

Deadline for options  
choice form submission:  
**9am Monday 1st  
March 2021**



**Ambition**

**Qualifications**

**Career Pathways**

**My Informed Decision, for My Future**

**Research**

**Guidance**

**Advice**

# Court Fields School

## Year 9 Futures (Options) 2021

## Course Selection Handbook



**Achieve | Belong | Participate**

## Introduction to the Futures (Options) Process

For the first time in your education, you are able to have some choice in the subjects that you will study in Years 10 and 11. Part of the curriculum is fixed; the remainder of your timetable will be made up of areas you can choose which could include GCSEs or Vocational Courses (BTEC/OCR)

The aim of this booklet and the Year 9 GCSE Options Evening is to help you decide the most appropriate choices for your future. It is important that you seek advice and talk to people who can help you with these decisions. They include your subject teachers, Subject Leaders, your Head of Year and Tutor as well as your parents and older students who are taking the course already.

We are committed to ensuring that you enjoy your experience of learning in Years 10 and 11 and that you strive to achieve the best that you can be. You should aim to choose courses that suit your needs, that will challenge you, and develop your life skills to prepare you for your future after Court Fields.

On the next few pages, you will find:

- An outline of the curriculum structure in Years 10 and 11 and the subjects which all students will study
- A summary of the option subjects which students can choose from
- A timescale of the date by which you need to make your decisions.

The remainder of the booklet contains information about all of the courses available to you in Years 10 and 11. You need to read through each page carefully and ensure that you keep this booklet safe. When you have made your decisions, you will need to complete the online Options Form using Google Forms. A link will be released to parents during the week starting 1st February.

### How have GCSEs changed?

From 2018 GCSE qualifications have been reformed by the Government. As a result, new GCSEs have been introduced in every subject over the last few years. The main changes with each of these new qualifications are:

- the end of controlled assessment/ coursework in almost all subjects with almost all assessment now being through final exams at the end of Year 11
- changes in the type and volume of course content – with more content in some subjects and more challenging content also being introduced
- the replacement of the grading system based on A\*-G grades with a numerical grading system (9-1, with 9 being the highest achievable grade).

### Non-examined assessment

Although your child's grade will be based entirely on their performance in the final exams in most GCSE subjects, there are still a handful of subjects in which some of their overall grade will be based on work they do during the two years. These subjects are listed below:

- Art and Design
- Photography
- Creative iMedia
- Design Technology
- Drama
- Food Preparation & Nutrition
- PE

The work completed as part of these courses, which is not done under exam conditions, is termed 'non-examined assessment'. More details of this can be found under the subject sections in this booklet, and by following the links to the GCSE specifications.

### How are the new GCSEs being graded?

As mentioned above, the new GCSE qualifications have included changes in the type and volume of course content – with more content in some subjects and more challenging content also being introduced. They have also involved a move from the old grade scale (based on A\*-G or U) to a new, numerical scale based on 9-1 (9 is the highest grade).

New GCSE Grades	Old GCSE Grades
9	A*
8	A*
7	A
6	B
5	B
4	C
3	D
2	E
1	F
	G

### How does this new grade scale compare with the old one?

The table (right) shows how the new (9-1) grade scale compares with the old one (based on A\*-G).

### The Year 10-11 Curriculum

Our aim is that all of our students follow a broad and balanced curriculum that prepares them for their post-16 studies, the world of work and adult life. We believe that our curriculum is flexible enough to meet the individual needs of all our students in Years 10 and 11. Some subjects (the core) are compulsory but we offer the opportunity for students to make choices about subjects to study to support their core curriculum.

Subjects	Description
English	All of our students take English Language GCSE and the vast majority are also entered for a GCSE in English Literature
Mathematics	All of our students take a GCSE in Mathematics.
Science	Those students who do not opt for Separate Science (separate GCSEs in Biology, Chemistry and Physics) will all take the Combined Science qualification (worth 2 GCSEs).
PHSCE	All students study Personal, Health, Social and Careers Education as a non examined subject
PE	Core PE is non-examined – students receive two hours of PE per week.
ICT	ICT is used as a tool across the whole curriculum rather than being taught as a discrete subject.

### How many 'options' can/should my child take?

At Court Fields School, as in many schools in England, students study for a total of 8 subjects at Key Stage 4. This includes: English Language, English Literature, Mathematics, and Combined or Separate Science, in addition to 3 'option' subjects (or 2 'option' subjects if they have chosen Separate Science). Colleges, Universities and employers are clear that it is the quality across these 8 subjects, not the quantity of subjects that is key to future education, training or employment.

### English Baccalaureate subjects at GCSE

We are committed to offering a curriculum which provides a broad, balanced, relevant and personalised learning experience for all our students. It should also help to deliver outstanding achievement for all. However, we also need to ensure that it provides as strong a foundation as possible for future progression.

The government, employers and universities have recognised that, while it is important to offer students a curriculum which meets their needs and interests, it is also crucial that doors are not closed off to them in terms of future progression; for example, for students hoping to go to university. The Russell Group of top Universities has identified 'facilitating subjects' at A Level i.e. subjects which are most likely to be required or preferred for entry to degree courses, and ones that will keep the most options open.

These 'facilitating subjects' have been included by the government in a group which it has termed the 'English Baccalaureate' (EBacc) subjects at Key Stage 4. These are:

- English Language
- Mathematics
- Sciences (Combined Science; Separate Science - Biology, Chemistry or Physics)
- Geography and History
- Languages (Classical and Modern)

The government has also created an accompanying performance measure for schools, which records the performance of students in the following subjects: English Language, Mathematics, Sciences (two or more), History or Geography and a language. This reflects the importance which it, along with employers and universities, places on these EBacc subjects.

We want to ensure that our students are as fully prepared as possible for their adult life. We are mindful of the value placed on these EBacc subjects. With this in mind the school governors took the decision that almost all students are required to opt for at least one additional EBacc subject (as well as the core curriculum of English Language, Mathematics and Combined Science) as one of their GCSE options. The option form, which is enclosed with this booklet, therefore requires students to choose at least one subject from the following list:

- Separate Science (Biology, Chemistry and Physics)
- Geography
- History
- Modern Foreign Language (French or Spanish)

Students will be able to choose freely for their remaining two options. They are, of course, able to choose further EBacc subjects as part of these remaining choices.

### **Do all students have to opt for an EBacc subject?**

While we believe that this requirement is appropriate for the vast majority of our students, we are aware that it may not be suitable for everyone. We have therefore identified a small number of students for whom an alternative curriculum provision may be more appropriate to their needs and interests.

These students will have received a letter with their options booklet. This will outline what we believe is the most appropriate combination of subjects for them. They will also have received a different version of the options' form. This does not require them to choose an EBacc subject. The final decision, as to which students will be offered such alternative provision is the School's. This will be reached following consultation with the students/parents/ guardians as appropriate.

### **Achieving the EBacc**

While the EBacc collection of subjects is not a qualification in itself it is increasingly recognised as a measure of student achievement both by employers and universities. These are the subjects most likely to be required, or preferred for entry to degree courses. This range of subjects will also help students to keep their options open and chose a wide range of courses.

As explained above, the EBacc will be achieved by students who achieve Grade 4 or above in English Language, Mathematics, two Sciences, a modern foreign language (French or Spanish) and a humanity subject (Geography or History).

**We would therefore strongly encourage students who are taking a language also to take a humanity subject (Geography and/ or History).**

## Option Subjects

### GCSE Subjects

Art and Design	Geography	Philosophy and Beliefs
Computer Science	History	Photography
Design Technology	MFL - French	Physical Education
Food Preparation and Nutrition	MFL - Spanish	Triple Science

### Vocational Courses

Creative iMedia	Health and Social Care	Performing Arts
Sport, Fitness and Exercise	Music	

## Options Timetable

The aim of the Options Evening is to outline the different routes available in Years 10 and 11 and to explain the options' process in detail. In addition, all students this year will have a 1:1 interview with either a member of the Senior Leadership Team, the Head of Year 9 or their Tutor. This, and a range of curriculum and Tutor activities, will form our new Year 9 Futures programme, supported by a student workbook. This will ensure that students are fully prepared to make their choices for Key Stage 4. You will also be able to discuss your child's option choices with subject leaders and teachers using teachers.courtfield.net email.

Students must complete their Options Form online by **Monday 1st March 2021**. Please note that this is the final deadline. The online form will be released to parents during the week beginning Monday 1st February.

Subjects will be placed into blocks for timetabling purposes after students have expressed their preferences; not all combinations of option choices will be possible. We do our best to meet all our students' first choices but, inevitably, this cannot be guaranteed.

If a subject is undersubscribed, we may have to withdraw it. If a subject is oversubscribed, we may ask some students to consider taking a different subject.

In cases where we are not able to offer a student all his/ her choices, parents will be contacted and students will be advised about the alternatives available to them.

Provisional choices will be confirmed by late March/ early April. Although students may be given the opportunity to change their option choices after this date, we cannot guarantee that they will be able to switch to a subject which they want to study.

## Key Dates

Date	Activity
19 <sup>th</sup> January 2021	Start of Year 9 Futures Programme
25 <sup>th</sup> —29 <sup>th</sup> January 2021	Year 9 Futures Week
8 <sup>th</sup> – 26 <sup>th</sup> Feb 2021	Options interviews with Tutors/Head of Year/SLT
3 <sup>rd</sup> February 2021	Futures (Options) Evening
1 <sup>st</sup> March 2021	Deadline for Options forms to your Form Tutor

## Parent/Carer Support & Guidance

As a parent or carer, you have a leading role when your child is making decisions about their career.

That's why it's important to be prepared and feel confident when they come to you for advice.

We are here to help with the key things you need to know, and to signpost you in the direction of any additional support that you may need.

### Career Conversations

Talking to your child about careers is important. Not only when they're making big decisions, such as subject choices and what to do when they leave school, but also throughout their school lives and beyond.

### In School Support

Your child will have their own Year 9 Student Workbook, and they will be completing this and other activities related to Futures in Tutor Time.

They will have a 1:1 interview to help them make their Options Choices. This will be with either a member of the Senior Leadership Team, Mr Nicholls (Head of Year 9), or their Tutor.

They should also talk to you, and complete a section of their Workbook as part of their Options preparation. This is in addition to the Futures (Options) Evening,

### A Bit More Help?

With all this in mind you and your child may well feel very prepared for their Options Choices and their next steps into Key Stage 4. However, If you feel you need additional support, don't worry. Here are a range of sources of help, advice and guidance:

Youth Employment UK: [www.youthemployment.org.uk/teachers-resources/](http://www.youthemployment.org.uk/teachers-resources/)

Careers & Enterprise Resources: [www.careersandenterprise.co.uk/careers-lab](http://www.careersandenterprise.co.uk/careers-lab)

World Skills UK: [www.worldskillsuk.org/directions/careers-advice-resources/careers-advice-toolkit](http://www.worldskillsuk.org/directions/careers-advice-resources/careers-advice-toolkit)

Career Pilot: [www.careerpilot.org.uk/information/gcses/choosing-your-gcses](http://www.careerpilot.org.uk/information/gcses/choosing-your-gcses)

BBC Bitesize: [www.bbc.co.uk/bitesize/articles/zrjh92p](http://www.bbc.co.uk/bitesize/articles/zrjh92p)

Educate Magazine: [www.educatemagazine.com/gcses-careers-future/](http://www.educatemagazine.com/gcses-careers-future/)

iCould: [www.icould.com](http://www.icould.com)

Tutorful: <https://tutorful.co.uk/guides/a-parent-s-guide-to-gcses>



# ART & DESIGN



<b>CURRICULUM TEAM LEADER</b>	Mrs Binmore
<b>EXAMINATION BOARD</b>	AQA
<b>GENERAL INFORMATION</b>	<p>Art &amp; Design is an important aspect on all our lives. It influences our surroundings at home, our environment, the products that we buy, wear and use, and can lead to careers and occupations in many different areas. From Gallery Curator to Engineer, to Architects and fashion Designers. Industries linked to Art and Design are the second highest employers in the UK at 80%.</p> <p>The study of Art &amp; Design at GCSE is essential for those who wish to take A levels, or equivalent in Photography, Textiles, Art &amp; Design or Fashion Post 16. This is an exciting course which aims to foster an independent and creative approach to Art, Craft and Design. We use a broad and exciting range of media and materials.</p>
<b>WHAT ARE THE AIMS OF THE COURSE?</b>	<p>The Art &amp; Design Unendorsed course is suitable for students of all abilities. It enables those who have shown ability and commitment in the subject, to have the opportunity to develop their skills, knowledge and understanding further and achieve to a high standard at GCSE.</p> <p>It offers students who have the creativity and enthusiasm for creative work, the opportunity to pursue their interest to qualification standard.</p> <p>Students have the opportunity to develop skills in researching, developing and exploring ideas and responding personally to a given theme alongside developing their technical skills.</p> <p>Students will work to develop techniques and understanding of a wide variety of materials and equipment, including 2D and 3D materials.</p> <p>The new GCSE specification requires students to explore and experiment with new media and to go on to develop an in depth, extended unit of work in response to the four assessment objectives. This is supported with a smaller unit of work, which can be in response to a gallery visit or trip or another theme, again responding to the four assessment objectives. This constitutes 60% of the course. This is secured with a controlled assessment, unit 2, worth 40% of the marks, with the final response piece completed under exam conditions.</p>
<b>WHAT AREAS OF STUDY ARE COVERED?</b>	<p>The course begins with focusing on the key skills and the Formal Elements of Art. Drawing underpins the course and work will be completed in workshop style sessions, where new materials and media are explored and new ideas and skills are formed and enhanced. The course is designed to encourage students to develop their ability to observe, select and interpret ideas with imagination, feeling and understanding. It is a very practically based course, which includes working in two and three dimensions. Under the new specification, there is also a strong element of writing to be included. This will take the form of how and why artists have worked in a particular way. Visits to national art galleries, such as the Tate Modern are a vital part of the course and will be used to enrich the work done in class. We encourage students to be independent, expressive and creative in their work. As well as the formal elements the course aims to cover techniques in paint, print, ceramics, wire, and collage.</p>



## ART & DESIGN (Continued)



<b>HOW WILL I BE ASSESSED?</b>	<p>Unit 1: Portfolio of work including an extended project and a response project 60%</p> <p>Unit 2: Externally set controlled assessment 40%</p> <p>Throughout the course students will be assessed regularly across four assessment objectives each worth 25% of your overall mark:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>At the end of unit 1 the portfolio is looked at holistically to generate the students Coursework grade</p>
<b>WHEN DO THE EXAMS TAKE PLACE AND WHAT FORM DO THEY TAKE?</b>	<p>Unit 2: Externally set controlled assessment is issued at the beginning of the January term of YR11. Students will have approximately 12-13 weeks of timetabled lessons to complete the preparation work. They will then spend the equivalent of 10 hours completing their personal response in examination conditions.</p>
<b>WHAT CAN I DO TO HELP ME ACHIEVE GOOD RESULTS IN THIS SUBJECT?</b>	<p>There is no differentiation between homework and classwork. All work is coursework and will be submitted in your portfolio for both unit 1 and 2. Deadlines must be met and improvements to work must be completed within the given time frame.</p> <p>An A1 folio is useful to store work and can be purchased from the department along with art packs containing all of the equipment they will need to get them started. These will be put together at the beginning of Year 10 and be on sale in the department.</p>
<b>SPECIAL INFORMATION ABOUT THIS COURSE</b>	<p>Students are most welcome to use the specialist facilities in the department by arrangement, to catch up, improve and develop work. Twilight sessions will be on offer throughout the course at specific times to allow students to maximise their potential.</p>
<b>POSSIBLE CAREERS</b>	<p>The creative industries in the UK are considered amongst the best in the world. Your ability to be imaginative and original will serve you well in the following careers where art and design is a good starting qualification.</p> <p>Architect, set designer, graphic designer, gallery curator, film director, sculptor, media arts correspondent, artist in residence, art therapist, fashion designer, advertising consultant, costume designer, teacher, museum education officer, fine artist, community art worker, art critic, ceramicist, textile artist, occupational therapist, illustrator, film animator, picture editor, jewellery designer, mural artist, and many more just look in the job sections of the newspapers under creative and media.</p>
<b>APTITUDES NEEDED</b>	<p>It is essential that you have a keen interest in art and design. You will have to be prepared to complete a minimum of 1-2 hours homework every week. You will need to be organised and at times work independently. You must be prepared to take risks and work outside your comfort zone in order to progress. You should also be able to evaluate your own work and the work of others, learning from achievements and mistakes.</p>



# COMPUTER SCIENCE



<b>CURRICULUM TEAM LEADER</b>	Miss Sibley
<b>EXAMINATION BOARD</b>	OCR J277 (9-1) Specification
<b>GENERAL INFORMATION</b>	A highly academic course for students who enjoy programming in their own time. You must be good at Maths and be the sort of person that likes to solve problems.
<b>WHAT ARE THE AIMS OF THE COURSE?</b>	In Computer Science we do not create games or make videos. It is all about solving problems using algorithms and coding solutions using industry standard software such as Python.
<b>WHAT AREAS OF STUDY ARE COVERED?</b>	<p><b><u>Computer systems</u></b></p> <ul style="list-style-type: none"><li>• Systems Architecture</li><li>• Memory</li><li>• Storage</li><li>• Wired and wireless networks</li><li>• Network topologies, protocols and layers</li><li>• System security</li><li>• System software</li><li>• Ethical, legal, cultural and environmental concerns</li><li>• Data representation (includes binary, denary and hexadecimal conversions)</li></ul> <p><b><u>Computational thinking, algorithms and programming</u></b></p> <ul style="list-style-type: none"><li>• Algorithms/Pseudo code*</li><li>• Programming techniques</li><li>• Producing robust programs</li><li>• Computational logic</li><li>• Translators and facilities of languages</li></ul> <p><b><u>Programming project</u></b></p> <ul style="list-style-type: none"><li>• Programming techniques</li><li>• Analysis</li><li>• Design</li><li>• Development</li><li>• Testing and evaluation and conclusions</li></ul>
<b>HOW WILL I BE ASSESSED?</b>	<p><b><u>Examination Paper 1—Computer Systems</u></b> 80 marks 1 hour and 30 minutes Written paper (no calculators allowed)</p> <p><b><u>Examination Paper 2—Computational thinking, algorithms and programming</u></b> 80 marks 1 hour and 30 minutes Written paper (no calculators allowed)</p>



## COMPUTER SCIENCE (Continued)



<b>WHEN DO THE EXAMS TAKE PLACE AND WHAT FORM DO THEY TAKE?</b>	All exams are terminal and will take place in Year 11
<b>POSSIBLE CAREERS</b>	There are lots of career opportunities for people working in computing. Every company needs network managers and IT managers. Industry needs people to program apps, websites and produce computational models to predict everything from climate change to stock levels in a business. The opportunities are endless - Bioinformatics, business analysis, computer aided design, 3D modelling and animation, computer games programming, software programming, computer games testing, cyber security, IT consultant, IT support services, database administration, games production management, multimedia development, IT project management, teaching, web development, systems development, network management, computer hardware engineering, systems analysis and design, software engineering
<b>APTITUDES NEEDED</b>	Computer Science students need to be dedicated to the pursuit of excellence. Are you willing to work towards becoming self-monitoring learners, deeply engaged in the process of reflecting, self-reviewing, evaluating and adjusting learning strategies?



# CREATIVE iMEDIA



<b>CURRICULUM TEAM LEADER</b>	Miss Sibley
<b>EXAMINATION BOARD</b>	Cambridge Nationals Certificate in Creative iMedia J817
<b>GENERAL INFORMATION</b>	The course is a Level 1/2 Qualification and is for anyone who enjoys working in creative, digital, practical and theory based subjects with a focus on computer and IT skills. This course is not suitable for anyone who wishes to do any computer programming, they would need to look at the computer science option instead
<b>WHAT ARE THE AIMS OF THE COURSE?</b>	<p>The Course comprised 4 units with an equal weighting of 25% each for each unit . It comprises two Compulsory units:</p> <ul style="list-style-type: none"> <li>• Unit R081 – Pre-Production Skills</li> <li>• Unit R082 – Creating Digital Graphics</li> </ul> <p>These are complimented by two optional units from a choice of ten, which involve a combination of software and practical skills, theoretical knowledge and creative production. Units could involve animation, building websites, creating a radio advert, 2D and 3D character design, game making or digital comic book creation.</p>
<b>WHAT AREAS OF STUDY ARE COVERED?</b>	<p>The core areas of study for this course are:</p> <ul style="list-style-type: none"> <li>• Pre-Production Skills</li> <li>• Creating Digital Graphics</li> <li>• Project Planning Skills</li> <li>• Software Skills</li> <li>• Media Development Skills</li> </ul>
<b>HOW WILL I BE ASSESSED?</b>	Assessment is through Course work and examination. The Three Coursework units are completed over Years 10 and 11.
<b>WHEN DO THE EXAMS TAKE PLACE AND WHAT FORM DO THEY TAKE?</b>	Unit R081 Pre Production Skills exam takes place in January of Year 11.
<b>POSSIBLE CAREERS</b>	Editing, web design, copywriting, digital media, media planning, market research, public relations, desktop publishing, advertising, marketing, journalism, broadcasting, publishing, media research, digital marketing, multimedia development, proofreading, photography, event management, radio production, camera operation, media presenting, TV and film production, digital content editing
<b>APTITUDES NEEDED</b>	Students wishing to study this course should have an interest in using a variety of software. They should be creative, imaginative and interested in layout and design although they don't have to be a great artist. They should be analytical and an independent learner.



# DESIGN & TECHNOLOGY



<b>CURRICULUM TEAM LEADER</b>	Mr Keitch
<b>EXAMINATION BOARD</b>	AQA
<b>GENERAL INFORMATION</b>	<p>If you are a motivated, independent student who enjoys designing, exploring needs, creating solutions with different materials and evaluating how well the needs have been met, then this is the course for you.</p> <p>It is also worth noting that only 20% of the Non-Examined Assessment is practically assessed so it is not a practical course as you would possibly imagine.</p>
<b>WHAT ARE THE AIMS OF THE COURSE?</b>	Core knowledge of Design and Technology principles of all materials including woods, metals, polymers, fabrics, papers and boards
<b>WHAT AREAS OF STUDY ARE COVERED?</b>	<p>You will use prior knowledge and understanding from KS3 to gain in-depth knowledge focusing more directly on at least one material category or design engineering.</p> <p>The interrelated nature of the processes used to identify design needs and requirements</p> <p>How to create prototype solutions to meet those needs</p> <p>How to evaluate whether those needs have been met</p>
<b>HOW WILL I BE ASSESSED?</b>	<p><b>Component 1:</b> Principles of Design and Technology</p> <ul style="list-style-type: none"> <li>• 2 hours exam assessing 'core' and 'in-depth' knowledge and understanding. 50% of overall assessment. 100 marks</li> </ul> <p><b>Component 2:</b> Iterative Design Challenge with an individual prototype outcome. 40 hours Controlled Assessment Challenge Project. Assessment Objectives:</p> <ul style="list-style-type: none"> <li>• Explore needs</li> <li>• Create solutions that demonstrate how the needs can be met</li> <li>• Evaluate how well the needs have been met</li> </ul> <p>50% of overall assessment. 100 marks</p>
<b>WHEN DO THE EXAMS TAKE PLACE AND WHAT FORM DO THEY TAKE?</b>	<p><b>Year 11 Component 2:</b> Controlled assessment</p> <p>Iterative Design Challenge task title will be released by AQA during the year</p> <p><b>Year 11 Component 1:</b> Exam - At the end of the course</p>
<b>WHAT CAN I DO TO HELP ME ACHIEVE GOOD RESULTS IN THIS SUBJECT?</b>	<ul style="list-style-type: none"> <li>• Independent problem solving</li> <li>• Application of Mathematical and Scientific principles</li> <li>• Identify design requirements</li> <li>• Learn from existing products and practice</li> <li>• Understand the implications of wider issues</li> <li>• Design thinking and communication</li> <li>• Materials considerations</li> <li>• Technical understanding</li> <li>• Manufacturing processes and techniques</li> <li>• Viability of design solutions</li> <li>• Time management</li> </ul>
<b>SPECIAL INFORMATION ABOUT THIS COURSE</b>	Awarding Grades: 1-9



## DESIGN & TECHNOLOGY (Continued)



### POSSIBLE CAREERS

Many students enjoy studying Design and Technology so much that they go on to study A/S and A Level Design and Technology: Product Design for a further two years. However it is possible to study any D&T related course at post-16. Students usually study one or more of the creative subjects including, A Level Art and Design, Media and/or Film, BTEC National Diploma in Art and Design or Media. Of course, if post-16 is not for you, employers value the Design and Technology qualification as it develops creative, technical and transferable skills. Possible careers include Architect, Interior Designer, Mechanical Engineer, Product Designer, Materials Technologist, Software Engineer, Structural Engineer, Furniture designer.

### APTITUDES NEEDED

Creativity is a fundamental part of design and technology. Many designers believe the quality of the initial idea and thought-provoking, innovative design to be cornerstones of every successful product. Students will be required to think, question, explore, create and communicate. Combining knowledge and understanding with practical skills, these activities are intended to provide breadth in creative learning and depth in the application of practical and transferable skills.



# ENGLISH LANGUAGE and ENGLISH LITERATURE (COMPULSORY)



<b>CURRICULUM TEAM LEADER</b>	Mrs Terri Bruce
<b>EXAMINATION BOARD</b>	EDEXCEL
<b>GENERAL INFORMATION</b>	All students will study English Language and English Literature GCSE, giving them two GCSE qualifications by the end of Year 11.
<b>WHAT ARE THE AIMS OF THE COURSE?</b>	<ul style="list-style-type: none"><li>• To increase your proficiency in all aspects of English, particularly reading, writing and oracy skills</li><li>• To read a variety of texts and respond to them creatively and sensitively</li><li>• To work in groups and learn to give your opinion and contribute your ideas</li><li>• To develop your writing for different purposes and audiences</li></ul>
<b>OUR AIMS</b>	<ul style="list-style-type: none"><li>• To foster a love of learning</li><li>• To deliver an exciting and vibrant curriculum</li><li>• To tantalise students' excitement and energy for English</li></ul>
<b>WHAT AREAS OF STUDY ARE COVERED?</b>	<p>Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.</p> <p>For GCSE English Language students should:</p> <ul style="list-style-type: none"><li>• Read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism</li><li>• Read and evaluate both fiction and non-fiction texts critically and make comparisons between text</li><li>• Analyse a writer's methods, including language and structural choices</li><li>• Summarise and synthesise information or ideas from texts</li><li>• Use knowledge gained from wide reading to inform and improve their own writing</li><li>• Write effectively and coherently using Standard English appropriately</li><li>• Use grammar correctly and punctuate and spell accurately</li></ul> <p>For GCSE English Literature students will study high-quality, challenging texts from the 19th, 20th and 21st centuries. Students should:</p> <ul style="list-style-type: none"><li>• Consider writers' purposes, ideas and influences in creating texts</li><li>• Consider the social, historical and political contexts to texts studied</li><li>• Engage critically with the written word in order to form independent and insightful interpretations of texts and writers' meanings</li><li>• Use grammar correctly and punctuate and spell accurately</li><li>• Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading</li></ul>



# ENGLISH (Continued)



## HOW WILL I BE ASSESSED?

Assessment for English Language and Literature is by examination. Please see the information at the bottom of this page for full details of the assessments for each.

### Please note:

Although students are not allowed to take copies of text into the exam, it is advised that students purchase copies of set texts for study at home in preparation for the exams. Texts will be available from school at a discounted price, but you may also purchase your own copies. We will provide students with their own copies of the poetry anthology. For the 2021 – 2023 cohort, key set texts are likely to be.

An Inspector Calls (JB Priestley)

Macbeth (William Shakespeare)

Dr. Jekyll and Mr Hyde (Robert Louis Stevenson)

## WHEN DO THE EXAMS TAKE PLACE AND WHAT FORM DO THEY TAKE?

Examinations for English take place at the End of Year 11. The spoken language component of English Language is assessed by the teacher throughout the course. This is a separate endorsement and has 0% weighting in the finale English Language exam.

## POSSIBLE CAREERS

Media-related careers, publishing, law, marketing, advertising, theatre-related careers, teaching, careers including communication skills generally.

English qualifications are very important for entry to all courses in Higher Education and to employers.

## APTITUDES NEEDED

An interest in reading and writing. Clear expression on paper and orally. Good listening skills.

Willingness to contribute to discussions and to develop arguments. Ability to keep to deadlines.

## ASSESSMENTS

### GCSE English Literature

All texts in the examination will be unseen

<b>Paper 1: Shakespeare and post 1914 literature</b> <b>What's assessed</b> <ul style="list-style-type: none"> <li>1 Shakespeare play</li> <li>1 post 1914 play or novel</li> </ul>	+	<b>Paper 2: 19<sup>th</sup> C novel and poetry</b> <b>What's assessed</b> <ul style="list-style-type: none"> <li>1 pre 19C novel</li> <li>1 poetry anthology</li> <li>Unseen poetry</li> </ul>
<b>Assessed</b> Written exam: 1 hour 45 minutes <ul style="list-style-type: none"> <li>80 marks</li> <li>50% of GCSE</li> </ul>		<b>Assessed</b> <ul style="list-style-type: none"> <li>Written exam: 2 hours 15 minutes</li> <li>80 marks</li> <li>50% of GCSE</li> </ul>
<b>Questions</b> <b>Section A</b> Students will answer one question in two parts in the Shakespeare text studied. The first part will focus on analysis of an extract, the second part will consider the presentation of a theme across the play. We will study Macbeth. <b>Section B</b> Students will answer one extended question on the text they have studied. They will be required to write in detail about the whole novel. Students will study either The Lord of the Flies or An Inspector Calls.		<b>Questions</b> <b>Section A</b> Students will answer one essay question on a pre 19C novel. For this section students will study Jekyll and Hyde. <b>Section B</b> Students will answer one comparative question on a named poem and their choice of any other poem from the anthology studied. Students will study EDEXCEL's Conflict cluster of poetry. <b>Section C</b> Students will answer one question in which they compare two unseen poems.

## ASSESSMENTS

### GCSE English Language

All texts in the examination will be unseen

<b>Component 1: Fiction and Imaginative Writing</b> <b>What's assessed</b> <b>Section A: Reading</b> <ul style="list-style-type: none"> <li>One pre 20C literature fiction text</li> </ul> <b>Section B: Writing</b> <ul style="list-style-type: none"> <li>Descriptive or narrative writing</li> </ul>	+	<b>Component 2: Non-fiction and Transactional Writing</b> <b>What's assessed</b> <b>Section A: Reading</b> <ul style="list-style-type: none"> <li>One non-fiction text and one literary non-fiction text from the 20/21<sup>st</sup> C</li> </ul> <b>Section B: Writing</b> <ul style="list-style-type: none"> <li>Writing to present a view point</li> </ul>	+	<b>Component 3: Spoken Language</b> <b>What's assessed</b> <ul style="list-style-type: none"> <li>Presenting</li> <li>Responding to questions and feedback</li> <li>Use of Standard English</li> </ul>
<b>Assessment</b> Written exam: 1 hour 45 minutes <ul style="list-style-type: none"> <li>64 marks</li> <li>40% of GCSE</li> </ul>		<b>Assessment</b> <ul style="list-style-type: none"> <li>Written exam: 2 hours 5 minutes</li> <li>96 marks</li> <li>60% of GCSE</li> </ul>		<b>Assessment</b> <ul style="list-style-type: none"> <li>Teacher set throughout course</li> <li>Marked by teacher</li> <li>Separate endorsement (0% weighting of GCSE)</li> </ul>
<b>Questions</b> <b>Reading (24 marks)</b> <ul style="list-style-type: none"> <li>One single text</li> <li>2 short form questions (1 x 1 mark, 1 x 2 marks)</li> <li>1 longer analysis question (6 marks)</li> <li>1 extended evaluation question (1 x 15 marks)</li> </ul> <b>Writing (40 marks)</b> <ul style="list-style-type: none"> <li>1 extended writing question (24 marks for content, 16 marks for technical accuracy)</li> </ul>		<b>Questions</b> <b>Reading (40 marks)</b> <ul style="list-style-type: none"> <li>Two linked texts</li> <li>4 short form questions (2 x 1 mark, 2 x 2 marks)</li> <li>1 longer analysis question (15 marks)</li> <li>1 longer evaluation question (15 marks)</li> <li>1 extended summary and comparison question (20 marks)</li> </ul> <b>Writing (40 marks)</b> <ul style="list-style-type: none"> <li>1 extended writing question (24 marks for content, 16 marks for technical accuracy)</li> </ul>		



# FOOD PREPARATION & NUTRITION



<b>CURRICULUM TEAM LEADER</b>	Mr Keitch
<b>EXAMINATION BOARD</b>	AQA (Awarding Grades 1-9)
<b>GENERAL INFORMATION</b>	This GCSE in Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.
<b>WHAT ARE THE AIMS OF THE COURSE?</b>	Food preparation skills are integrated into five core topics: <ul style="list-style-type: none"><li>• Food, nutrition and health</li><li>• Food science</li><li>• Food safety</li><li>• Food choice</li><li>• Food provenance.</li></ul>
<b>WHAT AREAS OF STUDY ARE COVERED?</b>	<ul style="list-style-type: none"><li>• You will be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment</li><li>• You develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks</li><li>• You will understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health</li><li>• You will develop an understanding the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices</li><li>• You will demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food</li><li>• You will explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.</li></ul>
<b>WHAT WILL I LEARN?</b>	<ul style="list-style-type: none"><li>• You will be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment</li><li>• You develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks</li><li>• You will understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health</li><li>• You will develop an understanding the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices</li><li>• You will demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food</li><li>• You will explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.</li></ul>



# FOOD PREPARATION & NUTRITION (Continued)



<b>HOW WILL I BE ASSESSED?</b>	<p><b>Theoretical knowledge of food preparation and nutrition.</b> How it's assessed: Exam: 1 hour 45 minutes 100 marks 50 % of GCSE Questions:</p> <ul style="list-style-type: none"><li>• Multiple choice questions (20 marks)</li><li>• Five questions, each with a number of sub questions (80 marks)</li></ul> <p><b>Non-Examined-Assessment</b></p> <p><b>Task 1: Food investigation</b> (30 marks) Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task.</p> <p><b>Task 2: Food preparation assessment</b> (70 marks) Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than 3 hours, planning in advance how this will be achieved.</p> <p>How it's assessed Task 1: Written or electronic report (1,500 – 2,000 words) including photographic evidence of the practical investigation. Task 2: Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.</p>
<b>WHEN DO THE EXAMS TAKE PLACE AND WHAT FORM DO THEY TAKE?</b>	Summer of Year 11
<b>SPECIAL INFORMATION ABOUT THIS COURSE</b>	<p><b>You will be expected to bring in ingredients on a regular basis, it is also worth noting that the course focusses on the theoretical element of Food rather than developing cooking skills.</b> Students will be expected to bring in ingredients for scientific experiments as well as producing dishes.</p>
<b>POSSIBLE CAREERS</b>	Success in the Food GCSE can lead to many careers in catering, hospitality, food science, working in the retail industry testing and purchasing at huge quantities ...a range of careers is possible.
<b>APTITUDES NEEDED</b>	A love of food and willingness to experiment with recipes; organisational skills; willingness to work hard on a range of practical tasks and design work; keen to have a go at new skills and try out ideas; working to achievable targets....and also wanting to do well!



# GEOGRAPHY



<b>CURRICULUM LEADER</b>	<b>TEAM</b>	Miss S Prouse
<b>EXAMINATION BOARD</b>		AQA
<b>GENERAL INFORMATION</b>		Geography presents the important issues facing our amazing world in fabulous detail and addresses the crucial need to understand the ever changing nature of earth, as it is today. Providing the knowledge of how our planet could change in the future based upon the important decisions we are faced with; explaining the interesting and essential relationship between man and the many different, unique living environments.
<b>WHAT ARE THE AIMS OF THE COURSE?</b>		<ul style="list-style-type: none"><li>• To enhance your understanding of so many incredible places and unique environments from all over the globe.</li><li>• Developing your knowledge of human activity and especially how it has important consequences for our world.</li><li>• Gaining an insight into the need for careful and sustainable development, by encouraging countries to co-operate.</li></ul>
<b>WHAT AREAS OF STUDY ARE COVERED?</b>		<ul style="list-style-type: none"><li>• Urban issues and challenges looks at the key issues facing large towns and cities today, in the short and long term, at a time when developments in sustainable living, migration and shanty towns are key to future planning decisions.</li><li>• The Challenge of natural hazards highlights the incredible forces of the earth such as the violence of earthquakes, volcanoes and tsunamis as well as the incredible power unleashed by a super volcano and extreme weather hazards.</li><li>• The Living World focusing on the teaching ecosystems, tropical rainforests and hot deserts. Ecosystems exist at a range of scales and involve the interaction between living and non-living components. Tropical rainforests have distinctive environmental characteristics, deforestation has economic and environmental impacts that need careful management. Hot desert ecosystems can create economic opportunities and challenges with their distinctive characteristics.</li><li>• Physical landscapes in the UK will be focusing on the teaching of rivers and coasts.</li><li>• Rivers addresses the need to fully understand the increasing value being placed upon a reliable source of clean water across the globe, issues such as flooding and hazard planning as well as flood defence strategies balanced against planned developments. Coasts teaches the closely interlinked relationship between man and the seas and oceans, providing an insight into the processes and landscapes formed where the land and the sea meet.</li><li>• The Changing economic world includes the changes to the UK economy in recent years. With a focus upon environmental impact and future planning. We shall also teach students about the global development gap, offering an insight into the serious challenges and problems facing richer and poorer countries in the world. Helping to improve life in poor countries through aid provision, opening the markets of the world and making trade fair for all nations and finding solutions for the debt crisis facing millions across the globe.</li><li>• The Challenge of resource management involves the study of human processes and systems, how they change both spatially and temporarily. Focusing upon the essential elements of human development such as food, water and energy. This topic includes various management strategies available.</li></ul>



## GEOGRAPHY (Continued)



<b>HOW WILL I BE ASSESSED?</b>	3 exam papers: one human, one physical and one skills focused and related to fieldwork 1 fieldwork opportunity with a human and physical element
<b>WHEN DO THE EXAMS TAKE PLACE AND WHAT FORM DO THEY TAKE?</b>	Summer of Year 11 Candidates take one human paper, one physical paper and a skills paper
<b>WHAT CAN I DO TO HELP ME ACHIEVE GOOD RESULTS IN THIS SUBJECT?</b>	Enjoy learning about the world around you and grasp the opportunity to develop: communication skills, graphical and cartographical skills, technological skills, including ICT and GIS, interpersonal skills through debate and discussion, literacy and numeracy, problem solving skills, entrepreneurial skills and awareness of career possibilities.
<b>POSSIBLE CAREERS</b>	As a result of the broad spectrum of skills you gain while studying geography there is a wide range of career options available to you which could include: Economic developer, location analyst, eco-tourism advisor, media researcher, cartographer, GIS specialist, remote sensing analyst, planner, estate agent, social worker, air-worker, diplomat, charity co-ordinator, flood prevention officer, weather presenter, hydrologist, coastal manager, conservation officer, pollution analyst, forestry ranger and estate manager.
<b>APTITUDES NEEDED</b>	You will need good communication skills in both speaking and writing. You need to be able to work independently and as part of a team. A conscientious and hard-working attitude will help with problem-solving and decision-making. The new GCSE has increased the emphasis on interpreting maps and graphs so you will be putting your maths and science skills to good use.



# HEALTH AND SOCIAL CARE

OCR Level 2 National Certificate in Health and Social Care



<b>CURRICULUM TEAM LEADER</b>	Miss Murphy
<b>EXAMINATION BOARD</b>	OCR
<b>GENERAL INFORMATION</b>	The OCR Level 2 Nationals in Health and Social Care have been developed to recognise candidates' skills, knowledge and understanding of the health and social care sector and the settings, job roles, principles and values involved. They do not certificate competence on the job but are work-related qualifications which will support progression to an NVQ once a candidate is in the workplace.
<b>WHAT ARE THE AIMS OF THE COURSE?</b>	They have been designed to accredit candidates' achievements in a modern and practical way that is relevant to the workplace.
<b>WHAT AREAS OF STUDY ARE COVERED?</b>	Preparing to give practical care, hygiene and safety and communication. In addition caring for young children, nutrition and diet.
<b>HOW WILL I BE ASSESSED?</b>	There are 4 Units for this course. Three are internally assessed – then moderated. The exam unit is a formal exam – marked externally.
<b>WHEN DO THE EXAMS TAKE PLACE AND WHAT FORM DO THEY TAKE?</b>	Three coursework units and one examined unit. Each has equal weighting of 25% per unit. Health and Nutrition, Communication and Learning Through Play are the 3 units we cover
<b>WHAT CAN I DO TO HELP ME ACHIEVE GOOD RESULTS IN THIS SUBJECT?</b>	Follow all deadlines. It would also be beneficial to have an interest in working within a caring environment, e.g. nursery, centre for people with learning disabilities etc.
<b>SPECIAL INFORMATION ABOUT THIS COURSE</b>	These qualifications have been designed to develop the skills, knowledge and understanding required to enable progression to qualifications along the vertical and horizontal planes in the National Qualifications Framework. For example, a candidate achieving an OCR Level 2 National Certificate in Health and Social Care may: <ul style="list-style-type: none"><li>• undertake additional Level 2 qualifications part-time or full-time in further education, e.g. OCR Level 2 National Certificate, GCSEs</li><li>• undertake additional Level 3 qualifications part-time or full-time in further education, e.g. OCR Level 3 National Certificate/Diploma/Extended Diploma in Health, Social Care and Early Years, AS/A Level GCE Health and Social Care.</li></ul>
<b>POSSIBLE CAREERS</b>	Social care, counselling, ambulance work, advisory services, occupational therapy, therapy support work, social work, health care, youth work, early years work, allied health professions, residential care management, nursing, home care, day centre work, care management, community care work, sheltered housing work
<b>APTITUDES NEEDED</b>	Ability to cope with a rigorous course of study; organisational skills; being able to work to targets; good literacy and written skills; interested in caring for people of all ages.



# HISTORY



<b>CURRICULUM TEAM LEADER</b>	Mrs Joyce
<b>EXAMINATION BOARD</b>	EDEXCEL
<b>GENERAL INFORMATION</b>	This course is a varied and interesting one, covering four different topics.
<b>WHAT ARE THE AIMS OF THE COURSE?</b>	<ul style="list-style-type: none"><li>• To study past societies in depth as well as understanding broad changes in history over many centuries.</li><li>• To be able to organise historical knowledge and describe, explain and analyse important features and events.</li><li>• To be able to use historical evidence and interpret events.</li><li>• To investigate topics yourself.</li></ul>
<b>WHAT AREAS OF STUDY ARE COVERED?</b>	<ul style="list-style-type: none"><li>• The American Wild West – the life of Native American Indians, cowboys and the wars over the Great Plains.</li><li>• Crime and Punishment in Britain – from medieval times up to the present day. Topics include witchcraft in Tudor times, highwaymen and policing the Jack the Ripper murders.</li><li>• Early Elizabethan England – including topics such as the Spanish Armada, Mary Queen of Scots and the voyages of discovery</li><li>• Modern USA – Black Civil Rights, anti-communism and the Vietnam War</li></ul>
<b>HOW WILL I BE ASSESSED?</b>	By regular investigations, practice questions, projects and tests.
<b>WHEN DO THE EXAMS TAKE PLACE AND WHAT FORM DO THEY TAKE?</b>	The exams will be at the end of Year 11. There are three exam papers.
<b>WHAT CAN I DO TO HELP ME ACHIEVE GOOD RESULTS IN THIS SUBJECT?</b>	<ul style="list-style-type: none"><li>• Watch out for TV programmes about History topics we study</li><li>• Do some extra reading about the topic areas</li><li>• Finally, make sure you revise thoroughly, regularly reading through your classwork to learn it</li></ul>
<b>SPECIAL INFORMATION ABOUT THIS COURSE</b>	Everyone is entered for the same GCSE examination paper for which all grades are available.
<b>POSSIBLE CAREERS</b>	History focuses on analytical skills and therefore is ideal preparation for a number of careers such as business, law, accountancy, management, economics, psychology, politics and many more. Leading universities and colleges such as Cambridge, highly respect history as an academic subject and emphasise its value in their prospectuses.
<b>APTITUDES NEEDED</b>	History students need to be committed to success and excited by the pursuit of knowledge. Are you willing to work towards becoming a self-monitoring learner, deeply engaged in the process of reflecting, self-reviewing, evaluating and adjusting learning strategies?



# MATHS (COMPULSORY)



<b>CURRICULUM TEAM LEADER</b>	Mrs Hutchinson
<b>EXAMINATION BOARD</b>	AQA
<b>GENERAL INFORMATION</b>	Mathematics is a core subject of the National Curriculum and is therefore studied by all students.
<b>WHAT ARE THE AIMS OF THE COURSE?</b>	<ul style="list-style-type: none"><li>• To use and apply mathematical knowledge, understanding and skills both in real life and purely mathematical situations.</li><li>• To study investigational and practical mathematics allowing co-operative and independent work by the student.</li><li>• To provide the educational experience which enables further study of mathematics.</li></ul>
<b>WHAT AREAS OF STUDY ARE COVERED?</b>	<ul style="list-style-type: none"><li>• Number</li><li>• Algebra</li><li>• Shape, Space and Measures</li><li>• Handling Data</li></ul>
<b>HOW WILL I BE ASSESSED?</b>	Teachers will monitor progress using assessments at the end of each Term. There will be an examination at the end of Year 10 and a Pre-Public examination in November and February of Year 11.
<b>WHEN DO THE EXAMS TAKE PLACE AND WHAT FORM DO THEY TAKE?</b>	The examination will take place in June of Year 11. There will be three papers; two calculator papers and one non-calculator paper. There is no controlled assessment for GCSE mathematics
<b>WHAT CAN I DO TO HELP ME ACHIEVE GOOD RESULTS IN THIS SUBJECT?</b>	<ul style="list-style-type: none"><li>• Regular revision of topics studied in preparation for assessments will help good progress.</li><li>• Purchase of the appropriate revision guide and workbook will help.</li><li>• Complete flipped learning and homework as directed and use the revision resources in Hegarty Maths to support you.</li></ul>
<b>SPECIAL INFORMATION ABOUT THIS COURSE</b>	Students require the following equipment: <ul style="list-style-type: none"><li>• Ruler</li><li>• Scientific calculator with a fraction button</li><li>• Protractor</li><li>• Pair of compasses</li></ul>
<b>POSSIBLE CAREERS</b>	Almost all jobs and careers require you to have maths GCSE but there are also many careers in which you would make a lot of use of your mathematics. These include business management, psychology, banking, ICT, engineering and medicine, to name just a few. You will also find that you will need a 5-9 grade for entry to most university courses.
<b>APTITUDES NEEDED</b>	A willingness to persevere with an activity when you feel unsure of your ability is essential. You will be expected to cope with not knowing and to use problem solving and reasoning skills to work out the answers to problems. You need to be prepared to work and think hard (but the buzz you get when things suddenly fall into place is worth waiting for!).



# MODERN FOREIGN LANGUAGES

## French & Spanish



<b>CURRICULUM TEAM LEADER</b>	Mr Piper
<b>EXAMINATION BOARD</b>	AQA
<b>GENERAL INFORMATION</b>	In our rapidly changing world, with its global economy, it is now more vital than ever that young people are able to communicate in a modern foreign language. For September 2021, the MFL Faculty is offering GCSE courses in French and Spanish.
<b>WHAT ARE THE AIMS OF THE COURSE?</b>	This is a highly academic and demanding course which aims to develop students' competence and confidence in understanding and using the foreign language to communicate effectively, while providing intellectual stimulation and challenge.
<b>WHAT AREAS OF STUDY ARE COVERED?</b>	<p>During the course, students will study the following three broad "themes":</p> <ul style="list-style-type: none"><li>• Identity and culture</li><li>• Local, national, international and global areas of interest</li><li>• Current and future study and employment</li><li>•</li></ul> <p>Within these themes, a number of sub-topics will be covered, including:</p> <ul style="list-style-type: none"><li>• Marriage/partnership</li><li>• Technology in everyday life</li><li>• Social media</li><li>• Mobile technology</li><li>• Global issues</li><li>• The environment</li><li>• Poverty/homelessness</li><li>• Travel and tourism</li><li>• Education post-16</li><li>• Career choices and ambitions</li></ul>
<b>HOW WILL I BE ASSESSED?</b>	Students will be assessed in four skills (Listening, Reading, Writing and Speaking), which are each worth 25% of the final grade. They will be entered for either Foundation or Higher Tier papers.
<b>WHEN DO THE EXAMS TAKE PLACE AND WHAT FORM DO THEY TAKE?</b>	The course will be assessed by terminal examinations in the May / June of Year 11.
<b>WHAT CAN I DO TO HELP ME ACHIEVE GOOD RESULTS IN THIS SUBJECT?</b>	It is important that students are aware that to access the higher grades, they will need to produce lengthy written and spoken responses largely from memory, as well as demonstrating the ability to apply a range of complex grammatical structures. They should also be prepared to invest considerable time and effort in learning and retaining vocabulary lists for each topic area
<b>SPECIAL INFORMATION ABOUT THIS COURSE</b>	Please contact your French or Spanish teacher if you are uncertain whether GCSE French or Spanish would be a suitable course to follow.



# MODERN FOREIGN LANGUAGES (Continued)

French & Spanish



## POSSIBLE CAREERS

Every possible job you can think of can be done better if the person in that line of work has developed language skills!

From a receptionist in an office block who welcomes foreign clients to a train manager who needs to help foreign tourists. From a sales person who needs to wine and dine a potential customer to a police officer who needs to give some directions to a foreign driver. From a soldier who needs to communicate with foreign soldiers on a joint exercise to.... The list is endless.

Some language learners may end up as translators, interpreters or, dare I say, teachers, but the majority don't! Most do the job they are trained to do whether it be an accountant or a zoo- keeper, they just do it better because they are able to do it using their language skills.

## APTITUDES NEEDED

An open mind, a willingness to "have a go" and an understanding that fluency in a language is not the most important thing: it's all about communication!



# MUSIC

## BTEC Firsts Level 2 Music



<b>CURRICULUM TEAM LEADER</b>	Mrs Chidgey
<b>EXAMINATION BOARD</b>	EDEXCEL
<b>GENERAL INFORMATION</b>	<p>Music BTEC is achieved by completing 2 core and a choice of 2 optional units. Unit 1 (25%) is assessed by an external exam and the remaining units (3x25%) are centre assessed. This course gives students opportunity to gain a broad knowledge and understanding of, and develop skills in, various aspects of the music industry including group and solo performance and the live sound industry and music technology.</p> <p>Students will be expected to be involved with extra-curricular productions, either through performing, or supporting with technical work, being backstage or front of house.</p>
<b>WHAT ARE THE AIMS OF THE COURSE?</b>	<ul style="list-style-type: none"> <li>To inspire and enthuse students to consider a career in the music industry, rather than to participate in music only recreationally</li> <li>To give students a broad knowledge and understanding of many aspects of the music industry</li> <li>Support progression to more specialised vocational or academic music courses</li> </ul>
<b>WHAT AREAS OF STUDY ARE COVERED?</b>	<p>During the 2 years you will complete 4 units of study –</p> <ul style="list-style-type: none"> <li>Unit 1: The Music Industry</li> <li>Unit 2: Managing a Music Product</li> <li>A choice of 2 optional units including Performing, Composition, Live Sound and Music Technology</li> </ul>
<b>HOW WILL I BE ASSESSED?</b>	Assessment is through a combination of External examination and completion of coursework units.
<b>WHEN DO THE EXAMS TAKE PLACE AND WHAT FORM DO THEY TAKE?</b>	<p><u>Year 10</u> External exam for Unit 1 (January) Completion of first optional unit</p> <p><u>Year 11</u> Completion of second compulsory unit Completion of second optional unit.</p>
<b>WHAT CAN I DO TO HELP ME ACHIEVE GOOD RESULTS IN THIS SUBJECT?</b>	<ul style="list-style-type: none"> <li>Unlimited enthusiasm</li> <li>The ability to work as part of a team</li> <li>Having an interest in music and live performances</li> <li>Being organised</li> <li>Dedication to the subject outside of normal lesson time</li> <li>Developing your practical skills in your spare time</li> </ul>
<b>SPECIAL INFORMATION ABOUT THIS COURSE</b>	As well as acquiring the skills involved in creating and performing Music, you will also be able to acquire skills in working with others, problem-solving and communication. You will find that Music will help you develop your practical skills whilst giving you an insight into employment opportunities in the music industry



# MUSIC (Continued)

## BTEC Firsts Level 2 Music



### POSSIBLE CAREERS

**Instrumental Performance:** Armed Forces Musician, Dance, Rock or Jazz Band, Orchestral Musician

**The Recording Industry:** Producer, Engineer/Mixer, Studio Arranger, Music Copyist

**The TV and Radio Industry:** Radio/TV Commercial Musician, Music Researcher, Administrator.

**Music Technology:** Sound and video editor, Technology –based Music Instruction Designer

**Music Librarianship:** College/university or Orchestra Librarian

**Vocal Performance:** Dance Band/Nightclub vocalist, Concert/opera soloist

**Conducting:** Choir, Orchestra, Opera Conductor

**Composing:** Film Score Composer, Commercial Jingle Composer, TV Show Composer

**Music Therapy:** Hospitals, Special Education, nursing Home, Clinic for Disabled Children

**Retail:** Sheet Music Sales, Instrument Sales, CD Sales

**Music Education;** Early childhood Music Teacher, School Music Teacher

### APTITUDES NEEDED

Most importantly, an enjoyment of music! Curiosity about how music is put together and a creative interest in developing musical ideas of your own. Ideally you should have a particular instrumental (or vocal) study that you wish to offer for performance coursework but a willingness to learn will do just as well.



# PERFORMING ARTS

## BTEC Firsts Level 2 Performing Arts



<b>CURRICULUM TEAM LEADER</b>	Mrs Westwood
<b>EXAMINATION BOARD</b>	EDEXCEL
<b>GENERAL INFORMATION</b>	BTEC Performing Arts is examined through 3 practical components over two years. Students will be expected to take the role of actor, director and designer. All students will be expected to be involved with extra-curricular productions, either through acting, or supporting with technical work, being backstage or front of house.
<b>WHAT ARE THE AIMS OF THE COURSE?</b>	The aim of BTEC Performing Arts is to: <ul style="list-style-type: none"><li>• Creatively explore a variety of stimuli including script;</li><li>• Develop imagination, sensitivity and self-confidence;</li><li>• Encourage personal and group creative expression and co-operation;</li><li>• Support independent working skills;</li><li>• Create your own devised and scripted performances;</li><li>• Become aware of the contribution that different elements make towards the total effect achieved by performance and to know how to use some of them;</li><li>• Evaluate and track your own work and the work of others.</li><li>• Appreciate and understand drama and acting as an art form.</li></ul>
<b>WHAT PERFORMANCE SKILLS DOES THE COURSE COVER?</b>	The course will cover many performance skills including: <ul style="list-style-type: none"><li>• Devising</li><li>• Performance</li><li>• Technical Aspects such as Set, Lighting and Sound</li><li>• Exploration of the Drama industry</li></ul>
<b>WHAT AREAS OF STUDY ARE COVERED?</b>	There are 3 components. <b>Component 1:</b> Exploring the Performing Arts: This component gives you a taste of what it is like to be a professional actor. You will explore a range of different styles and practitioners, you will research, explore and perform using their techniques and conventions. <b>Component 2:</b> Developing Skills and Techniques: This component focuses on workshop based skills development including voice and movement skills. You will apply these skills within performance work and reflect on your progress and use of skills as well as how you can further develop. <b>Component 3:</b> Performing to a Brief: As a group you create a piece of performance based on a given brief. During the process you have to keep a skills based development log, perform to a target audience and produce an evaluation report.
<b>HOW WILL I BE ASSESSED?</b>	Coursework and performance
<b>WHEN DO THE EXAMS TAKE PLACE AND WHAT FORM DO THEY TAKE?</b>	<b>Year 10</b> You will complete a mock of all the units. Summer 1 you will complete component 1 and begin component 2 <b>Year 11</b> You will complete component 2 and work on component 3 aiming to complete the course in summer 1



## PERFORMING ARTS (Continued)



<b>WHAT CAN I DO TO HELP ME ACHIEVE GOOD RESULTS IN THIS SUBJECT?</b>	<ul style="list-style-type: none"><li>• Unlimited enthusiasm</li><li>• The ability to work as part of a team</li><li>• Having an interest in plays and live performances</li><li>• Being organised</li><li>• Dedication to the subject outside of normal lesson time</li><li>• Going to the theatre in your own time</li><li>• Reading plays in your spare time</li></ul>
<b>SPECIAL INFORMATION ABOUT THIS COURSE</b>	As well as acquiring the skills involved in creating and performing Drama, you will also be able to acquire skills in working with others, problem-solving and communication. You will find that Drama will help you feel more self-confident and prepare you to deal with a range of different situations and people. BTEC Performing Arts can be highly useful if you intend to pursue a career which involves speaking with or to people. Communication is key to success in Drama and a number of students have found the qualification to be immensely useful in wide-ranging careers including law, medicine, sales and more practical careers, in addition to careers in the performing arts.
<b>POSSIBLE CAREERS</b>	Actor, director, producer, stage manager, writer, journalist, translator, presenter, lawyer, set design, costume design, curator, entertainer, sales, camera person, researcher, architect, animator, publisher, teacher, choreographer, coach, lecturer, theatre manager, buyer, broadcaster, public relations officer, editor, developer, designer, and the list goes on.
<b>APTITUDES NEEDED</b>	An enthusiasm for drama and the ability to commit to rehearsals agreed with your group. Dedication to your group and piece. Willingness to “give it a go” and try things out.



# PHILOSOPHY & BELIEFS

## GCSE Religious Studies



<b>CURRICULUM TEAM LEADER</b>	Mrs Mackie
<b>EXAMINATION BOARD</b>	AQA Syllabus A
<b>GENERAL INFORMATION</b>	This GCSE is divided into two components. One consists of four themes looking at modern issues surrounding environmental issues, animal experimentation, the law, prisons, and weapons of mass destruction among other. The other consists of looking at the beliefs and practices of Christianity and Judaism.
<b>WHAT ARE THE AIMS OF THE COURSE?</b>	This course aims to give students opportunities to: <ul style="list-style-type: none"><li>• Acquire knowledge and develop an understanding of the beliefs, values and traditions of Christianity and Judaism;</li><li>• Consider the influence of the beliefs, values and traditions associated with those religions;</li><li>• Consider various responses to moral issues, including their own;</li><li>• Identify, investigate and respond to fundamental questions of life raised by religion and human experience, including questions about the meaning and purpose of life;</li><li>• Develop skills relevant to the study of religion such as enquiry, analysis, reflection, evaluation, communication, insight and self-understanding.</li></ul>
<b>WHAT AREAS OF STUDY ARE COVERED?</b>	<ul style="list-style-type: none"><li>• Theme A: Relationships and families</li><li>• Theme B: Religion and life</li><li>• Theme D: Religion, peace and conflict</li><li>• Theme E: Religion, crime and punishment</li><li>• Christian Beliefs and Practices</li><li>• Jewish Beliefs and Practices</li></ul>
<b>HOW WILL I BE ASSESSED?</b>	There will be two exam papers lasting 1 hour and 45 minutes each
<b>WHEN DO THE EXAMS TAKE PLACE AND WHAT FORM DO THEY TAKE?</b>	Summer Term of Year 11
<b>WHAT CAN I DO TO HELP ME ACHIEVE GOOD RESULTS IN THIS SUBJECT?</b>	<ul style="list-style-type: none"><li>• Ask lots of questions so that you can get a good understanding of the issues being studied.</li><li>• Keep up to date with the news so that you share modern news stories related to the themes.</li><li>• Complete assignments (homework and classwork) using a range of research materials e.g. internet, DVD and textbooks.</li><li>• Use the skills developed as part of the course to structure your own ideas and opinions.</li></ul>
<b>POSSIBLE CAREERS</b>	PB is valuable to have in medicine, the media, teaching and areas involving psychology and sociology, the law or working in a faith community. By completing the Philosophy & Beliefs course, you will open yourself up to many possibilities.
<b>APTITUDES NEEDED</b>	Students who achieve well in this subject are those who enjoy learning about other people's opinion/beliefs on religious and global issues and those who display a keen interest in questioning the world around us.



# PHOTOGRAPHY



<b>CURRICULUM TEAM LEADER</b>	Mrs Binmore
<b>EXAMINATION BOARD</b>	AQA
<b>GENERAL INFORMATION</b>	Photography is under the Art & Design umbrella and therefore cannot be taken in conjunction with GCSE Art & Design. Photography is defined as the practice of producing images using light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images.
<b>WHAT ARE THE AIMS OF THE COURSE?</b>	<ul style="list-style-type: none"> <li>• The aim of the course is to develop knowledge, understanding and skills of photography through historical, cultural and response based projects.</li> <li>• It offers students who have the creativity and enthusiasm for creative work, the opportunity to pursue their interest to qualification standard. Preparing them for post 16 study.</li> <li>• To teach students the technical aspects of photography such as, lighting, viewpoint, aperture, depth of field, rule of thirds, shutter speed, angles and both the chemical and digital processes.</li> <li>• Students have the opportunity to develop skills in researching, developing and exploring ideas and responding personally to a given theme alongside developing their technical skills and understanding</li> <li>• The new GCSE specification requires students to explore and experiment with new media and to go on to develop an in depth, extended unit of work in response to the four assessment objectives. This is supported with a smaller unit of work, which can be in response to a gallery visit or trip or another theme, again responding to the four assessment objectives. This constitutes 60% of the course. This is secured with a controlled assessment, unit 2, worth 40% of the marks, with the final response piece completed under exam conditions.</li> </ul>
<b>WHAT AREAS OF STUDY ARE COVERED?</b>	<p>In unit 1 and unit 2 students are required to work in one or more areas of photography, such as those listed below:</p> <ul style="list-style-type: none"> <li>• portraiture</li> <li>• location photography</li> <li>• studio photography</li> <li>• experimental imagery</li> <li>• installation</li> <li>• documentary photography</li> <li>• photo-journalism</li> <li>• fashion photography</li> </ul>
<b>HOW WILL I BE ASSESSED?</b>	<p><b>Unit 1:</b> Portfolio of work including an extended project and a response project 60%</p> <p><b>Unit 2:</b> Externally set controlled assessment 40%</p> <p>Throughout the course students will be assessed regularly across four assessment objectives each worth 25% of your overall mark:</p> <p><b>AO1:</b> Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p><b>AO2:</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p><b>AO3:</b> Record ideas, observations and insights relevant to intentions as work progresses.</p> <p><b>AO4:</b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>At the end of unit 1 the portfolio is looked at holistically to generate the students Coursework grade</p>



## PHOTOGRAPHY (Continued)



<b>WHEN DO THE EXAMS TAKE PLACE AND WHAT FORM DO THEY TAKE?</b>	Unit 2: Externally set controlled assessment is issued at the beginning of the January term of YR11. Students will have approximately 12-13 weeks of timetabled lessons to complete the preparation work. They will then spend the equivalent of 10 hours completing their personal response in examination conditions.
<b>WHAT CAN I DO TO HELP ME ACHIEVE GOOD RESULTS IN THIS SUBJECT?</b>	There is no differentiation between homework and classwork. All work is coursework and will be submitted in your portfolio for both unit 1 and 2. Deadlines must be met and improvements to work must be completed within the given time frame. Students can work either entirely in a digital format or in a sketchbook format. This course may incur charges primarily related to printing, however any charges will be made clear prior to the course commencing. On average for sketchbook based portfolio the charge is approximately £30 per school year. For digital based portfolio there is generally no charge. Charges are applicable for large scale printing of final responses undertaken outside of the school.
<b>SPECIAL INFORMATION ABOUT THIS COURSE</b>	Students are most welcome to use the specialist facilities in the department by arrangement, to catch up, improve and develop work. Twilight sessions will be on offer throughout the course at specific times to allow students to maximise their potential.
<b>POSSIBLE CAREERS</b>	The creative industries in the UK are considered amongst the best in the world. Your ability to be imaginative and original will serve you well in the following careers where art and design is a good starting qualification. Architect, set designer, graphic designer, gallery curator, film director, sculptor, media arts correspondent, artist in residence, art therapist, fashion designer, advertising consultant, costume designer, teacher, museum education officer, fine artist, community art worker, art critic, ceramicist, textile artist, occupational therapist, illustrator, film animator, picture editor, jewellery designer, mural artist, and many more just look in the job sections of the newspapers under creative and media.
<b>APTITUDES NEEDED</b>	It is essential that you have a keen interest in art and design. You will have to be prepared to complete a minimum of 1-2 hours homework every week. You will need to be organised and at times work independently. You must be prepared to take risks and work outside your comfort zone in order to progress. You should also be able to evaluate your own work and the work of others, learning from achievements and mistakes.



# SCIENCE



<b>CURRICULUM TEAM LEADER</b>	Miss Swannack
<b>EXAMINATION BOARD</b>	EDEXCEL
<b>GENERAL INFORMATION</b>	Separate Sciences (Triple) students will study Biology, Chemistry and Physics GCSE courses, which will lead to 3 separate Science GCSE grades. Separate Sciences (Triple Science) GCSEs are available to students who achieve higher levels at Key Stage 3 and who are motivated to study science A-levels. This is a more comprehensive course worth 3 GCSEs and as a result will take more teaching time to cover. Students will have distinct Biology, Chemistry and Physics lessons. Students must therefore choose Separate Sciences (Triple Science) in the Open Choice section to take this course. Combined Science students will study the 3 science as above, but combined into a single GCSE course, which is worth two GCSE grades.
<b>WHAT ARE THE AIMS OF THE COURSE?</b>	<ul style="list-style-type: none"> <li>To develop the students' interests in, and enthusiasm for, science.</li> <li>To develop a critical approach to scientific evidence and methods.</li> <li>To acquire and apply skills, knowledge and understanding of how science works and its essential role in society.</li> <li>To acquire scientific skills, knowledge and understanding necessary for progression to further learning</li> </ul>
<b>WHAT AREAS OF STUDY ARE COVERED?</b>	All courses of study cover Biology, Chemistry and Physics. These courses are 100% examined.
<b>HOW WILL I BE ASSESSED?</b>	<p>All exams will be taken at the end of Year 11 for BOTH courses –</p> <p>Combined Science = 6 X 1hr 10 mins exams</p> <p>Biology }  Chemistry } 2 X 1hr 40 mins exams per subject  Physics }</p>
<b>WHEN DO THE EXAMS TAKE PLACE AND WHAT FORM DO THEY TAKE?</b>	Exams take place in June 2022 and take the form of a written exam.
<b>WHAT CAN I DO TO HELP ME ACHIEVE GOOD RESULTS IN THIS SUBJECT?</b>	<p>Recall (remembering simple facts) makes up 60% of the marks available in every exam – therefore REVISION IS CRITICAL.</p> <p>Revision guide books can be ordered through the Science Faculty.</p> <p>Help sessions are held at published times after school. Revision guide books can be ordered through the Science Faculty.</p>



# SCIENCE (Continued)



## POSSIBLE CAREERS

Medicine, veterinary practice and nursing, teaching, engineering, pharmaceuticals, physiotherapy, sports science; nursing, marine biology, geology, surveying.

**Careers Using Biology** Brewing, medicine, dentistry, dietetics, forensics, pharmacology, marine biology, physiotherapy, paramedical work, environmental health, audiology, psychiatry, radiography, horticulture, food science, biochemistry, sports science, speech therapy, occupational therapy, ophthalmics and orthoptics, nursing, ecology, teaching, agriculture, biotechnology, fisheries work, laboratory work, veterinary work, prosthetics and orthotics, environmental science

**Careers Using Chemistry** Brewing, dentistry, engineering, agriculture, biochemistry, environmental health, chemical plant operation, environmental science, waste management, medicine, food science, horticulture, laboratory work, chemical engineering, materials science, research and development, plastics and polymers technology, colour technology and dyeing, dietetics, teaching, nursing, biotechnology, quality control, pharmaceuticals, forensic science, medicinal chemistry, oil and gas production

**Careers Using Physics** Medicine, surveying, engineering, radiography, physiotherapy, nanotechnology, renewable energy science, aerospace manufacturing, medical physics, architecture, meteorology, teaching, electronics, medical technology, engineering technology, oceanography, telecommunications, sound technology, astronomy, dentistry, audiology, geophysics, astrophysics, auto electrical repair, ophthalmics/orthoptics, research and development, software engineering

## APTITUDES NEEDED

Many careers require GCSE science and students may find that the Combined Science course puts them in a great position to pursue these careers successfully. Studying the Combined Science course provides students with a variety of skills that can be applied to many areas of work, such as analysing and problem solving.

On the triple sciences course students take three GCSEs, one in each of the sciences: biology, chemistry and physics. They gain a separate GCSE grade for each of these three sciences at the end of Year 11. This differs from the combined science courses where students gain 2 science GCSEs. Students who really enjoy science and find it interesting and motivating, often choose to take the triple science course at GCSE.



# OCR Sport Studies Level 2 Cambridge Nationals (GCSE Equivalent)



<b>CURRICULUM TEAM LEADER</b>	Mr Conway
<b>EXAMINATION BOARD</b>	OCR
<b>GENERAL INFORMATION</b>	Students study 4 units: R051: Contemporary issues in sport R052: Developing sports skills R053: Sports leadership R054: Sport and the media
<b>WHAT ARE THE AIMS OF THE COURSE?</b>	To enable students to: <ul style="list-style-type: none"><li>• Develop theoretical knowledge and understanding of contemporary issues in sport</li><li>• Develop practical sports skills in individual and team sports</li><li>• Develop skills as an umpire/official</li><li>• Develop an exercise programme</li><li>• Develop sports leadership skills, plan, deliver and evaluate a session to your peers</li><li>• Develop knowledge of sport and the media</li></ul>
<b>WHAT AREAS OF STUDY ARE COVERED?</b>	<b>R051: Contemporary issues in sport (EXAM)</b> L01: Understand the issues which affect participation in sport L02: Know about the role of sport in promoting values L03: Understand the importance of hosting major sporting events L04: Know about the role of national governing bodies in sport <b>R052: Developing sports skills (Practical Unit)</b> You will be assessed in many sports and your best marks will be taken forward. You must be assessed in 1 individual and 1 team sport and your use of skills/tactics/decision making/umpiring/rules. The final learning objective is to devise a training programme and to complete it to improve in your chosen sport <b>R053: Sports Leadership (some practical some theory)</b> You will learn how to be an effective sports leader and how to plan, deliver and evaluate sports sessions. L01: Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership L02/3/4/5: Be able to plan/deliver and evaluate a sports session You will also gain a level 2 in Sports Leadership with Sports Leaders UK, which means you get two qualifications <b>R054: Sport and the Media (coursework)</b> L01: Know how sport is covered by the media L02/3: Understand the positive and negative effects that the media can have on sport L04: Understand the relationship between the media and sport
<b>HOW WILL I BE ASSESSED?</b>	<ul style="list-style-type: none"><li>• Exam</li><li>• Witness statements from teachers</li><li>• Coursework</li></ul>
<b>WHEN DO THE EXAMS TAKE PLACE AND WHAT FORM DO THEY TAKE?</b>	Summer Term of Year 10



## OCR Sport Studies Level 2 Cambridge Nationals (Continued)



<b>WHAT CAN I DO TO HELP ME ACHIEVE GOOD RESULTS IN THIS SUBJECT?</b>	<ul style="list-style-type: none"><li>• Have the ability to compete in at least 3 sports to at least inter-school level.</li><li>• Have a real interest in sport in its widest sense not just as a performer.</li><li>• Attend after school sports clubs, represent the school and attend any revision sessions.</li></ul>
<b>SPECIAL INFORMATION ABOUT THIS COURSE</b>	<p>More information (including the course specification) can be found at <a href="https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j803-j813/">https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j803-j813/</a></p> <p>Alternatively, if you have any other questions or queries please contact the school to speak to Mr Conway or another member of the PE team who will be able to answer your questions.</p>
<b>POSSIBLE CAREERS</b>	<ul style="list-style-type: none"><li>• Leisure Industry</li><li>• Teaching</li><li>• Coaching/instructing</li><li>• Physiotherapy</li><li>• Sports Journalism</li></ul>
<b>APTITUDES NEEDED</b>	<p>An enthusiastic approach towards all sports with a willingness to learn and improve your own ability and skill level. You need to be organised and bring the correct kit for every lesson and complete all the homework set. You need to have a sound level of sporting ability in most sports and be able to play in at least one school team.</p>



Please note that the deadline for options  
choice forms to be completed online is  
**9am Monday 1st March 2021**

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