



KS4

Pathway

Booklet

2019-

2022

Contents

Page 3	Introduction
Page 4	Qualifications
Page 7	Careers education
Page 7	Calendar of key events
Page 8	<ul style="list-style-type: none"> • English Compulsory (GCSE)
Page 10	<ul style="list-style-type: none"> • Mathematics Compulsory (GCSE)
Page 12	<ul style="list-style-type: none"> • PE Compulsory Non-examined
Page 14	<ul style="list-style-type: none"> • Science Compulsory (GCSE)
	Options
Page 16	<ul style="list-style-type: none"> • GCSE Art and Art Textiles
Page 21	<ul style="list-style-type: none"> • OCR Level 2 in Sports Studies (Vocational)
Page 23	<ul style="list-style-type: none"> • GCSE Computer Science (EBACC)
Page 25	<ul style="list-style-type: none"> • GCSE Dance
Page 27	<ul style="list-style-type: none"> • GCSE Drama
Page 28	<ul style="list-style-type: none"> • GCSE Geography (EBACC)
Page 30	<ul style="list-style-type: none"> • GCSE History (EBACC)
Page 32	<ul style="list-style-type: none"> • GCSE MFL (German) (EBACC)
Page 34	<ul style="list-style-type: none"> • Btec First in Music (Vocational)
Page 37	<ul style="list-style-type: none"> • GCSE Product Design
Page 39	<ul style="list-style-type: none"> • GCSE RE
Page 42	<ul style="list-style-type: none"> • GCSE Science (EBACC)
Page 43	<ul style="list-style-type: none"> • OCR Nationals Enterprise and Marketing (Business) (Vocational)
Page 45	<ul style="list-style-type: none"> • GCSE Food Preparation (Vocational)
Page 47	<ul style="list-style-type: none"> • OCR Nationals Level 1 /2 Child Development (Vocational)
Page 48	<ul style="list-style-type: none"> • NCFE Health and Social Care (Vocational)
Page 50	<ul style="list-style-type: none"> • OCR Nationals Creative IMedia (IT) (Vocational)
Page 53	<ul style="list-style-type: none"> • DFE Guidance Ebacc
Page 56	<ul style="list-style-type: none"> • EMAIL contact details

Introduction

This booklet aims to describe the elements of the curriculum which students who are currently in Year 8 will study during Years 9, 10 and 11 (September 2019 to June 2022).

A large part of the curriculum is compulsory for all students but there is also an element of choice which means that students can shape their own learning programme in KS4 according to their interests and future education and career aspirations. The procedure for selecting option subjects is explained in these pages. GCSE, NCFE, OCR Nationals and BTEC qualifications are available; the style of each of these courses is very different. Please spend some time reading this information to help your son/daughter make the best choices.

The “option procedure” begins in the Spring Term and during the Summer Term the school works very hard to make student choices possible. At Ercall Wood we are keen to make the decision-making process as easy as possible and to ensure that the right decisions are made.

The Government introduced the “English Baccalaureate” (EBACC for short) in 2010. This groups together five subjects. The students deemed to have achieved the “English Baccalaureate” will be those students who achieve GCSE grade 5 or above in English Language, Mathematics, Science (x2) and one of the following EBACC choices a Modern Foreign Language, Computer Science, Triple Science, Geography or History. In the future this may be considered as an additional factor by employers and higher education establishments. We have adapted our option system to reflect this national change. This reinforces our

recommendation that Ercall Wood students have a broad and balanced curriculum.

Further changes have also been made recently by the Department for Education. By 2021/2022 when your son/daughter will sit his/her GCSEs all subjects will be examined at the end of Year 11 following the removal of the modular exam system. There will also be a greater emphasis on the examination and very few subjects will now have a controlled assessment aspect of the qualification. All of the GCSEs taken in 2022 will be graded on a new 9 - 1 system. BTECs, OCR Nationals and NCFEs will now contain a certain amount of external assessment and are no longer wholly coursework based. Most subjects also carry a number of marks for answers containing the correct spelling, punctuation and grammar. All of these changes are reflected in the booklet, although are subject to change as further details from the Department for Education emerge.



Whatever courses students eventually follow, the staff, with the help of parents/ carers, will encourage each individual to achieve his or her best with academic excellence and suitable progression routes into a Sixth Form or further education/training being the ultimate aim. Ercall Wood has an excellent record of examination success which we will strive to maintain.

Qualification Introduction

Key Stage 4 is the name given to the period of education during Years 9, 10 and 11. A range of qualifications is available to ensure students achieve the best possible grades to match individual levels of ability and aptitude.

QUALIFICATIONS IN KEY STAGE 4

- *General Certificate of Secondary Education (GCSE)* Key Stage 4 of the National Curriculum is usually assessed in terms of GCSEs. GCSEs are linear, which means that students are assessed through a number of terminal examinations taken at the end of the course. The majority of courses offered will be of this type.

Pearson (BTEC) / NCFE/ OCR Nationals these are Level 2 qualifications, which means that they are equivalent to GCSE at grade 4 or above and they offer on-going assessment of academic achievement. These courses predominantly are examined through assignments at regular intervals with an examination at some point throughout the course. They are more vocational in nature. A BTEC 'Pass' is equivalent to ONE GCSE at grade 4.

THE ENGLISH BACCALAUREATE

- The English Baccalaureate was introduced as a performance measure in the 2010 performance

students have secured a grade 5 or better across five core academic subjects – English, Mathematics, Computer Science, History or Geography, the sciences and a language.

The subjects included are designed to enable all students to have the opportunity to study a broad range of subjects, ensuring that doors are not closed off to them in terms of future progression. These are the subjects most likely to be required or preferred for entry to degree courses. For these reasons, the English Baccalaureate route is highly recommended for, although not exclusive to, an identified group of students.



Progress and Attainment 8 Measures

The Progress 8 and Attainment 8 measures will replace the 5A*-C (including English and maths) Grade as the Key Performance Measure for secondary schools from 2016. The “8” relates to the number and type of qualification students must achieve at the end of Year 11. Two of the qualifications must be GCSE English and GCSE Maths. Three further qualifications must come from GCSEs in the Sciences (including Computer Science), MFL or Humanities. The final three other qualifications can come from any other GCSE or approved BTEC.

Raising of the Participation Age

Recent changes in government legislation mean that your daughter/son must now remain in full time education or employment with training (such as apprenticeship or employment with day release to college) until her/his 18th birthday.

Commitment to Study and Controlled Conditions

A commitment to study is essential to success. This means hard work in school and at home. Students can expect an increased homework load during these important years. All courses have substantial elements of preparation work to be done at home too.

Employers and institutions of further and higher education will be impressed by GOOD GRADES. They are keen to recruit people who have demonstrated the ability to work hard, who are reliable and trustworthy and who can contribute to the society in which they live

Good attendance at school is also vital to this success. It is also something that employers ask about in a reference.

Controlled Assessment

What is controlled assessment?

Controlled assessment is a form of internal assessment of the work of some of the course.

Very few of the new GCSEs contain controlled assessments, however they still may apply some practical elements on some courses.

The percentage of controlled assessment depends on the range of skills to be assessed and the most effective way of assessing them. Further details about controlled assessment are outlined as part of the information provided by each curriculum area.



Core Subjects

These are subjects that are compulsory and must be taken by all students. The core subjects are:

- English Language and English Literature
- Mathematics
- Dual Award Science
- Core Physical Education (no examination)
- Either Geography or History

The format, type of assessment and qualification to be awarded in each subject will depend on the learning preferences of students. Details can be found on the individual curriculum area pages.

The importance of the core subjects

Society and the Government have increasingly put more emphasis on literacy, numeracy and the core subjects of English, Maths and Science. Admissions tutors in Further and Higher Education, as well as Personnel Officers in the world of work, want to know first and foremost how many GCSEs a student achieved including English and Maths. The levels attained in Science quickly follow.

Option Subjects

All students will have the opportunity to select three options and also a Compulsory Choice of either History or Geography. The subjects in the Option Groups will receive five hours teaching a fortnight..

The English Baccalaureate

Some students will be following our Ebacc route (see page

- This route is highly recommended for students wishing to go onto Higher Education.
- These students must take at least German and Geography or History and any other two option subjects.
- Students on this route will study both GCSE English Language and GCSE English Literature.



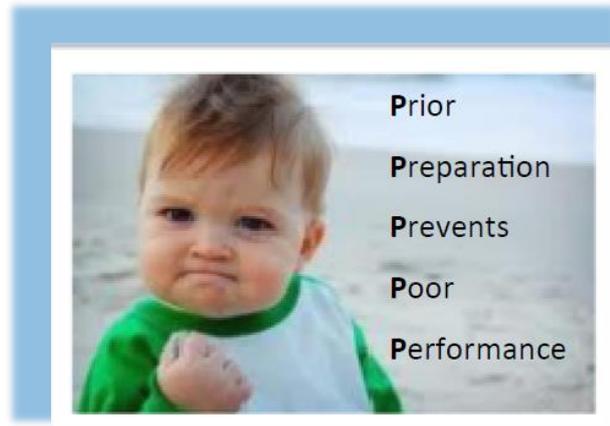
- Students will also study GCSE Maths.
- Students will also study GCSE Combined Science or Triple science if opted for.
- Total qualifications: 9 GCSEs.

Careers Education Information Advice & Guidance (CEIAG)

Careers Coordinator (Future Focus)

Independent Advice and Guidance

The school has access to an independent careers advisor as well as our own careers coordinator. The careers advisor will be available at all parents' evenings so that both students and parents/carers will have access to advice other than that provided internally.



PHSE Programme

Each year group has a number of careers related activities and assemblies built into their PHSE programme to help students understand their options and support them to make choices in later life.

Industry and College Events

Each year group has a number of events organised that will help students make their choices. These can be industry based such as our STEM day and enterprise days, visits to local industry, visits to careers fairs, guest speakers within college etc. We also organise a number of visits to local universities and colleges from year 9 onwards.

Calendar of Key Dates

<i>Calendar of Key Dates</i>	
Week Beginning Monday 4 th March 2019	Year 8 Tutors explanation of the pathway process.
Tuesday 12 th March 2019	Year 8 Options Evening
Monday 18 th March 2019	Deadline for handing in Pathway form.
Summer Term	Students will be informed of their final choices.

Core: English

GCSE English Language and GCSE English Literature

Students will study two GCSEs in English: language and literature. Both GCSEs provide opportunities for students to develop their reading, writing and communication skills, both within English and across the curriculum. In year 9, students will focus on developing the skills needed at GCSE before moving on to study the specific texts and papers in years 10 and 11.

Exam Board: AQA

GCSE English Language

GCSE English Literature

Students will follow the AQA exam syllabus for their English language GCSE. This course allows students to develop their understanding of the ways in which language is used in a variety of fiction and non-fiction texts from different time periods. They will then have opportunity to apply these skills in their own creative and transactional writing.

Students will sit two exams:

- Language Paper 1 – Explorations in creative reading and writing
- Language Paper 2 – Writers' viewpoints and perspectives

They will also participate in a spoken language assessment which, although does not contribute to their overall GCSE grade, does provide them with an extra qualification in terms of their spoken language skills.

More information can be found at:

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

GCSE English Language and Literature provide students with the skills they will need when progressing into higher education. Not only do these skills underpin successful study at all levels, they are also essential for future employment.

Due to the nature of the subject, GCSE English could help you achieve your dream job from lawyer to journalist; pilot to actor.

Students will follow the AQA exam syllabus for their English literature GCSE. This course allows students to access a variety of texts and understand writers' purpose based on the context they were writing in. Text choices are yet to be confirmed but students will study a 19th century text, a modern text, a Shakespeare play and a selection of poetry from the anthology provided by AQA. At the end of Year 9, students will be given the opportunity to purchase their own copies of the set texts.

Students will sit two exams:

- Literature Paper 1 – Shakespeare and the 19th century novel
- Literature Paper 2 – Modern texts and poetry

More information can be found at:

<http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

Miss S. Morris



Core: Mathematics

GCSE Mathematics

The Mathematics Faculty has eight members of staff, who teach the new GCSE curriculum with students graded 9-1 (9 being the highest). We now operate a 3-year Key Stage 4 course which begins in Year 9.

Exam Board: AQA

Website: www.aqa.org.uk

Course Description

Students receive 4 hours of Mathematics teaching per week in Years 9/ 10 and 11. They will be set in a group appropriate to their ability and target grade. Students study a course which comprises of the following six areas: Number, Algebra, Ratio Proportion and Rates of change, Measures, Geometry, Statistics and Probability.

Course Content

GCSE Mathematics (8300) Higher papers are graded 4-9 and Foundation 1-5. (The standard pass grade is a 4 and a strong pass is a grade 5). In response to requests from the government and employers, more emphasis is placed on reasoning and problem solving using a variety of mathematical concepts, and the content has shifted from a more functional to a more traditional style of assessment. Two thirds of the assessment (consisting of three 1.5 hour papers) is with the use of a calculator.

GCSE Statistics (8382) Some students may be offered this course which runs in parallel to the Maths GCSE. It is terminally assessed by two papers 1 hour 45 minutes each, with equal weighting on a 9-1 grading scale. The course deals with how Mathematics shapes modern real life decisions.

Level 2 Further Maths (8365) Students who are on course to achieve the highest grades will be offered this course, which will run as a twilight session once a week. The course is especially useful for students who would like to move on to study Mathematics at A/AS level. It is terminally assessed by two papers of equal weighting, each of 1 hour 45 minutes, on a 9-1 grading scale.

Possible Careers & Further Education

GCSE Mathematics is required for most further and higher education courses, or future training schemes such as apprenticeships. A GCSE pass of grade 4/5 is therefore the minimum requirement to allow students to access these courses post-16. Mathematics is therefore a hugely important part of the curriculum, and we expect high standards of effort, behaviour and attainment if each student is to maximise their potential. Students who go on to study Mathematics at A-level and university have huge high earning potential, with many being able to perform highly skilled occupations once they enter the world of work.

GCSE Statistics (8382)

Some students may be offered this course which runs in parallel to the Maths GCSE. It is terminally assessed by two papers. The course deals with how Mathematics shapes modern real life decisions.

Statistics is split into 5 sections

Understand the importance of the careful planning of a clear strategy for collecting, recording and processing data in order to address an identified question or hypothesis.

Recognise the opportunities, constraints and implications for subsequent mathematical analysis involved in obtaining appropriate data through careful design of primary data collection techniques or through the use of reference sources for secondary data to ensure unbiased research.

Generate data visualisation and understand the mathematics required to derive these visualisations.

Calculate statistical measures to compare data.

Use visualisation and calculation to interpret results with reference to the context of the problem, and to evaluate the validity and reliability of statistical findings.

For Further Information Please Contact

Head of Department: Mr S Pritchard

Core: Physical Education

PE (4 hours every two weeks)

This is a non-accredited subject.

At KS4 we aim to encourage students to make informed choices about the importance of physical health and to assist them in discovering sports they can continue to take part in later life.

The Physical Education KS4 programme provides each student with the opportunity to participate in a wide range of activities including; Athletics, Badminton, Basketball, Cricket, Dance, Football, Netball, Rounders, Rugby, Table Tennis, Tennis, Trampolining and Volleyball. Students are encouraged to experience different roles during lessons e.g. umpiring, coaching, managing and playing.

Each child receives 2 sessions of physical activity per fortnight as stated in the National Curriculum. This is made up of one core lesson and one enrichment lesson per week. During the enrichment lesson students are given more choice over the topic they wish to study and can even experience ice skating and/or bowling as an option and obtain National Level Certificates. We also offer students in KS4 the opportunity to take part in the Level 1 Award in Sports Leadership course.

Course Description

Extra-Curricular Activities offered

The Physical Education Department offers many different after school clubs throughout the school year such as Athletics, Badminton, Basketball, Cricket, Football, Netball, Rounders, Rugby, Tennis and Trampolining. You should try to participate in at least one extracurricular club per term.

Extra-Curricular Activities offered:



Ercall Wood Sports Clubs Timetable (Jan-Apr)



	Before School 8.15am-8.45am	Lunchtime 12.55pm – 1.30pm	After School 3.15pm – 4.30pm
 Monday	Staff Meetings	Sportshall – Year 7 Girls Indoor Football - WS	¾ Sportshall - Sportsability – CL (Invite Only) ¼ Sportshall – Week A - Year 7 Girls Trampolineing - MC/MH Week B – Year 8 and 9 Girls Trampolineing - MC/MH Field – All Years Girls Rugby (until Feb half term) – Coach Chris Field - Year 7 Boys Football - WS GCSE PE Rock Climbing Course – 14 th Jan – 4 th March – MH
Tuesday	Sportshall – Year 8 Boys Indoor Football - WS	Sportshall – Year 7, 8 and 9 Girls Indoor Netball – SM/MH	Sportshall – All Years Mixed Bootcamp for Students and Staff £1 per person – Ben Butler (Fitness Trainer) & SM Staff Meetings
 Wednesday	Staff Meetings	¾ Sportshall – All Years Mixed Volleyball - SM ¼ Sportshall – All Years Mixed Table Tennis - WS	Sportshall – Year 8 and 9 Girls Indoor Football – SM DT Computers – Year 11 GCSE PE Coursework Support – WS (appointment only) Rugby Fixtures – MC (See fixtures board)
 Thursday	Staff Meetings	Sportshall – All Years Mixed Handball - WS	Sportshall – Year 10 & 11 Boys Basketball (until 31 st Jan only) Year 7, 8 and 9 Boys Basketball (from 7 th Feb until Easter) – JDJ/EB Netball Fixtures – MH Year 9 @ Ab Dab 7/03/19, Year 8 @ Charlton 14/03/19, Year 7 @ Idsall 21/03/19 Rugby Fixtures – MC (See fixtures board) Football Fixtures – WS (See fixtures board)
 Friday	Staff Meetings	Sportshall – All Years Mixed Badminton - MC	Sportshall – All Years Mixed Indoor Athletics – ML

CLEAN TRAINERS ARE NEEDED TO PARTICIPATE IN CLUBS AT LUNCHTIME. NO TRAINERS = NO ENTRY!!!!

For Further Information Please Contact:

Mr W Smithson

Core: Science

GCSE Combined Science

The Science Faculty offer students the opportunity to study GCSE Combined Science (worth 2 GCSEs) or all three of GCSE Biology, GCSE Chemistry and GCSE Physics (3 GCSEs) (See separate Triple Science section. Students are grouped according to ability and we aim to use both assessment and teacher recommendation to place students on the most appropriate route. We use OCR exam board. Entry Level Science may be offered to a small number of pupils if we feel it offers them a better chance of success than the Combined Science course

Exam Board: OCR

Website: www.ocr.org.uk

Course Description

GCSE Combined Science is a double GCSE and has an emphasis on scientific literacy – the knowledge and understanding that learners need to recognise the impact of science and technology on everyday life - and scientific numeracy – the collection and application of data.

Combined Science has 3 components: Biology, Chemistry and Physics. Each component covers a broad range of the key ideas and also focuses on ideas about Science – the skills that scientists use.

Entry Level Science has an emphasis on scientific skills. Pupils will also be expected to communicate their ideas effectively and use numerical understanding the read patterns in data.

Entry Level Science is made up of small topics, each taking a few weeks to study. The topics cover a wide range of everyday scientific ideas in Biology, Chemistry and Physics.

Course Content

GCSE Combined Science will be externally assessed by 4 exams. Three of the exam papers focus on Biology, Chemistry and Physics separately. The fourth paper tests pupils' ability to work scientifically. Pupils will be asked questions about gathering and handling scientific data. Aspects of Biology, Chemistry and Physics will also be assessed in this fourth paper.

The assessment process for Entry Level Science is currently being re-written by the exam board. The details are not currently available, but there is likely to be less emphasis on examinations.

Possible Careers & Further Education

Learning about Science is an essential way to learn the skills of problem solving and of using evidence to support explanations. These skills are applicable to a wide range of possible career options and many colleges and employers. Clearly, good GCSE Science grades will be essential to support applications for Level 3 (A-level) Science courses but the logic and skills of Science support other subjects very well too. Pupils wishing to study sport, medical care, maths, computing, business, architecture, engineering, finance courses, and many more, will all benefit from learning Science.

Many colleges and employers are now asking that applicants have a minimum of grade 5 at GCSE Science to be accepted.

For Further Information Please Contact:

Mr N Pollock



OPTION CHOICES

Art

GCSE Art and Design (Fine Art)

GCSE Art and Design (Textile Design)

Unleash your creativity at Ercall Wood with our GCSE Art courses which are designed to equip you with the knowledge and skills needed to progress in your chosen creative field to help with a career or just to learn something expressive.

Our lessons provide the opportunity to access great resources as well as tap into the skills of our specialist staff, who are still practicing artists and who will help you achieve your goals in a vibrant and stimulating environment.

If you like thinking outside the box our Art & Design courses offer excellent routes to unleash your potential. The Art Department gives pupils the opportunity to practice or study a deeply rewarding subject – a subject which will take them far beyond the narrow confines of any exam specification, and that will in time become an interest for life.

We teach WJEC GCSE Fine Art and WJEC GCSE Art Textile Design, which are aimed at students who are working at least a level 3+ by the end of year 9.

Exam Board: WJEC

<http://www.eduqas.co.uk/qualifications/art-and-design/gcse/>



Our Art Department has gained a good reputation locally and our courses are popular and extremely successful. The Department is focused on providing a creative environment, where freedom of expression is harnessed and directed by a small team of enthusiastic and highly motivated staff who encourage a wide range of activities within an atmosphere of trust and support.



Purpose of study:

▪ Art, craft and design embodies some of the highest forms of *human creativity*.

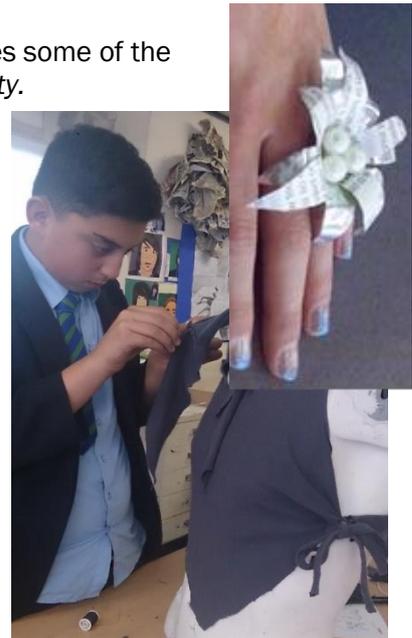
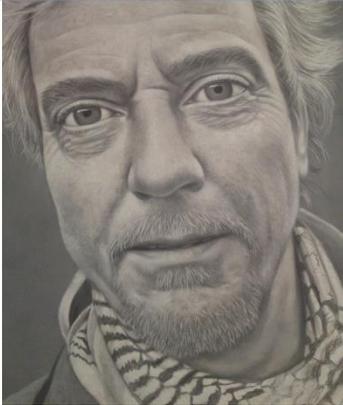
Our curriculum ensures that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, print making, designing, creating, sculpture and other art, craft

and design techniques

- Evaluate and analyse creative works using the language of art, craft and design

- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.



Course Content FINE ART



The GCSE Art, Craft, Design, Architecture and New Media course consists of one main coursework project entitled “This Is Me”. Students study a range of contemporary and historical artist reference. This leads onto observational work in a wide range of media, including photography and ICT; which are explored to produce an imaginative and personal final piece, which could be in 2D or 3D.

Assessment is 60% Coursework and 40% Set Task.

The Set Task is a pre-seen selection of starting points, from which the students choose one. This gives a more personal learning opportunity and is undertaken from January until May of year 11. Its conclusion is a 10 hour opportunity to produce a unique final piece. This is often the highlight of the course as it

allows for an extended period of time in the art studios, experiencing what it is like to be a practitioner.

Course Content ART TEXTILES

Art Textiles gives students the opportunity to develop creative 2D or 3D responses that involve a range of techniques and processes inspired by the work of historical and contemporary Artists, Textile Designers and Crafts people. The project, titled “Wonderland” supports students in the exploration of intentions and functions of textiles in design, giving students the opportunity to practice textile design within their art work. Focusing on a combination of specialisms, such as

embellishment, printing, sewing, dyeing and the overall creative manipulation of fabrics. Making Art Textiles an exciting and tactile subject to be part of.

Assessment is 60% coursework and 40% Set Task.

Similarly to Fine Art, students will choose the bases of their exam from a set of questions. This gives students the opportunity to utilise the skills and understanding developed through previous study and coursework; enabling students to give a personal, creative and inspiring response to their exam. Students will be expected to develop an outstanding 2D or 3D final piece during their exam, using their portfolio to guide them. The course aims to prepare students with the skills and understanding to carry out further study in an area of the Arts.



Course Content PHOTOGRAPHY

Photography allows students to develop creative lens-media responses, combining camera skills with digital manipulation processes to produce contextually rich imagery. Students are encouraged to experiment with a variety of styles inspired by the work of historical and contemporary Artists, and photographers. Projects will be based on exploration of themes and fundamental photography skills. Students are also encouraged to incorporate film and animation as part of their experimentation of media.

Assessment is 60% coursework and 40% Set Task.

Much like our other Art subjects, students will choose the themes for their final project from a list of starting points and selecting one. This gives students the opportunity to utilise their skills and creativity. The final piece will be crafted through a body of portfolio-based coursework. Students will be expected to develop an outstanding photographic final piece during a 10-hour exam, Demonstrating precision and creative flair.

The Department

We are extremely proud of our results which last summer were 55% above National average results from the number of our Art students achieving an A*-A grade and 23% above National results with our overall students achieving A*-C grades.

The department teaches in two studios, which are fully equipped. Facilities include: a ceramics room, printmaking facilities, spray paint booth and computer suite.

Trips and Visits

Art students undertake various study trips throughout the two years, for Arts Master Classes, College and University end of year shows. Our regular visiting practitioners enhance Art students' visual and contextual experience.

In the Community

We are so proud of our students' work that we love to celebrate this within the community. Our Art students' work has been exhibited in the Town Centre, The Place Theatre, the New Vic Theatre, the West Midlands Safari Park, Darby House and other Telford and Wrekin office buildings. Our students have also created murals within the local community at The Plough Inn, Arleston Community Centre, Donnington Wood Infants School and Arleston Gateway Signs.

Possible Careers & Further Education

There were 1.9 million UK jobs in the Creative Industries in 2015, an increase of 3.2 % since 2014 and an increase of 19.5% since 2011.

The Creative Industries have become increasingly important to economic well-being, proponents suggesting that *"human creativity is the ultimate economic resource"*, and that *"the industries of the twenty-first century will depend increasingly on the generation of knowledge through creativity and innovation"*. (Florida 2002, p. xiii)

Expansion in the Creative Industries outstripped the UK economy as a whole. It is the UK's fastest-growing sector, worth £71.4 billion a year.

Why should I choose Art and Design?

It teaches you life skills - undertake research and investigation, problem solving, confidence building, visual awareness, ability to develop ideas, initiative, cultural and racial understanding.

Universities like well-rounded people!
"Drawing is Thinking" – Milton Glaser.

The study of art can help you develop transferable skills that you can take to any career or job. It will help your research skills, the ability to work independently and the aptitude to share ideas visually. You could go on to take a higher qualification in Art & Design such as A-level. Ultimately you may wish to go on to careers in fields such as Design, Architecture, Fashion, Advertising, Marketing, Publishing, Media or Education. Art and Design also contributes to the development of key skills valued by employers. These can be grouped into four broad categories:

- **Ways of thinking:** creativity, critical thinking, problem-solving, decision-making and learning;
- **Ways of working:** communication and collaboration;
- **Tools for working:** information and communications technology and information literacy;
- **Skills for living in the world:** citizenship, life and career, and personal and social responsibility.



For Further Information Please Contact:

Miss G Hayman (Head of ART)

Option: OCR Cambridge Nationals Level 2 in Sports Studies

- This OCR Cambridge Nationals course in Physical Education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students will develop and apply knowledge of sports-related activities, with a particular focus on officiating. They will explore contemporary issues in sport, different ways of being involved in the sports industry and the impact of sport on wider society.

Exam Board: OCR

Website: <https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j803-j813/>

Course Description

Qualification Aims and Objectives

Course Title: Cambridge Nationals Level 1/2 in Sports Studies

This qualification is aimed at those who have a general interest in sport passing it will allow you to progress in further education towards many sport related careers.

It provides opportunities for learners to develop a range of skills and techniques in sport as a performer and as an official. It develops personal skills and attributes essential for successful performance in working life.

Students will follow 2 mandatory units for the Award and Certificate

1. R051: Contemporary issues in Sport (1 hour exam externally assessed)

Students explore a range of topical and contemporary issues in sport, such as participation levels and barriers, promoting values and ethical behaviour, and how sport contributes to society as a whole beyond simply providing entertainment

2. R052: Developing sport skills (1 x team sport, 1 x individual sport, officiating log and written assignment)

Students try out a range of sports-related skills and techniques, including different practice methods for improving both their own performance and that of others. They develop their knowledge of the use of tactics and strategies in both individual and team sporting activities as well as their understanding of the rules, enabling them to carry out a number of officiating roles within the activities.

EBACC: Computer Science

GCSE Computer Science

The new national curriculum for computing has been developed to equip young people in England with the foundational skills, knowledge and understanding of computing they will need for the rest of their lives. Through the new programs of study for computing, students will learn how computers and computer systems work, they will design and build programs, they will develop their ideas using technology, and create a range of digital content. The Technology Faculty offer students the opportunity to study GCSE Computer Science using the AQA examination board for assessment.

Exam Board: AQA

Website: www.aqa.org.uk

Course Description

GCSE students will be studying the AQA Computer Science qualification. This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

Subject content

1. Fundamentals of algorithms
2. Programming
3. Fundamentals of data representation
4. Computer systems
5. Fundamentals of computer networks
6. Fundamentals of cyber security
7. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy
8. Aspects of software development
9. Non-exam assessment

Course Content

The course is split into three assessment areas:

How it's assessed?: Written exam set in practically based scenarios: 1 hour 30 minutes (80 marks - 40% of GCSE)

Questions: A mix of multiple choice, short answer and longer answer questions assessing a student's practical problem solving and computational thinking skills.

Paper 2: Written assessment

What's assessed: Theoretical knowledge from subject content 3–7 above.

How it's assessed: Written exam: 1 hour 30 minutes (80 marks - 40% of GCSE)

Questions: A mix of multiple choice, short answer, longer answer and extended response questions assessing a student's theoretical knowledge.

Non-exam assessment

What's assessed: The non-exam assessment (NEA) assesses a student's ability to use the knowledge and skills gained through the course to solve a practical programming problem. Students will be expected to follow a systematic approach to problem solving, consistent with the skills described in Section 8 of the subject content above.

Paper 1: Computational thinking and problem solving

What's assessed: Computational thinking, problem solving, code tracing and applied computing, as well, as theoretical knowledge of computer science from subject content 1–4 above.

How it's assessed? Report: totalling 20 hours of work (80 marks - 20% of GCSE)

Tasks: The development of a computer program along with the computer programming code itself which has been designed, written and tested by a student to solve a problem. Students will produce an original report outlining this development.

Students are set according to results in primary school and on general performance in Secondary School.

How will I learn?

Computer Science (ICT) will be taught 1 x 100 minute lessons every 2 weeks at both Key Stages for all year groups. Year 10 and Year 11 Computer Science option students receive an additional 3 x 100 minute lessons every 2 weeks.

The department is committed to ensuring all students have equal access to computing facilities. In order to improve their success and allow them the opportunity to extend their knowledge through practice, every night after school we hold a one hour supervised open session. The schemes of work have been structured to improve motivation and extend pupil skills and knowledge. Staff members are on hand to assist students who need extra assistance.

Possible Careers & Further Education

From Games Developer to manager of IT and communications services, Computer Science students have a range of opportunities open to them. Seven of the top ten jobs held by graduates are related to computer sciences and include web design and IT operations technician.

Common employers are IT consultancies and IT service providers. However, as most businesses rely on computers to function effectively, there are also opportunities within the IT departments of major organisations in the telecommunications, aerospace and defence, financial services, retail, healthcare, manufacturing, agricultural, public and third sectors.

Small to medium-sized enterprises (SMEs) have a range of computing opportunities, too. It is also possible to set up your own business providing IT services such as web design and consultancy.

For Further Information Please Contact:

Mr D Newton

GCSE Dance – AQA

Course Description

GCSE Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject.

This specification recognises the role of dance in young people's lives and students will study a range of dance styles and style fusions. Apart from the solo performance, they can choose any style in which to perform and choreograph, providing it meets the assessment criteria.

The study of the anthology of professional works will develop their ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks.

Why Choose AQA?

This specification focuses on the aesthetic and artistic qualities of dance and the symbolic use of movement to express and communicate ideas and concepts through the interrelated processes of performance, choreography and appreciation. Dance is a powerful and empowering form of non-verbal communication and it is both physical and expressive, which makes it similar to and different from other art forms and physical activities.

Whilst many students will bring some previous experience of dance, others will have very little. This specification aims to value and build on whatever experience they have. GCSE students will study a range of dance styles which acknowledge aspects of the repertoire of dance that can be seen in the United Kingdom today.

The practical component of the course enables students to study dance by 'doing' and the anthology of professional works will provide a springboard for the development of creative and engaging practical tasks. The study of the anthology will facilitate the development of students' skills in performance and choreography as well as broadening their knowledge and understanding of dance and ability to critically appraise dances of different styles and cultural influences.

Course Content

Performance (30%)

Set phrases through a solo performance

Duet/trio performance

Choreography (30%)

Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes).

Dance Appreciation (40%)

Through written communication and use of appropriate terminology, students must be able to critically analyse, interpret, and evaluate their own work in performance and choreography and

demonstrate their knowledge and understanding of professional practice in the six set works in the GCSE Dance Anthology. Dance appreciation is assessed through a written exam of one and a half hours duration.



Possible careers and further education

GCSE Dance allows students to progress onto a large range of opportunities and careers. Students may choose to progress onto further education and study dance or performing arts at A Level or BTEC. Students may also choose to go into teaching or carry out work and further training in a dance school. GCSE Dance also builds on pupils' confidence, team work skills and self-discipline, which are all skills needed for future employment. Other career opportunities include being a performer, teacher, choreographer, theatre technician, costume design, physio therapist and administrative responsibilities in the arts sector.



For Further Information Please Contact:
Miss L Edwards

GCSE Drama

The Performing Arts Faculty offer students the opportunity to study GCSE Drama and GCSE Music. Students are taught in mixed ability groupings in well-equipped specialist teaching rooms. We use AQA exam board for Drama and EDEXCEL exam board for Music.

Exam Board: AQA Website: www.aqa.org.uk

Course Description

The Drama course is ideally suited to those students who want to develop their acting skills, like devising their own plays and performing from text, are interested in behind the scenes technical aspects and enjoy visiting the theatre. It is also ideal for those who want to develop their confidence, teamwork and self-expression (skills of ever increasing importance in most career paths, from business to the professions). Drama allows us to express ourselves creatively and can be a fantastic outlet, both physically and emotionally.

Performance is an important part of the course it is expected that all students taking the course will take part in additional rehearsals and the range of extra-curricular drama activities which take place at lunchtimes and after school.

Course Content

The course will be assessed by:

Practical Work (60%)

- Part 1 (40%) – You will create devised work in groups on a set stimulus/theme. This will be supported by a portfolio of evidence which can include research, photos, diagrams, video, and up to 2000 words. This part will be assessed by your teacher and moderated by the exam board.
- Part 2 (20%) – You will perform two contrasting sections from a play. This

part will be assessed by a visiting examiner.

Written Exam (40%)

- Part 1 (25%) – You will answer questions based on a **set text** chosen from a list set by the exam board and studied in lessons.
- Part 2 (15%) – You will answer questions about a **Theatre Production** that you have seen.

Possible Careers & Further Education

GCSE Drama offers good preparation for those students who wish to study Drama or Theatre at a higher level. However, GCSE Drama develops many transferable skills. Students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

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For Further Information [Mrs A Bowater](#)

EBACC:

GCSE Geography: AQA

Exam Board: AQA

Website: <http://www.aqa.org.uk/subjects/geography/gcse>

Course Description

Ercall Wood Geography students will be taught to the new AQA GCSE Geography specification that is innovative, relevant, motivational and fascinating for those with a passion for Geography. The syllabus provides a balance of theoretical and practical work, encouraging an active involvement in the subject. It gives students an understanding of global geographical issues and how to apply these to a range of contexts. Students are required to undertake two field trips as part of the course to gain the GCSE.

Course Content

Living with the physical environment

This component will involve the following topics of study:-

- The challenge of natural hazards.
- The living world
- Physical landscapes in the UK
- Geographical skills.

Challenges in the human environment

This component will involve the following topics of study: -

- Urban issues and challenges
- The challenging economic world
- The challenge of resource management
- Geographical skills

Geographical application

This component will involve the following topics of study:-

- Issue evaluation
- Fieldwork
- Geographical skills

This is a synoptic paper based around decision making. It will involve all of the components covered in paper 1 and 2 mainly focusing on two of the topics. Students will be expected to be able to transfer their knowledge from the whole of the course and apply it to familiar and unfamiliar situations.

GCSE Geography Assessment

The course will be assessed by:-

At the end of the course there will be 3 examinations:

- Living with the physical environment-
1 hour 30 min worth 35%
- Challenges in the human environment-
1 hour 30 min worth 35%
- Geographical application –
1 hour 15 min worth 30%

All papers are question and written response. There are additional marks on all papers for the standard of written communication and spelling, punctuation and grammar. The papers also involve a level of maths skill and begin able to perform calculations on presented data.

EBACC, Careers & Further Education

Pupils choosing GCSE courses are required to include courses which will enable them to achieve EBACC as part of their Key Stage 4 education. Geography is a subject which can form part of the EBACC group. It is a solid academic subject and well respected by universities and employers alike.

Geography helps you to make sense of the world around you. It is hands on and it is relevant. Our current GCSE course offers a good mix of topics such as urban issues, world development, extreme environments, rivers and hazards to name but a few. The course will give you the chance to get to grips with some of the big questions which affect our world and understand the social, economic and physical forces and processes which shape and change our world.

There are so many ways of learning in geography. It is very practical with opportunities to learn new skills such as map skills, interpreting photographs, fieldwork skills, presenting, role play and debating techniques.

You will improve your literacy through your report writing and written work and make practical use of your numeracy skills when you interpret data, construct graphs and performing calculations.

Fieldwork, or working outside the classroom is a really important part of Geography, it is a brilliant opportunity to experience some of the things you have learnt about in class, see things differently. Students will attend 2 separate field trips to contrasting locations and will need to complete two fieldwork reports based on these visits. GCSE Geography is a vital qualification for equipping students with the necessary reading, writing and communication skills they will need when progressing into employment and/or higher education. Not only are these skills essential in many careers, they also underpin successful study at all levels.

Revision

Students are encouraged to purchase revision guides specific to the AQA syllabus. Students will be required to purchase the CGP GCSE workbook which is a book of exam practise questions on all topics that we

will be studying. This will be the foundation of student's homework every week to allow them to practise the exam technique from the very beginning of the course. Further online materials such as past papers, SAM Learning and GCSE Bitesize provide additional support to students with homework tasks and exam preparation.

Homework

Tasks are set weekly and comprise exam questions and research. If students are absent it is their responsibility to ensure that they catch up on any missing work

**For further information please contact:
Ms Alicia Burgum**

EBACC: History

GCSE
History.

History is a fascinating subject that relates to all of our lives, explaining how we have come to live the way we do. This course focuses on British and American history across a broad range of periods.

Exam Board: AQA

Website: www.aqa.org.uk

Course Description

This qualification is linear. Linear means that students will sit all their exams at the end of the course. GCSE History students must take assessments in both of the following papers in the same series:

- Paper 1: Understanding the modern world
- Paper 2: Shaping the nation

Course Content

Paper 1: Understanding the modern world

- Section A: Period studies
- America, 1920–1973: Opportunity and inequality.
- This period study focuses on the development of the USA during a turbulent half century of change. It was a period of opportunity and inequality – when some Americans lived the 'American Dream' whilst others grappled with the nightmare of poverty, discrimination and prejudice.
- Students will study the political, economic, social and cultural aspects of these two developments

and the role ideas played in bringing about change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.

Part one: American people and the 'Boom'

Part two: Bust – Americans' experiences of the Depression and New Deal

Part three: Post-war America

- Section B: Wider world depth studies
- Conflict and tension between East and West, 1945–1972
- This wider world depth study enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It considers revolutionary movements during this time. It focuses on the causes and events of the Cold War and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose during the Cold War. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.
- **Part one: The origins of the Cold War**

- **Part two: The development of the Cold War**
- **Part three: Transformation of the Cold War**

- **Paper 2: Shaping the nation**
- Section A: Thematic studies
- 2C Britain: Migration, empires and the people: c790 to the present day

- This thematic study will enable students to gain an understanding of how the identity of the people of Britain has been shaped by their interaction with the wider world. It will consider invasions and conquests. It will also study the country's relationship with Europe and the wider world.

- It will consider the ebb and flow of peoples into and out of Britain and evaluate their motives and achievements. It considers the causes, impact and legacy of Empire upon the ruled and the ruling in the context of Britain's acquisition and retreat from Empire.

- **Part one: Conquered and conquerors**
- **Part two: Looking west**
- **Part three: Expansion and empire**
- **Part four: Britain in the 20th century**
Section B: British depth studies including the historic environment
- Restoration England, 1660–1685
- Students study in depth the restoration of the monarchy. The study will focus on the major aspects of Charles II's reign considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies.
- **Part one: Crown, Parliament, plots and court life**
- **Part two: Life in Restoration England**

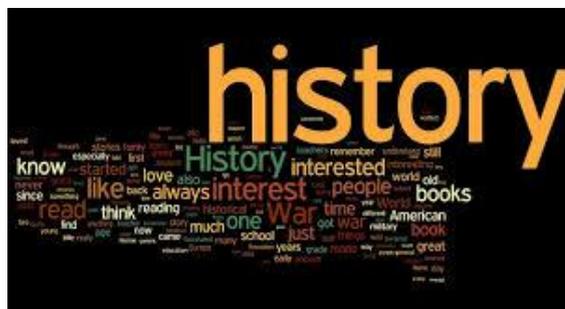
- **Part three: Land, trade and war**
- **Part four: The historic environment of Restoration England**

Possible Careers & Further Education

History is one of the most sought-after qualifications for further and higher education because it teaches pupils a range of skills in research, communication and presentation that are essential to employers and gives pupils a clear knowledge and understanding of how the world works

For Further Information Please Contact

Mrs C Evans



EBACC MFL

GCSE German

The MFL Faculty offer students the opportunity to study GCSE German. Students are grouped according to option blocks and we aim to use both assessment and teacher recommendation to place students on the most appropriate route. We use EDEXCEL exam board for German.

Exam Board: Edexcel

Website: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/modern-languages-2016.html>

Course Description

The German Language GCSE will encourage students to develop all 4 language skills, such as listening, speaking, reading and writing. Students will be encouraged to develop independency in these skills through thorough understanding of grammatical structures and a high range of vocabulary. A range of authentic literature and non-fiction texts from range of genres and types will be also used to promote cultural awareness. There is an emphasis on spelling, punctuation, translation and grammar including the use of vocabulary.

Course Content

GCSE German Language

The course will be assessed by:-

- End of course examinations in which students will sit their listening, reading and writing component in one session. They will also be assessed on their speaking skill during April (dates depending on exam board) – this exam will be conducted by the class teacher and submitted to the exam board for marking. All 4 components are worth 25% of the overall GCSE
- grade and all papers are marked externally by the exam board.
- For the listening examination, students will be entered either for higher or foundation paper, where they will be assessed on their comprehension of the texts and situations presented on the audio recording.
- For the speaking examination students will be presented with 3 tasks: A – Role play, B - Picture based task (description of the picture and conversation), C - General conversation. In the last task students will be allowed to choose one topic themselves, the other topic will be allocated by the exam board. Students will have 12 minutes preparation time and will be allowed to take their notes into the examination.
- For the reading examination, students will be entered either for higher or foundation paper (this has to be the same tier as the listening examination). Students will be assessed on their comprehension of the texts provided, there will be also a literary text comprehension and they will also have to complete a

translation activity (from German to English).

- For the writing examination, students will have 3 tasks: A – Picture-based task (20-30 words), B – Translation (from English to German) and C – Extended writing task (80-90 words).

Therefore, German is invaluable for the future no matter what students are aiming for. Being able to speak another language improves also understanding of native language, expands vocabulary and builds up confidence and self-esteem.

Foreign language is a subject that will make you stand out amongst others, make you unique and give you a status most will not have, useful for colleges, universities and work and life!

Possible Careers & Further Education

GCSE in MFL is one of the most important qualifications for equipping students with the extended reading, writing and communication skills they will need when progressing into employment and/or higher education. Not only are these skills desired in many careers, they also underpin successful study at all levels. As there is a rising demand for people with modern language skills many of the Universities (all of the Russell group universities) expect applicants to have a foreign language to at least GCSE level.

German will help students to:

- work independently
- be creative
- think critically
- communicate ideas with confidence
- think logically
- improve spelling, vocabulary and Grammar

GCSE in MFL could help land that dream job! Sports journalist, lawyer, film director, public relations executive, fashion journalist, author, newsreader, politician, actor... the list is endless.

For Further Information Please Contact:

Mrs Bastow (Head of MFL/SLE for MFL)



BTEC First Music

The Performing Arts Faculty offer students the opportunity to study BTEC Music and GCSE Drama. Students are taught in mixed ability groupings in well-equipped specialist teaching rooms. We use the Pearson exam board for Music and AQA exam board for Drama.

Exam Board: Pearson

Website:

<https://qualifications.pearson.com/en/qualifications/btec-firsts/music-2013-nqf.html>

Course Description

BTEC Music offers a broad and well-structured course which focuses on performing, composing, events management and an exam element. It is ideally suited to those students who want to develop their instrumental or vocal skills, like creating their own music, and enjoy listening and learning about music,

Those students with well-developed performance skills have a strong advantage, and all students taking the course will be expected to have lessons on their instrument (including voice) from a specialist teacher during the course. They will also be expected to take part in the wide range of extra-curricular music activities which take place at lunchtimes and after school.

Although students may not already play an instrument or sing, an enthusiasm to do so is essential.

Course Content

The course is broken down into four modules:

Unit 1: The Music Industry (Externally Assessed)

This unit will allow you to gain a good understanding of the scope of the music

industry with a view to getting work in and using the organisations that exist. You will investigate music organisations to find out about the work they do and how they relate to and rely on one another. You will also be given the opportunity to find out about the people who work in these organisations, from performers to people who work in technical, production and administrative roles.

This element is assessed through a 60-minute exam taken in year 10 and marked externally.

Unit 2: Managing a Music Product

(Internally Assessed)

This unit will enable you to manage the planning, delivery and promotion of a live concert, CD, or other music product. The success of your music product will rely heavily on the planning and development process. It is important that different types of audience are understood, and successful promotion is able to effectively engage these audiences. Your research should introduce you to elements of industry practice.

You will work in a defined role to apply the specialist skills, knowledge and understanding required for the aspect of the work for which you are responsible. For example, you could be a performer in a live concert or on a recording or you could be

taking on the technical role of producing recordings for a CD or online product. Whichever role you take, you must demonstrate appropriate planning and promotion skills for the creation of your product.

Unit 4: Introducing Music Composition (Internally Assessed)

This unit will require you to develop a portfolio of ideas, some of which will be developed, and one of which will be completed.

You will discover a range of compositional techniques and produce contrasting musical ideas to develop your compositional expertise. You will consider the different ways in which these ideas could form the basis for a complete piece of music. You will be introduced to ways to extend, develop and shape music that suits different situations. Briefs will be used to present you with real-life compositional challenges that may require the composition of a very short piece, e.g. for a 20 second TV advert, or a more extended composition, e.g. for a film scene.

Above all, this unit is about the creation of music in the here and now. You will be encouraged to find your own creative routes through the compositional process and ultimately begin to develop your own creative voice.

As part of this unit, students will undertake a programme of music theory up to an ABRSM Grade 3 standard to aid with their compositional understanding.

Unit 5: Introducing Music Performance (Internally Assessed)

Over the course of this unit, you will explore skills and make decisions as you prepare for performance. Planning and practising are both vital parts of a successful performance;

you should be aware of when your performances are due to take place so that you are able to plan your preparation time. You should be encouraged to choose your own pieces for performance to an audience. You should work with a specialist teacher to improve your technique and should keep a practice/production log that details how you have improved over the duration of the unit.

You should practise and rehearse your chosen pieces so that you present polished performances. Some people find performing to an audience daunting. Therefore, you should be given plenty of opportunities to perform to audiences.

Possible Careers & Further Education

BTEC Music offers good preparation for those students who wish to study Music at a higher level. However, BTEC Music also develops many transferable skills. Students develop their communication skills both aural, oral and written; they learn to solve problems and think systematically and critically, they show adaptability and the ability to collaborate with others, they develop their self-management and organisation skills, and they gain the confidence to pursue their own ideas and reflect and refine their efforts.

Whatever the future holds, students of BTEC Music emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

If you require any further information
Please contact

Mr R. Sayce



Option: GCSE ; AQA D&T Product Design

GCSE Design and Technology Product Design is a new, inspiring and rigorous course. Using creativity and imagination, students design and make products that solve real and relevant problems within a variety of contexts. Design and Technology develops students' interdisciplinary skills and their capacity for imaginative, innovative thinking, creativity and independence.

Exam Board: AQA

Website: www.aqa.org.uk

Course Description

In this course students will be able to design and make resistant materials and graphical products with creativity and originality, using a range of materials and techniques. The products will be evaluated for their commercial viability.

You will study:

- *Materials – general classification of materials and working properties including how to shape and join various types of metals woods, plastics and composite materials or a range of paper based products in a variety of forms.*
- *Components – fastenings and fittings.*
- *Industrial applications – how products are made in industry.*
- *CAD/CAM -computer aided design/manufacture.*
- *Systems and Control – e.g. mechanisms.*

The coursework consists of one project which is submitted in year 11 involving designing a product to meet the needs of the customer then making it to your specification using suitable tools and techniques worth 50%. The remaining 50% of the course is an exam involving the design and make process and the technical aspects of making products.

This course would be suitable for students who are interested in the design and manufacture of 3D consumer products. Designers use a wide range of materials including card, paper, timber, metal, plastics and textiles. Students opting for this course should be enthusiastic about both designing and making products. Students will be taught to design and realistically model a range of real life products, which will meet the needs and demands of 'real life clients'. The course will make use of the Design & Technology department's CAD/CAM facility, specifically the use of Google Sketchup, other modelling software, 2d design, 3Dprinter and the laser cutter. Students must show a passion for manufacturing products using traditional methods in the workshop and textiles area as well as understanding that analysing and designing products are a major aspect of the course. The course involves students in activities that develop innovation and flair when designing products. Students who choose to study this course will develop their skills through working in a range of designing media, modelling and production

GCSE RE

GCSE

Religious Studies

This is a unique opportunity to explore your own beliefs and ideas, whilst sharing and learning about those of others. GCSE Religious Studies offers you the time to do this.

Our lessons give you the opportunity to explore the wide diversity of belief and practice within our country. Many people have no religious belief and practice no religion and many describe themselves as atheist, agnostic and humanist. Within this course you will be able to share and explore the many different beliefs.



In your future you will need to take a full part in our society; it is essential that you know and understand both yourself and others.

Our lessons provide the opportunity to meet people with different beliefs and experiences. We also arrange varied visits.

We teach WJEC GCSE Religious Studies.

Component One:

- Relationships- marriage, divorce, adultery, sexual relationships, gender issues . . .
- Life and Death- creation beliefs and theories, medical ethics, afterlife (?) . . .
- Good and Evil- crime, punishment, reformers, forgiveness, the death penalty. . .
- Human Rights.-social justice, prejudice, discrimination, charities. . .

The length of the examination paper is two hours. Reference is made to two different religions or religious traditions and one non-religious belief and tradition. This component is worth 50 percent of the total marks.

Component Two:

- The beliefs, teachings and practices of Christianity.
- The length of this examination paper is one hour. The component is worth 25 percent of the total marks.

Component Three:

- The beliefs and teachings and practices of Islam.

The length of this examination paper is one hour. The component is worth 25 percent of the total marks.

This subject is aimed at students working at least at level 3+ by the end of Year 8
Exam Board: WJEC/ EDUCAS <http://www.wjec.co.uk/qualifications/religious-studies>

Our Religious Studies Department has gained a local reputation for successful results, with students engaging in the subject to achieve grades beyond expectations. Visiting speakers have covered a wide range of topics and have included members of local voluntary groups, the armed forces, professionals in the care services and the charity section. Visits have also been wide ranging.



Purpose of study:

The course is based on two different assessment objectives of knowledge and understanding.

Assessment Objective One:

Students will demonstrate knowledge and understanding of:

- religion and belief (this includes non-religious belief), including belief, practices and sources of authority.
- The influence on individuals, communities and societies
- Similarities and differences within and/or between religious belief.

The form of questions for this assessment will vary, but instructions are:

- State
- Define/ What is meant by. . .?
- Describe
- Explain

Assessment Objective Two:

Students need to analyse and evaluate aspects of religious and non-religious belief including their significance and influence. They will be asked to discuss a statement, showing an understanding of different viewpoints.

Possible Careers:

A qualification in Religious Studies is useful in the following professions:

- | | |
|--|---|
| <ul style="list-style-type: none">➤ Media work – news, television etc➤ Law➤ Politics➤ Medicine➤ The Army➤ Social care➤ Voluntary work➤ Journalism➤ Education➤ The Police➤ The Ministry, of course. | <ul style="list-style-type: none">➤ Key Skills required . . .➤ Discussing - giving your own ideas and opinions.➤ Arguing from different points of view.➤ Remembering key words and meanings.➤ Using religious ideas, beliefs and teachings to back up a point of view.➤ Writing evaluative answers about moral issues using opinions, examples and beliefs. |
|--|---|

EBACC: Science

Triple Science

The Science Faculty offer students the opportunity to study GCSE Combined Science (worth 2 GCSEs) (see Core section for details) or all three of GCSE Biology, GCSE Chemistry and GCSE Physics (3 GCSEs) The second option is described on this page. Students are grouped according to ability and we aim to use both assessment and teacher recommendation to place students on the most appropriate route. We use OCR exam board.

Exam Board: OCR

Website: www.ocr.org.uk

Course Description

The GCSE Triple Science course is only suitable for pupils working at Level 5 (new levels) or above in Year 9. It is a demanding option, and pupils will be expected to work at a high level. The units taken are very similar to those which form the Combined Science units; extra sections in each unit develop pupils' understanding more deeply. There is a similarly strong emphasis on scientific literacy and scientific numeracy as there is in the Combined Science course. Success in this course leads to three separate GCSEs in Biology, Chemistry and Physics

Pupils will need to select Triple Science in an Option block, as additional time is needed to cover the extended content.

Course Content

Each of the three GCSEs is externally assessed by 2 exams; 6 exams in total. The first paper of each subject assesses pupils' broad knowledge through short answer questions. The second paper tests a narrower range but in more depth. All papers

will test the ability to work scientifically; pupils will be asked questions about gathering and handling scientific data.

The exams described here replace the examinations described for Combined Science – they are not in addition to those exams.

Possible Careers & Further Education

Triple Science extends on all the benefits of Combined Science. It is ideally suited to pupils who wish to gain a greater depth of understanding of Science at GCSE level. This would be of particular benefit to pupils considering A levels or similar in the Sciences as it will ease the transition onto those courses at the end of Year 11.

As with Combined Science, in addition to Science-based careers, pupils wishing to study sport, medical care, maths, computing, business, architecture, engineering, finance courses, and many more, will all benefit from taking Triple Science as an option.

For Further Information Please Contact Mr Pollock

Option: Business

OCR Nationals

Enterprise and Marketing (Business)

This dynamic new qualification has been developed with the support of employers and businesses, as well as the National Enterprise Challenge, to create engaging, inspiring and practical content. It offers a broad understanding of Business, with a focus on Enterprise and Marketing.

Website:

<http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-nationals-enterprise-and-marketing-level-1-and-2-certificate-j819/>

Course Description

Course Content

An aspiration for many young people is to be self-employed and start their own business. The skills required for this, such as being able to work collaboratively and creatively, solve problems and have awareness of businesses and customers, are also those requested by employers.

We've created a qualification that will allow your students to get to grips with key aspects of running small businesses with a focus on enterprise and marketing. To do this we've consulted with teachers, employers and entrepreneurs to make sure that your students will gain the right combination of knowledge, understanding and skills required for the 21st century

Unit 1

The first unit underpins the other learning in this qualification. Students will learn about the techniques businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers. They will also learn about key aspects of small businesses, including ownership and functional activities.

Knowledge gained would be of use for further studies in other business and management qualifications including retail, marketing and customer service.

This unit is externally assessed through an OCR set and marked 1 hour 30 minutes exam. A range of different types of questions will be used, including multiple-choice, short/medium answer questions and extended response analysis and evaluation questions.

Unit 2

In unit 2, students are provided with a business challenge. From this they will create a researched and costed business proposal. Students will need to undertake activities such as conducting market research, presenting data, using idea generation tools, seeking and acting on feedback, and costing proposals. This unit will develop students' self-assessment, collaborative working, creativity, numeracy, research and evaluative skills.

Unit 3

In unit 3, students will prepare for and pitch their own business proposal that they developed in unit 2. Alongside developing a brand identity, students will investigate how to best promote their product and then plan and prepare their pitch. After delivering their practice and professional pitch they will review their own performance and business proposal. This unit will develop the students' analysis and self-evaluative skills as well as those relating to self-presentation.

The skills and knowledge developed in units 2 and 3 will be useful in a wide range of further qualifications and in applying for further education opportunities and jobs. Both units are assessed through an OCR-set assignment that is teacher marked and OCR moderated. The emphasis is on learners doing practical activities, showing how they can put their learning to use.

Possible Careers & Further Education

Cambridge Nationals are vocational qualifications at Level 1/2 for students aged 14–16.

They are designed to fit into the curriculum and to offer the same size, rigour and performance points as GCSEs. They will form a key part of any student's Progress 8 and Attainment 8 approved subjects under the Technical Award category.

Cambridge Nationals gives you a real alternative. The qualifications are recognised by Ofqual, DFE and 16–19 providers as progression to A Level, further education or on to an apprenticeship or work.

For Further Information Please Contact:

Mr D Andrews



GCSE AQA Food Preparation and Nutrition

Exam Board: AQA

Website: www.aqa.org.uk

Course Description

This new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into five core topics:

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

The range of food and ingredients studied should reflect the recommended guidelines for a healthy diet based on the main food commodity groups. Food groups include:

- bread, cereals, flour, oats, rice, potatoes and pasta
- fruit and vegetables (fresh, frozen, dried, canned and juiced)
- milk, cheese and yoghurt
- meat, fish, eggs, soya, tofu, beans, nuts and seeds
- butter, oil, margarine, sugar and syrup.

Students who enjoy cooking, have a flair for food or like experimenting would enjoy this course, along with students who are interested in health, nutrition and healthy living.

Upon completion of this course, students will be qualified to go on to further study or embark on an apprenticeship or full time career in the catering or food industries.

How is the Course Assessed?

What's assessed?

Paper 1 Written exam: 1 hour 45 minutes - Theoretical knowledge of food preparation and nutrition 50 % of GCSE

Two NEA tasks 50% of GCSE:

Task 1: Food investigation (30 marks)

Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task.

Task 2: Food preparation assessment (70 marks)

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Students will prepare, cook and present a final menu of three dishes within a single period of no more than 3 hours, planning in advance how this will be achieved.

How it's assessed

Task 1: Written or electronic report (1,500 – 2,000 words) including photographic evidence of the practical investigation.

Task 2: Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.

Students will achieve a grade **1 to 9 in this qualification.**

For more information see Mrs J Taylor

Child Development

OCR Nationals Level 1 /2 Child Development

The Design and Technology department are pleased to offer this vocationally based Child Development course.

<http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-nationals-child-development-level-1-2-j818/>

Aims of Specification:

This qualification is designed for students who wish to develop knowledge and practical skills in Child Development. It is designed with both practical and theoretical elements, which will prepare students who wish to work with children or complete further studied in Child Development or Health and Social Care.

Course Content:

Students will learn:

- Health and well-being for child development
- Understanding the equipment and nutrition needs of children from birth to five years
- Understanding the developmental norms of a child from birth to five years



Qualification

The qualification consists of one written exam (1 hour and 15 minutes) and two pieces of controlled assessment (10 hours each), themes set by the examination board.

Unit 1 (Examination) – all students will learn the essential knowledge and understanding for child development, covering reproduction,

Parental responsibility, antenatal care, birth, postnatal care, conditions for development, childhood illness and safety.

Unit 2 – (controlled assessment) – students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. They will also gain knowledge of nutrition and hygiene practices and will be given the opportunity to evaluate dietary choices.

Unit 3 – (controlled assessment) – students will gain knowledge of, and skills in, developing activities to observe developmental norms in children up to the age of five. The work will include researching, planning, carrying out activities with children and observing and reviewing these activities.

The final course grade for this qualification is Pass, Merit and Distinction.

Mrs J Taylor 2nd in charge of Technology

NCFE CACHE Level 2 Technical Award in

Health and Social Care

Exam Board: NCFE

Website: www.ncfe.org.uk/

Course Description

What does this qualification cover?

The Level 2 Technical Award in Health and Social Care will enable learners to develop knowledge, understanding and skills in relation to the health and social care sector. The qualification will cover:

- an introduction to the health and social care sector
- professional practice and the health and social care practitioner
- human growth and development through the life stages.

This qualification gives a broad and sufficiently in-depth base from which Level 2 learners at Stage 4 in their compulsory education can begin to make informed decisions concerning future career goals and aspirations. What will you study?

1: Introduction to the health and social care sector

- health and social care provision
- job roles of health and social care practitioners
- how health and social care services are accessed
- specific care needs and services accessed by individuals throughout the life stages
- informal care
- regulation and inspection in health and social care provision

2: Professional practice and the health and social care practitioner

- the responsibilities of health and social care practitioners
- health and social care values underpinning practice
- partnership working in health and social care
- different career pathways in the health and social care sector

3: Human growth and development through the life stages

- development from conception to birth
- development across the life span
- influences on human development
- transitions and significant life events
- the role of care planning in meeting the needs of individuals and promoting well-being

How is this qualification structured and assessed?

To gain this qualification, learners must achieve a minimum of a Pass grade in:

- each of the 3 internal mandatory assessments (externally set, internally marked)
- the scenario based short answer examination (externally set, externally marked).

How is the qualification graded?

- The qualification is graded Pass, Merit, or Distinction

Do you need to be working to take this qualification?

- This is a knowledge-only qualification, therefore no work placement is required. Learners will be introduced to skills, attributes and behaviours applied in the sector in relation to best practice in health and social care.

What related qualifications can you progress to?

- Learners will be able to progress to the next level of learning in health and social care, for example, the Technical Level 3 Certificate in Health and Social Care. Learners may also progress to an apprenticeship route in health and social care at either level 2 or level 3.



OCR Nationals Creative iMedia Level 2 1/2 certificate

Exam Board: OCR Cambridge Nationals

Website:

<https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/>

Course Description

The Cambridge Nationals in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Using these skills, learners will ultimately be creating fit-for-purpose creative media products.

The Cambridge Nationals in Creative iMedia will also challenge all learners, including high attaining learners, by introducing them to demanding material and techniques; encouraging independence and creativity and providing tasks that engage with the most taxing aspects of the National Curriculum.

The 'hands on' approach that will be required for both teaching and learning has strong relevance to the way young people use the technology required in creative media. It will underpin a highly valid approach to the assessment of their skills. The qualification design, including the range of units available, will allow learners the freedom to explore the areas of creative media that interest them as well as providing good opportunities to enhance their learning in a range of curriculum areas.

How it's assessed

Units	Assessment method	GLH
Mandatory		
R081: <i>Pre-production skills</i>	Written paper OCR set and marked 1 hour 15 mins – 60 marks (60 UMS) Learners answer all questions	30
R082: <i>Creating digital graphics</i>	Centre assessed tasks OCR moderated Approx 10 hours – 60 marks (60 UMS)	30

R087: <i>Creating interactive multimedia products</i>	Centre assessed tasks OCR moderated Approx 10 hours – 60 marks (60 UMS)	30
R088: <i>Creating a digital sound sequence*</i>	Centre assessed tasks OCR moderated Approx 10 hours – 60 marks (60 UMS)	30

R081: Pre-production skills

This unit will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.

Planning is an essential part of working in the creative and digital media sector. This unit will enable learners to acquire the underpinning knowledge and skills needed to create digital media products and gain an understanding of their application.

On completion of this unit, learners will understand the purpose and uses of a range of pre-production techniques. They will be able to plan pre-production of a creative digital media product to a client brief and will understand how to review pre-production documents.

Learners studying the optional units will be able to apply knowledge and understanding gained in this unit to help develop their skills further during the completion of those units.

R082: Creating digital graphics

This unit builds on unit R081 and learners will be able to apply the skills, knowledge and understanding gained in that unit and vice versa. Digital graphics feature in many areas of our lives and play a very important part in today's world.

The digital media sector relies heavily on these visual stimulants within the products it produces, to communicate messages effectively. The aim of this unit is for learners to understand the basics of digital graphics editing for the creative and digital media sector. They will learn where and why digital graphics are used and what techniques are involved in their creation. This unit will develop learners' understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process.

On completion of this unit, learners will understand the purpose and properties of digital graphics and know where and how they are used. They will be able to plan the creation of digital graphics, create new digital graphics using a range of editing techniques and review a completed graphic against a specific brief.

R087: Creating interactive multimedia products

This unit builds on units R081 and R082 and learners will be able to apply the skills, knowledge and understanding gained in those units.

Interactive multimedia products are used widely in everyday life and the creative and digital media sector. They are used in computer games, mobile phone applications, presentations and many other areas.

This unit will enable learners to understand the basics of interactive multimedia products for the creative and digital media sector. They will learn where and why interactive multimedia is used and what features are needed for a given purpose. It will enable them to interpret a client brief, and to use time frames, deadlines and preparation techniques as part of the planning and creation process when creating an interactive multimedia product.

On completion of this unit, learners will understand the purpose and properties of interactive multimedia products, be able to plan and create an interactive multimedia product to a client's requirements and review it, identifying areas for improvement.

Unit R088: Creating a digital sound sequence

This unit builds on units R081 and R082 and learners will be able to apply the skills, knowledge and understanding gained in those units. Gaming technologies, mobile phones and multimedia websites all use digital sound sequences to enhance and inform their content. This unit will enable them to understand where digital sound sequences are used in the media industry such as radio, film, web applications or computer gaming.

The learner will also learn how these technologies are developed to reach an identified target audience. On completion of this unit, learners will understand the purpose of digital audio products and where they are used. They will be able to plan a digital sound sequence, create and edit a digital sound sequence and review the final sound sequence against a specific brief.

For more information please contact **Mr D Newton**



Department
for Education

HELP YOUR CHILD MAKE THE BEST GCSE CHOICES

You and your child may currently be considering, with advice from their school, what GCSE subjects they should take next year.

The Department for Education recommends these core subjects, which make up the English Baccalaureate (EBacc), and help keep options for young people open:

—English language and English literature

—Maths

—Science

Combined science or 3 single sciences from Biology, Chemistry, Physics, and Computer science

—History or Geography

—A language

Ancient or modern

at GCSE gives them access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for. If they are thinking of going to university, the EBacc is also recommended by Britain's most prestigious universities.

LANGUAGES GIVE YOUNG PEOPLE A COMPETITIVE EDGE

Languages are an important part of EBacc. Studying a foreign language can be extremely rewarding and exciting. They provide an insight into other cultures and can open the door to travel and employment opportunities. They can also broaden pupils' horizons, helping them flourish in new environments.

If your child finds languages difficult, don't forget that they will have been studying them for much less time than their other subjects and, while it can be a challenge, learning a language will greatly enhance their future opportunities.

What's more, we know that employers value languages, as they are increasingly important to make sure we can compete in the global market. Because of this, languages are increasingly becoming a requirement for many graduate schemes, such as those offered by Lidl.

WHAT IS THE EBACC?

The EBacc is not a qualification in its own right – it's a combination of GCSE subjects, including a language, that offer an important range of knowledge and skills to young people.

EBACC FUTURE PROOFS YOUR CHILD'S PROSPECTS

While your child may not have decided on their future career path yet, choosing the EBacc

“Having language skills under your belt will help make you stand out from the crowd, whether you’re applying for an entry level position, a management role or an internal transfer.”

Steve Cassidy, Senior Vice President & Managing Director, UK & Ireland, Hilton

The Russell Group has named languages as subjects that open doors to more degrees at universities.
(The Russell Group is a group of 24 universities with a shared focus on research and a reputation for academic achievement)

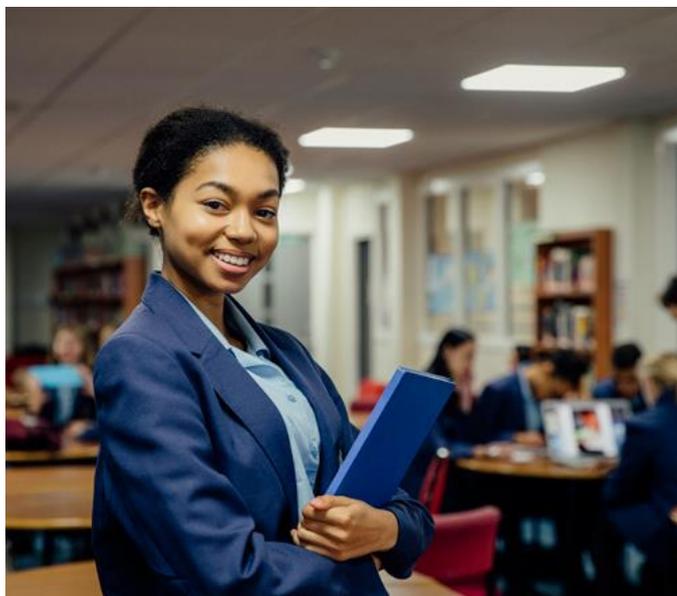
“Young people skilled in the languages of Europe, China and other key markets around the world, can look forward to exciting and rewarding careers.”

Dr Adam Marshall, Director General of the British Chambers of Commerce



The research found that students studying EBacc subjects for GCSE, were more likely to stay in education after 16.

The Centre for Longitudinal Studies,
August 2017



WHAT ABOUT ARTS AND MUSIC?

While arts and music are not included in the EBacc, every child should still experience a high-quality arts and cultural education throughout their time at school as part of a balanced curriculum. If your child can take 9 GCSEs, they will have either 1 or 2 further options and can choose subjects based on their wider interests like art or music as well as others such as physical education or technology.

**Schools where more pupils
select the EBacc at GCSE
maintain the number of pupils
that select arts.**

Trends in arts subjects in
schools with increased
EBacc entry July 2017

Further Information

Search EBacc on [GOV.UK](https://www.gov.uk) for more information.



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