



OPTIONS2026

KEY STAGE 4 CHOICES AT LODDE HEATH SCHOOL

INFORMATION FOR PARENTS & CARERS

Dear parent/carer

Introduction

Selecting subjects for study in Years 10 and 11 is an important and sometimes challenging process. To assist you and your child in making informed decisions, we have prepared this booklet alongside a range of additional resources. Within these pages, you will find detailed information about the subjects available, as well as an overview of the wider curriculum, ensuring you have a clear understanding of how all elements fit together.

The Curriculum

We live and work in a rapidly changing world. In response, our curriculum is designed to maximise opportunities for students as they progress beyond Lode Heath School. We offer a broad and balanced range of high-quality qualifications, enabling students to specialise without inadvertently limiting future career pathways.

Our Key Stage 4 curriculum includes new GCSE and vocational subjects such as Photography, BTEC Travel and Tourism, Health and Social Care, GCSE Media Studies, and GCSE Statistics. Although these subjects have not been studied in Years 7-9, students have participated in introductory sessions to gain insight into each option.

In addition, all students will continue to receive education in Citizenship, Personal and Social Development (PSD), and Economic and Financial Wellbeing through Character and Personal Development lessons and across individual subjects.

Further Information

To ensure families are fully supported throughout the options process, we provide the following:

- **Options Evening:** A presentation on the process, opportunities to visit subject-specific displays, and discussions with specialist teachers.
- **Online Resources:** Pre-recorded videos, supporting materials, and links to further guidance.
- **Frequently Asked Questions:** Comprehensive sheets addressing common queries about pathways.
- **Year 9 Consultation Evening:** An opportunity for personalised advice and clarification.
- **Individual Pathway Guidance:** For subjects offering both GCSE and vocational routes, such as Computer Science and iMedia.
- **Dedicated Email Support:** Queries can be directed to options@lodeheath.org.uk.
- **Careers Advice:** Access to an independent career's advisor for broader guidance.
- **Specialist Support:** Opportunities to meet curriculum leads, SEND specialists, and pastoral staff during the Options Evening.

We strongly encourage you to utilise these resources and contact us with any questions. Senior staff are available via telephone and email.

The deadline for returning the options choices is Friday 13th March midday.





Important Considerations

Students should keep an open mind when reviewing all subjects before making their final choices by the stated deadline. A follow-up curriculum event will be held early in Year 10, with further details provided nearer the time.

The Significance of These Choices

Post-16 education providers, such as Solihull Sixth Form College, typically require students to achieve at least two GCSEs at grade 6 or above, plus three additional GCSEs at grade 4 or higher, including English and Mathematics. Competition for places remains strong; therefore, students should aim for grade 6 or higher in subjects they intend to pursue further.

Please note:

Students who do not achieve a grade 4 or above in English and/or Mathematics must continue to study these subjects until the age of 18.

English, Mathematics, and Science are considered essential facilitating subjects for future education and employment. Students should prioritise achieving the highest possible grades in these areas.

Studying a Modern Foreign Language & Pathways

The choice to study French or German is available to all students and is one that we recommend to a significant number of students. This is because a good qualification in a Modern Foreign Language is seen as a distinct advantage, and allows students to secure the English Baccalaureate, or the EBacc, which is a complement of qualifications seen as enabling successful candidates to have the opportunity to enter the best universities.

- **Green Pathway** students are those who have made at least good progress in either French/ German, and for whom we recommend continued study.
- **Yellow Pathway** students are those who are free to choose to study French/ German as part of the options process.

Your child has received a pathway based on our recommendations which best fits our understanding of your child. Should you wish to discuss making a change to this, you should speak with Ms Summers, or email ssummers@lodeheath.org.uk

Pathway Options		Humanities	A:	B:	C:
Green (EBacc)	✓	GCSE French or German only	✓	✓	✓
Yellow	✓		✓	✓	✓

The pathway will be detailed on your student’s personalised record on Synergy available from Friday 30th January.

Studying GCSE History or Geography

All students must select either GCSE History or GCSE Geography. While both subjects are available to all, we recommend Geography for some students due to the higher literacy demands of History.

Vocational Options

We are pleased to offer a Hairdressing and Beauty Therapy course, supported by our newly equipped on-site salon

Important points to note.

Whilst everything will be done to ensure your child studies their first-choice subjects, there may be instances where this cannot be granted. If this occurs, an alternate/reserve choice will be offered and you will be informed via letter or email – if you do not hear, no news is good news! **It is vital, therefore, that choices, including alternate/reserve choices, are made very carefully.**

- Courses will only run when group sizes are viable.
- When a course is oversubscribed, we will consider future pathways, Attitude to Learning and Behaviour for Learning scores to help us decide which students will be offered a place and who will be given their alternate/reserve choice.

When selecting subjects, consider:

- Current attainment and pathway grades, on, above or below target.
- Personal strengths and interests.
- Career aspirations and future opportunities.
- The advice and guidance available.

I wish you and your child all the best at this exciting stage in their education and look forward to seeing you all at the forthcoming events.

Ms S Summers
Deputy Headteacher, Curriculum and Assessment

Make Your Choices...

Core Subjects:

EVERY Lode Heath School student will study the following subjects as part of our core curriculum:

- GCSE English Language and GCSE English Literature
- GCSE Mathematics
- GCSE Science – either Separate Sciences (Triple Award) or Combined Science
- Physical Education (non-GCSE)

Core Choice:

EVERY Lode Heath School student will study one of the two following Humanities subjects as part of our core curriculum:

- GCSE History **OR** GCSE Geography

Optional Subjects:

You must choose **ONE** subject from each of the Optional Subject columns A, B, or C as well as a reserve:

Option Set A:

GCSE French/German
OR
GCSE Art & Design**
GCSE Geography/ History
BTEC Technical Award in Sport**
BTEC Travel and Tourism
Cambridge National Certificate in Enterprise and Marketing **
Cambridge National Certificate in iMedia
GCSE Statistics
City and Guilds Technical Award in Hair and Beauty Level 2
GCSE Computer Science

Option Set B:

GCSE French/German
OR
GCSE Physical Education**
BTEC Health and Social Care
GCSE Philosophy & Ethics
Cambridge National Certificate in Enterprise and Marketing **
Cambridge National Certificate in iMedia
City and Guilds Technical Award in Hair and Beauty Level 2
GCSE Photography
GCSE Art & Design**

Option Set C:

WJEC Performing Arts in Drama
Cambridge National Certificate in iMedia**
GCSE Music
GCSE Design & Technology**
GCSE Food and Nutrition*
BTEC Technical Award in Sport**
BTEC Health and Social Care
GCSE Business Studies**
GCSE Media Studies
GCSE Photography
GCSE Statistics

Important points to note:

- These are subject to change
- Subjects marked with an asterisk (*) may only be chosen as a first-choice option, not as a reserve.
 - Students cannot select two qualifications from the same subject family (e.g., GCSE PE and BTEC Sport**; Business Studies and Marketing & Enterprise**, Art and Design Technology**).
 - The majority of students will study Combined Science, resulting in two GCSEs. Places on the Separate Science course will be offered only to the highest-performing students based on Year 9 assessments and learning behaviour scores.



Introduction

All students will undertake GCSEs in both English Language and English Literature resulting in two GCSEs. Both courses are statutory. The GCSEs are in the form of linear courses, meaning that the examinations are taken at the end of the course in Year 11. GCSE English Language provides students with critical life skills that will help them understand the rest of the curriculum as well as the world around them. Furthermore, it provides them with core skills that are crucial in helping them to obtain a place at college and university. Moreover, it develops the key skills needed in lots of different careers ranging from law to administration to journalism. As English Language covers such a wide range of core reading and writing skills and literature from across centuries, students should start to see and question the world with a new understanding.

Students are also given the opportunity to study GCSE English Literature and are able to engage with a wide variety of texts and poetry.

English Language

The GCSE syllabus will balance knowledge, understanding and skills to enable students to become effective learners and to provide a solid foundation for their continuing educational journey. The course will allow students to:

- Develop the ability to communicate clearly, accurately, and effectively when speaking and writing
- Learn how to use a wide range of vocabulary and how to use correct grammar, spelling, and punctuation
- Develop a personal style and an awareness of the audience being addressed.

Assessment of the English Language course is by external examinations of two papers, with a total weighting of 100% consisting of:

- Responding to non-fiction and fiction texts (50%)
- Two writing tasks (50%)
- In addition, students must also undertake one speaking and listening oral assessment (this will be assessed in school, and the mark will appear on your examination certification, but will not count towards the final GCSE mark/grade).

English Literature

English literature will focus on four areas of classic literature, including a Shakespeare play, an aspect of a modern work of fiction in the English Literary Heritage, a 19th century novel and poetry. Within the poetry section, students will be assessed on unseen poetry and poems from an anthology that they have studied prior to the exam.

Assessment of the literature course is through the external examination of two papers consisting of:

- One response to a modern drama text
- One response to a Shakespeare text
 - One response to a 19th century novel
- One comparative response to seen poetry and two responses to unseen poetry



Stewart Hemley as Macbeth

EDEXCEL GCSE MATHEMATICS

Introduction

Throughout the next two years students will be working towards a final GCSE assessment.

They will study the Edexcel syllabus matched to their ability, following on from the work done in previous years. It will extend knowledge of, and improve skills, in: number, algebra, and ratio, and proportion, rates of change, geometry, probability and statistics.

Students will develop skills in using and applying mathematics, as there will be a big emphasis on problem solving.

Assessment

GCSE Mathematics is a linear course which means the examinations are at the end of the course in Year 11. They will test knowledge, understanding and use of all the aspects of mathematics stated above.

There will be three papers of 1.5 hours each:

- One non-calculator paper
- Two calculator papers

All of these aspects will be assessed at Key Stages during Years 10 and 11. This will enable your child to not only experience GCSE questions but enable them to track their progress throughout this time.

Equipment

It is important that your child has their own equipment available for use in school, for homework and for examinations. This should include a ruler, protractor, pair of compasses and a fractional scientific calculator, as well as pens, pencils, rubber, and pencil sharpener.

Students are expected to bring this equipment to all mathematics lessons.

AQA GCSE SCIENCES

EVERY student in Years 10 and 11 will study Science.

All students in Year 10 and 11 will continue to study science at Lode Heath. We offer two pathways through Key Stage 4, as outlined below.

Students will follow the most appropriate course based on their previous experiences and ability demonstrated at Key Stage 3.

AQA COMBINED SCIENCE

The GCSE Combined Science (Trilogy) Double Award (x2) Course

Students studying Combined Science: Trilogy will cover the three science disciplines of biology, chemistry, and physics. Combined Science: Trilogy takes a logical and coherent journey through the familiar and new content.

Students will follow the syllabus provided by the AQA examination board. The course will be taught on a linear basis with all examinations at the end of Year 11.

Assessment

- Six papers: Two Biology, two Chemistry and two Physics. Each will assess different topics.
- Duration: All papers are 1 hour 15 minutes.
- Tiers: Foundation and higher.
- Weighting: The papers are equally weighted. Each is worth 16.7 % of the grade and has 70 marks.
- Question types: Multiple choice, structure, closed, short answer and open response.

Practical Work

There are 16 required practical's set out in the specification that students must experience and be familiar with the apparatus and techniques.

Students will conduct this practical work in lesson time and the written exams will include questions that draw specifically on students' practical science experience. At least 15% of marks for each GCSE will be allocated to these questions.



AQA GCSE BIOLOGY/CHEMISTRY/PHYSICS

Introduction

We are also offering some students the opportunity to study separate sciences at Lode Heath. This course is to target and motivate our highest achieving students at Key Stage 3. These students must be very hard working and have a genuine interest in science. They may already have a career in mind that is science based. This course will lead to three separate GCSE qualifications in Biology, Chemistry and Physics by the end of Year 11.

Whilst Combined Science is the foundation to Advanced level study, the Separate Science course has a greater breadth as it covers a greater number of topics.

Biology Assessment

- Two papers: Each paper will assess knowledge and understanding from different topics.
Paper 1 covers cell biology; organisation; infection and response, and bioenergetics.
Paper 2 covers homeostasis and response; inheritance, variation and evolution and ecology.
- Duration: Both papers are 1 hour 45 minutes.
- Tiers: Foundation and higher.
- Weighting: The papers are equally weighted. Each is worth 50% of the grade and has 100 marks available.
- Question types: Multiple choice, structured, closed short answer and open response.

Chemistry Assessment

- Two papers: Each paper will assess knowledge and understanding from different topics.
Paper 1 covers atomic structure and the periodic table; bonding, structure, and the properties of matter; quantitative chemistry; chemical changes; and energy changes.
Paper 2 covers the rate and extent of chemical change; organic chemistry; chemical analysis, chemistry of the atmosphere and using resources.
- Duration: Both papers are 1 hour 45 minutes.
- Tiers: Foundation and higher.
- Weighting: The papers are equally weighted. Each is worth 50% of the grade and has 100 marks available.
- Question types: Multiple choice, structured, closed short answer and open response.

Physics Assessment

- Two papers: Each paper will assess knowledge and understanding from different topics.
Paper 1 covers energy; electricity; particle model of matter and atomic structure.
Paper 2 covers forces; waves; magnetism and electromagnetism and space physics.
- Duration: Both papers are 1 hour 45 minutes.
- Tiers: Foundation and higher.
- Weighting: The papers are equally weighted. Each is worth 50% of the grade and has 100 marks available.
- Question types: Multiple choice, structured, closed short answer and open response.

Practical Work

There are 8 required practical's for each discipline (Biology, Chemistry and Physics) set out in the specification that students must experience and be familiar with the apparatus and techniques. Students will conduct this practical work in lesson time and the written exams will include questions that draw specifically on students' practical science experience. At least 15% of marks for each GCSE will be allocated to these questions.

Students are awarded their Biology, Chemistry and Physics GCSEs at the end of Year 11. Students will be graded from 1-9, with 9 being the highest.

This is not a course for the faint-hearted, as we will be covering a lot of ground over the course of Key Stage 4, with all the material taken from the high-level sections of the syllabus. Consequently, this course will only be offered to our highest achieving students from Key Stage 3. It must be noted that the Separate Science course needs an additional hour to cover the topic material thoroughly.

Hard work will be rewarded with excellent results

Here is a summary to show how the various pathways link together as the students move through Years 10 and Year 11:

Year 10 Science	GCSE Combined Science (Double Award)	Separate Science GCSE Biology GCSE Chemistry GCSE Physics
Year 11 Science	GCSE Combined Science (Double Award)	Separate Science GCSE Biology GCSE Chemistry GCSE Physics

NON-EXAM PHYSICAL EDUCATION

Introduction

Students will be required to complete three CORE PE lessons per fortnight to fulfil the statutory requirements of the National Curriculum. Here students will tackle a wide range of complex and demanding physical activities that develops their personal fitness and promotes an active, healthy lifestyle.

Students will be taught to:

- Use and develop a variety of tactics and strategies to overcome opponents in team and individual games.
- Develop their technique and improve their performance in other competitive sports.
- Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best.

This will be achieved through a variety of sports and activities including:

- | | | |
|----------------|--------------------|----------------------|
| ■ Football | ■ Rugby | ■ Badminton |
| ■ Table Tennis | ■ Dance | ■ Aerobic Activities |
| ■ Netball | ■ Circuit Training | ■ Handball. |



Maria Sharapova

AQA GCSE GEOGRAPHY

Introduction

Students will travel the world from their classroom, exploring case studies in the United Kingdom, higher income countries (USA), newly emerging economies (India) and lower income countries (The Philippines). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are encouraged to understand their role in society by considering different viewpoints, values and attitudes.

Geography is a subject that will allow students the access to a huge range of relevant careers for their future and is valued greatly by employers.

All students entered for the examinations will complete three units as detailed below:

Assessment

The AQA specification GCSE course is divided into three components which combine to provide a solid grounding in this engaging and important subject. These components are:

■ Unit 1: Living with the Physical Environment:

Section A: The Challenge of Natural Hazards, including earthquakes, tropical storms, and climate change.

Section B: The Living World, including rainforests and deserts.

Section C: Physical Landscapes in the UK, including coasts and rivers.

Assessment: Worth 35% of the GCSE, assessed through a 90-minute exam.

■ Unit 2: Challenges in the Human Environment:

Section A: Urban Issues and Challenges, including urbanisation and sustainable living.

Section B: The Changing Economic World, including development and the UK economy.

Section C: The Challenge of Resource Management, with a focus on food management.

Assessment: Worth 35% of the GCSE, assessed through a 90-minute exam.

■ Unit 3: Geographical Skills:

Section A: Pre-released resource booklet to learn about in lessons - and then examined on.

Section B: Fieldwork. Two focus areas in the same location: Rhyl. The physical focus is on how hard engineering helps the coastline and the human focus is on urban decline in the area.

Section C: Geographical skills; maps, graphs, photos.

Assessment: Worth 30% of the GCSE, assessed through a 90-minute exam.

Exam Structure

The exam will be structured to include a range of question types: Multiple choice, short answer, and levels of response.



EDEXCEL GCSE HISTORY

Introduction

Students will get to study a mixture of global and British History, building on the knowledge and skills they have developed in Key Stage 3.

The GCSE course follows the Edexcel GCSE (9-1) History syllabus.

The Course

Paper One: Thematic Study of Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment, and the trenches.

This unit will cover:

Ideas about the causes of illness and disease 1250-present.

Ideas and approaches towards treatment and prevention 1250- present.

Three case studies; the Black Death, the Great Plague, Cholera in London and Lung Cancer

Historic Environment: Medicine on the Western Front1 hour 20-minute written examination worth 30% of the overall qualification.

Assessment: 1 hour 20-minute examination worth 30% of the overall qualification.

Paper Two: Period study and British depth study: Early Elizabethan England 1558-88 & Superpower relations and the Cold War, 1941–91.

Early Elizabethan England will cover:

Queen, government, and religion 1558-69

Challenges to Elizabeth at home and abroad 1569-88

Elizabethan Society 1558-88

The Superpower Relations Unit will cover:

The origins of the Cold War, 1941-58

Cold War crises, 1958-70

The end of the Cold War, 1970-91

Assessment: 1 hour 50-minute examination worth 40% of the overall qualification.

Paper Three: Modern world study: Weimar and Nazi Germany, 1918-1939.

This unit will cover:

The Weimar Republic 1918-29

Nazi Rise to Power 1919-1933

Control and Opposition 1933-1939

Life in Nazi Germany 1933-1939

Assessment: 1 hour 30-minute written examination worth 30% of the overall qualification.

Why study History at GCSE?

- You enjoy it.
- You need to be able to, and want to, learn, retain, remember, revise key facts and key features across several topics within each course.
- You enjoy finding out about new topics and being able to analyse and understand them.
- You want to develop your skills of critical thinking combining analysis, research, essay writing and communication skills to help you to solve problems and form arguments for debate.
- It will help you with other GCSE and A level essay subjects like English Literature, Languages, Media Studies, Law, Politics, Philosophy, Psychology, Economics and Sociology. It helps you develop both writing and analysis skills, so it can also be really useful alongside a science subject or Maths to broaden your knowledge and abilities.
- It prepares you very well for careers in areas such as:
Law, politics, public sector, business, marketing, journalism, economics, teaching, academia, insurance, social research, archaeology, and curation (museums, galleries, archives, and libraries).

Thinking beyond GCSEs...

If you are considering going onto higher education then remember, according to the Russell Group website, an A Level in History after a GCSE in History would be very useful: "We call these subjects (including History A Level) 'facilitating' because choosing them at advanced level leaves open a wide range of options for university study."

A high level of literacy is required to undertake this subject - please speak to your child's class teacher if you have any concerns.

PEARSON BTEC TECH AWARD IN TRAVEL & TOURISM

The Course

This course will give learners the opportunity to develop knowledge and technical skills in a practical learning environment. They will develop key skills through vocational contexts, by exploring the different travel and tourism organisations and how they ensure they are successful. They will also develop an understanding of the different features that make tourist destinations popular, and how organisations meet customer requirements, and the influences on global travel and tourism customers have. They draw on their own personal experiences as well as learning new knowledge about the ever-growing travel industry to be able to use this in the future.

Once learners have completed the qualification, they will have developed an understanding of the travel and tourism sector. They will have built useful skills, which are not generally covered in GCSE courses, and will have developed a good understanding of whether the travel and tourism sector is for them and, if so, which part of it they might want to study further.

All learners taking this qualification will study three components, covering the following content areas:

Component 1- Travel and Tourism Organisations and Destinations:

Internal Assessment through written assessments worth 30% of the final qualification grade.

This component will focus on:

- Understanding the aims of UK travel and tourism organisations.
- Looking at how different organisations work together in the tourism industry.
- Exploring the different types of travel and tourism and what makes popular tourist destinations.

■ Component 2- Customer Needs in Travel and Tourism:

Internal Assessment through written assessments worth 30% of the final qualification grade.

This component will focus on:

- Investigating and identifying the newest trends in travel and tourism.
- How companies meet the needs and preferences of travel and tourism customers to be successful.
- Travel planning for customers trips to meet their needs and preferences.

Component 3- : Global Influences on Travel and Tourism:

External Assessment through synoptic examination worth 40% of the final qualification grade.

This component will focus on:

- Factors that can influence travel and tourism.
- How organisations and destinations respond to these factors.
- The impact of travel and tourism at global destinations.
- How destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism.

Assessment Structure

The qualification consists of three components that give learners the opportunity to develop broad knowledge and understanding of the travel and tourism sector, and specialist skills and techniques in research and communication at Levels 1 and 2. Components 1 and 2 are assessed through internal assessment whilst component 3 is assessed through an external synoptic assessment.

Internal Assessments

Components 1 and 2 are assessed through non-exam internal assessment. Each worth 30% and accounts for 60% of the overall grade. The non-exam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. Non-exam internal assessments are delivered through Pearson-set Assignments. These assignments are set by Pearson, marked by internally and moderated by Pearson.

External Assessment - Externally moderated

There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and applied to realistic contexts. It requires learners to apply their knowledge and understanding of the factors influencing tourism, the impact of tourism on destinations, and destination management to travel and tourism contexts. The external assessment will be set and marked by Pearson and completed under supervised conditions. It will be completed in two hours within the period timetabled by Pearson. It is worth 60 marks and accounts for 40% of the course.



AQA GCSE FRENCH OR GERMAN

Introduction

The Modern Languages Department offers courses in French and German, and you will continue the language you started in Year 7 and study it to GCSE level. Students who can offer a foreign language will always impress all employers, and there are other great reasons for taking a language at GCSE:

- English is not enough! Not everyone speaks, or wants to speak, English.
- A language will always be useful, no matter what you do. In class, you get to study a wide range of topics all about different people and cultures, not just how to speak.
- Languages mean business - being able to speak a language will make you really stand out.
- It is impressive to be able to speak a foreign language. It is a real achievement that employers will love!
- You can understand and talk to lots more people when you go abroad.
- Using a language at work could raise your salary by 8-20%.
- Learning languages really improves your communication skills.

For further information on where languages can take you visit:

[Why Should I Study Languages? \(successatschool.org\)](http://successatschool.org)

[8 Reasons to Choose a Language at GCSE and A level | School Guide Blog](#)

An increasing range of jobs require a language, as does any area of employment in the ever-expanding tourism industry. Almost every application form you will ever fill in asks for details of languages spoken - make sure you can fill yours in!

"Seven in ten businesses (70%) value foreign language skills among their employees, particularly in helping build relations with clients, customers and suppliers. French (49%) and German (45%) are the leading languages in demand" from 'Changing the Pace', a CBI/Pearson education and skills survey produced in 2013.

Please note that The Russell Group Universities value language skills. They state: **"Our members value language skills...."** from [Subject choices at school and college \(russellgroup.ac.uk\)](http://Subject.choices.at.school.and.college(russellgroup.ac.uk)).

In addition, many university courses have the option of studying a language alongside the main subject, or sometimes the course offers the opportunity for study abroad. The experience of how to learn a language will be of great use when continuing with the same language or when learning a brand-new language.

Students will follow the same AQA linear course in French or German and they will be assessed in four skills; Speaking; Listening; Reading; and Writing.

Course Themes

- **People and Lifestyle:**
- **Popular culture**
- **Communication and the world around us.**

Grammar is a very important part of the course and is delivered according to ability. Students will definitely need to understand present, past and future tenses, express opinions and give justifications. High frequency vocabulary is also essential to all elements of the examination, and regular vocabulary tests will help encourage students to learn vocabulary throughout the course.

As in KS3, extensive use will be made of ICT, language learning websites and authentic materials to enhance the curriculum.

Summary of course for French and German

- **Paper 1, Listening:** Worth 25% of final GCSE mark.
- **Paper 2, Speaking:** Worth 25% of the final GCSE mark and conducted by your teacher and featuring role-play; reading aloud, photo card discussion and follow up questions.
- **Paper 3, Reading:** Worth 25% of final GCSE mark, which includes reading comprehension, short texts to translate.
- **Paper 4, Writing:** Worth 25% of final GCSE mark. This involves writing about a picture, a short writing task and a longer writing task with a choice of topic for the longer writing task. It also contains a short grammar task.



OCR GCSE ART & DESIGN (FINE ART)

Introduction

This two-year course is designed to offer students the opportunity to work in a range of materials, both 2-D and 3-D, experiment with their own personal ideas and develop a range of creative processes. Students will develop skills learnt in Key Stage 3 and will also investigate different themes and subjects from the work of other artists to aid in their creative process. Year 10 is an opportunity for students to develop their skills and learn new techniques.

Assessment

Assessments are based on the recording, development, refinement and presentation of an idea. Student success at Art GCSE can be attributed to skills in handling materials and a disciplined approach to productivity, ensuring work is produced to the highest of standards and the deadlines met.

The course is made up of two components; a Portfolio (60%) and an Externally Set Task (40%). Students will be expected to develop artefacts and personal outcomes in relation to their chosen area of study. The Portfolio is made up of practical work, which explores the skills, knowledge and understanding in the learner's chosen practical area of study. This specification is 100% non-exam assessment; all components are internally marked and externally moderated by visit.

Course Aims

A GCSE in Art & Design (Fine Art) can lead to further studies and potential employment in fields such as:

- Graphic Design
- Fashion
- Film Making
- Animation
- Illustration
- Interior Design
- Architecture
- Fine art
- Theatre Design
- Photography

The course offered has high expectations in terms of the work produced both in terms of quantity and quality, but the personal rewards are well worth the hard work!

Further Information

If you have any questions regarding GCSE Art & Design please speak to Mrs Kew or Ms Pearce..



OCR GCSE

ART & DESIGN (PHOTOGRAPHY)

Optional Subject

Introduction

Throughout the two years, there are opportunities to experience a range of photography styles from using the professional photography studio and lighting set-ups to being experimental in developing your own photographs. Digital photography and the use of software such as Photoshop are also embedded into the course and will equip you with strong technical manipulation skills. The course is adaptive, meaning you have the option to be inspired by photographers and then incorporate your own style and learning to produce exciting individual photographic outcomes.

Assessment

Students will develop their skills in line with the OCR GCSE Assessment Objectives:

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.
- AO3: Record ideas, observations, and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Across year 10 and 11, students will complete developed projects.

Component 1: Coursework. 60%

Component 2: Externally Set Assignment 40%

Assessments are based on the researching, recording, development, refinement and presentation of an idea. Student success at photography GCSE can be attributed to skills in handling materials and a disciplined approach to productivity, ensuring work is produced to the highest of standards and the deadlines met.

This specification is 100% non-exam assessment; all components are internally marked and externally moderated.

Course Aims

A GCSE in photography can lead to further studies and potential employment in fields such as:

Portrait photographer, photojournalist, scientific photographer, freelance photographer, photo editor, wedding photographer, event photographer, product photographer, fine art photographer etc.

The course offered has high expectations in terms of the work produced both in terms of quantity and quality, but the personal rewards are well worth the hard work!

Further Information

If you have any questions regarding GCSE Photography, please speak to Mrs Kew or Ms Pearce.



EDEXCEL GCSE BUSINESS STUDIES

Introduction

Business is a hard but rewarding subject which helps you learn about the wider world.

If you look around your home, you can hardly fail to notice the influence which business has had on your life. The goods you possess, such as food or clothes, will have been produced by a business. If you watch TV, read a newspaper or listen to the radio you will find it difficult to escape advertisements about goods and services which business provide. Many of you, once you have finished your education, will earn your living from working in a business. So, it makes sense to study a topic which plays such a major part in our lives.

Business Studies will provide you with the knowledge and skills relating to the world of work. The course is designed to encourage you to consider the practical application of business and economic concepts.

A high level of literacy and numeracy is required to be successful in this subject due to the nature of assessment. In both Business Studies exams students will be required to carry out financial calculations and write essay answers.

Assessment

GCSE Business Studies, 1BS0/01 and 1BS0/02, is assessed through two external examinations at the end of Year 11.

■ Unit 1: Investigating Small Business.

Examined through a 1 hour and 30-minute exam worth 50% of the final grade.

- Enterprise and entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making the business effective
- Understanding external influences on business

■ Unit 2: Investigating Small Business.

Examined through a 1 hour and 30-minute exam worth 50% of the final grade.

- Growing the business
- Making marketing decisions
- Making operational decisions
- Making financial decisions
- Making human resource decisions

The Future

Many of the students who enjoyed studying GCSE Business Studies have gone on to study an A Level and BTEC Business courses, with Business Studies being one of the most popular courses studied by students at colleges and universities.

If post-16 is not for you, employers/apprenticeships will value the GCSE Business Studies qualification as it will give you a broad overview of how the commercial world operates, as well as developing essential transferable skills; critical thinking and analytical skills, problem solving skills, effective and persuasive written and oral communication skills and the ability to research, interpret and use business data.

A Business Studies GCSE examination course provides a useful background and qualification for a huge range of careers in many fields, as every job that students go on to gain will be in some sort of business, so the qualifications will give them a valuable insight into how businesses are run.

CAMBRIDGE NATIONAL CERTIFICATE ENTERPRISE & MARKETING

Introduction

This is a vocationally related subject that develops students' applied knowledge and practical skills in enterprise and marketing.

The breakdown of the course is 60% made up of two pieces of coursework, with the remaining 40% being comprised of an examination.

- All students will study three mandatory topics as follows:
- Enterprise and Marketing concepts
 - Design a business proposal.
 - Market and pitch a business proposal.

A high level of literacy is required to be successful in this subject due to the nature of assessment, as the coursework involves a lot of writing.

Assessment

Component 1: Enterprise and Marketing concepts.

Assessed through a 1 hour and 15-minute exam worth 40% of the final grade.

- Characteristics, risk and reward for enterprise
- Market research to target a specific customer
- What makes a product financially viable
- Creating a marketing mix to support a product
- Factors to consider when starting up and running an enterprise

Component 2: Design a business proposal.

Assessed through coursework worth 30% of the final grade.

- Carry out market research to aid decisions relating to a business proposal
- How to identify a customer profile
- Review whether a business proposal is financially viable
- Review the likely success of the business proposal

Component 3: Market and pitch a business proposal.

Assessed through coursework worth 30% of the final grade.

- Develop a brand identity to target a specific customer profile
- Create a promotional campaign for a brand and product
- Plan and pitch a proposal
- Review a brand proposal, promotional campaign, and professional pitch

The Future

Many of the students who enjoyed studying OCR Enterprise and Marketing have gone on to study an A Level and BTEC/OCR Business courses, with Business Studies being one of the most popular courses studied by students at colleges and universities.

If post-16 is not for you, employers/apprenticeships will value the OCR Enterprise and Marketing Studies qualification, as it will give you a broad overview of how the commercial world operates, as well as developing essential transferable skills; critical thinking and analytical skills, problem solving skills, effective and persuasive written and oral communication skills, and the ability to research, interpret and use business data.

A Business Studies GCSE examination course provides a useful background and qualification for a huge range of careers in many fields, as every job that students go on to gain will be in some sort of business, so the qualifications will give them an insight into how businesses are run.

Future

What can I do after GCSEs from this course?

You may choose to pursue A Levels in Citizenship, Law, Politics, and related subjects. This full course will however be welcomed by any further education option and the knowledge, understanding and skills developed throughout Citizenship will be fundamental in your future progression in education.

What career opportunities are there from this course?

A good GCSE grade in Citizenship provides the backbone and skills necessary for any career in life. It will allow you to choose A Levels and a degree that can lead to careers in law, journalism, and teaching. A good qualification in Citizenship also speaks volumes about your character as a responsible, aware and act



WJEC Vocational Award

PERFORMING ARTS

(Technical Award Level)

Introduction:

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

The course is structured into three units:

Unit 1- Performing 30%

Unit 1 provides learners with a holistic knowledge and understanding of the skills and techniques needed to reproduce an existing piece of professional / published work. There are six tasks:

- Research
- Application of research and aims
- Rehearsal schedule
- Reflective journal
- Performance
- Evaluation

Unit 2- Creating 30%

Unit 2 provides learners with the opportunity to gain, develop and demonstrate knowledge and understanding of the skills and techniques needed to create and refine original work in the performing arts.

This unit covers performance disciplines such as composition and production disciplines such as costume and lighting design.

There are four tasks:

- Components of a creative brief
- Development log
- Presentation
- Evaluation

Unit 3- Performing Arts in Practice 40%

Unit 3 introduces learners to areas of the performing arts that need to be considered when responding to an industry commission.

Learners will need to draw on their knowledge of the skills and techniques needed to reproduce an existing piece of professional /published work from Unit 1 alongside their knowledge and understanding of the skills and techniques needed to create and refine original work from Unit 2. There are seven tasks:

- Factors influencing proposals.
- Plans and outline of your proposal
- Timeline.
- Marketing and Public Relations
- Practical examples
- Pitch
- Evaluation

Why choose this course?

The Level 1 / 2 Performing Arts qualification is an excellent choice for learners who are better suited to practical approaches to learning. The flexibility of the qualification provides teachers with the opportunity to explore various Performing Arts disciplines with their learners to suit their needs and interests, ensuring that the best possible learning outcomes are achieved.



OCR GCSE FOOD PREPARATION & NUTRITION

The Course

Formerly known as 'Catering', the Food Preparation and Nutrition qualification aims to equip learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating.

The OCR qualification will encourage learners to cook and make informed decisions about a wide range of further learning, opportunities and career pathways, as well as develop life skills that enable learners to feed themselves and others affordably, now and in later life.

The content of the Food Preparation and Nutrition GCSE is divided into four sections:

- Nutrition.
- Food Provenance and Food Choice.
- Cooking and Food Preparation.
- Skills requirements: Preparation and Cooking Technique.

Assessment

Assessment will take place through two non-examined assessments (controlled assessments) and one written examination.

- **Written Examination.** Assessed through a 1 hour and 30-minute written exam undertaken in Year 11 worth 50% of the final grade.
- **Food Investigation Task 1.** Worth 15% of the final grade.
- **Food Investigation Task 2.** Worth 35% of the final grade.

The Future

A qualification in Food Preparation and catering can lead students in a number of career route options including:

- | | | |
|----------------|------------------|-----------------------|
| ■ Catering | ■ Hospitality | ■ Medical / NHS |
| ■ Nutritionist | ■ Science | ■ Purchasing - Retail |
| ■ Childcare | ■ Home Economist | ■ Travel & Tourism |
| ■ Journalism | ■ Media | ■ Sport |
| ■ Leisure | | |



EDUQAS GCSE

DESIGN TECHNOLOGY

TIMBER

GCSE Design Technology covers the fundamental issues of design:

- Identifying a product that solves a problem from the context provided before investigating existing products, the needs of the end user and any sustainability issues.
- Review how different materials, components, processes, and techniques can be used to address the design brief before clearly communicating and justifying the chosen design.
- Apply practical skills to produce a prototype that meets the requirements of the design brief, showing a wide range of making skills with precision and accuracy.
- Test the prototype under realistic conditions, analyse the results and carry out a Life Cycle Assessment to evaluate fitness for purpose and impact on the environment.

The 'Timber' specialism will place emphasis on the development of both practical skills and subject knowledge concerning the resistant material of wood. Over the course of two years students will develop a whole range of creative designing and making skills, technical knowledge and understanding relating to design technology and invaluable transferable skills such as problem solving and time management.

The focus of Year 10 is to familiarise students with different aspects of practical work, allowing them to explore a range of skills. During this period, they will also study many theoretical aspects of the course in preparation for their written examination at the end of Year 11.

The exam paper will assess the breadth of design and technology knowledge in all core sections and assess the depth of knowledge in the specialist woods section to enable students to fully demonstrate their own strengths.

Assessment overview for Design and Technology Timber.

There is one 2 hour written examination (component 1) at GCSE worth 50% of the qualification; the remaining 50% will be a Design and Make task (NEA) (Component 2).

Component 1: Design and Technology in the 21st Century (examination)

A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of:

- technical principles
- designing and making principles along with their ability to:
 - analyse and evaluate design decisions
 - discuss wider issues in design and technology.

Component 2: Design and Make NEA Task (coursework portfolio)

A sustained design and make task, based on a contextual challenge set by Eduqas, assessing candidates' ability to:

- identify, investigate and outline design possibilities
- design and make prototypes
- analyse and evaluate design decisions and wider issues in design and technology.

CAMBRIDGE NATIONAL CERTIFICATE

CREATIVE iMEDIA

Introduction

The IT industry is vast, covering different sectors and providing work for freelance IT creatives as well as large teams in design houses and multinational companies. But there are common aspects to all digital IT media products. This qualification will help you to develop IT knowledge, and understanding relating to different sectors, products and job roles that form the IT/media industry. You will learn key IT skills and how media codes and conventions are applied to create digital media products which engage audiences. You will also learn the purpose of, and reasons for legislation applicable to the media industry and what media producers must do to comply with this legislation. In addition, you will gain an understanding of the properties and formats of media files. In this qualification you will learn how to develop visual identities for clients and apply the concepts of graphic design to create original digital graphics to engage target audiences.

Modules and Assessment

The breakdown of this course is 40% external assessment (exam) and 60% internal assessment (2 pieces of coursework).

🎵 Creative iMedia in the Media Industry (40% Examination)

In this unit you will learn about IT sectors, products and job roles that form the IT/media industry. You will learn the legal and ethical issues considered and the processes used to plan and create digital IT media products.

🎵 Visual Identity and Digital Graphics (25% Coursework)

In this unit you will learn how to develop visual identities for clients. You will also learn to apply the concepts of graphic design to create original digital graphics which incorporate your visual identity to engage a target audience.

🎵 Interactive Digital Media (35% Coursework)

In this unit you will learn to design and create interactive digital media products for chosen platforms. You will learn to select, edit and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience.

GCSE Computer Science?

Students are NOT permitted to study both Cambridge National Certificate in Creative iMedia and the GCSE in Computer Science.

OCR GCSE COMPUTER SCIENCE

Introduction

Students have the opportunity to study Computer Science at GCSE level, which is advisable for those wishing to pursue a career in Computing and studying Computer Science at A Level.

By studying Computer Science, students will have the opportunity to understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation. Students should be a keen problem solver and mathematician, as they will develop their skills of computational thinking by analysing problems through practical experience, including designing, writing, and debugging programs. This course is for students who want the opportunity to be able to think creatively, innovatively, analytically, logically and critically.

There are two exams, which each make up 50% of their final grade. Students will also complete a 20-hour programming project in your lessons. At the end of the course, they will gain a GCSE 9-1 grade in an academically challenging subject, which is included in the EBacc.

We recommend that, in order to succeed on this course, students need to be working to at least a Grade 4 or above in Mathematics. This is due to the high degree of mathematical problem-solving skills that are required for computational thinking.

Assessment

Unit 1: Computer Systems.

Externally assessed 1 hour 30-minute exam and worth 50% of the final mark.

- | | |
|------------------------|--|
| ■ Systems Architecture | ■ Memory |
| ■ Storage | ■ Wired and wireless networks |
| ■ System security | ■ Network topologies, protocols and layers |
| ■ System software | ■ Ethical, legal, cultural, and environmental concerns |

Unit 2: Computational thinking, algorithms and programming.

Externally assessed 1 hour 30-minute exam and worth 50% of the final mark.

- | | |
|-----------------------------|---|
| ■ Algorithms | ■ Programming techniques |
| ■ Producing robust programs | ■ Computational logic |
| ■ Data representation | ■ Translators and facilities of languages |

Cambridge National Certificate in iMedia?

Students are NOT permitted to study both GCSE Computer Science and Cambridge National Certificate in iMedia.

EDUQAS GCSE MEDIA STUDIES

The Course

GCSE Media Studies gives students the chance to develop a critical understanding of how the media play a central role in contemporary society. It encourages an understanding of how to use key media concepts to analyse media products and the opportunity for hands-on practical work.

Students are required to study media products (set by the exam board) from all the following media forms: Television, Film, Radio, Newspapers and Magazines, as well as Video Games, Online Social and Participatory Media (including Music Video), Advertising and Marketing.

Assessment: GCSE Media Studies - Eduqas

■ Component 1: Exploring the Media.

Written Examination: 1 hour 30 minutes worth 40% of the GCSE.

Section A will focus on Media Language and Media Representations. Questions in this section can test any two of the following forms:

- Magazines ■ Advertising
- Newspapers ■ Film Marketing

Section B will focus on Media Industries and Media Audiences. Questions in this section can test any two of the following forms:

- Radio ■ Newspapers
- Film (industries only) ■ Video games.

■ Component 2: Understanding the Media.

Written Examination: 1 hour 30 minutes worth 30% of the GCSE.

Section A will be an in-depth response based on a screening from an extract of one of the television Set Products (Crime Drama or Sitcoms) and can test any area of the theoretical framework.

Section B will be an in-depth response to two music artists including a set music video from each artist and their social participatory and online media. Questions can test any area of the framework.

■ Component 3: Creating a Media Product.

Non-exam assessment based on a brief set by EDUQAS. Assessed by teachers and moderated by EDUQAS and worth 30% of the GCSE.

Students are assessed on their:

- Application of knowledge and understanding of the theoretical framework.
- Ability to create media products. For example:

Film: Create a DVD front and back cover and a main theatrical release poster for a new film in the crime genre aimed at an audience of 16-24-year-olds (maximum 15 certificate). You may choose to produce marketing material for a film in a sub-genre of the crime genre.

Magazines: Create a front cover and a double page spread article for a new music or sport magazine in a subgenre of your choice, aimed at an audience of 16-24-year-olds.





PEARSON BTEC Tech Award in Music Practice

Why choose a BTEC Tech Award in Music Practice?

This qualification is for learners interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in the Music sector - a vibrant, exciting and competitive industry that offers many different and exciting new work opportunities, whether in composing, performing, or producing music. This course allows learners to explore the sector, and to learn and try out new skills, techniques and styles, allowing them to make an informed decision about their future learning and career.

The course gives learners an opportunity to explore music in a practical setting and to develop understanding of the techniques used to create and realise music. They will explore a variety of musical styles and the musical theory and techniques that underpin them and develop technical and practical skills through workshops and classes.

In addition, learners will develop transferable and employability skills such as responding to a brief, self-development, planning, time management and communication. As a creative subject with a focus on music practice, there is no written exam. 100% practical with no written exams!

All components, including the externally assessed synoptic component, 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 music sector that most excites and appeals to them. This Tech Award complements the learning in GCSE programmes by broadening experience and skills participation in different types of musical techniques for different musical styles. It is a great stepping-stone into further vocational or academic study in the music sector.

Assessment Overview

🎵 Component 1 (30%)

Exploring Music Products and Styles Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles.

🎵 Component 2 (30%)

Music Skills Development Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.

🎵 Component 3 (40%)

Responding to a Music Brief Learners will be given the opportunity to develop and present music in response to a given music brief.

How will I be assessed?

Component 1 and Component 2 are assessed in centre by your teacher and these marks are then verified as accurate by the exam board.

Component 3 is wholly externally marked by the exam board.

OCR GCSE RELIGIOUS STUDIES, PHILOSOPHY & ETHICS

Introduction

From the beginning of time, humans have engaged in activities that we now call religion, such as worship, prayer, and rituals marking important life passages. Moreover, religions have always asked fundamental questions, such as: What is the true meaning of life? What happens to us after death? How do we explain human suffering and injustices? These questions are still relevant today.

Religious Studies is a lively and stimulating GCSE subject that provides a great opportunity for students to engage with current issues, developing social, cultural, political and historical awareness. It encourages philosophical thought and decision-making skills, enabling students to discuss and analyse topics they encounter in society and through the media.

Religious Studies helps students to develop an understanding of their own values and beliefs, gaining a greater sense of their own identity, learning how to respect the rights and responsibilities of others. The study of religion helps students to learn how to think critically, listen empathetically, speak thoughtfully, and write clearly - all skills that will be of great use no matter what students go on to do in life.

The Course

■ Beliefs, Teachings and Practices:

- Christianity: The study of a first religion.
Examined through a 1 hour written paper worth 25% of total GCSE mark.
- Islam: The study of a second religion
Examined through a 1 hour written paper worth 25% of total GCSE mark.

■ Religion, Philosophy and Ethics in the Modern World from a Religious Perspective:

Four themes will be studied, worth 50% of total GCSE mark:

- Relationships and Families
- The existence of God, Gods and the ultimate reality
- Religion, Peace and Conflict
- Dialogue between religious and non-religious beliefs and attitudes



OCR GCSE PHYSICAL EDUCATION

Introduction

Studying GCSE Physical Education will open students' eyes to the amazing world of sports performance. Not only will they have the chance to perform in many different sports through the non-exam assessment component, they will also develop wide-ranging knowledge into the how and why of physical activity and sport.

Through an introduction to all areas of PE, they will receive a well-rounded and full introduction to this fascinating world of PE, physical activity, and sport. This GCSE study provides everything they need for their future move on to further education, higher education, employment, or further training.

To study GCSE Physical Education, it is an expectation that students attend at least one extracurricular activity alongside their strongest sport. Completing one sporting activity is not enough to meet the practical requirements for the subject. Staff will be able to provide a more extensive recommendation based on their extensive knowledge of students' abilities.

Assessment

■ Unit 1: Applied anatomy and physiology Physical training:

- Applied anatomy and physiology.
- Physical training.

Physical factors affecting performance (01).

Assessed through a 1-hour exam paper worth 30% of the final GCSE.

■ Unit 2: Socio-cultural influences and Sports Psychology:

- Health, fitness and well-being.

Socio-cultural issues and sports psychology (02).

Assessed through a 1 hour written exam worth 30% of the final GCSE.

■ Unit 3: Practical activity assessment:

- Evaluating and Analysing Performance (AEP).

Performance in physical education (03)*.

Assessed through a non-exam assessment worth 40% of the final GCSE.

Within the GCSE (9-1) in PE, learners are assessed in all activities they complete, and the final grade is their three strongest practical activity grades. The sports are limited, and students must participate in either: Two team activities and one individual practical activity, OR one team and two individual practical activities from the list below:

- | | | | |
|------------------------|-------------------|----------------|----------------|
| ■ Amateur Boxing | ■ Dance | ■ Hurling | ■ Squash |
| ■ Association Football | ■ Diving | ■ Lacrosse | ■ Swimming |
| ■ Athletics | ■ Equestrian | ■ Netball | ■ Table Tennis |
| ■ Badminton | ■ Gaelic Football | ■ Rowing | ■ Tennis |
| ■ Basketball | ■ Golf | ■ Rugby League | ■ Trampoline |
| ■ Canoeing | ■ Gymnastics | ■ Rugby Union | ■ Volleyball |
| ■ Cricket | ■ Handball | ■ Skiing | ■ Cycling |
| ■ Hockey | ■ Snowboarding | | |

Students are NOT permitted to study both GCSE PE and BTEC First Award in Sport.

PEARSON BTEC TECH AWARD IN SPORT

The Course

On completion of the course students will be submitted for this qualification, which is equivalent to GCSE at either level 1 (grades 1–3) or level 2 (grades 4–9).

BTEC qualifications are designed to provide specialist work-related qualifications. Students are assessed through coursework, including written projects, presentations, and case studies. BTECs provide students with practical skills that will aid them in any aspect of their career. The course is aimed at students who have a passion for sport. It must be noted that Component 3 is an externally assessed exam and forms 40% of their final grade. The course is outlined below:

Assessment

■ **Component 1:** Preparing participants to take part in sport and physical activity (30% of overall grade).

■ **Component 1 is divided into three parts:**

- A: Explore types and provision of sport and physical activity for different types of participants.
- B: Examine equipment and technology required for participants to use when taking part in sport and physical activity
- C: Be able to prepare participants to take part in sport and physical activity

Assessed through 3 tasks completed in supervised exam conditions. One task will involve participants leading a warm-up to a group of students.

■ **Component 2:** Taking part and improving other participants' sporting performance (30% of overall grade).

- A: Understand how different components of fitness are used in different physical activities.
- B: Be able to participate in sport and understand the roles and responsibilities of officials.
- C: Demonstrate ways to improve participants' sporting techniques

Assessed through three written assignments and one supporting video evidence of students playing a sport of their choice. They will also be required to be videoed leading a lesson for a sport of their choice to a group of students.

■ **Component 3:** Developing fitness to improve other participants' performance in sport and physical activity (40% of overall grade).

- A: Explore the importance of fitness for sports performance.
- B: Investigate fitness testing to determine fitness levels
- C: Investigate different fitness training methods.
- D: Investigate fitness programming to improve fitness and sports performance.

Assessed through an external examination worth 60 marks.

Students are NOT permitted to study both GCSE PE and BTEC First Award in Sport.



EDEXCEL GCSE STATISTICS

Introduction

The GCSE (9-1) Statistics qualification incorporates numerous examples of real-life data and contexts, which build skills that students will use in other subjects, such as Science and Geography. Based on the principles of the statistical enquiry cycle, students gain a rounded understanding of how to interpret and apply data, and data collection methods to a number of scenarios, both across subjects and in the real world.

The Edexcel GCSE (9-1) Statistics qualification consists of two examination papers at each tier. Students must complete all assessments at the same tier in May/June in any single year, and students can be entered for either Foundation tier or Higher tier.

This GCSE Statistics qualification develops skills that students will use in other subjects such as Science and Geography, and reinforces techniques needed for GCSE Maths, as well as supporting progression to A level Maths and A level Statistics. Real-life scenarios will capture interest and give insight into the importance of statistics in the real world.

Assessment

■ **Paper 1 and Paper 2 focus on the same content, are equal in time, weighting and assessment objectives:**

- The collection of data.
- Processing, representing and analysing data.
- Probability.

The papers contain short, medium and extended response questions. Questions cover statistical methods, familiar and unfamiliar contexts and the component parts of the statistical enquiry cycle. Calculators may be used in both examinations.

Each examination comprises a 1 hour 30-minute written examination papers worth 50% of the final GCSE mark.

Is GCSE Statistics right for you?

- You want to take an A Level in Maths, Chemistry, Biology, Physics or Psychology. Statistics at GCSE is also useful for students who are planning on taking A Levels in Geography or Business Studies because these subjects also require you to handle and interpret statistics.
- If you enjoy subjects that have a clear relevance to the working world you will probably find GCSE statistics very rewarding.
- You enjoy problem solving and decision making.
- You're great at Maths and have a good memory for mathematical rules and methods.
- If you aspire to work in a role that requires handling statistics, then GCSE Statistics is an obvious choice for you. There are plenty of jobs that involve handling statistics including epidemiologist, public affairs manager, biostatistician, research psychologist, marketing and many more!

City & Guilds

Level 2 Technical Award in Hair and Beauty

Introduction

Are you interested in a career in the Hair and Beauty Industry? The City & Guilds Level 2 Award is a nationally recognised vocational qualification that forms an excellent gateway into professional Hairdressing & Beauty Therapy.

The Course

Students will learn theory and practical skills in a purpose-built professional, teaching salon, completing a wide range written tasks relating to the Hair and Beauty Industry which include one exam unit and an assignment to include a research task, a practical task and a promotional task embodying everything they have learnt.

You will study how hair and beauty has developed from ancient times to the present day and develop hair styling, make-up and manicure technical skills to produce your own photographic image. You will explore ethics of product testing, effects of ingredients on hair and skin and how disorders of the hair and skin can impact services, you will learn about business and the economy, marketing and promotional materials, how to assess your work and evaluate your peer's work.

Assessment

The Level 2 course is comprised of 3 units and a practical assessment:

- Unit 1 Exploring the world of hair and beauty
- Unit 2 Science of hair and beauty
- Unit 3 Design in the hair and beauty sector

40%	Exam
60%	NEA (40% coursework and 20% practical exam)

Graded at Pass - Distinction*

The Future

Students move on to post-16 training in the Hair or Beauty sector, where you can gain further qualifications as a Hair Stylist or Beautician. You may eventually want to work in a salon, in television or films, fashion or theatre. You could also work in a care industry, a spa hotel or on cruise ships, and could go on to run your own business and become your own boss.

Progression

There are a variety of options for progression on completion of this qualification, such as Level 2 and 3 in the Hair and Beauty Industry, or specialising in Nail Technology, Barbering or Aromatherapy for example. If preferred you can undertake work-based apprenticeship education; there are then numerous hair and beauty options, such as Hairdressing, Beauty Therapy and Media Make-up.

Important Information

For further information speak with Mrs Hylton



PEARSON BTEC TECH AWARD IN HEALTH & SOCIAL CARE

Introduction

Health and Social Care is an exciting qualification that allows you to explore and develop your knowledge, skills and understanding of the Health, Social Care and the Children & Young People's Sector. It will give you a real understanding and feel for what it entails to work in these sectors, and it will prepare you for work in a wide range of disciplines. Health and Social Care also involves gaining an in-depth knowledge of human growth and development, including factors which affect them. The knowledge gained will be of great advantage to anyone who would like to work and deal with people.

The three components focus on the assessment of 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. The components are inter-related, and they are best seen as part of an integrated whole rather than as totally distinct study areas.

Assessment

■ Unit 1: Human Lifespan Development.

Assessed through internally assessed written assignments worth 30% of the final BTEC mark. Learners will:

- Explore how individuals grow and develop physically, intellectually, emotionally, and socially throughout their lifespan.
- Investigate the specific milestones of development and key changes that occur throughout different life stages.
- Explore factors that affect human growth and development such as lifestyle choices, relationships, and life events.
- Learn about how individuals adapt to life events and receive support from others to help them cope.

■ Unit 2: Health and Social Care Services and Values.

Assessed through two internally assessed written assignments worth 30% of the final BTEC mark. Learners will:

- Investigate different types of Health and Social Care Services and any barriers to accessing these.
- Understand how health care professionals demonstrate the skills, attributes and values when delivering care to an individual and how they can be used to overcome potential barriers.

■ Unit 3: Human Lifespan Development.

Assessed through an externally assessed written exam paper worth 40% of the final BTEC mark. Learners will:

- Learn and assess the different factors that might influence and individuals' health and wellbeing.
- Make person-centered recommendations to improve the health and wellbeing of individuals.

Why study Health and Social Care?

Health and Social Care prepares students for progression into further studies and employment as well as enhancing student's research, extended writing and evaluative skills. Health and Social Care is a current and well-respected subject, which can be further studied at university, as well as on a vocational basis. It is also well regarded by employers, especially those who deal directly with people.