

YEAR 9 OPTION BOOKLET

TYPES OF QUALIFICATIONS

GCSE (GENERAL CERTIFICATE OF SECONDARY EDUCATION)

Most students and parents will be familiar with this qualification, which has an emphasis on academic study.

There is usually an element of controlled assessment but it is assessed mainly through external examinations.

VOCATIONAL QUALIFICATIONS

While GCSEs are well known qualifications, many students choose to take vocational qualifications or a mix of both academic and vocational ones. BTEC, Cambridge Nationals and NCFEs are vocational qualifications for 14-16 year olds. They have been created to support students who want to develop practical skills and knowledge relating to a broad employment area. They usually involve doing practical activities, learning skills and developing transferable skills like problem solving which are important in employment.

Whilst these qualifications are predominantly coursework based, 25% of the course is externally assessed. This may involve completion of an externally set piece of coursework, an on-line test, an exam or a performance, depending on the course being studied.

Each qualification is made up of core and optional units. The core units provide a broad understanding of the vocational area whilst the optional units provide a closer focus, supporting progression into specialised level 3 vocational or academic courses or an apprenticeship.

Level 2 qualifications are equivalent to 1 GCSE, grade C/4 and above. They are graded as Pass, Merit, Distinction and Distinction*.

Vocational qualifications give students the opportunity to develop a wide range of knowledge, skills and experience. They are valued by Post 16 providers and sought after by employers. As such, they are an excellent route into further study, employment and training. We are pleased to offer a broad range of vocational courses.

ENGLISH LANGUAGE AND ENGLISH LITERATURE GCSE

This two year course leads to a GCSE in both English Language and English Literature. The course will enable students to:

- read a wide range of texts, fluently and with good understanding;
- develop skills of analysis and empathy;
- develop a love of literature while reading exciting, engaging and challenging texts;
- read critically, and use knowledge gained from wide reading to inform and improve their own writing;
- write effectively and coherently using Standard English;
- use grammar correctly, punctuate and spell accurately;
- acquire and apply a wide vocabulary;
- gain understanding of grammatical terminology for reading, writing and spoken language.

The GCSE is a linear course and students will sit their exams in the summer of Year 11. They will receive detailed feedback throughout the course in the form of extended reading and writing assessments. During the two years students will build on skills and knowledge learnt lower down the curriculum, but will read and analyse increasingly sophisticated fiction and non-fiction texts.

MATHEMATICS GCSE

The aims and objectives of our Mathematics GCSE programme are to enable students to:

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

The course looks at the main areas of mathematics, namely:

Number; Algebra; Ratio, Proportion and Rates of Change; Geometry and Measures; Probability; Statistics.

The exam consists of three equally-weighted papers at either Foundation tier (grades 1 to 5) or Higher tier (grades 4 to 9), each 1 hour and 30 minutes long. There is one calculator paper and two non-calculator. These are sat at the end of year 11.

Students must have their own equipment pack and scientific calculator. We recommend Casio Fx-83GTCW. Revision guides, workbooks, equipment packs and calculators are available on parent pay and can be collected from Mr Bradshaw.

Support videos and worksheets are available on www.corbettmaths.co.uk, www.mathsgenie.co.uk
Extra questions can be found on www.DrFrostmaths.com

SCIENCE GCSE

The Science GCSE programme aims to:

- ❑ develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- ❑ develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them
- ❑ develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory and in other learning environments
- ❑ develop their ability to evaluate claims based on science through critical analysis of methodology, evidence and conclusions, both qualitatively and quantitatively

All students in Years 10 and 11 study science which is taught in nine lessons per fortnight.

All pupils will be taught Biology, Chemistry and Physics with a view to enter students for either Combined Science: Trilogy (2 GCSE's) or triple science. This will be dependent on progress from Year 9 and 10 so all students are given the opportunities to gain 3 GCSEs in Science. The decision to enter into Triple Science will be done at the end of year 10 and will be only offered to those students who we feel it is the correct course for.

ASSESSMENT - Examinations will take place at the end of Year 11 with ongoing required practical set out by AQA exam specification to be assessed within exams.

PHYSICAL EDUCATION CORE

Physical Education in Key Stage 4 aims to build upon the activities, skills and principles developed in KS3, whilst at the same time broadening opportunities in a range of new contexts. The programme will comprise of a range of activities from different areas including Games, Health and Fitness, Dance and Gymnastics, Athletics and Striking and Fielding activities.

To further develop some activity areas at KS4 an emphasis is placed on pupils' ability to lead and officiate rather than just perform.

Within some blocks of work it may be possible for pupils to opt for particular activities that could be tailored to the group's strengths and preferences.

Key Stage 4 activities may include:

Dodgeball	Football	Badminton	Aerobics
Dance	Basketball	Tennis	Fitness
Volleyball	Athletics	Rounders	Gymnastics
Handball	Hockey	Softball	Cricket

RELIGIOUS STUDIES CORE



All students will have one lesson of core Religious Studies a fortnight on their timetable. This lesson will look at developing core transferable skills which will help students make progress in all areas of the curriculum. Students will consider current ethical issues and philosophical ultimate questions in-line with the Co-operative values and practice skills such as debate, research, evaluation and presentation. Sample issues that will be covered include prejudice and discrimination in society, animal rights, euthanasia and the right to a child. **Students will not achieve a GCSE as part of this course.**

PERSONAL SOCIAL HEALTH EDUCATION

PSHE education will be delivered through one lesson a fortnight. PSHE will also be delivered through Coaching Plus in Coaching sessions.

PSHE education is a developmental programme of learning through which our students acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes students need to thrive as individuals, family members and members of society. The curriculum is designed to enable students to develop self-awareness, have positive self-esteem and confidence in order to:

- *Build healthy lifestyles*
- *Know how to keep themselves and others safe*
- *Form healthy and positive relationships*
- *Respect equality and diversity*
- *Develop independence and responsibility*
- *Cultivate an understanding of themselves*
- *Play an active role as a member of a democratic society*
- *Make the most of changing opportunities in learning and work*
- *Establish economic wellbeing and financial capability*
- *Build and develop digital resilience*

The KS4 PSHE education curriculum and programmes of study are centred on three Core Themes:

Core Theme	1. Relationships	2. Health and Wellbeing	3. Living in the Wider World
Year 10 Units of Work	Multicultural Britain & Identity Diversity & Tolerance Respect & Responsibility Consent	Emotional and Physical Health Drugs Education Exploring Influence & Impact	Work Experience Economic Well Being Financial Capability
Year 11 Units of Work	Communication in Relationships Expect Respect Families Consent	Exam stress Coping techniques for stress Drugs and Alcohol Education	Digital Citizenship Social Media Building for the future

ART, CRAFT & DESIGN GCSE

EXAM BOARD – Eduqas Art and Design

The GCSE Art Course allows students to experience a **wide range of art styles, techniques and materials, tools and techniques**. Students will become more aware of contemporary, historical and cultural references. Projects cover a range of disciplines such as fine art, photography, 3D & sculptural work, textiles and graphics. Throughout the duration of the course, students find their strengths and interests so that in year 11, they can have more of a choice of what they want to work with and produce.

The course comprises of two components;

Component 1 - A portfolio of artwork

60% of the total marks

The portfolio of work is done in lesson time and for home learning from September of year 10 to December of Year 11.

The portfolio of work is a minimum of one project and will include; **Photography** – using **I- Pads, Photoshop, apps, sculpture** and/or other **3D techniques** such as **relief work** and working with found materials, **computer graphics, drawing, painting** and **printing**.

Where possible, **ceramic work, glass work** and **silk painting**.

Component 2 - Externally Set Assignment by the exam board

40% of the total marks

Students start the exam in January of Year 11; Students are given an exam paper with 7 starting point titles to choose from.

They choose one title and then complete a sketchbook of work inspired by this title during an 8 week preparatory period.

At the end of 8 weeks, students produce an unaided piece of work based on their preparatory work during a controlled 10 hour exam period in school time. Students must bring the preparatory sketchbook to the 10 hour exam as it is 75% of the final exam grade.

Components 1 and 2 must cover all four assessment objectives;

Assessment Objective 1:

Develop investigative, analytical, experimental skills. Extend knowledge of art today, in the past and in other cultures.

Assessment Objective 2:

Develop creative, imaginative and practical skills with a wide range of materials.

Assessment objective 3:

Improve the ability to record with photography, digital media, paint and graphic materials.

Assessment Objective 4:

Develop a final artwork, independently and with confidence.

All students will be expected to produce **weekly home learning tasks** and develop their **individual artistic interests** outside of the classroom.

Visits to art galleries and sites of particular interest will, where possible, form part of the course.

Students will be required to produce research work for preparation. Access to a computer or the internet will mean that they can send their work electronically to print out at school. They will also need a folder to keep and transport their artwork, a sketchbook per project (3 projects) which will also be used for home learning and preparatory studies. A selection of art materials for use at home allows students to be more independent in their work and can be purchased from school at cost price.

Contact Miss Metcalfe (Subject Leader Art) or Miss Martin with any queries

BUSINESS STUDIES

Did you ever wonder...

- How some businesses become global success stories, whilst others fail?
- Have you got what it takes to run your own business?
- What happens to information collected by market research people?
- Why do branded products cost more than supermarket own brands?

If so Business could be for you! Business is a popular option, and is a subject that is highly valued by both colleges and employers, giving students a broader understanding of the business environment in which they will be working.

Within Business the department currently offers two courses – Edexcel 9-1 GCSE and OCR National*. If you pick Business, you will be guided by staff onto the most suitable pathway. Whichever course you are offered, you need to have strong numeracy skills, the ability to write extended pieces of writing drawing on research and case study evidence, and a genuine interest in the world of business, regularly reading about and watching up to date news about commerce. Both courses are based on **learning business theory** and testing your knowledge and understanding.

(*Please note that due to changes in TECH Awards for September 2022, there may be an alternate course offered)

GCSE

The course is set into two themes, each with an exam to be sat at the end of the course. Both exams have 90 marks, and a grade weighting of 50%. The exams are 1 hour 30 minutes in length each. Topic areas covered in themes one and two consist of:

Theme 1: Investigating small business (*Paper code: 1BS0/01)

Written examination: 1 hour and 30 minutes

50% of the qualification

90 marks

Content overview

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

Theme 2: Building a business (Paper code: 1BS0/02)

Written examination: 1 hour and 30 minutes

50% of the qualification

90 marks

Content overview

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions

OCR National in Enterprise and Marketing

The Cambridge National in Enterprise and Marketing will equip you with sound specialist knowledge and skills for everyday use. It will challenge all students, including high attaining students, by introducing you to demanding material and skills; encouraging independence and creativity; and providing tasks that engage with the most taxing aspects of business theory. You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as:

- Carrying out market research
- Planning a new product and pitching it to a panel of experts
- Reviewing whether a business proposal is financially viable.

This will help you to develop independence and confidence in using skills that would be relevant to the Business and Enterprise sector. The qualification contains practical activities that build on theoretical knowledge so that you can put your learning into practice while also developing valuable transferable skills such as:

- Verbal Communication/Presentation
- Research
- Analytical Skills
- Digital Presentation

Assessment

Two internally assessed coursework units (set by the exam board) that are externally moderated, one externally set exam.

Unit no.	Unit title	Assessment method	When?
RO67	Enterprise and marketing concepts	External exam	September - March Year 10
RO68	Design a business proposal	Internally assessed coursework	April - December Year 10 / 11
RO69	Market and pitch a business proposal	Internally assessed coursework	Summer Year 11

Summary

Business Studies is an excellent choice for those who wish to find out what business involves as well as for those who wish to build on a wide range of skills including teamwork, presentation skills and ICT. It offers a good springboard for those wishing to study Business in Post 16, although this is not a prerequisite.

Studying Business will benefit you regardless of your career aspirations; you will learn knowledge and skills that will support you in any job. It is academically challenging, drawing on cross-curricular skills such as numeracy, literacy and extended writing. If you wish to know more see any of the Business teachers on the first floor of the tower block.

CONSTRUCTING THE BUILT ENVIRONMENT (WJEC/EDUQAS)

Constructing the Built Environment Level 1 / 2 Award is designed to support learners in developing an awareness of certain key considerations. It mainly supports learners in schools and colleges who want to learn about the construction industry from the build perspective. It provides learners with a broad introduction to the different trades involved in the sector and the types of career opportunities available. The award is made up of three units, each having an applied purpose which acts as a focus encouraging learners to consider how the use and application of their knowledge, understanding and skills impacts on individuals, employers, society and environment.

Unit 1: Introduction to the Built Environment On-screen examination: 1 hour 30 minutes 40% of qualification 80 marks

Questions requiring objective responses, short and extended answers, based around applied situations. Learners may be required to use stimulus material to respond to questions.

Unit 2: Designing the Built Environment Controlled assessment: 30 hours 60% of qualification 120 marks

An assignment brief will be provided by WJEC that will include a scenario and several tasks available via the WJEC Secure Website.

Unit 3: Constructing the Built Environment Controlled assessment: 30 hours 60% of qualification 120 marks

An assignment brief will be provided by WJEC that will include a scenario and several tasks available via the WJEC Secure Website

The course consists unit 1 and either unit 2 or unit 3

THE LEVEL 1/2 TECHNICAL AWARD IN CREATIVE DESIGN AND PRODUCTION

It incorporates practical skills through hands-on experiences, alongside a wider understanding of employment/career opportunities and promotion skills that develops the learner's understanding of the design and production sector more widely.

This level 1/2 qualification is appropriate for learners who are looking to develop a significant core of knowledge and understanding in creative design and production and apply that knowledge through a project. What will the learner study as part of this qualification?

This qualification will promote the learner's understanding of:

- design and production in context: including design movements and design principles
- design materials and processes: including investigating materials, the design process and digital design and manufacture opportunities
- design brief and production processes: including interpreting a design brief and communication skills
- presentation of a design solution: including purposes and methods of presentation and presentation skills
- review of processes and solution: including review of the process and summative review
- working in the design production sector: including employment and career opportunities, product promotion and self-promotion

Examined assessment (EA)	
Assessment method	Description
EA Externally set Written examination Externally marked	<ul style="list-style-type: none"> • 40% of the technical award • Written examination: • 80 marks • 1 hour 30 minutes • a mixture of multiple-choice, short-answer and extended-response questions • The written EA is a terminal assessment and will assess the learner's knowledge and understanding of all content areas and target the following AOs: AO1, AO2 and AO3.
Non-exam assessment (NEA)	
Assessment method	Description
NEA Externally set Internally marked externally moderated	<ul style="list-style-type: none"> • 60% of the technical award • 120 marks • The completion time for the NEA is 16 hours plus 2 hours preparation and research time. • The non-exam assessment will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area. The NEA will target assessment objectives (AOs): AO1, AO2, AO3, AO4 and AO5.

NCFE LEVEL 1/2 TECHNICAL AWARD IN FOOD AND COOKERY

Aims and objectives

- focus on the study of food and cookery
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a range of practical and technical skills The objectives of this qualification are to:
- provide an understanding of health and safety relating to food, nutrition and the cooking environment
- provide an understanding of legislation in the food industry
- identify and understand food provenance
- provide an understanding of the main food groups, key nutrients and what is required as part of a balanced diet
- identify factors that can affect food choice
- explore recipe development and how recipes can be adapted
- understand how to cater for people with specific dietary requirements
- demonstrate menu and action planning
- be able to evaluate and consider how to improve completed dishes • demonstrate the application of practical skills and techniques through all aspects of the qualification content areas.

Examined assessment (EA)	
Assessment method	Description
EA Externally set Written examination Externally marked	<ul style="list-style-type: none"> ● 40% of the technical award Written examination: ● 80 marks ● 1 hour 30 minutes ● a mixture of multiple-choice, short-answer and extended-response questions ● The written EA is a terminal assessment and will assess the learner's knowledge and understanding of all content areas and target the following AOs: AO1, AO2 and AO3.
Non-exam assessment (NEA)	
Assessment method	Description
NEA Externally set Internally marked externally moderated	<ul style="list-style-type: none"> ● 60% of the technical award ● 120 marks ● The completion time for the NEA is 16 hours plus 2 hours preparation and research time. ● The non-exam assessment will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area. The NEA will target assessment objectives (AOs): AO1, AO2, AO3, AO4 and AO5.

STATISTICS GCSE (EDEXCEL) AND AQA LEVEL 2 CERTIFICATE IN FURTHER MATHS

Entry requirements

Students must have achieved a grade 4 or above in their data sweep 1 report for Mathematics in year 9 to cope with the rigour of the course.

Statistics GCSE (EDEXCEL)

What will I study?

Students will study the GCSE Statistics higher qualification in year 10. This develops skills that students will use in other subjects such as science and geography. It reinforces techniques needed for GCSE maths as well as supporting progression to A level maths. Real-life scenarios will capture their interest and give them an insight into the importance of statistics in the real world.

Unit	Percentage	Content
A01	55%	Demonstrate knowledge and understanding, using appropriate terminology and notation, of standard statistical techniques used to: <ul style="list-style-type: none">• collect and represent information• calculate summary statistics and probabilities.
A02	25%	Interpret statistical information and results in context and reason statistically to draw conclusions.
A03	20%	Assess the appropriateness of statistical methodologies and the conclusions drawn through the application of the statistical enquiry cycle.

How will I be assessed?

The examination will be taken in year 10 and is split into two evenly weighted papers, that focus on the same content and skills. Both papers are **1hr 30 minutes** and 80 marks each.

You will be assessed on the collection of data, processing, representing and analysing data and probability. The papers contain short, medium and extended response questions. The questions cover statistical methods, familiar and unfamiliar contexts and the component parts of the statistical enquiry cycle. Calculators may be used in both examinations.

AQA LEVEL 2 CERTIFICATE IN FURTHER MATHEMATICS

Students will have the fantastic opportunity to study the AQA Level 2 Certificate in Further Maths in year 11, which places an emphasis on higher order technical proficiency, rigorous argument and problem-solving skills.

What will I study?

High achieving students gain an introduction to AS level topics that will help them to develop skills in:

- Algebra
- Geometry
- Calculus
- Matrices
- Trigonometry
- Functions
- Graphs

The further mathematics course is a fantastic opportunity for students to prepare for future A-level study, as it bridges the gap between GCSE and A-levels. The course is challenging but incredibly rewarding, and is an ideal qualification to study should you be thinking of a career in mathematics, business, IT or medicine.

How will I Be assessed?

Assessment will be taken in year 11 and is linear: paper 1, the written paper (non-calculator) carries 40 percent of marks and paper 2, written paper (calculator) carries 60 percent of marks.

SPORT SCIENCE CAMBRIDGE NATIONAL LEVEL 1/2

Throughout the course you will complete various projects and assignments based on a range of different units within the sphere of sport and performance.

What will I study?

The Cambridge Nationals in Sport Science offer learners the opportunity to study key areas of sport science including anatomy and physiology linked to fitness, health, injury and performance; the science of training and application of training principles, and nutrition in sport and sports performance linked to targeted nutrition plans.

Units will be completed as controlled assessment and will be internally assessed and externally moderated. Coursework will, however, be on-going and therefore require pupils to be conscientious and organised to gain the most from this course.

Units will be marked and moderated against specific criteria set out by the examination board, grading will consist of:

Level 1 PASS, MERIT, DISTINCTION or Level 2 PASS, MERIT, DISTINCTION, DISTINCTION *

Units covered consist of:

- **Exam Unit - Reducing the risk of sports injuries and dealing with common medical conditions**

In this unit, students will learn how to prepare participants to take part in physical activity in a way which minimises the risk of injuries occurring; prepare them to be able to react to common injuries that can occur during sport and physical activity and to recognise the symptoms of some common medical conditions.

- **Coursework Unit - Applying the principles of training: fitness and how it affects skill performance**

In this unit, students will learn how to conduct a range of fitness tests, what they test and their advantages and disadvantages. They will also learn how to design, plan and evaluate a fitness training programme. This will give them the background knowledge they need to be able to plan and deliver appropriate fitness tests, some of which will be adapted to suit the skills of the sporting activity.

Students will then interpret the data collected from fitness tests and learn how best to feed this back so that participants can go on to make informed decisions about their fitness training.

- **Coursework Unit - Nutrition and sports performance**

In this unit, students will learn to consider the composition of healthy, balanced nutrition. They will consider the necessity of certain nutrients and their role in enabling effective performance in different sporting activities. The knowledge gained will be used to produce an appropriate, effective nutrition plan for a performer.

As you can see one of the units is an external examination and the other two units will comprise centre assessed tasks that will be externally moderated by OCR.

The weighting of the units can be seen below:

Unit	Exam / coursework	Marks	GLH
R180 - Reducing the risk of sports injuries and dealing with common medical conditions	Exam	70	48
R181 - Applying the principles of training: fitness and how it affects skill performance	Coursework	80	48
R183 - Nutrition and sports performance	Coursework	40	24

There will be opportunities throughout some of these units to complete practically based lessons to help deliver the specification content. Clear links between theoretical components and practical performance will enhance learning. Unit R181 specifically requires students to design and implement their own skills based fitness tests in a practical context.

A genuine interest in all aspects of sport and performance will be the motivation in completing units to a high standard in this course.

HEALTH AND SOCIAL CARE OCR

Why should I choose Health and Social Care?

Health and Social Care is a useful qualification to have if you want to work in an industry that helps others when you leave school. Did you know, the National Health Service employs 1 million people in the UK and the need for carers in the community is growing rapidly? The Police also value members of the force who can use their communication skills effectively, a skill taught on this course.

What will I study?

The Cambridge National OCR in Health and Social Care is made up of coursework and 1 exam. You will complete 2 units that are coursework. All units are compulsory.

Course content to include:

- Principles of care in health and social care settings (RO32)
- Supporting individuals through life events (RO33)
- Creative and therapeutic activities (RO34)

Where can the subject lead me?

A qualification prepares students for employment and provides a good grounding to go on to a more advanced course or training at Level 3. With further training or study, students can go into careers such as social work, nursing, residential care work, housing and the probation service. If they go straight into employment, they could work in registered care homes, housing, community work, and the voluntary sector, hospitals and primary care trusts.

If I want more information who should I ask?

Miss White, Faculty Leader for Humanities

CREATIVE IMEDIA CAMBRIDGE NATIONAL (L1/2) OCR J834

See Ms Copson or Mrs Nazir for more information

Outline of course	<p>The Cambridge National in Creative iMedia develops knowledge, understanding and practical skills suitable for use within the media industry. Students apply their learning in practical, real life situations such as: developing visual identities for clients; planning and creating original digital graphics and planning, creating and reviewing original digital media products. The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as: thinking about situations and deciding what is required to be successful; exploring different options and choosing the best way forward to a solve problem; exploring and generating original ideas to find imaginative solutions to problems; selecting the best tools and techniques to use to solve a problem; appropriate use of media to convey meaning and use of planning techniques to complete tasks in an organised way which meet deadlines.</p> <p>Grading ranges from Distinction* at level 2 (Grade 8.5 equivalent), to a Pass at level 1 (Grade 1 equivalent).</p>
Method(s) of Assessment	<p>There are three units of assessment, one written exam and 2 internally assessed and externally moderated units (NEA). Students must complete ALL units to be able to claim the qualification.</p> <p>Unit R093: Creative iMedia in the media industry is a written exam and focuses on the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Unit R097 (NEA): Interactive digital media is assessed by completing a set assignment. In this unit you will learn how to plan, create and review interactive digital media products.</p> <p>Unit R095 (NEA): Characters & Comics is assessed by completing a set assignment. In this unit you will learn to design and create original characters that convey emotion and personality</p>
Choose this subject if..	<p>You are interested in developing websites, interactive multimedia and editing graphics. You have a creative mind and enjoy the hands on, practical side of ICT. If you want to use industry standard programs to make ideas come to life or you think you might enjoy a career in marketing, this subject is for you.</p>
Possible careers/ future pathways	<p>The knowledge and skills you develop will help you to progress onto further study in the media industry. This may be other vocational qualifications including the Level 2 or Level 3 OCR Cambridge Technicals in Digital Media and/or Information Technology; the T Level Qualification in Digital Production Design and Development or Media, Broadcast and Production; or the Media and Broadcast Assistant Pathway Apprenticeship. The qualification also helps to develop other transferable skills including creative thinking, digital presentation, planning and problem solving that will be valuable in other life and work situations.</p>

SOCIOLOGY GCSE

The Sociology GCSE course offers students the opportunity to explore many aspects of the social world. During the course students will study the following units: -

- Family and Households
- Crime and Deviance
- Education

Students are required to sit 2 examinations at the end of Year 11:

Paper 1: 1hr 45 minutes: The Sociology of family life and education 50%

Paper 2: 1hr 45 minutes: The sociology of crime and deviance and social stratification 50%

Each paper contains sections which test knowledge of sociological theory and methodology.

Whilst progressing through the main body of the course students will have the chance to discuss and debate various social issues, develop their written skills, and explore various pieces of data in order to analyse and evaluate various claims. There will also be the opportunity to get involved in activities such as inviting guest speakers into school and going on outside school visits, for example to the Leeds Magistrates/Crown Courts.

Many students use this course as a means of developing their knowledge of society, which helps them develop as individuals as well as supporting them on their path to a host of careers. Sociology has direct links with many career areas such as Nursing, Teaching, Journalism, Management, Social Services, Police and Law.

The opportunity for learners to develop and demonstrate applied sociological research skills gives excellent progression to our 'A' Level Sociology course.

For further information, please see Miss White, Faculty Leader for Humanities

COMPUTER SCIENCE GCSE (OCR)

See Ms Copson or Mrs Nazir for more information

Course Overview

This course gives you a real, in-depth understanding of how computer technology works. It offers an insight into what goes on 'behind the scenes' and has a big focus on computer programming in both high and low level languages.

Through this qualification you will:

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

Assessment

You will study three components as part of this course; two of these count towards your overall grade.

Component	Content	Marks	Duration	Weighting
Component 01 Computer Systems	<ul style="list-style-type: none">• Systems architecture• Memory• Storage• Wired and wireless networks• Network topologies, protocols and layers• Network security• System software• Moral, social, legal, cultural and environmental concerns	80	90 min written examination	50% of the total GCSE
Component 02 Computational Thinking, Algorithms and Programming	<ul style="list-style-type: none">• Algorithms• Programming Fundamentals• Producing robust programs• Boolean logic• Programming languages and integrated development environments	80	90 min written examination	50% of the total GCSE
Component 03 Programming Project	<ul style="list-style-type: none">• Programming techniques• Design• Development• Effectiveness and efficiency• Technical understanding• Testing, evaluation and conclusions	40	Approx. 20 hours non-exam assessment	Not assessed

Students who choose this course at Key Stage 4 will work towards achieving GCSE Computer Science. Your final grade will depend on how you do in each of the individual components and will be graded 9-1.

Website

Further information on the course can be found on the OCR website (OCR GCSE Computer Science J277).

PERFORMING ARTS - DRAMA

Pearson BTEC Level 1/ Level 2 Tech Award in Performing Arts

If you have a passion for performance then this is the course for you! There are two distinct pathways that you can choose to follow depending on your interests and strengths.

The two pathways are **Acting** and **Dance**.

Both qualifications are 60% internally assessed and 40% externally assessed. Each of the qualifications is made up of two internally assessed units Exploring the Performing Arts and Developing Skills and Techniques and then a further externally assessed unit which is a Live Performance in your chosen pathway of either Acting or Dance.

This qualification is for learners interested in taking a hands-on course that will offer them an insight into what it is like to work in the performing arts sector. This course enables learners to develop the foundational skills that are integral to a wide range of roles (from performing to designing and directing) across the creative industries, including film and television, theatre, games, and advertising.

Learners will receive a general introduction to the sector, crammed with opportunities to learn and try out new skills, techniques, and styles, allowing them to make an informed decision about their future learning and career. Through this course, learners will acquire sector-specific applied knowledge and skills through vocational contexts by studying professionals' work and processes used, the skills and techniques used in different roles, and how to contribute to the creation of a performance.

As a creative subject with a focus on application, there is no written exam.

All components are assessed through engaging, open, and flexible set tasks, designed to give learners as much freedom as possible in how they respond, allowing them to work to their own strengths and interests, and to focus on the area of the performing arts sector that most excites and appeals to them.

Component 1: Exploring the Performing Arts

Learners will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance.

Component 2: Developing Skills and Techniques in the Performing Arts

Learners will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers.

Component 3: Responding to a Brief

Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief and stimulus.

All students will be expected to produce **weekly home learning tasks** and develop their **individual performance interests** outside of the classroom. **Visits to theatres** and from industry experts (if possible) will form part of the course.

Where can the subject lead me?

This qualification prepares students for employment and provides a good grounding to go on to a more advanced courses or training at Level 3 or work within the Performing Arts industry. Further to this both pathways will introduce students to a range of **transferable skills** such as teamwork, cooperation, collaboration, patience, negotiation, creativity, resilience, evaluation, analytical skills, imagination; they can also help you develop your **confidence** and **understanding of yourself**, other cultures, beliefs and values.

If I want more information, who should I ask?

Mr Ashley - Faculty Leader for Expressive Arts - Drama

Mrs Newsome - Dance

MUSIC

BTEC Level 1 / 2 Tech Award in Music Practice

The BTEC in Music Practice is an exciting and vocational course for any students who love music and enjoy playing or creating different types of music. It is a rewarding qualification that is suitable for pupils of any musical background and ability. Students who have an open musical mind, a good imagination and a high level of commitment, self-discipline and self-motivation to succeed will be suited to the course.

Overview:

The BTEC in Music Practice certificate is equivalent to a GCSE and will:

- Enable you to experience a high-quality vocational and applied curriculum that is broad and engaging.
- Enable you to enhance your English and mathematical competence in relevant, applied scenarios.
- Support your development of transferable interpersonal skills, including working with others, problem-solving, independent study, and personal, learning and thinking skills.
- Provide you with a route through education that has clear progression pathways into further study or an apprenticeship.

The course is structured and delivered in units as described below:

Pearson BTEC Level 1/Level 2 Tech Award in Music Practice				
Component number	Component title	GLH	Level	How assessed
1	Exploring Music Products and Styles	36	1/2	Internal
2	Music Skills Development	36	1/2	Internal
3	Responding to a Music Brief	48	1/2	External synoptic

The programme is assessed through a number of practical and theoretical assignments, recordings and task analysis.

Learners are required to complete and achieve all three components in the qualification. The three components focus on the assessment of applied knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components in order to achieve the qualification. In Component 1, learners will explore five different styles of music and work creatively within the different styles. Component 2 is designed to allow learners to reflect on their own skills and progress, developing their musical techniques to create a performance, composition or production. In Component 3 learners will have the opportunity to remix an existing song into a completely new style.

At the heart of the course is the opportunity to create and refine your music with other musicians. To help you create your music you will take part in skills development sessions and workshops in instrumental skills/musicianship, rehearsals and performance, playing gigs and recording your music is the end result of all your hard work.

Assessment

There are three bands of assessment: Pass, Merit and Distinction for each unit and for the whole qualification.

What could I go on to do after the course?

The BTEC Level 2 Award is designed to provide vocationally relevant training in popular music which will allow students to develop the skills necessary for progress into the industry or to a higher level of study.

GEOGRAPHY GCSE (AQA)

Geography deals with major global issues facing our planet today, such as climate change, population growth and natural hazards. Geography is an exciting subject, offering students the opportunity to find out more about the country in which they live as well as the wider world. It is an up to date subject often covering issues that actually happen in the world. We also equip students with a board skill base for geographical enquiries and learning beyond the classroom.

Geography and Careers:

Employers look for a well-rounded, broadly educated person capable of adapting to the changing world of work. The study of Geography enables students to understand and interpret many aspects of the modern world and to develop skills of research, data handling, decision-making, and problem solving. Geography can therefore be used as a gateway into, or support for a vast number of careers. Past geography students have gone on to pursue careers in transport, tourism, police force, armed forces, journalism, and architecture to name a few from a broad spectrum.

Programme of Study and Assessment:

Exam		
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<u>Paper 1</u>	<ul style="list-style-type: none"> - The Challenge of Natural hazards - The Living World - Physical landscapes of the UK 	35%
<u>Paper 2</u>	<ul style="list-style-type: none"> - Urban Issues and Challenges - The Changing Economic World - The Challenge of Resource Management 	35%
<u>Paper 3</u>	<p>Fieldwork and Geographical Enquiry: This examination replaces the traditional coursework element of Geography.</p> <ul style="list-style-type: none"> - Fieldwork 1 – Urban Study in Leeds City Centre - Fieldwork 2 – Coastal Study in Yorkshire Coast 	30%

If you need any more information about this GCSE course, please see Mr McArdle (T12). Alternatively, if you are a parent and would like to find out further information, please contact Subject Leader, Mr C. McArdle, chris.mcardle@coopacademies.co.uk

HISTORY GCSE (AQA)

History is the world's memory. It is the series of lessons which we as a civilization have collected in order to progress as a society. Our students explore both the lessons of the modern world and journey through a thousand years of this country's history in order to see how change, continuity, conflict and peace shape our world.

Through the study of History our students become individuals who not only appreciate how a society's past does affect the present and future, but also consumers and creators of the powerful knowledge History generates using it to inform their understanding of Britain's impact on and place in the world. History empowers our students to understand and make sense of their own lives and to find their place within today's modern, multicultural society.

Content and Assessment Overview

The GCSE in History consists of two externally examined papers. It works as follows: -

Paper 1 – Germany 1890 - 1945

Students study Germany in the period 1890 - 1945 covering Kaiser Wilhelm II's rise to power and the effects of the First World War on Germany as well as the Weimar Republic and Nazi Germany under Adolf Hitler.

This exam is 1 hour long, consisting of 6 questions and is worth 25% of their final grade.

Paper 1 – Conflict & Tension in Asia: 1950 - 1975 Korea and Vietnam

Students study the causes of the Cold War in Asia focusing specifically on the causes, events and consequences of both the Korean War and the Vietnam War.

This exam is 1 hour long, consisting of 4 questions and is worth 25% of their final grade.

Paper 2 – British Depth Study: Elizabethan England

Students study the reign of Elizabeth I focusing on the problems facing Elizabeth when she ascended to the throne, the Catholic plots against her, the threat posed by Mary, Queen of Scots as well as the Voyages of Exploration and Elizabeth's response to the problems of poverty within the country.

This exam is 1 hour long, consisting of 4 questions including the 16 mark Historic environment question with the Elizabeth paper worth 25% of their final grade.

Paper 2 - Thematic Study: Health and the People c1000 - present day

Students study the history of medicine and the scientific developments that have led to advances in both preventative and reactive methods of tackling disease and illness as well as improving surgical success rates.

This exam is 1 hour long, consisting of 4 questions and is worth 25% of their final grade.

History continues to be a very popular option at Coop Academy Priesthorpe. However, there are several things that pupils need to consider. Firstly, it is a written subject and you will be required to write essays and analyse sources with accuracy and fluency, so your level of literacy needs to be high. Secondly, there will be home-learning every week; a considerable amount. Furthermore, there will be regular assessments throughout the course to monitor your progress.

However, if you opt for this course we offer you the following:

- Targeted revision classes and help with home-learning all year round.
- Extensive revision materials; revision guides, knowledge organisers, and exam-practice questions
- Training in lessons on exam technique
- Support - We never turn anyone away who needs our help.

Where could this subject lead me? What is the point of studying it at all?

If you study GCSE History, you will develop the following skills:

- The ability to express your opinions clearly in writing
- Improved literacy skills
- Improved reading and comprehension skills
- Sophisticated source work analysis skills
- The ability to work in a group when researching, analysing or taking part in peer assessment
- Independent research skills
- Very strong oral skills – the ability to argue a point and to emote
- The ability to listen to other people's ideas and opinions

It will embed in you a real thirst for knowledge and a love of learning which will hopefully be lifelong.

Career paths that value History are as follows:

- Law
- Civil Service
- Journalism
- Media Researcher
- Politics
- Heritage Industry
- Teaching
- Actor
- Television Presenter
- Police
- Archaeologist
- Insurance Services
- Tour Guide
- Publishing
- Royal Air Force
- Human Resources and Personnel

... to name a few!

If you need any more information about this GCSE course, please see Mr Langston in T8 Alternatively, if you are a parent and would like to find out further information, please contact Mr Langston directly (harry.langston@coopacademies.co.uk)

FRENCH AND SPANISH GCSE

(Students who are taking a language must choose the language (French or Spanish) that they have already been studying in year 9)

During the course of study in modern foreign languages you will follow the new specification for GCSE in French or Spanish.

You will:

- ❑ Develop your four language skills – listening, speaking, reading and writing – to the highest possible level.
- ❑ Learn to communicate more effectively in French or Spanish in everyday situations.
- ❑ Find out more about French or Spanish speaking people, their culture and their way of life.
- ❑ Be able to embrace opportunities to work with native speakers of French and Spanish.
- ❑ Gain a suitable foundation for further study and for the practical use of French or Spanish in the wider world.

The language content centres around three broad themes:

People and lifestyle - identity and relationships with others, healthy living and lifestyle, education and work.

Popular culture - free time activities, customs, festivals and celebrations, celebrity culture.

Communication and the world around us - Travel and tourism, including places of interest, media and technology, the environment and where people live.

ASSESSMENT is made up of 4 exams all accounting for 25 % of the overall mark:

Speaking 25%

Foundation Tier 7-9 Minutes and 15 minutes preparation time

Higher Tier 10 – 12 Minutes and 15 minutes preparation time

Writing 25 %

Foundation Tier – 1 hr 10 minutes

Higher Tier - 1 hr 15 minutes

Reading and Understanding 25%

Foundation Tier – 45 minutes

Higher Tier – 1 hr

Listening 25%

Foundation Tier 35 minutes

Higher Tier 45 minutes



Pupil's will be supported to develop confidence in grammar and comprehension skills and to refine exam technique. Prior to the exams in Year 11, the class teacher will determine which paper (Foundation/Higher) the pupil would be best suited to take.

Top 10 reasons why languages are great!

1. English is not enough! Not everyone speaks or wants to speak English.

2. A language will always be useful, no matter what you do.
3. In class, you get to study a wide range of topics all about different people and cultures, not just how to speak.
4. You can read books, watch films and listen to songs in their native language - and understand them too!
5. Languages mean business - being able to speak a language will make you really stand out.
6. They're good for you! Speaking more than one language increases your brain capacity, improves your memory and you'll be at less risk of developing Alzheimer's.
7. It's really impressive to be able to speak a foreign language. It's a real achievement that your friends will envy and employers will love!
8. You can understand and talk to lots more people when you go abroad.
9. Using a language at work could raise your salary from 8-20%.
10. Learning languages really improves your communication skills.

Career paths that value Foreign Languages:

- Translation/Interpreting
- Journalism/Broadcasting
- Diplomatic services
- Teaching
- Logistics (Transport of goods)
- International Aid
- Marketing
- Tour Management
- Hospitality
- Police
- Speech therapy
- Copywriting
- Human Resources and Personnel

... to name just a few!

If you need any more information about this GCSE course please see Miss Forster (F23), Mrs Marshment (F11) or Miss Blackburn (F24). Alternatively, if you are a parent and would like to find out further information, please contact Miss Forster at sophie.forster@coopacademies.co.uk

RELIGIOUS STUDIES GCSE

Religious Studies is a unique subject. Not only will it challenge the way you think but it will also encourage you to appreciate and gain a deeper understanding of a variety of beliefs and values from different cultures and world views. You will be actively encouraged to question some of the most challenging moral, ethical and philosophical questions and debate them with others.

The course offers students the opportunity to complete an in-depth study on Christianity and Islam and then consider contemporary ethical and moral issues from a religious and non-religious perspective.

What will I study?

Students will study the basic principles and foundation of both Christianity and Islam. They will then consider some of the following areas of study:

Christianity key areas

- The Trinity
- The life of Jesus
- Atonement
- Evil and Suffering

Islam key areas

- The main beliefs of Sunni and Shi'a Muslims
- The lives of the Prophets
- The Day of Judgement and Life after death
- Hajj and Pilgrimage
- The five pillars of Islam

Ethical and Philosophical issues

- Situation Ethics and Utilitarianism
- How did the world begin?
- The family and their place in society
- Should there be Nuclear Weapons?
- Is the Death penalty ever acceptable?
- What does religion say about Gender roles?
- Should abortion and euthanasia be legalised?
- What happens when we die?
- When does life begin?
- Is killing a human ever acceptable?
- Is it ever right to go to war?
- How can we view God?
- If there is suffering, can a loving God exist



FAQs

- **Do I have to be religious to do well in this subject?**

No, RS looks at both religious and non-religious world views including issues that are important to everybody in society, regardless of belief.

- **But I don't want to be a priest**

A qualification in RS is highly valued in many different areas, including the police, nursing, teaching, law, medicine, social work, journalism and many more. It is a qualification that shows that you are interested in current affairs and the world around you and that you are able to consider the views of different groups of people in society.

- **How will it be assessed?**

You will sit 2 exam papers at the end of the course. One is on Christianity and one on Islam.

See Mrs Halfpenny or Mr Lipinski if you have any questions about the course.

TEXTILES DESIGN GCSE

EXAM BOARD – Eduqas Art and Design

GCSE Art Textiles is a vibrant and dynamic course which provides students with the freedom to express themselves using techniques and materials they enjoy using. It allows students to experience a wide range of art styles, techniques and materials and become aware of contemporary and historical and cultural references. Students will have the opportunity to develop a variety of techniques such as weaving, felting, stitching, printing and mixed media work. GCSE Textiles students are encouraged to make their research personal, imaginative and exciting in order to promote independent work.

Students will be taught how to study artists' work, developing ideas and textiles samples using appropriate media and materials. They will learn skillful recording of ideas through drawing and photography. Through the experimentation of techniques learnt, students will be encouraged to develop a personal response. The exam is an opportunity to showcase skills and concepts learnt through the coursework, but with greater independence.

The course is comprised of two components:

Component 1

- A portfolio of textiles work
- A minimum of 1 project
- Carried out in Years 10 and 11
- Will include use of Computer Aided Design, Printing, Photography, fabric construction and use of mixed media.
- 60% of GCSE

Component 2

- Externally set assignment by the exam board
- Students start this in January of Year 11, they select from a range of project titles
- Students have 8 weeks of preparation for the project followed by 10 hours of supervised exam time to make a product and complete sketchbook work.
- 40% of GCSE

Components 1 and 2 must cover all four assessment objectives;

- ❑ **Assessment Objective 1:** Develop ideas through investigations, demonstrating critical understanding of sources.
- ❑ **Assessment Objective 2:** Refine work by exploring ideas, selecting and experimenting with appropriate media.
- ❑ **Assessment objective 3:** Record ideas, observations and insights relevant to intentions as work progresses.
- ❑ **Assessment Objective 4:** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

All students will be expected to produce **weekly home learning tasks** and develop their **individual creative interests** outside of the classroom. **Visits to galleries, museums** and sites of particular interest will, where possible, form part of the course.

Students will be required to produce research work for preparation. Access to a computer or the internet will mean that they can send their work electronically to print out at school. They will also need a folder to keep and transport their artwork, a sketchbook per project which will also be used for home learning and preparatory studies. A selection of art/textiles materials for use at home allows students to be more independent in their work and can be purchased from school at cost price.

Contact Miss Metcalfe (Head of Creative Design) or Miss Brigham with any queries

