UP HOLLAND HIGH SCHOOL

Dedicated to Excellence

PATHWAYS TO SUCCESS 2020

Your guide to making the <u>right</u> option choices

Headteacher's Message

Dear Parents

This is an exciting time for your son/daughter in deciding on their next steps at Up Holland High School. This booklet describes the GCSE option courses available for your child to study over the next two years and provides you with details of the core subjects your child will be studying in Key Stage 4.

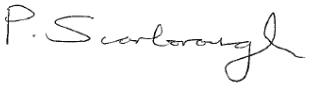
The 'pathways' available to your son/daughter are designed to maximise success for every child in the school. Success in Years 10 and 11 will prepare your son/daughter for the world of work and further education available at colleges and support university applications in the future.

The government have announced a number of changes to GCSEs in the last few years, including the introduction of the English Baccalaureate which consists of 6 GCSE subjects from English, Maths, two Sciences, a Humanities subject and a Modern Foreign Language. Up Holland High School is well prepared to offer this qualification to our students. Some of these English Baccalaureate subjects form part of our Core Curriculum, whilst others may be chosen as options.

At Up Holland High School we believe that every student should have their choices discussed in order to personalise their learning and to ensure that the correct pathway has been identified for them. In order to achieve this, we will offer every student and their parent an interview to discuss option choices and identified pathways. The interviews will take place during the Parents' Evening on Thursday 13th February.

We are always here to help and look forward to meeting you at the interviews later this month.

Best wishes



Mr P Scarborough
Headteacher

Introduction

Welcome to your **'Pathways to Success'** booklet. Over the next couple of weeks you have some important decisions to make and this booklet will help you think about the subject choices which are right for you. Decisions you make should help you to achieve the employment or gain a place on the college course of your choice in the future. It is important that you read this booklet thoroughly and seek help from staff members if you have further questions.

We have designed a programme of events to help you make your choices:

- **w/c 3rd February:** Year 9 **'Pathways to Success'** assembly. **'Options Week'** – talks in lessons about the options available.
- **Thurs 6th February: 'Curriculum Pathways Evening'** in school (5.30pm – 7.00pm) for students and parents to meet with staff and discuss option subjects.
- **Thurs 13th February:** Year 9 **'Parents' Evening' including 'Parent and Student Option Choice Interviews'** held in school.

Students at Up Holland will follow one of three distinct pathways through their final two years at the school. These pathways will allow individual students to choose subjects suited to their talents, whilst providing them with the opportunity to follow a broad and balanced curriculum. At your **'Parent and Student Option Choice Interview'** you will be able to discuss, with a member of staff, the correct pathway for you. The school has used data and teacher assessments in order to be able to advise you regarding the subjects in which you are likely to reach or exceed your target grades at GCSE. Pathways are determined by your current attainment and targets and you should talk to your parents, teachers and the staff member at your interview in order to make the final decisions regarding your free option choices.

All students at Up Holland will follow a core upper school curriculum comprising English, Mathematics, Science, Physical Education and Religious Studies. The Core Curriculum is described in more detail at the back of this booklet. Students will take four options. These are the courses which you may be able to choose: some students will follow the English Baccalaureate which will mean studying a Humanities and a Modern Foreign Language GCSE for two of their four options. The remainder of the subjects will be divided into option blocks. There may be some of you who will require a more personalised learning pathway and members of staff will be available to discuss this with you.

We hope that you are able to decide on the courses which will allow you to achieve your potential at Up Holland High School and have an enjoyable two years in Key Stage 4.

Ms L Nixon
Deputy Headteacher

Art

Faculty: Art/DT **Progress Leader: Mr S Chilvers**

Examination Board and Specification: AQA 8202

Course content:
Students of Fine Art will study a range of themed modules as part of their coursework which will make up a portfolio that will represent 60% of their mark. Students will also undertake a full project set by the AQA exam board in Year 11 which is worth 40% of the grade. All Art GCSEs follow the same format, and there is no written exam.

To do well in Art you do need to have some drawing ability – no matter which Art course you focus on. You will need to draw and paint and you will also need to enjoy Art and Design as well as show high levels of commitment and self-motivation to do well.

Learning Methods:
Within the context of fine art, students must demonstrate understanding of contextual studies exploring artists and cultures. Students also need to express an ability to use materials, as appropriate to personal intentions. For example: printmaking, drawing, collage, digital media and painting.

Assessment Methods:
The course is continually assessed by the subject teacher to form a portfolio of coursework then by an externally assessed practical examination.

The portfolio counts for 60% of the total grade and should demonstrate the individual talents of each student. It must contain at least one sustained project. This work will be completed mostly in lesson time but students are encouraged to attend extra-curricular sessions to improve and develop their work. This portfolio will be completed by Christmas of Year 11.

The external set assessment (unit 2) counts for 40% of the total grade and takes place in April of Year 11. It is a ten hour practical exam, broken down into two five hour sessions. The students have unlimited preparation time but the final response must be completed during the exam session itself.

Future Pathways:
As well as being a qualification recognised by further education providers and employers, art also develops creative and independent thinking skills.

Possible careers pathways include: advertising, graphic design, TV and film, fashion, photography, animation, costume and make-up, fine art, teaching, hair-dressing and jewellery.

Computer Science

Department: Computing **Progress Leader: Mr R Birchall**

Examination Board and Specification: OCR Computer Science (9-1) - J276

Course Content:
The Computer Science GCSE is relevant to the modern, changing world of computing, and designed to boost computing skills essential for 21st century. The course involves:

Computer Systems – introduces students to system architecture, networks, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

Computational thinking, algorithms and programming – Computational thinking involves breaking a complex problem down into smaller parts, establishing a pattern, ignoring unnecessary information and designing a solution through programming.

Learning Methods:
Research, team working and independent study. Programming using Python.

Assessment Methods:
Written papers will be taken at the end of Year 11.

Computer systems (01): written paper (1 hour 30mins) consisting of systems architecture, memory and storage, networks, security, system software and ethical, legal, cultural and environmental concerns – worth 50% of final mark.

Computational thinking, algorithms and programming (02): written paper (1 hour 30mins) consisting of algorithms, programming techniques including de-bugging, computational logic, translators and facilities of languages and data representation – worth 50% of final mark.

Programming project (03/04): - Controlled Assessment of 20 hours. In this task students must think computationally to solve a task and while doing so create a report detailing the creation of their solution, explaining what they did and why they did it. This consists of programming techniques, analysis, design, development, testing and evaluation and conclusions. This is compulsory but not assessed by the exam board.

Future Pathways:
This qualification provides a platform for students to study for an A Level qualification at college or to a Level 3 vocational qualification in a similar field.

Design Technology

Faculty: Art/DT **Assistant Progress Leader: Miss K Evans**

Examination Board and Specification: AQA Design Technology - 8552

Course Content:
Design and Technology is part of everyday life and is constantly evolving. This qualification allows students to learn about commercial processes and careers in related industries, as well as developing core transferable skills, such as collaboration and communication.
Students explore and analyse design influenced by historical, social, cultural, environmental and economic factors. Students will work creatively and use practical experience when designing their product.
This GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, material techniques and equipment. You will also have the opportunity to study specialist technical principles in a chosen area in greater depth. You'll need to be able to plan and schedule work, being able to prioritise what needs to be done and by when.

Learning Methods:
This course sets out the knowledge, understanding and skills required to undertake the design process of exploring, creating and evaluating. Students must demonstrate mathematical and scientific knowledge and understanding, in relation to Design and Technology.

Assessment Methods:
Component 1: 50% of total grade is a written 2 hour examination.
Section A – Core technical principles (20 marks)
Section B – Specialist technical principles (30 marks)
Section C – Designing and making principles (50 marks)
Component 2: 50% of total grade, students will complete a Non-exam assessment (NEA): Practical application of:
- Core technical principles
- Specialist technical principles
- Designing and making principles

100 marks are available for this component.
This will be a substantial design and make task including investigating, designing, making, analysing and evaluating.

Future Pathways:
Design skills and the ability to visualise new ideas can be useful in many job families such as marketing, sales and advertising, construction, as well as engineering and manufacturing. There are a range of apprenticeships that link to design technology, including: junior product designer, theatre set carpenter, farrier service, technician, civil engineering technician, plumber, design and draughting technician and engineering model maker.

French

Faculty: MFL **Progress Leader: Mrs C Farren**

Examination Board and Specification: AQA 8658

Course Content:
Students will build on and develop the language and skills acquired at Key Stage 3. The course at GCSE covers three key topic areas. These are:

1. Identity & Culture: me, my family and friends; technology in everyday life; free-time activities; customs and festivals in French-speaking communities.
2. Local, national, international & global areas of interest: home, town, neighbourhood and region; social issues; global issues; travel and tourism.
3. Current & future study and employment: My studies; life at school/college; education post-16; jobs, career choices and ambitions.

Learning Methods:
Students develop skills of speaking, listening, reading and writing in French.

Assessment Methods:
As this qualification is linear, students will sit all their exams at the end of the course. GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier.

Paper 1: Listening: Understanding and responding to different types of spoken language.
Paper 2: Speaking: Communicating and interacting effectively in speech for a variety of purposes.
Paper 3: Reading: Understanding and responding to different types of written language.
Paper 4: Writing: Communicating effectively in writing for a variety of purposes.

Future Pathways:
A Modern Foreign Language is viewed as a strong academic qualification by both employers and further education providers. Some of the many professions where language graduates work and language skills may apply include: business, manufacturing, wholesale and retail, banking and finance, travel and transport, tourism, public administration, the media, hotels and catering, education and the voluntary sector.

Geography

Faculty: Humanities **Progress Leader: Mrs S Akers-Warburton**

Examination Board and Specification: AQA 8035

Course Content:
Students will study case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

Learning Methods:
Classroom based study, group discussion, data handling involving numeracy skills, use of audio-visual resources, fieldwork, extended writing, peer teaching and reflection.

Assessment Methods:
Students will be assessed though three separate examinations. Two examinations will last one and a half hours, (Living with the Physical Environment and Challenges in the Human Environment) whilst the third examination (Geographical applications) will last one hour and fifteen minutes. The examinations will take place at the end of the course, in May 2022.

Future Pathways:
GCSE Geography allows students to develop many transferable skills such as literacy, numeracy, I.C.T. and communication skills. It is a strong academic subject with a great deal of relevance in a society facing many economic and social problems.

Some of the many professions where skills developed through geographical may apply include: cartography, working for National Park or the Forestry Commission, town planning, tourism, sales, marketing and the armed forces.

History

Faculty: Humanities **Assistant Progress Leader: Mr S Watkiss**

Examination Board and Specification: Eduqas 8239

Course Content:

Students will complete two "Studies in Depth" (one British and one non-British), a Period Study and a Thematic Study. They will also undertake a piece of work focusing on an historic site. The two Studies in Depth are:

- **Germany in Transition, 1919–39** (The Rise of Hitler, life in Nazi Germany and Hitler's foreign policy)

- **The Elizabethan Age 1558-1603** (Elizabethan government, lifestyles of the rich and poor, the Catholic threat and the Spanish Armada)

For the Period Study, students will focus on **The Development of the USA, 1929-2000.** Topics include changes in American society, changing attitudes towards race and America's role in the wider world (Cold War).

For the Thematic Study, students will study **Changes in Health and Medicine in Britain**, c.500 to present day. The historic site will be **The Western Front 1914-1918**.

Learning Methods:

Group debate, discussion, source analysis, use of audio-visual resources, research and presentation. The study of History involves a significant amount of extended writing so a reasonable standard of literacy would be advantageous, although this is not a prerequisite of the course.

Assessment Methods:

The course will be assessed through 2 formal examinations. To be taken at the end of year 11. The Studies in Depth will be examined in one 2 hour examination (split into two papers) accounting for 50% of the total grade. There will also be one 2 hour examination worth 50%. This will consist of a 45 minute exam of the Period Study and a 1 hour and 15 minute examination of a Thematic Study.

Future Pathways:

GCSE History is a highly regarded as a strong academic qualification by employers and in further education. It gives students a wide range of transferable skills such as logical argument, research skills, analysis of data, problem solving, creative thinking and empathy. Some professions where these skills may apply include: the law, teaching, journalism, research, accountancy, medicine, the police, social work and communications.

Hospitality and Catering

Department: Art/DT **Assistant Progress Leader: Miss K Evans**

Examination Board and Specification: WJEC 601/7703/2

Course Content:

This course is designed to develop understanding, appreciation and the practical skills needed to work in Britain's fourth largest industry: hospitality and catering.

Students learn how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. Practical sessions see students develop food preparation and cooking skills through a variety of dishes. It also offers them the opportunity to develop transferable skills such as problem solving, organisation and time management, planning and communication.

This programme of study provides learners with the opportunity to develop a range of specialist and general skills that would support their progression to both further education and employment within the industry.

Learning Methods:

Each of the units of the WJEC Vocational Award in Hospitality and Catering have been designed so that knowledge, skills and understanding is developed through tasks that have many of the characteristics of real work in the sector. This is completed through individual and group practical work, classroom-based study, research using I.C.T. and other media.

Assessment Methods:

Unit 1 - The Hospitality and Catering Industry (5569UA) is an online external assessment worth 40%. The exam is based on short and extended answer questions which are based on applied situations, covering the hospitality and catering environment and how hospitality and catering provisions operate. Health and safety requirements are explored covering food poisoning, legislation and how to meet specific H & S requirements.

Unit 2 - Hospitality and Catering in Action (5569U2) is an internal assessment worth 60%. The exam board will set a task, covering the importance of nutrition. Individuals will plan and design a menu and then cook & present two dishes covering a number of key skills.

Future Pathways:

Since 2010, 25% of all new jobs have been within the hospitality and catering sector with the majority of new roles falling within the 18-24 age groups. The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering is not their primary service but is increasingly important to their success.

This course will key develop life skills including cooking, as well as understanding and appreciating the catering and hospitality industry. This will help when applying for jobs after school.

ICT

Department: Computing **Progress Leader: Mr R Birchall**

Examination Board and Specification: OCR Level 1/2 Cambridge National Certificate in Information Technologies J808

Course Content:

The Cambridge National in Information Technologies improves students' knowledge of the digital environment and their confidence with IT.

Students learn about data management issues and develop practical skills by planning and creating an integrated technological solution to communicate information. Content includes the tools and techniques used to initiate and plan solutions to a given problem, and how data is manipulated to meet requirements. Factors relating to the processing of data are considered and what methods can be used to process and present the information. Students will also use evaluation skills as they develop their solutions.

Students will learn about the Project Life Cycle; The importance of Cyber Security; The difference between Data & Information; and how to create effective data storage solutions (Spreadsheets and Databases).

Assessment Methods:

There are two units of assessment which can be assessed in both January and June of every year. Students must complete both units to be able to claim the qualification.

R012 - Understanding tools, techniques, methods and processes for technological solutions.

- 1 hour 45 minutes written examination, worth 50% of final grade.

R013 - Developing technological solutions.

- 20 hours Controlled Assessment, worth 50% of final grade.
- This is a practical exam where the students work independently to develop an IT Systems from a given Project Brief.

Grading ranges from Distinction * at level 2 (Grade 8.5 Equivalent), to a Pass at level 1 (Grade 1 Equivalent).

Learning Methods:

Research and project work including independent and team work, application of I.T. skills and knowledge.

Future Pathways:

The course is designed to enable learners to meet the needs of employers and to ensure that the most academically able can be stretched and routed to appropriate academic progression at Level 3.

Music

Faculty: PE & Performing Arts **Assistant Progress Leader: Mr J Lyon**

Examination Board and Specification: EDUQAS 8131

Course Content:
Students taking music will gain the opportunity to develop a wide variety of musical skills in composition, performance, listening and appreciation. Throughout the course a wide range of musical styles are studied, which will give students an increased confidence and understanding of music. This qualification is linear which means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

An ability to read musical notation and an ability to play an instrument to a **reasonable standard is essential**. Students looking to study music **must arrange private instrumental/vocals lessons before/when the course starts.**

Learning Methods:
Study of performances as a soloist and ensemble (group), creating ideas through composition, using digital recording equipment, developing listening and appraising skills.

Assessment Methods:
There are three components to the course

1. Component 1: understanding music: This is a listening and contextualising of music exam. This involves the study of two set works (Bach 'Badinerie' and Toto 'Africa') and also study works from Musical theatre, Jazz, Popular Music, Film Music and Western Classical Music. The exam is taken at the end of the course and will last 1 hour and 15 minutes. **It is worth 40% of the overall grade.**
2. Component 2: performing music: This will involve two recordings, one will be a solo performance and one will be an ensemble. This is controlled assessment meaning it is marked internally and moderated externally. **It is worth 30% of the overall grade.**
3. Component 3: composing music: students must compose two compositions. One will be a free composition (anything they wish to compose) completed by end of year 10 and the other will be composing to a brief at the start of year 11. This is controlled assessment meaning it is marked internally and moderated externally. **It is worth 30% of the overall grade.**

Future Pathways:
A qualification in music can lead to students studying the subject at a higher level after leaving school. In addition, music is a very desirable subject due to the creativity, team and communication skills which are developed. Possible careers paths might include: teacher, performer, media occupations requiring composition, music therapist or work in the armed forces.

Photography

Faculty: Art/DT **Progress Leader: Mr S Chilvers**

Examination Board and Specification: AQA 8206

Course content:
Students studying Photography: will use lens-based and light-based media to introduce a variety of creative experiences that exploring a range of digital photographic techniques and processes. Students will explore relevant images, artefacts and resources relating to photography from the past and from recent times, which will be integral to the investigating and making process. The course also develops design skills, problem solving, creative thinking, and independent thought. Students will complete a portfolio of coursework based on a variety of starting points, along with personal project work inspired by photographers and artists. This will be based on their own strengths and interests.

Learning Methods:
This is a wholly practical course. Portfolio work is developed through practical research, collecting and developing images and ideas then creating final pieces in an appropriate media. Students will explore themes such as Portraiture, Still Life and Urban Environment.

Assessment Methods:
The course is continually assessed by the subject teacher to form a portfolio of coursework then by an externally assessed practical examination.

The portfolio counts for 60% of the total grade and should demonstrate the individual talents of each student. It must contain at least one sustained project. This work will be completed mostly in lesson time but students are encouraged to attend extra-curricular sessions to improve and develop their work. This portfolio will be completed by Christmas of Year 11.

The external set assessment (unit 2) counts for 40% of the total grade and takes place in April of Year 11. It is a ten hour practical exam, broken down into two five hour sessions. The students have unlimited preparation time but the final response must be completed during the exam session itself.

Future Pathways:
As well as being a qualification recognised by further education providers and employers, Photography also develops creative and independent thinking skills. Possible careers pathways include: Photographer, Press photographer, Graphic designer, Magazine features editor, Television camera operator, Medical photographer, Advertising art director, Digital marketer, Film/video editor, Media planner, Teacher, Visual merchandiser, and Web designer.

Physical Education

Faculty: PE & Performing Arts **Progress Leader: Mrs S McKay**

Examination Board and Specification: AQA GCSE PE 8582/ OCR Sports Science J812

Course Content:

PE offer two accredited courses at KS4. Students will be signposted towards the most suitable course for their individual learning needs.

Both courses focus on the theory behind sporting movement and organisation. Examples of topics covered include the Circulatory System, Skeletal and Muscular Systems, Diet and Exercise, Principles of Training, Technology in Sport, Sport Psychology, the Respiratory System, Sport & the Media and Social Issues in Sport. Both courses include a practical element, external exams and school based assessments that require application of theoretical concepts to sporting examples.

Learning Methods:

For the theory part of both courses, classroom-based learning techniques such as group work, self-marked quizzes, reading, question based tasks and discussion are used. Weekly homework makes up a significant part of assessed learning activities.

Practical lessons will take place throughout year 10 and will engage students in a variety of sports including team games, individual activities and/or fitness based activities. GCSE PE includes a 30% practical element. The OCR Sport Science qualification includes units that engage students in theory through active learning, including a 25% internally assessed training programme. Participation in regular physical activity and extra-curricular sport is highly recommended for both courses.

Assessment Methods:

AQA GCSE PE – 2 x 1.15hr external exams (60%), 1 x team game activity assessment (10%), 1 x individual activity assessment (10%), 1 x other activity assessment (10%), 1 x analysis & evaluation assignment (10%).

OCR CAMBRIDGE NATIONAL SPORT SCIENCE– 1 x external exam (25% - Sports Injuries, resit allowed), 1 x Principles of Training unit (25%), 2 x centre assessed units (50% - Sports Nutrition & Body's Response to Exercise). OCR set tasks must be completed for each unit and compiled in an online folder using Google Classroom.

Future Pathways:

As well as the opportunities for studying Physical Education at a higher level, a PE qualification provides students with a variety of career pathways including: coaching, physiotherapy, teaching, the leisure and fitness industry, youth work, sports development, sports psychology, sports science/ medicine, outdoor education and the Armed Forces.

Religious Studies

Faculty: Humanities **Progress Leader: Miss H Clarkson**

Examination Board and Specification: Edexcel RS B 1RBO

Course Content:

Allows students to study two religions, as well as key philosophical and ethical issues facing the local, national and international community. Students will study two of the following sections:

Paper 1 - Religion and Ethics

- Marriage and the Family
- Matters of Life and Death

Paper 2 - Religion, Peace and Conflict

- Crime and Punishment
- Peace and Conflict

or Religion, Philosophy and Social justice

- Religious Experience
- Equality

Learning Methods:

Students will learn through group debate and discussion, classroom-based study, use of audio-visual resources, research and presentation, extended writing and self and peer reflection.

Study involves a significant amount of extended writing so a reasonable standard of literacy would be advantageous, although this is not a prerequisite of the course.

Assessment Methods:

The course will be assessed though two formal examinations. Both will take place at the end of Year 11.

Each examination lasts 1 hour and 45 minutes and assess one of the units described above. Each paper is worth 50% of the total grade.

Future Pathways:

GCSE allows students to develop many transferable skills such as literacy and communication skills. It has a great deal of relevance in today's society.

Some of the professions where skills developed through Religious Studies might apply include public services, the law, teaching, journalism, research, and social work.

Spanish

Faculty: MFL **Progress Leader: Mrs C Farren**

Examination Board and Specification: AQA 8698

Course Content:
Students will build on and develop the language and skills acquired at Key Stage 3. The course at GCSE covers three key topic areas. These are:

1. Identity & Culture: me, my family and friends; technology in everyday life; free-time activities; customs and festivals in Spanish-speaking communities.
2. Local, national, international & global areas of interest: home, town, neighbourhood and region; social issues; global issues; travel and tourism.
3. Current & future study and employment: my studies; life at school/college; education post-16; jobs, career choices and ambitions.

It should be noted that GCSE Spanish is only open to students currently studying the subject in year 9.

Learning Methods:
Students develop skills of speaking, listening, reading and writing in Spanish.

Assessment Methods:
As this qualification is linear, students will sit all their exams at the end of the course. GCSE Spanish has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier.

Paper 1: Listening: Understanding and responding to different types of spoken language.
Paper 2: Speaking: Communicating and interacting effectively in speech for a variety of purposes.
Paper 3: Reading: Understanding and responding to different types of written language.
Paper 4: Writing: Communicating effectively in writing for a variety of purposes.

Future Pathways:
A Modern Foreign Language is viewed as a strong academic qualification by both employers and further education providers. Some of the many professions where language graduates work and language skills may apply include: business, manufacturing, wholesale and retail, banking and finance, travel and transport, tourism, public administration, the media, hotels and catering, education and the voluntary sector.

Statistics

Faculty: Mathematics **Progress Leader: Miss A Sharples**

Examination Board and Specification: EDEXCEL 1STO1

Course Content:

- The use of statistical techniques in a variety of authentic investigations.
- Identifying trends by carrying out calculations and data visualisation techniques.
- The application of statistical techniques across the curriculum.
- Critically evaluating data, calculations and evaluations that would commonly be encountered in studies and everyday life.
- Understand how technology has enabled the collection, visualisation and analysis of large quantities of data to inform decision making, and how to generate diagrams and visualisations to represent data.
- Understand ways that data can be organised, processed and presented, including statistical measures to compare data.
- Apply appropriate mathematical and statistical formulae.

Learning Methods:

Problem solving, independent learning, peer teaching, group work, research, use of ICT, project work.

Assessment Methods:

Paper 1 and Paper 2

Written examination – 50% each of the qualification – 80 marks each

Content:

1. The collection of data
2. Processing, representing and analysing data
3. Probability

Assessment Overview

- Students must answer all questions
- The papers assess all content
- Questions on statistical methods, familiar and unfamiliar contexts and the component parts of the statistical enquiry cycle
- The papers contain short response, medium response and extended response questions

Future Pathways:

Statistics is recognised to develop learners' cognitive, interpersonal and intrapersonal skills. Statistics can help students looking for a career in areas such as engineering, accountancy, medicine, science and research.

English

Faculty: English **Progress Leader: Miss K Higgs**

Examination Board And Specification: Eduqas 4190

Course Content:

Students will study both English Language and Literature.

Students will study several texts during the course, including:

- A Shakespeare play (Romeo and Juliet)
- A selection of poetry from 1789 to the present day
- Post 1914 prose and drama (An Inspector Calls)
- 19th Century prose (A Christmas Carol)
- 19th and 21st Century Non-fiction texts
- Prose writing
- Transactional writing
- Persuasive writing

Students will study literary heritage poetry and prose, contemporary prose and drama. They will develop skills in responding to texts critically, sensitively and in detail and consider different approaches to texts and alternative interpretations.

Learning Methods:

Students will be taught to analyse how language is used in different contexts and adapted to suit a different audience. They will be taught how to analyse a variety of texts and how to then emulate those styles in their own writing.

Assessment Methods:

GCSE English Language:

Students will be assessed through two examination papers:

- A 1 hour, 45 minute examination on 20th Century Literature Reading and Creative Prose Writing (40%)
- A 2 hour examination on 19th and 21st Century Non-Fiction Reading and Transactional/Persuasive Writing (60%)

GCSE English Literature:

Students will be assessed through two examination papers:

- A 2 hr examination on Shakespeare and Poetry (40%)
- A 2 hr 30 minute exam on Post-1914 Prose, 19th Century Prose and Unseen Poetry (60%)

Future Pathways:

English is a valuable qualification no matter what future aspirations students may have. A good command of spoken and written English also benefits other GCSEs. An English qualification can also provide students with a platform to study the subject at a higher level and can lead to careers such as journalism, film and television, research, writing and teaching.

Mathematics

Faculty: Mathematics **Progress Leader: Miss A Sharples**

Examination Board and Specification: EDEXCEL 1MA1

Course Content

The aims and objectives of Level 1/Level 2 GCSE (9–1) in Mathematics 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
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Students will be assessed on: number; algebra; ratio, proportion and rates of change; geometry and measures and statistics.

Learning Methods

Problem solving, independent learning, peer teaching, group work, research, use of I.C.T, project work.

Assessment Methods

All students will sit 3 papers at either Higher or Foundation tier: Paper 1 – Non Calculator/Paper 2 – Calculator/ Paper 3 – Calculator.

The assessments will cover the following content headings:

	Foundation proportion	Higher proportion
1 Number	28%	18%
2 Algebra	23%	33%
3 Ratio, proportion and rates of change	28%	23%
4 Geometry and measures	18%	23%
5 Probability	9%	9%
6 Statistics	9%	9%

Future Pathways:

Mathematics can help students looking for a career in areas such as engineering, accountancy, medicine, science and research. Maths is also seen as being an important qualification by employers and further education providers.

Science

Faculty: Science **Progress Leader: Mrs A Howarth**

Examination Board and Specification: Combined Science AQA 8464

Course Content:
Students will study GCSE Combined Science. Each course contains elements of Biology, Chemistry and Physics. Students will learn how to question, develop critical thinking and will look at how science impacts on society and on their own lives.

Dependent on ability and prior attainment, some students will take Triple Science rather than the Combined Science course. These students will study Biology, Chemistry and Physics as separate sciences and will take examinations in all three of these sciences. Triple Science students will be selected by the Science Department.

Learning Methods:
Use of I.C.T, problem solving, practical experiments, decision making, project work, discussion, critical thinking.

Assessment Methods:
The Combined Science course is assessed through examinations taken at the end of year 11. Practical work carried out during Science lessons will be assessed in these terminal examinations. Students will be awarded two GCSE grades for the Combined Science course.

Triple Science is assessed at the end of the two year course. Each separate science carries a separate grade meaning students will be awarded three separate GCSE grades.

Future Pathways:
A qualification in Science can help prepare students for a variety of post-16 Science courses. The types of career paths open to students with Science qualifications might include: medicine, dentistry, forensics, microbiology, zoology, robotics, geology, veterinary medicine, meteorology, nutrition, aeronautics, physical trainer, psychiatry, engineering.

Religious Studies (Core)

Faculty: Humanities **Progress Leader: Miss H Clarkson**

Examination Board and Specification: N/A

Course Content:
Religious Studies gives students the opportunity to explore a variety of moral and ethical questions in the context of their own lives whilst also considering the views of others.

Students will cover a variety of topics that affect our local and national community for example: Rights and Responsibilities, Relationships, Identity, Medical and Environmental Ethics, Peace and Conflict.

These topics will include lessons and discussion on the following:
law, democracy, conflict, Human Rights, international organisations, the media, animal rights, and influential figures.

Learning Methods:
Group discussion and debate, independent thinking, reflection, source analysis, use of audio-visual resources, research and presentation.

Assessment Methods:
The Religious Studies core curriculum is not formally assessed. However, knowledge will be assessed in class and extended writing questions will be set to develop cross-curricular literacy and communication skills.

Future Pathways:
As well as providing students with an understanding of some of the big questions they may encounter in day to day life, the Religious Studies course provides students with a platform for further study if they so wish. Their understanding of may contribute towards careers such as public services, social work, medicine, or education.

Physical Education (Core)

Department: PE **Subject Leader: Mrs S McKay**

Examination Board and Specification: N/A

Course Content:

The aim of the core P.E. programme at Key Stage 4 is to promote a healthy lifestyle, develop a sense of purposeful enjoyment and build physical ability and fitness.

All students will be given the opportunity to take part in a variety of activities throughout Key Stage 4. Activities studied include football, hockey, tennis, athletics, badminton, dance, rugby, gymnastics, netball, table tennis and fitness. Students will be provided with opportunities to develop their technique and use of tactics and strategies in competitive and non-competitive activities. Sports are often tailored to the specific needs of each group with some new activities added to the curriculum in Y10 and Y11.

High levels of physical activity are encouraged and students will continue to be signposted towards extra-curricular and community opportunities in physical activity.

Learning Methods:

Students will learn in a similar style to that established in years 7, 8 and 9, taking part in a variety of practical activities and roles. More emphasis will be placed on independent learning and leadership roles, with students taking more responsibility for organising their own learning activities. School PE kit remains the same throughout years 7 - 11.

Assessment Methods:

Students will be awarded with an ATL grade for each activity in core PE. This will assess skills such as resilience, responsibility, motivation, communication and empathy in addition to effort during lessons.

Future Pathways:

The aim of the core PE programme is to promote a healthy lifestyle and personal well-being which can have a positive impact on students' lives after leaving school. Students will also be signposted towards further post 16 opportunities to remain involved in sport in the community.

Curriculum Choice Form

SAMPLE COPY ONLY

This form is to be completed to indicate which subjects you are going to take in Years 10 and 11. The decisions you make on this form are provisional. This means that they may change in some cases depending on factors such as the number of students opting for a particular course or whether certain combinations of subjects are possible. We will keep parents and students informed of any changes should they occur.

Please indicate your **four first choice options** with a tick and your **two reserve choices** with a letter **R**. You must choose one first choice option from each of the option blocks. Your two reserve choices can be any other two subjects you have not already chosen but should not be selected from the same option block.

OPTION W		OPTION X		OPTION Y		OPTION Z	
French		Art		Design Technology		Art	
Geography		Design Technology		History		Computer Science	
History		French		Hospitality & Catering		Geography	
Spanish		Geography		Photography		ICT	
		History		Physical Education / Sport Science		Music	
		Photography		Religious Studies		Religious Studies	
		Statistics				Spanish	

English Baccalaureate subjects are underlined