SIR THOMAS BOUGHEY
ACADEMY

Subject Information: Year 9
2022-24

Booklet 3: Choices

EXAMPLE OF A COMPLETED PATHWAYS FORM

At Sir Thomas Boughey Academy, we aim to provide all students with the opportunity to study a broad and balanced curriculum that offers a wide range of post-16 opportunities.

You will study a core curriculum of exam subjects and non-exam subjects.

Core curriculum exam subjects:
GCSE English Language
GCSE English Literature
GCSE Maths
GCSE Science
GCSE Geography, History, French or Computer Science

Non-exam subjects:
Physical Education (PE)
Personal Development (PD)

5. Tick ONE subject from the list below *

○ Geography
◉ History
○ French
○ Computer Science

6. Tick 3 subjects from the list below *

☑ Geography
☐ History
☐ French
☐ Computer Science
☑ ICT (Technical Award)
☐ Health & Social Care (Technical Award)
☐ Performing Arts - Acting Pathway (Technical Award)
☐ Film Studies
☑ Triple Science with Statistics
☐ Religious Studies
☐ Business of Retail (Technical Award)
☐ Art, Craft & Design
☐ Sports Studies (Technical Award)
☐ Music
☐ Design Engineering (Technical Award)
☐ Design & Technology
☐ Food Preparation & Nutrition
☐ GCSE Art & Design (Textiles)
☐ RSL Certificate for Music Practitioners

7. Alternative choice 1 *

Film Studies

8. Alternative choice 2 *

Religious Studies

Submit

**Every effort will be made to run all courses offered, but this will depend on numbers of students opting for each choice.

This form must be completed electronically by **Friday 25th March 2022.**

INTRODUCTION

This booklet will help you to consider the content of the subjects which are available to you. You should consider all the advice given to you in the 'Key Information' booklet and speak to all your teachers for advice before making your choices.

Please remember we will do our very best to give your first preferences, However, please be aware that we can only confirm all choices when all pupils have selected their preferences and the timetable has been produced. Every effort will be made to run all courses offered, but this will depend on numbers of students opting for each choice.

CONTENTS

GCSE French

EXAM BOARD – AQA (for more information visit **www.aqa.org.uk**)

The GCSE French follows the AQA syllabus and consists of the four key elements of a language:

- speaking
- listening
- reading
- writing

The themes covered within the GCSE include:

- family and friends
- technology in everyday life
- leisure activities
- customs and festivals
- travel
- life at school and college
- career choices and ambitions

Pupils will build on their knowledge and understanding gained in Year 7 and Year 8 but the complexity of the language will increase, ensuring that pupils are able to use grammar effectively and translate with confidence. Speaking and listening becomes more important at GCSE, and there will be regular opportunities to respond to written and spoken French.

Examinations are taken at the end of Year 11 in the four key skills. All carry an equal weighting of 25% and are available in both higher and foundation tiers. Foundation tier will test grades 5-1, higher will test grades 9-4. Students will be entered for one tier across all four papers.

FUTURE CAREERS

A qualification in French can lead to many opportunities. Many university courses now include language modules within their Arts and Science degrees. Languages help to develop confidence, communication and problem-solving skills. Languages also combine well with other GCSE subjects and further education courses.

Languages are nationally a very highly regarded subject and a GCSE in this subject shows an ability to work hard and sustain concentration, whilst showing potential employers that you have many transferable skills and strong communication skills. A GCSE in a foreign language forms part of the Ebacc, a measure which sets the more academically able apart.

GCSE TRIPLE SCIENCE with GCSE Statistics

This course is suitable for those pupils who demonstrate a keen ability and love of Science in all three subjects and wish to study two or three individual Sciences at A-Level. Pupils who demonstrate the required attributes and meet the necessary criteria will be able to choose Triple Science as an option subject. Exams are terminal at the end of Year 11 and pupils will gain 3 separate GCSE qualifications in Biology, Chemistry and Physics.

- 3 lessons per fortnight will be allocated to Triple Science; 2 lessons per fortnight will be allocated to GCSE Statistics

	What is Assessed?		How is it Assessed?
Biology	**Paper 1**		**B1- Written Exam**
	Content:	**Required Practicals:**	• 1 hour 45 minutes • 100 marks
	• Cells • Organisation • Disease • Bioenergetics	• Microscopy • Osmosis • Food Tests • Enzymes • Photosynthesis • Bacterial Growth	**Foundation Tier and Higher Tier available**
	Paper 2		**B2- Written Exam**
	Content:	**Required Practicals:**	• 1 hour 45 minutes • 100 marks
	• Biological Responses • Genetics • Reproduction • Ecology	• Reaction Time • Field Investigations • Germination • Rate of Decay	**Foundation Tier and Higher Tier available**
Chemistry	**Paper 1**		**C1- Written Exam**
	Content:	**Required Practicals:**	• 1 hour 45 minutes • 100 marks
	• Atomic Structure • Structures and Bonding • Quantitative Chemistry • Chemical Reactions • Energy Changes	• Making Salts • Titration • Electrolysis • Temperature Changes	**Foundation Tier and Higher Tier available**
	Paper 2		**C2- Written Exam**
	Content:	**Required Practicals:**	• 1 hour 45 minutes • 100 marks
	• Rates of Reactions • Organic Chemistry • Chemical Analysis • Earth's Resources	• Rates of Reaction • Chromatography • Ions • Water Purification	**Foundation Tier and Higher Tier available**

Physics	**Paper 1**		**P1- Written Exam**
	Content:	**Required Practicals:**	• 1 hour 45 minutes • 100 marks
	• Energy and Energy Resources • Electricity • Matter • Radioactivity	• Specific Heat Capacity • Insulators • Resistance • I-V Characteristics • Density	**Foundation Tier and Higher Tier available**
	Paper 2		**P2- Written Exam**
	Content:	**Required Practicals:**	• 1 hour 45 minutes • 100 marks
	• Forces • Motion • Waves • Electromagnetism • Space	• Force and Extension • Acceleration • Waves • Reflection and Refraction • Radiation and Absorption	**Foundation Tier and Higher Tier available**
Questions	Questions consist of a range of multiple choice, structured, closed short answer and open responses with at least one extended writing task. Pupils will be tested on the recall of knowledge, the application and understanding of knowledge to familiar and unfamiliar contexts, along with the use of all skills obtained throughout the course. **Between 15% and 30% of questions will focus on the Required Practicals.** **Maths skills will be part of all papers with 30% assigned to Physics papers, 20% to Chemistry papers and 10% to Biology papers.**		
Grading	The marks **from Paper 1 and Paper 2 in each subject** will be combined to generate a final grade.		

	Foundation Tier grades available: 1 − 5 Higher Tier grades available 4 - 9

Triple Science with GCSE Statistics (continued)

EXAM BOARD - EDEXCEL (for more information visit **http://qualifications.pearson.com/gcse**)

The statistics course and qualification is a companion to the mathematics GCSE qualification: there is an overlap between the two with approximately 60% of the statistics course being covered in the mathematics course. The statistics qualification also incorporates numerous examples of real-life data and contexts, which build skills that students will use in other subjects, such as science and geography.

The course is based on the principles of the statistical enquiry cycle, students gain a rounded understanding of how to interpret and apply data to a number of scenarios, both across subjects and in the real world.

Given the overlap between the two courses, if pupils improve their ability in statistics, it is likely they will improve their ability in mathematics and vice-versa.

DETAILS OF ASSESSMENT

Examinations: Level 1/Level 2 GCSE (9 to 1) in Statistics is a tiered qualification. There are two tiers:

- Foundation tier grades 5-1 available
- Higher tier grades 9-4 available (grade 3 allowed)

The examination is split into two evenly weighted papers that focus on the same content and skills. These are split between AO1 (demonstrating knowledge and understanding) which is 55% of the paper, AO2 (interpret statistical information) which is 25% of the paper and AO3 (assess the appropriateness of statistical methodologies) which is 20% of the paper.

*Please note this option will run at two lessons per fortnight with the other three lessons being allocated to the study of Triple Science

	What is assessed?	How is it assessed?
Paper 1	• The collection of data. • Processing, representing and analysing data. • Probability.	• Written exam: 1 hour 30 mins • 50% of GCSE • 80 marks • Calculators **are** allowed
Paper 2	• The collection of data. • Processing, representing and analysing data. • Probability.	• Written exam: 1 hour 30 mins • 50% of GCSE • 80 marks • Calculators **are** allowed

GCSE Computer Science

EXAM BOARD – AQA (for more information visit **www.aqa.org.uk**)

Are you interested in how computer games and software are written?
Would you like to become a games designer?
Have you ever wondered how a mobile phone app is invented?

This course has real relevance for the skills and knowledge of the modern world. The course looks at what goes on behind the scenes and pupils will use computer programming, develop critical thinking, analysis and problem-solving skills.

Subject content

- Fundamentals of algorithms
- Programming
- Fundamentals of data representation
- Computer systems
- Fundamentals of computer networks
- Cyber security
- Relational databases and structured query language (SQL)
- Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

Paper	What is assessed?	How is it assessed?
Paper 1	Computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge of computer science. Based on content from fundamentals of algorithms and programming.	**Written exam set in practically based scenarios:** • Written exam: 2 hours • 90 marks • 50% of GCSE **Questions** A mix of multiple choice, short-answer and longer-answer questions assessing a student's practical problem solving and computational thinking skills.
Paper 2	• Fundamentals of data representation • Computer systems • Fundamentals of computer networks • Cyber security • Relational databases and structured query language (SQL) • Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy	• Written exam: 2 hours • 90 marks • 50% of GCSE **Questions** A mix of multiple choice, short-answer, longer-answer and extended response questions assessing a student's theoretical knowledge.

GCSE Religious Studies

EXAM BOARD – AQA (for more information visit **www.aqa.org.uk**)

COURSE DESCRIPTION

Students taking religious studies will study the full course GCSE. Students will consider different beliefs and attitudes to religious and non-religious issues in contemporary British Society. The specification is designed to be both relevant to candidates' lives and to be an enjoyable course of study to follow. The topics are accessible to all students, whether of a particular faith or not. Students study two components, over Years 10 and 11.

The study of religions: beliefs, teachings and practices (Component 1)

Students will study two religions, Christianity and Buddhism, in this component. They will study the beliefs, teachings and practices of both religions, and will refer to scripture and sacred texts. Students will study the influence of the beliefs, teachings, and practices of both religions, on individuals, communities and societies.

Thematic studies: religious, philosophical and ethical studies (Component 2)

Students will study a total of four themes, considering different religious, philosophical and ethical arguments and their impact and influence in the modern world. They will study different perspectives on the issues studied, within and/or between religions, as well as non-religious views. Students will apply their knowledge of religion to the issues studied.

The four themes to be studied are**: Religion and Life; Religion, Peace and Conflict; Religion, Crime and Punishment; Religion, Relationships and families.**

DETAILS OF ASSESSMENT

Students will sit two 1¾ hour exams, each worth 50% of the course mark, covering both components, at the end of Year 11.

CAREER VALUE

This course aims to develop students' knowledge and understanding of religious and non-religious beliefs; it aims to develop their knowledge and understanding of religious teachings through their reading of key religious texts, other texts and scriptures of the religions they are studying. Students will be enabled to reflect on and develop their own values, belief, meaning, purpose, truth and their influence on human life, and prepare them for adult life in a pluralistic society and global community.

Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership, and research skills. All these skills will help prepare them for further study or training, and a wide range of careers.

Technical Award – Business of Retail

Learners will gain knowledge and understanding of the purpose and principles of visual merchandising and the ways in which retail organisations use visual merchandising in their physical stores and online to attract customers. Learners will have to design visual merchandising installations and explain how these installations will target customers. Learners will gain knowledge and understanding of how marketing is used by retail organisations to achieve their aims. Be able to understand the importance of identifying and targeting customers and how the marketing mix is used to achieve aims, including the increased use of technology in promotion. Learners will have to design promotional materials and explain how these materials will target customers.

WHAT WILL I STUDY?
This qualification is made up of 3 units. You will be assessed through a mixture of exams and project work.

Unit 1: The business of retail: This unit will introduce pupil to the business of retail and will explore the dynamic and competitive nature of the retail industry. Pupils will gain knowledge and understanding of different types of retail business and retail activity, as well as the impact of external factors on the industry e.g. growth in sustainability.	Unit 1 will be assessed through an exam, which is worth 40% of your qualification. The exam will last 1 hour & 30 minutes and will be made up of multiple-choice questions, and short and extended answers.
Unit 2: Customer service for retail business: Pupils will develop their knowledge and understanding of the principles of customer service for retail business and have the opportunity to investigate the customer service experience across a retail organisation of their own choice.	Unit 2 will involve project work, where you will investigate the customer service of a selected retail business. This is worth 30% of your qualification and will take 6 hours to complete.
Unit 3: Merchandising and marketing of retail products: This unit will focus on the importance of visual merchandising and marketing retail products, and how retail businesses use visual merchandising and marketing to achieve their aims. Pupils will apply their knowledge and understanding to design visual merchandising installations and promotional materials. All three units will consider retailing in physical stores and online retailing.	For Unit 3, you will design visual merchandising and marketing materials in response to a given brief. This will take place over 8 hours and will be worth 30% of your qualification.

WHAT SKILLS WILL I DEVELOP?

You will develop a number of skills which are attractive to employer, colleges and universities including:

Communication
Critical thinking
Learning independently
Research Taking on responsibility
Time management

CAREERS WITH RETAIL BUSINESS

Retail Business will give you good IT knowledge, great analytical skills, and excellent problem-solving skills. This means that when it comes to potential careers, there will be lots of choice. Specific retail business careers include:
content writer, customer service representative, e-commerce web developer, logistics marketing assistant, marketing management, retail buyer, retail management, sales associate, social media team leader, visual merchandiser.

GCSE Art, Craft & Design

EXAM BOARD – AQA (for more information visit **www.aqa.org.uk**)

GCSE Art, Craft & Design promotes learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes.

Students must explore and create work associated with areas of study from **at least two** titles listed below:

FINE ART: for example, drawing, painting, sculpture, installation, lens-/light-based media, photography and the moving image, printmaking, mixed media and land art.

THREE-DIMENSIONAL DESIGN: for example, sculpture or ceramics.

PHOTOGRAPHY: for example; portraiture, location photography, studio photography, experimental imagery.

COMPONENT 1:

Pupils must show evidence of working in areas of study drawn from **two or more** of the titles taking into account the distinguishing characteristics of art, craft and design.

COMPONENT 2:

Pupils must show evidence of areas of study drawn from **one or more** of the titles.

The areas of study selected for Component 1 can be the same as, or different from, those selected for Component 2.

Students must explore, through a range of two-dimensional and/or three-dimensional processes and media, practical application of skills and relevant critical and contextual sources such as the work of contemporary artists, craftspeople and designers and the different purposes, intentions and functions of art, craft and design as appropriate to their own work.

Technical Award – Level/Level 2 in SPORT

EXAM BOARD - PEARSON https://qualifications.pearson.com/en/qualifications/btec-tech-awards/sport

This course is for learners interested in taking a hands-on course that will offer them an insight into what it is like to work in the sector, giving them a broad introduction that keeps all of their options open and allows them to make an informed choice about their future learning and career.

The BTEC Tech Award in Sport gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. They will explore the different types of providers and sport and physical activity, as well as the equipment and technology available. Building on this, they will look at individuals' differing needs, to gain an understanding of how to increase participation in sport while further developing their knowledge and understanding of anatomy and physiology in a contextualised way. They will then apply their knowledge and skills to planning and delivering sports activity sessions for participants in practical sessions.

In addition, this qualification enables learners to develop sector-specific skills such as sport analysis and sports leadership, and personal skills such as communication, planning, time management and teamwork, through a practical and skills-based approach to learning and assessment.

ASSESSMENT

- The Level 2 BTEC Technical Award in Sport consists of 3 Components. Components 1 and 2 are **internally assessed** and worth 30% each giving a 60 % total for Components 1 and 2. Component 3 is worth 40% and is **externally assessed** via a written exam lasting 1 hr 30 minutes.
- The assignments allow the student to demonstrate they have skills and knowledge to achieve a Level 1 Pass, Level 1 Merit, Level 2 Pass, Level 2 Merit, Level 2 Distinction Grade.
- At the end of the course, the student's assignment grades are placed together to determine the overall grade for their qualification.

Unit	Content overview	How is it assessed?
Component 1: Preparing participants to take part in Sport and Physical Activity.	Learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.	3 tasks internally assessed issued by the examination board, in October and February. Externally moderated. (30% of the total mark)
Component 2: Taking part and improving other participants' sporting performance.	Learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.	4 tasks internally assessed issued by the examination board, in October and February. Externally moderated. (30% of the total mark)
Component 3: Developing fitness to improve other participants' performance in sport and physical activity.	Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing.	Externally assessed examination worth 40% of overall mark. Assessment is available twice each year (usually taken in Year 11) Jan/Feb and May/June.

SUMMARY

The qualification is equivalent to 1 GCSE and offers a direct progression on to A Level PE, BTEC Level 3 Certificate in Sport, BTEC National in Sport. The qualification also offers learners an opportunity for employment in the leisure sector.

Technical Award – ICT

EXAM BOARD – EDUQAS (for more information visit **https://eduqas.co.uk**)

WHAT WILL I STUDY?
The qualification is made up of 2 units:

Unit 1: ICT in Society	HOW WILL I BE ASSESSED?
Explore the wide range of uses of hardware, application and specialist software in society. Investigate how information technology is used in a range of contexts, including business and organisations, education and homes. Unit 2: ICT in Context Gain a working knowledge of databases, spreadsheets, automated documents and graphical images. Learn to apply your knowledge and understanding to solve problems in vocational settings like what would be expected within a job role.	You will be assessed through a mixture of exams and controlled assessments. Unit 1 will be assessed through an exam which is worth 40% of your qualification. The exam will last 1 hour and 20 minutes, it will be made up of short and extended response questions. Unit 2 will be assessed with project work (no exam) which is worth 60% of your qualification. As part of this assessment, you will be given a scenario and will need to undertake a number of tasks.

The Vocational Award in ICT will develop students' knowledge and understanding of the ICT sector and provide them with opportunities to develop associated practical skills. It covers ICT in Society; allowing learners to explore the wide range of uses of hardware, application and specialist software, and ICT in context; introducing learners to a broad working knowledge of databases, spreadsheets, automated documents and images.

ICT plays an important role in many areas of our everyday lives and is also an important part of the UK economy with demand from employers for an increasingly skilled and technically literate workforce as more and more business products are produced digitally.

ICT delivers skills across the whole range of learning styles and abilities, effectively engaging and inspiring all students to achieve great things. The 'hands on' approach that will be required for both teaching and learning has strong relevance to the way young people use the technology required. The qualification design will allow learners the freedom to explore areas of ICT creatively that interest them, as well as providing good opportunities to enhance their learning with the view to be skilled for their next steps and into employment.

WHAT SKILLS WILL I DEVELOP?

You will develop a number of skills which are attractive to employer, colleges and universities including:

Communication
Coping with rapid changes in technology
Critical thinking
Designing, programming, testing and evaluating software systems
Learning independently
Numeracy and data handling
Problem solving
Research
Taking on responsibility
Time management

CAREERS WITH ICT

The ICT industry offers a wide range of exciting opportunities which include:
data analyst, digital content producer, systems engineer, web marketing manager.

BTEC Technical Award Level 1/2 - HEALTH AND SOCIAL CARE

EXAM BOARD - PEARSON (for more information visit **http://qualifications.pearson.com**)

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 one of the fastest growing sectors in the UK: Health & Social Care.

The course covers some of the fundamental aspects of health and social care, including growth and development, health and social care services and values, and health and wellbeing, giving learners a broad introduction to a sector that transects a wide range of careers from social care and social work to many different branches of healthcare. The breadth of this course allows learners to identify their strengths and interests to help inform next steps in education and training. Using realistic vocational contexts, learners will acquire sector-specific knowledge and technical skills, exploring a range of healthcare conditions and social care needs and considering how the different healthcare and social services available can help meet individuals' needs as well as the common barriers to access and obstacles to care. They will learn about physical, lifestyle, social, cultural, economic and environmental factors affecting health and wellbeing and how to make recommendations for improvement using person-centred approach.

The Tech Award combines theory with plenty of practical application, giving learners the opportunity to develop key skills relevant to the health and social care sector such as research techniques and measuring physical health, as well as developing their written communication skills as they create health and wellbeing plans. Through the two internally assessed components, learners complete realistic tasks and activities that allow them to fully connect knowledge to practice and evidence core knowledge, understanding and skills.

This Tech Award complements the more theoretical aspects covered by GCSE Biology or GCSE Psychology, allowing learners to apply their knowledge in a vocational context. Achievement of the qualification opens up a wide range of progression opportunities, including A Levels or a BTEC National in Health and Social Care

The course consists of 3 components:

Component	What is assessed?	How is it assessed?
Component 1: Human Lifespan Development	Learners will explore different aspects of growth and development and the factors that can affect this across the life stages. They will explore the different events that can impact on individuals' physical, intellectual, emotional and social development and how individuals cope with and are supported through changes caused by life events	• Internal assessment – 4 set tasks released by the exam board (PSA – Pearson Set Assignment) at certain times throughout the year. Internally assessed and externally moderated. • 30% of award
Component 2: Health and Social Care Services and Values	Learners will explore health and social care services and how they meet the needs of service users. They will also study the skills, attributes and values required when giving care.	• Internal assessment – 5 set tasks released by the exam board (PSA – Pearson Set Assignment) at certain times throughout the year. Internally assessed and externally moderated. • 30% of award
Component 3: Health and wellbeing	Learners will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing	• Externally assessed. The final exam will be taken in the month of February in year 11, with an opportunity to re-sit in May of that year. • 40% of award

DETAILS OF ASSESSMENT

This course is a combination of controlled assessment tasks and one external examination task.

There are two levels of entry – Level 1 and Level 2. Grades - Pass, Merit, Distinction, Distinction*

Technical Award – Performing Arts:
ACTING PATHWAY

For more information visit: <u>Specification - Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts 2022 Issue 1</u>

This exciting acting course is designed to develop your practical skills and find out more about performing arts. This course offers a practical introduction to life and work in the performing arts industry. The qualification, which is 120 Guided Learning Hours (GLH), is the same size and level as a GCSE.

The qualification enables learners to develop their sector-specific skills, such as refining work and applying skills for a performance using realistic vocational contexts, and personal skills, such as working with others, working to deadlines, and responding to feedback through a practical and skills-based approach to learning and assessment.

What does the qualification cover?

Everyone taking this qualification will study three components all of which have **practical and theoretical elements**, covering the following content areas:

● **Component 1 (30% of the final mark) <u>Exploring the Performing Arts</u> - developing an understanding of the performing arts including practitioners' work and the processes used to create performance.**
You will look at elements such as roles, responsibilities and the application of relevant skills and techniques. You will have the chance to explore practically the work of different professionals to develop an appreciation of the methods they use to explore a theme and communicate to audiences through their work. You will broaden your knowledge through observing existing repertoire and by learning about professionals' approaches and how they create and influence performance material.

● **Component 2 (30% of the final mark) <u>Developing Skills and Techniques in the Performing Arts</u> - development of performing arts skills and techniques through the reproduction of acting repertoire as a performer**.
In this component, you will develop performing skills and techniques. You will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process. You will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce performance elements of the work. You will then develop your own performance of an existing piece of repertoire.

● **Component 3 (40% of the final mark) <u>Responding to a Brief</u> - contributing to a workshop performance as a performer in response to a given brief and stimulus.**
In this component, you will have the opportunity to respond to a brief. You will be given a brief that outlines the performance requirements and asks you to consider your target audience and to start the creative process by using the stimulus included in the brief. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience.

Where will this course take me?

Once you have completed the qualification, you will have developed a practical understanding of the performing arts industry, and the roles and responsibilities of the people involved in performing arts industries. Because you will be building useful skills, which are not generally covered in GCSE courses, you will have a better understanding of whether the performing arts industry is for you. This will allow you to decide whether this is an area you want to continue to study. The course will also help you to develop specific skills and knowledge, such as self-evaluation and group work, which will benefit you wherever you progress to next.

Technical Award – Design Engineering

EXAM BOARD – EDEXCEL (for more information visit Engineering | BTEC Tech Award | Pearson qualifications)

This course allows pupils to have the opportunity to develop skills in design and making high quality products using a range of different materials.

They will be expected to make a range of products, prototypes and samples, applying their skills and technical knowledge to ensure that the product is fit for purpose.

Pupils will have the opportunity to use traditional craft skills and modern technologies.

Upon leaving school, pupils can progress from this course onto A- Level Product Design, or BTEC courses in Engineering, or Construction and the Built Environment.

DETAILS OF ASSESSMENT

Unit	What is assessed?	How is it assessed?
Component 1: Exploring Engineering sectors and applications	Pupils will complete coursework where they investigate engineering companies, the types of products they make and roles within such organisations. They will also investigate engineering design and manufacturing processes in this unit through practical project work.	30% of the GCSE
Component 2: Investigating an engineering product	Pupils will complete coursework where they disassemble a product, analyse the materials and components that the product is made from and how they are made. They will put this knowledge into practice by reproducing one of the component parts of the product and testing it.	30% of GCSE
Component 3: Set task and Examination	The examination is in two parts: Part 1- A set practical task where students respond to a design brief set by the exam board. Part 2- A theory paper that links to the set practical task. Both parts are taken in the same 1- week period determined by the exam board.	Part 1- 2 hours Part 2 1.5 hours 40% of GCSE

ARE THERE DIFFERENT LEVELS OF ENTRY?

This is a Level 2 course. Pupils who do not gain sufficient marks to achieve this level will certificate at Level 1.
Please note that parents will be asked to make a contribution towards the cost of consumable materials. (£15 per year.)

GCSE Music

EXAM BOARD – EDUQAS (for more information visit **www.eduqas.co.uk**)

The course has three elements; performing, composing and listening. Each element is explored throughout the course. The four areas of study include: Musical forms and devices, Music for ensemble, Film music and Popular music.

All pupils taking this course should already be skilled on an instrument/ voice, already be having lessons on that instrument and therefore will be encouraged to have **further 30-minute weekly lessons** in their chosen instrument. These can be provided through the school or taken privately on a regular basis.

DETAILS OF ASSESSMENT

What is assessed?	How is it assessed?
Component 1: Performing Music	
A **minimum of two** pieces, **one** of which must be an **ensemble** performance of **at least one-minute** duration. The other piece(s) may be **either** solo **and/or** ensemble. (4-6 minutes in total)	30% of GCSE Non-exam assessment: internally assessed, externally moderated. **One** of the pieces performed must link to an area of study of the learner's choice.
Component 2: Composing Music	
There are two pieces of NEA to be completed. **Composition 1** – composition to a brief in Year 11. **Composition 2** – free composition. 3-6 minutes' worth of music in total.	30% of the GCSE Non-exam assessment: internally assessed, externally moderated. **Two** compositions, **one** of which must be in response to a **brief set by EDUQAS.** Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The **second** composition is a free composition for which learners set their **own brief**.

Component 3: Appraising Music	
Listening Exam in Year 11- 1 Hour 15 minutes	40% of GCSE **Eight** questions in total, **two** on each of the four areas of study. **Area of study 1: Musical Forms and Devices** **Area of study 2: Music for Ensemble** **Area of study 3: Film Music** **Area of study 4: Popular Music**

ARE THERE DIFFERENT LEVELS OF ENTRY?

Music has just one tier of entry.

AQA GCSE – Design and Technology Level 1/2 (9-1)

EXAM BOARD – AQA (for more information visit **http://qualifications.aqa.com/gcse**)

This course focuses on developing skills in Design and Making, focusing on knowledge building of materials, components, control systems and manufacturing processes. Pupils can use traditional skills such as drawing and sketching in 2D and 3D, modelling and making. They will also use modern technologies such as 2D Design, Sketch up and 3D modelling: 3D printer and traditional modelling techniques. This course places greater emphasis on understanding and applying design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

The course is designed for pupils who want to study a general Design and Technology subject.

Upon leaving school, pupils can progress from this course onto A- Level Product Design, or BTEC specialised courses such as Graphical Design. 3D design or Design Engineering and general design-based disciplines

HOW WILL THE COURSE BE ASSESSED?

The assessment criteria for this course consists of a 2 ½ hour paper covering all aspects of the technical knowledge core component. Section 2 consists of the NEA (Non-Examined assessment). This part of the course has a weighting of 50% of the overall award. It is completed during the summer and autumn term of year 2, the component is split into six sections as follows:

Assessment objective	Section	Criteria	Maximum marks
AO1 Identify, investigate and outline design possibilities	A	Identifying & investigating design possibilities	10
	B	Producing a design brief & specification	10
A02 Design and make prototypes that are fit for purpose	C	Generating design ideas	20
	D	Developing design ideas	20
	E	Realising design ideas	20
A03 Analyse and evaluate	F	Analysing & evaluating	20
	Total		100

Please note that parents will be asked to make a contribution towards the cost of consumable materials. (£10 per year.)

GCSE Food Preparation & Nutrition

EXAM BOARD – EDUQAS (for more information visit **https://eduqas.co.uk/qualifications/food-preparation-and-nutrition/**)

Please note that parents will be asked to contribute towards the cost of food ingredients on a regular basis throughout this course.

The Food Preparation and Nutrition course is designed to provide pupils with the knowledge, understanding and skills you need to prepare and cook food safely using a wide range of different food commodities, cooking skills, techniques and equipment. It will help you to understand:

- The relationship between diet and health and the effects of a poor diet on health
- How a range of factors can affect our food choice (including economic, environmental, ethical and cultural influences as well as food availability and food production processes)
- The functional and nutritional properties, working characteristics and sensory qualities of foods and how food science principles can be applied
- How to prepare, process, store and cook food safely
- Different culinary traditions and the ingredients and cooking techniques they use.

The course is divided into 6 areas of content:

1. Food commodities
2. Principles of nutrition
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation

HOW WILL THE COURSE BE ASSESSED?

Assessment type	Format	Time	% of qualification
Principles of Food Preparation and Nutrition			
Written exam	Two sections of compulsory questions to assess the 6 areas of content listed above.	1 hour 45 minutes	50%
Food Preparation and Nutrition in action			
Non-examined assessment: Assessment 1 (Completed in Year 11)	**The Food Investigation Assessment** A scientific food investigation which will assess knowledge, skills and understanding relating to the scientific principles underlying the preparation and cooking of food.	8 hours	15%
Non-examined assessment: Assessment 2 (Completed in Year 11)	**The Food Preparation Assessment** Preparing, cooking and presenting a menu to assess knowledge, skills and understanding relating to the planning, preparation, cooking and presentation of food.	12 hours	35%

GCSE Film Studies

For more information see:

The WJEC Eduqas specification in GCSE Film Studies is designed to draw on learners' enthusiasm for film and introduce them to a wide variety of cinematic experiences through films which have been important in the development of film and film technology. Learners will develop their knowledge of US mainstream film by studying one film from the 1950s and one film from the later 70s and 80s, thus looking at two stages in Hollywood's development. In addition, they will be studying more recent films – a US independent film as well as films from Europe, including the UK, South Africa and Australia.

Production is an important part of this specification and is integral to learners' study of film. Studying a diverse range of films from several different contexts is designed to give learners the opportunity to apply their knowledge and understanding of how films are constructed to their own filmmaking and screenwriting. This is intended to support learners in producing creative films and screenplays as well as enable their production work to provide an informed filmmaker's perspective on their own study of film.

This specification is designed to provide a foundation for subsequent study by encouraging learners to explore, through formal study and their own productions, how films are constructed as well as the role the screenplay takes in the film production process.

Component 1: Key Developments in US Film Written examination: 1hr 30 mins 35% of qualification	**Section A: US film comparative study** • One question on the first of the chosen pair of films • One question on the second of the chosen pair of films • One question requiring a comparison of the chosen pair of films **Section B: Key developments in film and film technology** • One multi-part question on developments in film and film technology **Section C: US independent film** • One question on US independent film.
Component 2: Global Film: Narrative, Representation and Film Style Written examination: 1 hr 30 mins 35% of qualification	**Section A:** One question on global English language film **Section B:** One question on global non-English language film **Section C:** One question on contemporary UK film.
Component 3: Production - Non-exam assessment 30% of qualification	**Learners produce:** • One genre-based film extract (either from a film or from a screenplay) • One evaluative analysis of the production

Initial first half term –
- Make your own poster for your own film idea

- An introduction to the key aspects of film and applying them to your studies.

- History of film – How film has progressed throughout the years.

Year One (Year 10) –
- Introduction and development of knowledge linked to films needed for exam.

- Begin creation of non-exam assessment

- Development of exam skills and written ability.

Year Two (Year 11) –
- Revision, completing of non-exam assessment, exam preparation

Films being considered for the course:
Mainstream Films for comparative study -
• The Lost Boys (15) & Dracula (U)
Rebel without a cause (PG)
Ferris Bueller's Day off (12a)

Independently produced films -
• Juno (12)

Global English language films -
• Slumdog Millionaire (15)

Global non-English language films -
• Tsotsi (15)

Contemporary UK films (produced since 2010) -
• Attack the Block (15)

GCSE (Art and Design) Textile Design

EXAM BOARD – AQA (for more information visit **www.aqa.org.uk**)

Textile design is defined here as the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose.

In **Component 1** and **Component 2** students are required to work in **one or more** area(s) of textile design listed below:

- art textiles
- constructed textiles
- printed and dyed textiles
- surface pattern
- stitched and/or embellished textiles

They may explore overlapping areas and combinations of areas.

The following aspects of knowledge, understanding and skills are defined in further detail to ensure students' work is clearly focused and relevant to textile design.

Knowledge and understanding
The way sources inspire the development of ideas, relevant to textile design including:

- how sources relate to cultural, social, historical, contemporary, environmental and creative contexts which might be determined or influenced by functional or non-functional considerations
- how ideas, feelings, forms, and purposes can generate responses that address personal needs or meet external requirements, such as client expectations and any associated constraints.

The ways in which meanings, ideas and intentions relevant to textile design can be communicated include the use of:

- figurative and non-figurative representations, stylisation, simplification, surface embellishment, constructional considerations and imaginative interpretation
- visual and tactile elements, such as:
    - colour
    - line
    - form
    - tone
    - texture
    - shape
    - pattern
    - composition
    - decoration
    - repetition
    - scale
    - structure
    - surface.

Skills

Within the context of textile design, students must demonstrate the ability to:

- use textile design techniques and processes, appropriate to students' personal intentions, for example:
    - weaving
    - felting
    - stitching
    - appliqué
    - construction methods
    - printing.

- use media and materials, as appropriate to students' personal intentions, for example:
    - inks
    - yarns
    - threads
    - fibres
    - fabrics
    - textile materials
    - digital imagery.

RSL Certificate for Music Practitioners Level 1/2

EXAM BOARD – RSL (for more information visit https://www.rslawards.com/vocational/music-practitioners/)

The course has three pathways: Performance, Composition and Technology for Music Practitioners.

This qualification provides a vocationally relevant course in music for learners who wish to develop their skills, knowledge and understanding in disciplines within the music industry. They allow for both direct progression into the industry and/or progression to a higher level of study. The qualifications focus upon the recognition of achievement through practical performing, composing and production skills. Through study for these qualifications, learners will be able to: • Understand and communicate knowledge of theoretical and contextual issues relating to music style, audience and the music industry • Plan for and undertake a program of skill development • Display musicianship skills in a number of professional scenarios • Understand relevant aspects of music technology • Perform / compose / produce music effectively

Pupils taking this course should have a keen interest in music. If taking the performance route, pupils should have studied music in year 9 and should already be skilled on an instrument and having weekly lessons 1-2-1 with a tutor on that instrument. If taking the composition/production route, pupils should have studied music in year 9 and have a keen interest in composing and sequencing through Garageband and using music technology.

DETAILS OF ASSESSMENT

Component	What is assessed?	How is it assessed?
Internal Assessment	• 60% Internal Assessment • Two assessed units • External moderation of internally assessed units ensures that all assessments are carried out to the same standard by objective sampling of learners' work.	**Musical Knowledge** • This unit aims to build a learner's musical knowledge and develop their ability to understand and talk about music using appropriate technical language **Skill Development** • This unit aims to enhance learners' capacity to understand how to maximise their development as a music practitioner, to recognise success and to encourage improvement in areas which require further work through objective and reflective self assessment
External Assessment	• 40% external Assessment • Takes the form of timed assessments under exam conditions based on assignments set and marked by RSL.	**Live Performance** • This unit aims to prepare learners for undertaking a live musical performance to an audience, in response to a brief **Composing Music** • This unit aims to prepare learners for composing a piece of music in response to a brief **Sound recording.** • This unit aims to prepare learners for producing a recording of a piece of music in response to a brief.

ARE THERE DIFFERENT LEVELS OF ENTRY?

This has a level 1 and a level 2 entry.

Overall grades for the qualifications are banded Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction* and Unclassified.

https://forms.office.com/r/7Va2mz7sGX

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