

LYNN GROVE ACADEMY



**LYNN GROVE
ACADEMY**
*Creative
Education
Trust*

**CURRICULUM
CHOICES
BOOKLET**

2018/2020

Issued: April 2018

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INTRODUCTION for PARENTS

Year 9 is a milestone year for pupils. It is probably the first time in their educational careers that they have had any choices in the curriculum that they are studying. For some pupils, they see this as a chance to really focus in on their chosen career paths; for others it can be a daunting time knowing what to choose and what not to, especially if they do not know what their chosen careers may be at this stage. With this in mind, we have developed a curriculum framework that offers choice and diversity, allowing all pupils to select robust and well-regarded qualifications that will serve them well in later life.

You will see in the description of the courses that all of the GCSE choices that we are now following are the new specifications and are therefore graded from 9-1 rather than A*-G. The vocational qualifications have also seen some changes in recent years, with some of the BTECs becoming Technical Awards. These are graded from Distinction* to Pass and are run as Level 2 courses (equivalent to GCSE grades 9-4).

As you would expect, there is not a completely free choice. We have a set of core subjects that all pupils will study throughout Years 10 & 11. These are:

1. GCSE ENGLISH LANGUAGE & GCSE ENGLISH LITERATURE
2. GCSE MATHEMATICS
3. GCSE SCIENCE
4. A GCSE in a HUMANITY (Geography or History)
5. PE (*non-examination*)

We also have an expectation that pupils in sets 1 or 2 MFL groups in Year 9 will continue to study a GCSE LANGUAGE (French).

You can choose a combination of 2/3 courses from the following subjects:

GCSE	VOCATIONAL & TECHNICAL AWARDS
ART & DESIGN**	ENGINEERING (BTEC)*
BUSINESS STUDIES	FINANCE (CeFe)*
DRAMA	FOOD (VCERT)
FRENCH	HEALTH AND SOCIAL CARE (BTEC)
GEOGRAPHY	ICT (CIDA)*
GRAPHIC COMMUNICATION**	MUSIC (BTEC)*
HISTORY	SPORT (BTEC)*
MEDIA STUDIES	
PHOTOGRAPHY**	
RELIGIOUS EDUCATION	
TEXTILE DESIGN**	
THREE DIMENSIONAL DESIGN**	

* *New specifications awaiting accreditation*

** *There are some restrictions on combinations of these subjects*

PUPILS - HOW TO MAKE YOUR CHOICES

You need to find out as much as you can about what you want to do now and in the future. Your career choices may have an influence on the courses you take. You should also consider the following:

- Your skills, interests and aptitudes
- The subjects you enjoy or achieve success in
- Creating a balanced set of subject choices
- The way the subject/course is assessed
- The workload of your combination of subjects

You should **NOT** choose a course because:

- It is the same as your friend has chosen
- You think it is easier than other choices
- Older brothers & sisters may have recommended it because they did it
- Of the teacher delivering the course

The next thing you need to do is to speak to people, especially

- Your parents
- Your teachers
- Mr Carter (Vice Principal – Curriculum)
- Mr Battrick (Careers Coordinator)

The following websites may also be useful in giving you information:

- www.icould.com
- www.u-xplore.com
- www.helpyouchoose.org

To help you choose, you and your parents will have a 1-to-1 meeting with senior staff at the school to go through your choices.

The following pages contain information on all of the courses on offer

SUBJECT:	ENGLISH (Language & Literature)	
QUALIFICATION GRADE STRUCTURE	GCSE 9-1	Exam Board: AQA
COURSE STRUCTURE	100% terminal assessment by exam	
CONTENT:	<p>GCSE English Language: You will study for exams in 2 papers. Paper 1: Explorations in Creative Reading and Writing aims to engage pupils in a creative text and inspire them to write creatively by:</p> <ul style="list-style-type: none"> • reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to engage the reader. • writing your own creative text, inspired by the topic that you have responded to in section A to demonstrate your narrative and descriptive skills in response to a written prompt, scenario or visual image. <p>Paper 2, Writer's viewpoints and perspectives. This aims to develop pupils' insights into how writers have particular views and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage pupils to demonstrate their skills by:</p> <ul style="list-style-type: none"> • reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader. • producing a written text to a specified audience, purpose and form in which you give your own perspective on the theme that has been introduced to you in section A. <p>GCSE English Literature: Paper 1, section A, pupils will answer one question on <i>Macbeth</i>. You will be required to write in detail about an extract from the play and then to write about the play as a whole. In section B, you will answer one question on <i>A Christmas Carol</i>. Then you will be required to write in detail about an extract from the novel and then to write about the novel as a whole. In Paper 2, section A, you will answer one essay question from a choice of two on <i>An Inspector Calls</i>. In section B, you will answer one comparative question on one named poem printed on the paper and one other poem from the anthology you studied in class. Finally, in section C, pupils will answer one question on each of two unseen poems and one comparative question.</p>	
EXTRA-CURRICULAR OPPORTUNITIES:		
Visits to the theatre and workshops related to Literature set texts are organised by the department. Texts and writing linked to current affairs encourages a 'real world' link and entry into writing competitions is encouraged.		
IDEAL FOR CAREERS IN: English Language skills are obviously necessary in all jobs. However, a GCSE in English Language and/or Literature opens the door to the world of journalism, publishing, editing, copywriting (for adverts), screenplays, writing plotlines for games and much, much more!		

SUBJECT:	MATHEMATICS	
QUALIFICATION GRADE STRUCTURE	GCSE 9-1	Exam Board: AQA
COURSE STRUCTURE	100% terminal assessment by examination	
CONTENT:	<p>Whether you plan to continue studying or go into work, a good understanding of maths will be essential. Number skills are required in all sorts of everyday situations, such as trying to work out phone bills, cooking from a recipe or decorating a room. Thinking like a mathematician will help to improve your problem-solving and decision-making skills. The course covers the following areas:</p> <ul style="list-style-type: none"> • Number • Algebra • Ratio, proportion and rates of change • Geometry and measures • Probability • Statistics <p>Within each of these areas will be several topics for study.</p> <p>At the end of Year 11 you will take three equally-weighted written examination papers at either Foundation tier or Higher tier. The first paper is non-calculator. Each exam is 90 minutes long.</p>	
EXTRA-CURRICULAR OPPORTUNITIES:		
<p>Maths Leaders – A chance to develop your leadership and mentoring skills, and support other pupils who may need some extra help with maths.</p> <p>Maths Challenge - The UKMT Individual Maths Challenges are designed to challenge and stimulate pupils' interest in Maths at all levels.</p>		
IDEAL FOR CAREERS IN:		
<p>Everything!</p> <p>A pass in GCSE Mathematics (along with one in GCSE English) is vital for entrance to training for any number of professions or careers. It is also very valuable as a supporting subject to many courses at GCSE, AS and A level and at degree level, especially in Sciences, Economics, Accounting, Finance, Engineering & Computing.</p>		

SUBJECT:	BIOLOGY, CHEMISTRY, PHYSICS	
QUALIFICATION GRADE STRUCTURE	GCSE 9-1	Exam Board: AQA
COURSE STRUCTURE	100% exam based. This will result in 3 GCSEs, named Biology, Chemistry and Physics.	
CONTENT:	<p>Traditionally called “Triple Science”, this is the suite of GCSEs for pupils who are sure that they are going to follow a career that is strongly related to Science. Pupils will be invited to join the Triple Science cohort following assessments at the end of Year 9. The Triple Science course is taught as a “fast-track” course as it is completed within the same timeframe as combined Science.</p> <p>All pupils study the same Science content in Year 10. You will develop skills in planning, investigating, interpreting data, communicating and presenting that can be used no matter what career path you choose. You will use these skills whilst studying the following subject areas:</p> <p>Biology Cell biology, organization, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution, ecology.</p> <p>Chemistry Atomic structure and the periodic table, bonding, structure, and the properties of matter, quantitative chemistry, chemical changes, energy changes, The rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere, using resources.</p> <p>Physics Forces, energy, waves, electricity, magnetism and electromagnetism, particle model of matter, atomic structure.</p> <p>Assessments There are six exam papers: two Biology, two Chemistry and two Physics, each of 1 hour 45 mins. Pupils will have to carry out practical tests during the course, which will be assessed within the exams. All exams will take place at the end of year 11.</p>	
EXTRA-CURRICULAR OPPORTUNITIES:	Visits to local industry and scientific research centres such as the John Innes Centre. Visiting speakers.	
IDEAL FOR CAREERS IN:	Nursing, Midwifery, Dental Nurse, Veterinary Nurse, Medical Receptionist, Paramedic, Recycling Officer, Brewer, Fire-fighter, Research Scientist, Doctor, Veterinary Surgeon, Civil or Mechanical Engineer, Electrical or Chemical Engineer, Pharmacist, Toxicologist, Oceanographer, Biochemist, Geologist, Radiographer, Telecommunications Engineer, Physiotherapist, Pilot.	

SUBJECT:	COMBINED SCIENCE: TRILOGY	
QUALIFICATION GRADE STRUCTURE	GCSE 9-1	Exam Board: AQA
COURSE STRUCTURE	100% exam based. This will result in two GCSE grades, both reported together under the name “Combined Science”.	
CONTENT:	<p>Traditionally called “Double Science” this is the GCSE for all pupils, no matter what your life goals.</p> <p>You will develop skills in planning, investigating, interpreting data, communicating and presenting that can be used no matter what career path you choose to follow. You will learn these skills whilst studying the following subject areas:</p> <p>Biology Cell biology, organisation, infection and response, bioenergetics, homeostasis and response, Inheritance, variation and evolution, ecology.</p> <p>Chemistry Atomic structure and the periodic table, bonding, structure, and the properties of matter, quantitative chemistry, chemical changes, energy changes, the rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere, using resources.</p> <p>Physics Forces, energy, waves, electricity, magnetism and electromagnetism, particle model of matter, atomic structure.</p> <p>Assessments There are six papers: two Biology, two Chemistry and two Physics, each of 1 hour 15 minutes. Pupils will have to carry out 16 required practical tasks during the course, which will be assessed within the exams. All exams will take place at the end of year 11.</p>	
EXTRA-CURRICULAR OPPORTUNITIES:	Visits to local industry and scientific research centres such as the John Innes Centre. Visiting speakers.	
IDEAL FOR CAREERS IN:	Nursing, Midwifery, Dental Nurse, Veterinary Nurse, Medical Receptionist, Paramedic, Recycling Officer, Brewer, Fire-fighter, Research Scientist, Doctor, Veterinary Surgeon, Civil or Mechanical Engineer, Electrical or Chemical Engineer, Pharmacist, Toxicologist, Oceanographer, Biochemist, Geologist, Radiographer, Telecommunications Engineer, Physiotherapist, Pilot.	

SUBJECT:	ART	
QUALIFICATION GRADE STRUCTURE	GCSE 9-1	Exam Board: Pearson Edexcel
COURSE STRUCTURE	60% Personal Portfolio 40% Externally Set Assignment	
CONTENT:	<p>GCSE Art combines several areas of study including painting, printmaking and sculpture. The Personal Portfolio thematically explores a range of ideas allowing for the study of Artists and culture to promote independent thinking and ideas development. Homework is set weekly. The external exam is also project based and concludes in a 10 hour exam.</p> <p>There are Four Assessment Objectives that are all marked out of 72. These assessment objectives cover artist research, refining materials, drawing, idea development and final responses. The Art work is presented as sketchbooks and final pieces.</p> <p>All work throughout this GCSE will be assessed. Time management and independence skills are vital to fulfilling the course objectives.</p> <p>The course finishes with an exhibition of all work where it is finally assessed. Family and friends will be invited to the private view.</p>	
EXTRA-CURRICULAR OPPORTUNITIES:		
Art Club is available to all after school. KS4 Art Club is on after school. There are resources available on the VLE. To extend students cultural understanding there are visits to Art Galleries.		
IDEAL FOR CAREERS IN:		
Advertising, Art Therapy, Art Historian, Artist Administrator, Fine Artist, Commercial Artist, Photographer, Artist Technician, Designer, Fashion, Film, Theatre, Blogger, Website Designer, Art Lecturer, Professor, Teacher, Architect, Interior Designer, Illustrator, Animator, Courtroom Artist, Make-up Artist, Special effects Make up, Print Maker, Screen Printer, Curator.		

SUBJECT:	BUSINESS									
QUALIFICATION GRADE STRUCTURE	GCSE (9-1)	Exam Board: Pearson Edexcel								
COURSE STRUCTURE	100% Examination									
CONTENT:	<p>Business 1: Business activity, marketing and people This component introduces learners to business concepts and issues concerning the activities of a business. It explores the purpose and role of a business from first spotting an enterprising opportunity through to the growth of an established business. It takes a closer look at the role of marketing and human resources. There are three sections covering content: Section 1: Business activity Section 2: Marketing Section 3: People Content from these three sections will be assessed in component 01. Throughout this component learners will need to consider how different contexts affect business decisions.</p> <table border="1" data-bbox="586 837 1401 932"> <tr> <td>Assessment</td> <td>80 Marks - 50% of total GCSE</td> </tr> <tr> <td></td> <td>1 Hour 30 minutes paper</td> </tr> </table> <p>Business 2: Operations, finance and influences on business This component takes a closer look at the role of operations and finance and introduces learners to external influences on business. It explores the importance of these influences and how businesses change in response to them. Finally, learners will use content from both component 01 and component 02 to make connections between different elements of the subject. There are four sections covering content: Section 4: Operations Section 5: Finance Section 6: Influences on business Section 7: The interdependent nature of business Content from all these sections will be assessed in component 02 Learners will also be required to draw on content from Business 1: business activity, marketing and human resources to answer synoptic questions in section B of the component 02 examination.</p> <table border="1" data-bbox="574 1524 1390 1619"> <tr> <td>Assessment</td> <td>80 Marks - 50% of total GCSE</td> </tr> <tr> <td></td> <td>1 Hour 30 minutes paper</td> </tr> </table>		Assessment	80 Marks - 50% of total GCSE		1 Hour 30 minutes paper	Assessment	80 Marks - 50% of total GCSE		1 Hour 30 minutes paper
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	1 Hour 30 minutes paper									
EXTRA-CURRICULAR OPPORTUNITIES: Guest speakers – External visits – Trips related to subject area.										
IDEAL FOR CAREERS IN: Running your own business – Supply Chain Manager, Advertising, Production & Marketing, Accounts and Finance, Management & Administration.										

SUBJECT:	DRAMA	
QUALIFICATION GRADE STRUCTURE	GCSE 9-1	Exam Board: AQA
COURSE STRUCTURE	Practical – 60%. Written – 40%.	
CONTENT: Throughout Years 10 and 11 pupils will have multiple opportunities to revisit and refine the knowledge, attitudes, skills and habits required to succeed in the final exam and beyond.	<p>GCSE Drama and Theatre Studies:</p> <p>The subject content for GCSE Drama is divided into three components:</p> <p>1. Understanding Drama</p> <ul style="list-style-type: none"> • Written exam: 1 hour and 45 minutes. • Open book. • 80 marks. • 40% of GCSE. <p><i>This component is marked by AQA.</i></p> <p>2. Devising Drama</p> <ul style="list-style-type: none"> • Devising log (60 marks). • Devised performance (20 marks). • 80 marks in total. • 40% of GCSE. <p><i>This component is marked by teachers and moderated by AQA.</i></p> <p>3. Texts in practice</p> <ul style="list-style-type: none"> • Performance of Extract 1 (25 marks) and Extract 2 (25 marks). • 50 marks in total. • 20% of GCSE. <p><i>This component is marked by AQA.</i></p>	
<p>EXTRA-CURRICULAR OPPORTUNITIES:</p> <p>Visits to the theatre and workshops related to Drama set texts are organised by the department. Students will also be encouraged to take an active part in the Lynn Grove Theatre Company and build the following skills necessary to employers: confidence; self-presentation; teamwork and collaboration; time management and organisational skills; self-awareness; self-discipline; an open mind and the ability to move beyond boundaries and experiment with different ideas; communication skills; analytical, critical and research skills; the ability to cope with criticism and learn from it; and most importantly stamina.</p>		
<p>IDEAL FOR CAREERS IN:</p> <p>Drama and Theatre Studies opens the door to the world of acting both on the stage and in front of the camera, Community Arts Worker, Dancer, Drama Therapist, Music Therapist, Theatre Director, Costume Designer, Lighting Designer, Set Designer, Arts Administration, Journalism, Screen Writing, writing Plotlines for games.</p>		

SUBJECT:	FRENCH	
QUALIFICATION GRADE STRUCTURE	GCSE 9-1	Exam Board: AQA
COURSE STRUCTURE	100% terminal exam. Split into four papers at Foundation or Higher Level	
CONTENT:	<p>This course enables learners to develop their skills in communication and understanding of a foreign language. Through the study of topics which are relevant & interesting to young people, as well as cultural information on French speaking countries, pupils will develop their confidence and proficiency. They will continue to focus on the skills of listening, speaking, reading and writing, enabling them to master all aspects of basic communication in a foreign language.</p> <p>Topics covered include:</p> <ul style="list-style-type: none"> • Employment and future plans • Technology and the internet • Fashion and free time • Social and global issues <p>Assessment is by final examination split evenly amongst the 4 skill areas.</p> <p>Paper 1: Listening and Understanding (25%) You will be assessed on your understanding of standard spoken language by one or more speakers in a range of public and social settings. You will respond to a variety of questions based on a recording featuring native speakers.</p> <p>Paper 2: Speaking (25%) You will be required to complete three speaking tasks in an exam conducted by your teacher. Task 1 – a role play based on one topic that is allocated by the exam board. Task 2 – questions based on a picture stimulus based on one topic that is allocated by the exam board. Task 3 – conversation based on two themes. The first theme is based on the topic chosen by you in advance of the assessment. The second theme is allocated by the exam board.</p> <p>Paper 3: Reading and understanding (25%) You will be assessed on your understanding of written French across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. You are required to respond to multiple-response and short-answer questions based on these texts. You will also be required to translate a short passage from French into English.</p> <p>Paper 4: Writing (25%) You will be required to produce extended responses of varying lengths and types to express ideas and opinions in French. There is also a question requiring basic translation.</p>	
EXTRA-CURRICULAR OPPORTUNITIES: Opportunities to visit a French speaking country.		
IDEAL FOR CAREERS IN: Leisure and Tourism, Sport, Marketing and Advertising, Transport and Logistics, Catering and Hospitality, Languages, Information and Culture, Teaching.		

SUBJECT:	GEOGRAPHY	
QUALIFICATION GRADE STRUCTURE	GCSE 9-1	Exam Board: AQA
COURSE STRUCTURE	35% Living with the physical environment exam (1.5 hours) 35% Living with the human environment exam (1.5 hours) 30% (1 hour 15 minutes) Fieldwork type study exam	
CONTENT:	<p>You will travel the world from the classroom, exploring case studies in the United Kingdom (UK), newly emerging economies (NEEs) and lower income countries (LICs). You are also encouraged to understand your role in society, by considering different viewpoints, values and attitudes. Political, environmental and economic indicators will be evaluated throughout the course using current real life examples.</p> <p>The course covers:</p> <p>Living with the physical environment</p> <p>Section A: The challenge of natural hazards:</p> <ul style="list-style-type: none"> • Tectonic hazards (Earthquakes and volcanoes) • Weather hazards (Tornadoes and extreme weather) • Climate change <p>Section B: Physical landscapes in the UK:</p> <ul style="list-style-type: none"> • Ecosystems • Tropical Rainforests • Deforestation • Cold and hot environments <p>Section C: The living world</p> <p>Challenges in the human environment</p> <p>Section A: Urban issues and challenges Section B: The changing economic world Section C: The challenge of resource management</p> <p>Geographical applications</p> <p>Section A: Issue evaluation (Where you will have to answer some questions about an issue with the use of a pre-published issue 12 weeks before the exam)</p> <p>Section B: Fieldwork (Where you will answer some questions on 2 pieces of fieldwork that you have undertaken. One will be about the Human Environment and one will be about the Natural environment).</p> <p>Geographical skills</p> <p>Geographical skills (Where students are tested on their map and graphical skills).</p>	
EXTRA-CURRICULAR OPPORTUNITIES:	Fieldwork will be an essential part of the course. Opportunities for visits to: Pompeii, Italy and UK coastal sites.	
IDEAL FOR CAREERS IN:	Basis for further study in a variety of fields including Science, Meteorology, Geology, Natural Science and Environmental careers. Geographical Information Systems provide an opportunities in Computer Science.	

SUBJECT:	(Art & Design) Graphic Communication	
QUALIFICATION GRADE STRUCTURE	GCSE	Exam Board: AQA
COURSE STRUCTURE	<p>This is a linear course that is split into two units.</p> <p>Component one - Portfolio – 60%.</p> <p>Component two - Externally set assignment – 40%.</p>	
CONTENT:	<p>Graphic communication is the process of designing primarily visual material to convey information, ideas, meaning and emotions in response to a brief. Pupils must provide evidence of drawing in both their portfolio submission and externally set assignment. Pupils must record their ideas, observations and insights both visually and through written annotation using appropriate specialist vocabulary, as work progresses to evidence their creative processes. Pupils will learn how sources relate to a given or self-defined brief which might, for example, have a commercial, social or environmental focus or be concerned with other aspects specific to the creative industries.</p> <p>In Component 1 and Component 2 pupils are required to work in one or more area(s) of graphic design, such as those listed below: communication graphics design for print advertising and branding illustration package design interactive design (including web, app and game) multi-media motion graphics exhibition graphics They may explore overlapping areas and combinations of areas.</p> <p>Pupils must demonstrate the ability to:</p> <ul style="list-style-type: none"> • Use graphic design techniques and processes, appropriate to their personal intentions, for example: typography, illustration, digital and/or non-digital photography, hand rendered working methods, digital working methods • Use media and materials, as appropriate to students' personal intentions, for example: pencil, pen and ink, pen and wash, crayon, and other graphic media watercolour, gouache and acrylic paint layout materials, digital media, printmaking, mixed media. 	
EXTRA-CURRICULAR OPPORTUNITIES:	Visits to Museums and Galleries. Visits to industry.	
IDEAL FOR CAREERS IN:	Graphic designer, illustrator, Interior designer, promotional advertising, games designer, web designer, animator, architect, 3D animator.	

SUBJECT:	HISTORY	
QUALIFICATION GRADE STRUCTURE:	GCSE 9-1	Exam Board: Pearson Edexcel
COURSE STRUCTURE:	100% Exam (3 exams)	
CONTENT:	<p>The course covers several important periods of history, with 40% of the course focusing on a period of British History.</p> <p>You will look at:</p> <p>Thematic study of medicine: Medicine in Britain from the Medieval era to the present day. The British sector of the Western Front during World War One: injuries, treatments and the trenches. Paper 1 - 30% of GCSE grade.</p> <p>British Depth study: Early Elizabethan England 1558–88 - Government, religion, revolts, plots & planned invasions, entertainment, poverty and the age of exploration – Paper 2 - 20% of GCSE grade.</p> <p>Period study: The American West 1835-1895 - The Plains Indians, the settlement of the West, conflict and tensions and the destruction of the Plains Indians' way of life. Paper 2 - 20% of GCSE grade.</p> <p>Modern Depth study: Weimar and Nazi Germany 1918-1939 - Recovery of Germany after the First World War, the rise of the Nazi party and the establishment of the Nazi dictatorship and the police state. Paper 3 - 30% of GCSE grade.</p>	
Extra-curricular Opportunities: Medicine through time. Possible trips to London and Belgium (battlefields). Visits to the theatre.		
Ideal for Careers in: Many top jobs can be accessed through the study of History which is closely linked to jobs in Journalism, Politics, the Civil Service, Law, Education, the Arts and Creative Design.		

SUBJECT:	MEDIA STUDIES	
QUALIFICATION GRADE STRUCTURE	GCSE 9-1	Exam Board: WJEC Eduqas
COURSE STRUCTURE	2 x 1hr 30 minute exams (70%) Practical coursework – creating a media product. (30%)	
CONTENT:	<p>It is impossible not to engage with media products everyday: from Facebook to advertising, Games consoles to Radio and TV and the Web. GCSE Media Studies is a dynamic course that asks you to fundamentally question the world that the mass media presents, whilst engaging you in the creation of media products from films to music videos and much, much more.</p> <p>You will study the following topics: Film, Music Video, Television, Advertising and Marketing of films, Magazines, Social Media, Media industries and Audiences. Alongside these you will learn a plethora of new terminology and learn how to use the equipment that the department has.</p> <p>To support this you have access to an impressive media suite, with 6 edit suites and HD cameras.</p> <p>Year 11 coursework is tied into practical projects, often for professional media outlets or charities. Students are encouraged to use the media studio to create short films, magazines, comic books, computer games, documentaries, film trailers, photography projects or radio broadcasts in our in-house radio station.</p>	
EXTRA-CURRICULAR OPPORTUNITIES:		
<p>We also create a media team from our media students to cover the school's events, our biggest hit on social media was "<i>I'm a teacher get me out of here</i>" which had a reach to 30,000 people. The media suite is open at lunch times for students to come and work on their own projects. We also look to run trips such as BBC Voices in Norwich, Comic Con & the Harry Potter Studios.</p>		
IDEAL FOR CAREERS IN:		
<p>With an industry worth £26.2 billion and growing, there are thousands of different jobs available. Here in the UK the industry is developing and growing, and pupils who study media could go on to have careers in Film, TV, Radio, Broadcasting, Journalism, Marketing, Advertising, E-Commerce, Games Design, Photography, Digital Planning, Graphic Design, Editing, Directing and many, many more. (For a great indication of all of the jobs available have look at the end credits of a film or TV Show, the list is huge!)</p>		

SUBJECT:	(ART & DESIGN) PHOTOGRAPHY	
QUALIFICATION GRADE STRUCTURE	GCSE 9-1	Exam Board: Pearson Edexcel
COURSE STRUCTURE	60% Portfolio 40% Externally Set Assignment	
CONTENT:	<p>GCSE Photography combines several areas of study including digital photography, moving image, film based photography and Photoshop.</p> <p>The Personal Portfolio thematically explores a range of ideas allowing for study of Artists/photographers and culture to promote independent thinking and idea development. Homework is set weekly.</p> <p>The external exam is also project based and concludes in a 10 hour exam.</p> <p>There are Four Assessment Objectives that are all marked out of 72 following exactly the same as Art. These assessment objectives cover artist research, refining techniques, drawing, photographic skills, idea development and final responses. The Photography work is presented as sketchbooks and final pieces.</p> <p>It is very useful to have access to a DSLR camera or high quality digital camera to continue independent photo-shoots as part of homework.</p> <p>All work throughout this GCSE will be assessed. Time management and independent skills are vital to fulfilling the course objectives.</p> <p>The course finishes with an exhibition of all work where it is finally assessed. Family and friends will be invited to the private view.</p>	
EXTRA-CURRICULAR OPPORTUNITIES:		
<p>Art Club is available to all on Wednesdays after school. KS4 Art Club is on Thursdays after school. There are resources available on the VLE. To extend students cultural understanding there may be visits to Art Galleries.</p>		
IDEAL FOR CAREERS IN:		
<p>Advertising, Art Therapy, Art historian, Artist Administrator, Fine Artist, Commercial Artist, Photographer, Artist/ Photography Technician, Photographic Journalism Designer, Fashion, Film, Theatre, Blogger, Website Designer, Art Lecturer, Professor, Teacher, Architect, Interior Designer, Illustrator, Animator, Courtroom Artist, Make-up Artist, Special effects Make up, Print Maker, Screen Printer, Curator.</p>		

SUBJECT:	RELIGIOUS STUDIES	
QUALIFICATION GRADE STRUCTURE	GCSE 9-1	Exam Board: AQA
COURSE STRUCTURE	<p>This course is examination only. It consists of two papers each contributing 50% to the final grade.</p> <p>Paper 1 – Study of religions and their beliefs and practices</p> <p>Paper 2 – Thematic studies</p>	
CONTENT:	<p>This course gives pupils a chance to reflect on key issues of morality, life issues and their position in contemporary society. It examines both faith and non-faith perspectives.</p> <p>Units from paper 1 and paper 2 will be taught over year 10 and 11,</p> <p>Paper 1 You will be required to study two religions in depth. For each religion you will cover beliefs, teachings and practices. You will study Christianity and one other world faith such as Islam.</p> <p>Paper 2 You will be required to study the following philosophical and ethical themes:-</p> <ol style="list-style-type: none"> a. Religion and life – creationism vs big bang; use and abuse of the environment; animal rights and experimentation; human life issues; abortion and euthanasia; the afterlife b. Religion, peace and conflict – reasons for war and attitudes towards terrorism; holy war; just war; weapons of mass destruction; peacekeeping and the role of religions; pacifism c. Religion and crime – causes of types of crime; good and evil; which crimes are worst?; aims and types of punishment; prisons; capital punishment; forgiveness and helping victims of crime d. Religion and human rights – human rights; prejudice and discrimination; sexuality; gender; disability and racism; attitudes towards health and poverty; exploitation; people trafficking; charity and religious response to poverty e. Relationships and families – marriage; cohabitation and extended families; family planning; parenting; divorce; gender inequality and prejudice; rights of the child 	
EXTRA-CURRICULAR OPPORTUNITIES:	Visiting speakers and visits to local and national centres.	
IDEAL FOR CAREERS IN:	A good basis for debate and discussion that serves all career paths including for example: Army, Art, Media, Social Work, Psychology, Sociology, Science Research, Philosophy, Engineering, Law, Teaching, Medicine, International Relations, Event Management.	

SUBJECT:	(Art & Design) Textile Design	
QUALIFICATION GRADE STRUCTURE	GCSE	Exam Board: AQA
COURSE STRUCTURE	<p>This is a linear course that is split into two units. Component one - Portfolio – 60% Component two - Externally set assignment – 40%.</p>	
CONTENT:	<p>This qualification is designed for pupils who want to study textiles in a hands on, practical way to experiment and be creative. They will be producing designs and products from woven, stitched, knitted or decorative textiles that might have a functional or non-functional purpose. Pupils must provide evidence of drawing in both their portfolio submission and externally set assignment. Pupils must record their ideas, observations and insights both visually and through written annotation using appropriate specialist vocabulary, as work progresses to show their creative processes.</p> <p>In Component 1 and Component 2 pupils are required to work in one or more area(s) of textile design, such as those listed below:</p> <ul style="list-style-type: none"> ○ art textiles ○ fashion design and illustration ○ costume design ○ constructed textiles ○ printed and dyed textiles ○ surface pattern ○ stitched and/or embellished textiles ○ soft furnishings and/or textiles for interiors ○ digital textiles ○ installed textiles. <p>They may explore overlapping areas and combinations of areas.</p> <p>Pupils must demonstrate the ability to: use textile design techniques and processes, appropriate to their personal intentions, for example: weaving, felting, stitching, appliqué, construction methods, printing</p> <p>They must also use media and materials, as appropriate to their personal intentions, for example: Inks, yarns, threads, fibres, fabrics, textile materials, digital imagery.</p>	
EXTRA-CURRICULAR OPPORTUNITIES:	Visits to Museums and Galleries.	
IDEAL FOR CAREERS IN:	Fashion Industry, Stylist, Retail Fashion Buyer, Window Dresser and Store Merchandiser, Fashion and Design Illustration, Theatre and Costume Design, Performing Arts.	

SUBJECT:	(Art & Design) Three-dimensional design	
QUALIFICATION GRADE STRUCTURE	GCSE	Exam Board: AQA
COURSE STRUCTURE	<p>This is a linear course that is split into two units. Component one - Portfolio – 60%. Component two - Externally set assignment – 40%.</p>	
CONTENT:	<p>This qualification is based on the design, prototyping and modelling or making of primarily functional and aesthetic products. Pupils must provide evidence of drawing in both their portfolio submission and externally set assignment. Pupils must record their ideas, observations and insights both visually and through written annotation using appropriate specialist vocabulary, as work progresses to evidence their creative processes.</p> <p>In Component 1 and Component 2 pupils are required to work in one or more area(s) of three-dimensional design, such as those listed below:</p> <ul style="list-style-type: none"> ○ architectural design ○ sculpture ○ ceramics ○ product design ○ jewellery and body adornment ○ interior design ○ environmental/landscape/garden design ○ exhibition design ○ 3D digital design ○ designs for theatre, film and television. <p>They may explore overlapping areas and combinations of areas</p> <p>Pupils must demonstrate the ability to:</p> <ul style="list-style-type: none"> ● use three dimensional design techniques and processes, appropriate to their personal intentions, for example: model making, constructing, surface treatment, assembling, modelling ● use media and materials, as appropriate to students' personal intentions, for example: drawing materials, clay, wood, metal, plaster, plastic, found materials. 	
EXTRA-CURRICULAR OPPORTUNITIES:		
Visits to Museums and Galleries.		
IDEAL FOR CAREERS IN:		
Interior designer, architect, sculptor, landscape designer, set design, product designer, jewellery designer, exhibition designer.		

SUBJECT:	ENGINEERING (External Provider)*	
QUALIFICATION GRADE STRUCTURE	BTEC Level 2 First Award – Distinction*- Pass	Exam Board: Pearson Edexcel
COURSE STRUCTURE	4 units, one of which is assessed by exam. Each unit is worth 25% of the course.	
CONTENT:	<p>This course will be delivered in partnership with NEXUS Engineering Training Centre.. All lessons will be delivered by Nexus Centre staff. Places are strictly limited on this course and will be allocated following an interview with Nexus staff.</p> <p>This qualification provides a robust introduction to the world of engineering. It provides underpinning knowledge, understanding and practical skills that reflect the needs of employers and HE / FE providers. The course is presented through a work-related context, allowing pupils to understand both theory and application.</p> <p>Pupils will study the following 4 units on the course:</p> <p>Core units:</p> <ul style="list-style-type: none"> • The Engineering World (assessed by external online exam) • Investigating an Engineering Product (internal assessment) <p>Additional units studied:</p> <ul style="list-style-type: none"> • Health and Safety in Engineering (internal assessment) • Computer-aided Engineering (internal assessment) <p>The internal assessments will be assignment based.</p> <p>In order to be successful on this course pupils should have a foundation level of Maths and some basic ICT competence.</p>	
EXTRA-CURRICULAR OPPORTUNITIES: STEM opportunities at school and locally. Visits to local industries.		
IDEAL FOR CAREERS IN: Manufacturing, Automotive, Electrical and Mechanical sectors. The course is a good route into Junior Engineering posts or as a basis for further, more advanced study in Engineering.		

SUBJECT:	Finance (CeFe)*	
QUALIFICATION GRADE STRUCTURE	CeFe Level 2: A* - C	Exam Board: LiBF
COURSE STRUCTURE:	3 units, each assessed by external exam Units 1 and 2 are onscreen exams; unit 3 is a written exam.	
CONTENT:	<p>The Certificate in Financial Education gives pupils a good grounding in the world of money management and personal finance, as well an understanding of national and international finance and economics.</p> <p>The course is split into 3 units:</p> <p>Unit 1 – Finance, the individual and society This unit introduces pupils to the part that governments, business and banks play in affecting citizens’ finances. It looks at the economy, inflation and interest as well as currency and taxation. The exam is a 35 question onscreen multiple choice exam.</p> <p>Unit 2 – Practices of managing money This unit is based on effective budgeting, saving and avoiding debt. The exam is a 35 question onscreen multiple choice exam.</p> <p>Unit 3 – Financial capability, work and enterprise This unit focuses on the way that businesses work and focuses on a case study that is then used in the 1 hour written exam.</p> <p>Pupils have to pass all three units to get the Level 2 certificate.</p>	
EXTRA-CURRICULAR OPPORTUNITIES:	Visiting speakers and visits to local businesses.	
IDEAL FOR CAREERS IN:	This qualification offers key skills in personal money management that are relevant to all, as well as a good introduction for those interested in finance, accountancy, economics, politics, geography and demographics.	

SUBJECT:	FOOD AND COOKERY (VCert)*	
QUALIFICATION GRADE STRUCTURE	NCFE Level 2 Certificate in Food & Cookery Distinction* - Pass	Exam Board: NCFE
COURSE STRUCTURE:	25% of the qualification's content is externally assessed 75% of the qualification's content is internally assessed	
CONTENT:	<p>This qualification is for pupils with an interest in food and cookery. It will provide pupils with experience of using different cooking techniques and methods to enable them to use these within further education or apprenticeships. It will give pupils a basic understanding of the skills required for a career in food including health and safety.</p> <p>Pupils will cover four main areas.</p> <p>Three internally assessed units which are:</p> <ul style="list-style-type: none"> • prepare and cook using basic skills • understand food and its functions in the body and in recipes • planning and producing dishes (The brief will be externally set by the exam board.) <p>The externally assessed unit is:</p> <ul style="list-style-type: none"> • to understand balanced diets and modification of recipes for health <p>Over the course of two years pupils will build a portfolio of evidence to prove that they can plan, research, communicate and problem solve.</p>	
EXTRA-CURRICULAR OPPORTUNITIES:		
<p>Master classes in highly skilled cooking techniques to support coursework. Support offered to pupils when applying for subject-specific, work-experience.</p>		
IDEAL FOR CAREERS IN:		
<p>This qualification offers work related skills that will enable learners to go on to Catering College, take related A-levels or join the Armed Forces. It is a stepping stone to the Hospitality and Catering industry as well as providing key skills useful in the Food Manufacturing Industry.</p>		

SUBJECT:	HEALTH AND SOCIAL CARE	
QUALIFICATION GRADE STRUCTURE	BTEC Level 2 Tech Award Distinction* - Pass	Exam Board: Pearson Edexcel
COURSE STRUCTURE	The course consists of 3 units: Human Lifespan Development Internal Assessment Health and Social Care Services and Values Internal Assessment Health and Wellbeing Synoptic External Assessment (Exam)	
CONTENT:	<p>The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment.</p> <p>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.</p> <p>Attitudes, namely the care values that are vitally important in the sector, and the opportunity to practise applying them.</p> <p>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.</p> <p>This qualification builds on and uses the knowledge and skills learnt in GCSEs, such as English. It will complement the more theoretical aspects covered by GCSE Biology or GCSE Psychology by allowing learners to apply knowledge and skills practically in a vocational context.</p>	
EXTRA-CURRICULAR OPPORTUNITIES:		
Visits and practical opportunities that can be linked to work experience placements.		
IDEAL FOR CAREERS IN:		
Nursing, Social Work, Midwifery, Residential Care, NHS Administration, counsellor, child development. Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to A Level as preparation for entry into higher education in a range of subjects or study of a vocational qualification at Level 3, such as a BTEC National in Health and Social Care, which prepares learners to enter employment or apprenticeships, or higher education.		

SUBJECT:	Information Communication & Technology (ICT)*	
QUALIFICATION GRADE STRUCTURE	Certificate in Digital Application (CIDA) (A to C)	Exam Board: Pearson Edexcel
COURSE STRUCTURE	75% Controlled Assessment Coursework 25% Examination	
CONTENT:	<p>The Pearson Edexcel Level 2 Certificate in Digital Applications has been designed to engage and enthuse young people with an interest in creative computing, for example digital graphics and animations, interactive multimedia products and computer games. Our aim is to encourage learners to consider pursuing education, training and career paths which will contribute to the nation's economic wellbeing, while achieving job satisfaction and reward.</p> <p>Unit 1 - Mandatory Unit: Developing Web Product Assessment: Practical Exam - 25% of overall mark This unit aims to give pupils the knowledge and skills you need to produce attention grabbing web products using web authoring software, multimedia assets and navigation features. Pupils have to demonstrate their ability to design, build and test a web product in a practical computer-based examination set by Pearson and held online.</p> <p>Unit 2 – A choice of one of the following Units: Assessment is a Summative Project on one of the following units – 75% of the overall mark</p> <ul style="list-style-type: none"> • Creative Multimedia • Art Work and Imaging • Game Making <p>The Summative Project is the means by which students bring together the knowledge, skills and understanding that they have acquired throughout the unit into a synoptic piece of work. There is one Summative Project for one of the above units, based on a brief. Summative Project Briefs are set by Pearson, administered and marked by the centre, and moderated by Pearson.</p>	
EXTRA-CURRICULAR OPPORTUNITIES:	Guest speakers – External visits – Trips related to the subject area.	
IDEAL FOR CAREERS IN:	Web Designer, Computer Games Developer, Software Developer, Network Engineer, Systems Analyst, Network Manager, Database Administrator, Archivist, Cartographer, Information Scientist, IT Support, Media Researcher, Data Entry Clerk, Technical Author, Security Service personnel.	

SUBJECT:	MUSIC*	
QUALIFICATION GRADE STRUCTURE	Level 2 BTEC First Award Distinction* - Pass	Exam Board: Pearson Edexcel
COURSE STRUCTURE	25% External Exam 75% internally assessed assignments	
CONTENT:	<p>Performing with confidence and the ability to work independently are the keys to success on this course. The first term is spent exploring performance, song-writing and gaining confidence from working with others. The BTEC is aimed at pupils who want to participate in the music industry (at a local and national level).</p> <p>In Year 10 pupils complete one of the key units (Unit 2) which involves the development and delivery of a musical product (a music video). There will be opportunities for you to create your own music using music technology and real instruments. The Music Industry, as a topic, is studied throughout the course in preparation for the Unit 1 exam, taken in Year 11.</p> <p>The performance skills learnt in Year 10 are used to complete a coursework unit that culminates in a performance to a public audience.</p> <p>Towards the end of the course, you will complete a unit on music technology and live sound. Every part of the course is designed to give pupils the skills to function as a professional musician.</p>	
EXTRA-CURRICULAR OPPORTUNITIES:		
Regular performances in and out of school. Leadership experience through the 'Music Leaders' programme. Visiting musicians. Trips to concerts.		
IDEAL FOR CAREERS IN:		
Music venues and theatres, music publishing and record companies, any venue where live sound plays a major part. Working as a performer.		

SUBJECT:	PHYSICAL EDUCATION (BTEC)*	
QUALIFICATION GRADE STRUCTURE	BTEC Level 2 Award in Sport Distinction* - PASS	Exam Board: Pearson Edexcel
COURSE STRUCTURE	1 Unit (25%) Online Theory Test 3 Units (75%) Assignment based Assessments	
CONTENT:	<p>If you select this course you should have a love of sport and a keen interest in all aspects of sporting life. You will develop and apply your knowledge and understanding through the following units of work:</p> <p>UNIT 1: Fitness for Sport and Exercise (online test) In this unit you will:</p> <ul style="list-style-type: none"> • learn about the components of fitness and the principles of training • explore different fitness training methods • investigate fitness testing to determine fitness levels. <p>This unit is assessed with a 60 minute online theory test. The test will be taken at the end of the unit of study. Some practical lessons will be used for you to experience the principles of training & fitness testing methods.</p> <p>UNIT 2: Practical Sport (3 assignments) In this unit you will study two sports in depth. By the end of the unit you will be assessed through several assignments and video evidence to show that you:</p> <ul style="list-style-type: none"> • understand the rules, regulations and scoring systems for selected sports • can practically demonstrate skills, techniques and tactics in two selected sports • are able to review a sports performance. <p>UNIT 3: Training for Personal Fitness (4 assignments) By the end of this unit you will:</p> <ul style="list-style-type: none"> • design a personal fitness training programme • exercise adherence factors & strategies for training success • implement a self-designed personal fitness training programme to achieve your own goals and objectives • review your personal fitness training programme. <p>UNIT 4: Leading Sports Activities (3 assignments) In this unit you will learn about:</p> <ul style="list-style-type: none"> • the attributes associated with successful sports leadership • how to undertake the planning and leading of sports activities • reviewing your planning and leading of sports activities. 	
EXTRA-CURRICULAR OPPORTUNITIES:		
Many extra-curricular opportunities are available including lunchtime and afterschool clubs and sports teams. Sports involvement outside of school will also benefit pupils on this course.		
IDEAL FOR CAREERS IN:		
The Sports Industry. Fitness/Personal Trainer. Sports Coach. Analyst. Armed Services. Teacher. Event Organiser. Also, jobs where team work, leadership, decision making and presentation skills are required.		

CURRICULUM CHOICES 2018-20 – PUPIL SELECTION



Pupil Name: _____

Form: _____

Below you should select the subjects that you would like to study during Years 10 and 11.

You should read this booklet carefully and also discuss your choices thoroughly with parents and subject teachers. Please bring this form to the interview. You will be expected to leave the form with the member of staff at the end of the interview.

- a) You must place a tick to indicate choice in option pools A-D.
- b) You can only select a subject once.
- c) Write an 'R' next to your reserve choices in each option pool.

Option A		Option B		Option C		Option D	
French		Religious Studies		Food		Media Studies	
Geography		Engineering		3D Design		History	
History		Geography		ICT		Health and social care	
PE		Art		Health and social care		Geography	
Finance		Photography		Textile Design		Business Studies	
		History		Geography		Engineering	
		PE		History		PE	
		Health and social care		Photography		Music	
				Drama		Art	
				Graphic Communication			

Signed by: _____ (parent/carer)

Signed by: _____ (senior staff)

Signed by: _____ (pupil)