



Year 9 Options Booklet



2020 - 2021

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Introduction

Dear Year 9 Student

Year 9 is an important year for you as it not only marks the end of Key Stage 3, but it is now the time for you to choose your subjects for Key Stage 4. The results of these decisions will take you into Years 10 and 11, Post 16, higher education and employment.

In order to help you in this decision process, a comprehensive programme of guidance has been put in place. This includes taster GCSE lessons, an options evening for parents and students, a one-to-one interview with an experienced member of staff, and, of course, the on-going advice and support from your form tutor.

Education continues to undergo a period of considerable change and reform. In putting together these choices we have worked hard to ensure that our curriculum addresses these changes, but at the same time offers a range of courses to suit the individual needs, interests and abilities of our Year 9 students.

This booklet is intended to give you information about the opportunities available at Bolder Academy. In particular, it provides a one-page guide for each subject, which outlines information on the relevant course and where it might lead to once you leave Bolder Academy.

When choosing your options there are three main points to consider:

- Do you enjoy the subject?
- Do you think you could be successful in this subject?
- Will this subject be useful to you in later life?

If you are unsure about your future career direction it is important to choose a wide range of subjects, so as not to close the door on a further academic course or employment.

Please do not hesitate to contact me if you have any further queries. You will receive further information about deadlines for making your GCSE choices in the Spring Term.

I wish you all the best in the next phase of your education.



Adam Bones
Deputy Headteacher

Option Process: Key Dates

November 2020

All students in Year 9 receive taster lessons in option subjects during their Being Bold Week (week commencing 9th November).

January 2021

- Students to receive options booklet, outlining subject opportunities available for Year 10 and 11.
- Information video provided to talk through next steps with students, parents and carers.
- Students have one to one meeting with experienced member of staff, discussing options process and future career plans.

February 2021

Continuation of one to one interviews with experienced member of staff.

Year 9 Parents Evening.

March 2021

- Student deadline for subject choices for study in Year 10 and 11.



How should I choose?

Good reasons for taking a subject

- I have discussed this with my parents and we agree it is a good choice for me.
- I enjoy the subject.
- I am good at it and I know I will work hard at this subject.
- I want to get better at the type of skills used in the subject.
- I have found out all about the subject by talking to my teachers and to students who have studied this - I think it will suit me.
- I have done a lot of investigation into all of the subjects and this is the one that I think I will enjoy the most.
- This subject will help me have a broad and balanced range of courses.

Bad reasons for taking a subject

- My friends are doing it (you will probably not be in the same group).
- I like the teacher (there is no guarantee that you will have that teacher next year).
- I dislike the teacher (you may have a different teacher in that subject next year).
- It is too much hard work (all subjects are hard work and there is little difference between them).
- It doesn't matter - I just chose any old subject (you will be doing this subject for two years, so it is worth getting it right now).
- It's a new subject, so I want to give it a go and see if I like it.



How are GCSE subjects graded?

GCSE grades have been awarded using a 9-1 grading system.

The highest grade achievable is a grade 9. The lowest pass grade achievable is a 1, with a U signifying ungraded.

Ofqual

Grading new GCSEs from 2017

New grading structure	Current grading structure
9	A*
8	A
7	A
6	B
5	B
4	C
3	D
2	E
1	F
1	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

Raising The Participation Age (RPA)

It is important that you think carefully about the subjects you want to take in Year 10 and 11, so as to help with a smooth transition for future study after year 11. This is because students now need to continue in education or training until their 18th birthday. This could be through:

- Full-time study in a school, college or a training provider
- Full-time work or volunteering combined with part-time education or training
- An Apprenticeship
- Self-employment

As a school we will provide you with secure independent and impartial careers guidance (IAG) for everyone in Years 7-13. This will include details of the full range of post-16 education and training options, including Apprenticeships. Remember, you can talk to your teachers and careers adviser about what guidance is available.

You can find out more information and advice here:

<https://www.parentalguidance.org.uk/>



What do I do now?

1. Read through this booklet and discuss it with your parents, carers, teachers and tutor before deciding.
2. If you have any questions, ASK. It is better to ask now than make the wrong choice. Either speak to a member of staff, or email:

work@bolderacademy.co.uk

3. Make your choices using a blank piece of paper – then leave it a day and come back to it to see if the choices you made still make sense.
4. When you have finally decided on your choices, make sure you complete and return your form ahead of the deadline.

It is very important that this form is returned on time so that the Academy can start to fit everyone's choices into the timetable.

If you want to change your options after handing in the form, then you have to ask your parents/carers to email Mr Bones, who will try his best, but nothing can be guaranteed. No changes will be considered without an email from your parents/carers.

Changes cannot be considered after the 15th June 2021

The school will try to let you study the options you have chosen, but please remember:

- Not all combinations of subjects are possible
- There is a limit to the numbers in some subjects
- If too few students select a subject then the course may be cancelled
- If too many students choose a course, allocation will be by lottery

See links below for more help choosing:

www.startprofile.com **START** is a website which is a great way for students to research career and subject options

<https://nationalcareersservice.direct.gov.uk>

The National Careers service has advice for young people with exploring careers, courses, job searching and skills assessment

<https://icould.com> **Try** the 'Buzz quiz' which is a short personality test and suggests potential career areas that would suit you

Compulsory Subjects



English Language GCSE

Syllabus: AQA 8700

Please consult: Miss Heaphy

What we aim to do

At Bolder Academy our English curriculum is designed to develop our students into kind, strong, brave young adults where a Bolder future awaits. We aim to provide a carefully planned and academically rigorous curriculum, offering students a robust education as well as fostering a love of the subject. Students focus on developing their analytical and creative writing skills, exploring and producing texts, as well as delivering high quality presentations. This will not only help prepare them for their GCSEs but for communication in the worlds of academia and work.

What we study

The specification offers the attraction of two equally-balanced papers, relating reading sources to the topic and theme of writing tasks. The reading sources act as stimulus for writing tasks, providing students with a clear route through each paper. Each paper has a distinct identity to better support high quality provision and engaging teaching and learning. Paper 1: Explorations in Creative Reading and Writing - looks at how writers use narrative and descriptive techniques to engage the interest of readers. Paper 2: Writers' Viewpoints and Perspectives - looks at how different writers present a similar topic over time. Our approach to spoken language (previously speaking and listening) will emphasise the importance of the wider benefits that speaking and listening skills have for students. The endorsed unit will draw on good practice to suggest how engaging formative tasks can lead to a single summative assessment.

How your work will be assessed

All texts in the examination will be unseen.

Paper 1: Explorations in Creative Reading and Writing	Section A: Reading <ul style="list-style-type: none">• One literature fiction text Section B: Writing <ul style="list-style-type: none">• Descriptive or narrative writing	<ul style="list-style-type: none">• Written exam: 1 hour 45 minutes• 80 marks• 50% of GCSE	<ul style="list-style-type: none">• Reading (40 marks) (25%)– one single text• Writing (40 marks) (25%)
Paper 2: Writers' Viewpoints and Perspectives	Section A: Reading <ul style="list-style-type: none">• One non-fiction text and one literary non-fiction text Section B: Writing <ul style="list-style-type: none">• Writing to present a viewpoint	<ul style="list-style-type: none">• Written exam: 1 hour 45 minutes• 80 marks• 50% of GCSE	<ul style="list-style-type: none">• Reading (40 marks) (25%)• Writing (40 marks) (25%)

Post 16 Study

GCSE English Language will prepare students for the study of Language and Literature at AS and A-level by developing their skills of analysis and evaluation of literary texts, analysis and study of written and spoken language and adopting linguistic and literary approaches to a wide range of texts. Students will also have the opportunity to develop skills in producing and developing written and spoken language as well as analysing the relationships between different texts and their contexts.

Possible Careers

Effective communication is vital in the world of work. We hope that the skills embedded here will complement any career but in particular they lend themselves well to the following professions: writer, speaker, teacher, journalist, PR, law, social media manager, HR and political careers such as civil service. A critical appreciation of language develops critical thinking skills that are highly valued amongst most employers.

Dig Deeper: Relevant website links for further information on the course/subject

<https://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

English Literature GCSE

Syllabus: AQA 8702

Please consult: Miss Heaphy


What we aim to do

At Bolder Academy our English curriculum is designed to develop our students into kind, strong, brave young adults where a Bolder future awaits. We aim to provide a carefully planned and academically rigorous curriculum, offering students a robust education in language and literature as well as fostering a love of the subject. Students study a wide range of texts and cover all of the important skills our subject demands in order to prepare them not just for their GCSEs but for communication in the worlds of academia and work.

What we study

- | | |
|--|---|
| <ul style="list-style-type: none"> • 19th Century Novel – 'The Strange Case of Dr Jekyll and Mr Hyde' • Shakespeare – 'Macbeth' | <ul style="list-style-type: none"> • Modern Texts – 'An Inspector Calls' • Poetry – 'Power and Conflict' • Unseen poetry |
|--|---|

How your work will be assessed

<p>Paper 1: Shakespeare and the 19th-century novel</p>	<p>Written exam: 1 hour 45 minutes</p> <ul style="list-style-type: none"> • 64 marks • 40% of GCSE 	<p>Section A Shakespeare: Students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p>	<p>Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p>	
<p>Paper 2: Modern texts and poetry</p>	<ul style="list-style-type: none"> • written exam: 2 hour 15 minutes • 96 marks • 60% of GCSE 	<p>Section A Modern texts: Students will answer one essay question from a choice of two on their studied modern prose or drama text.</p>	<p>Section B Poetry: Students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.</p>	<p>Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>

Post 16 Study

GCSE English Literature will prepare students for the study of Language and Literature at AS and A-Level by developing their skills of analysis and evaluation of literary texts, analysis and study of written language and adopting linguistic and literary approaches to a wide range of texts. Students will also have the opportunity to develop skills in analysing the relationships between different texts and their contexts.

Possible Careers

Effective communication is vital in the world of work. The subject helps students to understand the world through different perspectives; an important skill for any role. We hope that the skills embedded here will complement any career but in particular they lend themselves well to the following professions: Writer, speaker, teacher, journalist, PR, law, social media manager, HR and political careers such as civil service. A critical appreciation of Literature over develops critical thinking skills that are highly valued amongst most employers.

Dig Deeper: Relevant website links for further information on the course/subject

<https://www.aqa.org.uk/subjects/english/gcse/english-literature-870>

Mathematics GCSE

Syllabus: Write the exam board here: Pearson Edexcel G.C.S.E 9-1 (Mathematics) 1MA1

Please consult: Mrs Anjum Palumbo and Mrs Gwynne Arlow

What we aim to do

The course aims to build on the skills and knowledge developed in years 7-9, with a focus on developing conceptual understanding and applying skills and knowledge to higher order problem solving.

The main objectives of this GCSE (9-1) Mathematics course are to enable students to: develop fluent knowledge, skills and understanding of mathematical methods and concepts, acquire, select and apply mathematical techniques to solve problems, reason mathematically, make deductions and inferences, and draw conclusions. They will also be equipped with the skills to comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

What we study

The course will cover the following key areas:

Number: Structure and calculation, Fractions, decimals and percentages, measures and accuracy

Algebra: Notation, vocabulary and manipulation, equations and inequalities, graphs, problem solving, sequences

Ratio, proportion and rates of change: similarity, congruence, direct and inverse proportion

Geometry and measures: Properties of shapes, constructions, theorems, trigonometry, area, volume, vectors, using standard units of measure for length, mass, capacity, weight, volume

Probability: Calculating probabilities by calculation and the use of relevant diagrammatic representations

Statistics: Collect, collate, analyse and make inferences about data using relevant calculations and diagrams

How your work will be assessed

Two tiers are available: Foundation and Higher. The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier. All three papers must be at the same tier of entry and must be completed in the same assessment series.

Title	Details	Time	Equal Weighting for each paper
Paper1 Non-calculator	Written Exam	1 hour 30 minutes	80 marks (33 $\frac{1}{3}$ %)
Paper 2 Calculator	Written Exam	1 hour 30 minutes	80 marks (33 $\frac{1}{3}$ %)
Paper 3 Calculator	Written Exam	1 hour 30 minutes	80 marks (33 $\frac{1}{3}$ %)

Post 16 Study

The completion of the Higher Tier GCSE course gives students the best possible starting point for studying them at A Level.

It also provides a very solid base for any post-16 education in Science related subjects, such as Geography, Geology or Environmental Sciences and courses comprising of units that require data analysis or mathematical reasoning, such as Psychology, Sociology, Computer Science, Business Studies and Economics

Possible Career

Teaching, engineering, accountancy, statistician, data analyst, doctor, scientist, computer programmer, software developer, risk assessment analyst, actuarial scientist, banking, researcher

Dig Deeper: Relevant website links for further information on the course/subject

Edexcel website: <https://qualifications.pearson.com/>

Careers: www.mathscareers.org.uk

For further consolidation, revision and completion of homework and classwork and video tutorials:

<https://www.drfrostmaths.com/>

For completion of G.C.S.E assessments: www.eedi.com

For past exam style papers: www.maths <https://www.mathsgenie.co.uk/>

For the latest news about mathematics learning and for access to learning resources and past exam papers

<http://www.mrbartonmaths.com/blog/good-maths-websites-websites-pupils-students-parents/>

For video tutorials and topic by topic practice

For <https://www.bbc.co.uk/bitesize/subjects/z38pycw> and <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/maths>

Combined Science: AQA Trilogy GCSE

Syllabus: AQA Trilogy (8464)

Please consult: Mr Hurn (Science Lead)

What we aim to do

We aim to generate curious thoughtful and skilful scientists who can hypothesise, analyse, evaluate and link their science knowledge to the real world. We do this through providing students with a thorough grounding in the three disciplines of science; biology, chemistry and physics and the opportunity to apply their knowledge in a range of practical activities.

What we study

Students study a range of content across biology, chemistry and physics. A summary of these topics can be seen below.

Biology	Chemistry	Physics
<ol style="list-style-type: none">1. Cell Biology2. Organisation3. Infection and Response4. Bioenergetics5. Homeostasis6. Inheritance and variation7. Ecology	<ol style="list-style-type: none">1. Atomic Structure2. Bonding and Properties.3. Quantitative Chemistry4. Chemical Changes5. Energy Changes6. Rate of chemical change7. Organic Chemistry8. Chemical Analysis9. The Atmosphere10. Using Resources	<ol style="list-style-type: none">1. Energy2. Electricity3. Particle Model of Matter.4. Atomic Structure5. Forces6. Waves7. Electromagnetism

Throughout this subject student will also have the opportunity to:

- Develop their scientific thinking.
- Develop experimental skills and strategies.
- Develop their analysis and evaluation.

Develop their use of scientific vocabulary, quantities, units, symbols and nomenclature.

How your work will be assessed

Combined science is a linear qualification and students complete all of their assessments at the end of Year 11. Examples of the past papers and mark schemes can be seen here: <http://www.aqa.org.uk/pastpapers>

Students take 6 papers in total: 2 Biology, 2 Chemistry and 2 Physics. Each paper is 1 hour 15 minutes in length and is 70 marks.

Questions in the written exams are also focussed around the practical activities which are outlined here <https://filestore.aqa.org.uk/resources/science/AQA-8464-8465-PRACTICALS-HB.PDF>

These will count for at least 15% of the overall marks across the 6 papers.

Post 16 Study

The completion of Combined Science GCSEs give students a strong starting point for studying sciences at A & AS Level.

Combined science is also a pathway into sixth form courses such as the BTEC Applied Science course.

Possible Career

Any job with a strong basis in Science will be open to those who study sciences; Medical careers, Veterinary, Radiographer, Psychology, Forensics, Nutritionist, Mechanic, Teacher, Nurse, Laboratory Technician. There are also many transferrable skills learnt from studying science and students with A levels or degrees in science related topics are highly sought after across many professions.

Dig Deeper: Relevant website links for further information on the course/subject

<https://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF>

Option Subjects



Syllabus: AQA GCSE ART & DESIGN 8201

Please consult: Miss Handley and Miss Qureshi

What we aim to do

Students to develop individual powers of creative expression through a wide range of different materials, techniques and processes including paint, print, ceramics, photography, drawing and collage. Students build a portfolio of coursework and keep an on-going sketchbook related to each themed project throughout their GCSE. Taking them into the creative field of the Arts.

What we study

Throughout the course we focus our attention on gaining practical skills using a range of materials. Within the course students develop their analytical skills and understanding of both historical and contemporary artists/ craftspeople and designers. Art & Design is a course in which students are required to respond to a given theme. The skills element is the "traditional" Art area where we use both 2D and 3D materials. Such as clay, card, wire, mud rock, crayons, paint, etc. Students are encouraged to use software packages in IT to develop their own work. Students are required to produce sketchbooks of work for their portfolio during years 10 and 11 that will be assessed. We will be covering 3 units of coursework through the first year.

Students are required to produce work that is individual to them and a creative response to the theme/brief.

They will receive regular, focused, specific written feedback to aid their progress. There will be opportunities to visit art galleries and other appropriate locations to help inspire and develop their own work.

How your work will be assessed

Title	Details	%
Coursework	Students' work is assessed throughout the course. They are expected to complete an interesting, creative and varied portfolio of coursework, which includes a sketchbook and final piece for each of the three projects studied. This Includes preparation time of up to 13 weeks before a 10 hour practical assessment which takes place in the first half of the summer term.	60%
Exam	All students will be prepared for this assessment through mock assessments so the process will be familiar by the course end.	40%

Post 16 Study

There are many routes you can take such as: A Levels, Applied art and design, apprenticeships and college. Art or Photography at A Level; BTEC Art & Design; Foundation in Art & Design; B.A. Degrees in creative arts subjects; creative arts apprenticeships.

Possible Career

Opportunities in the following careers and many more;

Illustration, Architecture, Animation, Fashion, Textiles, Interior Design, Computer Aided Design, Graphics, Photography, Media, Product Design, Fine Art, Gaming Design and all other visual arts related professions. Product Designer, Advertising, Furniture Design, Environmental Design, Landscape Design, Interior Design, Building Designer, Car Designer, creative arts Teacher.

Dig Deeper: Relevant website links for further information on the course/subject

<https://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016.PDF>

<https://www.bbc.co.uk/bitesize/tags/zkjinwty/jobs-that-use-art-and-design/1>



NCFE Level 1/2 Technical Award in Art and Design

Syllabus: NCFE (603/2964/6)

Please consult: Miss C Handley and Miss Qureshi

What we aim to do

V Cert Technical Awards are a suite of high quality technical qualifications which are appropriate for Key Stage 4 learners. They are a technical alternative to GCSEs with equivalent levels of rigour and challenge.

The Level 1/2 Technical Award in Art and Design is designed to provide learners with the skills, knowledge and understanding of the applied study of good art and design practices and an understanding of working in the sector.

What we study

Throughout this qualification, students will gain valuable knowledge of:

- factors that influence the creation of art and design works across different movements and disciplines
- how visual language is used through art and design works
- how art and design work is created
- employment opportunities and organisations in the art and design industry
- understand how to responding to art and design briefs
- creating, presenting and reviewing own art and design work.

To be awarded Level 1/2 Technical Award in Art and Design, learners are required to successfully complete 2 mandatory units. Learners must also achieve a minimum of a Level 1 pass in the internal and external assessment

How your work will be assessed

Externally set written examination Unit 1

Externally marked

40% of the technical award

Written examination:

- 80 marks
- 1 hour 30 minutes
- A mixture of multiple-choice, short-answer and extended-response questions.

The written examination will assess the learner's knowledge and understanding of content from Unit 01 and assessment objectives AO1, AO2 and AO3.

External examination availability

The examination windows are expected in March and November.

Learners will have one opportunity to resit.

Externally set synoptic project unit 2

Internally graded

Externally quality assured

60% of the technical award

The completion time for this internal synoptic project is 21 hours of supervised time.

The synoptic project will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area.

The synoptic project will target assessment objectives AO1, AO2, AO3, AO4 and AO5.

The synoptic project will be externally set by NCFE, internally graded by the centre and externally quality assured by NCFE.

Learners will have one opportunity to resubmit.

Post 16 Study

Depending on the grade the student achieves in this qualification, they could progress to:

GCSE in Design Technology: Film Studies

GCSE in Design Technology/ Graphic Products

A Level in Art and Design / A level Design Technology

Technical Diploma in Design Production

Level 3 Technical Level in Video Games Art and Animation



Possible Career

An apprenticeship within sectors such as Community Arts Coordinator, Creative Digital Designer, Museum and Galleries Technician and Fashion Studio Assistant, art and design; creative media; Product Design; Graphic Design; Advertising and Promotional Work; Interior Design; Landscape Design; Engineering; Architecture and Architectural modelling; Fashion Design; Planning; Film, TV and Theatre Design, Computer Aided Design and Manufacture. The portfolio of design work developed throughout the course provides excellent material to show and discuss at any future interview and to show case your evidence of work/ skills developed.

Dig Deeper: Relevant website links for further information on the course/subject

Visit: [ncfe.org.uk](https://www.ncfedesign.org.uk) for more information about this course.

<https://www.bbc.co.uk/bitesize/tags/zkjinwty/jobs-that-use-art-and-design/1>

Syllabus: Edexcel Citizenship

Please consult: Miss Warren

What we aim to do

Citizenship Studies is about how people take an active part in democratic politics and work together for a better society, locally, nationally and globally. Students will learn about power, democracy, the operation of government and the legal system, and the role of the UK in the wider world. They will explore and learn about different controversial and topical issues with political, social, ethical, economic and environmental dimensions in local to global contexts. They will experience taking citizenship action and learn from trying to make a difference themselves.

What we study

The course is divided into 5 themes:

Theme A Living together in the UK

- How have communities developed in the UK?
- What is identity?
- What are democratic values and where do they come from?
- How does local democracy work?

Theme B Democracy at work in the UK

- Who runs the country?
- How does Parliament work?
- How is power shared between Westminster and the devolved administrations?
- How does government manage public money?

Theme C Law and justice

- What is the law for and how does it affect us?
- How does the justice system work?
- Is crime increasing in society?

Theme D Power and influence

- What power and influence can citizens have?
- What role and influence should the media have?
- Does the UK have power and influence in the wider world?

Theme E Taking citizenship action



How your work will be assessed

Title	Details	Style	Time	%
Paper 1	Theme A - C	Written Exam	1 hour 45 minutes	50%
Paper 2	Theme D - E	Written Exam	1 hour 45 minutes	50%

Post 16 Study

Completing the Citizenship GCSE provides a great base for the study of Politics at A-Level. Also the topics and skills taught complement other subjects such Sociology, History and Religion Studies.

Possible Career

Public relations, journalism, publishing, law, marketing, social work, nursing and teaching.

Dig Deeper: Relevant website links for further information on the course/subject

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/citizenship-studies-2016.html>

Computer Science GCSE

Syllabus: OCR

Please consult: Miss Tough

What we aim to do

A modern and fascinating subject, computer science helps us to progress from the past and influence our future. After all, the world now depends on computers/technology. Through studying this course, we aim for students to become highly competent and confident digital citizens. We aim to equip students with a strong understanding of how technology can be used to cause, prevent and solve problems that occur in both their personal and professional lives as well as in society.

What we study

The below components are covered during this course, several of which introduced throughout the KS3 curriculum.

As part of the course, students will continue to develop practical python programming skills and further enhance logical thinking and problem-solving skills. Critical and analytical thinking, resilience, creativity and teamwork are also developed throughout!

Paper 1	<ul style="list-style-type: none"> Systems architecture 	<ul style="list-style-type: none"> Memory and Storage
	<ul style="list-style-type: none"> Computer Networks, Connections and Protocols 	<ul style="list-style-type: none"> Network Security
	<ul style="list-style-type: none"> Systems Software 	<ul style="list-style-type: none"> Ethical, Legal, Cultural and Environmental Impacts of Digital Technology
Paper 2	<ul style="list-style-type: none"> Algorithms 	<ul style="list-style-type: none"> Programming Fundamentals
	<ul style="list-style-type: none"> Producing robust programs 	<ul style="list-style-type: none"> Boolean Logic
	<ul style="list-style-type: none"> Programming language and integrated development environments 	

How your work will be assessed

Title		Details	Time	%
Paper 1	Computer systems	Written Exam	1 hour 30 minutes	50%
Paper 2	Computational thinking, algorithms and programming	Written Exam	1 hour 30 minutes	50%

Post 16 Study

A GCSE in computer science provides a strong foundation for further study at A-Level, particularly with the practical programming aspect. The GCSE also equips students with invaluable skills, desirable for a wide range of industries.

Apprenticeships in technology and similar industries will particularly benefit from the technical skills and knowledge gained from the course. Employers will appreciate the personal qualities that this GCSE helps deliver, such as the ability to problem solve; plan and project manage; be strong at decision-making; and demonstrate resilience and teamwork.

Possible Career

GCSE computer science is attractive to employers in a diverse range of career paths, including but not limited to: network security, games design, software engineers, digital forensics and mobile application development. Inevitably, all careers have some aspect relating to the computer science field.

Dig Deeper: Relevant website links for further information on the course/subject

<https://www.ocr.org.uk/Images/558027-specification-gcse-computer-science-j277.pdf>

Syllabus: AQA 8261

Please consult: Miss Randall

What we aim to do

We aim to give our students a well-rounded view of Drama and Theatre. The course includes many opportunities to act with scripts, devise original work, and explore various themes and issues through drama. We also experiment with various design elements, such as lighting, costume and sound. Students will learn how to analyse and evaluate both their own work and the work of other theatre makers. In addition, we organise a number of theatre trips, which all students are expected to attend.



What we study

We will study a play text which we will practically explore to consider how we would perform the characters within the play. In addition, we will study how to create an original piece of work from a stimulus in our devising component, explore the work of different practitioners and study various performance styles. Students may specialise in performing, set, costume, lighting and/or sound design. Students will also consider how to respond to live theatre productions and develop skills analysis and evaluation.

A good grasp of how to apply various vocal and physical skills in performance is essential, as well as the ability to work well as part of a team with good concentration, commitment, initiative, imagination, motivation, problem solving and creativity. Students should also have a keen interest on how theatre works as well as a strong written ability in English. It is a requirement that students attend all theatre trips organised over the two years to ensure they are fully prepared to tackle the Response to Live Theatre Production question in the written exam for Component 1.

How your work will be assessed

Title	Details	Time	%
Component 1: Understanding Drama	<ul style="list-style-type: none"> Knowledge and understanding of drama and theatre Study of one set play from a choice of six Analysis and evaluation of live theatre makers It is assessed through an open book written exam, which is marked externally 	1 hour 45 minutes	40%
Component 2: Devising Drama	<ul style="list-style-type: none"> Process of creating devised drama Performance of devised drama (students may contribute as a performer or designer) Analyse and evaluation of own work It is marked internally and then moderated by AQA 	Up to 20 minutes (dependent on group size)	40%
Component 3: Texts in Practice	<ul style="list-style-type: none"> It is assessed through the performance of two extracts from one play, in which Students may contribute as a performer or designer Each extract is marked separately out of 20 There is a free choice of play but it must contrast with the set play chosen for Component 1 It is marked by an external AQA examiner 	Up to 20 minutes (dependent on group size)	20%

Post 16 Study

Drama school, A-Levels, BTEC, diplomas and degrees in a range of performing arts, literary-based or technical fields.

Possible Career

Careers in theatre, television and film, including set design, costume, sound, lighting design and operation and acting. It is also an asset in any area that requires teamwork, collaboration, creativity, public speaking, and/or problem solving skills such as management, business, law, youth work, nursing, teaching, journalism, childcare, tourism, fashion and marketing.

Dig Deeper: Relevant website links for further information on the course/subject

<http://www.aqa.org.uk/subjects/drama/gcse/drama-8261>

www.bbc.co.uk/schools/gcsebitesize/drama/

Syllabus: AQA

Please consult: Miss Williams and Miss McGonigle

What we aim to do

At Bolder Academy the Geography curriculum is designed to develop our students into kind, strong, brave young adults where a Bolder future awaits. We aim to develop in students a curiosity and fascination about the world and its people, and an understanding of the physical and human processes that shape our world and the interactions between these. Our hope is that students will gain knowledge of both local, national and global issues and this will result in them becoming engaged global citizens.

What we study

Living with the physical environment - As part of the physical component of the AQA course students will study topics such as natural hazards, the physical landscapes of the UK, and the living world. As part of this component students will carry out a physical fieldwork study that will involve a trip.

Challenges in the human environment - As part of the human component of the course students will delve into topics such as urban issues and challenges, the changing economic world, and the challenge of resource management. As part of this component students will carry out a human fieldwork study that will involve a trip.

Finally, throughout the two years' students will focus on a number of geographical skills that will enable them to evaluate geographic issues. For the paper 3 component, students will have to apply the knowledge and skills they have gained throughout the duration of the course to a number of geographic sources to evaluate a current geographical issue.



How your work will be assessed

Title	Details	Time	%%
Paper 1 – Living with the physical environment	Written Exam	1 hour 30 minutes	35%
Paper 2 – Challenges in the human environment	Written Exam	1 hour 30 minutes	35%
Paper 3 – Geographical applications	Written Exam	1 hours 15 minutes	30%

Post 16 Study

This course provides an excellent foundation for candidates wishing to study A-Level Geography. It also provides students with a broad skills base and an excellent academic grounding for a wide range of future study paths across the wider curriculum.

Possible Careers

Geography provides a strong background for a range of interesting and diverse careers including: Geographical Research, Surveying, Cartography, Environmental Consultancy, Teaching, Town Planning, Meteorology, Glaciology, Weather Forecasting, Consultancy, Reporting, Environmental Engineering. Government Analysts, and Policy Makers.

Dig Deeper: Relevant website links for further information on the course/subject

www.aqa.org.uk Careers: www.rgs.org/ourwork/schools

Syllabus: OCR History B

Please consult: Mr Jones

What we aim to do

We aim to challenge and inspire students' thinking and understanding of history to create global citizens who are able to make independent judgements about the past, present and future. We hope to ensure students leave year 11 with a clear chronological understanding of aspects of global history who are able to consider and evaluate change and continuity, identify the causes of different events, scrutinise evidence and determine events from our past which resonate with modern Britons.

What we study

Viking Expansion. c.750-c.1050

Life, travel, trade and warfare in the Viking age.

The Norman Conquest. 1065-1087

1066, the Battle of Hastings and the Norman transformation of England.

Migrants to Britain. c.1250-present

Migration into the UK through the ages, Empire and Britain's place in the world.

Living under Nazi rule. 1933-1945

A warning from history: the experience of Germany people in Nazi Germany before and after WWII.

History around us: Osterley Park, past and present

How local history has shaped our community – a local landmark through time.



Skills which we will develop in history at GCSE:

Understanding how change and continuity have ebbed and flowed overtime.

Being clear on how short-term and long-term causes blend together and cause major events.

Being able to decide which events are more, or less significant than others in history.

Making inferences from evidence left behind from history (sources).

The ability to create, and sustain and argument through your writing.

How your work will be assessed

Title	Details	Time	%
Paper 1 Migrants to Britain & the Norman Conquest	Written Exam	1 hour 45 minutes	40%
Paper 2 History around us	Written Exam	1 hour	20%
Paper 3 Viking Expansion & Living under Nazi rule	Written Exam	1 hour 45 minutes	40%

Post 16 Study

Example Statement

This course will allow you to practise skills needed to study history at A-level and provides an excellent foundation for aspiring historians!

Possible Career

Law, politics, teaching, journalism, business/business consultancy, T.V. research.

Dig Deeper: Relevant website links for further information on the course/subject

Syllabus: Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Please consult: Miss Kader

What we aim to do

We aim to ensure our students become global citizens who have a curiosity and understanding of the world. Arabic will develop a greater awareness of the culture of Arabic-speaking communities and countries. We want to enable our students to express their ideas and thoughts in another language as well as to be able to understand and respond to native speakers in speech and in writing. Arabic allows students to develop their ability to communicate with Arabic native speakers in both speech and writing.

What we study

We believe languages should be accessible for all students. Our Arabic course is tailored for non-native speakers to help students to progress and develop a passion for languages, through culturally engaging content. It is a truly inspirational course of study that will enable students to manipulate and use the target language effectively, independently and creatively, so that they have a solid basis from which to progress to A Level or employment.

Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics. The five themes are: 1. Identity and culture 2. Local area, holiday, travel 3. School 4. Future aspirations, study and work 5. International and global dimension. All themes and topics must be studied in the context of both the students' home country and that of countries and communities where Arabic is spoken.

How your work will be assessed

All exams are externally assessed by Edexcel at the end of Year 11.

Title	Details	%
Paper 1: Listening	Written examination: Foundation tier: 35 minutes, including 5 minutes' reading time; 50 marks Higher tier: 45 minutes, including 5 minutes' reading time; 50 marks	25%
Paper 2: Speaking	Internally conducted and externally assessed: Foundation tier: 7–9 minutes plus 12 minutes' preparation time; 70 marks Higher tier: 10–12 minutes plus 12 minutes' preparation time; 70 marks	25%
Paper 3: Reading	Written examination: Foundation tier: 50 minutes; 50 marks. Higher tier: 1 hour 5 minutes; 50 marks	25%
Paper 4: Writing	Written examination: Foundation tier: 1 hour 15 minutes; 60 marks Higher tier: 1 hour 25 minutes; 60 marks	25%

Post 16 Study

The development of language skills and understanding of the structure of language, lay the foundations for the future study of other languages.

Foreign language skills are increasingly valued in the world of work and are highly regarded by higher education institutions. In fact, many universities now expect a modern language GCSE from their applicants as part of the EBacc. GCSEs in MFL are usually followed by AS and A level courses although more sixth forms and colleges are now also offering the International Baccalaureate. A Modern Foreign Language also opens up possibilities of joint-honours degrees in, e.g. International Law and Arabic or International Relations with Arabic Equally, a language can be combined with History, Music, Science, English.

Possible Career

Translating; Interpreting, Language teaching. International businesses and companies needing people with languages: the UN, IT, law, finance or sales skills are much sought-after.

Dig Deeper: Relevant website links for further information on the course/subject

<https://qualifications.pearson.com/>

Careers: <https://www.qfi.org/>

Syllabus: AQA GCSE French (8658)

Please consult: Ms Kader and Ms Mitchell

What we aim to do

At GCSE we shall continue to take a mastery approach in order to reach a high level of fluency, passion and confidence in French. You will understand and appreciate different Francophone countries, cultures, people and communities - and as you do so, understand your role as global citizens. In Key Stage 4 you will use your foreign language more independently, building your knowledge of vocabulary and grammar to use a wider, more complex range of language.

What we study

Theme 1: Identity and culture

Topic 1: Me, my family and friends

Topic 2: Technology in everyday life

Topic 3: Free-time activities

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

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

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

Topic 3: Global issues

Topic 4: Travel and tourism

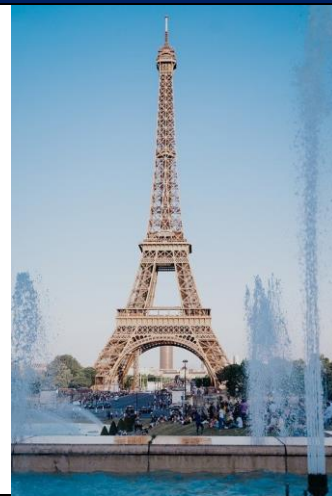
Theme 3: Current and future study and employment

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions



How your work will be assessed

All examinations will be assessed by AQA at the end of Year 11. Students will take all four papers either at Foundation Tier (Grades 1-5) or Higher Tier (Grades 4-9).

Title	Details	Time	%
Paper 1: Listening	Students will understand and respond to different types of spoken language.	Foundation Tier: 35 minutes Higher Tier: 45 minutes (Including 5 minutes' reading time)	25%
Paper 2: Speaking	Students will communicate and interact effectively in speech. The format of the test will consist of three parts: Role-play, Photo card and General conversation	Foundation Tier: 7-9 minutes (+ 12 minutes' supervised preparation.) Higher Tier 10-12 minutes (+ 12 minutes' supervised preparation.)	25%
Paper 3: Reading	Students will understand and respond to different types of written language.	Foundation Tier: 45 minutes Higher Tier: 1 hour	25%
Paper 4: Writing	Students will communicate effectively in writing.	Foundation Tier: 1 hour Higher Tier: 1 hour 15 minutes	25%

Post 16 Study

Foreign language skills are increasingly valued in the world of work and are highly regarded by higher education institutions. In fact, many universities now expect a modern language GCSE from their applicants as part of the EBacc. GCSEs in MFL are usually followed by AS and A level courses although more sixth forms and colleges are now also offering the International Baccalaureate. A Modern Foreign Language also opens up possibilities of joint-honours degrees in, e.g. International Law and French or International Relations with Spanish. Equally, a language can be combined with History, Music, Science, English and many other subjects.

Possible Career

Translation and interpreting, law, politics, teaching, journalism.

Dig Deeper: Relevant website links for further information on the course/subject

<https://www.aqa.org.uk/subjects/languages/gcse/french-8658>

Syllabus: AQA GCSE Spanish (8698)

Please consult: Ms Ventura and Ms Mitchell

What we aim to do

At GCSE we shall continue to take a mastery approach in order to reach a high level of fluency, passion and confidence in Spanish. You will understand and appreciate different Spanish-speaking countries, cultures, people and communities - and as you do so, understand your role as global citizens. In Key Stage 4 you will use your foreign language more independently, building your knowledge of vocabulary and grammar to use a wider, more complex range of language.

What we study

Theme 1: Identity and culture

- Topic 1: Me, my family and friends
- Topic 2: Technology in everyday life
- Topic 3: Free-time activities
- Topic 4: Customs and festivals in Spanish-speaking countries/communities

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

- Topic 1: Home, town, neighbourhood and region
- Topic 2: Social issues
- Topic 3: Global issues
- Topic 4: Travel and tourism

Theme 3: Current and future study and employment

- Topic 1: My studies
- Topic 2: Life at school/college
- Topic 3: Education post-16
- Topic 4: Jobs, career choices and ambitions



How your work will be assessed

All examinations will be assessed by AQA at the end of Year 11. Students will take all four papers either at Foundation Tier (Grades 1-5) or Higher Tier (Grades 4-9).

Title	Details	Time	%
Paper 1: Listening	Students will understand and respond to different types of spoken language.	Foundation Tier: 35 minutes Higher Tier: 45 minutes (Including 5 minutes' reading time)	25%
Paper 2: Speaking	Students will communicate and interact effectively in speech. The format of the test will consist of three parts: Role-play, Photo card and General conversation	Foundation Tier: 7-9 minutes (+ 12 minutes' supervised preparation.) Higher Tier 10-12 minutes (+ 12 minutes' supervised preparation.)	25%
Paper 3: Reading	Students will understand and respond to different types of written language.	Foundation Tier: 45 minutes Higher Tier: 1 hour	25%
Paper 4: Writing	Students will communicate effectively in writing.	Foundation Tier: 1 hour Higher Tier: 1 hour 15 minutes	25%

Post 16 Study

Foreign language skills are increasingly valued in the world of work and are highly regarded by higher education institutions. In fact, many universities now expect a modern language GCSE from their applicants as part of the EBacc. GCSEs in MFL are usually followed by AS and A level courses although more sixth forms and colleges are now also offering the International Baccalaureate. A Modern Foreign Language also opens up possibilities of joint-honours degrees in, e.g. International Law and Spanish or International Relations with Spanish. Equally, a language can be combined with History, Music, Science, English and many other subjects.

Possible Career

Translation and interpreting, law, politics, teaching, journalism.

Dig Deeper: Relevant website links for further information on the course/subject

<https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698>

Music RSL Awards

Syllabus: RSL Awards Level 2 in Music Performance

Please consult: Mr Taylor

What we aim to do

We aim to create cultural and self-aware students that are able to reflect upon the musical output of themselves and others, formulating strategies for future improvement. Students will develop confidence in performance, communicating musical ideas with a sense of fluency. They will study the music of other cultures, individuals and societies, widening their cultural understanding.

What we study and how it is assessed

Students will study across the 3 key strands of music: performing, composing and listening. Students should enter the course with a keen interest in music and a desire to learn or continue to learn a musical instrument. Students will complete units totalling 20 credits. To make 20 credits, they will complete two compulsory core units worth 12 credits. They will then complete one option unit worth 8 credits.

<i>Unit</i>	<i>Assessment</i>	<i>Learning Focus</i>	<i>Credits</i>
Core unit: Musical Knowledge	Centre assessed through written submission, video evidence or blog/vlog/podcast	Listening to and analysing music across a range of genres. Completing an in-depth analysis of two genres and their identifying traits.	4
Core unit: Live Music Performance	Assessed externally. Performance marked live in person or through video recording	Rehearsal and performance skills. Communicating musical ideas both verbally and non-verbally. Identifying personal aims for development and acting upon those aims. Planning and delivering a performance to an agreed time frame.	8
Option unit: Instrumental Study	Assessed internally through written submission or video evidence	Day-to-day maintenance of one's own musical instrument. Technical study of and improvement of dexterity, stamina and control in one's instrument.	8
Option unit: Composing Music	Assessed internally through an audio file of a finished composition and a written or video reflection	Practical knowledge of music theory and musical devices, including western classical notation. Score production skills using a DAW or notation software. Organisation and time management to meet project deadlines.	8

Post 16 Study

Studying music could lead on to level 3 (A-Level) study of music or music technology. Creative subjects such as music are also desirable for college and university applications for a range of degree subjects inside and outside of music.

Possible Career

Performance specialism: original musician, cover musician, session player, orchestral musician, pit musician.
Composition specialism: songwriter, lyricist, arranger, conductor, library musician, collaborator
Technology specialism: live sound engineer, instrument technician, producer, studio engineer, crew
Business specialism: music lawyer, musicologist, events, PR, marketing, booking agent, talent scout, manager
Humanities specialism: music therapist, music teacher, instrument or theory tutor

Dig Deeper: Relevant website links for further information on the course/subject

<https://www.careersinmusic.com/>
<https://www.rslawards.com/vocational/music-practitioners/>
<https://successatschool.org/advisedetails/362/Why-Study-Music>

Syllabus: Eduqas GCSE Music

Please consult: Mr Taylor

What we aim to do

We aim to create cultural and self-aware students that are able to reflect upon the musical output of themselves and others, formulating strategies for future improvement. Students will develop confidence in performance, communicating musical ideas with a sense of fluency. They will study the music of other cultures, individuals and societies, widening their cultural understanding.

What we study

Students will study music across 4 areas of study. These areas are:

AoS 1: Musical Forms and Devices

AoS 2: Music for Ensemble

AoS 3: Film Music

AoS 4: Popular Music

Students will be taught the skills required to compose music, building on knowledge from KS3. They will then apply this knowledge to 2 compositions. One of these compositions is to a brief set by the exam board. One composition is free choice for the student.

Students will be taught rehearsal and practice techniques to enable them to perform in a group (ensemble) and on their own (solo).

An in-depth study of musical history up to present day will deepen students understanding of the development of music.



How your work will be assessed

	Component	%	Details
1	Performing	30	Two performances are recorded. They are teacher assessed and externally moderated by the exam board. One performance must be an ensemble (group) performance. The second performance can either be solo or ensemble.
2	Composing	30	Two compositions are submitted. They are teacher assessed and externally moderated by exam board. One composition is a response to a brief set by the exam board. The second composition is free choice (learners set their own brief).
3	Appraising	40	Formal examination, featuring 8 questions. There are 2 questions for each area of study (above). The questions focus on listening to music set by the exam board.

Post 16 Study

This would lead on to A-Level study of music or music technology.

Creative subjects such as music are also desirable for college and university applications for a range of degree subjects inside and outside of music.

Possible Career

Performance specialism: original musician, cover musician, session player, orchestral musician, pit musician.

Composition specialism: songwriter, lyricist, arranger, conductor, library musician, collaborator

Technology specialism: live sound engineer, instrument technician, producer, studio engineer, crew

Business specialism: music lawyer, musicologist, events, PR, marketing, booking agent, talent scout, manager

Humanities specialism: music therapist, music teacher, instrument or theory tutor

Dig Deeper: Relevant website links for further information on the course/subject

<https://www.careersinmusic.com/>

<https://www.eduqas.co.uk/qualifications/music-gcse>

<https://successatschool.org/advisedetails/362/Why-Study-Music>

Physical Education GCSE

Syllabus: Edexcel

Please consult: Mrs Quinnell

What we aim to do

We aim to develop theoretical knowledge and understanding of the factors that underpin physical activity and sport in a holistic and global setting and use this knowledge and understanding to improve performance.

We aim to understand how the physiological and psychological state affects performance in physical activity and sport.

We aim to perform effectively in different physical activities by developing skills and techniques, selecting and using tactics, strategies and/or compositional ideas.

We aim to develop their ability to analyse and evaluate to improve performance in physical activity and sport.

We aim to understand the contribution that physical activity and sport make to health, fitness and wellbeing.

We aim to understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.

What we study

Component 1- Fitness and Body Systems – applied anatomy and physiology, movement analysis, physical training and use of data

Component 2 - Health and Performance – Health, fitness and wellbeing, sport psychology, socio-cultural influences and use of data.

Component 3- practical performance – skills during individual and team activities and general performance skills

Component 4 -Personal Exercise Programme – aim and planning analysis, carrying out and monitoring the PEP and evaluating the PEP making future recommendations.

How your work will be assessed

Both component 1 and 2 assessment consists of multiple-choice, short-answer, and extended writing questions. Students must answer all questions.

Component 1	Fitness and body systems	90 marks	1 hour and 45 minutes written exam	36%
Component 2	Health and performance	70 marks	1 hour and 15 minutes written exam	24%
Component 3	Practical	105 marks	35 marks per activity. Three separate activities from a set list, one must be a team activity, one individual and one free choice.	30%
Component 4	PEP	20 marks	1500 written word document assessed internally and externally	10%

Post 16 Study

The Edexcel GCSE and A Level specifications were planned together. This ensures a sensible progression of content from GCSE to A Level and similar approaches to assessment, so that students will have a coherent and diverse experience of physical education if they take both GCSE and A level.

Possible Career

Sports scientist, PE teacher, physiotherapist, professional sportsperson, sports coach/consultant, Sports policy maker at local or national level, fitness instructor, personal trainer

Dig Deeper: Relevant website links for further information on the course/subject

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html>

OCR Cambridge National Sport Science Level 1/ Level 2

Syllabus: OCR Cambridge National Sport Science

Please consult: Mrs Quinnell

What we aim to do

Elite sport has embraced sport science disciplines wholeheartedly in the past few decades, moving from a perspective which assumed the primacy of natural talent in producing outstanding performance, to one which considers every minute detail of an athlete's training programme, rest time, environment and psychology in the pursuit of excellence.

The Cambridge Nationals in Sport Science offer learners the opportunity

- to develop a range of skills through involvement in sport and physical activity in different contexts and roles
- develop their ability to apply theoretical knowledge to practical situations
- gain a better understanding of the complexity of different areas of sport and the sports industry
- Increase their awareness of different ways to stay involved in sport and physical activity and of different careers and roles within sport.

What we study

Reducing the risk of sports injuries (Mandatory)

Learners will know how to prepare participants to take part in physical activity in a way which minimises the risk of injuries.

Applying principles of training (Mandatory)

Learners will develop knowledge and understanding of the principles and methods of training and the application of these in the design of training programmes along with practical skills in fitness testing.

The body's response to physical activity (Optional)

Learners will understand key aspects of the structure and function of the musculo-skeletal and cardio-respiratory systems.

Sport psychology (Optional)

Learners will look at some of the key elements of sport psychology and use some of the strategies and techniques utilised in pursuit of excellence in sports performance.

Sports nutrition (Optional)

Learners will consider the composition of a healthy, balanced diet being able to consider the necessity of certain nutrients in particular quantities and the effects of a poor diet.

Technology in Sport (Optional)

Learners will consider the variety of ways in which technology is being used in sport to enhance both performance and the experience of sport for performers and for spectators.

How your work will be assessed

Reducing the risk of sports injuries (M) – Written paper set and marked by OCR. 1 hour in duration worth 60 marks.

Applying principles of training (M) – centre assessed tasks which are moderated by OCR, 60 marks where learners will spend approximately 10 hours on the assessment tasks

For the two remaining optional units they are centre assessed tasks, which are moderated by OCR, all are worth 60 marks and learners should spend approximately 10 hours on the assessment tasks per unit.

Post 16 Study

For learners who want to progress to level 3 qualifications they have the choice of various **GCE qualifications** which will further develop areas of their learning from level 1/2: Biology, Media Studies, Physical Education, Psychology and Science.

Learners can progress from OCR Level 1/2 Cambridge National Award/Certificate in Sport Science to other vocational qualifications: OCR Level 3 Cambridge Technicals in Sport Physical Activity.

Possible Career

Lifeguard, a steward at a sports stadium or a personal fitness instructor, and a PE teacher

Dig Deeper: Relevant website links for further information on the course/subject

<https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-science-level-1-2-j802-j812/specification-at-a-glance>

Design And Technology GCSE

Syllabus: AQA 8552

Please consult: Miss Qureshi

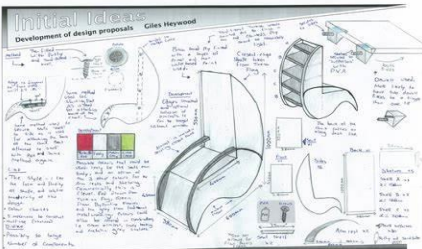
What we aim to do

Throughout Design Technology all students will focus on theory and practical aspect of the subject. Each student will cover various areas depending on which technology they choose. All areas will include exam based questions and practical skilled activities. Materials used in this subject range from wood, metal, plastic and card.

What we study

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. Our GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

How your work will be assessed

Exam Paper 1	Non-exam assessment (NEA)	How it's assessed
<ul style="list-style-type: none"> Core technical principles Specialist technical principles Designing and making <p>At least 15% of the exam will assess maths</p> <p>At least 10% of the exam will assess science.</p> <ul style="list-style-type: none"> Written exam: 2 hours 100 marks 50% of GCSE 	<ul style="list-style-type: none"> Core technical principles Specialist technical principles Designing and making principles 30–35 hours approx 100 marks 50% of GCSE Substantial design and make task Identifying and investigating design possibilities Producing a design brief and specification Generating design ideas Developing design ideas Realising design ideas Analysing & evaluating 	<p>Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the NEA.</p> <ul style="list-style-type: none"> Students will produce a prototype and a portfolio of evidence Work will be marked by teachers and moderated by AQA 

Post 16 Study

There are many routes you can take with Resistant Materials Technology such as: A levels, Applied art and design, apprenticeships and college.

Possible Career

Resistant Materials Technology can open up opportunities in the following careers and many more; Product Designer, Advertising, Architecture, Furniture Design, Environmental Design, Landscape Design, Interior Design, Building Designer, Car Designer, Technology Teacher

Dig Deeper: Relevant website links for further information on the course/subject

<https://www.bbc.co.uk/bitesize/tags/zn7h8xs/jobs-that-use-design-and-technology/1>
<https://filestore.aqa.org.uk/resources/design-and-technology/specifications/AQA-8552-SP-2017.PDF>



Food and Nutrition GCSE

Syllabus: AQA 8585

Please consult: Miss Qureshi

What we aim to do


Students will focus on theory and practical aspect of the subject. All areas will include exam based questions and practical skilled activities. Cooking practical lesson are done weekly ranging from making Starters' Mains and Desserts all dishes are influenced from around the world. Students will be required to carry out independent study in order to keep up with the coursework and attend various clubs to ensure work is kept up to date.

What we study

This GCSE 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. Food preparation skills are integrated into five core topics:

- **Food, nutrition and health**
- **Food science**
- **Food safety**
- **Food choice**
- **Food provenance.**

How your work will be assessed

Exam	Non-exam assessment (NEA)	How it's assessed
<p>Paper 1: Theoretical knowledge of food preparation and nutrition from Sections 1 to 5.</p> <p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • 100 marks • 50% of GCSE <p>Exam Questions</p> <ul style="list-style-type: none"> • Multiple choice questions (20 marks) • Five questions each with a number of sub questions (80 marks) 	<p>Task 1: Food investigation (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>Task 2: Food preparation assessment (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 three hours.</p>	<p>Task 1: Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.</p> <p>Task 2: Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.</p> 

Post 16 Study

Upon completion of this course, students will be qualified to go on to further study, or embark on A levels, catering courses, apprenticeships and college or full time career in the catering or food industries.

Possible Career

Food Technology can open up opportunities in the following careers and many more: Wedding planner, Cake Designer, Chef, Food Writer, Gift Basket Maker, Hospital Chef, Cheese Maker, Butcher, Journalist, Ice Cream Taster, Cooking School Owner, Fish Farmer, Tea Shop Owner, Food Stylist, Seed Scientist, Researcher, Research Chef, Dietician, Sausage Maker, Country Club or Lodge Chef, Deli Owner, Obesity Researcher.

Dig Deeper: Relevant website links for further information on the course/subject

<https://filestore.aqa.org.uk/resources/food/specifications/AQA-8585-SP-2016.PDF>
<https://www.bbc.co.uk/bitesize/tags/zvty7nb/jobs-that-use-food-and-nutrition/1>

Additional information/Special requirements

You will need to bring in all ingredients for practical lessons. There will be trips throughout the course to support and deepen knowledge and immersion in food related subjects.

Textiles Design GCSE

Syllabus: AQA GCSE Art & Design: Textile Design (AQA - course code 8204)

Please consult: Miss Qureshi

What we aim to do

Students are required to work in one or more area(s) of Textile Design. Students will be required to carry out independent study in order to keep up with the coursework and attend various clubs to ensure work is kept up to date. They will explore overlapping areas and combinations of areas: fashion and/or costume design, printed and/or dyed materials, domestic textiles, constructed and/or applied textiles, Products that are made in this subject range from cushions, wall hangings, lamp shades, bean bags, decorative throws and canvases. Trips to the Victoria and Albert will be part of the course.

What we study

Knowledge and understanding

How sources relate to cultural, social, historical, contemporary, environmental and creative contexts which might be determined or influenced by functional or non-functional considerations.

How ideas, feelings, forms, and purposes can generate responses that address personal needs or meet external requirements such as client expectations and any associated constraints.

Figurative and non-figurative representations, stylisation, simplification, surface embellishment, constructional considerations and imaginative interpretation. Visual and tactile elements.

Skill

Use textile design techniques and processes, appropriate to students' personal intentions e.g. weaving, stitching, printing, construction methods, applique and felting.

Use media and materials, as appropriate to student's personal intentions e.g. fabrics, threads, dyes, components, fabric paint, digital and imagery.

How your work will be assessed

Component 1: Portfolio A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

No time limit 96 marks 60% of GCSE

Non-exam assessment (NEA) set and marked by the school/college and moderated by AQA during a visit.

Moderation will normally take place in June.

Component 2:

Externally set assignment. Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

How it's assessed? Preparatory period followed by 10 hours of supervised time • 96 marks

40% of GCSE

Non-exam assessment (NEA) set by AQA; marked by the school/college and moderated by AQA during a visit.

Moderation will normally take place in June.



Post 16 Study

Many students go on to study A Level in Textiles and Fashion Design and Product Design to Degree Level. However, it is possible to study any design and technology related course post-16. Other creative routes include A-Level Art and Design, Media and/or Film, BTEC National Diplomas in Art and Design or Media, and the 14-19 Diploma in Creative and Media. Employers would value this GCSE in Textile Design and Technology as it develops creative, technical, problem solving and transferable skills.

Possible Career

Fashion Design, Product Design, Fabric Designer, Footwear Designer, Production Pattern Cutter, fashion writer, Catwalk designer, Tailor, Garment Technologist, Knitting Technician, Textile Dyeing Technician, Dressmaker, Sewing Machinist, Wedding Dress Designer, Fashion photographer, Teacher.

Dig Deeper: Relevant website links for further information on the course/subject

<https://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016.PDF>

<https://www.bbc.co.uk/bitesize/articles/zvp7y9q>

Design And Technology NCFE Graphic Design Level 2

Syllabus: NCFE – Graphic Design level 2 (course code: (603/0845/X)

Please consult: Miss Qureshi

What we aim to do

Graphic Design is a form of visual communication. It is a process by which visual information is given form and structure, so as to communicate a message. Being a Graphic Designer is the profession of visual communication that combines images, words and ideas to convey information to an audience. It involves designing print or electronic forms of visual information for advertisement, publication or website. This qualification focuses on an applied study of the graphic design sector and learners will gain a broad understanding and knowledge of working in the sector. It is suitable for learners who are motivated and challenged by learning through hands-on experiences and through content which is concrete and related directly to those experiences.

What we study

This qualification shows learners how to:

Identify and experiment with graphic design components:

- explore graphic designers, their work and working in the industry
- work to graphic design briefs, refining and selecting ideas
- form a graphic design portfolio and explore creative direction. Develop skills:
- in using different tools and equipment competently
- when experimenting with materials and techniques
- in adapting their own ideas and responding to feedback
- in evaluating their own work

The portfolio of design work developed throughout the course provides excellent material to show and discuss at any future interview and to show case your evidence of work/ skills developed.

You should be keen to develop your design, making and presentation skills by using a range of different techniques hand sketching and computer graphics to show evidence of work produced. Use of Power Point, Photoshop and a CAD programme would be advantageous but not essential.



How your work will be assessed

Title	Details	Time	Assessment
Unit 01	Introduction to Graphic Design	30 hours	Internal
Unit 02	Graphic design practice Responding to a graphic design	30 hours 30 hours + 10 hours External	Internal
Unit 03	brief	Assessment	Internal and external
Unit 04	Graphic design portfolio	30 hours	Internal

To be awarded the Level 2 Technical Award in Graphic Design, learners are required to successfully complete 4 mandatory units. Learners must also achieve a minimum of a Pass in the external assessment.

Post 16 Study

Learners who achieve this V Cert qualification could progress onto level 3 qualifications and A Levels, such as: Level 3 Applied General Certificate in Art & Design & A Level Design and Technology.

Possible Career

Design and Technology; Art and Design; creative media; Product Design; Graphic Design; Advertising and Promotional Work; Interior Design; Landscape Design; Engineering; Architecture and Architectural modelling; Fashion Design; Planning; Film, TV and Theatre Design, Computer Aided Design and Manufacture.

Dig Deeper: Relevant website links for further information on the course/subject

Visit: ncfe.org.uk for more information about this course.

<https://www.bbc.co.uk/bitesize/articles/zbccvk7>

<https://designmuseum.org>

Religious Studies GCSE

Syllabus: AQA (Religious Studies A 8062)

Please consult: Miss Warren

What we aim to do

Religious Studies allows students to acquire knowledge and understanding of the world of religion, as well as encouraging them to think deeply about their own opinions on faith. An understanding of religion helps students to understand the world around us, as religion is a major force in contemporary politics, societies and cultures, just as it has been throughout history. The Religious Studies course will encourage students to explore a range of ethical issues, encouraging them to question, discuss and debate their views as well as that of different belief systems. The course will develop students' skills of research, empathy, debating, and their ability to make balanced judgements. Students will also acquire a cultural understanding and awareness of the prominent issues of today.

What we study

Component 1: The study of religions: beliefs, teachings and practices

Including:

- Christianity
 - Key beliefs
 - Jesus Christ and salvation
 - Worship and festivals
 - The role of the church in the local and worldwide community
- Sikhism
 - Key beliefs
 - Beliefs about the nature of human life
 - Worship and service
 - Festivals and lifestyle

Component 2: Thematic Studies

Religious, philosophical and ethical studies

- Religion, peace and conflict
- Religion, crime and punishment
- Religion, human rights and social justice
- Relationships and families



How your work will be assessed

<i>Title</i>	<i>Details</i>		<i>Time</i>	<i>%</i>
Paper1	The study of religions: beliefs, teachings and practices	Written Exam	1 hour 45 minutes	50%
Paper 2	Thematic studies	Written Exam	1 hour 45 minutes	50%

Post 16 Study

Completing the Religious Studies GCSE provides a great base for the study of Religious Studies & Philosophy at A-Level. Also the topics and skills taught complement other subjects such Sociology, History and Politics

Possible Career

Public relations, journalism, publishing, law, marketing, social work, nursing and teaching.

Dig Deeper: Relevant website links for further information on the course/subject

<https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062s>



**For any questions please email
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