

Pathway 2



**SOUTHCHURCH
HIGH SCHOOL**

SUBJECT INFORMATION BOOKLET 2023

Year 9 options



March 2023

Dear Parent/Carer

You and your child will shortly be asked to make a number of choices about the shape of the curriculum that they will follow in Years 10 and 11. They will study a range of subjects; some of these are core and are therefore compulsory and some of these are selected according to individual preference. Up to now the curriculum they have followed will have been mostly similar for all students, but, from Year 10, they have a degree of choice that will tailor their curriculum to meet their individual needs. You, as parents and carers, have a very important part to play in this process and in the ongoing support for your child as they enter the most important phase of their education to date.

The school has a broad and balanced curriculum, which will help your child develop their general ability and will give them the opportunity to specialise in subjects in which they excel or particularly enjoy. We believe that students should select carefully, to ensure that their choices are those in which they will achieve maximum success and provide opportunity for their future.

During the options process, you and your child will have an opportunity to meet with staff and to discuss the subject choices that are available. In addition, this booklet is designed to inform parents/carers and students about the courses available. Subject teachers and tutors will be closely involved in guiding students towards making the choices that will be most appropriate to them and will be able to answer any questions that may arise.

It is very important that students return their Guided Preference Form to School as soon as possible after Thursday 02 March and before Friday 10 March. We always aim, as far as possible, to offer students their preferred subjects. However, the School reserves the right to make final decisions. Full details of the subjects that your child will study next year will be circulated in May.

The teachers are looking forward to having conversations with you and providing you with the advice and guidance to ensure that the right choices are made.

Yours faithfully

Mr P Dunn
Assistant Headteacher

Key Stage 4 Curriculum Structure (Pathway 2)

- The school operates a two-year Key Stage 4 (KS4) programme from Years 10 -11. The programme is divided into two parts – **core** (six compulsory subjects) and **personalised** (three preferential subjects).
- The Key Stage 4 timetable consists of twenty-five lessons per week, each lasting sixty minutes.
- Each of the subjects studied is structured as a two-year course, with the final Award being a BTEC, GCSE or Level 2 equivalent qualification.

Core

There are a number of subjects that are compulsory. All students follow this Core programme as the principle component of their curriculum entitlement.

English Language GCSE

English Literature GCSE

Mathematics GCSE

Combined Science GCSE

OCR National in Sports Science

Personalised (preferences)

There are a number of other subjects that are currently optional, from which students can choose *three*, one from each preference group, to study in more depth during Years 10 and 11.

Students must choose either French, Geography, History or Computer Science as one of their choices

Preference Group A

Child Development

Construction

Enterprise and Marketing

French

Geography

History

Performing Arts BTEC

Preference Group B

Classics

Computer Science

French

Geography

Health and Social Care BTEC

History

Media Studies

Preference Group C

Art & Design

Business Studies

Design Technology

Film Studies

French

Geography

History

Hospitality and Catering

Music BTEC

Public Examinations

During Year 10 and Year 11, students will be assessed in all the subjects studied. Examination Boards will issue details of grades awarded for each subject using either the 9 to 1 grading system or vocational Pass, Merit or Distinction grades.

Each course description contained in this booklet gives information about the examination board that certifies the examination. Further information about each of the courses can be found at the appropriate exam board website.

EDEXCEL www.edexcel.org.uk

AQA www.aqa.org.uk

ORC www.ocr.org.uk

WJEC www.wjec.co.uk

HOW TO DECIDE

Subject Preferences:

Students must select the subjects they hope to study during Key Stage 4. Very careful thought should be given to this decision.

Students will receive guidance about making decisions in their lessons, assemblies and tutorials.

You must:

- Read this booklet carefully
- Talk to your subject teachers
- Talk to your tutor
- Talk to your parents/carers
- Ask a lot of questions

Ask yourself:

- Which subjects do I enjoy the most?
- In which subject am I making the most progress?
- What do I want to do in the future and should this influence my choices?

Do NOT consider:

- Which subjects your friends are taking, because you may be in a different group, even if they do choose the same subject
- Which teacher teaches you now, because that teacher may not be allocated to teach your group



English

Qualification name: AQA 8700 (9-1) English Language; AQA 8702 (9-1) English Literature

Contact for further information: Miss McGowan

Course detail/overview of content:

Our English Language and English Literature curriculums are designed to enable students to reach their full potential and achieve the highest possible grades in their GCSE examinations. We aim to develop students' ability to communicate effectively both in writing and orally and to use accurate Standard English with confidence.

We endeavor to develop students' thirst for knowledge of our literary heritage by studying texts that illustrate the historical development of the English Language. Furthermore, students will study various forms of literary texts in order to showcase the wealth of literature available and encourage them to become independent readers with an enthusiasm for books.

Nature of assessment:

Students will be graded 9-1 for both English Language and English Literature.

Students will study the following for Literature: *Romeo and Juliet* by Shakespeare (20% of the total GCSE Literature mark); *A Christmas Carol* (20% of the total GCSE Literature mark); *An Inspector Calls* – a play by J.B. Priestley (20% of the total GCSE Literature mark); 15 poems with the common themes of Love and Relationships, as well as the skills to tackle previously unseen poetry in the exam (40% of the total GCSE Literature mark).

Students will study the following for Language: skills to tackle analysis, summary, evaluation, and structure (50% of the total GCSE Language mark). Students will also focus on creative writing skills (50% of the total GCSE Language mark).

Additionally, students are awarded a separate mark for a Speaking and Listening Assessment. This will be a pass, merit, or distinction.

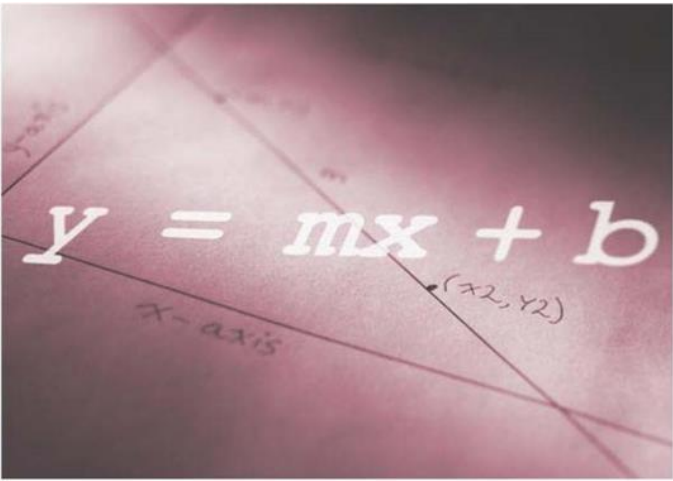
The texts studied are diverse and varied from nineteenth century texts to contemporary works. Students study a variety of fiction and non-fiction texts since they will be tested on these in both their English Language and English Literature GCSE examinations.

Careers this can lead to:

English Language and English Literature are two of the most desirable and versatile qualifications to have and can lead to a variety of exciting careers in areas such as: journalism; editing; teaching; law; public relations; marketing; administration and; human resources, to name but a few.

Quote/statement about the study of this subject:

"What an astonishing thing a book is. It's a flat object made from a tree with flexible parts on which are imprinted lots of funny dark squiggles. But one glance at it and you're inside the mind of another person, maybe somebody dead for thousands of years. Writing is perhaps the greatest of human inventions, binding together people who never knew each other. Books break the shackles of time. A book is proof that humans are capable of working magic." *Carl Sagan, Cosmos*



Mathematics

Qualification name:

Edexcel GCSE (9-1) Mathematics

Course detail/overview of content:

GCSE Mathematics will follow on from the mathematical skills you have developed in Key Stage 3. It will allow you to study the 5 areas at Mathematics: Number; Algebra; Statistics and Probability; Geometry and Measures and finally Ratio, Proportion and Rates of Change. You will be presented with real life problems, helping you to develop your ability to analyse and communicate mathematically.

You will enjoy this course if you enjoy solving problems and thinking logically. You will also enjoy it if you have a creative talent and a curious mind with good analytical skills that allow you to relate mathematics to the real world.

Nature of assessment

GCSE Mathematics has a **Foundation tier** (grades 1 – 5) and a **Higher tier** (grades 4 – 9).

Students must take three question papers at the same tier and all question papers must be taken in the same series.

The information in the table below is the same for both Foundation and Higher tiers.

Paper	Description	Length	Marks	Weighting
1	Non-Calculator Paper	(1 hour 30 minutes)	80	33%
2	Calculator Paper	(1 hour 30 minutes)	80	33%
3	Calculator Paper	(1 hour 30 minutes)	80	33%

Information about the exam structure by topic you can find below.

The table below shows the approximate weightings of the topic areas for the overall tier of assessment, **not for each individual question paper.*

Topic Area	Foundation Exam Weighting	Higher Exam Weighting
Number	22 - 28%	12 - 18%
Algebra	17 - 23%	27 - 33%
Ratio, Proportion & Rates of Change	22 - 28%	17 - 23%
Geometry & Measures	12 - 18%	17 - 23%
Probability & Statistics	12 - 18%	12 - 18%

Careers this can lead to:

GCSE Mathematics is one of the most desirable qualifications to hold, and will enable you to go to study a range of post 16 courses and apprenticeships. Most Colleges and Further Education establishments require at least a grade 5 in Mathematics because it is a core subject. You will need the skills acquired studying GCSE Mathematics in almost everything you decide to do when you leave school.



Science

Qualification name: AQA GCSE (9 – 1) Combined Science

Contact for further information: Mrs Wood

Course detail/overview of content:

Most students will follow a Combined Science GCSE, which extends the knowledge gained throughout the KS3 course. It is a double award, leading to two GCSE grades being given. The more able students may have the opportunity of studying for the triple award, which breaks the sciences into Biology, Chemistry and Physics and gives a GCSE for each.

In Biology, you will study areas such as: Cells, Genetics, Health and Disease, and Ecosystems.

In Physics, you will study areas such as: Forces, Waves, Energy, Radioactivity and Electricity

In Chemistry, you will study areas such as: The Periodic Table, Acids and Alkalis, States of Matter and Atmospheric Science.

As well as the fundamental concepts, you will learn how these areas of science link into our everyday lives and are seen in the world around us. This course is for everyone and allows you to develop good collaborative skills, analytical skills, and problem-solving skills.

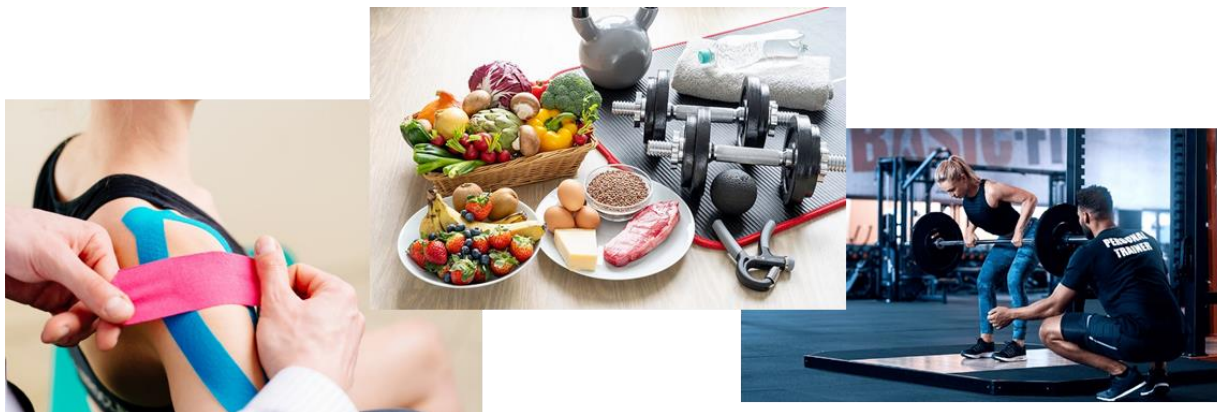
Nature of assessment:

At the end of the course, you will have two exam papers per Science, 6 exams overall. Each Paper is equally weighted at 16.67% and will be out of 70 marks in Combined Science, taking 1 hour and 15 minutes to complete and out of 100 marks in the Single Sciences, taking 1 hour and 45 minutes. There is no longer any practical assessment, and this is now incorporated into the exam paper.

- The Foundation Tier is targeted at grades 1-5
- The Higher Tier is targeted at grades 5-9

Careers this can lead into:

GCSE Science can open a wide variety of doors in the working world, as well as giving access to post 16 courses. Jobs ranging from Mechanics to Teaching, Physiotherapy and Nursing all require a knowledge of at least one of the Sciences.



Physical Education

Qualification name: OCR Cambridge National in Sport Science

Contact for further information: Mr Biggie

Course detail/overview of content:

This course consists of three units: two that are internally assessed and one that is externally assessed by the exam board. The three-block structure, explore, develop and apply, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned. The course is also designed to develop knowledge, understanding and practical skills that can be used in the Exercise, Physical Activity, Sport and Health sector.

Unit R180: Reducing the risk of sports injuries and dealing with common medical conditions

1. Different factors which influence the risk and severity of injury
2. Warm up and cool down routines
3. Different types and causes of sports injuries
4. Reducing risk, treatment and rehabilitation of sports injuries and medical conditions
5. Causes, symptoms and treatment of medical conditions

R181: Applying the principles of training: fitness and how it affects skill performance

1. Components of fitness applied in sport
2. Principles of training in sport
3. Organising and planning a fitness training programme
4. Evaluate own performance in planning and delivery of a fitness training programme

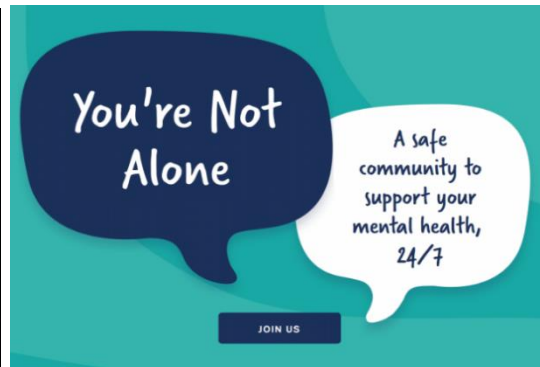
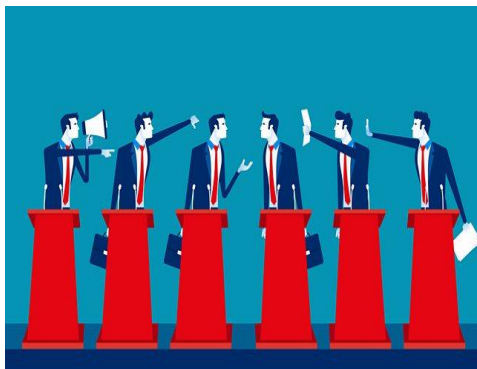
R183: Nutrition and sports performance

1. Nutrients needed for a healthy, balanced nutrition plan
2. Applying differing dietary requirements to varying types of sporting activity
3. Developing a balanced nutrition plan for a selected sporting activity
4. How nutritional behaviours can be managed to improve sports performance

Careers this can lead to:

The Cambridge National in Sport Science is ideal for anyone who is planning to study sport at A Level or BTEC Level 3 and who may want to work within the sports or leisure industries in the future:

- Sports scientist.
- PE teacher.
- Physiotherapist.
- Professional sportsperson.
- Sports coach/consultant.
- Sports policy at local and national level.
- Diet and fitness instructor.
- Personal trainer.



PSHE

Qualification name: No qualification available

Contact for further information: Miss Townley

Course detail/overview of content:

All students will follow the PSHE programme which is compulsory to take part in at KS4. Topics are varied from Criminal Activity to Career pathways for their post-16 option choices, which all support the aim to create a well-rounded young adult.

In year 10 the topics covered are; The Criminal Justice System, Politics and Participation and Being Safe, which covered RSE throughout. In year 11 the topics covered are; Health and Prevention, Planning for the next steps and Life in the Wider World, linking to how to be an adult and leaving home.

Nature of assessment:

This is not an assessed subject; however, students have summative assessments for each topic to ensure that they are understanding the content being delivered, which is closely linked to the layout of the humanities subject which supports their GCSE option topics.

In addition, to this, students will learn different skills that can be applied to their other GCSE subjects to prepare them for their assessments due to this topic not being a GCSE option. These skills include:

- Essay and debate structures
- Source questions
- Evaluating opinions
- Understanding differing views of arguments
- Revision techniques

Careers this can lead into:

PSHE gives a variety of different careers and jobs that this can lead to in the working world, as well as directing them into a post-16 option that could be from a psychological perspective linking to the mental health and relationship perspective or into A-levels that could lead to a legal career as a lawyer or social worker when covering family law.

Preference Groups A, B and C – Indicating your preference

Pathway 2 students are required to indicate their order of preference for a minimum of 3 subjects in each Preference group; A, B and C.

***There are some combinations of subjects that cannot be studied together due to some similarities of the content of the subjects. Combinations that are NOT allowed are:**

Music and Performing Arts

Business Studies and Enterprise & Marketing

Child Development and Health & Social Care

Creative Media and Film Studies

Design Technology and Construction

****Some subjects are strictly limited in the number of places available.**

Checklist:

- Students should indicate their preferences for subjects in each preference group in ranked order (1 being their first choice, 2 being their second etc.)
- Students should submit their preferences as soon as possible

Example:

Student X has indicated a preference for the following subjects in each preference group.

Preference A	Preference B	Preference C
<i>Child Development (1)</i>	<i>Classics (1)</i>	<i>Art & Design (2)</i>
<i>Construction</i>	<i>Computer Science</i>	<i>Business Studies</i>
<i>Enterprise and Marketing</i>	<i>French (2)</i>	<i>Design Technology</i>
<i>French (3)</i>	<i>Geography</i>	<i>Film Studies</i>
<i>Geography (2)</i>	<i>Health & Social Care BTEC</i>	<i>French (1)</i>
<i>History</i>	<i>History (3)</i>	<i>Geography</i>
<i>Performing Arts BTEC</i>	<i>Media Studies</i>	<i>History</i>
		<i>Hospitality and Catering (3)</i>
		<i>Music BTEC</i>

French, Geography and History

French, Geography and History can be selected in any of the 3 preference groups. French, Geography and History are three of the English Baccalaureate subjects and choice of these subjects will keep student options open for further study in future years.

Details of our French, Geography and History GCSE courses are not repeated in the each of the preference group sections, they are included on the next 3 pages instead.



French

Qualification name: Edexcel (9-1) GCSE French

Contact for further information: Mrs Blas-Semwayo

This course is accessible for all students. The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in French has been developed to help students of all abilities progress and develop a passion for languages, through culturally engaging content. This is an engaging and inspirational course of study that will enable students to manipulate and use the target language effectively, independently and creatively, so that they have a solid basis from which to progress to A Level or employment.

Course detail/overview of content:

You will cover the following five themes:

- Theme 1: Identity and culture
- Theme 2: Local area, holiday and travel
- Theme 3: School
- Theme 4: Future aspirations, study and work
- Theme 5: International and global dimension

The GCSE assessment will consist of four papers which are all assessed externally:

Paper 1: Listening and Understanding (25% of the total GCSE marks) 45 minutes (plus 5 minutes of reading time)

Paper 2: Speaking (25% of the total GCSE marks) 10 - 12 minutes (plus 12 minutes of preparation time)

Task 1: Role play

Task 2: Questions based on a picture stimulus

Task 3: General conversation based on two themes

Paper 3: Reading and Understanding (25% of the total GCSE marks) 60 minutes Includes short translation from French into English

Paper 4: Writing (25% of the total GCSE marks) 80 minutes

Question 1 - 80/90 words (from choice of two questions)

Question 2 - 130/150 words (from choice of two questions)

Question 3 - translation from English into French



Geography

Qualification name: AQA GCSE (9 – 1) Geography

Contact for further information: Mr O’Leary

Course detail/overview of content:

The study of Geography at GCSE consists of a range of topics, providing a wide range of opportunities to learn about the world we live in, and consider solutions to some of the wider challenges facing society today. The AQA specification is both exciting and relevant to the real world today. It studies geography in a balanced framework of physical and human themes and investigates the link between them. Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. The topics studied in AQA GCSE Geography are as follows:

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

Nature of assessment

There are three written examinations based on the content you have learned in Years 9-11 which include a mix of multiple choice, short mark, and extended essay questions.

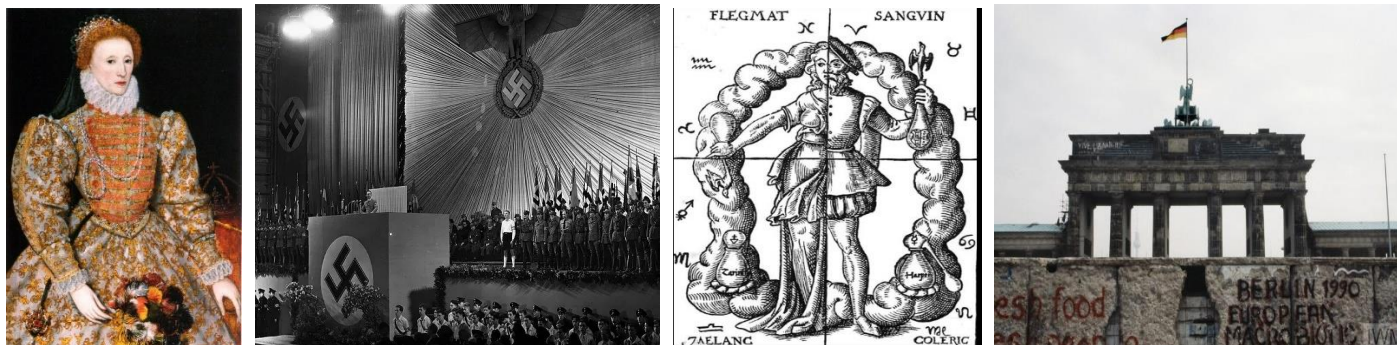
- **Paper 1:** Living with the physical environment is worth 35% (1h 30min)
- **Paper 2:** Challenges in the human environment is worth 35% (1h 30min)
- **Paper 3:** Geographical applications is worth 30% (1h 30min)

Geography students will be expected to use a wide range of skills from identifying, analysing, evaluating geographical questions and issues, to interpretative and maths skills.

Careers this can lead to:

Geography really is an education for life. Upon completion of this three-year course, students will have the skills and experience to progress onto A-level and beyond. Employers and universities value the broad range of transferable skills that Geography delivers, such as problem solving, ICT, literacy and research skills. This has made Geography graduates some of the most employable graduates according to UK statistics with many Geographers finding careers in the following; cartographer, commercial/residential surveyor, environmental consultant, planning and development surveyor, secondary school teacher, town planner, to name a few.

You can find out about more about the AQA Geography qualification at aqa.org.uk/geography



History

Qualification name: Edexcel GCSE (9 – 1) History

Contact for further information: Miss Fraser

Course detail/overview of content:

History GCSE takes a more in-depth look at some of the topics you have been looking at in KS3 and provides students with the opportunity to examine interesting and important historical people, places and events, within the UK and globally.

The course will involve studying four units:

1. Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches
2. Early Elizabethan England 1558-88.
3. Superpower relations and the Cold War, 1941-91
4. Weimar and Nazi Germany, 1918-39

Nature of assessment:

There are three exams based on the content learned in Years 9-11 which assess pupil's historical knowledge as well as their ability to explain, interpret, and draw conclusions from different historical events and sources.

Paper content:

- Paper 1: Thematic study and historic environment is worth 30% (unit 1) – Medicine in Britain.
- Paper 2: Period study and British depth study is worth 40% (unit 2 and 3) – Cold War and Early Elizabethan England.
- Paper 3: Modern depth study is worth 30% (unit 4) – Weimar and Nazi Germany.

Careers this can lead to:

A GCSE in History shows that you have a high level of literacy and that you are able to analyse, interpret and evaluate complex and often contradictory information. These skills are highly valued by employers.

You can choose to continue with the study of History by taking 'A' level History at a College or Sixth Form or you can use your historical knowledge to support other 'A' level courses in Humanities, English, Drama and Art. Typical employers of history graduates include; management consultancies, museums, publishing companies, or those interested in heritage conservation, to name a few. Employment opportunities where skills gained through the study of history are particularly valued include journalism, media, law, teaching and human resources as well as any career involving research and enquiry.

Preference Group A Subjects

Students are required to read through the information in this section and use the resources placed in the 'Year 9 Options' page on the School's website to help them decide on the subjects they would prefer to study from those listed in this section.

A list of the subjects in this section is included below with space to add notes next to each one. There is also a section that can be filled in to help you remember the ranking order you placed those subjects in that can be used to help you complete your online preference form that must be submitted to register your preferences.

***** Please remember that some subjects have a very limited number of places**

Preference Group A Subjects

Subject	Notes	Ranking number
Child Development		
Construction		
Enterprise and Marketing		
French		
Geography		
History		
Performing Arts		



Child Development

Qualification name: OCR Cambridge Nationals Level 1/2 Certificate in Child Development

Contact for further information: Miss Merry

This course is for students who wish to develop their knowledge and practical skills in child care and child development from birth to age five. It includes some practical work as well as theory. During the course, we study all essential aspects of the development of the child from the pre-conception stage to the age of five, as well as how to care for children and help support their healthy development. Students will learn organisational, research, observation and evaluation skills as well as practical skills.

During this vocational course, you will study three mandatory topics:

- Unit R057 Health and well-being for child development:**
 This topic of study underpins all of the other learning in this qualification. Students will develop the essential knowledge and understanding of the key factors that impact on becoming pregnant; having a healthy pregnancy, and creating a safe and healthy environment for the baby when it is born so that they can help and support those in their care, including the prevention and management of childhood illnesses and creating a safe environment.
- Unit R058 Create a safe environment and understand the nutritional needs of children from birth to five years**
 Students will learn how to create a safe environment for children from birth to five years in childcare settings. They will investigate and choose equipment that is both suitable and safe for use and will learn about the nutritional and dietary needs of babies and young children.
- Unit R059 Understand the development of a child from birth to five years**
 Students will learn about the expected developmental norms for children from one to five years. Students will use observation and research techniques and skills to investigate these developmental norms and explore their findings. They will also learn how to create plans and different play activities to support children in their development.

How will you be assessed?

There is one written examination of 1 hour and 15 minutes, worth 40% of the final grade.

There are two pieces of coursework, worth 30% of the grade each, completed during Year 10. The written examination will be taken in January of Year 11.

The qualification is awarded on the following scale

Level 2: Distinction * (*2); Distinction (D2); Merit (M2); Pass (P2)

Level 1: Distinction (D1); Merit (M1); Pass (P1)



Construction

Qualification name: EDUQAS Level ½ Vocational Award Constructing the Built Environment

Contact for further information: Mr Grover

Course detail/overview of content:

EDUQAS Level 1/2 Vocational Award in Constructing the Built Environment offers students an introduction to the construction industry

The applied purpose will also enable students to learn in such a way that they develop:

- a range of generic and transferable skills
- the ability to solve problems
- the skills of project-based research, development and presentation
- the fundamental ability to work alongside other professionals, in a professional environment

The qualifications have been devised around the concept of a 'plan, do, review' approach to learning where students are introduced to a context for learning, review previous learning to plan activities, carry out activities and review outcomes and learning. This approach mirrors many work-related activities in constructing the built environment and also provides for learning in a range of contexts thus enabling students to apply and extend their learning. As such, the qualification provides students with a broad appreciation of work in construction and the built environment and wider opportunities for progression into further education, employment or training.

Students will be assessed on the following topics:

Summary of Assessment
Unit 1: Introduction to the Built Environment On-screen examination: 1 hour 30 minutes 40% of qualification
Unit 3: Constructing the Built Environment Controlled assessment: 30 hours 60% of qualification

Unit 1 introduces learners to the built environment and provides them with the opportunity to develop skills, knowledge and understanding in identifying, explaining and evaluating different ideas and concepts of the built environment. Learners will explore a range of profession and trade roles, and some of the different structures and buildings of the built environment

Unit 3 offers learners the opportunity to develop practical skills, knowledge and understanding of three construction trade areas of the built environment.

The successful completion of this qualification could provide students with opportunities to access a range of qualifications including A Level, apprenticeships, vocationally related and occupational qualifications. These include:

- Level 3 WJEC Applied Diploma in Professional Construction Practice;
- Level 2 qualifications in construction, including specialist areas such as plumbing, bricklaying and carpentry
- Apprenticeships in construction



Enterprise & Marketing

Qualification name: OCR (J837) Level 1/Level 2 Cambridge National in Enterprise and Marketing

Contact for further information: Mr Brandt

Course detail/overview of content:

The Enterprise and Marketing Cambridge nationals teaches students to understand and apply the fundamental principles and concepts of Enterprise and Marketing including characteristics of successful entrepreneurs, market research, financial viability, the marketing mix and factors to consider when starting up and running an enterprise.

What are some of the things I will learn?

Students will, develop learning and practical skills that can be applied to real-life contexts and work situations, think creatively, innovatively, analytically, logically and critically and develop independence and confidence in using skills that would be relevant to the business and enterprise sector.

Content overview

Unit RO67: Enterprise and Marketing Concepts

In this unit, you will learn about the key factors to consider and activities that need to happen to operate a successful small start-up business. Topics include: Characteristics, risk and reward for enterprise, market research to target a specific customer, what makes a product financially viable, creating a marketing mix to support a product, factors to consider when starting up and running an enterprise.

Unit RO68: Design a Business Proposal

This is assessed by a set assignment.

In this unit, you will identify a customer profile for a specific product, complete market research to generate product design ideas, and use financial calculations to propose a pricing strategy and determine the viability of their product proposal.

Unit RO69: Market and Pitch a Business Proposal

This is assessed by a set assignment.

In this unit, you will develop pitching skills to be able to pitch your business proposal to an external audience.

Finally, you will review your pitching skills and business proposal using self-assessment and feedback gathered.

Assessment overview

This unit is assessed by an exam. The exam is 1 hour and 15 minutes. It has two Sections:

Section A has 10 marks (Multiple-Choice questions)

Section B has 60 marks

The exam has 70 marks in total (80 UMS)

OCR-set assignment

60 marks (60 UMS)

Centre-assessed and OCR moderated

OCR-set assignment

60 marks (60 UMS)

Centre-assessed and OCR moderated

How could it help with my future?

This qualification also allows students the opportunity to gain broad, transferable skills and experiences that can be applied as they progress into their next stages of study and life and to enhance their preparation for future employment. Next steps can include A-Level Business, Apprenticeships, Cambridge Technical and T-Levels in Business.

Performing Arts BTEC Technical Award

Qualification name: BTEC TECH AWARD (2022)

Contact for further information: Miss Cassar

Course detail/overview of content:

BTEC Performing Arts brings together all the skills of the theatre world.

You will be looking at life in the theatre as a performer, a member of a production team, learning about the industry and developing your creativity. You will have the opportunities to learn new skills in all aspects of theatre and learn how these skills fit into the profession.



Questions to ask yourself? (Things to think about to help me decide if I want to do this course)

- Did I enjoy Drama in Year 7, 8 or 9?
- Am I prepared to attend additional rehearsals/recording sessions / workshops?
- Do I enjoy being creative?
- Do I enjoy getting involved with events?
- Do I enjoy performing to an audience?

Things to look forward to:

- Being a member of S.T.A.G.E – Our very own theatre company
- Watching LIVE theatre
- Practical lessons
- No written exam

Nature of assessment:

There are 3 components to this course;

<p>Component 1: 30% Explore Students explore the processes used to create a performance (COURSEWORK + PRACTICAL) Assessment: Internally assessed assignments.</p>	<p>Component 2: 30% Develop Students develop performance skills and techniques by reproducing existing performances (COURSEWORK +PRACTICAL) Assessment: Internally assessed assignments.</p>	<p>Component 3: 40% Apply Students pull together all they have learned and apply their knowledge in a performer (PRACTICAL + CONTROLLED ASSESSMENT) Assessment: Externally assessed</p>
<p>Aim: To get a taste of what it's like to be a professional actor or performer</p> <ul style="list-style-type: none"> • explore performance styles, creative intentions and purpose • investigate how practitioners create and influence what's performed • discover performance roles, skills, techniques and processes. 	<p>Aim: develop skills and techniques in the chosen discipline of acting</p> <ul style="list-style-type: none"> • take part in workshops, classes and rehearsals • gain physical, interpretative, vocal and rehearsal skills • apply these skills in performance • reflect on their progress 	<p>Aim: consider how practitioners adapt their skills for different contexts, and put this into practice in a performance.</p> <ul style="list-style-type: none"> •perform a piece to their chosen audience •build on their skills in classes, workshops and rehearsals •review the process using an ideas and skills log

Careers this can lead to:

Actor, director, producer, teacher, theatre make-up design, sound technician, lighting technician, entertainer, stage manager, set designer, play-write, theatre in Education coordinator. Almost every job will involve talking to people, presenting your ideas, and being part of a team. Performing Arts gives you the confidence and skills to be able to stand up and stand out, which is the most important factor in any job.

Quote/statement about the study of this subject:

If you enjoy a subject, you'll be successful at it... Don't just think, ACTOR, DIRECTOR, PRODUCER; Think... anything is possible.

Preference Group B Subjects

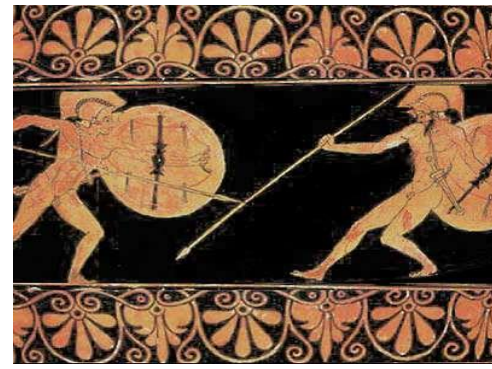
Students are required to read through the information in this section and use the resources placed in the 'Year 9 Options' page on the School's website to help them decide on the subjects they would prefer to study from those listed in this section.

A list of the subjects in this section is included below with space to add notes next to each one. There is also a section that can be filled in to help you remember the ranking order you placed those subjects in that can be used to help you complete your online preference form that must be submitted to register your preferences.

***** Please remember that some subjects have a very limited number of places**

Preference Group B Subjects

Subject	Notes	Ranking number
Classics		
Computer Science		
French		
Geography		
Health and Social Care		
History		
Media Studies		



Classical Civilisation – OCR

Qualification name: Classical Civilisation (9-1)

Contact for further information: Miss Murray

Course detail/overview of content:

Even a brief encounter with the ancient world not only fires the imagination of our students but also sheds a light on why we in the West are as we are, with all our massive strengths and disastrous failings.

For generations a classical education was considered a privilege for the few; those at grammar school, those in the private sector. It was not an option for those at a comprehensive. Now, its revival in primary and secondary state schools is well under way and we are determined that our students should be offered the very best opportunities. **Classical subjects equip students with grammar, critical thinking and language skills.**

Nature of assessment:

Classics will allow students to: develop their literacy skills; understand the foundations of philosophy and history; encourage cultural insight and; give opportunity for wide-ranging thinking. Classics will encourage students to cross subject boundaries through thinking that touches on language, literature and civilisation.

Our GCSE in Classical Civilisation provides students with a broad and rewarding study of the culture of the classical world. They study elements of the literature and visual/material culture of Greece and Rome and develop an understanding of their social, historical and cultural contexts.

Classical Civilisation is assessed with two papers, Myth and Religion and The Homeric World. Both are equally weighted. During the course, students will focus on the following topics in detail for paper 1: Greek and Roman gods, Hercules, Temples and City Religion, Foundation Stories, Myths and Symbols of Power, Festivals, Death and Burial and Journeying to the Underworld. For paper 2, students will study Mycenaean life and then the epic tale, Homer's Odyssey. They will focus on the following: key sites in the Mycenaean age, life in the Mycenaean age, decorative arts, tombs, graves and burials, literary techniques and composition, themes, the character of Odysseus and the portrayal of key characters.

Careers this can lead to:

Importantly, Classics will **improve employment opportunities**: Evidence suggests that employers have respect for potential employees who have studied classical subjects at school or university. Many Classics graduates have made a name for themselves in various fields, including JK Rowling, Boris Johnson and Mark Zuckerberg. This is because, among other things, the study of Classics encourages clarity of thought, attention to detail, and the ability to argue a case.



Computer Science

Qualification name: OCR (9-1) Computer Science

Contact for further information: Mr Hassan

Course detail/overview of content:

This Computer Science qualification will be relevant to the modern and changing world of computing.

Computer Science is a practical subject where students can apply the knowledge and skills learned in the classroom to real life world problems, through the use of computerisation, algorithms and flow charts.

It will help students to develop the skills to solve problems and design systems that do so.

What are some of the things I will learn?

This two-unit course is designed to give you an in-depth understanding of how computer technology works and a look at what goes on 'behind the scenes'.

Content overview

Year 1:

J277/01: Computer systems This component will assess: Systems architecture, memory and storage, Computer networks, connections and protocols, network security, systems software, ethical, legal, cultural and environmental impacts of digital technology

Year 2:

J277/02: Computational thinking, algorithms and programming This component will assess:

Algorithms, programming fundamentals, producing robust programs, Boolean logic, programming languages and Integrated Development Environments

Assessment overview

Written paper 1: 1 hour and 30 minutes
50% of total GCSE (80 marks)

This is a non-calculator paper. All questions are mandatory. This paper consists of multiple-choice questions, short response questions and extended response questions.

Written paper 2: 1 hour and 30 minutes
50% of total GCSE (80 marks)

This is a non-calculator paper. This paper has two sections: Section A and Section B. Students must answer both sections. All questions are mandatory. In Section B, questions assessing students' ability to write or refine algorithms must be answered using either the OCR Exam Reference Language or the high-level programming language they are familiar with

How could it help with my future?

If you take a GCSE in Computer Science and go on to study the subject at 'A' Level or University you will have an advantage over students who are picking up the subject from scratch. The increasing importance of computer technologies means there will be a growing demand for those who are qualified in this field.

The course is also excellent preparation if you want to study or work in areas that rely on the skills you will develop, especially where they are applied to technical problems. These areas include engineering, financial and resource management, science and medicine.



Health and Social care

Qualification name: Pearson BTEC Level 1/Level 2 Technical Award in Health and Social Care

Contact for further information: Mr Biggie

Course detail/overview of content:

The Technical Award gives students the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on three areas, which cover:

- Skills and processes, such as interpreting data to assess an individual's health, and designing a plan to improve their health and wellbeing
- Attitudes, namely the care values that are vitally important in the sector, and the opportunity to practise applying them
- Knowledge that underpins the effective use of skills, processes and attitudes, including human growth and development, health and social care services, and factors affecting people's health and wellbeing.

This course builds on and uses the knowledge and skills you learn in your GCSEs, such as English. It will complement the more theoretical aspects covered by GCSE Biology or GCSE Psychology by allowing you to apply your knowledge and skills practically in a vocational context.

Areas of study:

Examples of Spiritual, Moral, Social and Cultural Education in Health and Social Care include:

- Students have the opportunity to study cultural factors that affect development
- Students have the opportunity to study what is meant by a diverse culture, and the meeting of needs of different cultures
- Students have the opportunity to study how different factors of life experiences affect development
- Students have the opportunity to study how different social, emotional physical and intellectual factors affect development in the different life stages

Nature of assessment:

The qualification consists of three components that give students the opportunity to develop broad knowledge and understanding of health and social care at Levels 1 and 2.

Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities.

There is one external assessment: Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation.



Media Studies

Qualification name: Eduqas GCSE Media Studies

Contact for further information: Mrs Agguini

Media is about communication, particularly mass communication with lots of people, and, on this course, we explore lots of different media products. We learn to analyse how media products like TV programmes and music videos use images, sounds, language and representations to create meaning. We learn about the media industry and how the industry affects how media products are made. We investigate media audiences, exploring which types of people watch, read and consume the products, and we consider how different people might be affected by media products differently, and why this might be.

An interest across a range of media platforms such as TV, film, radio, magazine, newspapers, gaming, social media, online media, etc is very desirable for this course.

During this course, we will explore:

Television	Online Media	Advertising and Marketing
Film Marketing	Magazines	Newspapers
Music Videos	Radio	Social and Participatory Media
Video Games		

There is also a practical coursework project in which students apply what they are learning on the course to design and create part of a magazine.

How will you be assessed?

Assessment consists of a mixture of examinations and non-examined assessment.

Component 1: Written examination: 1 hour 30 mins, 40% of qualification

Component 2: Written examination: 1 hour 30 mins, 30% of qualification

Component 3: Non-exam assessment: Media Production, 30% of qualification

What skills will I develop?

Media Studies helps students to develop skills such as critical thinking, analysis, research, planning, practical skills, time management, essay writing skills and more. These are all transferable skills that are useful in other subjects in school and in the workplace.

Preference Group C Subjects

Students are required to read through the information in this section and use the resources placed in the 'Year 9 Options' page on School's website to help them decide on the subjects they would prefer to study from those listed in this section.

A list of the subjects in this section is included below with space to add notes next to each one. There is also a section that can be filled in to help you remember the ranking order you placed those subjects in that can be used to help you complete your online preference form that must be submitted to register your preferences.

***** Please remember that some subjects have a very limited number of places**

Preference Group C Subjects

Subject	Notes	Ranking number
Art		
Business Studies		
Design and Technology		
Film Studies		
French		
Geography		
History		
Hospitality and Catering		
Music		



Art and Design

Qualification name: GCSE Art and Design Edexcel (9-1)

Contact for further information: Mr Grover

Course detail/overview of content:

GCSE Art and Design is a very diverse subject that calls upon a wide range of skills. The option will allow you to expand upon the creative skills that you are developing in Year 9. The Art and Design GCSE is a creative journey, in which you will be given a project theme and which will be your focus a series of activities. These will help you build upon, and develop your artistic skills.

However, it is not all practical. There is also a good deal of written work involved; documenting your ideas and developing thoughts, evaluating your work as it progresses, and studying the work of others.

The course involves three different ways of working:

1. There will be lots of visual recording with a range of different media and subject matter relating to the theme; some self-directed time where you get to record your ideas and observations; written evaluations and records of your ideas.
2. This is when you will begin to develop your own ideas by combining some of your previous work with other sources, such as looking at other artists. It will be a time to explore ideas and media in more depth, and with more creativity.
3. You will plan and produce a final piece that brings together all of you best ideas and skills.

Nature of assessment:

Unit 1: A range of coursework portfolios (60%)

Unit 2: Examination topic (theme provided by the exam board) (40%)

Careers this can lead to:

- Graphic designer
- Furniture and interior designer
- Prop and set maker for film and theatre
- Art therapist
- Art restorer
- Gallery worker / curator
- Art dealer
- Website designer
- Video game design

Quote/statement about the study of this subject:

GCSE Art and Design, although not a core curriculum subject, is still a valuable qualification to hold because of the wide range of skills needed to achieve a pass in the subject. Towards the end of the course, you will not only have developed your drawing skills, but also your literacy and your ability to see aspects of the world from a different perspective. To have achieved success within GCSE Art and Design, you will also have demonstrated a good deal of stamina, determination and hard work which in turn will help you perform very well at an interview or on a Curriculum Vitae.



Business Studies

Qualification name: Pearson Edexcel GCSE (9-1) Business

Contact for further information: Mr Brandt

Course detail/overview of content:

The aims and objectives of this qualification are to enable students to know and understand business concepts, business terminology and business objectives. They will have an awareness and understanding of the integrated nature of business activity 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 contexts as well as develop as enterprising individuals with the ability to think commercially and creatively

What are some of the things I will learn?

Students will, develop learning and practical skills that can be applied to real-life contexts and work situations, think creatively, innovatively, analytically, logically and critically and develop independence and confidence in using skills that would be relevant to the business and enterprise sector.

Content overview

Theme 1: Investigating small business

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

Theme 2: Building a Business

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions

Assessment overview

Theme 1 is assessed by a written examination

The exam is 1 hour and 45 minutes and contributes to 50% of the qualification It has three Sections and will consist of calculations, multiple-choice, short-answer and extended-writing questions.

Section A has 35 marks, Section B has 30 marks, Section C has 25 marks

The exam has 90 marks in total

Theme 2 is assessed by a written examination

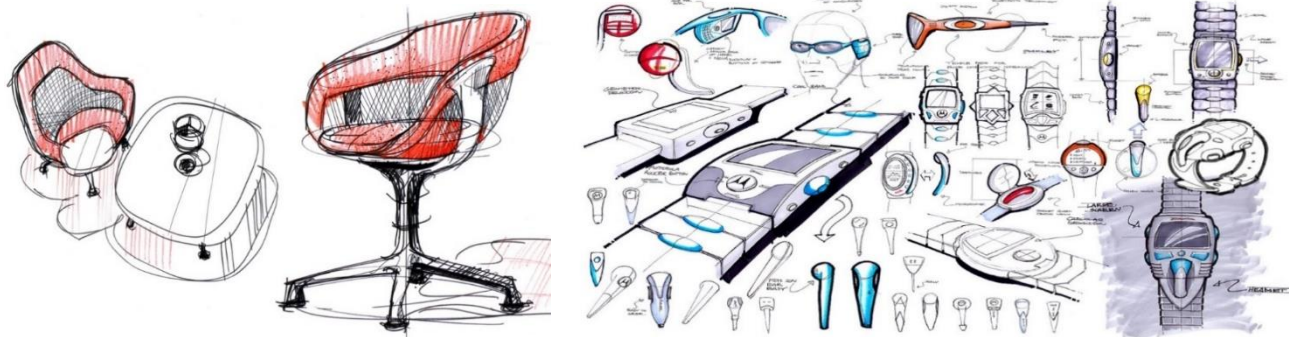
The exam is 1 hour and 45 minutes and contributes to 50% of the qualification It has three Sections and will consist of calculations, multiple-choice, short-answer and extended-writing questions.

Section A has 35 marks, Section B has 30 marks, Section C has 25 marks

The exam has 90 marks in total

How could it help with my future?

As well as further education, a qualification in Business Studies can lead to careers in Chartered accountancy, advertising, investment banking, bank management, retail buying, insurance underwriting, marketing, consumer products, market research, personnel, public relations, retail management and sales, among others.



Design and Technology

Qualification name: GCSE (9-1) in Design and Technology

Contact for further information: Mr Grover

What is Design and Technology?

Design and Technology is an area of study that focuses on planning, designing and creating products which people use. Think about your toaster; someone had to spend a great deal of time thinking about how to make it look good while also making it work. That is what design and technology is all about!

Course detail/overview of content:

The course has recently been reviewed and improved. This redesigned course now has clear paths through the specification developed to provide clear routes for specialism in the material areas you enjoy. The course is not all practical. The exam papers the students must sit will assess the breadth of design and technology knowledge in the Core section, and assess the depth of knowledge in the chosen material category for the Specialist section, to enable students to demonstrate fully their own particular strengths or specialism.

Nature of assessment: Component 1

Written examination: 2 hours 50% of the qualification 100 marks (Calculators may be used in the examination).

The paper consists of three sections.

What's assessed

Core technical principles, Specialist technical principles and designing and making principles

In addition: At least 15% of the exam will assess maths and at least 10% of the exam will assess science

Questions

Section A – Core technical principles (20 marks). A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B – Specialist technical principles (30 marks). Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles.

Section C – Designing and making principles (50 marks). A mixture of short answer and extended response questions.

Nature of assessment: Component 2

Non-examined assessment 50% of the qualification 100 marks

There are **four** parts to the assessment:

1. **Investigate** - This includes investigation of needs and research, and a product specification.
2. **Design** - This includes producing different design ideas, review of initial ideas, and development of design ideas into a chosen design, communication of design ideas and review of the chosen design.
3. **Make** - This includes manufacture, and quality and accuracy.
4. **Evaluate** - This includes testing and evaluation. Assessment overview.
 - Students will undertake a project based on a contextual challenge released by the exam board a year before certification.
 - The project will test students' skills in investigating, designing, making and evaluating a prototype of a product.
 - Task will be internally assessed and externally moderated.

Careers this can lead to:

- Graphic designer
- Furniture and interior designer
- Prop and set maker for film and theatre
- Civil engineer
- Software engineer
- Fashion designer
- Exhibition designer
- Interior and spatial designer
- Product designer



Film Studies

Qualification name: GCSE WJEC/EDUQAS

Contact for further information: Mrs Agguini

In Film you will learn about:

- US Film in the 1950s and 1980s
- US Independent film
- Global Film
- Contemporary UK Film
- Key Developments in Film & Film Technology

You will study the following concepts:

- Cultural and Historical Contexts
- Narrative & Genre
- Representation
- Film Style
- Film Criticism

Through a close study of six syllabus films, you will learn about the key elements of film form including cinematography, mise-en-scène, editing and sound.

What skills will I develop?

Studying Film enables you to see the world in a completely different light and develop a wide range of transferable skills for further education, work and life:

- Creative Thinking
- Critical Thinking
- Emotional Intelligence
- Film Analysis
- Textual Analysis
- Communication
- Research skills
- Literacy

It's not just about film! The critical skills you develop through studying film will also be of use in GCSE English, History and Geography.

Assessment:

There are two exams at GCSE, each worth 35% of the qualification with the remaining 30% assessed by Production work. Each exam lasts 90 minutes and consists of three different sections.

Component 1: Key Developments in US Film

Section A: US Films and Comparative Study

Section B: Key Developments in Film & Film Technology

Section C: US Independent Film

Component 2: Global Film – Narrative, Representation & Film Style

Section A: Global English language film

Section B: Global non-English language film

Section C: Contemporary UK film

Component 3: Creative Production

There is a creative production element which allows you to showcase the screenwriting skills you have developed during the course by producing a Film Screenplay Extract with Shooting Script & Evaluative Analysis.

Examination entry and course specification:

- https://www.eduqas.co.uk/qualifications/film-studies-gcse/#tab_overview



Hospitality and Catering

Qualification name: WJEC Level 1/2 Vocational Award in Hospitality and Catering

Contact for further information: Mr Ramsay

Why choose Level 1/2 in Hospitality and Catering?

According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector with the majority of new roles falling within the 18-24 age groups. The ability to plan, prepare and present food is an essential skill within the hospitality and catering industry. The WJEC Vocational Award in Hospitality and Catering equips you with theoretical knowledge about the industry as well as enabling you to develop practical skills in planning, preparing and cooking a variety of dishes.

What will I study?

Unit 1: Hospitality and catering industry: You will focus on learning about different types of providers, legislation, food safety and the roles and responsibilities within the sector.

Unit 2: Hospitality and catering in action: You will develop practical skills for planning, preparing, cooking and presenting nutritional dishes to meet specific client's needs.

What skills will I develop?

You will develop food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

Careers with Level 1/2 in Hospitality and Catering

After completing the WJEC Vocational Award in Hospitality and Catering you may be interested in progressing to other qualifications relevant to working in the sector, such as: WJEC Level 3 Applied Certificate/Diploma in Food Science and Nutrition Level 2/Level 3 Diplomas in Hospitality and Catering Level 2/Level 3 Diplomas in Professional Cooking Level 3 Diploma in Hospitality and Tourism Management.

How will I be assessed?

Unit 1 The Hospitality and catering industry: is assessed through a written examination which;

- Is 90 minutes in length
- Is worth 40% of qualification
- Is out of 90 marks
- Consists of all compulsory questions

Unit 2 Hospitality and catering in action: is assessed through a non-examination assessment task (NEA) which will be completed under controlled conditions, marked by your teacher, externally moderated by WJEC.

- 9 hours will be allocated for this assessment
- It is worth 60% of qualification
- You will need to propose 4 nutritious dishes that you think could be served in the catering outlet
- You will need to plan for the production of 2 dishes
- You will need to prepare cook and serve 2 dishes with accompaniments during a set practical session
- Written evidence will be needed to show coverage of the Assessment Criteria.



Music

Qualification name: Music Practise BTEC Award

Contact for further information: Miss Cassar

Course detail/overview of content:

Component 1: Exploring Music Products and Styles Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles.

Component 2: Music Skills Development Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.

Component 3: Responding to a Music Brief Learners will be given the opportunity to develop and present music in response to a given music brief.

The course gives learners an opportunity to explore music in a practical setting and to develop understanding of the techniques used to create and realise music. They will explore a variety of musical styles and the musical theory and techniques that underpin them and develop technical and practical skills through workshops and classes. In addition, learners will develop transferable and employability skills such as responding to a brief, self-development, planning, time management and communication.

Questions to ask yourself? *(Things to think about to help me decide if I want to/should do this course)*

- ⦿ Did I enjoy Music in Year 7,8 or 9?
- ⦿ Do I enjoy performing to an audience?
- ⦿ Do I enjoy being creative?
- ⦿ Do I enjoy getting involved with events?
- ⦿ Am I prepared to attend additional rehearsals/ recording sessions / workshops?
- ⦿ Am I interested in learning about the history of music and how it has affected and influenced music of today?

Nature of assessment:

60% internally marked and sent to moderator.

40% externally marked – practical assessment

Things to look forward to:

-FREE 1-2-1 Instrument lessons (All students studying Music will be provided with free lessons on the instrument of their choice)

-Practical lessons - No Written exam

Careers this can lead to:

Musician, performer in musical theatre, music therapy, teaching, theatre work, session musician and lots more.....

Music gives you the confidence to share your ideas and express your creativity, whether being part of a team or as an individual. An important factor in any job.

So don't just think..... SINGER, MUSICIAN.....

Think... anything is possible.

Quote/statement about the study of this subject:

If you do something you enjoy, you'll be successful at it.....

Music is the beat of life.