



# Believe Achieve Succeed

## Year 9

- ▲ **INCLUSIVE** - We **BELIEVE** in every child
- ▲ **ASPIRATIONAL** - Every child can **ACHIEVE** their best.
- ▲ **PROGRESSIVE** - We provide the steps to **SUCCEED**

### Curriculum Choices Booklet 2023





Dear Parents and Students,

Deciding which subjects to study is an important and exciting part of being in Year 9, the choices you make will help you fulfil your future plans and aspirations. It is also necessary to recognise that things can change and studying a balanced key stage 4 curriculum between the ages of fourteen and sixteen can lead to many different routes a few years later.

Getting your pathway right is really important and so our aim is that all students and their parents should be provided with enough information to make informed choices about their future. This guide is the key source of information, but the Options Evening on Wednesday 8<sup>th</sup> February gives you the chance to speak to staff and ask your questions to find out more.

Personalised advice and guidance will be provided by Form Tutors and others; please do not hesitate to contact your child's form tutor, Head of year or myself by email or via the school office if you have any queries or feel you need some help in making final choices.

Once you have reached a decision, the completed option form should be **submitted online** by **Monday 27<sup>th</sup> March**. We will then start work on constructing the timetable for next year. It may be necessary for some students to make alternative choices as some subject combinations may prove to be impossible to timetable or some class sizes may be too small to run. If this does happen we will endeavour to explain the issues and the alternatives with the student promptly and give them the opportunity to discuss and make a new choice.

We continually look to develop our key stage 4 curriculum so that it achieves a balance between core subjects for all and a variety of pathways to meet the needs and interests of individuals.

The main message during the process is that if you have any questions or queries ask, so that you are able to make an informed decision.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Myk Wagstaff', written in a cursive style.

Mr Myk Wagstaff

Vice Principal

## The Curriculum at Key Stage 4

Wodensborough Academy believes in offering all students a broad curriculum that provides access towards further education and a wide choice of career opportunities. We offer a traditional, two-year key stage 4 curriculum focussing on external examination courses and we firmly believe that this will further enhance students' learning, progress and achievement.

Students have been allocated a Pathway based on data from the end of Key stage 2, and current academic performance here at WOA.

### You have been placed on the Believe pathway.

The **Believe** pathway has been designed to enable our most able to access academic A level courses Post 16, and move onto to a university course of their choice.

All students on the **Believe** pathway will also achieve the English Baccalaureate (Ebacc). This is a collection of exam results that the Government suggests show the success of a student at Key Stage 4. The Ebacc consists of: English, Maths, Sciences, History or Geography, and a Modern Foreign Language. The aim is for students to gain a grade 5 or above in these subjects. It is expected that the Ebacc will also be used by colleges, universities and employers as a part of their selection process.



### The Believe Pathway

#### Mandatory Subjects

GCSE English Language  
GCSE English Literature  
GCSE Maths  
GCSE Combined Science  
GCSE French, Spanish or Latin  
GCSE History or Geography  
Core PE

#### **plus**

RSHE (Relationships, Social, Health and Ethics)  
Study and Works Skills program, including Work Experience (not examined)

#### Pathway Choices

**Block 3** – 1 Subject

## Important Considerations For Students



You should find out about:

- Qualifications obtainable
- What you will study on the course
- Entry requirements
- Implications for career choice – what you can do after the course

**Remember – Our Careers Officer is always available to offer help and advice.**

### Advice on choosing your subjects

1. What do I want to do at 16+
  - Sixth Form?
  - Apprenticeship?
  - College?
2. Choose the subjects which will assist your intentions for 16+.
3. Choose a well-balanced timetable. Try not to choose all of your subjects from the same area.
4. It is best not to pick a subject you are poor at.
5. **Do not** pick a subject because you work well for that teacher. It may be a different teacher taking that subject in years 10 and 11.
6. **Do not** pick a subject you have not studied before just because you like the sound of it. If you have not done it before find out as much as you can about it before making your decision.
7. **Do not** choose subjects just because your friends have chosen them.
8. **Do not** be afraid to choose unusual subjects.
9. Creative subjects are very useful.
10. **Do not** specialise too much.
11. Are you more suited to GCSE or BTEC method of learning?
12. Seek plenty of advice and ask lots of questions.



## Some important points for Parents & Guardians



- Talk to your son/daughter about what their interests are.
- Find out what they would like to do in the future.
- Let them know that jobs for 16 year olds are now virtually non-existent. The key to their future is in good education, good training and developing skills and abilities that employers want and are prepared to pay for.
- If in doubt about your son/daughter's option choices, please speak to somebody on Wednesday 8th February at Options Evening or contact the academy to make an appointment with your child's Head of Year, Mrs Morgan-Green (SENDSCO), or Mr Wagstaff (Vice Principal).
- Check that your son/daughter is choosing subjects for the right reasons.
- Try to encourage a variety in their choices – this will allow more choice at Post 16.

### The wrong reasons would include:

- ✗ I like the teacher
- ✗ All the other choices are boring / too difficult
- ✗ All my friends are doing that subject
- ✗ I think it will help me get a job

### The right reasons include:

- ✓ I am good at/enjoy that subject
- ✓ I know that these subjects will help my career choice, because I have found out about it
- ✓ I have achieved good marks and exam grades in a subject
- ✓ If in doubt – ask for and get help!

### Attendance

Our excellent attendance levels are only achieved by working in partnership with our parents and your support to both your child and the Academy is paramount in ensuring your child receives the best education available to them.

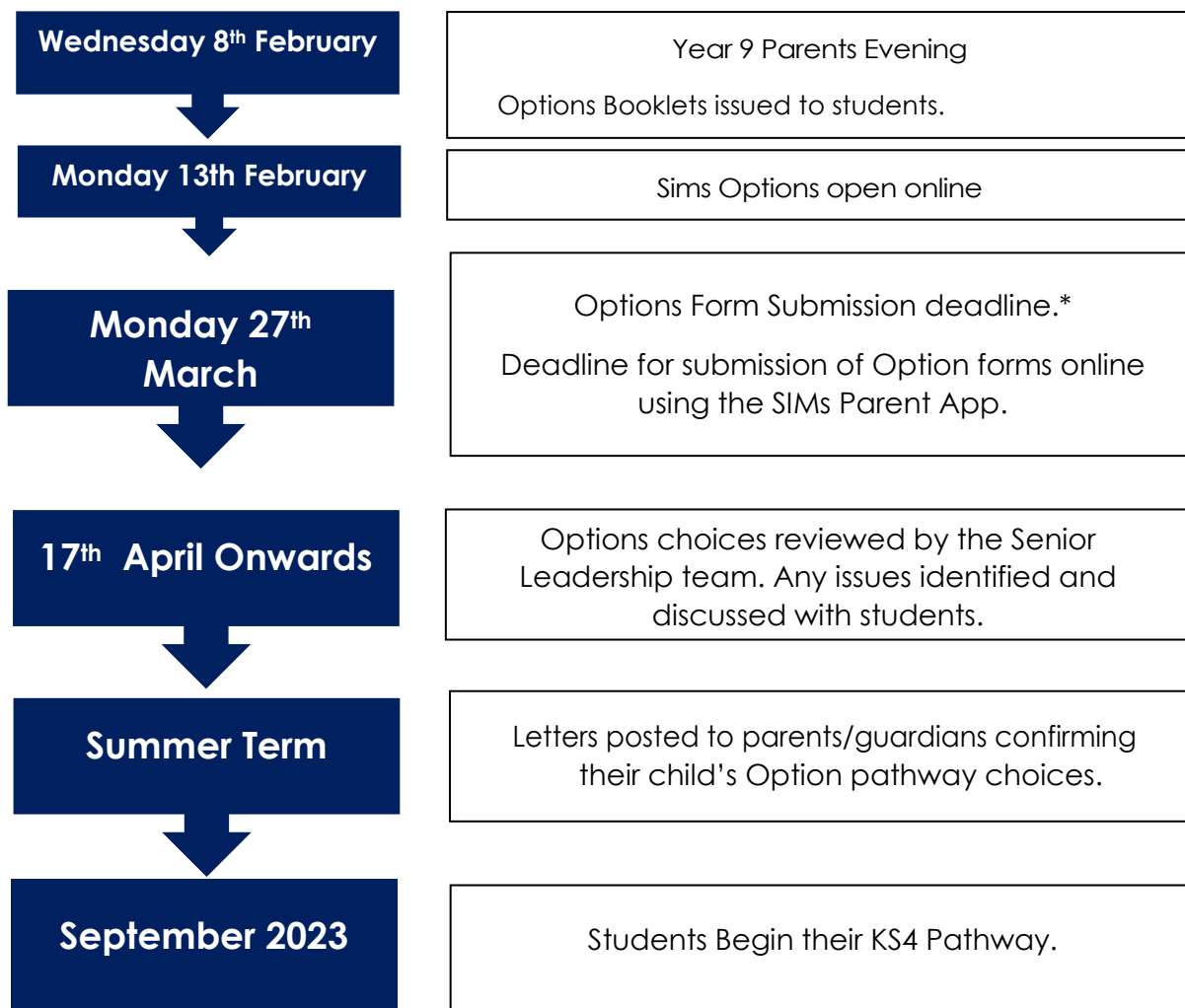
Good attendance is vital for students to achieve their full educational potential and enhance opportunities for further education and work placements.

As well as good attendance being a legal requirement, research has also proved that students with good attendance records benefit in the following ways:

- Improved performance in coursework tasks
- Enhanced performance in examinations
- Continuity of relationships and friendships
- Good references for further education or employment
- Good habits are formed for later life



## Key dates



The subjects that students choose to study at Key Stage 4 are extremely important. The decisions made now, will affect the qualifications that they achieve at the end of their compulsory education and may therefore affect future opportunities and career choices.

For many students, this will be the first major decision about their future that they have to make. We hope that this decision will not be made lightly and that both students and parents will take the **opportunity to discuss the process** together and also with staff in school to enable an informed decision to be made.

The following pages of this book contain information about individual subjects, please do read these as a starting point for any decision you make.

At the end of the book you will find your choices form. This must be signed by yourself, your parents and your form tutor before being handed in. It will be signed off by a senior leader once your pathways have been confirmed.

**Please do take time to consider and finalise your choices before submitting your choices.  
There is no race to be the first form handed in!**



## Believe Pathway

Mandatory  
Subject  
Information

# English Language

## COURSE OUTLINE

AQA GCSE English Language is designed to allow you to explore a range of written texts, enabling you to develop the skills you need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods. You will also explore how to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

As a 100% untiered examination course, the specification features two equally-balanced papers. Paper 1, Explorations in Creative Reading and Writing, looks at how writers use narrative and descriptive techniques to engage the interest of readers; and Paper 2, Writers' Viewpoints and Perspectives, looks at how different writers present a similar topic over time. The reading sources act as a stimulus for writing tasks, providing you with inspiration for your own creative responses.

Additionally, you will complete a practical Spoken Language Endorsement that will enable you to develop skills for public speaking and presentations that will be necessary in later life.

**Awarding Body:** AQA

**Qualification:** GCSE

## ASSESSMENT METHOD

### 100% exam:

**Paper 1: Explorations in Creative Reading and Writing** (1hr 45 mins – 50%) Reading and analysing an unseen Literary fiction extract Writing a piece of descriptive narrative writing

**Paper 2: Writers Viewpoints and Perspectives** (1hr 45 mins – 50%) Comparing two non-fiction extracts (19TH/20TH/21ST Century texts) Writing an argument/persuasive pieces.

**Spoken Language Endorsement** which is an audio-visual recording of a 5-minute presentation followed by 5-10 minutes of questioning (you will receive a separate certificate at Pass, Merit or Distinction)

## Skills Acquired

- Identify and interpret explicit and implicit information and ideas.
- Select and synthesise evidence from different texts
- Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology.
- Compare writers' ideas and perspectives, as well as how these are conveyed across two or more texts.
- Evaluate texts critically and support this with appropriate textual references.
- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
- Demonstrate presentation skills in a formal setting..



# English Literature

## COURSE OUTLINE

AQA GCSE English Literature has been designed to QUALIFICATION: GCSE allow you to study a cross section of both the Literary Heritage and contemporary authors.

Here at WOA, you will study: Shakespeare's Macbeth; Charles Dickens' A Christmas Carol; J.B. Priestley's An Inspector Calls, or Blood Brothers by Willy Russell; and AQA's Power and Conflict Cluster of poetry as well as an unseen poetry unit. We feel that our range of texts provides you with exam content that is accessible, inspiring and most importantly that you, as young people, can relate to.

As a 100% examination course, the specification features two weighted exam papers. Paper 1, Shakespeare and the 19TH Century Novel, will ask you to explore how writers use language and structure to impact upon readers within an extract and then more widely across the whole text. Paper 2, Modern Texts and Poetry, will explore your critical responses to a contemporary play and a selection of poetry – both seen and unseen.

As part of the Literature course, we will also read widely around our texts and explore how

**Awarding Body: AQA**

**Qualification: GCSE**

## ASSESSMENT METHOD

**100% exam:**

**Paper 1: Shakespeare and the 19th Century fiction** (1hr 45 mins – 40%) Analysis of a Shakespeare play, Analysis of a 19th Century novel

**Paper 2: Modern Texts and Poetry** (2hr 15 mins – 60%) Analysis of a drama or novel  
Analysis of a collection of poems from an Anthology  
on Conflict Exploration of an unseen poem

## Skills Acquired

- To read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- To read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
- To develop the habit of reading widely and often
- To appreciate the depth and power of the English literary heritage
- To write accurately, effectively and analytically about their reading, using Standard English
- To acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

# Mathematics

## COURSE OUTLINE

GCSE Mathematics is a key requirement for many job roles, further and higher education courses and apprenticeships, as it demonstrates an understanding of numbers, the ability to work with them and uses transferable problem-solving skills.

The course covers the mathematical areas of:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

**Awarding Body:** Edexcel

**Qualification:** GCSE

## ASSESSMENT METHOD

**100% exam:**

**Paper 1** Non-calculator

**Paper 2** Calculator

**Paper 3** Calculator

Students are entered for one of two tiers, Foundation or Higher

Foundation tier – Target grades 1 to 5

Higher tier – Target grades 4 to 9

The tier of entry will be determined by mock examination and other assessment results.

## Skills Acquired

- To develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- To acquire, select and apply mathematical techniques to solve problems.
- To reason mathematically, make deductions and inferences and draw conclusions.
- To comprehend, interpret and communicate mathematical information in educational and everyday situations.

# Science (Combined)

## COURSE OUTLINE

The new specification provides a challenging journey through all 3 sciences, focussing in on how science works, and your skills of scientific enquiry.

### Biology

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis
- Inheritance, variation and evolution
- Ecology

### Chemistry

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

### Physics

- Forces
- Energy
- Waves
- Electricity
- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure

**AWARDING BODY: AQA**

**QUALIFICATION: GCSE  
(Double Award)**

## ASSESSMENT METHOD

**This is a Double GCSE which will be assessed through 6 examinations (no coursework or controlled assessment)**

**Six papers:** two biology, two chemistry and two physics. Each will assess different topics.

**Duration:** all the papers are 1 hour 15 minutes.

**Tiers:** Foundation (1-5) and Higher (4-9).

**Weighting:** the papers are equally weighted.

Each is worth 16.7% of the grade and has 70 marks.

**Question types:** multiple choice, structured, closed, short answer and open response.

## Skills Acquired

- Develop scientific knowledge and conceptual understanding through the scientific disciplines of biology, chemistry and physics
- Develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them
- Develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills both in the laboratory, in the field and in other learning environments
- Develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.



# Believe Pathway

Languages  
Pathway  
Subject  
Information

# French

## COURSE OUTLINE

A GCSE in French allows students to develop their ability to communicate with French native speakers in both speech and writing. They will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of culture of French-speaking communities and countries.

Pupils will be studying five key themes over four skill areas (listening, speaking, reading and writing).

Each skill is worth 25% of the final grade. .  
The five themes are:

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimension

**Awarding Body:** Edexcel  
**Qualification:** GCSE

## ASSESSMENT METHOD

### 100% exam:

Pupils will be assessed at the end of each unit and assessments will cover all four skills.

Mock examinations will take place in year ten. In year eleven pupils will complete several mock examinations and the final assessments will take place at the end of year eleven.

The course is 100% examination based and is assessed equally over all four skill areas.

## Skills Acquired

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work. Transferable skills include;

- Cognitive skills
- Non-routine problem solving
- Decision making and reasoning.
- Critical thinking
- Interpersonal skills
- Intercultural sensitivity
- Collaborative problem
- Adaptability
- Self-management and self-development.

# Spanish

## COURSE OUTLINE

A GCSE in Spanish allows students to develop their ability to communicate with Spanish native speakers in both speech and writing. They will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of culture of Spanish-speaking communities and countries.

Pupils will be studying five key themes over four skill areas (listening, speaking, reading and writing).

Each skill is worth 25% of the final grade. .  
The five themes are:

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimension

**Awarding Body:** Edexcel

**Qualification:** GCSE

## ASSESSMENT METHOD

### 100% exam:

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- Critical thinking
- Interpersonal skills
- Intercultural sensitivity
- Collaborative problem
- Adaptability
- Self-management and self-development.

# Latin

## COURSE OUTLINE

A GCSE in Latin (9-1) provides students with a foundation in linguistic and cultural competence, enabling learners to gain knowledge and understanding of the Roman world through reading and responding to its language and literature. Pupils will be studying three components: Latin language, Latin literature and Roman Civilisation.

Latin GCSE is both stimulating and interesting as it allows you a chance to delve into the exciting world of Gladiators and fantastic storytellers.

You will be introduced to vocabulary and grammar that will help you to understand how English has developed. It's also a fantastic choice to complement study of a Modern Foreign Language.

You will have opportunities to study first-hand accounts of battles, chariot races and entertainment days in Ancient Rome and will enrich your understanding of language structures.

**Awarding Body:** Eduqas

**Qualification:** GCSE

## ASSESSMENT METHOD

### 100% exam:

Pupils will be assessed at the end of each unit and assessments will cover all three components.

Component 1: Latin language - 50% of qualification

Component 2: Latin literature and Sources – 30% of qualification

Component 3: Roman Civilisation – 20% of qualification

## Skills Acquired

Studying Latin can open the door to an array of career paths that require use of language. It is an ideal complement to a range of subjects where formal terminology is used, such as law, medicine, teaching and further language study. Latin is a great subject to develop a number of transferrable skills for further education, work and life:

- interpreting information
- engaging creatively
- analytical skills
- literacy



# Believe Pathway

Humanities Pathway  
Subject Information



# History

## COURSE OUTLINE

A GCSE in History allows students to develop their ability to demonstrate knowledge and understanding of key features of different time periods and explain, analyse and evaluate evidence to make substantiated judgements, in the context of the historical events studied.

Pupils will be studying four key elements covering four assessment objectives. Each element is worth 25% of the final grade. The four elements are:

- America 1920-1973
- Conflict and Tension 1945-1972
- Health and the people
- Elizabethan England

**Awarding Body: AQA**

**Qualification: GCSE**

## ASSESSMENT METHOD

### 100% exam:

Pupils will be assessed at the end of each unit and assessments will cover all four skills.

Mock examinations will take place in year ten. In year eleven pupils will complete several mock examinations and the final assessments will take place at the end of year eleven.

The course is 100% examination based and is assessed equally over all four skill areas.

## Skills Acquired

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work. Transferable skills include;

- Cognitive skills
- Non-routine problem solving
- Decision making and reasoning.
- Critical thinking
- Interpersonal skills
- Intercultural sensitivity
- Collaborative problem
- Adaptability
- Self-management and self-development.

# Geography

## COURSE OUTLINE

Geography is a subject that has seen increasing popularity in recent years. It is one of the key subjects that counts towards the English Baccalaureate and is a subject increasingly desired by colleges and universities for entry to further and higher education.

Geography is however more than this. It is a subject that unlocks understanding of the world around us and beyond. Throughout the course there is the opportunity to study a wide range of places and events around the globe.

There will also be a range of opportunities for those studying Geography to enjoy learning outside of the classroom with at least two fieldwork investigations that pupils need to venture beyond the classroom to complete.

**Awarding Body:** AQA

**Qualification:** GCSE

## ASSESSMENT METHOD

**100% exam:**

**Unit 1** – Living with the Physical Environment. Exam 35%. This paper includes the study of tectonic hazards, tropical storms, extreme weather, ecosystems, rainforest, hot deserts, rivers and coasts.

**Unit 2** – Challenges in the Human Environment. Exam 35%. This paper includes the study of Urban Issues and Challenges, The Changing Economic World and The Challenge of Resource Management.

**Unit 3** – Geographical Applications. Exam 30%. Issue evaluation based on resource booklet seen before exam. Questions on fieldwork undertaken as part of course.

## Skills Acquired

A GCSE in Geography is a pre-requisite for a number of Post 16 qualifications including A-Level in Geography, Geology, Environmental Science and Economics. It is also highly valued for entry to social science courses such as Sociology. This GCSE also develops a range of skills that will benefit students in a wide range of both academic and vocational based qualifications post-GCSE. The skills developed in the study of Geography lend themselves well to most jobs and careers pupils may want to pursue.



# Believe Pathway

## Block 3 Subject Information

# 3D Design

## COURSE OUTLINE

The GCSE 3D Design course allows students to develop and acquire new skills and techniques in Wood, Metal and Plastics. Students will participate in a series of workshops to develop the practical skills, knowledge and understanding of materials. Projects will include; puppets, celtic art, food and the garden. Following these workshops, students will undertake their unit 1 portfolio at the start of year 10 where they will work on a body of work to submit for their portfolio submission.

The course aims to provide students with the opportunity to explore and experiment with a wide range of techniques and materials including joint work, finishing techniques, mosaic work, enamelling and pyrography.

The 3D Design in Craft course gives students the opportunity to be creative in their response to given briefs and themes. The course allows them the freedom and independence to let their creative skills flourish.

**AWARDING BODY:** EDEXCEL

**QUALIFICATION:** BTEC

## ASSESSMENT METHOD

**Coursework:** 60 % of final mark

### Unit 1: 3D Design in Craft Portfolio

Students will be asked to produce a portfolio of work developed from a theme. The focus is on including work that shows exploration, research, acquisition of techniques and skills in a range of Craft processes.

**Final Exam:** 40% of final mark

### Unit 2: Art and Design OCR-set Task

**THIS IS NOT A WRITTEN EXAM IT IS A PRACTICAL TASK**

Students will be given an exam paper with a series of themes to choose from. Students will select one theme that you will base a project on.

A period of time in which to plan and prepare a project that will be sketchbook based. Again, the work will explore a range of Textiles techniques.

Students will be given ten hours of controlled time in which to work on a final piece.

## Skills Acquired

- Students will learn how to present their work in a sketchbook or as a portfolio. Students will be assessed on their research skills. In both units, students will be asked to gain inspiration from the work of other artists and designers. From the work they produce on paper, students will then develop these ideas, using a wide variety of techniques. Once a body of work has been produced and developed, students will then produce a final piece using the skills they have learnt through the process. The course also enables students to extend on their evaluation skills. Part of the course assessment is how students can evaluate their own and others work through annotation, forming an opinion, comparing and critical analysis.

# Animal Care

## COURSE OUTLINE

Over the course you will study a variety of units based on the handling and observations of various species of animals. The course will allow you to understand the basic needs of animals such as hamsters, rabbits, bearded dragons as well as farm animals and allow for practical demonstration.

Over the course you will have the opportunity to visit a working farm and spend the day cleaning animal accommodation and meeting the needs of the farm animals. Visits to a zoo or rehoming are required in order to monitor the behaviour of animals in captivity and compare your findings with research about their behaviour in the wild.

This course relies heavily on your participation with feeding and cleaning the animals, it is not suitable if you have no interest in daily handling. Students will need to be mindful of health and safety regulations and agree to working within the rules of the course.

Students have the opportunity to take animals home over the holidays providing they have parental permission.

**THIS COURSE IS NOT SUITABLE FOR THOSE WITH ALLERGIES TO ANIMALS.**

**Awarding Body:** Edexcel

**Qualification:** BTEC

## ASSESSMENT METHOD

You will be assessed using a variety of methods including written assignments, presentations, posters and practical competency assessments.

**Unit 1** - Animal Health – Exam

1 hour written exam focusing on viruses, bacteria and fungal infections that are common with our animals.

**Unit 2** Animal Handling – coursework portfolio

**Unit 4** Animal accommodation – coursework portfolio

**Unit 5** Animal Behaviour – coursework portfolio

All units must be passed in order to gain the full qualification.

## Skills Acquired

- Maintain animal accommodation
- Undertake practical animal feeding
- Maintain animal health and welfare
- Introduction to the principles and practices of animal behaviour and handling
- Understanding the basic principles of animal biology
- Contribute to the nursing of animals

# Fine Art

## COURSE OUTLINE

The GCSE art and design course focusses initially on the development and acquirement of new skills and techniques. Students will undertake a number of workshops where they will learn how to develop ideas and improve their understanding and application of formal elements. Following these workshops students will undertake their unit 1 portfolio at the start of year 10 where they will work on a body of work to submit for their portfolio submission.

The course aims to provide students with the opportunity to explore and experiment with a wide range of art and design techniques.

The GCSE Art course gives students the opportunity to be creative in their response to a given brief. The course allows them the freedom and independence to let their creative skills flourish.

**AWARDING BODY: OCR**

**QUALIFICATION: GCSE**

## ASSESSMENT METHOD

**Coursework: 60 % of final mark**

### Unit 1: Art and Design Portfolio

Students will be asked to produce a portfolio of work developed from a theme. The focus is on including work that shows exploration, research, acquisition of techniques and skills in a range of Art processes.

**Final Exam: 40% of final mark**

### Unit 2: Art and Design OCR-set Task

**THIS IS NOT A WRITTEN EXAM IT IS A PRACTICAL TASK**

Students will be given an exam paper with a series of themes to choose from. Students will select one theme that you will base a project on.

A period of time in which to plan and prepare a project that will be sketchbook based. Again the work will explore a range of Art techniques.

Students will be given ten hours of controlled time in which to work on a final piece.

## Skills Acquired

Students will learn how to present their art work in a sketchbook. Students are also assessed on their research skills. In both units, students will be asked to gain inspiration from the work of other artists and designers. From the work they produce on paper, students will then develop these ideas, using a wide variety of techniques. Once a body of work has been produced and developed, students will then produce a final piece using the skills they have learnt through the process. The course also enables students to extend on their evaluation skills. Part of the course assessment is how students can evaluate their own and others work through annotation, forming an opinion, comparing and critical analysis.

# Geography

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Geography is a subject that has seen increasing popularity in recent years. It is one of the key subjects that counts towards the English Baccalaureate and is a subject increasingly desired by colleges and universities for entry to further and higher education.

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There will also be a range of opportunities for those studying Geography to enjoy learning outside of the classroom with at least two fieldwork investigations that pupils need to venture beyond the classroom to complete.

**Awarding Body:** AQA

**Qualification:** GCSE

## ASSESSMENT METHOD

**100% exam:**

**Unit 1** – Living with the Physical Environment. Exam 35%. This paper includes the study of tectonic hazards, tropical storms, extreme weather, ecosystems, rainforest, hot deserts, rivers and coasts.

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# History

## COURSE OUTLINE

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Pupils will be studying four key elements covering four assessment objectives. Each element is worth 25% of the final grade. The four elements are:

- America 1920-1973
- Conflict and Tension 1945-1972
- Health and the people
- Elizabethan England

**Awarding Body:** AQA

**Qualification:** GCSE

## ASSESSMENT METHOD

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Mock examinations will take place in year ten. In year eleven pupils will complete several mock examinations and the final assessments will take place at the end of year eleven.

The course is 100% examination based and is assessed equally over all four skill areas.

## Skills Acquired

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work. Transferable skills include;

- Cognitive skills
- Non-routine problem solving
- Decision making and reasoning.
- Critical thinking
- Interpersonal skills
- Intercultural sensitivity
- Collaborative problem
- Adaptability
- Self-management and self-development.



# Health & Social Care

## COURSE OUTLINE

In this course you will study how individuals grow and develop over the course of their life, from infancy to old age. You will explore how individuals develop:

- Physically
- Intellectually
- Emotionally
- Socially

And investigate the different factors that may affect individuals throughout their lives.

An individual's development can be affected by expected and un expected life events, such as marriage, parenthood or moving house, and you will learn about how people adapt to these changes.

You will learn more about formal and informal support and the different sources that can help individuals to cope with unexpected life events.

You will have opportunities throughout this qualification to demonstrate your knowledge and skills through community events and be able to reflect on your own life experiences.

**Awarding Body:** Edexcel

**Qualification:** BTEC

## ASSESSMENT METHOD

### Component 1-

Human lifespan development- internally assessed  
– 30% of the final grade.

### Component 2-

Health and social care values – internally assessed- 30% of the final grade.

### Component 3-

Health and well-being – externally assessed – 40% of the final grade.

## Skills Acquired

- You will develop transferable skills, such as written communication skills, which will support your progression to level 2 or 3 vocational qualifications and pathways to University.
- You will acquire listening skills, team building skills, research and investigative skills, ICT skills, time management skills.
- Your knowledge and skills developed will support future employment as this is a pathway to apprenticeships in the NHS and within the many jobs in the health and social care sector.

# Hospitality And Catering

## COURSE OUTLINE

The WJEC Level 1/2 Vocational Award in Hospitality and Catering is made up of two mandatory units:

Unit 1: The Hospitality and Catering Industry:  
The students will learn about the following topics.

- LO1** Understand the environment in which hospitality and catering providers operate
- LO2** Understand how hospitality and catering provisions operate
- LO3** Understand how hospitality and catering provision meets health and safety requirements
- LO4** Know how food can cause ill health
- LO5** Be able to propose a hospitality and catering provision to meet specific requirements

Unit 2: Hospitality and Catering in Action

The students will learn how to safely plan, prepare, cook and present nutritional dishes.

- LO1** Understand the importance of nutrition in planning menus
- LO2** Understand menu planning
- LO3** Be able to cook dishes

Successful completion of this qualification could support entry to qualifications that develop specific skills for work in hospitality and catering such as:

- Level 2 Certificate in Professional Food and Beverage Service Skills
- Level or Level 2 NVQ Diploma in Professional Cookery

**AWARDING BODY: WJEC**

**QUALIFICATION: WJEC LEVEL 1 / 2 AWARD in HOSPITALITY AND CATERING**

## ASSESSMENT METHOD

The course is practically based.

**Unit 1: The Hospitality and Catering Industry** will be externally assessed via written examination. (90-minute written assessment, 90 marks)

**Unit 2: Hospitality and Catering in Action** is internally assessed (9hrs)

The three stages of the controlled assessment are:

- 1.** Propose **four** nutritional dishes for (3 hrs).
- 2.** Plan for the production of **two** dishes that could be included on the menu (2 hrs).
- 3.** Prepare, cook and present the **two** dishes that the apprentice will prepare and cook (4 hrs).

**Grading:** Students receive a final combined grade for 2 units;

**Level 2** - Pass, Merit or Distinction

**Level 1** - Pass

## Skills Acquired

Students will develop broad knowledge and skills about the hospitality industry and apply their knowledge and skills in practical, hospitality-related contexts. Students will develop a valuable range of study and employability skills including self-management, team working, business and customer awareness, problem solving, communication (through presentations and discussions), and enhancing their skills in literacy (through drafting reports) and applying their skills in naturally occurring and relevant contexts.

# ICT - Creative Imedia

## COURSE OUTLINE

### **Unit R093: Creative iMedia in the media industry**

In this unit students will learn about the sectors, products and job roles that form the media industry. Students will learn the legal and ethical issues considered and the processes used to plan and create digital media products.

### **Unit R094: Visual identity and digital graphics**

In this unit students will learn how to develop visual identities for clients. You will also learn to apply the concepts of graphic design to create original digital graphics which incorporate your visual identity to engage a target audience. Completing this unit will introduce the foundations for further study or a wide range of job roles within the media industry.

### **Unit R097: Interactive digital media**

In this unit students will learn to design and create interactive digital media products for chosen platforms. You will learn to select, edit and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience. Completing this unit will provide you with the basic skills for further study or a range of creative and technical job roles within the media industry.

**AWARDING BODY: OCR**

**QUALIFICATION: National Level 1/Level 2 - J834**

## **ASSESSMENT METHOD**

**R093 - Creative iMedia in the media industry - External Exam in year 11 (40%)**

**R094 - Visual identity and digital graphics - Mandatory Unit (Non Examined Assessment) (25%)**

**R097 - Interactive digital media (Non Examined Assessment) (35%)**

## Skills Acquired

This qualification will assess the application of creative media/ICT skills through their practical use. It will provide learners with essential knowledge and transferable skills such as problem solving, analytical skills, digital presentation, planning and creative thinking as well as the tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being. Students will acquire skills of using various software applications to develop digital solutions for a user; these include Adobe Photoshop and Dreamweaver.

# Media Studies

## COURSE OUTLINE

Whenever you are watching television, streaming films, scrolling through social media or listening to a podcast, you are consuming media. The power that the media has is huge.

How someone responds to that will affect their ideas about people, places and society, of politics and culture, of themselves and of their place in the world.

Doesn't that sound like something we should know more about?

As a GCSE Media Studies student, you will analyse how media products like TV programmes and music videos use images, sounds, language, and representations to create meaning.

You will investigate media audiences, exploring who are the people who watch, read and consume the products, and considering how different people might be affected by media products differently, and why.

- You will study lots of different media forms, such as:
- Television, Online Media, Advertising and Marketing, Film Marketing, Magazines Newspapers, Social Media, Music Video, Radio and Video Games

**AWARDING BODY: Eduqas**

**QUALIFICATION: GCSE**

## ASSESSMENT METHOD

Assessment will consist of a mixture of examinations and non-examined assessment.

**Component 1:** Written examination: 1 hour 30mins, 40% of qualification

**Component 2:** Written examination: 1 hour 30mins, 30% of qualification

**Component 3:** Non-exam assessment: Media Production, 30% of qualification

## Skills Acquired

Learners will:

Media Studies will even help you to develop skills that you'll be able use in your other subjects such as critical thinking, analysis, research, planning, practical skills, time management, essay writing skills.

- Experiment with a variety of media production skills and techniques
- Apply the technical skills that they learn
- Learn how to respond to a media brief
- Plan their response to the brief

# Music

## COURSE OUTLINE

Developing and applying the musical knowledge, understanding and skills set out in this Music GCSE course can ensure students form a personal and meaningful relationship with music. They will be encouraged to engage critically and creatively with a wide range of music and musical contexts, and reflect on how music is used in the expression of personal and collective identities. The course will be split into three components:

**Understanding Music** – The areas of study provide an appropriate focus for students to appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical context and musical language.

**Performing Music** – Students must be able to perform live music on an instrument or vocal. One performance must be a soloist and one piece must be as part of an ensemble. Students must be able to interpret relevant musical elements as appropriate using resources and techniques as appropriate to communicate musical ideas with accuracy and expression and interpretation including phrasing and dynamics appropriate to the style and mood of the music.

**Composing Music** – Students must learn how to develop musical ideas, including extending and manipulating musical ideas, and compose music that is musically convincing through two compositions

**Awarding Body:** AQA

**Qualification:** GCSE

## ASSESSMENT METHOD

### **Understanding Music** –

Externally marked exam in two sections. (1 hr 30 mins)  
40% of final mark.

### **Performing Music** –

Internally marked and moderated by AQA.  
30% of final mark.

### **Composing Music** –

One piece internally marked and one piece externally marked.  
30% of final mark.

## Skills Acquired

- Engage actively in the process of music study.
- Develop performing skills individually and in groups to communicate musically with fluency and control of the resources used.
- Develop composing skills to organise musical ideas and make use of appropriate resources.
- Recognise links between the integrated activities of performing, composing and appraising and how these inform the development of music.
- Broaden musical experience and interests, develop imagination and foster creativity develop knowledge, understanding and skills needed to communicate effectively as musicians

# Performing Arts - Acting

## COURSE OUTLINE

It is intended that the Performing Arts course will use each student's skills & enthusiasm in acting to develop an awareness & interest in the Performing Arts, which underpins much of the theatre and film industry.

### Areas of study

#### Component 1

Students will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance. This might include 3 contrasting theatre styles such as Physical Theatre, Naturalism and Tragedy.

#### Component 2

Students will develop their performing arts skills and techniques through the reproduction of acting theatre repertoire. This will include looking at 2 different styles of theatre such as Verbatim Theatre and Comedy for example.

#### Component 3

Students will be given the opportunity to work as part of a group to create a workshop performance in response to a given brief and stimulus from the exam board.

**Awarding Body:** Edexcel

**Qualification:** BTEC

## ASSESSMENT METHOD

**Component 1**- Exploring the Performing Arts (Internal assessment)

**Component 2**- Developing Skills and Techniques in the Performing Arts (Internally assessed)

**Component 3**- Performing to a Brief (External assessment)

All Components consist of a set of formal assessment tasks and/or assignments.

## Skills Acquired

The course aims to give all students the opportunity to gain a nationally recognised qualification that can be used when applying either for higher education or employment.

The Acting course will give the students the opportunity to acquire leadership and performance skills and to use these to help develop performances in the school and the local community. Other skills students will learn are leadership, responsibility, appearance, commitment and teamwork in a range of practical and academic situations.

The course will extend the students' knowledge in the organisation of performance.

# Performing Arts - Dance

## COURSE OUTLINE

It is intended that the Performing Arts course will use each student's skills & enthusiasm in dance to develop an awareness & interest in the Performing Arts, which underpins much of the performing arts industry.

### Areas of study

#### Component 1

Students will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance. This may include practitioners such as Akram Khan or Kenrick 'H2O' Sandy & Michael 'Mikey J' Asante of Blue Boy Entertainment.

#### Component 2

Students will develop their performing arts skills and techniques through the reproduction of acting theatre repertoire. This will include looking at 2 different genres of dance such as Hip Hop and contemporary dance.

#### Component 3

Students will be given the opportunity to work as part of a group to create a workshop performance in response to a given brief and stimulus from the exam board.

**Awarding Body:** Edexcel

**Qualification:** BTEC

## ASSESSMENT METHOD

**Component 1**- Exploring the Performing Arts (Internal assessment)

**Component 2**- Developing Skills and Techniques in the Performing Arts (Internally assessed)

**Component 3**- Performing to a Brief (External assessment)

All Components consist of a set of formal assessment tasks and/or assignments.

## Skills Acquired

The course aims to give all students the opportunity to gain a nationally recognised qualification that can be used when applying either for higher education or employment.

The Dance course will give the students the opportunity to acquire leadership and performance skills and to use these to help develop performances in the school and the local community. Other skills students will learn are leadership, responsibility, appearance, commitment and teamwork in a range of practical and academic situations.

The course will extend the students' knowledge in the organisation of performance.

# Performing Arts - Music

## COURSE OUTLINE

It is intended that the Music course will use each students' skills and enthusiasm in music to develop an awareness and interest in music, which underpins much of the music industry. **As part of this course you are required to perform including in school productions.**

### Areas of study

#### Component 1

Students will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles. Students will apply stylistic features to performance, composition and music production activities.

#### Component 2

Students will have the opportunity to develop two musical disciplines through engagement in practical tasks, whilst documenting their progress and planning for further improvement.

**Component 3** Students will be given the opportunity to develop and present music in response to a given brief which could include performing cover versions of songs, creating original material or using DAW to create an original piece of music from a given starting point.

**Awarding Body:** Edexcel

**Qualification:** BTEC

## ASSESSMENT METHOD

**Component 1**-- This assignment consists of 2 tasks and will take approximately 12 supervised hours to complete.

**Task 1**, Students will investigate four different styles of music.

**Task 2**, This assignment consists of 1 task and will take approximately 15 hours to complete. Students plan and create two musical outcomes that will develop their musical skills (Internal assessment)

**Component 2**- This assignment consist of **1 task** and will take approximately 15 hours of supervised hours to complete.

Students will create two musical outcomes in response to a theme that will develop professional and musical skills (Internally assessed)

**Component 3**- Students apply musical skills and techniques in response to a brief to produce a music product.

## Skills Acquired

The course aims to give all students the opportunity to gain a nationally recognised qualification that can be used when applying either for higher education or employment.

The Music course will give the students the opportunity to acquire leadership and performance skills and to use these to help develop performances in the school and the local community. Other skills students will learn are leadership, responsibility, appearance, commitment and teamwork in a range of practical and academic situations.

The course will extend the students' knowledge in the organisation of performance.



# Performing Arts – Musical Theatre

## COURSE OUTLINE

Musical Theatre is one of the most popular art forms across the world from London's West End to New York's Broadway, it combines all three disciplines; acting, singing and dancing, this course will train you as a triple threat as well as give you an insight into directing, choreographing, and technical roles. **As part of this course you are required to perform, including school productions.**

### Areas of study

#### Component 1

You will develop your understanding of the performing arts by examining the work of practitioners and the processes used to create performance. This will include contrasting musical theatre performances, such as 'Come From Away', 'Into The Woods' and 'Rent'.

#### Component 2

Students will develop their performing arts skills and techniques through the reproduction of musical theatre repertoire.

#### Component 3

Students will be given the opportunity to work as part of a group to create a workshop performance of their own musical in response to a given brief and stimulus from the exam board.

**Awarding Body:** Edexcel

**Qualification:** BTEC

## ASSESSMENT METHOD

**Component 1**- This assignment consists of 2 tasks and will take approximately 12 supervised hours to complete.

**Task 1**, Students will investigate examples of professional performing arts work **Task 2**, Students will work practically exploring the techniques as skills used to create theatre.

**Component 2** The assignment consists of three tasks. **Task 1** Students will prepare for a performance **Task 2**, Students will showcase their performance to an audience. **Task 3**, Students will review their development.

**Component 3** - This external component has 4 tasks and builds on knowledge, understanding and skills acquired and developed in Components 1 and 2. **Task 1** – Ideas Log – **Task 2** – Skills Log – **Task 3** – Performance – **Task 4** Evaluation

## Skills Acquired

The course aims to give all students the opportunity to gain a nationally recognised qualification that can be used when applying either for higher education or employment.

The Musical Theatre course will give the students the opportunity to acquire leadership and performance skills and to use these to help develop performances in the school and the local community. Other skills students will learn are responsibility, appearance, commitment and teamwork in a range of practical and academic situations.

The lessons that students will learn from studying Musical Theatre will not just equip students to become performers but the transferable skills are evident for all career paths, most universities now look out for those with a Performing Arts qualification.

# Photography

## COURSE OUTLINE

The GCSE Photography course allows students to develop and acquire new skills and techniques in Photography. Students will participate in a number of workshops where they will learn how to develop ideas and pieces of work combining their new skills and processes in Photography. Following these workshops students will undertake their unit 1 portfolio at the start of year 10 where they will work on a body of work to submit for their portfolio submission.

The course aims to provide students with the opportunity to explore and experiment with a wide range of techniques; one stop motion photography, studio portraits and use of Photoshop to develop and explore presentation of images.

The Photography course gives students the opportunity to be creative in their response to given brief and themes. The course allows them the freedom and independence to let their creative skills flourish.

**AWARDING BODY: OCR**

**QUALIFICATION: GCSE**

## ASSESSMENT METHOD

**Coursework: 60 % of final mark**

### **Unit 1: Photography Portfolio**

Students will be asked to produce a portfolio of work developed from a theme. The focus is on including work that shows exploration, research, acquisition of techniques and skills in a range of Photography processes.

**Final Exam: 40% of final mark**

### **Unit 2: Art and Design OCR-set Task**

**THIS IS NOT A WRITTEN EXAM IT IS A PRACTICAL TASK**

Students will be given an exam paper with a series of themes to choose from. Students will select one theme that you will base a project on.

A period of time in which to plan and prepare a project that will be sketchbook based. Again the work will explore a range of Photography techniques.

Students will be given ten hours of controlled time in which to work on a final piece.

## Skills Acquired

Students will learn how to present their work in a sketchbook or as a portfolio. Students will also be assessed on their research skills. In both units, students will be asked to gain inspiration from the work of other artists and designers. From the work they produce on paper, students will then develop these ideas, using a wide variety of techniques. Once a body of work has been produced and developed, students will then produce a final piece using the skills they have learnt through the process. The course also enables students to extend on their evaluation skills. Part of the course assessment is how students can evaluate their own and others work through annotation, forming an opinion, comparing and critical analysis.

# Sport

## COURSE OUTLINE

Sport, activity and fitness is a growing industry and expected to increase in size by 11 per cent by 2020. There are currently over 400,000 jobs in the UK making this an interesting career prospect for learners with a passion for sports and activities relating to sport. There has never been a better time to study sports, activity and fitness with many pathways into further education, apprenticeships and employment.

Sport, activity and fitness also has a positive impact on the health of the nation as regular sport and physical activity can reduce the risk of many chronic conditions and illnesses, including coronary heart disease, stroke, type 2 diabetes, cancer and obesity. Therefore, as well as learners developing their own personal knowledge and understanding those who want to acquire theoretical knowledge and technical skills can achieve this through this highly desirable qualification.

Learners are also given the opportunity to build their confidence whilst understanding the sector and by using vocational contexts learners can explore areas such as:

- the body systems
- psychology
- nutrition
- technology
- Leadership.

All 3 components are interrelated to enable learners to have the best experiences of this sector.

**AWARDING BODY: Pearson**

**QUALIFICATION: BTEC**

## ASSESSMENT METHOD

### **Component 1: Preparing Participants to Take Part in Sport and Physical Activity**

Learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity.

### **Component 2: Taking Part and Improving Other Participants Sporting Performance**

Learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.

### **Component 3: Developing Fitness to Improve Other Participants' Performance in Sport and Physical Activity**

Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing.

All components are graded Pass, Merit and distinction.

## Skills Acquired

Learners will:

- Develop knowledge of the body systems, common sports injuries and technological advances that impact on sport and activity
- Embed key skills that support their theoretical understanding of the training, nutrition and psychological factors that influence and impact on engagement in sport and activity
- Gain an understanding of the underpinning principles of leadership and the physical and psychological benefits for session participants.
- Learners will investigate methods of planning, delivering and reviewing sessions for a range of target groups.
- Learners will gain confidence through their application of skills and knowledge

# Religious Education

## COURSE OUTLINE

GCSE Religious Studies is made up of 2 components, each component covers two religions- Christianity and Islam.

Students will be aware that Christianity is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity.

Students will study the beliefs, teachings and practices of Islam and their basis in Islamic sources of wisdom and authority.

Students will study four themes. A) Relationships and families, B) Religion and life, D) Peace and Conflict and E) Crime and punishment. Throughout theme A

student's will look at topics such as; marriage, divorce, contraception, sexual relationships. Theme B covers the following topics; Abortion, Euthanasia and Animal experimentation. Throughout topic D students will look at; war, weapons of mass destruction, pacifism and terrorism. Topic E involves the following topics; Corporal punishment, Death penalty, Forgiveness.

**Awarding Body:** AQA

**Qualification:** GCSE

## ASSESSMENT METHOD

100% examination

**Paper 1:** The study of religions: beliefs, teachings and practices (50%)

**Paper 2:** Thematic studies (50%)

## Skills Acquired

Religious Studies is a widely recognised GCSE by both universities and employers. You will develop the skills of investigation, analysis, interpretation, evaluation, communication and debate. This course encourages students to: develop their interest in a study of religion and its relation to the wider world, adopt an enquiring, critical and reflective approach to the study of religion, reflect on and develop their own values, opinions and attitudes. The skills that you will learn in Religious Studies will be useful to you in any number of careers; teaching, youth work, journalism, civil service or government to name a few.

# Textile Design

## COURSE OUTLINE

The GCSE Textile Design course allows students to develop and acquire new skills and techniques in Textiles. Students will participate in a series of workshops including following a commercial pattern, printing, felting, weaving and construction of 3D shapes and products. Themes will include; sustainable plants, Theatre and Mondrian. Following these workshops, students will undertake their unit 1 portfolio at the start of year 10 where they will work on a body of work to submit for their portfolio submission.

The course aims to provide students with the opportunity to explore and experiment with a wide range of techniques and materials including lino, Angelina fibres, silk painting, needle felting and batik.

The Textile Design course gives students the opportunity to be creative in their response to given briefs and themes. The course allows them the freedom and independence to let their creative skills flourish.

**AWARDING BODY: OCR**

**QUALIFICATION: GCSE**

## ASSESSMENT METHOD

**Coursework: 60 % of final mark**

### Unit 1: Textile Design Portfolio

Students will be asked to produce a portfolio of work developed from a theme. The focus is on including work that shows exploration, research, acquisition of techniques and skills in a range of Textiles processes.

**Final Exam: 40% of final mark**

### Unit 2: Art and Design OCR-set Task

**THIS IS NOT A WRITTEN EXAM IT IS A PRACTICAL TASK**

Students will be given an exam paper with a series of themes to choose from. Students will select one theme that you will base a project on.

A period of time in which to plan and prepare a project that will be sketchbook based. Again the work will explore a range of Textiles techniques.

Students will be given ten hours of controlled time in which to work on a final piece.

## Skills Acquired

Students will learn how to present their work in a sketchbook or as a portfolio. Students will also be assessed on their research skills. In both units, students will be asked to gain inspiration from the work of other artists and designers. From the work they produce on paper, students will then develop these ideas, using a wide variety of techniques. Once a body of work has been produced and developed, students will then produce a final piece using the skills they have learnt through the process. The course also enables students to extend on their evaluation skills. Part of the course assessment is how students can evaluate their own and others work through annotation, forming an opinion, comparing and critical analysis.

## How to submit your choices

- Students and Parents can log on to their account at <https://www.sims-options.co.uk>.
- Students will have completed the registration for their account in their ICT lesson.
- Parents will receive a registration email from [noreply@sims.co.uk](mailto:noreply@sims.co.uk). If you have any difficulty registering please contact [student.data@woacademy.co.uk](mailto:student.data@woacademy.co.uk). Parents can also access the options process from within SIMS Parent App.

A number of lists will be displayed; Make your choices from these lists. At the top of each list advice on the number of subjects or reserves which can be chosen is given. To see all lists the student should scroll down the screen.

**Open List 1**  
Please choose 2 subjects and 2 reserve subjects from the list.

You have chosen 0 of 2 courses and 0 of 2 reserves from this list

<b>Animal Care</b> BTEC Award Level 1 & 2	Reserve	<b>Fine Art</b> GCSE 9 - 1 Full Course	Reserve	<b>Business</b> BTEC Tech Award Level 1/2	Reserve
<b>Dance</b> BTEC Tech Award Level 1/2	Reserve	<b>Geography</b> GCSE 9 - 1 Full Course <small>This course is also available in EBACC</small>	Reserve	<b>History</b> GCSE 9 - 1 Full Course <small>This course is also available in EBACC</small>	Reserve
<b>Health &amp; Social Care</b> BTEC Tech Award Level 1/2	Reserve	<b>ICT</b> Cambridge Nationals Certificate Level 1 & 2	Reserve	<b>Music GCSE</b> GCSE 9 - 1 Full Course	Reserve
<b>Drama</b> BTEC Tech Award Level 1/2	Reserve	<b>RE</b> GCSE 9 - 1 Full Course	Reserve	<b>Sport</b> BTEC Award Level 1 & 2	Reserve
<b>Textiles</b> GCSE 9 - 1 Full Course	Reserve				

A subject is chosen by clicking on the subject; it changes colour to blue and the display of choices made is updated:

You have chosen 1 of 2 courses and 0 of 2 reserves from this list

<b>Animal Care</b> BTEC Award Level 1 & 2	Reserve	<b>Fine Art</b> GCSE 9 - 1 Full Course <b>Choice</b>	Reserve
<b>Dance</b> BTEC Tech Award Level 1/2	Reserve	<b>Geography</b> GCSE 9 - 1 Full Course <small>This course is also available in EBACC</small>	Reserve

To remove a choice, click on the subject and the colour will change to grey. To choose a Reserve subject click on the word Reserve to the right of the subject; it changes colour to orange and the display of choices made is updated:

You have chosen 1 of 2 courses and 1 of 2 reserves from this list

<b>Animal Care</b> BTEC Award Level 1 & 2	Reserve	<b>Fine Art</b> GCSE 9 - 1 Full Course <b>Choice</b>	Reserve
<b>Dance</b> BTEC Tech Award Level 1/2 <b>Reserve</b>	Reserve	<b>Geography</b> GCSE 9 - 1 Full Course	Reserve

If too many subjects are chosen a warning is displayed:

**My Choices in Order of Preference** (Total Choices: 4)  
To change your order of preference select a choice and click the position in the list you would like to move it to.

- 1 **Fine Art** GCSE 9 - 1 Full Course Open List 1
- 2 **French** GCSE 9 - 1 Full Course EBACC
- 3 **ICT** Cambridge Nationals Certificate Level 1 & 2 Open List 1
- 4 **Statistics** GCSE 9 - 1 Full Course Open List 2

**My Reserves in Order of Preference** (Total Reserves: 4)  
To change your order of preference select a reserve and click the position in the list you would like to move it to.

- 1 **Dance** BTEC Tech Award Level 1/2 Open List 1
- 2 **Spanish** GCSE 9 - 1 Full Course EBACC
- 3 **Music GCSE** GCSE 9 - 1 Full Course Open List 1
- 4 **Travel & Tourism** BTEC Award Level 1 & 2 Open List 2

You have chosen 2 of 1

The choices the student makes are also displayed on the right of the screen as shown here.

In this panel the order of these choices can be changed by clicking on the subject and then clicking on which course the student wishes to replace in the order.

Following the last list there is a Student Comments area where comments can be added.

When all choices have been made, click on the **Save** icon to the top left and then logout.



Use this page to help you record your choices before you enter them online.



## Believe Pathway

<b>Mandatory Subjects</b>	GCSE English Language, GCSE English Literature, GCSE Maths, GCSE Science, Core PE (not examined)
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<b>Block 1:</b> (pick one <input checked="" type="checkbox"/> a reserve 'R')	French	
	Spanish	
	Latin	

<b>Block 2:</b> (pick one <input checked="" type="checkbox"/> a reserve 'R')	Geography	
	History	

<b>Block 3:</b> (pick one <input checked="" type="checkbox"/> And a reserve 'R')	Animal Care		Performing Arts - Music	
	3D Design		Performing Arts – Musical Theatre	
	Fine Art		Performing Arts- Acting	
	Geography		Performing Arts- Dance	
	Health & Social Care		Photography	
	History		Religious Education	
	Hospitality		Sport	
	ICT (iMedia)		Textile Design	
	Media Studies		Triple Science	
Music (GCSE)				

