

YEAR 9 OPTIONS BOOKLET • 2021-2023



OPPORTUNITY • ACHIEVEMENT • EXCELLENCE

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# LETTER TO PARENTS

Dear Parents and Carers,

This booklet has been designed to give you further insight into the structure of our curriculum and to provide you with vital course information on the subjects we offer.

Support and guidance with the options process has been offered through our Engaging Minds programme, assemblies and tutor periods. The time has now come to choose which option subjects to take forward.

Our broad and balanced Key Stage 4 curriculum offer has been designed to strike a balance between making sure that students study a wide range of subjects and allowing them to develop their own interests. We have taken great care to ensure that what is offered at Key Stage 4 reflects the rapidly changing national picture where GCSEs have undergone fundamental reform and also ensures that the academy is complying with the current government proposal of moving towards the English Baccalaureate.

The courses that students choose should reflect their passion for that subject and their future career ambitions. Our website also includes information about our 6th form, the courses that are currently on offer and an idea of the GCSE or Technical Award grade requirements to take these subjects. This is obviously a few years away but it is a great idea to look to the future and then work backwards regarding KS4 choices.

We have altered our plans slightly and will now be issuing options forms to students on **Monday 22nd February 2021** and we are currently investigating methods to complete these submissions online if there is any delay in returning to school. The final deadline for submission of option choices is **Monday 15th March 2021**. This is clearly an important decision for all involved and needs to be carefully considered. Please ensure your daughter / son discusses their options with you and takes on board all the information and advice to make the right decisions for them and their futures.

**Ian Butler**  
VICE PRINCIPAL

# WHAT HAPPENS NEXT?

## KEY DATES AND DEADLINES

- **26th November 2020** - Virtual Options evening – Presentation and opportunity to look at subject information on our website about all the different options.
- **21st January 2021** – Options subject report issued to parents & carers. Option booklet available on website.
- **22nd February 2021** – Options process opens and options forms given out by tutors – students to take completed forms back to their tutor to get it checked that they have followed all of the criteria. (This process is subject to adjustment if return delayed)
- **Monday 15th March 2021** – Final deadline for all option forms to be back with the tutor.
- **Start KS4 Options in Year 10.**

## PROCESS

- Using all the information given, carefully choose your four options and a reserve.
- It is important to read the options form carefully. There are four option choices, but at least one choice must be either History or Geography
- Number the four option choices in terms of preference, 1 to 4, using the boxes alongside the subject. The reserve subject choice must be written into the box provided. This is the 5th choice of subject.
- Hand in the completed Options form to your tutor, They will help you check that all the criteria are met and the choices you have made are suitable.

**Final deadline is Monday 15th March 2021**

# WHAT HAPPENS NEXT?

## **ADDITIONAL NOTES AND GUIDANCE**

- We endeavour to meet all students' first 4 option choices, but if this is not possible then we will use the reserve option and inform you of this change.
- All courses are subject to demand. If not enough students choose a course, the subject will not be available.
- If a large number of students express a preference for a course, we will do our best to put on additional classes to meet the demand, but this may not always be possible, for reasons of staffing and specialist facilities.
- If subjects are oversubscribed, and we are unable to put on another additional class, preference will be given to students who have returned the form by the deadline. Other criteria may be used in particular subjects, for example homework record, or reliability in bringing kit or ingredients in practical lessons.
- Some students will be invited to take a learning support option. If you would like to be considered for this option then please contact Mr Rowell.

# MAKING YOUR CHOICES

- You must choose at least one option from either History or Geography.  
You may choose both if you wish.
- You cannot choose more than 2 Design Technology subjects.
- You cannot choose both the GCSE and BTEC options in the same subject area.

## GOOD REASONS

- ✓ Choose subjects in which you feel you will do well and are motivated. You are then more likely to do well and achieve.
- ✓ Use the ATL, effort and teacher recommendation report to help you make an informed choice.
- ✓ Talk to subject teachers in your lessons and on the Year 9 options evening.
- ✓ Think about your future career. We offer a broad curriculum which helps to keep options open in the future.
- ✓ Choose subjects that match how you learn best. Look at the subject pages to see how each subject is examined. Some students prefer a course with a large quantity of coursework, whereas some prefer subjects which are mainly based on examinations. Make sure you plan your courses to play to your strengths.

## BAD REASONS

- ✗ Picking a subject just because your friend is doing it. The subject may not suit you and you may not be in the same class anyway.
- ✗ You like the teacher you've got this year and you would really like to work with them in your option choice.
- ✗ Don't pick several subjects with lots of project work or rehearsals unless you are prepared to put in the time. Some students will cope with a large coursework load, but many will not.

If you make the wrong choice, there can be some limited scope to change, but this will depend on spare places being available in another subject and the amount of work that you have missed. It is also a very likely possibility that you will have to move population and therefore all of your option choice and core subject teaching groups will change, so try to get it right first time.

# YEAR 9 OPTIONS FORM 2020-2022



In Year 10, all students will study for GCSE examinations in English Language, English Literature, Mathematics and Science (Combined or Separate). The non-examined components of their timetable are Games and Religious Studies.

The compulsory subjects will equate to 30hrs per 2 week cycle on the student's timetable and will leave 20hrs for the other choices below. Students will take four options from the list below, one of which must be either History or Geography.

Please choose **FOUR** subjects below including **AT LEAST ONE** from the **Humanities** box.  
Please rank in preference order from **1 - 4** (With 1 being your 1st choice and 4 being your 4th).

## Humanities subjects (You may choose more than one from this box)

**1** GCSE Geography

☐ GCSE History

**2** GCSE Art & Design

☐ GCSE French

☐ GCSE Business

☐ BTEC Health & Social Care

☐ BTEC Enterprise

**3** GCSE Music

☐ GCSE Computer Science

☐ BTEC Music Practice

☐ BTEC Digital Information Technology

☐ GCSE Philosophy & Ethics

☐ GCSE Dance

☐ GCSE Psychology

☐ GCSE Drama

☐ GCSE Sociology

☐ GCSE DT Food Preparation & Nutrition

☐ GCSE Spanish

**4** GCSE DT ☒ Timbers **OR** ☐ Papers

☐ GCSE Textiles Design

☐ GCSE DT Engineering

☐ GCSE Physical Education

☐ BTEC DT Engineering

☐ BTEC Sport, Activity & Fitness

☐ GCSE Film Studies

☐ BTEC Creative Media

Please write a reserve subject from any of the above subjects here.  
This subject may be used if other subjects are not viable.

GCSE Psychology

**IMPORTANT PLEASE READ:** We advise all students to choose courses which reflect their future ambitions and passion for the subject. Students taking Design Technology subjects should only choose a maximum of two. You cannot take a BTEC in the same subject as a GCSE. Please be aware that we may not be able to run courses with very low demand. In this event, or if there is a clash of subjects we will look to use the student's reserve choice. Please sign below to confirm the option choices made by your son/daughter.

Please return this form to your tutor by **XXXXX**.

**STUDENT NAME** A Surname

**TUTOR GROUP** 9X

**PARENT'S SIGNATURE** B Surname

**EMAIL**

# ART & DESIGN



## Contents of Qualification

The course encourages an adventurous and enquiring approach to art and design, and provides a framework for you to express yourself and your feelings visually. You will be studying past and contemporary art from our own and other cultures, which will be used to inspire your ideas. You will be working in 2D and 3D materials, gradually developing towards working independently in Year 11.

GCSE Art and Design consists of one coursework unit and one exam unit. A wide range of materials and techniques will be introduced in Year 10, from which you can choose the media you would like to specialise in. You will have the opportunity to develop your skills in the following processes:

- 2D - Drawing, Painting, Illustration, Printing, Collage, Digital Photography, Photomontage and manipulation
- 3D – Ceramics, Sculpture, Fashion and Textiles

Students will also experience visits to museums and art galleries to support their studies when being inspired by the work and approaches of artists, crafts people and designers.

## Examination details

### Component 1 (60%)

- Portfolio of work demonstrating knowledge, understanding and skills and comprising supporting studies and personal responses. Internally assessed and externally moderated.

### Component 2 (40%)

- Externally set theme.
- Preparatory study (equating to approximately 20hrs in class)
- 10hrs sustained study (exam)
- Internally assessed and externally moderated

## Progression from KS4

Art is an essential course to follow if you are intending to become involved in any art and design based career such as Graphic Design, Advertising, Illustration, Architecture, Interior Design, Film making, Media, Photography, Ceramics, Textiles and Fashion.

This course can help students work towards a career in a wide variety of occupations linked with art and design. Our A Level courses enable students to progress to higher education in art or employment.



**Mrs C Burgoyne**

## QUALIFICATION

Edexcel GCSE Art, Craft & Design (1AD0)

## ADDITIONAL REQUIREMENTS

- Imagination and Creativity.
- Ability to analyse and evaluate own work and that of others.
- Ability and willingness to develop and refine skills through use of media, materials, techniques and processes.



# BUSINESS



## Contents of Qualification

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

- Know and understand business concepts, business terminology and the impact of business on individuals and wider society.
- Apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global context.
- Develop as enterprising individuals with the ability to think commercially and creatively, and draw on evidence to make informed business.
- Use an enquiring, critical approach to make informed judgement.
- Investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments.
- Develop and apply quantitative skills relevant to business, including using and interpreting data.

### Theme 1: Investigating Small Business

Concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. The topics covered are:

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

### Theme 2: Building a Business

Examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows. The topics covered are:

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

## Examination details

Two 90 minute 90 mark examinations. The papers will include questions that target mathematics at a minimum of Key Stage 3. Questions in sections B and C will be based on business contexts given in the paper.

## Progression from KS4

A Level Business & A Level Economics



**Miss J Philbin &  
Mr S Dwamena**

## QUALIFICATION

Pearson Edexcel GCSE in  
Business IBS0

# ENTERPRISE



## Contents of Qualification

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on the knowledge, understanding and skills required to research, plan, pitch and review an enterprise idea that includes:

- development of key skills that prove aptitude in planning an enterprise activity, including market research, planning, carrying out financial transactions, communication and problem solving
- knowledge that underpins effective use of skills, such as the features and characteristics of enterprises and entrepreneurs, and the internal and external factors that can affect the performance of an enterprise
- attitudes and ways of working that are considered most important for enterprise, including monitoring and reflecting on performance of an enterprise idea and own use of skills.

This Award complements the learning in other GCSE programmes such as GCSE Business. It requires learners to apply their knowledge in practical ways, through activities that will enable them to develop their ideas, for example researching an idea for a small enterprise.

### Component 1 – Exploring Enterprises

Learners will examine different enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs.

### Component 2 – Planning for and pitching an Enterprise Activity

Learners will individually select an idea for a micro-enterprise activity to plan and pitch. They will individually pitch their business plan for their idea to an audience and then use the feedback to review their plan and pitch.

### Component 3 – Promotion and Finance for Enterprise

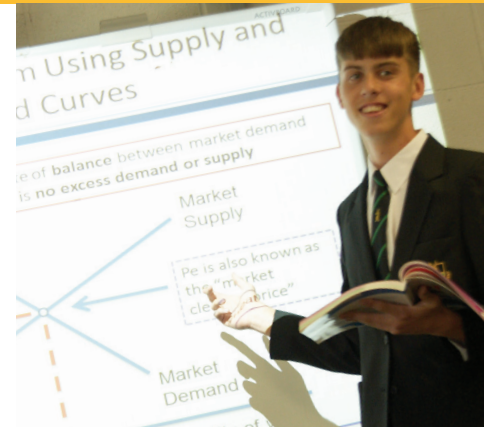
Learners will explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market. Learners will explore financial documents and how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success.

## Examination details

Components 1 and 2 are assessed through internal assessment. This will include assignments, presentations and reviews of work. Component 3 is an external assessment, which requires learners to analyse and interpret information in relation to enterprise and make recommendations on strategies to help improve the performance of the enterprise.

## Progression from KS4

A Level Business & BTEC Level 3 Business



**Miss J Philbin &  
Mr S Dwamena**

## QUALIFICATION

**BTEC Level 1/2 Business &  
Enterprise**

# COMPUTER SCIENCE



## Contents of Qualification

This course encourages you to gain a real, in-depth understanding of how computer technology works. This course will give you an insight into what goes on “behind the scenes”, including computer programming, which many students find absorbing.

Students will develop their understanding of current and emerging technologies, understanding of how they work and apply this knowledge and understanding in a range of contexts. The course enables students to acquire and apply knowledge, some technical skills and an understanding of the use of algorithms in computer programs to solve problems using programming. Students will use their knowledge and understanding of computer technology to become an independent and discerning user of ICT, be able to make informed decisions about its use, and be aware of the implications of different technologies. They will also acquire and apply creative and technical skills, knowledge and understanding of ICT in a range of contexts. The course teaches students to develop computer programs to solve problems and the skills to work collaboratively. Students will evaluate the effectiveness of computer programs/solutions and the impact of and issues related to the use of computer technology in society.

## Examination details

- Paper 1 – Computational thinking and problem solving - Computational thinking, problem solving, code tracing and applied computing.  
Written exam – 1 hour 30 minutes. 80 marks (50% of GCSE)
- Paper 2 – Theoretical knowledge - Fundamentals of computer networks, cyber security as well as the ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy. Written exam – 1 hour 30 minutes. 80 marks (50% of GCSE)
- Project - Students will produce an original report outlining the development of a computer program. The report will include the code itself along with explanation of the programming techniques used to solve an unknown problem. Production of this system will help consolidate and develop the students understanding of the different programming techniques.

## Progression from KS4

A Level Computer Science



**Mr M Barber**

## QUALIFICATION

AQA GCSE Computer Science (8520)

# DIGITAL INFORMATION TECHNOLOGY



## Contents of Qualification

The UK is a world leader in the creative digital industries. However, there is growing recognition that we need to build on and improve the UK's capability and capacity for technical innovation and creativity in this area. The level of complexity of these systems, however, requires considerable work to make it possible for users to be able to interact with them. The BTEC Tech Award will help you achieve skills to be able to do this. The BTEC Tech Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment, including:

- Development of key skills that prove their aptitude in digital information technology, such as planning, designing and creating user interfaces using creative software. Additionally, creating dashboards to present and interpret data using applications such as Microsoft Excel
- Processes that underpin effective ways of working, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct
- Knowledge that underpins effective use of skills, processes and attitudes in the sector, such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

The Award complements learning in GCSE programmes, such as the GCSE in Computer Science, by broadening experience and skills participation in different type of activities. It gives learners the opportunity to apply knowledge and skills practically through.

## Examination details

- **Component 1 Coursework (30%):** Exploring User Interface Design Principles and Project Planning Techniques. This unit gives you the knowledge and skills you need to plan, design and create a user interface for a specific purpose. In this project you will learn the history of interface design and the rules effective design. You will have the opportunity to respond to feedback on your design and identify areas for improvement.
- **Component 2 Coursework (30%):** Collecting, Presenting and Interpreting Data. This unit will build on unit 1, understanding how user interface design principles are used to meet the needs of different users. You will learn how organisations collect, manipulate and interpret data using data modelling software such as Excel in order to draw conclusions and make decisions.
- **Component 3 Exam (40%):** Effective Digital Working Practices. The external exam will require you to analyse and interpret information in relation to different scenarios, building on the skills gained in Unit 1 and 2. You will demonstrate understanding and skills in the planning process, interface design, collection and use of data, when making recommendations on working practices related to design, project organisation, cyber security and legal and ethical issues.

**Computer Based Practical Exam** – 1 hour 30 minutes – 60 marks

## Progression from KS4

BTEC ICT Level 3



**Mr M Barber**

## QUALIFICATION

BTEC Level 2 Tech Award in  
Digital Information Technology



# DANCE



## Contents of Qualification

During the course students will study a Dance anthology of six professional works on DVD. Through these six works they will understand how dances are structured and choreographed and apply these skills to their own practical work, blending practical and theory work together.

The course is divided into two components;

**Component 1:** Performance and Choreography (60%)

- Solo performance (solo taught by teacher)
- Duet/Trio performance (teacher/student choreography)
- Group Choreography (students create their own group choreography)

**Component 2:** Dance Appreciation (40%)

- Knowledge and understanding of choreographic processes and performance skills
- Critical appreciation of students own practical work
- Critical appreciation of professional works, based on the Dance anthology

## Examination details

Three practical exams; for each dance required in Component 1. These are spread out during Year 11 and the dances are recorded and sent off to external examiners for marking or moderation.

Written exam at the end of the course in Year 11; 1 hr 30 mins, 80 marks.

## Progression from KS4

A Level Dance, AQA



**Miss L Major**

## QUALIFICATION

GCSE Dance / AQA (8236)

## ADDITIONAL REQUIREMENTS

Ideally students would have good dance technique and training out of school in any dance style (ballet, contemporary, jazz, street), however this is not mandatory. Many of our students just love to dance and have the passion to learn and improve during the course. Confidence and the ability to work well with others are also good skills to have.

# DRAMA



## Contents of Qualification

The course consists of three components:

### Component 1: Devising

- Create and develop a devised piece from a stimulus
- Performance of this devised piece or design realisation for this performance.
- Analyse and evaluate the devising process and performance
- Performer or designer routes available.

### Component 2: Performance from a text

- Students will either perform in and/or design for two key extracts from a performance text.
- Performer or designer routes available.

### Component 3: Theatre Makers in Practice

- Practical exploration and study of one complete performance text
- Choice of eight performance texts
- Live theatre evaluation – free choice of production

## Examination details

**Component 1:** Devising 40%. Assessed by your teacher - externally moderated. You will provide a portfolio of your ideas and how they came about and were created.

**Component 2:** Performance From a Text 20%. Examined by an external examiner. Written explanation given to examiner from student as to your intentions in the scene.

**Component 3:** Theatre Makers in Practice 40%. One hour 30 minute exam in 2 parts. Study one text and answer questions and watch a piece of live theatre (before the exam) and review it.

## Progression from KS4

GCSE Drama can enhance and develop you personally and can open many doors for your future. Students who wish to further their studies at KS5 will be able to continue with a similar structured course, 'Drama and Theatre', expanding their knowledge further with an insightful look into the world of Theatre and Literature.

Universities, further education and many job roles desire students with a range of skills which you gain from studying both GCSE and A Level Drama. You will develop a wealth of transferable skills: creativity, insightful thought, analytical thinking, literacy, critical thinking, social skills, independence, communication and team work, leadership, time management, confidence and how to deal with difficult situations. Choosing Drama can lead you into: work within the arts, media, theatre or entertainment; stage crafts; therapist within the community; English or Literature based jobs such as Journalism; teaching and many, many more.



**Mrs L Jones &  
Miss H Meadows**

## QUALIFICATION

Pearson Edexcel GCSE in  
Drama (1DRO)

## ADDITIONAL REQUIREMENTS

Students need to have a passion for and commitment to Drama. Students will need to have outstanding teamwork skills, be tolerant and sensitive to others. Academic rigour and discipline will be essential.



### Contents of Qualification

This new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

### Examination details

- Written exam - 1 hour 45 minutes, 100 marks (50%)
- Assessment - (50%)

**Task 1:** Food investigation (30 marks)

Students' understanding of the working characteristics, functional and chemical properties of ingredients. (science experiments with food)  
Practical investigations

**Task 2:** Food preparation assessment (70 marks)

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

### Progression from KS4

Certificate in food science and nutrition.



**Mrs T Lund**

### QUALIFICATION

GCSE Food Preparation & Nutrition

### ADDITIONAL REQUIREMENTS

- Be an organised student - **bring in ingredients for every practical as it will be necessary to work on skills as part of the course.**
- Enjoy cooking.
- Realise you can take this course to learn to cook for future life skills.
- To challenge your cooking abilities
- Be prepared to use your lunchtimes and after school to catch up if necessary.
- Understand that there is some theory work to complete to help with the end of Year 11 exam.

**\*maximum of 2 Design Technology subjects can be taken**

# DESIGN TECHNOLOGY TIMBERS



## Contents of Qualification GCSE Design and Technology

Timbers will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making products and apply technical and practical expertise in timber.

### Theory information for the exam and coursework

- Core section – Wider issues of Design & Technology
- Timbers section – Specialism

Students will sit their exam and submit their non-exam assessment at the end of the two year course.

### Non-exam assessment (NEA) Coursework information

- Exam theme given by the exam board. Students to pick one theme.
- Approximately 25 x A3 pages for the portfolio consisting of research, designing, development, practical (working prototype) and evaluation skills.
- The portfolio shows the iterative design process.
- 50% weighting of the GCSE.

## Examination details

### Paper 1

- Written exam: 1 hr 45 min (100 marks)
- 50% weighting of the GCSE
- Section A – Core technical principles (40 marks)
- Section B – Timbers specialism principles (60 marks)
- Level 4 - Maths and Science content in the exam
- A scientific calculator is required

## Progression from KS4

A Level Product Design.

There are many career opportunities within the Design industry. If studied with other appropriate A Level subjects, it can lead to the following career paths at University. Architecture, Product Design, Industrial Design, Computing, Sports Design, Furniture Design, Model Maker, Film Prop Design, Lighting Design, Interior Design, Design Ergonomics, DT Teacher, Lecturer, Stage Set Designer, Carpenter, Cabinet maker and many more.

### QUALIFICATION

Pearson Edexcel GCSE Design and Technology – (9-1) Timbers (IDT0/IF)

### ADDITIONAL REQUIREMENTS

- There is a substantial amount of theory to undertake in Year 10.
- There is a substantial amount of coursework to undertake in Year 11.
- You need to be creative and be able to sketch your ideas.
- You need good organisation skills to be able to complete coursework and to stick to interim deadlines on time.
- IT is required for word processing and CAD Skills.
- Students will need good planning, communication and presentation skills. As there is an examination at the end of the course, good subject recall and revision skills will be required
- Behaviour to demonstrate compliance with health and safety regulations in the workshop
- The ability to listen to feedback and implement this in their work.



Mrs T Lund

## QUALIFICATION

Pearson Edexcel GCSE  
Design and Technology – (9-1)  
Timbers (IDT0)

## ADDITIONAL REQUIREMENTS

- Students will need good planning, communication and presentation skills. As there is an examination at the end of the course, good subject recall and revision skills will be required.
- Behaviour to demonstrate compliance with health and safety regulations

**\*maximum of 2 Design  
Technology subjects can  
be taken**





# DESIGN TECHNOLOGY

## PAPERS & BOARDS

### Contents of Qualification

GCSE Design and Technology – Papers & Boards will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making products and apply technical and practical expertise in papers & boards.

#### Technical principles

- Core technical principles across a range of materials
- Specialist technical principles in papers & boards
- Designing and making principles in papers & boards

#### Substantial design and make task in papers & boards

Assessment criteria:

- Investigating
- Designing
- Making
- Analysing and Evaluating

Students will produce a working prototype and a portfolio of evidence.

### Examination details

#### Paper 1

- Students will sit all their exams and submit all their non-exam assessment at the end of the two year course.
- Written exam: 2 hours, 100 marks, 50% of GCSE
- Section A – Core technical principles (20 marks)
- Section B – Specialist technical principles (30 marks)
- Section C – Designing and making principles (50 marks)

#### Non-exam assessment (NEA)

- 30–35 hours approx.
- 100 marks, 50% of GCSE

### Progression from KS4

A Level Product Design.



GCSE (9-1)

**Mrs T Lund**

### QUALIFICATION

Pearson Edexcel GCSE Design and Technology – (9-1) Papers & board (1DT0)

### ADDITIONAL REQUIREMENTS

- Students will need good planning, communication and presentation skills. As there is an examination at the end of the course, good subject recall and revision skills will be required.
- Behaviour to demonstrate compliance with health and safety regulations

**\*maximum of 2 Design Technology subjects can be taken**

# DESIGN TECHNOLOGY ENGINEERING



## Contents of Qualification

The GCSE Engineering program introduces students to a host of new technologies, helping them to gain practical skills and understanding to inspire a lifelong interest in engineering. It will particularly appeal to those who enjoy being creative, with an affinity for drawing, design, maths, science and problem-solving.

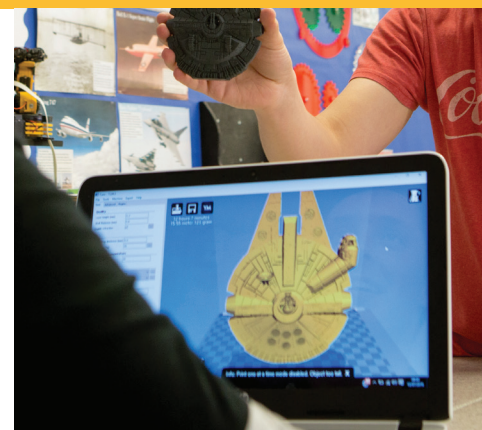
Core content includes learning about engineering materials, manufacturing processes, systems, how we test and evaluate, looking at how modern technology impacts the industry and getting 'hands on' with practical workshop skills.

## Examination details

40% of the GCSE grade is based on a coursework portfolio developed throughout the second year of the course with the remaining 60% being based on a terminal examination at the end of Year 11.

## Progression from KS4

Students successfully completing this course may progress to KS5, Level 3 Engineering courses to build on their engineering experience.



**Mrs T Lund**

## QUALIFICATION

AQA GCSE Engineering  
(8852)

## ADDITIONAL REQUIREMENTS

- Sound written skills
- Minimum predict of 4+ in Maths and Science demonstrating an understanding of the subjects.
- Workshop behaviours to demonstrate a compliance with health & safety regulations,

**\*maximum of 2 Design Technology subjects can be taken**

# DESIGN TECHNOLOGY ENGINEERING



## Contents of Qualification

The Pearson BTEC Level 1/Level 2 Tech Award in Engineering (Qualification Number: 603/0829/1),

is for learners who want to acquire technical knowledge and technical skills through vocational contexts by studying mechanical, electrical/electronic and engineering design as part of their Key Stage 4 learning. The qualification will broaden the learners experience and understanding of the varied progression options available to them. The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- development of key engineering practical and technical skills, such as research, observation, measurement, making, using computer-aided design (CAD) and disassembly
- knowledge of key engineering sectors (mechanical, electrical/electronic and engineering design) and the interrelation of each in industry
- knowledge of the stages involved in planning and implementing an engineering project
- knowledge and skills involved in the investigation of solutions to engineering problems in response to a given brief.

## Examination details

**Component 1:** Exploring Engineering Sectors and Design Applications - Internal Assessment

**Component 2:** Investigating an Engineering Project – Internal Assessment

**Component 3:** Responding to an Engineering Brief – External examination

## Progression from KS4

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as BTEC in Engineering, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in an engineering area.



**Mrs T Lund**

## QUALIFICATION

Pearson BTEC Level 1/Level 2  
Tech Award in Engineering

## ADDITIONAL REQUIREMENTS

- Good written skills
- Good Maths and Science demonstrating an understanding of the subjects. (Level 3)
- Workshop behaviours to demonstrate a compliance with health & safety regulations

**\*maximum of 2 Design Technology subjects can be taken**

# FILM STUDIES



## Contents of Qualification

In the past one hundred years film has become a vitally important part of contemporary culture. It has the power to engage, captivate, educate and thrill. In GCSE Film Studies students will gain a new insight into this enriching medium. We will study the language of film and how this communicates important messages through a variety of films that students will know well, as well as new texts that will challenge them. It compliments students' English literature and language studies as we explore, through texts, how techniques create meaning. But we then offer the creative and technical experience so many young people thrive for. We will teach production and post-production skills, and how to effectively generate ideas for the big screen. These skills will therefore compliment students interested in the creative arts as well as the more technical students that want to perhaps work in gaming or animation.

With the latest Adobe creative cloud suite there is all the post production software you could ever need as well as cameras and other production equipment to help create near professional standards. We have become one of the most successful departments at Samuel Whitbread Academy, with 73% of our students achieving 9-4, whilst 25% of our students achieved 9-7 in our last set of results. Our achievements place us in the top 25% of schools within the country. Some of the films we will study include; Attack The Block, District 9, Juno and Ferris Beuller's Day Off.

## Examination details

Students will be assessed through both examination and coursework. The examination is undertaken in 2 exams that together are worth 70%. These exams will explore films from US, UK and global film industries. The coursework unit is worth 30% of the qualification and will offer students the chance to be creative and practical as we embark on film production work. Students will produce short film sequences working within genres such as horror, crime, science fiction and musical.

## Progression from KS4

With developments within the UK film industry in the last year, this is an exciting time for young people to explore film. 66,000 people are currently employed in the film industry in the UK, while the sector also contributes over £4bn to GDP. Many of our students choose to continue studying film at A Level and have moved on to work in film and related industries within various capacities. When considering the close relationship film holds with television, gaming, animation, music and theatre, this is a course that has a wide appeal for students that broadens their interests and opportunities.



**Miss L Cross**

**QUALIFICATION**  
GCSE EQUADAS (WJEC) Film  
Studies

**ADDITIONAL  
REQUIREMENTS**  
An appreciation of film and a  
passion to explore it further

# CREATIVE MEDIA PRODUCTION



## Contents of Qualification

The creative media sector is a dynamic, growing and rewarding sector to work in, with new opportunities arising continually. Working in the creative media industry involves a wide range of practical processes, skills and techniques – from broadcast media to increasingly interactive products and platforms. As digital technology continues to evolve, media techniques have become more sophisticated and media products are becoming more advanced. However, what has not changed is that media products still have the power to enthrall, intrigue and affect audiences.

In BTEC Creative Media Production, students will gain a new insight into this enriching medium. We will provide the students with an opportunity to develop sector-specific knowledge and skills, in a practical learning environment. Students will learn the language of Media and the power it has to communicate messages, through a variety of different platforms. Students will gain an aptitude of skills in creative media production, including investigating and developing ideas through pre-production, production and post-production. Moreover, students will also gain experience in the processes that underpin creative media production such as responding to briefs, feedback and generating ideas. With the latest Adobe creative cloud suite there is all the post production software you could ever need -as well as cameras and other production equipment- to help create near professional standards.

This course compliments the learning of qualifications such as Art, Design Technology, Film Studies, English Literature and English Language.

## Examination details

Students are assessed on a variety of creative media production skills, through both coursework and an exam.

- **Component 1a and b** – Internal coursework
- **Component 2a and b** – Internal coursework
- **Component 3** – External Examination (60 Marks)

## Progression from KS4

With developments with the creative media sector in the last year, it is an exciting time for young people to explore this industry. 66,000 people are currently employed by in the film/media industry – with the creative industries contributing over £84 billion, per year, to the UK economy. Many of our students choose to continue studying film at A Level and have moved on to work in media industries within various capacities. This course has a wide appeal for students to broaden their interests and opportunities to work within publications, iMedia, animation, moving image, gaming, music and theatre.



**Miss L Cross**

## QUALIFICATION

BTEC Level 1/2 Tech Award in Creative Media Production

## ADDITIONAL REQUIREMENTS

- An appreciation of media and a passion to explore it further.



# FRENCH



## Contents of Qualification

### Theme 1: Identity and culture

- Family and friends, Marriage
- Social media, Mobile technology
- Free-time activities, Sports, Eating out
- Customs and festivals in the target-language-speaking countries/communities)

### Theme 2: Local, national, international and global areas of interest

- Home, Town, Region
- Charity work, voluntary work, Healthy/Unhealthy living
- The environment, Poverty, Travel and tourism)

### Theme 3: Current and future study and employment

- Studies, Life at school
- Education post-16
- Career choices and ambitions

Most year 9 students at Samuel Whitbread Academy have already enjoyed the experience of the 9-1 AQA French GCSE in lessons since September. They have covered topics from the content of the qualification but also practised key skills (listening, speaking, reading and writing) in end of unit assessments and show increasing confidence in French.

French provides the platform, as a challenging subject, within the English Baccalaureate (EBacc), to go on to further studies. Generally students studying languages have highly valued, transferable skills, equipping them for a range of careers (teaching, translating, advertisement, business, customer relations, travelling, journalism...). Successfully completing the study of Languages at KS4 or KS5 therefore keeps the door open to a wide range of further academic, professional, or vocational routes. Universities and companies are welcoming languages as it proves people are multitasking and better problem solvers. Depending on numbers, we may be able to offer trips, and use our Twitter page @SWALanguages to help develop further interest beyond the classroom.

## Examination details

GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier.

- **Listening** - Written exam: 35 mins, 40 marks (Foundation), 45 mins, 50 marks (Higher Tier) (25%)
- **Speaking** - Non-exam assessment. 7–9 mins (Foundation), 10–12 mins (Higher), 60 marks (25%)
- **Reading** - Written exam: 45 mins (Foundation), 1 hr (Higher) 60 marks, (25%)
- **Writing** - Written exam: 1 hr, 50 marks (Foundation), 1 hr 15 mins, 60 marks (Higher) (25%)

## Progression from KS4

A Level French, AQA



**Mrs M Reydet-Clark**

## QUALIFICATION

GCSE French AQA 8658

## ADDITIONAL REQUIREMENTS

- Awareness of the French culture and heritage
- Be familiar with classroom/ activities instructions in the target language
- Confidence in spontaneous speaking tasks
- Academic rigour and discipline will be essential.

# GEOGRAPHY



## Contents of Qualification

The course covers eight topics which are examined directly within two papers. The Our Natural World paper studies Global Hazards, Changing Climate, Distinctive Landscapes, and Sustaining Ecosystems, with the People and Society paper studying Urban Futures, Dynamic Development, UK in the 21st Century, and Resource Reliance.

There are also two separate days of fieldwork in contrasting human and physical environments. These fieldtrips are currently to Cambridge City Centre, and Walton-on-the-Naze. The skills developed through this work are tested through examination questions in Paper 01 and 02, and are linked to the topics studied throughout the entire course. A final third paper is a decision making exercise for which resource materials are provided at the time of the examination to use in answering the questions set.

Our subject is all about looking at the world around us! Therefore, reading around the subject and keeping up to date with the news and current affairs is vital. Please follow us on Twitter @samwhitgeog to help develop your interest beyond the classroom.

We offer a very popular enrichment trip, currently to Switzerland, in Year 10, and use our Twitter page @samwhitgeog to help develop further interest beyond the classroom.

## Examination details

- Paper 1 – Our Natural World 1hr 15mins, 70 marks (35%)
- Paper 2 – People and Society 1hr 15mins, 70 marks (35%)
- Paper 3 – Geographical Exploration 1hr 30mins, 60 marks (30%)

All three are external exams at the end of the course.

## Progression from KS4

Geography provides the platform, as a challenging subject, within the English Baccalaureate (EBacc), to go on to further studies. Geography at A Level is a popular choice to build on GCSE work and is recognised as one of the facilitating subjects for reading a degree by the Russell Group of Universities. We study the Edexcel A Level course.

Generally Geographers have highly valued, transferable skills, equipping them for a range of careers. Successfully completing the study of Geography at KS4 or KS5 therefore keeps the door open to a wide range of further academic, professional, or vocational routes. Please use the following web link for further information about studying Geography in the UK:

<https://www.rgs.org/geography/choose-geography/geography-at-university/>



**Mr J Hatchell**

## QUALIFICATION

GCSE 9-1 Geography  
OCR B J384 (Geography for Enquiring Minds)

## HUMANITIES SUBJECT

## ADDITIONAL REQUIREMENTS

Geography is a wide, encompassing subject involving the direct use of mathematics as well as other GCSE subject areas. An interest in topical issues and how people interact with the physical landscape further supports studying the subject. Watching the news and reading helps with this, particularly with case study knowledge.

# HEALTH & SOCIAL CARE



## Contents of Qualification

### Component 1 – two assignments

- A Understand human growth and development across life stages and the factors that affect it
- B Investigate how individuals deal with life events.

### Component 2 – two assignments

- A Understand the different types of health and social care services and barriers to accessing them
- B Demonstrate care values and review own practice.

### Component 3 – 2 hour exam

- AO1 Demonstrate knowledge and understanding of factors that affect health and wellbeing
- AO2 Interpret health indicators
- AO3 Design a person-centred health and wellbeing improvement plan
- AO4 Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans

## Assessment details

- Human Lifespan Development - Internal assessment 30% of qualification
- Health & Social Care Services and Values - Internal Assessment 30% of qualification
- Health and Wellbeing - Externally assessed task 40% qualification

## Progression from KS4

Some students stay on at Sixth Form and study the Level 3 qualification, while others choose to seek employment through apprenticeships schemes and earn as they learn on the job.



**Miss K Blessing**

## QUALIFICATION

Pearson BTEC Level 1/Level 2  
Tech Award in Health and  
Social Care



# HISTORY



## Contents of Qualification

### **Weimar and Nazi Germany (30%)**

The Nazis began as a small, extreme political party who have had a profound impact on history. We explore how they gained power in Germany and what it was like to live under Nazi rule. We examine why people supported the Nazis, and how they dealt with their enemies. The course includes finding out what it was like to be young in Nazi Germany, and how some people tried to oppose them. We study Germany in the 1920s and 1930s.

### **Medicine in Britain c1250-present (30%)**

This is a study of medicine in Britain from the middle ages until today. We examine changing beliefs on the causes of disease and changing treatments and methods of prevention. Case studies include dealing with the Black Death, The Great Plague in London in 1665, fighting cholera in London in the 1850s and the fight against lung cancer in the twenty-first century. The course includes a study of how injuries were dealt with in the trenches.

### **The Reigns of King Richard I and King John, 1189-1216 (20%)**

We study the reign of Richard I at home and overseas. This includes a study of medieval society, the nature of Kingship, how Richard secured the throne and the murder of Prince Arthur. Also included is Richard's leadership of the Third Crusade and his military victories. We investigate the reign of King John and his war with the barons, leading to the signing of the Magna Carta.

### **Superpower relations and the Cold War 1941 – 1991 (20%)**

This is the study of the Cold War era between the United States of America and the Soviet Union. We examine how the superpowers accumulated great stocks of nuclear weapons and became intense rivals. We study the building and the fall of the Berlin Wall, the Cuban Missile Crisis, the Hungarian Uprising and the Prague Spring. We investigate how and why the Cold War came to an end.

## Examination details

- Paper 1: Medicine in Britain, c1250-present (1 hr 15 minutes)
- Paper 2: The reigns of King Richard I and King John, 1189-1216 and Superpower relations and the Cold War, 1941-1991 (1 hr 45 minutes)
- Paper 3: Weimar and Nazi Germany, 1918-39 (1 hr 20 minutes)

## Progression from KS4

Many students progress to study A Level History. Our topics at A Level are; Britain and the USA in the 20th Century, The Witch-craze, 1580-1750, and Debates on the Holocaust.



**Mr M Inns**

## QUALIFICATION

Edexcel GCSE History (1H10)

**HUMANITIES SUBJECT**

# MUSIC



## Contents of Qualification

GCSE Music is about making and listening to music. Students will be introduced to a wide variety of musical styles, from popular music to jazz, and world music to Western classical music. The course covers a range of skills including performing, composing and listening. These are broken down as follows:

- **Unit 1** Performing (30%)- as a soloist and as part of an ensemble. This can include a wide range of performance skills from traditional orchestral instruments and singing through to DJing and beatboxing. Students are given lesson time each cycle to develop this skill. The unit is internally assessed.
- **Unit 2** Composing (30%)- this might be to a particular brief or in a particular style but will enable the student to explore their creativity and musical style. Students will learn how to make and develop their own music, enabling them to show their creative side. Students are given dedicated lesson time to develop and improve this coursework unit. The unit is internally assessed.
- **Unit 3** Listening and Appraising (40%)- the ability to critically appreciate and respond to music as well as analyse its structure and recognise musical devices. Students study 8 set works from a wide range of musical genres and answer questions on them in this listening exam. In preparation for the exam, students are taught in a practical way in order to develop and deepen both their knowledge and understanding of the set works, along with their listening and appraising skills.

## Examination details

Unit 1 & 2 - Internally assessed (coursework) 60 marks for each unit.

Unit 3-Written exam- 1 hour 45 minutes. 80 marks

## Progression from KS4

GCSE Music can lead on to many things. Students who wish to further their studies at KS5 will be able to take Music A Level and/or Music Technology A Level. Studying Music can lead to a profession that is music-specific; Performer, Musicologist, Teacher, Composer, Music Therapist etc. However it can also lead to many other careers that are not necessarily music-related: Journalist, Lawyer, Accountant etc. Recently Music Technology has become a very popular subject as such the opportunities for work and careers have grown: working in a Recording Studio, being a Music Producer, a Recording Engineer or a Technician and so on. But GCSE Music also offers a wealth of transferable skills relevant to ongoing musical and non-musical study as well as to future career development, including literacy, critical thinking, social skills and team working, leadership and communication, and time management and organisational skills.



**Miss H Meadows**

## QUALIFICATION

Edexcel GCSE Music

## ADDITIONAL REQUIREMENTS

Students must be able to play an instrument or sing. Students don't need to have taken grades on their instrument in order to take GCSE Music, however they must be able to play for a minimum of 1 minute continuously. It is advised that students take instrumental lessons or attend a school run music extra-curricular activity in order to develop their performance skills.

**\*not to be taken with Technical Award Music**

# BTEC MUSIC



## Contents of Qualification

BTEC Music enables students to develop their passion for Music through the use of technology. Students will learn how to remix and use the recording studio, as well as create their own music. The course is taught in a practical way in order to develop as many different skill sets as possible. Students will study 4 units; 2 core and 2 optional.

The core units recognise the importance of knowledge about music for anyone wanting to be successful in the industry. There is an increasing focus on the role of the individual, where there is a need for personal business and entrepreneurship skills, coupled with music skills and aptitudes. The core also provides opportunities for the development of music skills through the development of a music product. The compulsory units are as follows:

- **Unit 1** The Music Industry (Exam 25%) – This provides an overview of the industry, particularly focusing on the shape of the modern industry and covering the emergence of the role of the self-employed producer, performer and promoter.
- **Unit 2** Managing a Music Product (Internally assessed 25%) – This covers essential aspects for progression. This unit looks at the development a music product. As well as providing a vehicle for demonstrating skills and learning, it also introduces the role of planning and promotion in the management of a music product. Students can base their work on a live concert, event, a CD or online product, providing opportunities for both music performers and technologists.
- **Unit 4** Introducing Music Composition (Internally assessed 25%) – This encourages students to develop creativity in addressing specific needs and requirements when responding to client briefs – similar to the behaviour required in the professional world of music composition.
- **Unit 6** Introducing Music Recording (Internally assessed 25%) – This enables learners to use ICT and the studio for recording their own piece of music, giving them a valuable vocational skill as well as a grounding in a fundamental aspect of music making in the workplace.

## Examination details

- Unit 2, 4 & 7 - Internally assessed (coursework)
- Unit 1 - Written exam - 1 hour. 50 marks

## Progression from KS4

BTEC Music can lead on to many things. Students who wish to further their studies at KS5 will be able to take BTEC Level 3 Music Technology. Studying Music can lead to a profession that is music-specific; Musicologist, Teacher, Composer, Music Therapist etc. However it can also lead to many other careers that are not necessarily music-related: Journalist, Lawyer, Accountant etc. Recently Music Technology has become a very popular subject as such the opportunities for work and careers have grown: working in a Recording Studio, being a Music Producer, a Recording Engineer or a Technician and so on.



Miss H Meadows

## QUALIFICATION

Edexcel BTEC Music Technical Award

## ADDITIONAL REQUIREMENTS

- **Students don't need to be able to play an instrument or know how to use music software.**
- Students must have a keen interest in listening to music and an interest in learning how to make music.
- Students are advised to take part in a Student Technical Crew which is run within the Performing Arts department, providing the whole academy with lighting, sound, staging support.

**\*not to be taken with GCSE Music**

# PHILOSOPHY & ETHICS



## Contents of Qualification

GCSE Religious studies allow students the opportunity to examine a wide range of philosophical, ethical and religious issues. This will include, investigating ultimate questions such as “why does evil exist?” and what is the purpose of life. They will also study topics that explain the diversity of life and religion in the modern world. Students are encouraged to develop their own opinion as well as investigate other views including religious perspectives. The course is suitable for most students as it develops critical thinking and analytical skills as well as contributing to personal, social, spiritual and cultural development.

## Examination details

**Unit 1** Philosophical and Ethical Issues – Written exam: 2 hours (50%)  
Students will study the following four themes. All questions are compulsory.

- Theme 1: Issues of Relationships
- Theme 2: Issues of Life and Death
- Theme 3: Issues of Good and Evil
- Theme 4: Issues of Human Rights

This unit will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the identified themes.

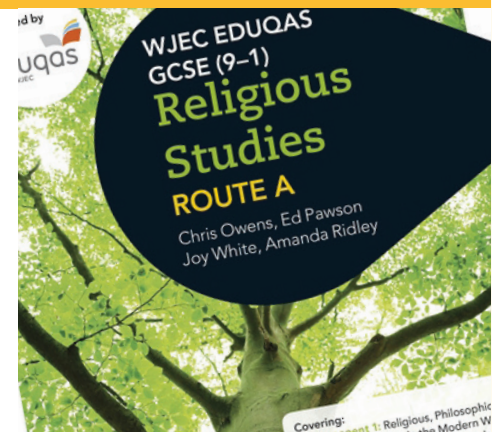
**Unit 2** Study of Christianity – Written examination: 1 hour (25%)  
Students will study the beliefs, teachings and practices of Christianity. This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of subject content.

**Unit 3** Study of a World Faith – Written examination: 1 hour (25%)  
Students will study the beliefs, teachings and practices of one world faith.

Students will be assessed based on three written examinations covering the three components above at the end of Year 11.

## Progression from KS4

GCSE Religious Studies (RS) is a stepping stone to a wide range of future opportunities. A successful completion of the course could inspire you to go to University to study a degree in one of the following fields: Religious Studies, Philosophy, Psychology, Theology and Law. The course will also help you in jobs where you will be dealing with people from diverse backgrounds. It is also a foundation for the study of the new AS/A2 Philosophy course.



**Mr S Tawede**

**QUALIFICATION**  
WJEC GCSE Religious Studies  
Route A



# PSYCHOLOGY



## Contents of Qualification

### Paper 1 – topics studied:

Development – how did you develop?

Memory – how do your memories work?

Psychological problems – how would they affect you?

The brain and neuropsychology – how does your brain affect you?

Social influence – how do others affect you?

### Paper 2 - topics studied:

Teachers will choose 2 out of the following optional topics:

Criminal psychology, Perception, Sleep and dreaming, The Self, Language, thought and communication.

Compulsory topic is research methods with a focus on how to carry out psychological research.

## Examination details

### Paper 1

This paper is worth 98 marks, 55% of the overall grade.

The exam will be 1 hour and 45 minutes long.

In the exam there are six sections: the first five sections each cover one of the topics listed above. These sections will include multiple-choice, short-open and open-response questions. The sixth section will contain two extended open-response questions. These questions will focus on debates within psychology and the interrelationships between the core areas of psychology.

### Paper 2

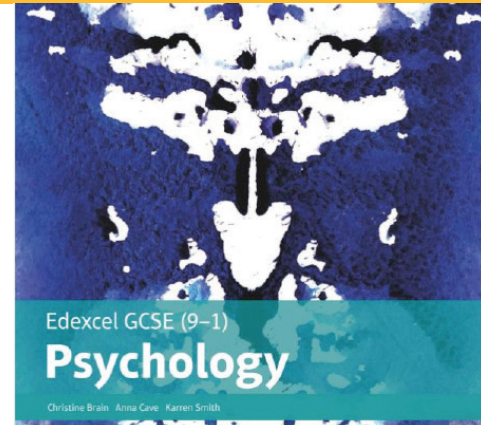
This paper is worth 79 marks and 45% of the overall grade.

The exam will last for 1 hour and 20 minutes.

- Section A: Research methods – How do you carry out psychological research? This section will focus primarily on Topic 11: Research methods – How do you carry out psychological research?, although it can draw on material from Topics 1 to 5 from Paper 1. It will contain question types that include calculations, multiple-choice, short-open and open response questions, and one extended open-response question.
- Section B-F: Each of these sections covers one of the optional Topics 6 to 10. These sections will include multiple-choice, short-open and open-response questions, and one extended open-response question.

## Progression from KS4

Many students who do a GCSE in Psychology continue onto A Level to study in more depth. It is a subject that develops so many skills such as evaluation, application as well as understanding of scientific processes that it is a great “all round” subject that can help with any future A Level subject choices.



Mrs L Nye

## QUALIFICATION

GCSE Edexcel (9-1)

Psychology 2017

## ADDITIONAL REQUIREMENTS

- An enquiring, open mind.
- Written skills must be sound as there are a number of extended writing questions within the exam.
- Skills of interpretation, analysis, evaluation are all important as are solid maths and science understanding due to the research methods knowledge involved.

# SOCIOLOGY



## Contents of Qualification

“GCSE Sociology aims to broaden students’ minds, helping them to see their world from different perspectives and in new and thought-provoking ways.” AQA

Sociology is a fascinating subject which encourages students to enquire into different areas of the society and challenge taken for granted assumptions about the society we live in. As a discipline it embraces a variety of viewpoints and encourages students to think critically about how we can best understand the world around us. Students learn to consider how factors such as gender, ethnicity and social class can alter our life experiences and investigates how society can overcome problems such as crime and poverty.

The sociology GCSE is divided into two papers. The first is the sociology of family and education and the second is the sociology of crime and deviance and social stratification. Within these topics students will look at patterns and trends such as changes in marriage and divorce rates, who is more likely to under achieve in education and who is more likely to commit crime and seeks to uncover explanations for these patterns. For example, statistics show that males commit more crime than females but why is this? Could it be that males are socialised to be more deviant? Could it be that females are dealt with more leniently? Could it be that males just commit more visible crimes? Within each paper students will also be expected to demonstrate an understanding of different research methods used by sociologists and be able to evaluate the use of these.

## Examination details

The sociology qualification is 100% examined. Two exams will be sat each lasting 1 hr and 45 mins. Each is worth 50% of the exam and is worth 100 marks.

## Progression from KS4

Students who study Sociology often look to embark upon courses in social work, teaching or police work. Additionally, they may consider working in the criminal justice system or in social research informing social policy. The skills you learn in sociology are marketable and give students the competitive edge in the job market. The breadth of the subject means that it can be beneficial for many career paths.

Sociology

AQA

Sociology



Mr P Johnson

## QUALIFICATION

GCSE Sociology AQA 8192

## ADDITIONAL REQUIREMENTS

To be successful in sociology students should have a keen interest in what is going on in our society. Students will also need to demonstrate strong written skills and be able to weigh up different viewpoints to present a clear line of argument and reach distinct conclusions.

# SPANISH



## Contents of Qualification

### Theme 1: Identity and culture

- Family and friends, Marriage
- Social media, Mobile technology
- Free-time activities, Sports, Eating out
- Customs and festivals in the target-language-speaking countries/communities)

### Theme 2: Local, national, international and global areas of interest

- Home, Town, Region
- Charity work, voluntary work, Healthy/Unhealthy living
- The environment, Poverty, Travel and tourism)

### Theme 3: Current and future study and employment

- Studies, Life at school
- Education post-16
- Career choices and ambitions

Most year 9 students at Samuel Whitbread Academy have already enjoyed the experience of the 9-1 AQA Spanish GCSE in lessons since September. They have covered topics from the content of the qualification but also practised key skills (listening, speaking, reading and writing) in end of unit assessments and show increasing confidence in Spanish.

Spanish provides the platform, as a challenging subject, within the English Baccalaureate (EBacc), to go on to further studies. Generally students studying languages have highly valued, transferable skills, equipping them for a range of careers. Successfully completing the study of Languages at KS4 or KS5 therefore keeps the door open to a wide range of further academic, professional, or vocational routes. Universities and companies are welcoming languages as it proves people are multitasking and better problem solvers. Depending on numbers, we may be able to offer very popular trips, and use our Twitter page [@SWALanguages](https://twitter.com/SWALanguages) to help develop further interest beyond the classroom.

## Examination details

GCSE Spanish has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier.

- Listening - Written exam: 35 mins, 40 marks (Foundation), 45 mins, 50 marks (Higher Tier) (25%)
- Speaking - Non-exam assessment. 7–9 mins (Foundation), 10–12 mins (Higher), 60 marks (25%)
- Reading - Written exam: 45 mins (Foundation), 1 hr (Higher) 60 marks, (25%)
- Writing - Written exam: 1 hr, 50 marks (Foundation), 1 hr 15 mins, 60 marks (Higher) (25%)

## Progression from KS4

A Level Spanish, AQA



**Mrs M Reydet-Clark**

## QUALIFICATION

GCSE Spanish AQA 8698

## ADDITIONAL REQUIREMENTS

- Awareness of the Spanish culture and heritage
- Be familiar with classroom/ activities instructions in the target language
- Confidence in spontaneous speaking tasks
- Academic rigour and discipline will be essential.

# TEXTILES DESIGN



## Contents of Qualification

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.

The course encourages an adventurous and enquiring approach to textiles, fashion, art and design, and provides a framework for you to express yourself and your feelings visually. You will be studying past and contemporary textiles from our own and other cultures, which will be used to inspire your ideas. You will be working within the context of textile design, students must demonstrate the ability to use textile design techniques and processes including weaving, felting, stitching, appliqué, construction methods and printing.

GCSE Textiles Design consists of one coursework unit and one exam unit. A wide range of materials and techniques will be introduced in Year 10, from which you can choose the area you would like to specialise in. You will have the opportunity to develop your skills in the following processes:

- Art textiles
- Fashion design and illustration
- Costume design
- Constructed textiles
- Printed and dyed textiles
- Surface pattern
- Stitched and/or embellished textiles
- Soft furnishings and/or textiles for interiors
- Digital textiles

Students will also experience visits to museums, exhibitions and art galleries to support their studies when being inspired by the work and approaches of fashion and textile designers, artists and crafts people

## Examination details

### Component 1 (60%)

- Portfolio of work demonstrating knowledge, understanding and skills and comprising supporting studies and personal responses.
- Internally assessed and externally moderated.

### Component 2 (40%)

- Externally set theme.
- Preparatory study (equating to approximately 20hrs in class)
- 10hrs sustained study (exam)
- Internally assessed and externally moderated

## Progression from KS4

Textile Design is an essential course to follow if you are intending to become involved in any Textile Design based career such as Interior Design, Fashion and Textiles Design, Costume Design, Fashion Buying and Merchandising.



**Mrs C Burgoyne**  
**Mrs J Blake**

## QUALIFICATION

AQA GCSE Textiles Design  
8204

## ADDITIONAL REQUIREMENTS

- Imagination and creativity.
- Making skills, willingness to use hand stitching and use sewing machine
- Ability to analyse and evaluate own work and that of others.
- Ability and willingness to develop and refine skills through use of media, materials, techniques and processes.



# PHYSICAL EDUCATION



## Contents of Qualification

The course integrates the theoretical and practical elements of physical activity. They aim to improve your ability to plan, perform and evaluate a range of physical activities, whilst developing a depth of knowledge, understanding and appreciation of movement, skills and techniques. At least four of the five lessons will be classroom based, concentrating on the theoretical topics

## Examination details

60% of your marks are externally assessed through a written examination. This exam is about health, fitness, training, diet, body systems and the benefits of exercise. Some of the teaching and learning of these topics is done practically allowing you to understand ideas such as methods of training for improvement in sports, how the muscles and joints of the body work and the effect a certain diet can have on the body.

The other 40% is made up from a practical exam. A range of practical activities will be offered for you to choose three for assessment within the following restrictions:

- At least one sport must be a team sport.
- At least one must be an individual.

Practical assessment 40%

Written paper 60%

## Progression from KS4

GCSE PE is the ideal preparation for the A Level in PE, as well as for vocational qualifications such as BTECs in Sport. The course develops not only your sporting /coaching/leading ability in a range of sports, but offers you a range of transferable skills such as team work, leadership, independence and energy, all of which employers look for. Typical jobs taken by people who study the PE GCSE are: physiotherapy, coaching, fitness instruction and personal training, teaching as well as being a professional athlete or in the Armed Forces.

We have an outstanding practical record in the academy making us a brilliant option if you love taking part in sport and all things sport related!



**Mr J Hart**

## QUALIFICATION

GCSE PE Edexcel

## ADDITIONAL REQUIREMENTS

Must be a keen sports person, playing and training to an appropriate level. All students must be committed to improving skill and fitness in all sports.

# SPORT, ACTIVITY & FITNESS



## Contents of Qualification

The Pearson BTEC Level 1/Level 2 First Award in Sport, is for learners who want to acquire theoretical knowledge and technical skills through vocational contexts by exploring areas such as the Sports leadership, Practical Sports analysis, nutrition, technology and Personal Training. The qualification recognises the value of developing skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them. The First Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on the knowledge and understanding of skills in health, fitness, activity and sport.

Learners will develop:

- An understanding of the underpinning principles of leadership and the physical and psychological benefits for session participants. Learners will investigate methods of planning, delivering and reviewing sessions for a range of target groups.
- Key skills that support their theoretical understanding of the training, nutrition and psychological factors that influence and impact on engagement in sport and activity
- An understanding of Technical and tactical skills in sports. Developing analytical skills whilst observing sports performance.

## Examination details

**Component 1:** Leading Sports Activities - Internal Assessment (25%)

**Component 2:** Practical Sports Performance – Internal Assessment (25%)

**Component 3:** Fitness for sport and Exercise – External Assessment (25%)

**Component 4:** Applying the Principles of Personal Training- Internal Synoptic Assessment (25%)

## Progression from KS4

Progression from KS4 BTEC Sport, Activity and Fitness is the ideal preparation for BTEC Level 3 in Sport.



**Mr J Hart**

## QUALIFICATION

Edexcel BTEC Sport, Activity and Fitness