be studied alongside many subjects at university to complement and enhance a student's qualification. Many such university courses involve spending a year living abroad (working or studying) as part of the qualification. This presents an incredibly exciting and unique opportunity to develop your language skills and cultural understanding while making friends for life from different countries.

Studying a language at GCSE can also be advantageous for learning other foreign languages in the future for study, employment or pleasure.

### Careers associated with this Qualification

Interpreting and Translating, Travel & Tourism, Law, Marketing, Imports and Exports, Business, Media, Journalism and Publishing, Teaching.

If you would like any further information regarding this course, please see Mrs Jones or Mrs Hawley.



# GEOGRAPHY

## Course Details

GCSE Geography is one of the optional courses. This course follows OCR Specification B (Enquiring Minds) which has a highly relevant content giving you the chance to study current world issues, places and environments at a range of scales, from global to local.

There are three components to Geography for Enquiring Minds:

1. **Our Natural World** - a study of Global Hazards, Changing Climate, Distinctive Landscapes and Sustaining Ecosystems.
2. **People and Society** - this includes Urban Futures, Dynamic Development, the UK in the 21<sup>st</sup> Century and Resource Reliance.
3. **Geographical Exploration** - involving Geographical Skills, Fieldwork and Decision Making Exercises.

## The Final Assessment Is Divided Into Three Units:

There are three exams in Year 11 (coursework is no longer examined).

1. **Our Natural World** Written paper (1 hour 15 minutes), 35% of the GCSE.
2. **People and Society** Written paper (1 hour 15 minutes), 35% of the GCSE.
3. **Geographical Exploration** Written paper (1 hour 30 minutes), 30% of the GCSE.

There will be a day field visit to a distinctive landscape such as a coastal location or river basin to practice Geographical skills needed for the Year 11 exams.

## Course Progression

A-Level Geography, A-Level Law, A-Level Sociology, A-Level Geology, A-Level Archaeology, A-Level Economics and BTEC-Leisure & Tourism.

## Careers associated with this Qualification

Business Management, Civil Service Geology, Consultancy, Law, Teaching, Financial Management, Environmental Science, and Travel Journalism.

If you would like further information regarding this course, please see your **Geography teacher**.

# HEALTH & SOCIAL CARE

## BTEC TECH AWARD

### Course Details

BTEC Technical in Health and Social Care is a vocational course that is designed to give students an insight into the Health and Social Care Sector, including undertaking specialist units on the care industry and also human development. This is done through practical lessons, external speakers and a number of off site visits.

### What does the course involve?

The structure of the course allows for a variety of units to be covered and a number of different assessment methods to be used ranging from an external written assessment to assignment based activities that are internally assessed.

Unit Title	Credits	Assessment Method
Human Lifespan Development	30	Pearson Set Assignment - Controlled Assessment
Health & Social Care Services	30	Pearson Set Assignment - Controlled Assessment
Health & Wellbeing	40	Externally Assessed

**Human Lifespan Development** - Knowing how we change throughout our lifetime with a focus on physical, intellectual, emotional and social development.

**Health & Social Care Services** - A knowledge of the care service looking at care values and service providers.

**Health & Wellbeing** - Students will look at what being healthy means and factors that will influence a healthy lifestyle.

Alongside this, there is also the opportunity to achieve a recognised First Aid Qualification and Dementia Friend Training. The units of the course that are internally assessed require you to complete a controlled timed assessment called a Pearson Set Assignment (PSA). This contributes to their final grade .

### Is this the course for me?

For the course, all students must have:

- An interest in health and human development.
- A desire to learn about the health and social care industry.
- The ability to work independently and as part of a team.
- Good organisation skills and the ability to hand assignments and homework in on time.

### Course Progression

- Level 3 vocational qualifications including BTEC Nationals in Health and Social Care.
- Related academic qualifications.
- Apprenticeships within the early years and health and social care sectors.

### Careers associated with this Qualification

Physiotherapy, Residential Care, Psychology and Nursing.

If you would like further information regarding this course, please see Miss V Holmes.





# HISTORY

## Why Choose GCSE History?

### You'll learn valuable skills

Apart from studying a wide range of exciting historic periods, you'll learn a range of handy skills that will help you with A-levels and future work. These include:

- excellent communication and writing skills.
- how to construct an argument.
- research and problem skills.
- investigation and problem-solving skills.
- analytical and interpretation skills.

Learning about past events and the people who've influenced history will allow you to understand how the world got to the point it's at now and how it will continue to develop in the future.

History is another optional GCSE subject. It aims to develop further skills that you have been using in History so far, such as identifying the causes and consequences of events, distinguishing between facts and opinions and recognising bias in historical sources.

## You will study four main exam topics at GCSE:

### 1. International History 1945 - 1972 (The Cold War)

The 'Cold War' was the period after the Second World War when the United States and Russia were extremely hostile towards each other. For much of this period there was a risk that a third world war would break out. This would have been devastating for the world because both countries were heavily armed with nuclear weapons.

### 2. Germany 1890 - 1945 (Democracy and Dictatorship)

Students will study the political, social and economic problems in Germany at the end of the First World War such as hyperinflation and the early failed attempt by Hitler to seize power in 1923, which resulted in his imprisonment. An in depth examination of the reasons why Hitler became a dictator in Germany will also be undertaken. There will also be a focus on what it was like to live in Hitler's Germany, which will cover aspects such as the Hitler Youth, the Gestapo, Concentration Camps, propaganda and censorship of the media, Nazi policies towards women and the Jews and Hitler's economic achievements.



# HISTORY



### 3. Britain: Health and the people - c1000 to the present day

This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. They will examine the reasons why there has been progress in the health of the British people. The impact that medical progress has had on people and society and the significance of key individuals or events in the history of medical development.

### 4. Elizabethan England - c1568 -1603

This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints and arising contemporary and historical controversies.

Students will also study a specific historical site in depth. This site will be changed annually. The site will relate to the content of the rest of this depth study. It is intended that study of different historic environments will enrich students' understanding of Elizabethan England.

#### Exam

You will take two exams in which you will answer questions on the topics outlined. This will account for 100% of the final grade. All exams are taken at the end of Year 11.

#### Assessment

Exam Title: HISTORY  
Qualification: GCSE  
Exam Board: AQA  
Examination: 100%



#### Course Progression

A-Level History, A-Level Law and A-Level Sociology

#### Careers associated with this Qualification

Studying History can lead on to some exciting career options, including: Journalism, Law, Business, Politics, Archaeology, Marketing and Teaching.

**If you would like further information regarding this course, please see your History teacher.**

# HOSPITALITY & CATERING

## Why choose Level 1/2 in Hospitality and Catering?

According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector with the majority of new roles falling within the 18-24 age groups. The ability to plan, prepare and present food is an essential skill within the hospitality and catering industry.

The WJEC Vocational Award in Hospitality and Catering equips you with theoretical knowledge about the industry as well as enabling you to develop practical skills in planning, preparing and cooking a variety of dishes.

## What will I study?

**Unit 1:** Hospitality and catering industry:

You will focus on learning about different types of providers, legislation, food safety and the roles and responsibilities within the sector.

**Unit 2:** Hospitality and catering in action:

You will develop practical skills for planning, preparing, cooking and presenting nutritional dishes to meet specific client's needs.

## What skills will I develop?

You will develop some food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

## How will I be assessed?

Level 1/2 in Hospitality and Catering is externally and internally assessed.

**Unit 1 The Hospitality and catering industry:** is assessed through a written examination.

**Unit 2 Hospitality and catering in action:** is assessed through a Non-examination assessment task (NEA) which will be completed under controlled conditions, marked by your teacher, externally moderated by WJEC. This assessment will allow you to showcase the food preparation skills you have developed through your practical lessons.

## Careers with Level 1/2 in Hospitality and Catering

After completing the WJEC Vocational Award in Hospitality and Catering you may be interested in progressing to other qualifications relevant to working in the sector, such as: WJEC Level 3 Applied Certificate/Diploma in Food Science and Nutrition, Level 2/Level 3 Diplomas in Hospitality and Catering, Level 2/Level 3 Diplomas in Professional Cooking and Level 3 Diploma in Hospitality and Tourism Management.

If you would like further information regarding this course, please see Mr T Cale.





# PERFORMING ARTS

## GCSE Drama / Performing Arts Technical Award

We are pleased to offer **GCSE Drama** and the **Performing Arts Technical Award**. Both will focus primarily on performance (Drama) but will also cover a variety of theatrical production elements such as costume, stage lighting and set design.

**Note:** Only one course will run, the option will be tailored to the needs of the cohort.

### Who are these qualifications for? What will the student study?

These qualifications are for students who wish to develop practical skills in the performing arts. Students will be introduced to a range of theatre practitioners, play texts and theatre companies and will develop written responses to reflect their learning throughout. Students will have the opportunity to watch and analyse live performances as well as perform both devised and scripted work.

The practical and theoretical elements will prepare students for further qualifications in the performing arts as well as developing a range of transferable skills.

*Note: Students will be expected to participate in a range of practical workshops. Students **must** be willing to engage in practical sessions, attend additional rehearsal and to perform in front of others. They should also be willing to attend theatre productions outside of the school curriculum and have a genuine interest in theatre and the performing arts.*



*Unlock your potential...*

### Performing Arts Technical Award (WJEC)

*Choose the Arts!...*

The vocational award in Performing Arts will develop students' knowledge and understanding of the performing arts sector and provide them with opportunities to develop associated practical skills. It covers performing, creating and performing arts in practice.

The qualification is made up of 3 units. During Units 1 and 2 students will undertake projects (not exams) in response to a given brief. Students will be given a scenario and then required to complete a number of tasks. Each unit is worth 30% of the qualification.

Unit 3 features another project in response to a brief. This will be significantly more intensive than the work in Units 1 and 2 and will be worth 40% of the qualification.

#### Unit 1: Performing (30%)

Students will learn the skills and techniques required to produce a successful performance of an existing piece of professional/published work, such as an extract from a theatre production.

- Internal assessment
- Written Portfolio including research surrounding the performance text
- Performance of extract

#### Unit 2: Creating (30%)

Students will learn how to create and refine their own original performance.

- Internal assessment
- Written Portfolio including research surrounding the style of the piece
- Performance of devised work

# PERFORMING ARTS

## Unit 3: Performing Arts in Practice (External Assessment) (40%)

Students will plan and create various pieces of work by responding to industry commissions. They will work to a brief commissioned by an arts organisation to plan a performance. This unit will require a good understanding of the business and management sector of the performing arts industry.

- External Assessment
- A variety of set tasks set by the exam board

## GCSE Drama

### Component One: Devising Drama (30%)

Students will create a devised performance in groups based on a range of stimuli provided by the exam board. Performances will be between 5 and 15 minutes depending on the size of the group. All performances will be supported by a written portfolio as evidence of the devising process.

- Internally assessed
- Portfolio (40 marks)
- Final Performance (20 marks)

### Component Two: Text Performance (30%)

Students will study a play text in full and then perform two extracts from it. Students can choose to work individually, or as a group of up to six but at least one extract must be performed as part of a group. Performances will be between 2 and 15 minutes depending on the size of the group. Students will also be required to produce an accompanying concept document which outlines their intention for the performance.

- Visiting Examiner
- Performance Skill (40 marks)
- Concept document - interpretation of the text and creating an intention for performance (20 marks)

### Written Examination (40%) 1 hour 30 minutes (80 marks)

**Section A (50 marks)** - Students will draw on the experience of studying a whole text to answer questions that focus on the process of creating and developing a performance. This could be from the perspective of a director, performer or designer.

**Section B (30 marks)** – A single question designed to assess students ability to analyse and evaluate a live performance seen. Students are expected to use subject specific terminology.

### Course Progression / Careers associated with these Qualifications

Both courses will prepare students for the further study of Performing Arts as well as developing transferable skills desired by further education and employers in all sectors of industry. The courses will help create independent learners, critical thinkers and effective decision makers – all personal attributes that can make them stand out as they progress through their education and into employment.

If you would like further information regarding these courses, please speak to **Mr Martin**.

# PHOTOGRAPHY

## Why choose photography?

Are you creative and imaginative? Do you enjoy exploring ideas and looking at things in different ways? If so, you should consider a course in photography. You will enjoy developing your understanding of the visual world, learning practical skills and responding to ideas and issues in ways that are personal to you.

Photography is about looking, learning, thinking and communicating ideas. It inspires creative thinkers. Photography means 'drawing with light' and that is what photographers do when they take a picture. Many photographers have explored various techniques to create images that make a personal statement about things that have interested or concerned them. The most exciting aspect of photography is that you are capturing the world as you see it.

Possible career options –

- Commercial photographer
- Fashion photographer
- Filmmaker
- Fine art photographer
- Forensic photographer
- Industrial photographer
- Medical photographer
- Nature photographer
- Photographic illustrator
- Photographic technician
- Teacher
- Photojournalist
- Picture editor
- Researcher
- Social photographer
- Sports photographer



## PHOTOGRAPHY

### **Component 1 (Coursework):**

Portfolio: What is assessed ?

A portfolio that in total shows explicit coverage of the four assessment objectives. This will be your coursework projects and it might be based on Landscapes, Portraiture or themes of your choice.

How it is assessed? There is no time limit and you are marked out of 96 marks 60% of a GCSE

### **Component 2 (Exam work):**

This is an externally set assignment and you have the choice to choose a question that you would like to base your work on.

How it is assessed?

You will work on your question in lessons and then complete a period of 10 hours of supervised time during two school days. It is marked out of 96 marks 40% of a GCSE.

**If you would like further information regarding this course, please see Mr T Cale.**





## *PHYSICAL EDUCATION - CORE*

All students participate in Physical Education and will complete one lesson a week. Within the lessons a structured timetable of activities will be followed that links to the national curriculum for key stage four. Throughout Year 10 and 11 you will continue to develop your knowledge of key skills and concepts that underpin sporting performance, whilst continuing to develop a knowledge of the importance of fitness and exercise and how this contributes towards health. In particular the benefit that physical exercise and sport can bring to your emotional health in the run up to the exams.

Throughout Year 10 twelve activities are offered with a further ten in Year 11. Activities are taught for a three week block, having this quick turn around ensures enjoyment, high participation rates and high quality learning.

Activities will be based on the key stage 4 national curriculum listed below:

- Use and develop a variety of tactics and strategies to overcome opponents in team and individual games (for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis).
- Develop their technique and improve their performance in other competitive sports (for example, athletics and gymnastics) or other physical activities (for example, dance).
- Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
- Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best.
- Continue to take part regularly in competitive sports and activities outside school through community links or sports club.



# PHYSICAL EDUCATION - GCSE

## Course Details - GCSE Physical Education

Edexcel 9-1

The course has 4 components

### ASSESSMENT VIA EXAM

#### Component 1:

##### **Fitness and Body Systems**

Topic 1 Applied anatomy and physiology

Topic 2 Movement Analysis

Topic 3 Physical Training

*36% of qualification*

*90 marks*

#### Component 2:

##### **Health and Performance**

Topic 1 Health, fitness and well-being

Topic 2 Sport psychology

### ASSESSMENT WITHIN LESSONS

#### Component 3:

##### **Practical Performance**

Three sports:

1 individual,

1 team, and the 3<sup>rd</sup> can be a choice either individual or team.

*30% of qualification*

*105 Marks*

#### Component 4:

##### **Personal exercise programme**

Course aspect of the course.

*10% of qualification*

The board assess students' abilities in four key areas:

- AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.
- AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.

The exams consist of multiple choice, short answer and extended writing questions.

The exams assess AO1, AO2 and AO3. Component 1 & 2 account for 60% of overall grade.



# PHYSICAL EDUCATION -GCSE

## ASSESSMENT VIA EXAM

### Component 1:

#### Fitness and Body Systems

Topic 1 Applied anatomy and physiology

Topic 2 Movement Analysis

Topic 3 Physical Training

*36% of qualification*

*90 marks*

AO1 = 15%

AO2 = 12%

AO3 = 9%

### Component 2:

#### Health and Performance

Topic 1 Health, fitness and well-being

Topic 2 Sport psychology

Topic 3 Socio-cultural factors

*24% of qualification*

*70 marks*

AO1 = 10%

AO2 = 8%

AO3 = 6%

With regards to the practical element, students can only be assessed in the sports listed by the exam board (please see Mrs Irvin for a detailed list of practical activities). Component 3 and 4 assess AO4 and account for 40% of the overall grade.

## ASSESSMENT PRACTICALLY

### Component 3:

#### Practical Performance

Three sports,

One individual,

One team

The third sport can be a choice either individual or team.

*30% of qualification*

*105 Marks*

### Component 4:

#### Personal exercise programme

Course aspect of the course.

*10% of qualification*

*20 marks*

## PHYSICAL EDUCATION-GCSE

There will be 3 lessons per week:

2 lessons per week are allocated to theory work.

1 lesson per week is a practical lesson this will be used to:

- Reinforce theoretical work covered in the classroom
- Planning and implementation of coursework
- Develop skills in weakest sport to ensure high practical mark



It is **strongly** advised that students play at least one sport on a regular basis at club level outside of school. For a second and third activity students should make use of clubs within school time and at after school clubs. It is expected that students will be willing to represent the school across a range of sports to aid their practical mark. Students should expect weekly homework to reinforce learning and aid their progress within the subject enabling them to achieve the best grade possible.

Students should consider their personal qualities when choosing GCSE PE. Students should be coachable, hard working and willing to work with the staff in the department, in particular listening to the feedback and support staff give in order to get the best possible grade.

Students who study GCSE PE can progress to A Level PE or BTEC National courses at post 16 level.

At university level students can study undergraduate degrees in the following fields:

- Sports and Exercise Science
- Sports Nutrition
- Sports Coaching and development
- Sports Injury and Rehabilitation

Career opportunities can include but are not limited to:

- Sports coaching such as strength and conditioning coaching.
- Physiotherapy / Sports therapist
- Leisure and Sports industry such as personal training or gym manager
- Lecturer in Sport
- PE Teacher

**If you require any further information on this course, please see Mrs Irvin**

# SCIENCE

Exam Board: AQA. Qualification: GCSE Combined Science (worth two GCSEs)

## Introduction

The Combined Science course is the most suitable course for the majority of students due to its breadth of subject knowledge and the clear distinction between Biology, Chemistry and Physics components. Notably, it is accepted by colleges and sixth forms nationally for students wishing to study A'level Sciences and vocational courses. This pathway is compulsory for students not studying separate sciences.

At Winterton Community Academy the Combined Science Trilogy course meets the requirements of the national curriculum and the AQA exam specification. Combined Science helps you to develop skills, such as obtaining, analysing and evaluating evidence. You will be able to consider the ethics behind scientific research and consider the impact on society. Science also develops many transferable skills including communication, literacy, numeracy and ICT.

## Course Content

Biology has the following units: cell biology, organisation, infection and response, bio-energetics, homeostasis and response, inheritance, variation and evolution and ecology.

Chemistry has the following units: atomic structure and the periodic table, bonding, structure, and the properties of matter, quantitative chemistry, chemical changes, energy changes, the rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere and using resources.

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

Students will carry out a series of experiments in addition to the required practicals that are carried out during each course. Students will carry out a series of experiments.



# SCIENCE

## Assessment

There are six papers in total: Two Biology, two Chemistry and two Physics. Each will assess different topics. The content and application of Required Practicals are examinable in the written GCSE papers.

Duration: All the papers are 1 hour 15 minutes.

Biology papers

Examination 1 - 1 hour 15 mins 16.7%

Examination 2 - 1 hour 15 mins 16.7%

Chemistry papers

Examination 1 - 1 hour 15 mins 16.7%

Examination 2 - 1 hour 15 mins 16.7%

Physics papers

Examination 1 - 1 hour 15 mins 16.7%

Examination 2 - 1 hour 15 mins 16.7%

Tiers: Foundation and Higher.

Each paper is worth 16.7% of the grade and has 70 marks.

Question types: Multiple choice, structured, closed, short answer and open response.

There is a choice between two levels of entry for examinations: Foundation and higher.

Students will be awarded two combined grades, for example, 4-4, 6-5 or 8-8.

## How will Combined Science help me?

Students will develop a critical approach to scientific evidence and methods, organise and present information clearly and use ICT. You will also gain a greater understanding of how science works and its essential role in society.

## What can I do next?

The Trilogy route is an excellent grounding to progress onto A levels in Biology, Chemistry and Physics. For students wanting to study vocational courses at post 16 there are a wide range of skills that are developed throughout the course that are transferable to most career pathways.

If you would like further information regarding this course, please see your Science Teacher.



# SEPARATE/TRIPLE SCIENCE

Exam Board: AQA. Qualifications: GCSE Biology, GCSE Chemistry and GCSE Physics (3 separate GCSEs)

## Introduction

Students that are suited to the breadth of study and level of independent study required will be offered three separate GCSEs. This will be determined by the Science department. At the end of Year 11, each student will gain a GCSE in Biology, a GCSE in Chemistry and a GCSE in Physics. Employers, sixth-form colleges and universities take a positive view on students applying with three separate science GCSEs.

Having three science GCSEs acknowledges that a student has worked consistently hard throughout their time in secondary school. It shows capability and effort. Students cannot choose to study one or two separate science subjects. All three GCSEs must be studied. This is sometimes referred to as Triple Science.

## Course content

Every separate science student will study the same subject content as those studying GCSE Combined Science. There are, however, some important differences.

Separate science students will study each topic in more detail. In addition, there are some extra topics, which only separate science students undertake. Space Physics is, for example, only studied by separate science students. The topic is not included in GCSE Combined Science.

**Biology has the following units:** Cell biology, organisation, infection and response, bio-energetics, homeostasis and response, inheritance, variation and evolution and ecology.

**Chemistry has the following units:** Atomic structure and the periodic table, bonding, structure and the properties of matter, quantitative chemistry, chemical changes, energy changes, the rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere and using resources.

**Physics has the following units:** Forces, energy, waves, electricity, magnetism and electromagnetism, particle model of matter, atomic structure and space physics.

Required Practicals occur throughout each course. Students will carry out a series of experiments.

## Assessment

Biology, chemistry and physics will each be examined by two papers: Each paper will assess knowledge and understanding from different topics. The questions will use clear language to assess students on their scientific ability. The content and application of Required Practicals are examinable in the written GCSE papers.



## SEPARATE/TRIPLE SCIENCE

Duration: Each triple science paper will last 1 hour 45 minutes. Each is worth 50% of the grade and has 100 marks available.

Biology— one GCSE

Examination 1 - 1 hour 45 mins 50%

Examination 2 - 1 hour 45 mins 50%

Chemistry— one GCSE

Examination 1 - 1 hour 45 mins 50%

Examination 2 - 1 hour 45 mins 50%

Physics— one GCSE

Examination 1 - 1 hour 45 mins 50%

Examination 2 - 1 hour 45 mins 50%

Question types: Multiple choice, structured, closed, short answer and open response. Students following separate sciences will be expected to be capable of working at the Higher Tier level.

### How will Separate Sciences help me?

Students will develop a critical approach to scientific evidence and methods, organise and present information clearly and use ICT. You will also develop practical skills and gain a greater understanding of how science works and its essential role in society.

### What can I do next?

Studying Separate Sciences GCSE will provide you with an excellent foundation for progression onto A-Level Sciences and is suitable for students that have a passion for Science. Students that are selected for Separate Sciences will have a capacity to demonstrate a broader subject knowledge and will be motivated to prepare for longer exam papers.

If you would like further information regarding this course, please see your Science Teacher.





# SUPPORTING YOUR CHOICES

Name \_\_\_\_\_

Tutor Group \_\_\_\_\_ Teaching Group \_\_\_\_\_

English Set \_\_\_\_\_ Maths Set \_\_\_\_\_ Science Set \_\_\_\_\_

In asking students to make appropriate subject choices we pose three fundamental questions that you need to ask:

- do I enjoy my subject choice?
- am I good at the subject and likely to achieve success?
- do I understand the pathways that my choices allow access to and those that would not be accessible?

Think carefully about what skills you would need to use in your future career/occupation. If you are not sure, ask or try to do some of your own research.

I am considering choosing the following subjects because of the skills I need to be successful.

**Look at the example below to see how to complete the sheet.**

What future career / occupation / further education course do I see myself doing?

The skills I will need to use/develop are .....

**Choice No. 1** e.g. History

Skills I have identified

- Research skills
- Evaluating evidence
- Communicating an idea or argument
- Empathy (putting yourself in someone else's shoes)

Now it is your turn: Remember to seek help and advise if you need it.

**Choice No 1 -**

Skills I have identified

**Choice No 2 -**

Skills I have identified

**Choice No 3 -**

Skills I have identified

I have talked these choices over with:

Signed by pupil \_\_\_\_\_

Signed by teacher \_\_\_\_\_

## Important Questions To Ask

## Notes

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Headteacher Mr K Rowlands