

**LYNN GROVE ACADEMY**



**CURRICULUM  
CHOICES  
BOOKLET  
  
2019/2021**

*Issued: March 2019*



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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 pupils 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*)**
6. **PSHE**

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

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

| GCSE                   | VOCATIONAL & TECHNICAL AWARDS               |
|------------------------|---|
| ART & DESIGN           | CHILD DEVELOPMENT (BTEC)                    |
| BUSINESS               | ENGINEERING (BTEC)                          |
| DT GRAPHICS            | ENTERPRISE & MARKETING (Cambridge National) |
| DT RESISTANT MATERIALS | HEALTH AND SOCIAL CARE (BTEC)               |
| DRAMA                  | HOSPITALITY AND CATERING (WJEC L2 award)    |
| FOOD PREP & NUTRITION  | IT (Cambridge National)                     |
| FRENCH / SPANISH       | MUSIC (BTEC)                                |
| GEOGRAPHY              | SPORT (BTEC)                                |
| HISTORY                |   |
| MEDIA STUDIES          |   |
| PHOTOGRAPHY            |   |
| RELIGIOUS EDUCATION    |   |

Pupils can take **one but not both** of the following subjects

- Art or Photography
- Food Prep or Hospitality & Catering
- Health and Social Care or Child Development
- Enterprise & Marketing or Business

The subject teacher will advise as to which is most suitable for your child.

## **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](http://www.icould.com)
- [www.u-xplore.com](http://www.u-xplore.com)
- [www.helpyouchoose.org](http://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**

## GCSE QUALIFICATIONS

|  |  |                        |
|--|--|------------------------|
| <b>SUBJECT:</b>                        | <b>ENGLISH (Language &amp; Literature)</b>   |                        |
| <b>QUALIFICATION GRADE STRUCTURE</b>   | <b>GCSE 9-1</b>  | <b>Exam Board: AQA</b> |
| <b>COURSE STRUCTURE</b>                | <b>100% terminal assessment by exam</b>  |                        |
| <b>CONTENT:</b>                        | <p><b>GCSE English Language:</b><br/>           You will study for exams in 2 papers.<br/>           Paper 1: Explorations in Creative Reading and Writing aims to engage you in a creative text and inspire you to write creatively by:</p> <ul style="list-style-type: none"> <li>• reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to engage the reader.</li> <li>• 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.</li> </ul> <p>Paper 2, Writer’s viewpoints and perspectives. This aims to develop your 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 you to demonstrate your skills by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>GCSE English Literature:</b><br/>           Paper 1, section A, you 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. In section C, you will answer one question on each of two unseen poems and one comparative question.</p> |                        |
| <b>EXTRA-CURRICULAR OPPORTUNITIES:</b> | 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.   |                        |
| <b>IDEAL FOR CAREERS IN:</b>           | 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!  |                        |

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| <b>SUBJECT:</b>   | <b>MATHEMATICS</b>  |                        |
| <b>QUALIFICATION<br/>GRADE STRUCTURE</b>  | <b>GCSE<br/>9-1</b>   | <b>Exam Board: AQA</b> |
| <b>COURSE<br/>STRUCTURE</b>   | <b>100% terminal assessment by examination</b>  |                        |
| <b>CONTENT:</b>   | <p>Whether you plan to continue studying or to 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"> <li>• Number</li> <li>• Algebra</li> <li>• Ratio, proportion and rates of change</li> <li>• Geometry and measures</li> <li>• Probability</li> <li>• Statistics</li> </ul> <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 without a calculator. Each exam is 90 minutes long.</p> |                        |
| <b>EXTRA-CURRICULAR OPPORTUNITIES:</b>  |   |                        |
| <p><b>Maths Leaders</b> – A chance to develop your leadership and mentoring skills, and support other pupils who may need some extra help with maths.</p> <p><b>Maths Challenge</b> - The UKMT Individual Maths Challenges are designed to challenge and stimulate pupils' interest in Maths at all levels.</p> <p>A range of visits and careers related events take place in the department.</p> |   |                        |
| <b>IDEAL FOR CAREERS IN:</b>  |   |                        |
| <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 &amp; Computing.</p>                              |   |                        |

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|--|---|------------------------|
| <b>SUBJECT:</b>                        | <b>BIOLOGY, CHEMISTRY, PHYSICS</b>  |                        |
| <b>QUALIFICATION GRADE STRUCTURE</b>   | <b>GCSE<br/>9-1</b>   | <b>Exam Board: AQA</b> |
| <b>COURSE STRUCTURE</b>                | <b>100% exam based.<br/>This will result in 3 GCSEs, named Biology, Chemistry and Physics.</b>  |                        |
| <b>CONTENT:</b>                        | <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><b>Biology</b><br/>Cell biology, organization, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution, ecology.</p> <p><b>Chemistry</b><br/>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><b>Physics</b><br/>Forces, energy, waves, electricity, magnetism and electromagnetism, particle model of matter, atomic structure.</p> <p><b>Assessments</b><br/>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> |                        |
| <b>EXTRA-CURRICULAR OPPORTUNITIES:</b> | Visits to local industry and scientific research centres such as the John Innes Centre. Visiting speakers.  |                        |
| <b>IDEAL FOR CAREERS IN:</b>           | 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.   |                        |

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| <b>SUBJECT:</b>                        | <b>COMBINED SCIENCE: TRILOGY</b>   |                        |
| <b>QUALIFICATION GRADE STRUCTURE</b>   | <b>GCSE 9-1</b>  | <b>Exam Board: AQA</b> |
| <b>COURSE STRUCTURE</b>                | <b>100% exam based. This will result in two GCSE grades, both reported together under the name “Combined Science”.</b>   |                        |
| <b>CONTENT:</b>                        | <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><b>Biology</b><br/>Cell biology, organisation, infection and response, bioenergetics, homeostasis and response, Inheritance, variation and evolution, ecology.</p> <p><b>Chemistry</b><br/>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><b>Physics</b><br/>Forces, energy, waves, electricity, magnetism and electromagnetism, particle model of matter, atomic structure.</p> <p><b>Assessments</b><br/>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> |                        |
| <b>EXTRA-CURRICULAR OPPORTUNITIES:</b> | Visits to local industry and scientific research centres such as the John Innes Centre. Visiting speakers.   |                        |
| <b>IDEAL FOR CAREERS IN:</b>           | 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.  |                        |

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|--|--|------------------------------------|
| <b>SUBJECT:</b>  | <b>(ART &amp; DESIGN) ART</b>  |                                    |
| <b>QUALIFICATION GRADE STRUCTURE</b>   | <b>GCSE 9-1</b>  | <b>Exam Board: Pearson Edexcel</b> |
| <b>COURSE STRUCTURE</b>  | <b>60% Personal Portfolio<br/>40% Externally Set Assignment</b>  |                                    |
| <b>CONTENT:</b>  | <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> |                                    |
| <b>EXTRA-CURRICULAR OPPORTUNITIES:</b>   |  |                                    |
| 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.   |  |                                    |
| <b>IDEAL FOR CAREERS IN:</b>   |  |                                    |
| 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. |  |                                    |

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|---|---|------------------------------------|
| <b>SUBJECT:</b>   | <b>BUSINESS</b>   |                                    |
| <b>QUALIFICATION GRADE STRUCTURE</b>  | <b>GCSE (9-1)</b>   | <b>Exam Board: Pearson Edexcel</b> |
| <b>COURSE STRUCTURE</b>   | <b>100% Examination</b>   |                                    |
| <b>CONTENT:</b>   | <p>Pupils investigate modern business practices through a variety of real life case studies and examples. They gain a good understanding of everything that it takes to set up a business, how to market and sell products and services effectively, and how a business' finance works.</p> <p>The course is split into 2 themes.</p> <p><b>Theme 1: Investigating small business</b><br/>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 the planning and financing stages, and explores how external influences can have an impact on a business.</p> <p><b>Theme 2: Building a business</b><br/>This component takes a closer look at the role of growing a business and its marketing, operations, finance and human resources functions.</p> <p>Pupils learn to analyse business data, cost and plan effectively to make profit and learn the importance of enterprise skills.</p> <p>Each theme is examined with a 90 minute written exam that involves a mixture of multiple choice, analysis and case study based questions. These are both taken at the end of Year 11.</p> |                                    |
| <b>EXTRA-CURRICULAR OPPORTUNITIES:</b>  |   |                                    |
| <p>Guest speakers – External visits – Trips related to subject area.<br/>Enterprise competitions and challenges.</p>  |   |                                    |
| <b>IDEAL FOR CAREERS IN:</b>  |   |                                    |
| <p>Any career that needs an understanding of how a business runs. Running your own business – Supply Chain Manager, Advertising, Production &amp; Marketing, Accounts and Finance, Management &amp; Administration.</p> |   |                                    |

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|--|--|------------------------|
| <b>SUBJECT:</b>  | <b>DESIGN TECHNOLOGY: GRAPHICS (Papers and Boards)</b>   |                        |
| <b>QUALIFICATION</b>   | <b>GCSE</b>  | <b>Exam Board: AQA</b> |
| <b>GRADE STRUCTURE</b>   | <b>9-1</b>   |                        |
| <b>COURSE STRUCTURE</b>  | <p><b>This is a linear course that is split in to two units.</b></p> <ul style="list-style-type: none"> <li>• <b>Written exam: 2 hours - 100 marks = 50% of GCSE</b></li> <li>• <b>Non-exam assessment (NEA): 100 marks = 50% of GCSE</b></li> </ul>   |                        |
| <b>CONTENT:</b>  | <p>GCSE Design and Technology (Graphics) will prepare students to participate confidently and successfully in an increasingly technological world. A GCSE in Graphics enables students to design and make products with creativity &amp; originality using a range of skills &amp; techniques. This course encourages innovative design and enables you to follow your own interests whether it be in advertising, illustration, design, motion media, interactive design (including web, app and game) and architecture. We encourage the use of exciting new technology and modern materials and will develop your skills in designing, CAD/CAM and product manufacture. You will have access to a range of materials, from paper and card to plastic and foam. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors.</p> <p><b>The qualification is assessed in two parts:</b></p> <p><b>Written exam: 2 hours - 100 marks = 50% of GCSE. Students are assessed on:</b></p> <ul style="list-style-type: none"> <li>- Section A – Core technical principles (20 marks) A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.</li> <li>- Section B – Specialist technical principles (30 marks) Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.</li> <li>- Section C – Designing and making principles (50 marks)</li> </ul> <p><b>Non-exam assessment (NEA): 100 marks = 50% of GCSE. Students are assessed on:</b></p> <ul style="list-style-type: none"> <li>- Identifying and investigating design possibilities</li> <li>- Producing a design brief and specification</li> <li>- Generating design ideas</li> <li>- Developing design ideas</li> <li>- Realising design ideas</li> <li>- Analysing &amp; evaluating</li> </ul> |                        |
| <b>EXTRA-CURRICULAR OPPORTUNITIES:</b>   |  |                        |
| Visits to industry, STEM based links, Arkwright Engineering Scholarships.  |  |                        |
| <b>IDEAL FOR CAREERS IN:</b>   |  |                        |
| Graphic designer, illustrator, Interior designer, promotional advertising, games designer, web designer, animator, architect, 3D animator. |  |                        |

|   |  |                        |
|---|--|------------------------|
| <b>SUBJECT:</b>   | <b>DESIGN TECHNOLOGY: RESISTANT MATERIALS (Timbers)</b>  |                        |
| <b>QUALIFICATION GRADE STRUCTURE</b>  | <b>GCSE 9-1</b>  | <b>Exam Board: AQA</b> |
| <b>COURSE STRUCTURE</b>   | <p><b>This is a linear course that is split in to two units.</b></p> <ul style="list-style-type: none"> <li>• <b>Written exam: 2 hours - 100 marks = 50% of GCSE</b></li> <li>• <b>Non-exam assessment (NEA): 100 marks = 50% of GCSE</b></li> </ul>   |                        |
| <b>CONTENT:</b>   | <p>GCSE Design and Technology (RM) will prepare students to participate confidently and successfully in an increasingly technological world. A GCSE in Resistant Materials enables students to design and make products with creativity &amp; originality using a range of skills &amp; techniques. This course encourages innovative design and enables you to follow your own interests whether it be in design, engineering, industrial design, carpentry, and any other related apprenticeships. We encourage the use of exciting new technology and modern materials and will develop your skills in designing, CAD/CAM and producing high quality timber based products. You will have access to a range of materials including woods, metals and plastics. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors.</p> <p><b>The qualification is assessed in two parts:</b></p> <p><b>Written exam: 2 hours - 100 marks = 50% of GCSE. Students are assessed on:</b></p> <ul style="list-style-type: none"> <li>- Section A – Core technical principles (20 marks) A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.</li> <li>- Section B – Specialist technical principles (30 marks) Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles.</li> <li>- Section C – Designing and making principles (50 marks)</li> </ul> <p><b>Non-exam assessment (NEA): 100 marks = 50% of GCSE. Students are assessed on:</b></p> <ul style="list-style-type: none"> <li>- Identifying and investigating design possibilities</li> <li>- Producing a design brief and specification</li> <li>- Generating design ideas</li> <li>- Developing design ideas</li> <li>- Realising design ideas</li> <li>- Analysing &amp; evaluating</li> </ul> |                        |
| <b>EXTRA-CURRICULAR OPPORTUNITIES:</b>  |  |                        |
| Visits to industry, STEM based links, Arkwright Engineering Scholarships.   |  |                        |
| <b>IDEAL FOR CAREERS IN:</b> Engineering, Product Design, Apprenticeships in Carpentry and related subjects, jewelry & industrial design etc. |  |                        |

|   |  |                        |
|---|--|------------------------|
| <b>SUBJECT:</b>   | <b>DRAMA &amp; THEATRE STUDIES</b>   |                        |
| <b>QUALIFICATION<br/>GRADE STRUCTURE</b>  | <b>GCSE<br/>9-1</b>  | <b>Exam Board: AQA</b> |
| <b>COURSE<br/>STRUCTURE</b>   | <b>Practical coursework and performance– 60%<br/>Written exam – 40%.</b>   |                        |
| <b>CONTENT:</b><br>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>Pupils have a mix of practical hands on experience of performance as well as learning about the structure, technique and performance of set plays.</p> <p><b>GCSE Drama and Theatre Studies:</b><br/>The subject content for GCSE Drama is divided into three components:</p> <p><b>1. Understanding Drama</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour and 45 minutes.</li> <li>• Open book.</li> <li>• 80 marks.</li> <li>• 40% of GCSE.</li> </ul> <p><b><i>This component is marked by AQA.</i></b></p> <p><b>2. Devising Drama</b></p> <ul style="list-style-type: none"> <li>• Devising log (60 marks).</li> <li>• Devised performance (20 marks).</li> <li>• 80 marks in total.</li> <li>• 40% of GCSE.</li> </ul> <p><b><i>This component is marked by teachers and moderated by AQA.</i></b></p> <p><b>3. Texts in practice</b></p> <ul style="list-style-type: none"> <li>• Performance of Extract 1 (25 marks) and Extract 2 (25 marks).</li> <li>• 50 marks in total.</li> <li>• 20% of GCSE.</li> </ul> <p><b><i>This component is marked by AQA.</i></b></p> |                        |
| <b>EXTRA-CURRICULAR OPPORTUNITIES:</b>  | <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; communication skills; analytical, critical and research skills; the ability to cope with criticism and learn from it; and most importantly stamina!</p>   |                        |
| <b>IDEAL FOR CAREERS IN:</b>  | <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>   |                        |

|  |   |                                |
|--|---|--------------------------------|
| <b>SUBJECT:</b>                        | <b>FOOD PREPARATION AND NUTRITION</b>   |                                |
| <b>QUALIFICATION GRADE STRUCTURE</b>   | <b>GCSE 9-1</b>   | <b>Exam Board: WJEC Eduqas</b> |
| <b>COURSE STRUCTURE</b>                | <b>50% - Written Exam – 1 hr 45 mins.</b><br><b>50% - Non- Examination Assessment: Internally assessed.</b><br><b>(Assessment 1: 8 hours. Assessment 2: 12 hours)</b>   |                                |
| <b>CONTENT:</b>                        | <p>This course is for students who want to develop their knowledge, skills and understanding of the Food, Catering and Nutrition industries. Food Preparation and Nutrition equips students with the knowledge, skills and understanding required to cook and enables learners to apply the principles of Food Science, Nutrition and Healthy Eating. Students will be able to make informed decisions about a wide range of further learning opportunities and career pathways, and develop vital life skills so that they can feed themselves and others affordably and nutritiously.</p> <p><b>Summary of assessment:</b></p> <p><b>Written Exam (50%) – Principles of Food Preparation &amp; Nutrition</b></p> <p><b>Section A:</b> questions based on stimulus material.<br/> <b>Section B:</b> structured, short and extended response questions to assess content related to food preparation and nutrition.</p> <p><b>Non-Examination Assessment (50%) – Food Preparation &amp; Nutrition in action</b></p> <p><b>Assessment 1: The Food Investigation Assessment (8 hours)</b><br/> A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.</p> <p><b>Assessment 2: The Food Preparation Assessment (12 hours)</b><br/> Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.</p> |                                |
| <b>EXTRA-CURRICULAR OPPORTUNITIES:</b> | Master classes in high skilled cooking techniques to support NEA. Support offered to pupils when applying for subject-specific work-experience.   |                                |
| <b>IDEAL FOR CAREERS IN:</b>           | This qualification offers a wealth of transferable skills. It will enable learners to further their studies in related A-levels such as Chemistry, Biology and PE. This course can be studied to degree level. Students may also wish to go on to Catering College. Food & Nutrition is very relevant to a number of employment areas, including the NHS (Dietician and Nutritionist), Catering and Hospitality, Product Development, Fitness Industry, Care Work, Social Work, Occupational & Physical Therapy, Sports related industries and of course, finding that first part time job.   |                                |

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| <b>SUBJECT:</b>   | <b>FRENCH</b>   |                        |
| <b>QUALIFICATION</b><br><b>GRADE STRUCTURE</b>  | <b>GCSE</b><br><b>9-1</b>   | <b>Exam Board: AQA</b> |
| <b>COURSE STRUCTURE</b>   | <b>100% terminal exam.</b><br><b>Split into four papers at Foundation or Higher Level</b>   |                        |
| <b>CONTENT:</b>   | <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 &amp; 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"> <li>• Employment and future plans</li> <li>• Technology and the internet</li> <li>• Fashion and free time</li> <li>• Social and global issues</li> </ul> <p>Assessment is by final examination split evenly amongst the 4 skill areas.</p> <p><b>Paper 1: Listening and Understanding (25%)</b><br/>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><b>Paper 2: Speaking (25%)</b><br/>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><b>Paper 3: Reading and understanding (25%)</b><br/>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><b>Paper 4: Writing (25%)</b><br/>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> |                        |
| <b>EXTRA-CURRICULAR OPPORTUNITIES:</b><br>Opportunities to visit a French speaking country.   |   |                        |
| <b>IDEAL FOR CAREERS IN:</b><br>Any career that involves work or travel abroad. Leisure and Tourism, Sport, Marketing and Advertising, Transport and Logistics, Catering and Hospitality, Languages, Information and Culture, Teaching. |   |                        |

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| <b>SUBJECT:</b>   | <b>GEOGRAPHY</b>  |                              |
| <b>QUALIFICATION GRADE STRUCTURE</b>  | <b>GCSE 9-1</b>   | <b>Exam Board: Edexcel A</b> |
| <b>COURSE STRUCTURE</b>   | <b>37.5% The Physical Environment (exam 1.5 hours)</b><br><b>37.5% The Human Environment (exam 1.5 hours)</b><br><b>25% Geographical investigations: Fieldwork and UK challenges (exam 1.5 hours)</b>   |                              |
| <b>CONTENT:</b>   | <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</p> <p>The course covers:</p> <p><b>The Physical Environment</b><br/> Section A: The changing landscapes of the UK: <ul style="list-style-type: none"> <li>• Coastal landscapes and processes</li> <li>• River landscapes and processes</li> </ul> Section B: Weather hazards and climate change: <ul style="list-style-type: none"> <li>• Tropical storms</li> <li>• Droughts</li> </ul> Section C: Ecosystems, biodiversity and management <ul style="list-style-type: none"> <li>• Rainforests</li> <li>• Deciduous woodland</li> </ul> </p> <p><b>The Human Environment</b><br/> Section A: Changing cities<br/> Section B: Global development<br/> Section C: Resource management <ul style="list-style-type: none"> <li>• Energy resource management</li> </ul> </p> <p><b>Geographical Investigations: Fieldwork and UK Challenges</b><br/> Section A&amp;B: Geographical investigations – physical and human environments. 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 Physical environment.<br/> Section C: UK Challenges – Draw across your knowledge and understanding from all topics to investigate a challenge for the UK.</p> |                              |
| <b>EXTRA-CURRICULAR OPPORTUNITIES:</b>  |   |                              |
| Fieldwork will be an essential part of the course. Opportunities for visits to: Pompeii, Italy and UK coastal sites.  |   |                              |
| <b>IDEAL FOR CAREERS IN:</b>  |   |                              |
| Basis for further study and jobs in a variety of fields including; science, meteorology, geology, natural science, environmental science, town or transport planning, surveying, conservation, sustainability, tourism, waste and water management, international relations and charities. The army, police, government, research organisations, law and business world value the practical research skills that geographers develop. |   |                              |

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| <b>SUBJECT:</b>                        | <b>HISTORY</b>  |                                    |
| <b>QUALIFICATION GRADE STRUCTURE:</b>  | <b>GCSE 9-1</b>   | <b>Exam Board: Pearson Edexcel</b> |
| <b>COURSE STRUCTURE:</b>               | <b>100% Exam (3 exams)</b>  |                                    |
| <b>CONTENT:</b>                        | <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><b>Thematic study of medicine:</b><br/> Medicine in Britain from the Medieval era to the present day.<br/> The British sector of the Western Front during World War One: injuries, treatments and the trenches.<br/> Paper 1 - <b>30% of GCSE grade.</b></p> <p><b>British Depth study:</b><br/> Early Elizabethan England 1558–88 - Government, religion, revolts, plots &amp; planned invasions, entertainment, poverty and the age of exploration –<br/> Paper 2 - <b>20% of GCSE grade.</b></p> <p><b>Period study:</b><br/> 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.<br/> Paper 2 - <b>20% of GCSE grade.</b></p> <p><b>Modern Depth study:</b><br/> 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.<br/> Paper 3 - <b>30% of GCSE grade.</b></p> |                                    |
| <b>Extra-curricular Opportunities:</b> | Medicine through time. Possible trips to London and Belgium (battlefields). Visits to the theatre.  |                                    |
| <b>Ideal for Careers in:</b>           | 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.  |                                    |

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| <b>SUBJECT:</b>   | <b>MEDIA STUDIES</b>   |                                |
| <b>QUALIFICATION GRADE STRUCTURE</b>  | <b>GCSE 9-1</b>  | <b>Exam Board: WJEC Eduqas</b> |
| <b>COURSE STRUCTURE</b>   | <b>2 x 1hr 30 minute exams (70%)<br/>Practical coursework – creating a media product. (30%)</b>  |                                |
| <b>CONTENT:</b>   | <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:<br/>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 editing stations 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> |                                |
| <b>EXTRA-CURRICULAR OPPORTUNITIES:</b>  |  |                                |
| <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 &amp; the Harry Potter Studios.</p>   |  |                                |
| <b>IDEAL FOR CAREERS IN:</b>  |  |                                |
| <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> |  |                                |

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| <b>SUBJECT:</b>  | <b>(ART &amp; DESIGN) PHOTOGRAPHY</b>  |  |
| <b>QUALIFICATION<br/>GRADE STRUCTURE</b>   | <b>GCSE<br/>9-1</b>  | <b>Exam Board:<br/>Pearson Edexcel</b> |
| <b>COURSE<br/>STRUCTURE</b>  | <b>60% Portfolio<br/>40% Externally Set Assignment</b>   |  |
| <b>CONTENT:</b>  | <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> |  |
| <b>EXTRA-CURRICULAR OPPORTUNITIES:</b>   |  |  |
| <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>   |  |  |
| <b>IDEAL FOR CAREERS IN:</b>   |  |  |
| <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> |  |  |

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| <b>SUBJECT:</b>   | <b>RELIGIOUS STUDIES</b>  |                        |
| <b>QUALIFICATION GRADE STRUCTURE</b>  | <b>GCSE 9-1</b>   | <b>Exam Board: AQA</b> |
| <b>COURSE STRUCTURE</b>   | <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>   |                        |
| <b>CONTENT:</b>   | <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><b>Paper 1</b><br/>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><b>Paper 2</b><br/>You will be required to study the following philosophical and ethical themes: -</p> <ol style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> <li>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</li> <li>e. Relationships and families – marriage; cohabitation and extended families; family planning; parenting; divorce; gender inequality and prejudice; rights of the child</li> </ol> |                        |
| <b>EXTRA-CURRICULAR OPPORTUNITIES:</b>  |   |                        |
| Visiting speakers and visits to local and national centres.   |   |                        |
| <b>IDEAL FOR CAREERS IN:</b>  |   |                        |
| 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. |   |                        |

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| <b>SUBJECT:</b>   | <b>SPANISH</b>  |                        |
| <b>QUALIFICATION<br/>GRADE STRUCTURE</b>  | <b>GCSE<br/>9-1</b>   | <b>Exam Board: AQA</b> |
| <b>COURSE<br/>STRUCTURE</b>   | <b>100% terminal exam.<br/>Split into four papers at Foundation or Higher Level</b>   |                        |
| <b>CONTENT:</b>   | <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 &amp; interesting to young people, as well as cultural information on Spanish 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"> <li>• Employment and future plans</li> <li>• Technology and the internet</li> <li>• Fashion and free time</li> <li>• Social and global issues</li> </ul> <p>Assessment is by final examination split evenly amongst the 4 skill areas.</p> <p><b>Paper 1: Listening and Understanding (25%)</b><br/>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><b>Paper 2: Speaking (25%)</b><br/>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><b>Paper 3: Reading and understanding (25%)</b><br/>You will be assessed on your understanding of written Spanish 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 Spanish into English.</p> <p><b>Paper 4: Writing (25%)</b><br/>You will be required to produce extended responses of varying lengths and types to express ideas and opinions in Spanish. There is also a question requiring basic translation.</p> |                        |
| <b>EXTRA-CURRICULAR OPPORTUNITIES:</b><br>Opportunities to visit a Spanish speaking country.  |   |                        |
| <b>IDEAL FOR CAREERS IN:</b><br>Any career that involves work or travel abroad. Leisure & Tourism, Sport, Marketing & Advertising, Transport and Logistics, Catering and Hospitality, Languages, Information and Culture, Teaching. |   |                        |

## VOCATIONAL QUALIFICATIONS

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| <b>SUBJECT:</b>  | <b>CHILDREN'S PLAY, LEARNING AND DEVELOPMENT</b>   |                                    |
| <b>QUALIFICATION GRADE STRUCTURE</b>   | <b>Edexcel BTEC Level 2 First Award Distinction* - Pass</b>  | <b>Exam Board: Pearson Edexcel</b> |
| <b>COURSE STRUCTURE</b>  | <p><b>The course consists of 3 units:</b></p> <ul style="list-style-type: none"> <li>• 1 External Assessment</li> <li>• 2 Internal Assessments.</li> </ul> <p><b>The units are:</b><br/> <b>Patterns of Child Development - External Assessment</b><br/> <b>Promoting Children's Development Through Play</b><br/> <b>The Principles of Early Years Practice</b></p>   |                                    |
| <b>CONTENT:</b>  | <p>The BTEC First in Children's Play, Learning and Development Award will inspire and enthuse pupils to consider a career in early years, or related sectors, where knowledge of child development is relevant. It give pupils the opportunity to gain a broad knowledge and understanding of, and develop skills in, the early years sector, for example, of child development and using play to promote child development.</p> <p>This BTEC First qualification provides further opportunity to enhance and reinforce skills in English and mathematics in naturally occurring, relevant, work-related contexts.</p> |                                    |
| <b>EXTRA-CURRICULAR OPPORTUNITIES:</b>   |  |                                    |
| Visits and practical opportunities that can be linked to work experience placements.   |  |                                    |
| <b>IDEAL FOR CAREERS IN:</b>   |  |                                    |
| <p>Early Years Practitioner, Nursery assistant, Primary school teaching assistant, Child development worker, Play worker.</p> <p>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 Nationals in Children's Play, Learning and Development, or BTEC level 3 in Children's Care which prepares learners to enter employment or apprenticeships, or higher education.</p> |  |                                    |

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| <b>SUBJECT:</b>   | <b>ENGINEERING (External Provider)*</b>   |  |
| <b>QUALIFICATION GRADE STRUCTURE</b>  | <b>BTEC<br/>Level 2 Tech Award – Distinction*- Pass</b>   | <b>Exam Board:<br/>Pearson Edexcel</b> |
| <b>COURSE STRUCTURE</b>   | <b>3 units, one of which is assessed externally by Pearson.<br/>Each unit is worth 25% of the course.</b>   |  |
| <b>CONTENT:</b>   | <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 3 units on the course:</p> <ul style="list-style-type: none"> <li>• Exploring Engineering Sectors and Design Applications (assessed internally)</li> <li>• Investigating an Engineering Project (assessed internally)</li> <li>• Responding to an Engineering Brief (A task set and marked by the exam board, completed in 3½ hours in two sessions in a week in exam conditions)</li> </ul> <p>In order to be successful on this course pupils should have a foundation level of Maths and some basic ICT competence.</p> |  |
| <b>EXTRA-CURRICULAR OPPORTUNITIES:</b><br>STEM opportunities at school and locally. Visits to local industries.   |   |  |
| <b>IDEAL FOR CAREERS IN:</b><br>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. |   |  |

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| <b>SUBJECT:</b>                          | <b>ENTERPRISE AND MARKETING</b>   |                        |
| <b>QUALIFICATION<br/>GRADE STRUCTURE</b> | <b>Cambridge National Certificate Level 2<br/>Enterprise and Marketing</b>  | <b>Exam Board: OCR</b> |
| <b>COURSE STRUCTURE</b>                  | <b>3 Units<br/>1 x written examination (90-minute paper)<br/>2 x Externally Set Assignments</b>   |                        |
| <b>CONTENT:</b>                          | <p>Pupils will study three units:</p> <p><b>Unit R064: Enterprise and marketing concepts</b><br/>Students explore the techniques businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers.</p> <p>Assessment<br/>80 Marks 1 hour 30 minutes written paper, OCR-set and marked</p> <p><b>Unit R065: Design a business proposal</b><br/>Students are presented with a business challenge from which they create a researched and costed business proposal. They will carry out market research, present data, use idea generation tools, seek and act on feedback, and cost their proposals. In their work on this unit they will develop their self-assessment, collaborative working, creativity, numeracy, research and evaluative skills.</p> <p>Assessment:<br/>60 Marks Centre-assessed task, OCR moderated</p> <p><b>Unit R066: Market and pitch a business proposal</b><br/>Students prepare for and pitch the business proposal that they developed in the previous unit. They develop a brand identity and investigate how best to promote their product and then plan, practise and finally deliver their pitch. Afterwards they review both their performance and their business proposal. This will help develop their analysis and self-evaluative skills as well as those relating to self-presentation.</p> <p>Assessment:<br/>60 Marks Centre-assessed task, OCR moderated</p> |                        |
| <b>EXTRA-CURRICULAR OPPORTUNITIES:</b>   | Guest speakers – External visits – Trips related to subject area.   |                        |
| <b>IDEAL FOR CAREERS IN:</b>             | Running your own business, Supply Chain Management, Advertising, Production & Marketing, Management & Administration.   |                        |

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| <b>SUBJECT:</b>  | <b>HEALTH AND SOCIAL CARE</b>  |                                    |
| <b>QUALIFICATION GRADE STRUCTURE</b>   | <b>BTEC Level 2 Tech Award Distinction* - Pass</b>   | <b>Exam Board: Pearson Edexcel</b> |
| <b>COURSE STRUCTURE</b>  | <p><b>The course consists of 3 units:</b><br/> Human Lifespan Development (Internal Assessment)<br/> Health and Social Care Services and Values (Internal Assessment)<br/> Health and Wellbeing Synoptic External Assessment (Exam)</p>  |                                    |
| <b>CONTENT:</b>  | <p>The Award gives pupils the opportunity to develop sector-specific knowledge and skills in a practical learning environment.</p> <p>The main focus is on four areas, which cover:</p> <ul style="list-style-type: none"> <li>• The development of key skills that prove your aptitude in health and social care such as interpreting data to assess an individual's health.</li> <li>• The process that underpins effective ways of working in health and social care, such as designing a plan to improve an individual's health and wellbeing</li> <li>• The attitudes that are considered most important in health and social care, including the care values that are vitally important in the sector, and the opportunity to practise applying them</li> <li>• The knowledge that underpins effective use of skills, process and attitudes in the sector such as human growth and development, health and social care services, and factors affecting people's health and wellbeing.</li> </ul> <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 by allowing learners to apply knowledge and skills practically in a vocational context.</p> |                                    |
| <b>EXTRA-CURRICULAR OPPORTUNITIES:</b>   |  |                                    |
| Visits and practical opportunities that can be linked to work experience placements.   |  |                                    |
| <b>IDEAL FOR CAREERS IN:</b>   |  |                                    |
| <p>Nursing, Social Work, Midwifery, Residential Care, NHS Administration, counsellor, child development.</p> <p>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.</p> |  |                                    |

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| <b>SUBJECT:</b>  | <b>HOSPITALITY AND CATERING</b>   |                         |
| <b>QUALIFICATION GRADE STRUCTURE</b>   | <b>WJEC Level 2 Vocational Award in Hospitality and Catering: Distinction* - Pass</b>   | <b>Exam Board: WJEC</b> |
| <b>COURSE STRUCTURE:</b>   | <b>Unit 1: The Hospitality and Catering Industry</b><br><b>40% of the qualification (externally assessed)</b><br><b>Unit 2: Hospitality and Catering in Action</b><br><b>60% of the qualification (internally assessed)</b>   |                         |
| <b>CONTENT:</b>  | <p><b>This course is for students who want to develop their knowledge, skills and understanding of the Hospitality and Catering industry.</b></p> <p>Students will learn about a range of Hospitality and Catering providers; how they operate and what they have to take into account to be successful. Students will learn about issues relating to nutrition and food safety and how they affect successful hospitality and catering operations. Students have the opportunity to develop their food preparation and cooking skills as well as develop their transferable skills in problem solving, organisation, time management, planning and communication.</p> <p><b>Pupils will complete two assessments:</b></p> <p><b>Unit 1: The Hospitality and Catering industry (Exam – 40%). The outcomes within this unit are:</b></p> <ul style="list-style-type: none"> <li>• Understand the environment in which hospitality and catering providers operate</li> <li>• Understand how hospitality and catering provisions operate</li> <li>• Understand how hospitality and catering provision meets health and safety requirements</li> <li>• Know how food can cause ill health</li> <li>• Be able to propose a hospitality and catering provision to meet specific requirements</li> </ul> <p><b>Unit 2: Hospitality and Catering in Action. The outcomes in this unit are:</b></p> <ul style="list-style-type: none"> <li>• understand the importance of nutrition when planning menus</li> <li>• understand menu planning</li> <li>• be able to cook dishes</li> </ul> |                         |
| <b>EXTRA-CURRICULAR OPPORTUNITIES:</b>   |   |                         |
| Master classes in highly skilled cooking techniques to support coursework.<br>Support offered to pupils when applying for work-experience.<br>Trips e.g. Trip to Norfolk show to experience new food tasting and food based research tasks!  |   |                         |
| <b>IDEAL FOR CAREERS IN:</b>   |   |                         |
| This qualification offers transferable 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 and Nutrition industries. The course also lends itself well to helping students find that first part time job! |   |                         |

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| <b>SUBJECT:</b>  | <b>INFORMATION TECHNOLOGIES</b>  |                        |
| <b>QUALIFICATION<br/>GRADE STRUCTURE</b>   | <b>Cambridge National Certificate Level 2<br/>Information Technologies</b>   | <b>Exam Board: OCR</b> |
| <b>COURSE STRUCTURE</b>  | <b>1x80 Mark Examination (105-minute paper)<br/>1x80 Mark Externally Set Assignment</b>  |                        |
| <b>CONTENT:</b>  | <p><b>Pupils study 2 units</b></p> <p><b>R012: Understanding tools, techniques, methods and processes for technological solutions</b><br/>Students develop their knowledge and understanding of different hardware and software applications and the tools and techniques used to select, store, manipulate and present data. They also explore the various risks associated with the collection, storage and use of data, including legal, moral, ethical and security issues, and how such risks can be mitigated.</p> <p>Assessment:<br/>80 Marks 1 hour 45 minutes Written paper, OCR-set and marked.</p> <p><b>R013: Developing technological solutions</b><br/>Students create a technological solution that processes data and communicates information, following the phases of the project life cycle using different hardware and software technologies to create an integrated technological solution. They develop practical skills such as carrying out a SWOT analysis, creating GANTT charts, developing online surveys, and presenting data through web-based technologies.</p> <p>Assessment:<br/>80 Marks Centre-assessed task, OCR moderated.</p> |                        |
| <b>EXTRA-CURRICULAR OPPORTUNITIES:</b><br>Guest speakers – External visits – Trips related to subject area.                                    |  |                        |
| <b>IDEAL FOR CAREERS IN:</b><br>Project management, IT Consultant, IT Management, IT Safety & Security Systems, Management and Administration. |  |                        |

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| <b>SUBJECT:</b>                        | <b>MUSIC</b>   |                                    |
| <b>QUALIFICATION GRADE STRUCTURE</b>   | <b>Level 2 BTEC First Award Distinction* - Pass</b>  | <b>Exam Board: Pearson Edexcel</b> |
| <b>COURSE STRUCTURE</b>                | <b>25% External Exam<br/>75% internally assessed assignments</b>   |                                    |
| <b>CONTENT:</b>                        | <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> |                                    |
| <b>EXTRA-CURRICULAR OPPORTUNITIES:</b> | Regular performances in and out of school. Leadership experience through the 'Music Leaders' programme. Visiting musicians. Trips to concerts.   |                                    |
| <b>IDEAL FOR CAREERS IN:</b>           | Music venues and theatres, music publishing and record companies, any venue where live sound plays a major part. Working as a performer.   |                                    |

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| <b>SUBJECT:</b>   | <b>(PHYSICAL EDUCATION) SPORT</b>   |  |
| <b>QUALIFICATION GRADE STRUCTURE</b>  | <b>BTEC Level 2 Award in Sport<br/>Distinction* - PASS</b>  | <b>Exam Board:<br/>Pearson Edexcel</b> |
| <b>COURSE STRUCTURE</b>   | <b>1 Unit (25%) Online Theory Test<br/>3 Units (75%) Assignment based Assessments</b>   |  |
| <b>CONTENT:</b>   | <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><b>UNIT 1: Fitness for Sport and Exercise</b> (online test)<br/>In this unit you will:</p> <ul style="list-style-type: none"> <li>• learn about the components of fitness and the principles of training</li> <li>• explore different fitness training methods</li> <li>• investigate fitness testing to determine fitness levels.</li> </ul> <p>This unit is assessed with a 75 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 &amp; fitness testing methods.</p> <p><b>UNIT 2: Practical Sport</b> (3 assignments)<br/>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"> <li>• understand the rules, regulations and scoring systems for selected sports</li> <li>• can practically demonstrate skills, techniques &amp; tactics in 2 selected sports</li> <li>• are able to review a sports performance.</li> </ul> <p><b>UNIT 3: Training for Personal Fitness</b> (4 assignments)<br/>By the end of this unit you will:</p> <ul style="list-style-type: none"> <li>• design a personal fitness training programme</li> <li>• exercise adherence factors &amp; strategies for training success</li> <li>• implement a self-designed personal fitness training programme to achieve your own goals and objectives</li> <li>• review your personal fitness training programme.</li> </ul> <p><b>UNIT 4: Leading Sports Activities</b> (3 assignments)<br/>In this unit you will learn about:</p> <ul style="list-style-type: none"> <li>• the attributes associated with successful sports leadership</li> <li>• how to undertake the planning and leading of sports activities</li> <li>• reviewing your planning and leading of sports activities.</li> </ul> |  |
| <b>EXTRA-CURRICULAR OPPORTUNITIES:</b>  |   |  |
| 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.                   |   |  |
| <b>IDEAL FOR CAREERS IN:</b>  |   |  |
| 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 2019-21 – 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 your 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. These should be different to your first choices.

| Option A               |  | Option B          |  | Option C               |  | Option D               |  |
|------------------------|--|-------------------|--|------------------------|--|------------------------|--|
| French                 |  | Art               |  | Art                    |  | Business Studies       |  |
| Spanish                |  | Child Development |  | Food                   |  | Engineering            |  |
| History                |  | Drama             |  | DT Graphics            |  | Food / Hospitality     |  |
| Geography              |  | Geography         |  | DT Resistant Materials |  | Geography              |  |
| PE                     |  | History           |  | Engineering            |  | Health and Social Care |  |
| Enterprise & Marketing |  | IT                |  | Health and social care |  | Music                  |  |
|                        |  | PE                |  | History                |  | PE                     |  |
|                        |  | Religious Studies |  | Media Studies          |  | Photography            |  |
|                        |  |                   |  | Photography            |  |                        |  |
|                        |  |                   |  |                        |  |                        |  |

Signed by: \_\_\_\_\_ (parent/carer)

Signed by: \_\_\_\_\_ (senior staff)

Signed by: \_\_\_\_\_ (pupil)