



OPTIONS2024

KEY STAGE 4 CHOICES AT LODDE HEATH SCHOOL

INFORMATION FOR PARENTS & CARERS

Dear parent/carer

We recognise what a difficult process choosing subjects to study in Years 10 and 11 can be, and so we have put together this booklet along with a host of other resources to support you and your child in making these significant decisions. Contained within you will find information on each of the subjects available to choose from, as well as information about the wider curriculum, so you have a clear understanding of how it all fits together.

The Curriculum

The world in which we all live, and work is rapidly changing and so we have comprised a curriculum which aims to maximise the opportunities available to students who leave Lode Heath. We offer a wide range of high-quality qualifications across a broad, balanced range of subjects with choices which allow some specialisation. This means that no one can unwittingly close off career routes at this stage.

Our Key Stage 4 curriculum includes our relatively new subjects: BTEC's Travel and Tourism & Health and Social Care. We also continue to offer qualifications in Media Studies and Statistics. We hope these are well received by the students, despite them not having studied these in Years 7-9; students will have received sessions to experience a sample taste of what the subject is about.

Citizenship, Personal, Social Development (PSD), Economic and Financial Wellbeing are delivered to all students at KS4 as part of the curriculum through 'Character and Personal Development lessons' and individual subjects.

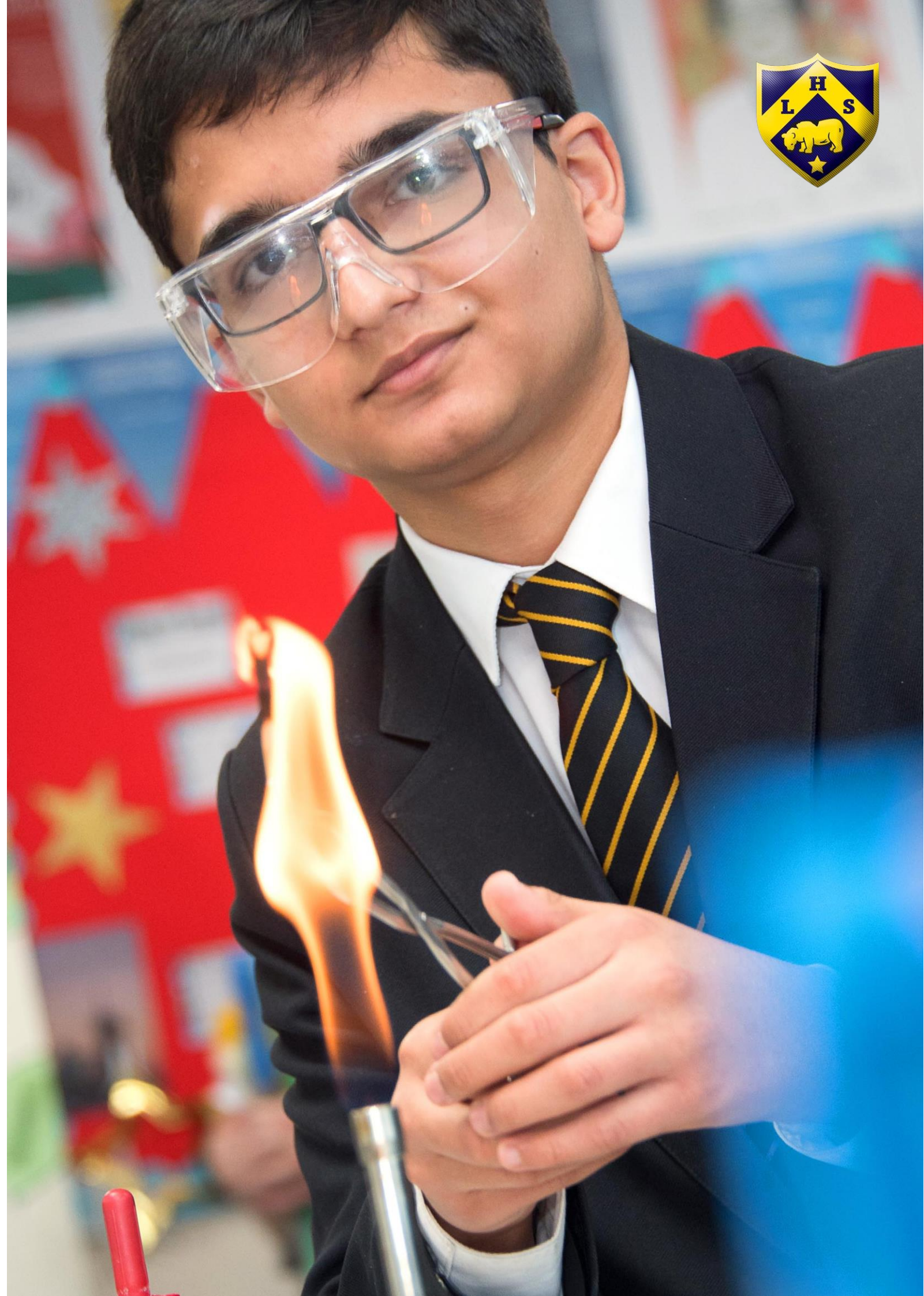
Further Information

In addition to the information contained within this booklet we will provide:

- Options Evening Event in school with a presentation from Mrs Summers about the Options process and the opportunity to visit subject specific presentations and ask subject specialist teachers questions.
- Pre-recorded videos online along with resources and links to further resources to help support.
- Frequently Asked Questions sheets along with a link for parents to use to ask any further questions they may have.
- Year 9 Consultation Evening to provide an opportunity to ask any further questions.
- Individual pathway guidance from subjects that offer two qualification options of GCSE and Vocational and some brief information as to which one may be more appropriate for your child e.g. iMedia or Computer Science.
- A dedicated Options Email address to send any questions or queries you may have. options@lodeheath.org.uk
- Access to careers information and further discussion if required with our Independent Careers Advisor who can provide wider advice and guidance on various careers.
- The opportunity to meet and talk to specific specialist leads on Curriculum, SEND, Careers or pastoral guidance where lead teachers will answer specific questions at the Option Evening Event.

We advise you to make the most of the services on offer and encourage you, if you have any queries, to please ask. Senior staff will be available and, of course, we are contactable by telephone and email.

The deadline for returning the options choices is Monday 18th March midday.





Students are advised to keep an open mind about all subjects on offer and then make the option choice deadline on Monday 18th March 2024. For your information, we also host a curriculum event early in Year 10 as a follow up to options. We will provide further details of this nearer the time.

The Importance of these choices for life after Year 11

Further education providers, like Solihull VI Form, only accept students on their standard A level programme (or other Level 3 courses) when they have achieved 2 GCSEs at grade 6 or above, plus a further three GCSEs at grade 4 or higher, including English and Mathematics. Places are expected to continue to be competitive, so it is recommended, where applicable, students aim for at least a grade 6 in subjects they wish to study. Level 1 and 2 courses (the equivalent of GCSE grades 1–3 and 4–9 respectively) do offer places with lower entry requirements as a result of the lower level qualification being offered.

You also need to be aware that all students are required to re-sit English and/or Mathematics until the age of 18 if they have not yet secured a grade 4 or above. Often the courses offered for this re-sit are equivalent qualifications and so are not actual GCSEs. It is, therefore, most important to obtain these grades BEFORE your child leaves Lode Heath if this is possible.

Three of the most important subjects are English, Mathematics and Science since these are considered facilitating subjects and are essential for all employment and career paths. Therefore, students should aim to maximise their grades in these subjects regardless of what they plan to do after they leave Lode Heath School.

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 is detailed on your student's personalised record on Synergy available from Monday 19th February.

Studying GCSE History or Geography

The choice to study either GCSE Geography or History is also available to all students. However, we recommend GCSE Geography specifically to a number of students since the examination of GCSE History is particularly literacy based in comparison to Geography, and some students who experience difficulties in this area will find it difficult to meet their full potential in this subject.

Vocational Options

We are also offering a Hairdressing & Beauty Therapy course as an additional vocational qualification. If this is a viable option, invited students would study this course at Arden School; this would obviously involve some travel from Lode Heath to their on-site professional 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 phone call 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.

Please note that timetabling, after the collection of option preferences, is a long process and so final choices are not likely to be confirmed before July 2024. Depending on the circumstances, we will do this via Synergy. To summarise, we recommend your child chooses subjects by thinking about:

- Your child's current 'Working at Grades' and Learning PRIDE and Behaviour for Learning (BfL) scores
- What subjects he/she is good at and enjoys
- What subjects will help particular career, employment or study routes or will maximise your child's opportunities in the future
- The wide range of 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, Key Stage 4 Curriculum (years 10 and 11)

Make Your Choices...

Core Subjects:

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

GCSE English Language **PLUS** GCSE English Literature

GCSE Maths

Separate GCSE Sciences (triple) **OR** Combined GCSE Science*

Physical Education**

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:

Option Set A:

GCSE French/German

OR

GCSE Computer Science***

GCSE Art & Design

GCSE Geography/ History

BTEC First Award in Sport***

BTEC Travel and Tourism

Cambridge National Certificate in Marketing and Enterprise***

Cambridge National Certificate in iMedia***

GCSE Statistics

Option Set B:

GCSE French/German

GCSE Art & Design

GCSE Physical Education***

BTEC Health and Social Care

GCSE Philosophy & Ethics

GCSE Statistics

Cambridge National Certificate in Marketing and Enterprise***

Cambridge National Certificate in iMedia***

City and Guilds Technical Award in Hair and Beauty Level 2^

Option Set C:

BTEC Performing Arts in Drama***

Cambridge National Certificate in iMedia***

GCSE Music

GCSE Design & Technology**/****

GCSE Food and Nutrition**

BTEC First Award in Sport***

BTEC Health and Social Care

GCSE Business Studies***F

GCSE Media Studies

Important points to note:

These are subject to change

* **GCSE Sciences:** the majority of students will gain TWO GCSEs in science within the Combined Science stream.

Places on the demanding Separate/Triple Science course will **ONLY** be offered to the highest performing students as defined by those who achieve highly in their end of year test, and who demonstrate high grades in 'Attitude to Learning' and 'Behaviour for Learning' scores throughout the entirety of Year 9.

** These subjects can only be chosen as **First choice subjects** and **NOT** reserves.

*** **Students cannot study two qualifications in the same 'family' of subjects:** For example, they may not study BTEC Sport and GCSE PE; Computer Science and iMedia; or Business Studies and Marketing & Enterprise.

**** **Only one of these options will go ahead dependent on uptake**

^ **Vocational Curriculum**



GCSE

ENGLISH LANGUAGE

ENGLISH LITERATURE

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

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

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
- Two responses to unseen poems.



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.

At the start of Year 10 students will be put into a class based on their mathematical ability. They will have four mathematics lessons and one homework task per week.

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 practicals 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 of 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 in order 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 one CORE PE lesson per week to fulfill 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: 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 Front

Assessment: 1 hour 15-minute written 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 45-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 20 -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 TRAVEL & TOURISM

The Course

This course will give learners the opportunity to develop knowledge and technical skills in a practical learning environment. They will also develop key skills through vocational contexts, by exploring the aims of different travel and tourism organisations, the features of tourist destinations, how organisations meet customer requirements, and the influences on global travel and tourism. They will also have the opportunity to complete project work such as investigating customer trends and the provisions of customer needs and the impact of tourism on worldwide destinations.

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:

- Investigating the aims of UK travel and tourism organisations.
- How different organisations work together in tourism.
- Exploring the different types of travel and tourism and 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 how organisations identify the trends in travel and tourism.
- How companies meet the needs and preferences of travel and tourism customers.
- Travel planning for customers 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://Subjectchoicesatschoolandcollege.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 Ms. Palmer 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.

OCR GCSE 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

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

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.





BTEC PERFORMING ARTS

Introduction

BTEC Performing Arts offers students the opportunity to develop as individuals; exploring ideas and issues to gain a fuller understanding of their world. Please be aware of the written requirements – to achieve in Drama you need to be competent in analytical, evaluative writing, as well as feel confident to develop performance or technical skills for examination. It is a challenging yet rewarding subject, where you will have to dedicate time, effort and energy to succeed.

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

- Apply knowledge and understanding when making, performing and responding to drama.
- Explore performance texts, understanding their social, cultural and historical context, including the theatrical conventions of the period in which they were created.
- Develop a range of theatrical skills and apply them to create performances.
- Work collaboratively to generate, develop and communicate ideas.
- Develop as creative, effective, independent and reflective students, able to make informed choices in process and performance.
- Contribute as an individual to a theatrical performance
- Reflect on and evaluate their own work and that of others
- Develop an awareness and understanding of the roles and processes undertaken in contemporary, professional theatre practice
- Adopt safe working practices

Further skills developed in this qualification are:

- The ability to recognise and understand the roles and responsibilities of performer, designer and director.
- The study and exploration of texts and extracts must include the relevant social, historical and cultural contexts.
- The ability to analyse and evaluate their own work and the work of others.
- The ability to understand how performance texts can be interpreted and performed.

Assessment

■ Component 1: (30% of final grade)

Based on the practical and theoretical exploration of professional repertoire that allows you to gain a significant experience in a variety of theatrical styles. This is supported with a portfolio.

■ Component 2: (30% of final grade)

A performance component. Pupils will practically study a professionally commissioned performance through workshops and rehearsal, leading to a performance for an audience focusing on their chosen discipline.

■ Component 3: (40% of final grade)

A devised, externally assessed performance based on a stimulus released by the exam board. Students will plan, rehearse, perform and evaluate their own performance events as either a performer or in a backstage role.

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 | | |

The details provided for this subject are subject to change.



EDUQAS GCSE

DESIGN TECHNOLOGY

TIMBER

GCSE Design Technology covers the fundamental issues of design:

- Identify 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 winning 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 the Core section and assess the depth of knowledge in the chosen material area for the Specialist section to enable students to fully demonstrate their own strengths or specialism.

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 and 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 WJEC, 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.

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 of 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.



OCR GCSE MUSIC

Introduction

Our GCSE (9-1) Music qualification provides a contemporary, accessible and creative education in music, with an integrated approach to the three main elements - performing, composing and appraising.

It is a course that is particularly suited to those students who wish to take greater control over the subject that they are studying, as they can choose the style of music to perform and compose on their own instrument. It is expected that students taking this course will take part in whole school events such as: assemblies and concerts, as an aid to further developing their performing skills.

- **Inspires creativity:** students are encouraged to broaden their musical horizons and understanding with areas of study that motivate and challenge.
- **Offers choices to appeal to you and your students:** The range of topics will allow for practical and musical teaching and is designed to cater for a wide range of interests, instruments, personalities, and directions.
- **Combines the traditional and modern:** There are exciting opportunities for students to study diverse and traditional fields, as well as develop interest in all aspects of their musical heritage.
- **Encourages students to experiment:** There is plenty of opportunity to work on their own performing, composing, and listening.
- **Comes with support and guidance:** Our focus is on high-quality creative resources built on best practice. They are designed to support creative teaching approaches and progression for all students.

Learning an Instrument

Instrumental lessons play a vital role in supporting a students' musical development, and we recommend this subject for students already participating in some form of musical tuition. We currently enjoy a wide range of visiting music teachers from the Solihull Music Service, and the school pays a considerable amount towards the cost of tuition. However, we ask for a contribution which this year was £66.00 per term (but this may alter dependent on Music Services charges for forthcoming years) and you would be expected to pay this. Please see Miss Stewart for more details.

Assessment

- **Unit 1: Performance on the learner's chosen instrument.**
Integrated portfolio (01 or 02). A non-examined assessment of a composition to a brief set by the learner worth 30% of the final GCSE mark.
- **Unit 2: Ensemble performance.**
Practical component (03 or 04). A non-examined assessment of an OCR set composition brief worth 30% of the final GCSE mark.
- **Unit 3: Listening and appraising.**
Listening and appraising (05). A 1 hour 30-minute exam of aural recognition and context unheard/unfamiliar music from within the Areas of Study 2, 3, 4 & 5.
The exam comprises a written paper with CD brief and is worth 30% of the final GCSE mark.

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 60% 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.

■ **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 playing a sport.

■ **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 travel to study at Arden Academy's professional quality salon, completing a wide range written tasks relating to the Hair and Beauty Industry which include one exam unit and three written assignments.

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.

Assessment

The Level 2 course at Arden Hair Academy 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 (includes practical assessment)

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, 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 Beauty Therapy Make-up.

Important Information

For further information speak with Miss Hyett (available on Options Evening or contact Ms Summers.



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

- Choose a client and assess their development across three life stages and consider factors that have impacted on their development.
- Consider and compare the impact of life events on two individuals.

■ 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.
- Demonstrate care values and review their own practice. .

■ Unit 3: Human Lifespan Development.

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

- Develop and design a Health and Wellbeing plan and reflect and improve their plan by drawing on prior knowledge.

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.