

# **Year 9**

# **Key Stage 4 Options**



## **Subject Information Booklet**

## **2024-2026**

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Dear Year 9 Student,

**The Options Subject Information booklet sets out the subject choices available for Year 9 students as you move into Years 10 and 11 at Barnsley Academy.** We firmly believe that the curriculum offer we have in place provides a variety of subjects to cater for all interests and talents, whilst retaining a strong focus on quality and high academic expectations. We want the **'best in everyone,'** regardless of the subjects you want to study at KS4. **We are confident we have created option pathways that will support all of you to experience success and enjoyment in your studies. No one pathway is better than the other - they are just different routes to success.**

We want you to be able to fulfil your personal ambitions. We will always encourage you to aim high and have the highest expectations of yourselves. We hope you will want to continue your studies for as long as possible, learning new skills and gaining qualifications that will shape your future careers. Our advice to all of you is to **never stop striving to be the best version of you and never stop learning.**

**Set your sights high; as many students as possible will be allocated to the yellow pathway to ensure they are entered for the EBacc qualification** because they have the potential to achieve a GCSE in Maths, English, Science, History or Geography, as well as GCSE French. Languages are a gift. As Nelson Mandela famously said *"If you talk to a man in a language he understands, it goes to his head. If you talk to him in his language, that goes to his heart."* The Yellow pathway promotes languages and ensures more of you experience the joys of learning a language, which will hopefully help you on your journey. **Achieving the EBacc gives you a competitive edge over your peers when applying for university and pursuing your chosen career.** They prepare you to be a confident and capable candidate for any job, both in the UK or abroad, and ensure you remain competitive in today's jobs market.

**The green pathway still offers the opportunity for students to access a range of EBacc subjects** should they wish to but also offers increased access to other subjects that may be more appropriate and practical in nature.

**Regardless of your pathway, you will be able to choose subjects that interest you and support you in pursuing future education and career goals.** Similarly, the choices available will allow you to decide whether you would prefer to study exam-based GCSE subjects only or a mix of GCSEs and coursework-based subjects such as BTEC Tech Awards or Cambridge Nationals.

**As BTEC and vocation courses have changed over time, there are stricter deadlines across the year to submit units of work** – once deadlines have passed, students will not be able to submit units of work, which will have a significant impact on overall grades, potentially leading to failure in the subject. For this reason, **your attendance will be considered when selecting course-work subjects.**

**It is important that you take ownership for your choices – you are committing to a two-year course – once you have made your choices, you need to be 100% committed, we do not have the capacity to change your pathway once Y10 is underway.**

Finally, it is important that choices are made for the right reasons; do not simply choose a subject because your friend is choosing it or because you have not really thought it through. **Choose subjects that feel right for you and that help you to achieve your academic and career goals. Talk to your parents and carers, discuss it with your families and speak to your teachers.** They know your strengths and can support you in your choices.

As you make your option choices, I wish you every success in your studies and as a school we will do all we can to support and help you along the way.

Good luck!

Kind regards,

Mr McNicholas

Vice Principal – Academic Standards

### Options Timeline

<b>Initial Home Communications:</b> Confirm the details of the Options Process and Evening.	Monday 4 <sup>th</sup> March 2024
<b>Y9 Options Assembly:</b> Introduction to the Process	Wednesday 6 <sup>th</sup> March 2024
<b>Options Booklet Launch:</b> Shared via school website.	Thursday 7 <sup>th</sup> March 2024
<b>Option Pathway Confirmation:</b> Students will be given their own personal letter in school	Thursday 7 <sup>th</sup> March 2024
<b>Y9 Options and Progress Evening:</b> Opportunity to discuss options choices with your teachers.	Thursday 21 <sup>st</sup> March 2024
<b>Deadline:</b> Submission of your options form to main reception.	Friday 12 <sup>th</sup> April 2024
<b>One-to-one meetings:</b> As necessary with Senior Leaders and Careers Team.	Week beginning 14 <sup>th</sup> April
<b>Confirmation of your Option Choices:</b> Sharing your timetable for the start of Year 10.	The final week of the Summer Term.

### The Options Bands:

Below is a summary of the options available on each of the four pathways:

1	2	3	4
Geography	French	GCSE PE	Triple Science
History	Business	Sport	Hospitality and Catering
	Imedia	Statistics	Statistics
	RE	Citizenship	Business
	Photography	RE	Computer Sci
		Hospitality and Catering	Art
		Travel & Tourism	Photography
			Citizenship
			Music

## Subjects and Pathways

This booklet provides a summary of each subject are, providing you with information about the subject content, studied during the course, and the qualifications you will achieve on completion. We encourage you to take time to read and discuss your option choices with your parents and carers, so that you are given the best chance to make informed choices that will give you the best chance to engage and succeed over the course of KS4.

There are certain subjects which are compulsory within your timetable at KS4:

- English Literature
- English Language
- Maths
- Combined Science
- 1 lesson of PE per week

In addition to this booklet, you will also receive a **personal option form** which will confirm your pathway.

If you are guided onto the **YELLOW** pathway, firstly, you will need to choose:

1. Either History or Geography for **option one**
2. French for **option two**

These are compulsory choices to ensure you study for the EBacc.

Option 3 and 4 will be an open choice from the full range of other option subjects.

If you are guided onto the **GREEN** pathway, firstly, you will need to choose:

1. Either History or Geography for **option one**

This is a compulsory choice to ensure all students study a Humanities subject.

Option 2, 3 and 4 will be an open choice from the full range of other option subjects.

## GCSE – Understanding Gradings

In 2017, the government decided to change the way that GCSE qualifications are graded. Most GCSEs are now graded on a 9-1 scale rather than the previous A\*-G scale. In KS3 we give students a 9-1 working at grade that mirrors this process. Below is a summary of how the 9-1 grading structure relates to the previous structure grading structure - A\*-G.

Previous Grading Structure	A*		A		B		C		D	E	F	G	U
Current Grading Structure	9	8	7	6	5	4	3	2	1				U

## GCSE English Language and English Literature



At Key Stage 4, all students will gain **two English qualifications at the end of Year 11** – a GCSE in English Language and a GCSE in English Literature.

### English Language and Literature in KS4

**KS4** is the second phase of learning that builds on and strengthens the skills and knowledge that students have developed in KS3. The GCSE English paper consists of two papers, testing students analytical and writing skills across both fiction and nonfiction. As part of the literature qualification our students answer questions on specific texts studied in lesson. At Barnsley Academy, we currently study: *Macbeth*, *A Christmas Carol*, *Blood Brothers* and *Love and Relationships Anthology Poetry*.

### How will your child be assessed?

Throughout their time at the academy your child will be assessed informally in class through a range of reviews and peer and self-assessment activities along with live teacher marking within every lesson. In Key Stage Four, students complete regular GCSE mock examinations - both in English Language and English Literature. Along with these assessments, there will be informal class assessments taking place which will inform the teacher of any gaps in knowledge so that they can effectively engage in re-teaching. The final GCSE examinations will be as followed:

#### **English Language**

**Paper 1:** *Explorations in Creative Reading and Writing* - **50% of English Language grade**

**Paper 2:** *Writer's Viewpoints and Perspectives* - **50% of English Language grade**

#### **English Literature**

**Paper 1:** *Shakespeare and the 19th Century Novel* - **40% of English Literature grade**

**Paper 2:** *Modern Texts and Poetry* – **60% of English Literature grade**

### What kind of homework will be set?

In Key Stage Four, Students will complete Independent Exam Practice homework, to help strengthen skills learned within lessons. The assignments will correlate with what students are currently studying within school to help with their retention, memory and understanding of how to approach different exam questions. Teachers can identify areas for development based on the responses submitted by the student, this will enable teachers to address this within lessons.

### How can I support my child's learning at home?

**1. Reading** – the number one barrier to accessing GCSE examinations is a student's ability to read and comprehend the questions, texts and extracts they are given. Encouraging them to read and reading with them helps to develop their vocabulary and builds confidence when they are discussing what they have understood and inferred. These are the best ways to help your child to access the content of the English GCSE curriculum.

**2. Actively support them with their homework** – An easy win: Your guidance, support and encouragement are key – helping your child to see the value in completing homework can be the difference in succeeding and failing at GCSE.

### What can I do with GCSE English Language and Literature?

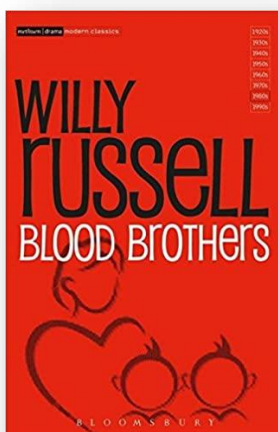
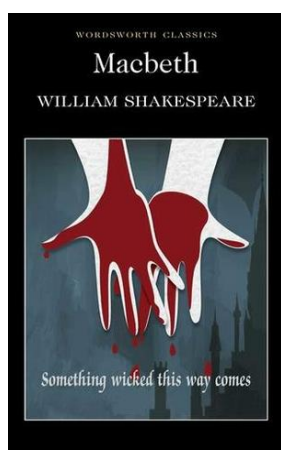
This can lead to

- A-levels and BTEC Courses – as a core subject, it is vital that students gain a GCSE in English to study A Levels at college or Sixth form. BTEC Courses will also ask for this qualification.
- Apprenticeships – Apprenticeships will often require students to have a GCSE qualification in English.

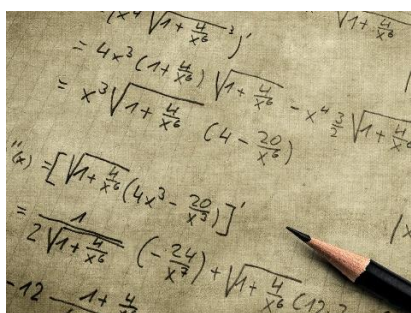
### Careers

A GCSE in English could be a starting point and lead to exciting and interesting careers such as:

- Marketing and copywriting
- Playwright
- Screenwriter
- Ghost writer
- Journalist
- Speech writer



## GCSE Maths



Maths underpins the world around us, and a good understanding of Maths will help with many everyday life activities from catching a train to managing personal finances, to baking a cake!

Maths GCSE will develop and test your knowledge and competency in three ways:

1. Mathematical Fluency – teaching you how to use mathematical skills and procedures on a variety of concepts; from the simple, to the more complex.
2. Problem Solving – teaching you how to approach unfamiliar multi-step questions.
3. Reasoning – teaching you how to communicate effectively and explain using mathematical ideas.

Students wishing to pursue future maths careers have a wide range to choose from. Many great mathematicians go into the fields of accountancy, actuary, and investment banking. Some take a more scientific root with computing, engineering sciences, statistical research, or research sciences. Mathematics is also essential for many designs, building and architectural careers.

There are, of course, many other roles that require a high degree of mathematical competency but are not their main component. These include medicine, politics, teaching, management and running a business. The reality is a good mathematics GCSE is certain to make a positive difference to any student's future study, career, and employment options.

### How will I be assessed?

Students will sit the AQA GCSE Maths qualification this is assessed by three examinations at the end of Year 11 each of which includes material from the entire syllabus (each of the 3 papers are out of 80 marks, worth one-third of the overall GCSE and are 1 hour 30 minutes in length each.)

GCSE mathematics is still assessed in tiered papers – meaning that some students will sit 'Foundation' exams, and some 'Higher' exams. The exam content is split into five areas and the weighting of these changes depending on what tier you are on:

Mathematical Content	Foundation	Higher
Number	25%	15%
Algebra	20%	30%
Ratio, Proportion and Rates of change	25%	20%
Statistics and Probability	15%	15%
Geometry and Measures	15%	20%

### How can I support my child's learning at home?

Sparx Maths is an excellent tool for independent learning and will help to embed the key skills needed in lesson (following examples, taking notes, applying methods to similar questions), as well as providing instant feedback on practice. After each assessment point students should receive a list of topics from their class teacher detailing where they lost marks and which tasks, they should complete to revise each skill.

## GCSE Combined Science



### What to expect at KS4 in Science

The principal focus of learning Science is to develop a deeper understanding of a range of scientific ideas in the subject disciplines of Biology, Chemistry and Physics. The aim is that by the end of Key Stage 4 (years 10-11) every student should have acquired the essential scientific knowledge and understanding they need to understand the world they live in. As an integral part of this students should also have developed a good understanding of the processes and uses of science. The Science they are taught should excite them, fire their curiosity, and provide a good foundation to study Science further.

Throughout the key stages, students will also work scientifically within their science lessons. Working scientifically is described separately at the beginning of the programme of study. Teachers will choose examples that serve a variety of purposes, from showing how scientific ideas have developed historically to reflecting modern developments in science. Students will also develop their use of scientific vocabulary, including the use of scientific nomenclature and units and mathematical representations.

*Science at KS4 is a core subject and therefore compulsory. Combined Science is a GCSE course and is worth 2 GCSEs; it is compulsory for all students who have not chosen Triple Science as an option.*

### AQA GCSE Combined Science Trilogy (2 GCSEs)

#### Content Overview:

**Biology:** Cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance variation and evolution, ecology.

**Chemistry:** 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.

**Physics:** Energy, electricity, particle model of matter, atomic structure, forces, waves, magnetism, and electromagnetism.

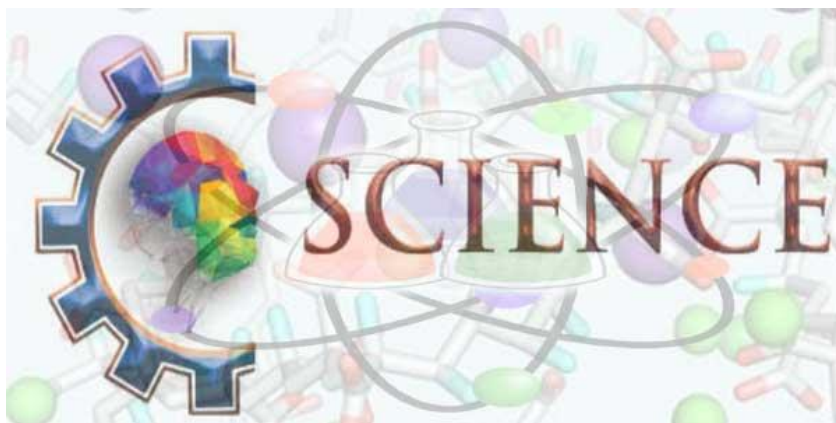
#### How will your child be assessed?

Students are formally assessed at the end of each unit and are given a GCSE grading to show their progress. These assessments are linear in content to mirror examinations done at the end of Year 11. Following this, students are given the opportunity to address any misconceptions and to improve their knowledge according to their most recent assessment. Students will also complete end of year exams in Year 10.

#### What kind of homework will be set?

A substantial piece of homework is set using Seneca and will be completed once a week in biology, chemistry, and physics – this is the minimum requirement – class teachers may choose to set further pieces of homework. Homework tasks will be based around examination style questions and students will be given one week to complete their homework to the best of their ability.

## Triple Science: GCSE Biology, GCSE Chemistry and GCSE Physics



### AQA GCSE Biology, Chemistry and Physics (3 GCSEs)

#### Content Overview

In Triple Science, the students study the same range of subjects/topics as Combined Science but in more detail and with some additions such as space, which is studied in Physics.

**Biology:** Cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance variation and evolution, ecology.

**Chemistry:** 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.

**Physics:** Energy, electricity, particle model of matter, atomic structure, forces, waves, magnetism and electromagnetism, and space.

The assessment methods are solely by exam at the end of Year 11 (6 exams – two per separate science).

*Science at KS4 is a core subject and therefore compulsory. If a student does not choose the Triple Science option, they will automatically complete the Combined Science course.*

#### How will your child be assessed?

Students are formally assessed at the end of each unit and are given a GCSE grading to show their progress. These assessments are linear in content to mirror examinations done at the end of Year 11. Following this, students are given the opportunity to address any misconceptions and to improve their knowledge according to their most recent assessment. Students will also complete end of year exams in Year 10.

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A substantial piece of homework is set using Seneca and will be completed once a week in Biology, Chemistry and Physics – this is the minimum requirement – class teachers may choose to set further pieces of homework. Homework tasks will be based around examination style questions and students will be given one week to complete their homework to the best of their ability.

## GCSE French



Bienvenue! Welcome to the Modern Foreign Languages department. In the MFL department we aim to bring a joy to language learning by providing excellent teaching and learning to ensure all learners achieve their full potential. The curriculum is designed to not only boost the confidence of language learning and linguistic ability, but also enjoyment of another language teaching pupils to be resilient in their efforts. Our curriculum will help shape a bank of skills that pupils will be able to take and develop for life-long learning and equip them with the skills they need to become a global citizen.

The KS4 curriculum falls in to six themes, which are outlined below. At GCSE we use Edexcel, and the exams are broken down in to four different parts: reading, listening, writing, and speaking. The speaking exam is completed under exam conditions with their class teacher and the other skills are tested in the hall under exam conditions.

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

*To support success at the end of the course, you are only able to pick the language that you have studied in Years 7-9, which is French.*

In KS4 we will do a cinema trip to Sheffield to watch a film in French, which is always well received. We also offer the opportunity to travel abroad so you can experience the culture and try communicating with the locals, depending on financial cost.

### Why learn a Language at GCSE?

Learning a language helps you to develop the skills below that future employers look for. Even Google has recently said that they look for these skills above STEM (science, engineering, technology, and maths) subjects, which they quote are developed in languages.

- Communicating and listening well
- Possessing different values and points of view
- Having empathy toward others
- Being a good critical thinker
- Making connections across complex ideas
- Learning a foreign language can improve your native language.
- Learning a language, even at lower proficiency levels, can stave off dementia by up to 4 years.
- Improving problem solving skills.

### What can languages do for me?

Speaking and learning another language complements any career. Languages make a perfect match alongside any subjects at A-Level and degree level (e.g., French and Law). Furthermore, it is part of the EBacc qualifications and is considered a “facilitating subject” at A-Level meaning it will help you get into the top universities, even if you do not plan to study languages at degree level.

Some popular careers involving languages are listed below, but the list is not exhaustive as languages really do benefit every job:

- ★ **Translator/interpreter** - This is a career available in every industry and you could find yourself working in the media (e.g., writing subtitles/dubbing films), sport (translating for athletes) or for governments (e.g., translating at the European parliament or in negotiations between two countries).
- ★ **Journalism** - Reporting for the international media or in different countries around the world.
- ★ **International companies** (including British based ones) regularly require their employees to speak two languages to allow them to work in different countries. They would rather hire someone who speaks a language over someone that does not, no matter how much you know. **YOU DON'T HAVE TO BE FLUENT AND KNOW EVERY WORD.**
- ★ **Law** – working with people in this country who do not speak English or people who need help for issues abroad.
- ★ **Teaching** in many different countries of the world
- ★ **Tourism** - People who speak another language are a huge asset for working at airports, hotels, as air cabin crew and even as tour guides.

## GCSE History



### What content will be studied?

The History department at Barnsley Academy follow the Edexcel GCSE specification. This content includes:

#### **Unit 1: Medicine in Britain 1250-present**

In this unit students will explore the main ideas about cause, treatment, and prevention of disease through time. They will look at improvements in surgery and the Government's response to issues of public health. Students will examine case studies in medicine such as the Black Death and the outbreak of cholera to assess how far medicine improved in each period. Finally, they will look at the role of factors such as science, religion, and individuals to change and improve medical care and treatment.

#### **Unit 1: The British sector of the Western Front; injuries, treatment, and the trenches.**

This unit is part of the wider Medicine in Britain unit and allows students to exam how ideas about medicine were applied in a real-life` situation- the Western Front during World War One. Students will look at the main injuries during the war and assess how far treatments improved at this time.

#### **Unit 2: Early Elizabethan England 1558-1588.**

This unit explores the reign of Queen Elizabeth I, examining the religious and political events that took place during her reign including conflict between Catholics and Protestants. Students will examine the relationship between England and Spain including events such as the Spanish Armada and will explain why the lives of ordinary people changed during this time, including the expansion of theatres and the growth of sports.

#### **Unit 2: Super-power relations and the Cold War 1941-91**

Within this unit students will examine the relationship between the USA and the USSR after WW2. Students will consider the reasons for an increase and decrease in tension during this period including events such as the building of the Berlin Wall and the Cuban Missile Crisis. Students will be encouraged to explain the consequences of events and explain the connections between them.

#### **Unit 3: Weimar and Nazi Germany 1918-39**

This unit explores the development of Germany after WW1. Students will study the creation of the new Weimar Republic and examine the political failures and successes of this government, leading to the growth in support for the Nazi Party. Students will examine the changes in the lives of German citizens under the Weimar government and then under the dictatorship of Hitler, considering how the experiences of women, children and minority groups changed during this time.

### **What skills will be developed?**

AO1: Knowledge and understanding of the features of events.

AO2: Explain and analyse historical events.

AO3: Explain and analyse sources.

AO4: Explain and analyse historical interpretations.

### **How will students be assessed?**

All units are assessed through exams taken at the end of the course. Students will be prepared for these through completing exam questions in lessons and through in-depth revision sessions.

*Paper 1:* Medicine in Britain and the Western Front- 1 hour 15, 52 marks, 30% GCSE.

*Paper 2:* Early Elizabethan England and Super-power relations 1 hour 45, 64 marks 40% GCSE

*Paper 3:* Weimar and Nazi Germany: 1 hour 20, 52 marks, 30% GCSE.

### **What homework will be set?**

Homework is a mixture of exam style questions and recap quizzes which underpin recall and extend pupils' knowledge.

Revision guides will be provided and will give helpful advice on exam technique and exam structure of each different style of question.



## GCSE Geography



**Examination Board:** Pearson's Geography Edexcel B

### Overview:

This exciting course is based on a balance between physical and human geography. It allows students to investigate the link between the two themes, and approach and examine the battles between the human-made and the natural worlds. In addition to this, you will also be taking an active part in a geographical fieldwork enquiry. You will undertake fieldwork opportunities for both physical and human elements of the course in year 10 and 11. Students who complete the course will have the skills and experience to progress onto A-Level and beyond.

### Assessment Method and Component Percentages:

**Paper 1: Global Geographical Issues (37.5%)** Written exam- 1 hour 30 minutes- **94** marks (including 4 marks for Spelling, Punctuation and Grammar)

**Section A:** Hazardous earth

**Section B:** Development Dynamics

**Section C:** Challenges of an urbanising world

**Paper 2: UK Geographical Issues (37.5%)** Written exam- 1 hour 30 minutes- **94** marks (including 4 marks for Spelling, Punctuation and Grammar)

**Section A:** The UK's evolving physical landscapes

**Section B:** The UK's evolving human landscapes

**Section C:** Geographical investigations

**Paper 3: People and Environment Issues – Making geographical decisions (25%)** Written exam- 1 hour 30 minutes- **64** marks (including 4 marks for Spelling, Punctuation and Grammar)

**Section A:** People and the biosphere

**Section B:** Forests under threat

**Section C:** Consuming energy resources

**Section D:** Decision making exercise.

### **How will I learn?**

You will learn through:

- Exam practice questions in every lesson.
- Regular feedback from staff and peers.
- Homework based on further research or revision.
- End of topic assessments for each unit.
- Individual and collaborative work both within lessons and for homework.

### **Career Potential:**

With a qualification in Geography, you will be able to access a wide range of opportunities. Geography was rated as the “must have A-level” (The Guardian, 2015) and is one of the top facilitating subjects that Russell Group universities look for. If you are not 100% certain on your career choices at this stage, studying Geography enables you to keep your options open. The following career paths are examples of the wide range of potential jobs open to Geography students: Oceanography; Business Management; Cartography; Nature conservation; Environmental Consultant; Incident Response Manager; Waste Management; Land Surveying; Development and Flood risk Manager; Town Planning; Travel Writer and Broadcaster; Catastrophe Risk Analysis; Meteorology; Geologist; Landscape Architecture; Traffic Planning; Geomorphology; Hydrography; Travel Consultancy; Analyst.



## **BTEC Travel & Tourism**



### **Overview:**

The aim of the BTEC Tech Award in Travel & Tourism is to actively engage students in the investigation of the travel and tourism industry. Students will develop an understanding of the nature of the travel and tourism industry as well as the contribution it makes to the UK economy. Students will build an awareness of the health and safety issues central to the industry as well as the importance of sustainability and the impact of leisure and tourism on the environment. Students will explore the functions of sales and marketing in the leisure and tourism industry.

### **Assessment Method and Component Details:**

This qualification is taught over 120 guided learning hours (GLH). It includes three components, two of which are coursework-based (controlled assessment) with the other assessed externally through a 2-hour exam (Component 3). For the externally assessed unit, students are given two opportunities to sit the exam in Year 11 with the best mark counting towards their overall grade.

Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism				
Component number	Component title	GLH	Level	How assessed
1	Travel and Tourism Organisations and Destinations	36	1/2	Internal – externally moderated
2	Customer Needs in Travel and Tourism	36	1/2	Internal – externally moderated
3	Influences on Global Travel and Tourism	48	1/2	External Synoptic

### **How will I learn?**

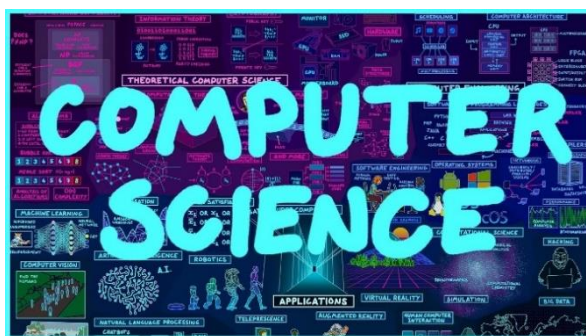
You will learn through teacher guidance and independent practice, regular feedback from staff and peers, homework based on further research or revision, individual and collaborative work both within lessons and for homework.

### **Career Potential:**

A Travel and Tourism BTEC qualification demonstrates to potential employers the specialist skills/knowledge you have acquired. For example, research skills, excellent time management, that you can work in a team, and that you have the necessary 'people' skills to manage others effectively. Potential employment could include:

- Driving cars, lorries, buses, trains or flying planes.
- Airline cabin crew and train staff which help passengers use the transport.
- Controlling transport networks, air traffic controllers and transport schedulers.
- Travel agents that help customers plan and book their travel and tour guides/resort reps that help people once they arrive at their holiday destination.

## GCSE Computer Science



This course covers all aspects of Computer Science and allows students to create their own coding. The course covers:

**Unit 1** - Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural, and environmental concerns associated with computer science.

**Unit 2** - Computational thinking, algorithms, and programming: Students apply knowledge and understanding gained in unit 1. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic, and translators.

### How will your child be assessed?

Students will complete regular assessments in lesson and complete programming tasks during the course to develop their skills to design, write, test, and refine programs. At the end of Year 11, Unit 1 and Unit 2 are assessed with two 90-minute written exams, each with an equal weighting of 50% of the GCSE.

### What kind of homework will be set?

Students will be expected to complete a range of activities for homework including online quizzes, Seneca, and revision.

### How can I support my child's learning at home?

Students can be supported by you offering support completing homework, the use revision guides at home and access Seneca to further their understanding. There are also various websites that can be used to develop knowledge such as BBC Bitesize and Smart revise.

### What can I do with GCSE Computer Science?

This can lead to

- A-levels (Computer Science)
- Apprenticeships

### Careers

This could lead to careers in:

- Cyber Security
- Forensic computer analyst
- Games developer
- Information systems manager
- IT consultant
- Web designer

## **Cambridge National – Creative iMedia**



This qualification aims to equip young people with the knowledge, understanding and skills they need to design and make, effective digital products for others to use. They will complete 4 Units, which will include:

- Pre-production skills - Students are introduced to a range of essential pre-production techniques used in the creative and digital media, including client brief, time frames, deadlines, and preparation techniques.
- Creating digital graphics - Building on the skills and understanding students will explore where and why digital graphics are used and the techniques that are involved in their creation. They apply their skills and knowledge in creating digital graphics for a specific client brief.
- Creating an animation– Students will create an animation for a new product like the startup screen for a new mobile phone. This will involve developing skills in Animation Software to create a fully functional animations and with relevant images and sounds to match a client brief.

### **How will my child be assessed?**

Assessment is made up of based on the multimedia projects that will be completed in lesson. Then a practical examination based on Pre-production skills worth 40%. The other units will be assessed internally using coursework and will make up 60% of the overall grade.

### **What kind of homework will be set?**

Students will be expected to complete a range of activities for homework including research, creating storyboards and planning.

### **What can I do with a Cambridge National in Creative iMedia?**

This can lead to

- A-levels (Media and many more)
- BTEC Courses (L2/3 Media or ICT)
- Apprenticeships

### **Careers**

This could lead to careers in

- Animation
- Graphics design
- Film production
- Website developer

## **GCSE Business**



This course covers all aspects of business and allows students to run their own business to build up real skills for their future. The course covers:

- Business structures, including the different ways to set up a business.
- Marketing, including advertising, development of products, setting the best price.
- Recruitment, how businesses get the right staff and keep them working well.
- Business operations, including how businesses produce the things we buy.
- Finance, including how businesses get the money to set up and operate and how they make a profit.
- Influences on businesses, including the environment and how many businesses are operating around the world.

### **How will your child be assessed?**

Students will complete regular assessments in GCSE Business and mock examinations. At the end of Year 11 Unit 1 and Unit 2 are assessed with two 90-minute written exams, each with an equal weighting of 50% of the GCSE. Some questions will be multiple choice, some will be extended writing.

### **What kind of homework will be set?**

Students will be expected to complete a range of activities for homework including online quizzes, Seneca, Business Ed, research tasks and exam practice.

### **How can I support my child's learning at home?**

1. Students can be supported by you offering support completing homework and encouraging the use of revision guides/resources at home.
2. There are also various websites that can be used to develop knowledge such as Seneca, BBC Bitesize or [www.businessed.co.uk](http://www.businessed.co.uk).

### **What can I do with GCSE Business?**

This can lead to

- A-level (Business, Accounting, Economics and many more)
- BTEC Courses (Business, Administration, Accounting etc)
- Apprenticeships

### **Careers**

This can lead to

- Setting up your own business
- Management
- Human Resource management
- Business planning

## GCSE Photography



### Description and Content:

Work in Photography should form a means of personal enquiry and expression involving the selection and manipulation of images. You must employ creative approaches which go beyond observation and recording. You will learn traditional elements of dark room practice, but the course predominantly explores and develops digital media.

Unit 1: Digital Portfolio	Unit 2: Exam
Project 1: Still Life Project 2: Portraiture	Paper received in January of Y11 with multiple themes to choose from. Preparatory period followed by 10-hour timed period.
60% of GCSE grade*	40% of GCSE grade*
AQA: GCSE grading 1-9	

*\*Both units internally marked and externally moderated.*

### Materials:

There is no requirement to buy an expensive DSLR camera as these are available in school for exploring more technical aspects of Photography. A smartphone with a camera will more than suffice. We encourage Photography students to supply their own smartphone data cable (most cables can be picked up cheaply from shops like B&M and Poundland).

### What kind of homework will be set?

Like all subjects you will be expected to complete home learning tasks. This will become increasingly important when pursuing your own interests within Photography. Extended study or enrichment sessions will also be available outside of school hours. Most homework task will be set by the teacher and based around the project/s the students are working on. Most of the homework set in Photography will be to complete photo shoots which are vital for success in the subject.

### Why Study Photography?

The course encourages the exploration of photography as an artistic medium. It combines well with more traditional subjects, providing an outlet for creativity. Photography can be a useful addition to a student's portfolio of qualifications and can also help to secure admission to college courses or university as well as careers within design, advertising, marketing, film, television etc.

## GCSE Fine Art



### Description and Content:

Work in Fine Art should form a means of personal enquiry and expression involving the selection of materials, media, and artistic processes to explore, create and refine. You have the option to develop your drawing and mark making abilities and have the opportunity to experiment with a variety of different art materials.

Unit 1: Digital Portfolio	Unit 2: Exam
Project 1: Portraiture (Theme: Reflection) Project 2: Ceramics (Theme: Messages, Limitation or Narratives)	Paper received in January of Y11 with multiple themes to choose from. Preparatory period followed by 10-hour timed period.
60% of GCSE grade*	40% of GCSE grade*
AQA: GCSE grading 1-9	

*\*Both units internally marked and externally moderated.*

### Materials:

We recommend purchasing some of the most basic specialised art materials for home use including sketching pencils, colour pencil crayons, water colour paints, set of brushes and A2 or A3 folder. These can be purchased from a variety of shops such as B&M and The Range and can suit a range of budgets. We also have equipment available in school for students to loan.

### What kind of homework will be set?

The courses require you to become an independent learner. Like all subjects you will be expected to complete home learning tasks. This includes consistent, daily diary/journal entries working to complete the 4 R's; Research, Reproduce, Re-imagine, and Recreate. A minimum of 3 hours and up to 6 hours per week as "good artwork takes time". To support this, extended study or enrichment sessions will also be available outside of school hours including frequent attendance to termly Saturday School sessions.

### Why study Fine Art?

This course can lead to post-16 courses and careers in Art and Design, Ceramics, Jewellery, Environmental design, Illustration, Product design, Photography, Film, Textiles and Printing, Interior design, Computer graphics and animation, Marketing and Advertising, Theatre, Teaching, Galleries and Cultural organisations, Leisure Industries, etc.

## WJEC Vocational Award – Hospitality & Catering



### **Description and Content:**

The WJEC Level 1/2 Hospitality and Catering course is an exciting course in which you will develop your food preparation skills and food service knowledge. You will learn and demonstrate a range of cooking skills, making a variety of dishes including bread, pasta, pastry, baked goods, and meat/fish recipes, which you will style creatively. Furthermore, you will develop your understanding of diet, health, nutrition, safety, and sustainability in the Hospitality & Catering sector. You will learn how providers operate and what they must consider to be a successful business.

Unit 1: The Hospitality and Catering Industry (Exam)	Unit 2: Hospitality and Catering in Action (Coursework)
External assessment in the form of a written examination: 1-hour 30minutes.	Research, plan, prepare, cook, and present nutritional dishes. 12 hours (including a 3-hour practical assessment).
Topics covered: The hospitality and catering industry, hygiene and safety, types of service, job roles, food poisoning, health & safety laws, environmental health.	Topics covered: Nutrition, diets and dietary requirements, menu planning, environmental considerations, skills and techniques, commodities, serving and presentation.
40% of grade*	60% of grade**
WJEC: Pass, Merit, Distinction	

*\*Unit 1 Externally marked \*\*Unit 2 internally marked and externally moderated.*

### **Ingredients:**

Most ingredients will be provided by the Academy; we ask for a voluntary donation to subsidise these costs. Support will be provided for Pupil Premium/Free School Meals students.

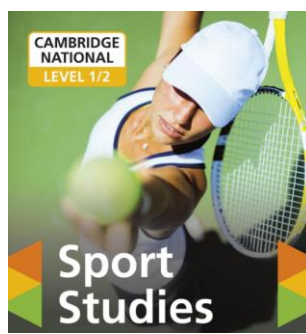
### **Homework:**

Most homework tasks will be set by the teacher and based around the project/s the students are working on.

### **Why study Hospitality & Catering?**

By studying food preparation and nutrition you will develop an interest in the creative aspect and enjoyment of food as well as technical food preparations skills. This course can lead to careers within hospitality and catering sectors including chefs, hospitality hosts, relations managers, hotel catering and management etc.

## **Cambridge National – Sports Studies**



### **What to expect in Vocational Sport?**

Vocational Sport consists of three units, two of which are internally assessed coursework units, with the final unit being an externally assessed examination. Each year, the PE department assesses which qualification is best suited for the cohort of students choosing this option. The qualifications that may be taken by students are the OCR Cambridge National in Sport Studies or the BTEC Tech Award in Sport.

You may be interested in OCR Cambridge Nationals course in Sports Studies if you want an engaging qualification where you will use your learning in practical, real-life situations, such as: understanding contemporary issues in sport and how they impact on different sporting activities, applying your skills as both a performer in two different sporting activities and as a leader in one sporting activity, how to be a sports leader, through using your initiative to solve problems and making decisions when dealing with rapidly changing conditions and situations. understanding the relationship between sport and the media and applying this to real life examples, how to evaluate and interpret the different ways in which sport is represented by the media and applying your skills to participate in an outdoor and adventurous activity in a natural setting and environment.

The BTEC Tech Award in Sport focuses on preparing participants to take part in sport and physical activity, taking part and improving other participants sporting performance, and developing fitness to improve other participants performance in sport and physical activity. Learners will also explore the different types of participants and their needs in order to gain an understanding of how to increase participation for others in sport and physical activity and further develop their knowledge and understanding of anatomy and physiology. Learners will undertake practical sessions to develop skills in planning and delivering sports activity sessions to participants. The qualification enables learners to develop their sector-specific skills, such as sport analysis and sports leadership, using realistic vocational contexts, and personal skills, such as communication, planning, time management and teamwork through a practical and skills-based approach to learning and assessment.

All sequences of learning are underpinned by differentiation, challenge and a range of assessment opportunities that actively involve students so that they know how to close the gaps in their learning.

### **How will your child be assessed?**

60% of the course will be assessed through coursework-style internally assessed units with 40% assessed externally through a 75 – 90-minute written exam. Students are assessed formatively throughout the course in a range of ways such as presentations, written work and video assessments. For the externally assessed unit, students are given two opportunities to sit the exam with the best mark counting towards their overall grade.

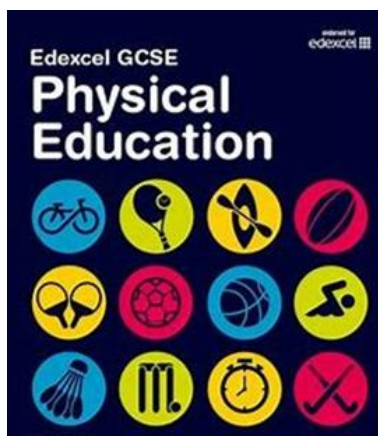
### **What kind of homework will be set?**

All students will receive homework, when necessary, that is differentiated to suit a range of learning needs. This will ensure that it is both accessible and challenging. Tasks include research, planning, practice exam questions, developing approaches to revision, as well as a number of other tasks depending on your child's learning needs.

### **How can I support my child's learning at home?**

1. **Be physically active** – research has proven that school age pupils who are regularly physically active achieve better exam results in all subjects. For the purposes of this subject, regular and varied physical activity can improve both student understanding and performance in a range of sports. This can directly affect the level of knowledge that can be applied within sporting contexts for assessments.
2. **Watch sport** – whilst a large number of students take part in sport, a fewer number regularly watch a variety of sport, particularly at elite level. Observation of a variety of sports can encourage students' analytical skills, and develop their understanding of how skills, tactics, and components of fitness are applied at the highest level.
3. **Support students' completion of homework** – Homework will be set regularly. Homework builds upon work covered within lesson time and it encourages students to recap, apply, and develop their understanding of the subject.

## GCSE Physical Education



### What to expect in GCSE PE?

GCSE PE consists of two externally examined papers and two non-examined assessment components. Components 1 and 2 are externally examined and will be assessed in May/June in any single year. Components 3 and 4 may be assessed at any point during the course and are internally assessed but moderated externally to ensure that marks are in line with National Standards. Component 3 is an assessment of practical performance in sport, and learners are assessed in 1 team sport, 1 individual sport and 1 other sport. Component 4 is a Personal Exercise Programme which is written and completed by learners. It is recommended that learners play at least 1 team or individual sport competitively outside of school in order to succeed in this qualification.

GCSE in Physical Education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students will also gain understanding of how physical activities benefit health, fitness and wellbeing.

### ***The aims and objectives of this qualification are to enable students to:***

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance.
- understand how the physiological and psychological state affects performance in physical activity and sport.
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.
- develop their ability to analyse and evaluate to improve performance in physical activity and sport.
- understand the contribution that physical activity and sport make to health, fitness and wellbeing.
- understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.

### How will your child be assessed?

- External examinations make up 70% of the course. Component 1 examination is based on fitness and the body systems and is 1 hour 30 minutes long. Component 2 examination is based on health and performance and is 1 hour and 15 minutes long.
- Practical sports performance makes up 30% of the course, and this will be internally marked and externally moderated. The final 10% of the course is the completion of the Personal Exercise Programme, and again this will be internally marked and externally moderated.

### **What kind of homework will be set?**

All students will receive homework, when necessary, that is differentiated to suit a range of learning needs. This will ensure that it is both accessible and challenging. Tasks include research, planning, practice exam questions, developing approaches to revision, as well as a number of other tasks depending on your child's learning needs.

### **How can I support my child's learning at home?**

1. **Be physically active** – research has proven that school age pupils who are regularly physically active achieve better exam results in all subjects. For the purposes of this subject, regular and varied physical activity can improve both student understanding and performance in a range of sports. This can directly affect the level of knowledge that can be applied within sporting contexts for assessments.
2. **Watch sport** – whilst a large number of students take part in sport, a fewer number regularly watch a variety of sport, particularly at elite level. Observation of a variety of sports can encourage students' analytical skills, and develop their understanding of how skills, tactics, and components of fitness are applied at the highest level.
3. **Support students' completion of homework** – Homework will be set regularly. Homework builds upon work covered within lesson time and it encourages students to recap, apply, and develop their understanding of the subject.

## GCSE Music



### What to expect in KS4?

Students will study Eduqas GCSE Music. This course is ideal for any student with a passion and talent for Music. It provides opportunities to build practical skills and technical knowledge through exploration of a range of styles of music. Students can develop their performance ability in a range of instruments and learn how to compose their own music using computer software.

### **Component 1: Performing (30%)**

In this component, you will develop your performance skills on your chosen instrument, working towards a performance of two pieces, at grade 3 standard or above, for 4-6 minutes. You will engage in classroom and one-to-one tutoring activities to improve your technique, instrumental control, expression, and musicality.

### **Component 2: Composition (30%)**

In this component, you will participate in workshops and classes where you will develop technical, expressive, and creative skills to compose your own pieces of music. You will be required to compose two pieces of music. One composition will be devised based on a brief provided by Eduqas whereas the other can be the learner's choice and can explore various styles of music.

### **Component 3: Listening and Appraisal (40%)**

This component will provide a rigorous understanding about the contextual, theoretical, and technical elements which underpin pieces across four set areas of study (AOS). The content for this will be delivered through a series of workshops and classroom-based activities which will give learners the opportunity to learn about the contextual elements of music while engaging in practical performance and compositional based activities.

AOS1: Musical Forms and Devices

AOS2: Music for Ensemble

AOS3: Film Music

AOS4: Popular Music

### What potential careers will studying Music support?

Music producer, Teacher, Music Therapist, Musician, Sound Designer, Sound Engineer, Sound Technician, Arts Administrator, Broadcast Engineer, Community Arts Worker, Event Manager, Marketing Executive, Radio Broadcaster, Radio Producer, Talent Agent.

## **GCSE Statistics**



### **The course and assessment**

We will be working towards the AQA GCSE Statistics qualification. This is assessed through two 1 hour & 45-minute exam papers at the end of Y11. Both papers have a total of 80 marks and a calculator is permitted for both exams. We run both the Foundation (Grade 1-5) and Higher (Grade 3-9) qualifications concurrently.

### **Homework and home support**

Every student studying GCSE Statistics will be provided with a CPG Revision Guide to take home for support. Each week staff will direct students to appropriate topics to revise at home. Most students struggle initially with the subject specific terminology involved in GCSE Statistics, so we encourage the use of flashcards and mini quizzes to support with definition learning outside of lesson time.

### **Subject content**

There is a large crossover between topics learnt in GCSE Maths with topics learnt in GCSE Statistics, meaning strong Mathematicians will benefit from studying this course. There is also a significant crossover with GCSE Geography, History and Business including a lot of map and graph-based skills.

The main topics covered fit into the following steps of data collection:

- Planning a clear strategy for collecting data, including identifying questions and hypotheses
- Recognising the benefits, constraints and ethics involved in data collection and how we can collect data using different methods.
- Creating data visualisations (using maps, graphs, and charts)
- Calculating statistical measures
- Interpreting the results of a statistical investigation, discussing the validity and reliability of findings, and writing clear conclusions

### **Where can GCSE Statistics take me?**

This qualification is ideal for students wanting to study Maths further, at college level, for A level, and beyond. Statistics is about making decisions where there is uncertainty. It gives students the skills to collect, analyse, interpret, and present data. GCSE Statistics opens the door to a variety of careers including, weather forecasting, biological sciences, business, finance, market research and data analysts. Following the COVID 19 pandemic statistics and data have become more relevant than ever, used in daily briefings, and seen frequently in the news, this is a growing industry and skills learnt in this course will prepare students for the modern and technologically advanced world.

# GCSE Religious Studies

## WELCOME TO EDUQAS GCSE RELIGIOUS STUDIES



Religious and moral issues are always in the news – but is the information given always reliable, fair, balanced, and impartial? In GCSE Religious Education, you will get the chance to answer this question and much more, you will:

- Gain an understanding of the beliefs, teachings, and practices of **two** major world religions.
- Explore the **opinions** and convictions of religious and non-religious believers, and the issues and challenges that affects them.
- Explore **ultimate** questions such as: “Was the Universe created?” “Does human life have purpose?” “If God exists, why does evil exist?” “Are some actions always wrong?” “Is there a life after death?”
- Improve your understanding of the many contemporary ethical and religious issues that arise in societies across the **world**.
- Improve your **philosophical** and **critical** thinking skills and your ability to think conceptually.
- Improve your extended writing skills and your ability to explain in depth and to present **arguments** and **counter arguments** in a logical, coherent, and intelligent way.

### PLANNING AHEAD...

#### **Component 1: Religious, Philosophical and Ethical Studies in the Modern World (50% of qualification)**

- This Component provides you with the opportunity to study four Philosophical themes:
  1. Issues of Relationships
  2. Issues Life and Death
  3. Issues of Good and Evil
  4. Issues of Human Rights
- Exam = **4** questions in **2** hours; answer **all** questions.

#### **Component 2: A Study of Christianity (25% of qualification)**

- This Component provides you with the opportunity to undertake an in-depth study of Christianity as a world religion. You will look at Christian beliefs, teachings and practices and the impact they have on communities and individual believers.
- Exam = **2** questions in **1** hour; answer **all** questions.

### **Component 3: A Study of a World Faith- Islam (25% of qualification)**

- This Component allows an exploration of one other world faith from a choice of five. You will study Islam. You will study Islamic beliefs, teachings and practices and the impact they have on the lives of these believers.
- Exam = **2** questions in **1** hour; answer **all** questions.

#### **What skills will you develop?**

- **AO1** is to demonstrate knowledge and understanding of religion and belief (50% of the assessment weighting – Questions a. b. c.)
- **AO2** is to show analysis, evaluation, and critical thinking (50% of the assessment weighting – Question d.)

#### **How will studying GCSE Religious Studies help me in my career?**

The transferrable skills developed by studying Religious Studies are actively sought by employers. These include the ability to:

- Understand how multi-faith, multi-cultural and secular societies function.
- Understand and show respect for the beliefs and teachings behind the diverse views and practices within societies.
- Engage in debates in such a way that recognises the right of others to hold different views, whilst still having the informed conviction (determination) to stand by your own.
- Communicate clearly and effectively in discussion and in extended writing.
- Construct well informed and reasoned arguments that can be justified.
- Use critical thinking skills to interrogate (question) accepted norms and media output.

## **GCSE Citizenship**



### **What to expect in GCSE Citizenship?**

Citizenship is about how people take an active part in democratic politics and work together for a better society, locally, nationally, and globally. Students will learn about power, democracy, the operation of government and the legal system, and the role of the UK in the wider world. They will explore and learn about different controversial and topical issues with political, social, ethical, economic, and environmental dimensions in local to global contexts. They will experience taking citizenship action and learn from trying to make a difference themselves.

### **What content will be studied?**

The course content is divided into five themes:

A: Living together in the UK

B: Democracy at work in the UK

C: Law and Justice

D: Power and Influence

E: Taking Citizenship Action

For Theme E: Taking Citizenship Action, students must carry out an in-depth, critical investigation and action. This can be based on any aspect or issue arising from the course content and should be designed to have an impact locally, nationally, or globally.

### **How will I be assessed?**

Progress throughout the course will be monitored by regular assessments in school. The final GCSE assessments will be in the format of two 1 hour 45-minute exams which will examine the taught topics in one paper and the research topic in the other.

### **How will studying GCSE Citizenship help me in my career?**

Citizenship is an ideal preparation for A Level subjects like Law, Philosophy, Government and Politics and History. Careers in Law, the Public Sector, Politics, Diplomacy, Social Work, Local and National Government would all be well served by Citizenship Studies