

**Tudor Grange Academy
Kingshurst**

Year 9 Options 2024





All students in year 10 and 11 at Tudor Grange Academy Kingshurst are expected to follow a broad and balanced personalised curriculum that aims to provide all students with the knowledge, skills and understanding to enable to continue their studies in Sixth form. The Tudor Grange Academy Kingshurst is proud to offer students a number of routes of study, which will lead them through Key stage 4, into 6th Form and then which in turn, provide the spring board into their future careers and lives.

Contained in this booklet are the Routes to the Future we offer at the Academy. Students do not need to select all the subjects in a particular route, these are merely examples of suites of subjects that complement each other, and the progression of these through Sixth form study and beyond.

In addition to these options, students also study the core subjects of English, mathematics and science, plus the addition of PE and STEPS.

It is important for students to select a balanced curriculum but also to consider what they enjoy studying and also what would be useful for any future career aspirations.

This year, there will be an Options information evening which will take place as part of Year 9 Progress Review Evening. This is an opportunity for students, parents and carers to talk to subject staff and gain valuable insight into the options process. After the event, subject information will be available on the Academy website and students will have individual discussions with their tutors.

This booklet provides information on the core part of the curriculum plus the option subjects available and instructions for choosing option subjects. Each subject details brief information about what will be studied and how it will be assessed.

Please note that while we will do our best to ensure that all students get their preferred options choices, we cannot guarantee this, and additionally that some courses and specifications are currently still being accredited so the information contained in this booklet is correct at the time of publication. We may not be in the position to offer all courses in this booklet if the uptake is not sufficient for a course, or if we become unable to offer a particular qualification.

You will be able to access the options form online from **Monday 22nd April 2024**. You need to complete it by **Friday 3rd May 2024**.

Katie Barker

Director of Curriculum Design and Timetable



The Key stage 4 curriculum

All students will study a core curriculum of:

English	Science
Mathematics	STEPS
PE	

Students will then study 3 subjects from the option blocks below:

Option 1
<ul style="list-style-type: none">• GCSE Geography <p>OR</p> <ul style="list-style-type: none">• GCSE History
Option 2 and Option 3
<ul style="list-style-type: none">• GCSE Art and Design• GCSE Business• GCSE Computer Science• Cambridge National Level 1/2 in IT in Creative iMedia• GCSE Design Technology• GCSE Geography• BTEC Award in Health and Social Care<ul style="list-style-type: none">• GCSE History• GCSE Media Studies• GCSE Music• BTEC Performing Arts<ul style="list-style-type: none">• GCSE Psychology• GCSE Spanish• BTEC Technical Award Sport

Please note:

- Students **cannot** take both GCSE Computer Science *and* GCSE IT
- Students **cannot** select the same subject for Option 2 or 3 as they select for Option 1.

Students will be asked to select their preferred four options from the list of available subjects for their Option 2 and 3. We will endeavour to place students in their top two choices, but this may not always be possible due to restrictions on class sizes.

Routes to your future

THE
RIGHT
WAY **R**

Route to Technologies

Is this you?

I enjoy working with technology, such as computers.

I am very creative and enjoy design work.

I am good at analysing and evaluating.

I think I would like to work in a business environment or in a design based job.

I might like to go to University or I might like to do an apprenticeship after Sixth Form.

KS4 Subjects

Business, Computer Science, Design Technology, Information and Communication Technology, Media Studies

Sixth Form Subjects

A-level Art and Design, A-level Business, A-level Chemistry, A-level English Literature, BTEC Information Technology, A-level Mathematics, BTEC Media

Post Sixth Form

Accounting and Finance Degree, Architecture Degree, Computer Science and Artificial Intelligence Degree, Computer Games Technology Degree, Digital Technology Solutions Degree Apprenticeship, Engineering Apprenticeship, AI and Data Science Apprenticeship

Careers

Software Developer, Cyber Intelligence Officer, Electronics Engineer, Web Content Manager, Investment Analyst, Web Designer, Computer Games Tester

Route to Society and World

Is this you?

I am interested in the world around me and how other people live.

I would enjoy learning about how people think, develop and interact with each other.

I am good at discussion and sharing and developing my own ideas and views.

I would like to work with people in my career.

I would like to do a mix of A levels and BTEC courses in Sixth Form.

I think I would like to continue to University after Sixth Form or do an apprenticeship.

KS4 Subjects

Business, Geography, Health and Social Care, History, Media Studies, Psychology, Spanish

Sixth Form Subjects

A-level Biology, A Level Business, Criminology, A-level Mathematics, A-level English Literature, A-level Geography, BTEC Health and Social Care, A-level History, BTEC Media, A-level Psychology, A-level Spanish

Post Sixth Form

Business and Marketing Degree, Civil Engineering Degree, Education Studies Degree, Sport Business Management Degree, Law Degree, Adult Nursing Degree, Paramedic Science Degree, Sales and Marketing Apprenticeship

Careers

Archaeologist, Town Planner, Journalist, Hotel Manager, Children's Nurse, Social Worker, Midwife, Film Crew, Forensic Psychologist, Play Therapist, Early Years Teacher

Route to Creative and Active

Is this you?

I enjoy practical lessons the best.

I enjoy taking part in group activities and working as a team.

I am very creative and would like to do a course that allowed me to express and develop my own ideas.

I play a musical instrument or sing, or have taken part in dance or drama shows (in school or outside school).

I play for a sports team – either representing the Academy or outside of school.

I would like to continue to study a creative subject at Sixth Form.

I would like to go to University or complete a professional qualification related to a creative or active subject.

KS4 Subjects

Art and Design, Design Technology, Information and Communication, Media Studies, Music, Performing Arts, Sport Science

Sixth Form Subjects

A-level Art and Design, A-level Biology, A-level English Literature, BTEC Information Technology, BTEC Media, BTEC Sport and Exercise Science

Post Sixth Form

Applied Theatre Degree, Digital Animation Degree, Illustration Degree, Sound Engineering And Production Degree, Engineering Apprenticeship, Surveyor Degree Apprenticeship, Professional Performing Arts Diplomas, Sports Coach Apprenticeship

Careers

App Developer, Film Camera Operator, Media Researcher, Animator, Fashion Designer, Dancer, Sound Technician Social Media Manager, Screen Writer, Stunt Performer, PE Teacher



English Language and Literature

GCSE AQA 8702 and AQA 8700

All students will be studying both English language and literature.

Over the years you will develop your exam technique for the GCSE English Language exam. This exam assesses many of the skills that you have developed in your study of literature, but requires a strong knowledge of the correct approaches for various questions. You will also hone your craft as a writer in both fiction and non-fiction genres.

You will also revisit the key knowledge and content across the GCSE English Literature papers. It is imperative that you support your own revision of this content by using your revision time wisely and reading these texts independently.

Students will sit AQA GCSE English Literature and AQA GCSE English Language at the end of Year 11. Throughout the year you will sit mock papers on both papers of both GCSEs. These papers are:





GCSE English Literature Paper One:

- Macbeth – William Shakespeare
- A Christmas Carol – Charles Dickens

GCSE English Literature Paper Two:

- An Inspector Calls – JB Priestley
- Anthology Poetry – Power and Conflict
- Unseen Poetry

GCSE English Language Paper One – Explorations in Creative Reading and Writing:

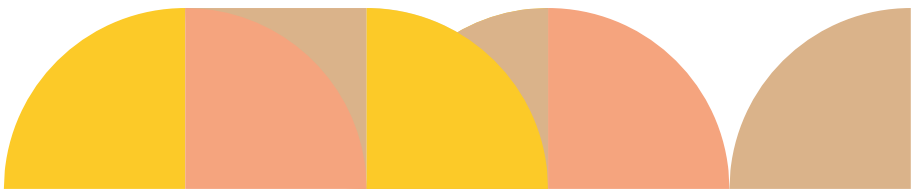
- Section A: Analysis of unseen prose fiction
- Section B: Narrative or descriptive writing

GCSE English Language Paper Two – Writers' Viewpoints and Perspectives:

- Section A: Analysis and comparison of unseen non fiction
- Section B: Non-fiction writing (essay, article, speech, letter, leaflet)

The one thing that consistently produces good results in English is reading. Students who read regularly and consistently are students who succeed!

The top skills for career success have been found to be 'being a good coach; communicating and listening well; possessing insights into others (including others' different values and points of view); having empathy toward and being supportive of one's colleagues; being a good critical thinker and problem solver; and being able to make connections across complex ideas' (Washington Post, 2017). These skills are exactly what you develop by studying English





Mathematics

GCSE Edexcel 1MA1

All students studying GCSE Mathematics. The curriculum content is split up into the following areas:

Number

Algebra

Ratio, proportion and rates of change

Geometry and measures

Probability

Statistics

There are two tiers of entry- higher and foundation. The higher paper ranges from grades 3 to 9 and the foundation paper ranges from grades 1 to 5.

Students will be put into the correct tier based on their assessments throughout the year.

The course is assessed by 3 equally weighted papers which count towards 100% of the final grade. Two of the papers are calculator and so it is essential students have their own calculators. Exact content within the papers is dependent on whether you are studying higher or foundation.

Each paper is out of 80 marks and are each 90 minutes long.

Key skills that you will need to succeed in maths are problem solving, analytical thinking, reasoning, constructing logical arguments and communicating.





Science – combined Science (trilogy)

GCSE AQA 8464

All students will start off studying combined science. Assessments during year 10 will determine which students will be entered for separate sciences in year 11.

Students will study all 3 sciences, Biology, Chemistry and Physics.

Biology

- | | |
|-----------------------------|---|
| 1. Cell biology | 2. Organisation |
| 3. Infection and response | 4. Bioenergetics |
| 5. Homeostasis and response | 6. Inheritance, variation and evolution |
| 7. Ecology | |

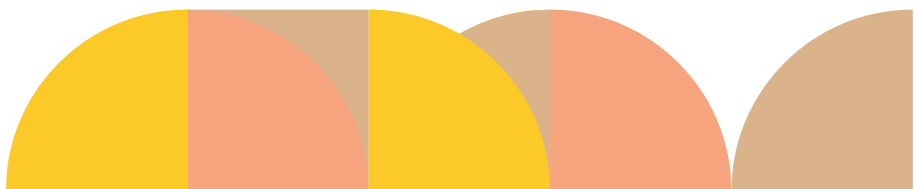
Chemistry:

- | | |
|--|---|
| 8. Atomic structure and the periodic table of matter | 9. Bonding, structure, and the properties of matter |
| 10. Quantitative chemistry | 11. Chemical changes |
| 12. Energy changes
change | 13. The rate and extent of chemical change |
| 14. Organic chemistry | 15. Chemical analysis |
| 16. Chemistry of the atmosphere | 17. Using resources |

Physics:

- | | |
|-------------------------------------|----------------------|
| 18. Energy | 19. Electricity |
| 20. Particle model of matter | 21. Atomic structure |
| 22. Forces | 23. Waves |
| 24. Magnetism and electromagnetism. | |

Students will sit 6 exam papers in total, 2 for each science. Each exam is 1 hour 15 minutes and a total of 70 marks. The structure of each exam paper includes multiple choice, structured, closed short answer, and open response questions. Throughout the exam papers, there are questions embedded on the required practicals (these are completed throughout the 2 years during lesson time).





Core PE

As a Core subject, all students are required to continue PE throughout Key Stage 4, and this allows a progression from Key Stage 3 PE. In Key Stage 4, more responsibility is placed on students to support the development of their leadership and social skills. Students take ownership of their own learning; to provide opportunities for students to participate in activities that they may look to continue in later life when they leave school. Key Stage 4 is about applying the range of skills learnt across Key Stage 3 into practical, game-based situations. Most lessons will focus on game play and provide students with the opportunity to refine and develop skills in competitive situations. Students will consider tactics and develop their understanding of rules to ensure they can play fairly and within the rules of the game. Students in Key Stage 4 can opt into a 'pathway' choice that best suits them and their interests within PE. Current 'pathway' options are:

Team sports

Individual Sports

Mixture of team and individual

Fitness/Dance

There is no formal assessment in Core PE, however, students will be working towards achieving the fundamentals for key stage 4 PE across the range of sports they undertake.





STEPS

STEPS aims to prepare students to live as a happy, healthy and informed citizen of the UK and the wider world. Through exploring the strands of Sociology, Theology, Ethics, Politics and Social Studies (PSHE), the curriculum teaches students how to keep themselves safe and promotes the British Values of tolerance, rule of law, democracy, mutual respect and individual liberty. STEPS complements the LLL programme and ensures that our students cover the statutory PSHE content (2020) in sufficient depth whilst also covering the National Curriculum for Citizenship. STEPS also aims to complement school-wide agendas by providing opportunities for reading and extended writing. The curriculum is not assessed externally but aims to build students' skills in formulating and expressing their own opinions, communication, reading and writing.

Topics at Key Stage 4 include:

Relationships and the Law

- Healthy relationships
- Exploitation and grooming
- Sexual violence and the law
- Forced marriage and 'honour'-based abuse
- Human trafficking
- Hate crimes

Money management

- Cost of living
- Budgeting and Bank accounts
- Buying vs renting
- Credit scores and Gambling

Wider world

- How do we punish people in the UK?
- Universal Declaration of Human Rights
- Pride
- Refugees and Migrant crisis





Art and Design

OCR, Fine Art J171

Why study art? -Be Creative · Be Expressive -To explore artistic career opportunities in the future

Art is made up of 60% coursework and 40% exam prep and exam.

COURSEWORK 60% Component 01: Portfolio - 120 marks

You build a portfolio of work for your GCSE. This portfolio will be based on one of the three projects Sea life, Bodies, Bonnet based on the theme of Beneath the Surface. You will research deeper into one of those projects and make your own project from this. For example Sea life you could explore pollution of our oceans and look at plastic and erosion of coral reefs or develop surface pattern work based on shape, pattern and colour of fish. This portfolio will be covered in all three terms of year 10 and first term of year 11. Your portfolio will be submitted December of year 11.

EXAM 40% Component 02: Externally set task – 80 marks

The exam paper is issued on 2nd January (of year 11), you will be given five themes, each with a range of written and visual starting points and stimuli. You need to respond to one of these themes. You have 10 weeks to prepare photos, drawings, look at artists and cultures, develop ideas and experiment with materials, from this you will plan a final piece of work. In a 10-hour controlled exam you will produce your final work.

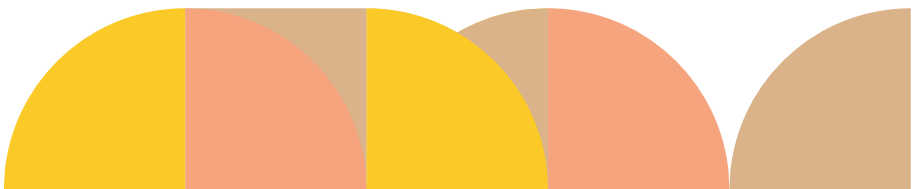
Both the Portfolio and Externally set task work towards the following four assessment criteria:

AO1 Develop ideas through investigations, demonstrating critical understanding of sources.

AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3 Record ideas, observations and insights relevant to intentions as work progresses.

AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language





Business

GCSE AQA 8132

The GCSE Business course will give you the opportunity to explore real business issues and how businesses work. Students will consider the practical application of business concepts. At key stage four students begin to develop their knowledge and skills in the core units and our aim is to develop an understanding of how varying contexts impact on business behaviour and activity. They continue to develop their knowledge and understanding of business through the study of business activity in areas such as Finance, Marketing, Operations and Human Resources. Thus, allowing students to use business terminology to identify and explain business activity and to develop problem solving and decision-making skills relevant to business.

The units provide opportunities to explore theories and concepts in the most relevant way, through the context of events in the business and economic world. The knowledge and skills gained from this specification will provide you with a firm foundation for further study.

Topics covered are:

- **Unit 1:** Business in the real world
- **Unit 2:** Influences on business
- **Unit 3:** Business operations
- **Unit 4:** Human resources
- **Unit 5:** Marketing
- **Unit 6:** Finance

There will be two exams at the end of Year 11. Both papers are 1 hour 45 minutes and are worth 90 marks. Each paper is worth 50% of the grade.

Paper 1 (Influences of operations and HRM on business activity) content: **Units 1, 2, 3 & 4**

Paper 2 (Influences of marketing and finance on business activity) content: **Units 1, 2, 5 & 6**

Students should come to the course with an interest of how businesses are set up and how they work. They should be inquisitive in how businesses operate in real life and be eager to evaluate business issues. Business provides transferable skills to allow a smooth transition from an educational setting to the work environment. Whether students decide to work in a multinational firm, large corporation PLC, a small business or maybe eventually their own business. GCSE Business provides progression for those looking to continue Business or Economics at A Level.

Typical career paths: Accountancy, Banking & Finance sectors, corporate investment sectors, Business advisers/analysts/consultants, Stock market analyst, Supply chain & Logistics management, Marketing & Human Resource Management (HRM), Business managers and Directors.



Computer Science

GCSE OCR J277

You will learn about how computers and networks actually work and communicate with each other from a technical point of view as well as how to write and debug code for programs and scripts. This course is a great starting point for moving on to study computing or computer science in 6th form or college on the way to building a career in areas such as games development, web development, computer aided design and manufacturing, systems development, engineering and robotics. You will learn to think creatively, innovatively, analytically, logically and critically.

You will be assessed through two exams at the end of Year 11 (one for Computer Systems, one for Programming) each will be weighted at 50%.

The computing and software development sectors are one of the fastest growing sectors in the UK economy. This means a computer science pathway can open the door for a range of future job opportunities. As computing becomes an increasingly important part of many other non-computing areas of employment, having a good understanding of computing is becoming ever more important.

You will need to have a keen interest in programming and how computers actually work. This course is NOT for students who want to know how to use a computer - it is more about programming, understanding what is inside a computer and what each part does. Students who are fairly strong in maths find that this helps them to do well in computer science.

Topics covered are:

PAPER 1:

1.1 Systems Architecture

1.2 Memory & Storage

1.3 Computer networks, connections & protocols

1.4 Network Security

1.6 Ethical, legal, cultural





PAPER 2:

2.1 Algorithms

2.2 Programming fundamentals

2.3 Producing robust programs

2.4 Boolean logic

2.5 Programming languages and Integrated Development Environments

Typical career paths: Cyber security / Security analyst / Gaming / Coding / Software developer / App & Games Design / Website develop / AI engineer / Systems Architect / IT project manager





Creative iMedia

J834 OCR 2022

Our Cambridge National in Creative iMedia will inspire and equip students with the confidence to use skills that are relevant to the digital media sector and more widely. They'll design, plan, create and review digital media products to meet client and target audience demands.

All results are awarded on the following scale: Level 2 – Distinction* (*2), Distinction (D2), Merit (M2), Pass (P2) Level 1 – Distinction (D1), Merit (M1), Pass (P1) and Fail/Unclassified.

Students must complete three units: • one externally assessed unit (exam) • two centre-assessed units (NEA). Unit R093 is assessed by an exam.

Aged 14-16 on a full-time study programme wanting to develop applied knowledge and practical skills suitable for use within the media industry. • Who want to progress onto other related study, such as vocational qualifications in digital media and information technology, A Levels, T Levels and apprenticeships. • As it is designed to meet the Department for Education's characteristics for a Technical Award.

There is no requirement for students to achieve any specific qualifications before taking this qualification.

Topics covered are:

R093	Creative iMedia in the media industry
R094	Visual identity and digital graphics
R095	Characters and comics
R096	Animation with audio
R097	Interactive digital media
R098	Visual imaging
R099	Digital games

Typical career paths: Visual interface designer/ Computer graphics designer / Video game developer / Multimedia systems analyst / Mobile app developer / Web developer / Sound designer/audio programmer / Interface designer.





Design Technology

WJEC Eduqas GCSE C600QS

What will I learn?

Through studying GCSE Design and Technology, you will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors. The course will offer you the opportunity to solve real problems by designing and making products or systems.

Studying Design and Technology will enable you to develop a wide range of transferable skills for further education, work and life:

- Creative and innovative thinking
- Use of imagination and experimentation
- Ability to critique and refine your own ideas
- Knowledge and Understanding of all design and technological activity and influences
- Decision making skills
- Develop high quality, imaginative and functional prototypes
- Communication skills

How will I be assessed?

This course is made up of two parts:

Component 1: Design and Technology in the 21st Century

Written examination: 2 hours , 50% of qualification

A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of:

- technical principles
- designing and making principles along with their ability to
- analyse and evaluate design decisions and wider issues in design and technology.

Component 2: Design and make task

Non-exam assessment: approximately 35 hours , 50% of qualification

A sustained design and make task, based on a contextual challenge set by WJEC, assessing candidates' ability to:

- identify, investigate and outline design possibilities
- design and make prototypes
- analyse and evaluate design decisions and wider issues in design and technology.



Geography

GCSE AQA 8035

Choose GCSE Geography and you'll learn how today's world was shaped and understand the challenges we face in the future. You'll also examine the Earth's natural resources and the increasing battles between the man-made and natural world. This knowledge, paired with your essential curiosity, will give you the sought-after transferable skills for success in further education and the workplace. Over the two year GCSE course you will cover lots of interesting topics.

Living with the physical environment

Discover more about the challenge of natural hazards, the living world, physical landscapes of the United Kingdom and humans interact with them. This unit develops an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments. It provides you with the knowledge about the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.

Challenges in the human environment

This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. You will develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.

Fieldwork and Geography skills

Most importantly you will be able to attend two trips whilst studying Geography. One to a human environment to see the effect we have on place, and the second to Carding Mill Valley to complete a river study. Our fieldtrips are where memories are made, and give you the best opportunity at developing important skills in project management.

Assessment Structure

Paper 1 - 1 hour 30 minutes

Section A - The challenge of natural hazards Section B - Physical landscapes in the UK

Section C - The living world

Paper 2 - 1 hour 30 minutes

Section A - Urban issues and challenges Section B - The changing economic world

Section C - The challenge of resource management

Paper 3 - 1 hour 30 minutes Section A - Issue Evaluation Section B – Fieldwork





Health and Social

Care

Pearsons BTEC Award in Health and Social Care

There are three components that are studied in this course:

Component 1 – Human Lifespan Development - An internal assignment, that is externally moderated. You will explore different aspects of growth and development and the factors that can affect this across the life stages. You will explore the different events that can impact on individuals' physical, intellectual, emotional and social (PIES) development and how individuals cope with and are supported through changes caused by life events.

Component 2 – Health and Social Care Services and Values - An internal assignment, that is externally moderated. You will explore health and social care services and how they meet the needs of service users. You will also study the skills, attributes and values required when giving care.

Component 3 - Health and Wellbeing - An external, synoptic exam based component. You will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing

Assessment is split into three parts:

Component 1 - Assignment based assessment (30%)

Component 2 - Assignment based assessment (30%)

Component 3 - Exam based assessment (40%)

Component 1,2 and 3 will be combined to give you your overall Level 2 BTEC grade of either Pass, Merit, Distinction or Distinction*

In a practical learning environment, learners will have the opportunity to develop knowledge and technical skills in areas across the Health and Social Care sector. The BTEC Tech Award gives you the opportunity to develop applied knowledge in the following areas:

- the life stages and key characteristics in the physical, intellectual, emotional and social (PIES) development classifications and the different factors that can affect an individual's growth and development





- different life events and how individuals can adapt or be supported through changes caused by life events
- health and social care conditions, how they can be managed by the individual and the different health and social care services that are available
- the barriers and obstacles an individual may encounter and how these can be overcome
- the skills, attributes and values required to give care and how these benefit the individual
- how factors can affect an individual's current health and wellbeing
- how physiological indicators and an individual's lifestyle choices determine physical health
- the use of the person-centred approach
- recommendations and actions to improving health and wellbeing and the barriers or obstacles individuals may face

Study of the qualification as part of Key Stage 4 learning will give a good foundation for further study within the Health and Social Care sector. If you are interested in a career working in the health and social care sector, nursing, with vulnerable adults and children or social work, with children and families, then the BTEC TECH Award in Health and Social Care is the option to choose. One of the many benefits of working in the Health & Social Care sector is **job satisfaction**. Knowing that you are improving someone's life is extremely rewarding. No two days will be the same.





History

GCSE Edexcel 1HI0

During your time studying GCSE History you will study a total of four different topics. In year 10, you will investigate the changes in medicine from the Medieval period up until the modern day. The course also includes a case study on the changes to medicine during the First World War. You will cover topics such as trepanning (drilling holes in people's heads!), the development of the sewer system, surgery and amputations (cutting of limbs), X rays and much more! Following this you will investigate how England changed between the Anglo-Saxon and Norman period, considering how power changed during this period of time and how this impacted life in England.

During Year 11 you will explore Life in Weimar and Nazi Germany. This will build upon some of the work you will have studied in year 9. You will consider how, in the space of 20 years, there were two World Wars and how Hitler's rise to power was possible. Finally you will examine the events of the Cold War between 1945 and 1991; how close did the world come to total destruction in nuclear war, and how did we avoid this?

GCSE history is assessed by 3 exams at the end of year 11.

Paper Title	Topics	Length	Worth
Paper 1	Thematic Study and historic environment: Medicine in Britain, c.1250 to present and the British sector of the Western Front	1 hour and 15 minutes	30% of your final grade
Paper 2	Period study: Superpower relations and the Cold War, 1941-91 (not examined in 2021) British Depth study: Anglo-Saxon and Norman England	1 hour and 45 minutes	40% (20% each topic)
Paper 3	Modern Depth Study: Weimar and Nazi Germany	1 hour and 20 minutes	30%

Students should have an interest in enquiry and a desire to understand why and how something occurred. A good literacy level is required due to the quantity of writing that is needed. All exam questions are essay based. If you want to know why the world is the way it is, then GCSE History will help you to understand this. Historians develop transferable skills such as source analysis, critical thinking and evaluative techniques. These skills are highly regarded for anyone looking to go onto further study and aiming for a wide range of careers such as law, journalism, teaching, publishing, archaeology, politics and the civil service. If you're aiming high, choose GCSE History!





Media Studies

GCSE AQA 8572

Media is an engaging course which will broaden students' minds by teaching you how to analyse and explore a range of Media texts such as websites, music videos, Tv shows, magazines and Video Games. You'll cover all aspects of media including Language, Representations, Industries and Audiences, giving you an in-depth understanding of how media represents the world.

You'll also have the opportunity to create your own Practical Media Productions by learning how to use a range of industry standard software such as Photoshop and Final Cut.

There are two exams, each worth 35% of your overall grade. You will be asked a range of questions on the Close Study Products that you will have learnt about in class.

The NEA coursework element makes up the final 30% of your grade and you will be asked to respond to a series of set briefs by planning, designing and creating your own Media Product.

Media is particularly suited to students who have good analytical skills in English, a healthy interest in a range of media products such as websites, film etc. as well as a natural curiosity about what makes these texts appealing. You should also have good IT skills and a natural, creative flair that would suit the coursework element.

We live in a Media saturated society, which means that every day you are bombarded with things like adverts, websites, apps, TV, newspapers, film and so on. Studying Media will heighten your understanding of the world around you and give you a deeper appreciation of how and why these media products have been constructed. As well as this, you will learn elements of Graphic Design and video editing which will make you a creative and practical Media prosumer.





Music

GCSE Eduqas C660QS

The Eduqas GCSE in Music offers a broad and coherent course of study which encourages learners to:

- Study existing music to discover how it is created
- Develop performing skills individually and in groups to communicate musically
- Develop an understanding of Music Technology. Compose your own music using the Mac Suite and professional music software
- Recognise links performing, composing and appraising and using this to inform your own ideas
- Experience a wide range of music genres, styles and traditions to broaden your creativity and develop awareness of a variety of instruments, styles and approaches to performing and composing
- Engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.

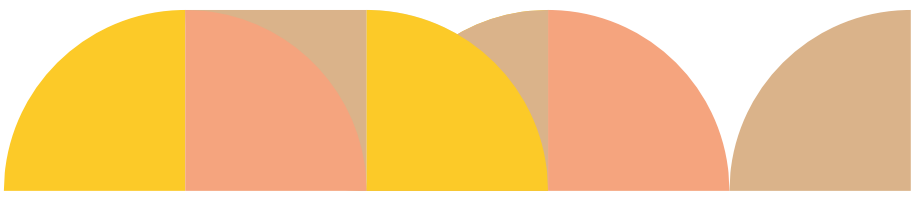
On this course you will complete three exams:

Component 1 Performing = 30% of course. Teacher assessed.

A minimum of two pieces, lasting a total of 4-6 minutes, recorded in the year of assessment:

- One piece must be an ensemble (group piece) lasting at least one minute
- One piece linked to an Area of Study (see below)

You can use any instrument or voice, or choose a technology option.





Component 2 Composing = 30% of Course. Teacher assessed.

Two pieces:

- One in response to a brief set by WJEC – there are 4 to choose from each year.
- One free composition – ANY style you want to write in.

Component 3 Appraising = 40% of course. Externally assessed examination.

Listening examination: 8 questions, 2 on each area of study:

- 1 Musical Forms and Devices (including a set work*)
- 2 Music for Ensemble
- 3 Film Music
- 4 Popular Music (including a set work*)





Performing Arts

BTEC Level 1/ 2 Tech Awards

The BTEC Tech Award in Performing Arts (603/7054/3) is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by studying professionals' work and processes used, the skills and techniques used in different roles, and how to contribute to the creation of a performance in either a performance or non-performance role as part of their Key Stage 4 learning. The qualification enables learners to develop their sector-specific skills, such as refining work and applying skills for a performance using realistic vocational contexts, and personal skills, such as working with others, working to deadlines, and responding to feedback through a practical and skills-based approach to learning and assessment. Through the following components learners are able to choose a pathway of study from **Acting, Singing, Dancing, Set/Prop Design, Lighting and Sound Production**

What does the qualification cover?

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop knowledge and technical skills in the following areas:

- development of key skills that prove their aptitude in performing arts, such as reproducing repertoire and responding to stimuli
- processes that underpin effective ways of working in the performing arts, such as development of ideas, rehearsal and performance
- attitudes that are considered most important in the performing arts,



including personal management and communication

- knowledge that underpins effective use of skills, processes and attitudes in the sector, such as roles, responsibilities, performance disciplines and styles.

This Tech Award complements the learning in GCSE programmes such as GCSE Drama and GCSE Dance by broadening experience and skills participation in different types of performance activities, with the opportunity to practically apply knowledge and skills through project work, such as developing ideas and performing for specific audiences.

Components

- 1) Exploring the Performing Arts
- 2) Developing Skills and Techniques in the Performing Arts
- 3) Responding to a Brief
- 4)

Internal assessment – externally moderated

Components 1 and 2 are assessed through non-exam internal assessment. The non-exam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

If you have an interest or passion for the Performing Arts then this is the course for you. This is a new course being offered to students who may already have or want to develop skills across multiple performing arts disciplines which the flexibility of the course allows. This does not mean you will be assessed in all areas of performance and design. With some written work the 100% practical assessments ensure that students vocational study is prioritised preparing them for the next steps in the industry.





Psychology

GCSE AQA 8182

WHAT IS PSYCHOLOGY?

Psychology is the scientific study of the human mind and its functions, especially those affecting behaviour in a given context. Psychology is one of the most interesting and dynamic fields in the world currently. In part due to the growing awareness of mental health issues. The subject also links well with health, child development and other subjects such as biology. Combining these can give you remarkable insight into society as well as the individual.

HOW WILL I BE ASSESSED IN PSYCHOLOGY?

You will study 8 topics across 2 years and be assessed via two 1 hour 45-minute exams, Paper 1 is worth 50%, 100 marks **and** Paper 2 is also worth 50%, 100 marks. Our assessments use multiple choice, short answer, and extended writing/essays to assess knowledge, understanding, application and evaluation skills. Knowledge of research methods gained through classroom experience of practical psychology will be assessed using scenario-based questions.

CHOOSE PSYCHOLOGY IF YOU HAVE:

Choose psychology if you are interested in behaviour and the self. *How do we become who we are and why?* Would you like to know more about who we are, and the behaviours we display as humans? In Psychology you will study a range of topics which encompass a broad spectrum of psychological theory, including many famous psychological studies carried out in real life. Some of which we can replicate in lessons to see if human behaviour really is as the psychologists say.



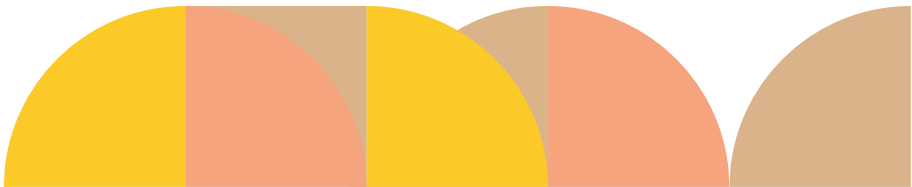


This engaging and effective qualification introduces you to the fundamentals of psychology, developing critical analysis, independent thinking and research skills. This is a relatively new specification, where topics have been re-thought and reviewed so that the content is as clear, engaging and fun as possible.

WHAT CONTENT WILL I BE STUDYING IN PSYCHOLOGY?

PAPER 1 CONTENT

- **MEMORY:** This includes the process, structure and process of memory. You will explore the different kinds of memory – such as episodic, semantic and procedural and how they are formed. You will also touch on how memories can influence our reality, including accuracy of memories, false memories and context.
- **PERCEPTION:** Perception refers to the way we organise and interpret sensory information. You will study the difference between sensation and perception, Gibson’s direct theory of perception including the role of motion parallax in everyday perception. You will also explore Gregory’s constructive theory of perception, studying the influence of nurture and the perceptual effects of culture, motivation, emotion and expectation.
- **DEVELOPMENT:** Developmental psychology examines how and why human beings change over the course of their life. You will understand the four stages of development and the role of these stages in education, egocentricity and social interactions. Originally concerned with infants and prepubescent children, the field has expanded to include adolescence, adult development, aging, and the entire lifespan.
- **RESEARCH METHODS:** This module teaches you how to carry out scientific research including how to form a testable hypothesis, the types of variables and sampling methods. You will also understand planning research, ethical considerations and the importance of data.





PAPER 2 CONTENT

- **SOCIAL INFLUENCE:** Social influence explores the affect of conformity and major influence on an individual depending on a variety of factors. Including anonymity, peer group, personality and others. You will also study the concepts of obedience and prosocial behaviour that influences the individual in order to alter behaviour.
- **LANGUAGE, THOUGHT AND COMMUNICATION:** This module examines the relationship between language and thought and how this can alter your view on the world. You will study the differences between human and animal communication as well as the significance of non-verbal communication in human interactions.
- **BRAIN AND NEUROPSYCHOLOGY:** You will study the structure and function of the nervous system. This is essential to understanding our fight or flight response and the James-Lange theory of emotion. You will also study the structure of neurons and the brain itself and their respective roles to play in our conscious and unconscious lives.
- **PSYCHOLOGICAL PROBLEMS:** Psychological problems is an introduction to mental health issues, the significance of these challenges and the impact they can have on society. You will also look at clinical depression, therapies, the characteristics of addition and theories underpinning that.





Spanish

GCSE AQA 8698

Three themes are studied:

- identity and culture;
- local, national, international and global areas of interest; - current and future study and employment.

Each theme then has a number of subtopics which are related to everyday life and these are covered over the course of Years 10 and 11 with grammatical content:

Theme 1 – Identity and culture

Topic 1: Me, my family and friends

Topic 2: Technology in everyday life

Topic 3: Free-time activities

Topic 4: Customs and festivals in Spanish-speaking countries/communities

Theme 2 – Local, national, international and global areas of interest

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

Topic 3: Global issues

Topic 4: Travel and Tourism

Theme 3 – Current and future study and employment

Topic 1: My studies

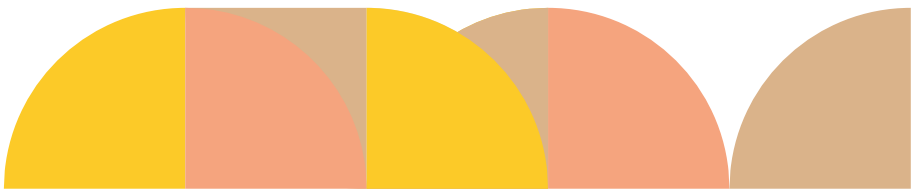
Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

Assessment Structure

All four skills of reading, writing, listening and speaking are assessed equally (25%). You have the option of Higher or Foundation tier. All papers need to be assessed within the same tier. Listening, writing and reading will be assessed through formal exams during the exam period at the end of year 11. Speaking will be assessed before the formal exam period around Easter of year 11 with your teacher; this will be sent to AQA for marking.





- Paper 1 25%: Listening – understand and respond to different types of spoken language.
- Paper 2 25%: Speaking – communicate and interact effectively in speech.
- Paper 3 25%: Reading – understand and respond to different types of written language.
- Paper 4 25%: Writing – communicate in writing.

If you enjoy communicating with people, discovering other cultures as well as understanding more of your own culture, seeing how a language works or even opening up your future job opportunities, Spanish is for you!

You will learn about where Spanish is spoken in the world and might even go on a trip to Spain. By learning Spanish, you will become more independent in your learning and develop your memory and self-confidence. Also, you will prepare yourself for your future career as being able to speak a language is a big plus that universities and companies look for as employers value language skills, communication & teamwork. By developing your verbal and written communication skills, problem-solving and understanding of other cultures, you will be ready for a range of careers which could include being a flight attendant/resort rep. Translator/Interpreter, Lawyer, Diplomat, Engineer, Marketing Manager or a Detective.





BTEC Level 1/2 Technical Award

The BTEC Level 1/Level 2 Technical Award in Sport has been designed to provide an engaging and stimulating introduction to the world of sport. The qualification builds on learning from Key Stage 3 for those who may wish to explore a vocational route throughout Key Stage 4. The course has three components that all students must complete, two of these are coursework based and one is an external examination completed at the end of Year 11.

Components:

- 1 - Preparing Participants to Take Part in Sport and Physical Activity
- 2 - Taking Part and Improving Other Participants Sporting Performance
- 3 - Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity

Components 1 and 2 are assessed through non-exam internal assessment. The non-exam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:

- The different types of physical activity and providers, the needs of participants, barriers to participation and ways to overcome these barriers. Equipment and technology required to take part in sport is also included. Learners will also develop an applied understanding of physiology and anatomy as they learn how to plan and deliver a warm-up to prepare participants to take part in sport and physical activity
- The components of fitness and how they are used in different types of sport; practical participation in sport and the rules and regulations in sport and ways to improve other participants' sporting performance through planning and delivery of sports drills and conditioned practices

Non-exam internal assessment is delivered through Pearson-set Assignments. These assignments are set by Pearson, marked by the class teacher, and moderated by Pearson.





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. The external assessment is based on a written assessment that require learners to demonstrate that they can identify and effectively use an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the whole qualification in an integrated way. The external assessment takes the form of a written exam in the Summer of Year 11.

If you have a real interest in sport and want to develop this interest further, then this is the course for you! BTEC Sport students have consistently performed well and achieved high grades. You need to be able to work independently and understand that this course is not just playing sport, there is a lot of written work involved



