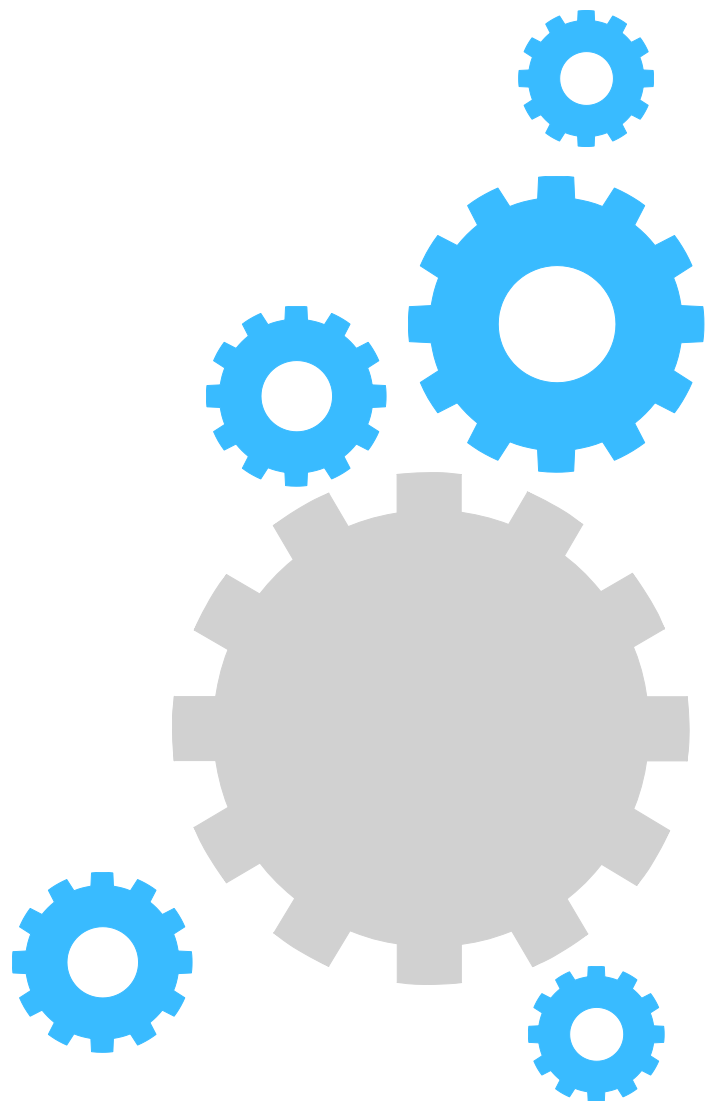


**George Stephenson**  
High School



**Year 9 Options Booklet**  
February 2019

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# INTRODUCTION

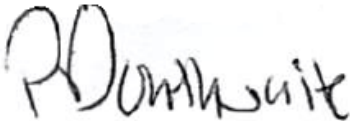
Dear Parents and Guardians

Your son or daughter will shortly be asked, with you, to make a number of choices about the shape of the curriculum they will follow in Years 10 and 11. Up to now the curriculum they have followed will have been largely similar for all students. In Years 10 and 11 students have a degree of choice. You as parents have a very important part to play in this process and in the ongoing support for them as they enter the most important phase of their education to date.

Please read the booklet carefully. You and your child will have a personal interview with a Pathways Adviser at the Year 9 Options Evening. We hope the recommended pathways approach outlined on page 3 will also help you make an informed decision. We will attempt to meet the wishes of all students in their choices but it may not be possible to satisfy everyone. Our aim is to do everything we can to provide the widest possible range of courses.

The staff and I look forward to meeting you and providing you with the advice and guidance to ensure that the right choices are made.

Yours sincerely

A handwritten signature in black ink, appearing to read 'P Douthwaite', written in a cursive style.

PETER DOUTHWAITE  
Deputy Headteacher

This booklet is about the courses you will study over the next two years. Please read it very carefully.

Next year we will be offering a range of courses of different types.

1. A **GCSE** course usually involves an element of coursework and an external examination, taken at the end of Year 11. Work in each subject will be graded from 9-1
2. **BTEC and WJEC** courses are largely portfolio based and relate to a particular vocational area. The courses are equivalent to a full GCSE but have fewer external exams. All BTEC and WJEC assessment decisions are subject to internal and external verification.

You will have to do a number of **COMPULSORY** courses in common with all other 14-16 year olds in the country.

***Please note: Some courses are yet to be given final approval by the DFE, so the type and detail of courses may change before teaching in 2019, however they will still relate very closely to the subject offered and will be at GCSE level or equivalent.***

***We will do our best to accommodate your choices but, for a small number of students it may be necessary to discuss reserve choices therefore please rank your preferences and choose your reserve choices carefully. We are offering a wide range of courses but may not be able to run them all. Decisions about which can run and which cannot run will be based upon numbers choosing them.***

**We hope that you find this booklet helpful but if you have any questions or need further advice, please do not hesitate to contact your Guidance Manager or tutor at school.**

# PATHWAYS

At George Stephenson High School we are an academically focussed school dedicated to ensuring that all students achieve an all-round education that ensures they are as well prepared as they can possibly be for the next stage of their education.

It is important that the options process is taken seriously to ensure that your child selects a combination of subjects that keeps their future options open, whilst not being excessively difficult to ensure that they are successful in their chosen areas.

Using a combination of subject data and pastoral information, we have produced three 'Pathways' to ensure your child is on a route where evidence suggests they will be successful leading to an appropriate progression route for them.

## **Pathway 1 English Baccalaureate (EBacc)**

Students are recommended to consider the English Baccalaureate (EBacc) combination of subjects. Students will study English, Maths, Science, a Humanity (either Geography or History) and a Modern Foreign Language (either French or Spanish). Students will then have two other options to choose from.

This combination of subjects provides a broad curriculum with an academic core. This can be a challenging combination of subjects and is recommended to those students who are already achieving high grades in these subjects and perform well in exam conditions as they are all assessed through exams at the end of Year 11. If a student would prefer to follow Pathway 1 then they should discuss this with their pathways advisor.

## **Pathway 1**

For the majority of students we would recommend that choosing only one Humanity or Language subject is more appropriate. This pathway provides greater scope for students to choose subjects they prefer. It also allows students to choose more vocational options which provide a more balanced assessment approach throughout the course with a significant amount assessed through coursework. Students recommended for this pathway will again be informed, however should a student recommended for this pathway feel that they would like to take the combination of subjects on Pathway 1 (EBacc) then this should be discussed with their pathways advisor.

## **Pathway 2**

The third pathway is for students who will flourish in a more vocational setting and will benefit most from our Applied Studies course. These students will still be expected to choose one Humanity or Language and, like students on the second pathway, they should discuss with their pathways advisor if they would like to do the subjects that make up the Pathway 1 (EBacc), combination. ***Places on Pathway 2 are limited so only those students informed will be able to choose this pathway.***

# PATHWAYS SUMMARY

Students will be provided with a personalised options form that recommends they choose a combination of subjects from one of the three following pathways.

Pathway 1 EBacc	Pathway 1	Pathway 2
English, Maths, Science, PE, RE and Careers	English, Maths, Science, PE, RE and Careers	English, Maths, Science, PE, RE and Careers
<b>One of</b> Geography or History <b>and one of</b> French or Spanish	<b>One of either</b> Geography, History, French or Spanish	Applied Studies <b>and one of either</b> Geography, History, French or Spanish
Any <b>two</b> further options	Any <b>three</b> further options	<b>One</b> further option

**PLEASE BRING YOUR FORM WITH YOU TO YOUR PATHWAYS APPOINTMENT ON 28 FEBRUARY TO DISCUSS WITH YOUR PATHWAYS ADVISOR. DO NOT COMPLETE YOUR FORM BEFORE THIS DATE.**

# COMPULSORY COURSES

The subjects you **must** do are:

**ENGLISH** - which includes English Language and English Literature (two GCSEs)

**MATHEMATICS** - one GCSE

**SCIENCE** - Two (Double) or three (Triple) GCSEs

**CAREERS (EMPLOYABILITY)**

**PERSONAL AND SOCIAL EDUCATION**

**PHYSICAL EDUCATION**

**RELIGIOUS EDUCATION**

## COURSES YOU MAY CHOOSE

We are offering the following range of courses in September 2019.

- Art and Design – (**one** from Art, Textiles or Graphic Communication) – GCSE
- Business - GCSE
- Computer Science - GCSE
- French - GCSE
- Geography - GCSE
- Health and Social Care – BTEC
- History – GCSE
- Hospitality and Catering - WJEC
- Digital Information Technology – BTEC
- Media - GCSE
- Music - BTEC
- Drama - BTEC
- Photography – GCSE
- Religious Education – GCSE
- Spanish - GCSE
- Sport – BTEC
- Applied Studies (Double Option – This counts as **TWO** choices)

**You will also be asked to indicate two RESERVE choices on the Option Form.**



# HOW DO I CHOOSE?

## DO:

- choose courses you know you will enjoy
- choose courses you are interested in
- choose a range of different courses, so that you have a broad base from which to choose your post-16 courses
- read the subject information on the next few pages very carefully
- ask the advice of your subject teachers, your tutor and our careers advisers
- discuss it with your parents
- **THINK VERY CAREFULLY** about the subjects you choose. It is very difficult indeed to change course once you have started.
- Take time to rank your options in order of preference and consider your reserve carefully.

## DON'T:

- choose a course simply because your friends have
- allow your preference of particular teachers to influence your choice
- choose a course because you think it might be easy
- make your decision hastily
- drop any subject you may want to study after Year 11
- drop any subject you may require for entry to a particular occupation or course of further study

# CONSIDERING UNIVERSITY?

It may seem like a long time away, but if you are considering applying to a competitive university and especially a competitive course at a competitive university, it is important that you consider all the aspects of the entrance requirements, including the GCSE requirements.

A summary below gives an idea of the GCSE requirements that you might come across for certain degree courses. Remember that these are only examples. It is important to check university websites for detailed requirements before applying.

- Applicants to study Medicine are usually required to have very good GCSE results in Maths, Science and English.
- For a degree in English, universities often look for applicants to have a GCSE in a Modern Foreign Language.
- A grade B in Maths and sometimes Science is often required for a degree in Psychology.

## ***What subjects at A Level give me the most options?***

Many courses at university level build on knowledge which you will gain while at school. Where this is the case, universities need to make sure that all the students they admit have prepared themselves in the best way to cope with their chosen course.

For this reason, some university courses may require students to have studied a specific subject at advanced level prior to entry, others may not. However, there are some subjects that are required more often than others. These subjects are:

- Maths and Further Maths
- English (Literature)
- Physics
- Biology
- Chemistry
- Geography
- History
- Modern Foreign Language (like French or Spanish)

Source: Informed Choices - Russell Group

<http://russellgroup.ac.uk/media/5457/informed-choices-2016.pdf>

# CHOOSING – THE PROCESS

- **Information for students** (Options Evening, Year 9 Assembly and Tutorial Periods).
- **Discussion in tutor time and interviews with Year 9 Guidance Manager where needed.**
- **Week beginning 11 February 2019** - Option Booklets and forms issued to students.
- **Year 9 Options/Parents' Evening – Thursday 28 February, 4.00 p.m. – 8.00 p.m.**  
Pathways interviews will take place during this evening. Students will be advised the most appropriate subjects to take based on individual data. **IT IS STRONGLY ADVISED THAT FINAL DECISIONS ARE NOT MADE UNTIL AFTER THIS MEETING.**
- **Option forms returned to school by Friday 8 March 2019.**

Your OPTION FORM **MUST** be returned to your tutor by **Friday 8 March 2019** at the latest.

**PLEASE NOTE: If your form is handed in late you are less likely to get your preferred options.**

Your option form will be checked once handed in to ensure that you have chosen a **balanced range of subjects** allowing you access to as wide a range of careers as possible in the future.

If there is a problem with any of your choices we will contact you, otherwise you will start the courses you choose in September.

Where it is not possible to accommodate all choices students must take a reserve option. **It is therefore important that careful consideration is given to the ranking of options AND reserve choices.**

# THE COMPULSORY SUBJECTS

## ENGLISH - GCSE

### GCSE English Language and English Literature

All students will be following a combined course of GCSE English Language and GCSE English Literature. Two separate awards will be given.

### GCSE English Language

Students will sit two examinations at the end of Year 11. A separate award will be given for Spoken Language.

Over the two years, students will study a range of pre and post nineteenth century literary fiction and non-fiction. We will also explore a range of writing styles and practise producing texts for a range of purposes and audiences.

### GCSE English Literature

Students will sit two examinations at the end of Year 11.

Over the two years, students will study a Shakespeare play as well as a contemporary play, a range of poetry and a pre-1900 novel.

## MATHEMATICS - GCSE

Students begin studying for their Mathematics GCSE in September of Year 9 and this continues in Years 10 and 11. They will take a linear GCSE exam in June of Year 11. The exam comprises of three papers; paper 1 without a calculator, and papers 2 and 3 with a calculator.

Students will be entered for either Foundation Tier (grades 5 - 1) or Higher Tier (grades 9 - 4)

# SCIENCE - GCSE

Science enables students to learn and understand the world around them. Every day subjects from electricity in our homes to catastrophic events such as a tsunami are covered. Science is a gateway to a wide range of careers. Doctors, vets, physiotherapists and beauticians need knowledge of Science. Engineers, astronomers, chefs and plumbers also use their science skills on a daily basis.

Next year students will start on one of 2 pathways:

1. Triple Award Science
2. Combined Science

The selection for these pathways is based on the end of Year 9 assessment and continual assessment throughout Year 10 and Year 11.

## 1. Separate Science Pathway

During Year 10 and 11 students will follow the Edexcel GCSE Biology, Chemistry and Physics programmes of study to complete the Separate Science Pathway. Students will be awarded three separate GCSEs.

Separate Science provides students with an advanced course that extends their current knowledge and understanding of the living, material and physical worlds. This course is designed to build directly from the Combined Science course content that is taught in timetabled curriculum time.

The three Sciences of Biology, Chemistry and Physics are taught separately by subject specialists during extracurricular teaching sessions. This allows teachers to focus on their area of expertise and provides the very best experience for students during GCSE Science. It is expected that students taking Triple Science should be strongly considering progressing to at least two A level Sciences in Year 12.

Assessment - May/June Year 11

Six written exams (1 hour 45 minutes each) comprising of two Biology exams, two Chemistry exams and two Physics exams. Each paper will be available in foundation and higher tier and worth 100 marks.

## 2. Combined Science Pathway

During Year 10 and 11 students will follow the Edexcel GCSE Combined Science to complete the Double Award Science Pathway. Students will be awarded a double Science GCSE.

This course provides students with a broad, coherent course that adds to their knowledge and understanding of the living, material and physical worlds. This course is designed to follow on directly from the course studied in Key Stage 3.

The Combined Science course will be delivered in discrete topics that cover Biology, Chemistry and Physics content. The increase in challenge of the Combined Science course prepares students perfectly for the demands of A level Biology, Chemistry and Physics.

Assessment - May/June Year 11

Six written exams (1 hour 10 minutes each) comprising of two Biology exams, two Chemistry exams and two Physics exams. Each paper will be available in foundation and higher tier and worth 60 marks.

# CAREERS EDUCATION INFORMATION ADVICE AND GUIDANCE

Taking our statutory duty to provide both a quality and balanced careers curriculum seriously, our students receive timetabled Careers sessions. As a staff, we are passionate about ensuring that students are well informed about all possible options and receive a range of work related experiences. Never have we worked harder to ensure that aspirational career choices are a component of all subjects.

Careers Education Information Advice and Guidance (CEIAG) combines curriculum, information and guidance focused activities to help young people plan and build their own careers. Students will work on the following areas:

- CV's and cover letters
- Career pathways
- Interview techniques
- Sixth form options
- Economic awareness
- Personal Action Plans with an independent Connexions Careers Advisor
- Mock interviews with external organisations
- Work experience (please see Work Related Learning)
- Apprenticeship sessions.

## **Work Related Learning**

The aim of work-related learning in George Stephenson High School is to help our young people to:

- Fulfil their academic and vocational potential
- Apply their learning in a work context
- Acquire the skills, attitudes and behaviours required in the workplace
- Be enterprising and to support enterprise in others
- Develop other skills, knowledge, understanding and motivation for a well-rounded and balanced adult life.

Our aim is to ensure that students receive the individual support to ensure that they understand their strengths and are empowered to take the next steps towards achieving their career aspirations.

# PERSONAL AND SOCIAL EDUCATION

Personal and Social Education aims to provide students with a broad and balanced education while still treating all students as individuals.

As part of the National Curriculum we will examine themes which run across a number of subjects. These include:

- **Health Education**
- **Careers**

As part of the Health Education Curriculum we aim to provide students with the knowledge and information to be able to make informed choices about their own health and wellbeing. Topics which are covered include

- Body Image
- Relationship and Sex Education
- Alcohol
- Sexting
- Child Sexual Exploitation
- Domestic violence (teenage relationships)
- Contraception
- Gender identity
- Identifying racism

Students are supported in Health Education by other specialists who can offer advice and guidance. The Health Education works closely with support from the schools Family support workers and Guidance Team, as well as the Student Health and Well Being group.

# CORE PHYSICAL EDUCATION

Every student in Year 10 & Year 11 has 1 double lesson (100 mins.) of Physical Education per week.

The emphasis in Core PE lessons is to provide students with the opportunity to participate in a variety of different activities, enabling them to develop both their individual skills and their ability to work together with their peers. Students are encouraged to take responsibility in lessons to develop their leadership skills and show a desire to improve their own personal performance, enabling them to develop a life-long interest in taking part in physical activity.

The activities that students will participate in include:

Football

Rugby

Basketball

Athletics

Netball

Dance

Tennis

Badminton

Trampolining

Fitness

Striking & Fielding (Cricket, Rounders, Softball, Danish Longball)

Table Tennis

Many of the activities take place at the Lakeside Leisure Centre which we have access to during the school day.

At George Stephenson High School, we view Physical Education as a central part to the curriculum that the school offers. We run successful school teams in a number of different activities and regularly have teams or representatives competing in many regional and national events. We also offer numerous opportunities for students to participate in an extra-curricular setting.

We have established links with many local clubs over recent years and many of our students participate regularly in local club teams.

At Key Stage 4, expectations for our students are still high and all students are required to attend lessons with correct PE kit at all times and participate to the best of their ability in all lessons. Our aim is to offer a broad and balanced curriculum which allows students to participate, develop their skills and enjoy their Physical Education lessons.



## **CORE RELIGIOUS EDUCATION**

All students study a course in Religious Education as part of the Key Stage 4 National Curriculum. They have one lesson a fortnight. Some students take GCSE RE in addition to their compulsory Core RE lesson.

Throughout Key Stage 4, students will study a range of different religious, philosophical and ethical topics which relate to life in contemporary society. Students will have the opportunity to explore their own opinions and look at the views of others, evaluating what they find persuasive or not about them.

In Year 10, students will look at the issues surrounding punishment of criminals and the arguments for and against the death penalty, using real life cases as a stimulus for discussion. They will compare Christian attitudes on this topic to Hindu and Muslim attitudes to this issue. They will look at issues relating to religion and the media as well as genetic engineering before planning and delivering in a small group a lesson to their class on a RE topic of their choice.

As In Year 11, students will begin the year by looking at whether or not religion is beneficial for society. Then they will undertake their own Project, choosing a topic which interests them relating to Religious Education. They will be supported by their teachers in the completion of the project and will spend lessons planning, researching and realising their projects and will evaluate how they have learned.

If you require any further information regarding Core RE, please do not hesitate to contact either Miss Rigby ([arigby@gshs.org.uk](mailto:arigby@gshs.org.uk)) or Miss Howard ([showard@gshs.org.uk](mailto:showard@gshs.org.uk))

# COURSES YOU MAY CHOOSE

## ART AND DESIGN - ART GCSE

### Art and Design

If you enjoy being creative, what to push your practical skills further and be keen to work on how to analyse and interpret works of art, Art and Design is a great choice. The skills that you develop in this subject work to supporting a number of other subjects. Art and design is a way of seeing things and making sense of the world around you. It can help you further study and prepare you for the world of work. Students can work in art, craft and design materials and processes. Students should produce practical and contextual work within their two units of work. Students have the opportunity to experience drawing and painting, printmaking, photography, and textile manipulation.

The course consists of:

### Component 1: Portfolio work

Is made up of a series of mini projects where you are able to explore new materials. Projects which are aimed at stretching the students' creativity and practical skills. Student portfolios should contain evidence of research, development and final outcomes with an emphasis on analysis and personal response. A minimum of one final outcome is required for this unit.

### Component 2: Externally Set Task

In January of Year 11 the exam board release the external assignment. Students then respond to one of the questions on the paper. There is preparation time, plus ten hours of supervised time, resulting in 40% of your total marks. Students use their acquired knowledge and skills from Unit 1. To respond to their chosen starting point. Students are expected to complete a portfolio of work demonstrating research, development and a final outcome.

### Where will GCSE Art take you?

You can continue your art and design studies at AS and A Level and the course opens the door to lots of exciting careers including:

- Fashion Design
- Theatre designer
- Illustrator
- Photographer
- Product Design
- Textiles Design
- Interior Design
- Jewellery Design
- Fashion and media journalism
- Artist
- Teaching

### What skills will you learn?

**Alongside improving your practical expertise, you will learn how to:**

- Develop and refine your ideas
- Present a personal response
- Improve your creative skills through the effective and safe use of media, materials, techniques, processes and technologies
- Successfully use visual language and the formal elements of colour, tone, texture
- Use drawing skills for different needs and purposes.

# ART & DESIGN - TEXTILES GCSE

**Art Textiles AQA** If you enjoy being creative, want to increase your practical skills and improve your analytical communication and research abilities, Art Textiles is a great choice. The skills you gain make it a great complement to other subjects. Art and design is a way of seeing things and making sense of the world around you. It can help you further study and prepare you for the world of work.

## What will you study?

In Textile design you will get the chance to design and make products for woven, knitted, stitched, printed or decorative textiles. Areas of study include fashion, illustration, costume design, constructed textiles, printed and dyed textiles and digital textiles.

## How will you be assessed?

There are two components:

- **Component 1 Portfolio**

Produce a sustained project and a selection of further work that represents the course of study. This is worth 60% of your overall marks.

- **Component 2 Externally set assignment**

In January of Year 11, AQA release the external assignment. This features seven tasks and you must complete one of them. There is preparation time, plus ten hours of supervised time, resulting in 40% of your total marks.

## Where will GCSE Art Textiles take you?

You can continue your art and design studies at AS and A Level and the course opens the door to lots of exciting careers including:

- Fashion Design
- Theatre designer
- Illustrator
- Photographer
- Product Design
- Textiles Design
- Interior Design
- Jewellery Design
- Fashion and media journalism
- Artist
- Teaching

## What skills will you learn?

**Alongside improving your practical expertise, you will learn how to:**

- Develop and refine your ideas
- Present a personal response
- Improve your creative skills through the effective and safe use of media, materials, techniques, processes and technologies
- Successfully use visual language and the formal elements of colour, tone, texture
- Use drawing skills for different needs and purposes.

Please note that this option is **not** possible if you choose the Art or Graphic Communication GCSE

**For further information, please contact A Douglas Design Department.**

# ART & DESIGN - GRAPHIC COMMUNICATION GCSE

Graphic communication is defined as the process of designing primarily visual material to convey information, ideas, meaning and emotions in response to a given or self-defined brief.

## Areas of study

In Component 1 a portfolio of work will be produced forming 60% of the final GCSE award and Component 2 (40%) students are required to work in **one or more** area(s) of graphic communication, such as those listed below:

- communication graphics
- design for print
- advertising and branding
- illustration
- package design
- typography
- interactive design (including web, app and game)
- multi-media
- motion graphics
- signage
- exhibition graphics.

## Knowledge, understanding and skills

The way sources inspire the development of ideas relevant to graphic communication including:

- how sources relate to a given or self-defined brief which might, for example, have a commercial, social or environmental focus or be concerned with other aspects specific to the creative industries.
- how ideas, themes, forms, issues and needs can provide the stimulus for creative, imaginative, thoughtful and appropriately focused responses that are fit for a specific intended purpose.
- different forms of representation, brand identity, intended message, target audience and working within parameters determined by client and/or audience expectations and requirements.

## Skills

Within the context of graphic communication, students must demonstrate the ability to:

- use graphic communication techniques and processes, appropriate to students' personal intentions, for example:
  - typography
  - illustration
  - digital and/or non-digital photography
  - hand rendered working methods
  - digital working methods
- Students will use media and materials, as appropriate to students' personal intentions, for example:
  - pencil, pen and ink, pen and wash, crayon, and other graphic media
  - watercolour, gouache and acrylic paint
  - layout materials
  - digital media
  - printmaking

This GCSE course gives students the opportunity to produce a portfolio of work that they can show to a prospective employer or to use to help secure a place in higher education including A Level Fine Art and A Level Photography.

Please note that this option is **not** possible if you choose the Art or Textiles GCSE

**For further information, please contact Mrs. A Douglas (Design Department)**

# PHOTOGRAPHY - GCSE

**Please note that this is a newly developed course pending approval. If you choose this course, please consider your reserve carefully.**

Photography is defined as the practice of producing images using light sensitive materials such as photographic film, digital methods of development and production to create static or moving images.

## Areas of Study

In component 1 (60% of the final award) students are required to work in one or more areas of photography, producing a portfolio based on one or more areas of photography, such as:

- Portraiture
- Location photography
- Experimental imagery
- Installation
- Documentary photography
- Moving image, film, video and animation
- Fashion photography

Work selected for the portfolio should be presented in an appropriate format and could include: mounted studies, sketchbooks, visual diaries, journals, design sheets, design proposals, models, prototypes, storyboards, video photographic or digital presentations, records of transient and site-specific installations.

They may explore overlapping areas and combination of areas.

Within component 2, students develop further, the knowledge and understanding of the above areas and complete a study of work as part of the final examined component set by AQA in January of Year 11. The students respond to their chosen starting point from an externally set assignment which is worth 96 marks and 40% of the GCSE award.

## Knowledge, understanding and skills

- Students throughout the course will learn how sources relate to historical, contemporary, social, cultural and issues-based contexts and external considerations such as those associated with the cultural industries and client orientated requirements.
- How ideas, themes, subjects and feelings can inspire creative responses informed by different styles, genres and aesthetic considerations and/or an individual's distinctive view of the world.
- Use media and materials, photographic techniques and processes to explore the importance of lighting, viewpoint, chemical and/or digital processes, graphic media for purposes such as storyboarding, planning and constructing photographic shoots.

This GCSE course gives students the opportunity to produce a portfolio of work that they can show to a prospective employer or to use to help secure a place in higher education including A Level Fine Art and A Level Photography.

**For further information please contact Mrs. A Douglas (Design Department)**

# BUSINESS – GCSE

## Why choose Business Studies?

Being prepared to enter the world of work has never been more important than it is today and this course is an engaging qualification that is relevant to the current world of business.

The course will start with a basic introduction to business concepts, and you will be expected to work in teams to run enterprise activities with the aim of making a profit and building basic business awareness. During this qualification you will be developing your skills and confidence when exploring how different business issues affect the decision-making process. You will be expected to work as a team in order to make informed choices about real organisational dilemmas, at the same time as developing life skills and financial awareness.

## What are the units of work?

The new OCR Business qualification consists of two examined units which are equally weighted. The units and the assessment methods are shown in the table below:

UNITS	ASSESSMENT	Weighting
01: Business activity, marketing and people.	Written Examination – 1 Hour 30 minutes	50%
02: Operations, finance and influences on business.	Written Examination – 1 Hour 30 minutes	50%

## Business activity, marketing and people

Here you will be introduced to issues concerning the activities of a business. The unit explores the purpose and role of a business from first spotting an enterprise opportunity through to the growth of an established business. You will gain an understanding of the impact that both marketing and market research can have on the success of a business venture. You will also gain an insight into the different types of business structures, how management recruit, train and motivate their employees to reap competitive advantage.

## Operations, finance and influences on business

This unit examines operational decisions such as production, quality, consumer law and location and will start to give us an understanding of the less obvious issues that need to be considered when making business decisions. Financial documents such as break even charts, income statements and cash flow forecasts will all be used as decision making tools. We finish by gaining an understanding of the external influences that have an impact on how a business functions. Here we will build our understanding of the bigger environmental picture affecting business and the interdependent nature of the differing departments mentioned above.

## What careers are there in Business?

- accountancy
- banking, investment and financial services
- general management
- HR/personnel
- management consultancy
- public relations
- retail management
- sales and marketing.

## What skills will I build?

- analytical ability
- communication and presentation skills
- goal setting
- leadership skills
- numeracy
- problem solving
- team work
- time management.

# WJEC HOSPITALITY AND CATERING

The UK's hospitality industry is estimated to be worth around £5 billion and according to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry, which accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector. This busy and bustling industry has a myriad of categories, and the customer service and food and beverage sector very much dominates.

Maybe you would like to work in a busy city centre restaurant as a manager or chef, or run your own coffee shop or hotel. Some enjoy the flexibility of this industry and opt to work abroad in tourist hotspots or aspire to chef on a cruise liner. Other options exist in the world of food development and production- you could become a research and development technologist in a lab or a food hygiene officer on the factory floor. You could also combine an interest in business with your interest in food and follow a career pathway into food retail, possibly as an independent baker or as a supermarket manager. If you have interests in health and well-being you might consider studying Hospitality and Catering alongside Health and Social Care, with a plan to become a nutritionist, health advisor or work in a hospital as a dietician advising patients on how to modify their eating patterns. These career opportunities could all begin with studying Hospitality and Catering as part of your Key Stage 4 curriculum. You should be aware that not all careers linked with the hospitality industry involve catering and not all catering jobs require working on the front line delivering hospitality, so this qualification gives some flexibility with future career choices.

The WJEC Level 1/2 Vocational Award in Hospitality and Catering is made up of **two mandatory units**:

- Unit 1 The Hospitality and Catering Industry (Exam 40% of final grade).
- Unit 2 Hospitality and Catering in Action (Coursework and practical work 60% of final grade).

This structure has been designed to develop knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. Learners will study food preparation and cooking skills as well as the transferable skills of problem solving, organisation and time management, planning and communication. Furthermore, students will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression.

## **Career Progression ideas:**

Some individuals may decide to peruse jobs specifically in the hospitality and / or catering sector. Therefore, successful completion of this qualification could support entry to qualifications that develop specific skills such as:

- Level 1 Certificate in Introduction to Professional Food and Beverage Service Skills
- Level 2 Certificate in Professional Food and Beverage Service Skills
- Level 1 or Level 2 NVQ Diploma in Professional Cookery

Where the WJEC Level 1/2 Award in Hospitality and Catering is achieved together with other relevant Level 1/2 qualifications, such as GCSEs in English and Maths and Science, learners may be able to access Level 3 qualifications relevant to the hospitality and catering sector, such as:

- WJEC Level 3 Food, Science and Nutrition (certificate and diploma)
- Level 3 NVQ Diploma in Advanced Professional Cookery
- Level 3 Advanced Diploma in Food Preparation and Cookery Supervision

Alternatively, students may explore apprenticeship routes into employment in hospitality and / or catering.

*This qualification is delivered by the Health Science Department.*

# GEOGRAPHY - GCSE

Geography is an exciting and relevant course that tackles the big issues such as climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students will also be encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

The world in which we live is likely to change more in the next 50 years than it has ever done before. Geography explains why and helps to prepare you for those changes. Geography is about the future; the course aims to stimulate at all levels of ability and develop geographical, personal and cross-curricular skills, including those of residential and local fieldwork, team work activities and problem solving.

Geography combines naturally with a wide range of other subjects, it fosters transferable skills, flexible thinking as well as offering a broad knowledge base which are assets in the complex world of employment today.

The course is based upon **three** areas of study:

- **Living with the physical environment**
  - The challenge of natural hazards
  - Physical landscapes in the UK
  - The living world
- **Challenges in the human environment**
  - Urban issues and challenges
  - The changing economic world
  - The challenge of resource management- food, water and energy.
- **Geographical applications**
  - Issue evaluation
  - Fieldwork
  - Geographical skills

The course is linear and assessment will take place at the end of Year 11.

1. Living with the physical environment, 1 hour 30 minute examination; 35% of the GCSE.
2. Changes in the human environment, 1 hour 30 minute examination; 35% of the GCSE.
3. Geographical applications, 1 hour examination; 30% of the GCSE.

On all of the examinations there will be a range of question types: multiple-choice, short answer, levels of response and extended prose.



# HEALTH AND SOCIAL CARE – BTEC TECH AWARD

This course gives students both an introduction to working in the Health and Social Care sector and an ideal foundation to progress onto more advanced qualifications in Health and Social Care at post-16 level. The BTEC Tech Award Level 1+2 in Health and Social Care will prepare students with sound, specialist knowledge, as well as skills crucial for the preparation of a career in the Health and Social Care or Early Years sector.

## What careers are there in Health and Social Care?

Possible careers in the Health and Social Care Sector:

Nurse	Geriatrician	Housing / Homelessness Services
Midwife	Pediatrician	General Hospital Services
Mental Health Care	Chiropodist	Residential Care Staff
Nursery Nurse	Working in Sheltered	Child Protection
Special Educational Needs Teacher	Accommodation	Counseling
Primary Teacher	Foster Care	Dental Nurse
Care Assistant	Youth Offending Teams	Social Worker
Youth Worker	Counseling	Speech and Language Therapist
Environmental Health	Dietician / Nutritionist.	Day Centre staff
Complimentary Therapist	Occupational Therapist	Child and Family Support Services
Physiotherapist	Health Visitor	Paramedic

## How can I progress from this qualification?

The BTEC Tech Award Level 1+2 in Health and Social Care can lead to a range of opportunities for further study at post-16 level. Here are some of the options available:

➤ The following 2 qualifications are offered for individuals who wish to continue studying Health and Social Care in 6<sup>th</sup> Form at George Stephenson High School:

- **Cambridge Technical Level 3 Extended Certificate (Equivalent to 1 A level)**
- **Cambridge Technical Level 3 Diploma (Equivalent to 2 A levels)**

We have an excellent success rate for helping our students to achieve well and get into the top universities for nursing and midwifery. Many other Health and Social Care students have gone on to studying teaching, psychology or social work (most common choices over last three years).

➤ Other Post-16 qualifications and pathways offered by other providers:

- **BTEC Technical Level 2 in Health and Social Care** (for students who do not achieve the entry requirements for a level 3).
- **BTEC National Level 3 in Health and Social Care CACHE\*** (child care and development) level 3 qualification.
- **Apprenticeship framework** (level 2+3).
- **There are many other level 2 and 3 qualifications offered by BTEC, OCR or NCFE specialising in specific career paths in this sector.**

*Please note that all students wanting to go into nursing (or similar areas of work) or teaching require a 4 or above grade in Maths and English at GCSE level. In the case of primary school teaching, a grade of 4 or above is also required in Science at GCSE level. Therefore, most level 3 qualifications will require this as part of the entry requirements).*

## How is the Health and Social Care BTEC Tech Award graded?

This qualification awards students the vocational equivalent of one GCSE Grade. All students take levels 1 and 2 of the BTEC simultaneously. Their final grade determines which of the levels they achieve. If a student achieves a level 2 pass or above, they will achieve both a level 1 and level 2 qualification. If they attain below a level 2 pass, they will achieve a level 1 qualification only. At both levels one and two students will be awarded either a Pass, Merit or Distinction. At level two students also have the opportunity to achieve a Level 2 Distinction Star (This is the highest grade).

## What are the units of work?

Students will study three units of work over two years: two of the units are coursework and there is one examined unit. In coursework units, **all assessment decisions are subject to internal and external verification** before grading is awarded. For the exam unit, students must sit an externally assessed exam paper. Overall, 60% of the final grade is made up from coursework (made up of components 1 + 2) and 40% of the final mark is from the exam (component 3).

Units over the 2-year period:

Name of unit	<b>Component 1:</b> Human Lifespan Development	<b>Component 2:</b> Health and Social Care Services and Values	<b>Component 3:</b> Health and Wellbeing
Assessment	Internally assessed then externally verified (Coursework).	Internally assessed then externally verified (Coursework).	Externally assessed <b>exam</b> unit. This is a Two-hour paper. There are two opportunities to sit this exam in year 11. The best mark counts.
Worth	30% OF FINAL GRADE	30% OF FINAL GRADE	40% OF FINAL GRADE

## Prepared for success?

Students must be aware that this qualification has **a lot of coursework over two years**. Students must be prepared, from the start, to be organised and adhere to the strict rules of BTEC, with regards to **submitting coursework on time**. Once deadlines have been planned with BTEC, staff cannot change them internally. Late work cannot be accepted unless there is evidence of mitigated circumstances. Students must understand that all coursework that is produced from the first day counts towards their final grade.

The Health Science Department, which delivers the BTEC Tech Award in Health and Social Care, prides itself on being supportive and having very high expectations of all students. Over the last three years, it has achieved some of the highest results nationally for this qualification. Last year, 87% of the 47 students taking this qualification achieved either a level 2 Distinction or Level 2 Distinction star grade (55% of the 47 students achieved the top grade of a Level 2 Distinction star).

# HISTORY - GCSE

The History course is designed to develop your understanding of how the modern world has been formed and how Britain has been shaped as a nation.

## **Paper 1: Understanding the modern world**

This will be examined as a Paper One examination taken at the end of Year 11 and will account for 50% of your GCSE.

Paper one topics are divided into Section A and Section B

- *Section A, period study*; America, 1920-1973: Opportunity and inequality
- *Section B, wider world depth study*; Conflict and tension in Asia, 1950-1975

## **Paper 2: Shaping the nation**

This will be examined as a Paper Two examination taken at the end of Year 11 and will account for 50% of your GCSE.

- *Section A, thematic study*; Britain: Health and the people: c1000 to the present day
- *Section B, British depth study including the historic environment*; Restoration England, 1660-1685

During the course you will study some of the most interesting personalities and events in History, for example;

- Guerrilla warfare in Vietnam
- The Ku Klux Klan and gangsters in America
- President JF Kennedy
- The Black Death
- The creation of the NHS
- The Great Fire of London
- Charles II

History today is not just a matter of reading books. You will look at primary sources such as diaries, letters and eye-witness accounts. Film presentations, such as 'The Untouchables' as well as documentaries, will help bring each period to life. The main aim is to give you the chance to better understand the world around you.

**H**ard but rewarding work

**I**nteresting

**S**tudy of real people in a living past

**T**opical

**O**f real value in employment

**R**elevant

**Y** – makes us ask why, why, why?

Apart from being very interesting to study, a qualification in History is very useful. According to 'Which' consumer guide, 'Which subject, Which career':

**“History is an excellent preparation for very many jobs”;**

**Journalism, Police Work, Accountancy, TV and Radio, Tourism, Marketing, Conservation, Law, Social Work, Teaching, Local Government, Civil Service.**

# INFORMATION AND COMMUNICATION TECHNOLOGY – BTEC

## Why should I choose this subject?

The digital sector is a major source of employment in the UK. Around 1.46 million people work in digital companies and there are around 45,000 digital jobs advertised at any one time. Digital skills span all industries, and almost all jobs in the UK today require employees to have a good level of digital literacy. The UK has positioned itself to be the 'Digital capital of Europe' as it continues to invest billions every year in digital skills and commerce. The modern world expects digital skills to be as important as English and Maths. Having both technical skills and business understanding is the key to success.

## Assessment

The qualification has three components. In Components 1 and 2 you will carry out tasks or assignments that your teacher will mark. The internal grading and quality assurance of these two components will give you a clear idea of how well you are progressing in your qualification. Component 3 is externally assessed by Pearson and assesses the knowledge and skills you have developed across all three components. The external assessment will test your ability to recall the knowledge you have gained and allow you to demonstrate that you can apply that knowledge in realistic scenarios and situations.

## Where will this qualification take you?

When you have completed the qualification, you will have developed a broad range of practical skills used in digital functions. **The digital aspects covered within this qualification are not covered in the GCSE in Computer Science.**

This qualification will give you a sense of the type of skills, knowledge and behaviours required in the modern digital sector. This will allow you to decide whether the digital sector is for you and, if so, where your strengths lie.

Once successfully completed, you may wish to progress to further study with a BTEC National in IT or Computing at Level 3. You could also progress to a Computer Science AS or A level. These qualifications build upon some of the aspects covered within this qualification and are generally broad in the selection of units available. If you then wish to specialise your learning in a specific digital vocation, you could consider a BTEC Level 2 Technical Diploma in Digital Technology, which enables you to select from three pathways: Data Management, Digital Applications or Network & Cyber Security.

Alternatively, you may want to progress to an apprenticeship, for example at Level 3 in Digital Marketer, Infrastructure Technician or Software Development Technician.

# COMPUTER SCIENCE – GCSE\*

Students will be taught how to understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation. We will expect students to be able to analyse problems in computational terms through practical experience, including designing, writing and debugging programs.

The new Computer Science GCSE has been developed to be engaging and contemporary through dialog with companies like Microsoft, Google, and Cisco. The new GCSE gives focus towards cyber security looking at phishing, malware, firewalls and people as the ‘weak point’ in secure systems. As well as a greater emphasis on ‘computational thinking’ and programming.

A good computer scientist will be able to:

- Think independently, creatively, innovatively, analytically, logically, critically and use self-study as a means to success.
- Understand the components that make up digital systems, and how they communicate with one another and with other systems.
- Understand the impacts of digital technology to the individual and to wider society.
- Apply mathematical skills relevant to computer science.

The assessment consists of two written examinations making up 100% of the qualification.

**\*Computer Science is a challenging GCSE, a GCSE for self-motivated students with a real passion for computing and a desire to learn, experiment, and succeed. You must have spoken with your Computing teacher if you are considering this course.**

## Content Overview

Component title	Content overview
Computer Systems	<ul style="list-style-type: none"> <li>• Systems architecture</li> <li>• Memory</li> <li>• Storage</li> <li>• Wired and wireless networks</li> <li>• Network topologies, protocols and layers</li> <li>• System security</li> <li>• Systems software</li> <li>• Moral, legal, cultural and environmental concerns</li> </ul>
Computational Thinking, Algorithms and Programming	<ul style="list-style-type: none"> <li>• Algorithms</li> <li>• Programming techniques</li> <li>• Producing robust programs</li> <li>• Computational logic</li> <li>• Translators and facilities of languages</li> <li>• Data Representation</li> </ul>
Programming Project	<ul style="list-style-type: none"> <li>• Programming techniques</li> <li>• Analysis</li> <li>• Design</li> <li>• Development</li> <li>• Testing and evaluation and conclusions</li> </ul>

# MEDIA STUDIES - GCSE

## What is Media Studies?

Do you watch television and films? Do you listen to music, read magazines or newspapers? Do you use the internet to speak to friends, play video games or find information? Then Media Studies is for you! GCSE Media Studies looks at how the media is present in all of our lives and how we use it. With assignments based around Television, Advertising, Music, Film and Magazines this subject helps you understand how the media works to sell products, entertain and inform you. This single award in Media Studies also enables you to learn the processes behind making films, magazines, music videos and websites.

## How will I be assessed?

### Exam sections –

- 1) *Exploring the media (30% of overall mark)* – this is based on the study of film and video games, newspapers, radio and advertising and marketing products.
- 2) *Understanding Media Forms and Products (40%)* - this paper builds on Paper One and looks at two areas in depth – a) Television drama or sitcom and b) Music promotion – music magazines, online and social media and a music video.

**Coursework (30%)** – A choice of coursework briefs are available, which include creating a TV sequence, creating a music video or website, designing a poster campaign for a new film or creating a new print or online magazine.

## How will I be taught?

Most of your lessons will be taught in C1 or C10 with access to computers, digital cameras, video cameras and editing software. As some of the course is practical work, you will be expected to work independently and sometimes out of lesson time to complete tasks. The course also demands that you focus on media industries, therefore independent research skills are important.

## Is it for me?

- Do you have good communication skills?
- Do you enjoy problem solving?
- Are you hard working and motivated?
- Are you interested in how the media affects our lives?
- Are you interested of developing an awareness of the media?
- Do you enjoy using a digital cameras and editing your own videos and images?
- Are you creative?
- Do you like using practical skills?
- Are you an independent learner?

Please note that this option is **not** possible if you choose Film Studies, Music or Drama.

**Interested? For more information see Mr Musgrave in C1**

# MODERN FOREIGN LANGUAGES - GCSE

## WHY STUDY A LANGUAGE?

Not only is a foreign language a passport to further study at university, and the discovery of the target culture and civilisation, but it opens up to the student a vast range of opportunities at all levels of ability, including enhanced job prospects.

**Monolingualism is no longer an option!**

## FURTHER STUDY

Universities are giving out a very strong message about the importance of a foreign language.

*"We describe ourselves as a global university and feel it is essential that students have an understanding of how another language operates and, crucially, another culture."* (Professor M. Worton, University College London)

*"We are looking at requiring those who haven't got a language GCSE to make it up in the first year of university,"* says Professor Kelly at Southampton University.

Many universities are encouraging a language module to be studied with non-language degrees.

## WORLD OF WORK

A capability in foreign languages is becoming increasingly sought after in industry and the world of work. If you have one or more languages, then you have a distinct advantage over the rest of the field when applying for jobs.

*"Language skills are often a tie-breaker when two equally good candidates are considered for a job".*

Not only does knowing a foreign language increase your chances of getting a job, it can boost your salary by several £000s per year, i.e. the cost of a house over the length of a career!

According to the Worton Review on Languages in Higher Education, young people lose out on some of the best jobs later in life simply because they do not have the necessary language skills.

*"Exposure to a foreign language has become inevitable at a certain level. Given the way the world is moving, if your friends and rivals have these skills you are putting yourself at a disadvantage by not having them,"* said Tim Connell, vice-president of the Chartered Institute of Linguists.

The employers' organisation, the CBI, recently reported that more than a third of employers specifically recruit people for their language skills, yet they are increasingly looking outside Britain to meet their needs. *"If we are not careful, all the best posts will go to other nationalities,"* says Professor Connell.

Contrary to popular belief, translation and teaching are not the only career paths. As the ability to understand other cultures has become a key business skill, the financial sector, for example, hires a large number of people with language skills. Languages are needed at all levels and in a wide range of sectors in the workplace.

**Here are examples of just some of the jobs where foreign language skills can be used:**

Business, Banking/Finance, Wholesale/Retail, Public Admin, Community/Social Services, Education, Transport/ Communications, Health/Social work, Leisure / Tourism, Teaching, journalism, Manufacturing, the Forces, Engineering, Film and Media, Technical Services, Science, Information Technologies, Hotels / Restaurants, International Organisations, Marketing and Law

## **Got a Language? Get a job!**

Read on to find out more information about our French and Spanish courses ...

### **GCSE FRENCH**

By the end of the course the aim is to be able to:

- develop language skills in a variety of contexts.
- build on KS3 language acquired and prepare students for further study.
- promote an appreciation of and respect for different cultures.
- add an international dimension to GCSE subjects in order to create greater opportunities in potential careers to work abroad or for UK companies with international links.

It is not just a question of learning a language, it is the use that is important. That is why the MFL Department will aim to provide opportunities for cultural visits and links with France, which provide valuable insights into the culture and civilisation of the host country. We also ensure that MFL studies are interactive, dynamic and relevant to young people's interests, using a variety of methods, including ICT.

**Themes and Topics covered follow the AQA GCSE French Specification:**

#### **Identity and culture**

Me, my family and friends  
Relationships with family and friends  
Marriage/partnership  
Technology in everyday life  
Social media  
Mobile technology  
Free-time activities  
Music  
Cinema and TV  
Food and eating out  
Sport  
Customs and festivals in French-speaking countries/communities

#### **Local, national, international and global areas of interest**

Home, town, neighbourhood and region  
Social issues  
Charity/voluntary work  
Healthy/unhealthy living  
Global issues  
The environment  
Poverty/homelessness  
Travel and tourism

#### **Current and future study and employment**

My studies  
Life at school/college  
Education post-16  
Career choices and ambitions



The following **format of assessment** is used:

- Equal weight for all four skills: Speaking (25%) Writing (25%) Listening (25%) and Reading (25%).
- There will be two tiers of assessment for all four skills: Foundation (1-5) and Higher (3-9).
- Speaking tasks will be internally assessed at the end of Year 11.

Listening, Reading and Writing examinations take place in May of Year 11.

## **GCSE SPANISH**

Spanish is becoming increasingly popular as a GCSE choice. It is very widely spoken around the world. The GCSE course is based on topic areas, where words and structures are taught alongside grammatical concepts. The course content is supported by interactive on-line content and is designed to reflect your interests and experiences.

By the end of the course the aim is to be able to use the language:

- for visiting the country and have a deeper understanding of the rich culture
- to understand authentic materials, such as literary texts and film
- in meeting and entertaining visitors from Spain and other Spanish speaking countries
- as an asset to any employer trading in the rest of Europe and Internationally

The MFL Department will aim, where possible, to provide opportunities for cultural visits and links with Spain, which provide valuable insights into the culture and civilisation of the host country.

**Themes and Topics covered follow the AQA GCSE Spanish Specification:**

### **Identity and culture**

Me, my family and friends  
Relationships with family and friends  
Marriage/partnership  
Technology in everyday life  
Social media  
Mobile technology  
Free-time activities  
Music  
Cinema and TV  
Food and eating out  
Sport  
Customs and festivals in French-speaking countries/communities

### **Local, national, international and global areas of interest**

Home, town, neighbourhood and region  
Social issues  
Charity/voluntary work  
Healthy/unhealthy living  
Global issues  
The environment  
Poverty/homelessness  
Travel and tourism

## **Current and future study and employment**

My studies  
Life at school/college  
Education post-16  
Career choices and ambitions

The following **format of assessment** is used:

- Equal weight for all four skills: Speaking (25%) Writing (25%) Listening (25%) and Reading (25%).
- There will be two tiers of assessment for all four skills: Foundation (1-5) and Higher (3-9).
- Speaking tasks will be internally assessed at the end of Year 11.

Listening, Reading and Writing examinations take place in May of Year 11.

# Performing Arts (Music) – BTEC Tech Award in Music Practice

## This course has been developed to:

- give students the opportunity to learn about the various music products,
- develop valuable skills and techniques in music creation, performance and production,
- and explore potential careers in the industry.

The skills learnt in studying this qualification will aid progression to further study and prepare learners to enter the workplace in due course.

**A BTEC Tech Award is equivalent to one GCSE grade A\* - C, but is marked pass-Distinction\*.**

To be awarded a **BTEC Tech Award** the student must complete the following units:

## **Component 1: Exploring the music industry (30%)**

### Coursework Unit

To aim of this component is to explore musical styles and techniques, and gain an understanding of roles in the industry. Students will: -

- Explore different styles and genres of music.
- Take part in practical workshops to understand the music creation process.
- Learn about the different roles within the music industry.
- Investigate relationships between different areas of the music industry.

## **Component 2: Developing Music Skills (30%)**

### Coursework unit

To aim of this component is to develop musical knowledge, skills, and techniques and apply them to a music product. Students will: -

- Reflect on their progress, and on areas for improvement.
- Choose a job role and explore the skills needed to fulfil it.
- Develop a range of skills.
- Apply skills and techniques in a music performance

## **Component 3: Responding to a music brief (40%)**

### Exam Unit

To aim of this component is to put skills into practice by responding to a brief as a performer. Students will: -

- Choose an area of the industry that excites them
- Explore the brief and come up with possible responses and ideas.
- Use relevant resources, skills and techniques to develop and refine musical material.
- Present their final response (solo or in a group).
- Review and reflect their approach to the brief and their final outcome.

## **How is the course assessed?**

Your work in Component 1 & 2 is internally assessed and it *will* be externally verified by BTEC. Component 3 is an exam which is marked by BTEC.

When you have completed a piece of work you will be awarded a Level 1 Pass, or a Level 2 Pass, Level 2 Merit or a Level 2 Distinction.

- to achieve a 'pass' a learner must have satisfied **all** the pass assessment criteria.
- to achieve a 'merit' a learner must **additionally** have satisfied **all** the merit grading criteria.
- to achieve a 'distinction' a learner must **additionally** have satisfied **all** the grading distinction criteria.

## **What can I do on successful completion of the course?**

- Level 3 BTEC Music (in 6<sup>th</sup> form).
- Various level 3 courses at college.

**How can I find out more?** See Mrs Lee for more information.

# Performing Arts (Drama) – BTEC Tech Award in Performing Arts

## This course has been developed to:

- give students the opportunity to learn about...
- develop valuable skills and techniques in ...
- and explore potential careers in the industry.

The skills learnt in studying this qualification will aid progression to further study and prepare learners to enter the workplace in due course.

**A BTEC Tech Award is equivalent to one GCSE grade A\*- C, but is marked pass-Distinction\*.**

To be awarded a **BTEC Tech Award** the student must complete the following units:

## Unit 1: Exploring the Performing Arts (30%)

### Coursework Unit

This component gives you the opportunity to get a taste of what it's like to be a professional actor. Students will: -

- explore performance styles, creative intentions and purpose
- investigate how practitioners create and influence what's performed
- discover performance roles, skills, techniques and processes.

## Unit 2: Developing Skills and techniques in Performing Arts (30%)

### Coursework Unit

This component gives you the opportunity to develop skills and techniques in the chosen discipline of acting. Students will: -

- take part in workshops, classes and rehearsals
- gain physical, interpretative, vocal and rehearsal skills
- apply these skills in performance
- reflect on their progress, their performance and how they could improve.

## Unit 3: Performing to a brief (40%)

### Exam unit

This component gives you the opportunity to consider how practitioners adapt their skills for different contexts, and put this into practice in a performance. Students will: -

- use the brief and previous learnings to come up with ideas
- build on their skills in classes, workshops and rehearsals
- review the process using an ideas and skills log
- perform a piece to their chosen audience
- reflect on their performance in an evaluation report.

## **How is the course assessed?**

Your work in Component 1 & 2 is internally assessed and it *will* be externally verified by BTEC. Component 3 is an exam which is marked by BTEC.

When you have completed a piece of work you will be awarded a Level 1 Pass, or a Level 2 Pass, Level 2 Merit or a Level 2 Distinction.

- to achieve a 'pass' a learner must have satisfied **all** the pass assessment criteria.
- to achieve a 'merit' a learner must **additionally** have satisfied **all** the merit grading criteria.
- to achieve a 'distinction' a learner must **additionally** have satisfied **all** the grading distinction criteria.

## **What can I do on successful completion of the course?**

- Level 3 BTEC Performing Arts or A Level Theatre studies (in 6<sup>th</sup> form)
- Various level 3 courses at college.

**How can I find out more?** See Mrs Lee for more information.

# RELIGIOUS EDUCATION - GCSE

## GCSE Religious Studies

This is an exciting and contemporary relevant issue-based course in which students will have the opportunity to consider different philosophical and ethical issues that are relevant to contemporary society as well as developing their understandings of world religions, particularly Christianity and Judaism.

The course enables students to grapple with the big questions relating to existence and human life and encourages them to think about what they believe as well as learning about the beliefs of others. Students will critically engage with the attitudes of different believers as well as the views of atheists and humanists on the different topics, assessing the persuasiveness of such views.

There are eight units of study which make up the two examinations that will be taken at the end of Year 11. The examinations have an equal worth and each last one hour and 45 minutes. Students will be assessed on their ability to convey religious beliefs and their ability to present and evaluate the opinions of others, justifying their own opinions by offering reasoning to support their claims. The examination papers have a mixture of short answer questions and longer questions.

There are eight units of study:

- What do Christians believe about God and life after death?
- What do Jews believe about God and the mitzvah (commandments)?
- What are the arguments for and against the existence of God?
- How does being Jewish affect a person's life?
- What do different religions believe about sexual relationships and gender equality?
- How does being a Christian affect a person's life?
- What do different religions believe about war and terrorism?
- What do different religion teach about the value of human life?

If you require any further information regarding GCSE RS, please do not hesitate to contact either Miss Rigby ([arigby@gshs.org.uk](mailto:arigby@gshs.org.uk)) or Miss Howard ([showard@gshs.org.uk](mailto:showard@gshs.org.uk)) or go to the AQA website for further details of the specification.

# SPORT – BTEC FIRST AWARD IN SPORT

This course is equivalent to one GCSE grade 9 - 4. At the end of the course students will be awarded a Level 2 Pass, Level 2 Merit or Level 2 Distinction based on the quality of their work and the assignments that they have completed. The course is predominantly made up of theory based work with students completing tasks and assignments based on key sporting themes. There is a practical element to the course where students are assessed on their ability to perform 2 sports and also their ability to analyse the performance of themselves and other athletes.

Key topics on the course include:

- Components of Fitness & The Principles of Training
- Training Methods
- Fitness Testing and analysis of Results
- Anatomy & Physiology
- Analysing Sporting Performance
- The Roles & Responsibilities of Officials in Sport
- The Technical & Tactical Demands of different Sports
- Personality and its Effect on Sports Performance
- The Influence of Motivation and Self-Confidence on Sports Performance

## **What is the course structure?**

The course is made up of 4 specialist units, which are studied over the 2 years. 3 Units are assessed through the completion of assignment and written tasks. 1 unit (Fitness for Sport & Exercise) is assessed through the completion of an external exam.

## **What subjects will I study?**

You take 4 specialist units from the list below. 2 units are compulsory and 2 units are optional. Staff will select which two optional units are studied.

- Fitness for Sport and Exercise (compulsory unit and externally assessed)
- Practical Sports Performance (compulsory unit)
- The Mind and Sports Performer (optional unit)
- Leading Sports Activities (optional unit)
- Training for Personal Fitness (optional unit)
- The Sports Performer in Action (optional unit)

## **Student's eligibility:**

This course is recommended for any student who has a strong interest in sport and the theory behind sports performance. Students will be required to extract relevant information and apply this to written coursework assignments. Students will also need to be able to retain information well and be able to apply this knowledge to extended written questions and tasks in an examination. The course structure gives students the chance to monitor their progress as they go and set realistic targets for their work. This course gives students a foundation for taking on a job in the sports sector when they leave school post 16 or after 6<sup>th</sup> form. This course will act as an effective introduction for students wanting to continue studying a Level 3 vocational course (the school currently offers a BTEC Level 3 Extended Certificate in Sport in Year 12/13) or studying A-Level PE post 16. It would also be a good introduction for students wishing to take on training contracts or an apprenticeship.

Students should be aware that, whilst there is a practical element to the course, a very keen interest in the theory behind sporting performance will be required to effectively complete the assignments and meet the assessment criteria for each task.

# **APPLIED STUDIES - DUAL AWARD (PATHWAY 2 ONLY)**

The course we offer is the Dual Award Diploma in Applied Studies. The course is modular, with all students studying common core modules as well as opting to study vocational and additional units which are best suited to their individual interests and needs.

## **STRUCTURE OF THE COURSE AND QUALIFICATION**

The Applied Studies course is a modular qualification, with all modules of work successfully completed gaining the student credits towards their overall qualification. All modules can be studied at levels 1 and 2 (GCSE level), and they are organised as follows:

### **CORE UNITS**

The modules are arranged into core, vocational and additional units, and all students study at least three core modules from a choice of seven available. The units are divided into the following broad areas of study:

- > Health and Safety
- > Teamwork, Communication and Problem Solving Skills
- > Conducting Research, Learning and Study Skills
- > Personal Budgeting, Money Management and Finance
- > Personal Presentation Skills
- > Improving Your Own Learning and Performance
- > Introduction to Skills For Work

### **VOCATIONAL PATHWAY UNITS**

Students are guided in their choice of vocational modules and will study a range of units that are tailored to their individual needs. Our two vocational option routes are Hair and Beauty and Constructing the Built Environment. Assessments for the vocational qualifications are largely through a portfolio of evidence gathered during the course, although students of Constructing the Built Environment and the Level 2 VTCT Certificate in Hairdressing and Beauty Therapy (VRQ) will also have an end of year examination.

Construction students successfully completing the above core and vocational units will also achieve the Level 2 Certificate of Personal Effectiveness element of the course. Hair and Beauty students will also achieve either the City and Guilds Level 1 VRQ Award or Certificate in Introduction to the Hair and Beauty Sector.

### **ADDITIONAL STUDIES**

As well as the core and vocational modules outlined above, all students will undertake study in preparation for obtaining employment, and/or a suitable course of study, post 16. This is particularly useful for students who have an interest in a specific educational or vocational area they may wish to study in Sixth Form, or by students who have a clear idea of the vocational area they wish to pursue on leaving school. This element of the course consists of a number of challenges in the following areas:

Work Related Activities

Interview Skills

Research and Presentation Skills

Career Planning

Design and Build

Science and Technology

This part of the qualification also provides students with the opportunity to study and experience a wider range of vocational skills in their chosen area.

## **FACILITIES AND OPPORTUNITIES FOR STUDY**

As well as two large, purpose-built classrooms, our facilities include a well-equipped hair and beauty salon, a vocational workshop area, and an off-grid, environmentally sustainable building, all of which are used to support students' learning. We are also further developing a number of sites within the school grounds as part of our environmental studies, renewable energy, and construction programmes, and these include the off-grid sustainable building, and the external practical workshop areas to the rear of G Block.

## **ASSESSMENT**

Given the diverse nature of the modules we offer, the assessment of those modules is varied too. The purpose of all assessment is to give the students the opportunity to demonstrate that they can apply their knowledge, skills and abilities in the real world, and methods of assessment will include an end of course examination, controlled assessments, the practical demonstration of a student's abilities, timed practical assessment, the establishment of a business enterprise, extended coursework projects, portfolios, presentation to an audience and assessment of finished products.

## **PROGRESSION**

Unlike most courses which offer students a pathway geared either towards further education or towards employment, the Applied Studies course is able to offer both; a pathway which is tailored to the individual student, and which can lead to further study in Sixth Form, College or employment, depending on the needs of the individual student in question. We are very proud indeed of the success our students have achieved to date. Almost all of the Applied Studies students who opted to continue their studies in Sixth Form, go on to gain paid apprenticeships at the end of Year 12.

## **FURTHER INFORMATION**

It is only possible to give a brief taste of the Applied Studies course in a booklet like this, so if you have any questions, or would like more detailed information, please speak to any member of the Applied Studies staff.



# Notes