



Ercall Wood Academy

Empower | Respect | Aspire

Year 9 options booklet

2021-2023

Curriculum lead:
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Introduction

This booklet aims to describe the elements of the curriculum which students who are currently in Year 9 will study during Years 10 and 11 (September 2021 to June 2023).

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.

EWA students have three option choices. The first is between the Humanities, which is a choice between Geography and History. The other two are from the list of options subjects detailed on page 8.

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.

All subjects will be examined at the end of Year 11 using the grade 9-1 system. The government has placed a greater emphasis on terminal examinations and very few subjects will now have a controlled assessment aspect to the qualification.

BTECs, OCR Nationals and NCFEs 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, however they 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 Academy has an excellent record of examination success which we will strive to maintain.

Types of qualifications and assessment

igned to

Key Stage 4 is the name given to the period of education during Years 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.

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.

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.

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.

English Baccalaureate (EBACC)

The English Baccalaureate was introduced as a performance measure in the 2010 performance. It is awarded to students that have secured a grade 5 or better across five core academic subjects - English, Mathematics, Science a Humanity (History or Geography), and a language (German).



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.

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.

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.

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.



GCSE curriculum structure and rationale

Ercall Wood Academy has developed its curriculum for 2021 based on the provision seen in outstanding schools nationally. We have differentiated our curriculum offer with the main changes being detailed below:

- Students not secure at the end of year 9 in gaining a grade 4 or 5 pass in English and Mathematics deserve additional time as this is a key determinant towards future life opportunities. This also supports with catch up due to the impact on COVID-19.
- Placing Triple Science within the core offer so that more students can study this pathway and enable those students to have more “open” options than previously.
- Supports additional time for Humanities due to the impact of COVID19 on the KS3 curriculum.
- Allows students to opt for more than one Humanity should they wish to, which was previously not possible.

Upper ability band (Burway, Wrekin, Adstone)

Subject	Curriculum hours / fortnight
English (Language and Literature)	9
Mathematics	8
Triple Science (3 qualifications)	11
Core PE	4
RE (Compulsory)	2
Option 1 - Humanity (History or Geography)	6
Option 2	5
Option 3	5
TOTAL	50
Total qualifications	9

Middle and lower ability band (Ercall, Caradoc, Hope, Ragleth)

Subject	Curriculum hours / fortnight
English (Language and Literature)	10
Mathematics	9
Combined Science (2 qualifications)	9
Core PE	4
RE (Compulsory)	2
Option 1 - Humanity (History or Geography)	6
Option 2	5
Option 3	5
TOTAL	50
Total qualifications	8



Core Subjects

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

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- Core Physical Education (no examination)
- Either GCSE Geography or GCSE History

All students within EWA's upper sets will be studying Triple Science.

All students in the middle and lower bands will be studying Combined Science with additional curriculum time being given to English and Mathematics to support in securing grade 4 or 5 passes.

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. We are all aware that not achieving a "pass/grade 4" in the core subjects can lead to a student's life opportunities being narrowed later on in life.

The English Baccalaureate (EBACC)

The EBACC is a set of subjects at GCSE that keeps young people's options open for further study and future careers. A study by UCL Institute of Education shows that studying subjects included in the EBACC provides students with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education. Sutton Trust research reveals that studying EBACC can help improve a young person's performance in English and maths.

We recommend that our students consider opting for the EBACC route within their options. This is especially true for those students wishing to gain places within Russell group universities. A number of university courses within these institutions require the study of a language.

These students must take German as one of their options as the other elements of the EBACC pathway will already be within a student's curriculum.



For more information regarding the English Baccalaureate:

<https://www.gov.uk/government/publications/english-baccalaureate-ebacc/english-baccalaureate-ebacc>

Option Subjects

There are three option blocks.

Block 1 is a choice of a Humanity from either History or Geography.

Blocks 2 and 3 are "open" options which will be constructed based on gaining the highest possible student fulfilment.



Subject list

Compulsory GCSE subjects

- GCSE English Language & GCSE English Literature
- GCSE Mathematics
- GCSE Triple Science (Upper band: Burway, Wrekin, and Adstone)
- GCSE Combined Science (Middle/lower band: Ercall, Caradoc, Hope, and Ragleth)

Compulsory non-examined subjects

- Physical Education
- Religious Education

GCSE EBACC options subjects

- GCSE German
- GCSE Geography
- GCSE History

GCSE options subjects

- GCSE Art & Design
- GCSE Dance
- GCSE Drama
- GCSE RE, Philosophy and Ethics
- GCSE Food Preparation
- GCSE Product Design

Vocational options subjects

- OCR Nationals Sports Studies (PE)
- OCR Nationals Enterprise & Marketing (Business)
- OCR Nationals Creative iMedia (IT)
- BTEC Music
- OCR Nationals Health & Social Care



Careers education, Information, advice and 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.

Ercall Wood's website has a separate and extensive section to support with careers education, information. Advice and guidance.



Calendar of key dates

Friday 19 th February 2021	<u>EWA options website goes live</u> Information, advice and guidance for the options process will be available from the home page on the Erccall Wood Academy website.																											
Starting week beginning Monday 22 nd February 2021	<u>Virtual options assemblies</u> Using Microsoft Teams at the following times: <table> <tr> <td><u>Monday 22nd February</u></td> <td>9 Red</td> <td>9:00 am – 9:30 am</td> </tr> <tr> <td></td> <td>9 Orange</td> <td>9:30 am – 10:00 am</td> </tr> <tr> <td><u>Tuesday 23rd February</u></td> <td>9 Yellow</td> <td>9:00 am – 9:30 am</td> </tr> <tr> <td></td> <td>9 Blue</td> <td>9:30 am – 10:00 am</td> </tr> <tr> <td><u>Wednesday 24th February</u></td> <td>9 Green</td> <td>9:00 am – 9:30 am</td> </tr> <tr> <td></td> <td>9 Purple</td> <td>9:30 am – 10:00 am</td> </tr> <tr> <td><u>Thursday 25th February</u></td> <td>9 Turquoise</td> <td>9:00 am – 9:30 am</td> </tr> <tr> <td></td> <td></td> <td>Catch-up 9:30 am – 10:00 am</td> </tr> <tr> <td><u>Friday 26th February</u></td> <td></td> <td>Catch-up 9:00 am – 9:30 am</td> </tr> </table>	<u>Monday 22nd February</u>	9 Red	9:00 am – 9:30 am		9 Orange	9:30 am – 10:00 am	<u>Tuesday 23rd February</u>	9 Yellow	9:00 am – 9:30 am		9 Blue	9:30 am – 10:00 am	<u>Wednesday 24th February</u>	9 Green	9:00 am – 9:30 am		9 Purple	9:30 am – 10:00 am	<u>Thursday 25th February</u>	9 Turquoise	9:00 am – 9:30 am			Catch-up 9:30 am – 10:00 am	<u>Friday 26th February</u>		Catch-up 9:00 am – 9:30 am
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Thursday 25 th February 2021	<u>Virtual options evening</u> This will be delivered using Microsoft Teams®. Invites will be sent to your child’s email address.																											
Starting week beginning 1 st March	<u>Follow up queries via Parents Evening software</u> Bookable 5 minute sessions with Assistant Principal to discuss any queries following the options evening and assemblies These will be made available following options evening as there is no need to book an appointment if you have no queries <table> <tr> <td>Monday 1st March</td> <td>4:00-6:30 pm</td> </tr> <tr> <td>Tuesday 2nd March</td> <td>4:00-6:30 pm</td> </tr> <tr> <td>Thursday 4th March</td> <td>4:00-6:30 pm</td> </tr> </table>	Monday 1 st March	4:00-6:30 pm	Tuesday 2 nd March	4:00-6:30 pm	Thursday 4 th March	4:00-6:30 pm																					
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Tuesday 2 nd March	4:00-6:30 pm																											
Thursday 4 th March	4:00-6:30 pm																											
Monday 8 th March	DEADLINE FOR FIRST OPTIONS FORM SUBMISSION																											
TBC	There may follow subsequent rounds of option form submissions to get the very best student fulfilment. We will do our best to limit the number of these, but they are there to support the maximum number of happy students!																											
Summer Term	Students will be informed of their final choices.																											



GCSE

COMPULSORY

SUBJECTS

(Core subjects)



Core: GCSE English language & GCSE English Literature

Head of Department: Miss S Morris

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 10, 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.

Upper band sets will have 9 lessons / fortnight.

Middle and lower sets will have 10 lessons / fortnight.

Exam Board: AQA

Course description GCSE English Language

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.

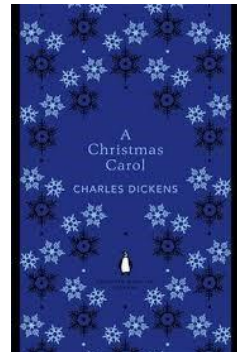
Students will sit two exams:

- 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>



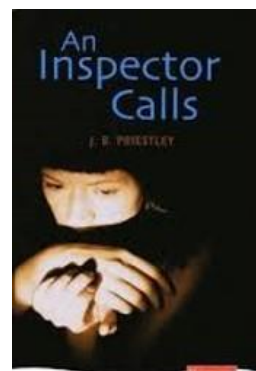
0 5 Your school or college is asking students to contribute some creative writing for its website.

Either: Write a description suggested by this picture:



Or: Describe an occasion when you felt unsure or challenged. Focus on the thoughts and feelings you had at that time.

(24 marks for content and organisation
16 marks for technical accuracy)
[40 marks]



Course description GCSE English Literature

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.

AQA

GCSE
ENGLISH
LITERATURE
8702



Students will sit two exams:

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

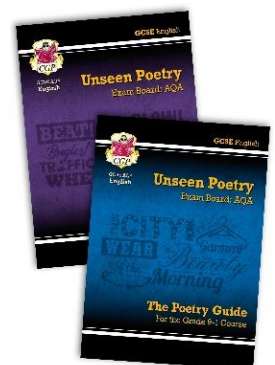
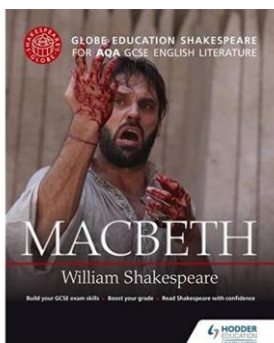
More information can be found at:

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

Possible careers and further education

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 any and every dream job from lawyer to journalist; pilot to actor.



Core: GCSE Mathematics

Head of Department: Miss S Jones

Students will study a single GCSE award that was introduced in 2015 and is linear in nature. It is comprised of three exams, one non-calculator and two with a calculator to be taken in June of year 11. The course will continue to build on the knowledge and skills built up over KS3.

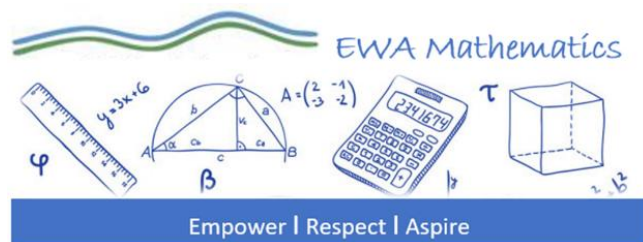
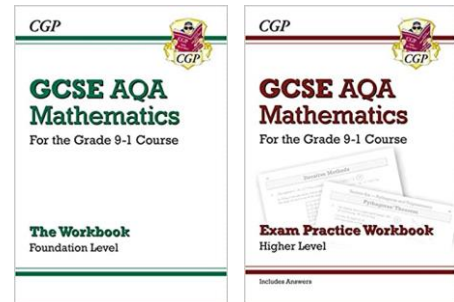
Upper band sets will have 8 lessons / fortnight

Middle and lower sets will have 9 lessons / fortnight

Exam Board: AQA

Course description

Students 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.



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.

Possible careers and 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.

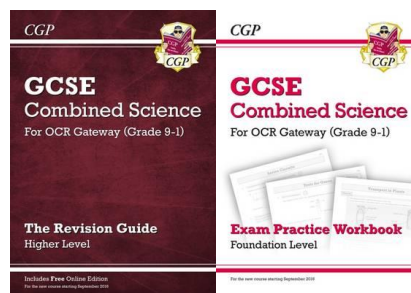
More information can be found at:

<https://www.aqa.org.uk/subjects/mathematics/gcse>

Core: GCSE Combined Science

Head of Department: Mr N Pollock

GCSE Combined Science is a double award 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.



Middle and lower bands will have 9 lessons / fortnight that are split 3 Biology, Chemistry and 3 Physics

Exam Board: OCR

Course description GCSE Combined Science

Students will be set in a group appropriate to their ability and target grade. Both Higher tier papers (grade 5-9) and Foundation tier papers (grade 1-5) can be sat by our students based on their progress within the course.

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.

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.



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.



More information can be found at:

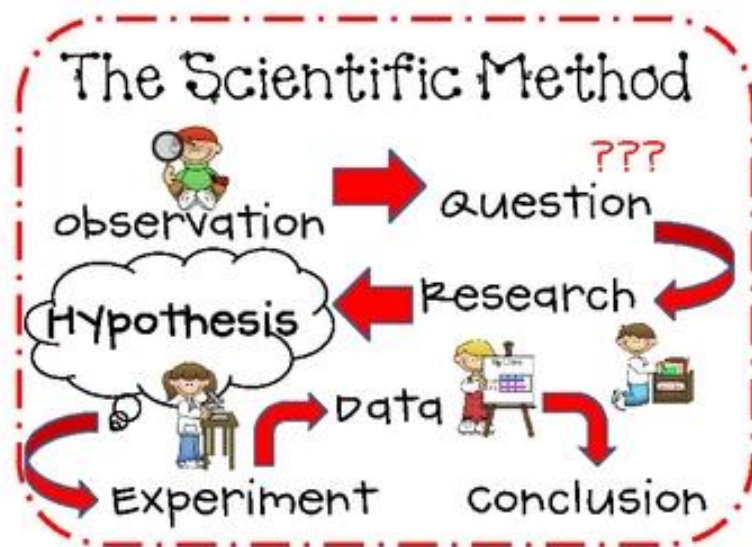
<https://www.ocr.org.uk/qualifications/gcse/gateway-science-suite-combined-science-a-j250-from-2016/>

Possible careers and 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.



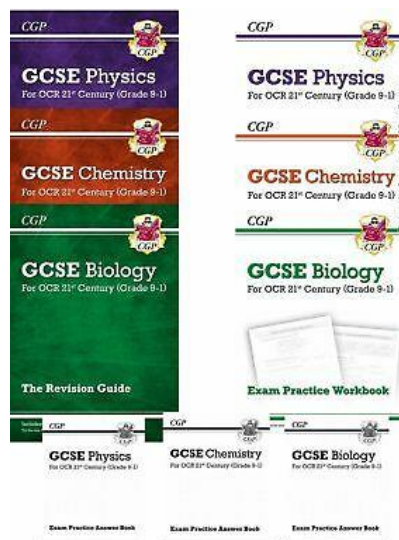
Core: GCSE Triple Science (21st Century Science)

Head of Department: Mr N Pollock

GCSE Triple Science (21st Century Science) awards a single GCSE for each of the main three sciences; Biology, Chemistry and Physics.

The GCSE Triple Science course is aimed at pupils working at Grade 5 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.



Upper bands will have 11 lessons / fortnight that are split evenly over Year 10 and 11 to give an even coverage in each of Biology, Chemistry and Physics.

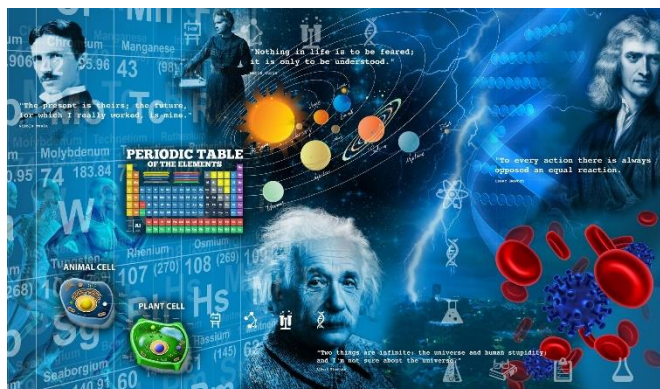
Exam Board: OCR

Course description: GCSE Triple Science (21st Century)

Both higher tier papers (grade 5-9) and Foundation tier papers (grade 1-5) will be able to be sat in June. However, it is anticipated that most students within the three upper band sets will be sitting higher tier papers.

Each of the three GCSEs is externally assessed by two 1 hour and 45 minute 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 and 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.

More information can be found at:

Chemistry: <https://www.ocr.org.uk/qualifications/gcse/twenty-first-century-science-suite-chemistry-b-j258-from-2016/>

Biology: <https://www.ocr.org.uk/qualifications/gcse/twenty-first-century-science-suite-biology-b-j257-from-2016/>

Physics: <https://www.ocr.org.uk/qualifications/gcse/twenty-first-century-science-suite-physics-b-j259-from-2016/>



Are these true? How could you find out? A great scientist could!



Core: Physical Education (non-examined PE)

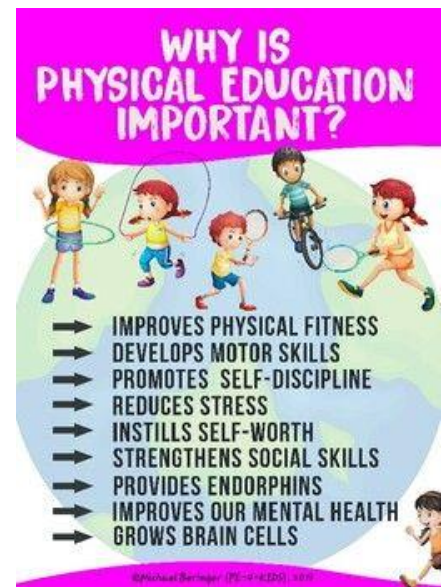
Head of Department: Mr W Smithson

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 4 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.

Exam Board: Not Applicable



Course description Core PE

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.



Core: Religious Education (non-examined RE)

Head of Department: Mrs M Jennings

All children need to acquire core knowledge and understanding of the beliefs and practices of the religions and worldviews, which not only shape their history and culture, but which guide their own development. The modern world needs young people who are sufficiently confident in their own beliefs and values that they can respect the religious and cultural differences of others and contribute to a cohesive and compassionate society.

The RE curriculum is locally determined by each Standing Advisory Council of RE (SACRE)

RE is provided for all pupils, and is inclusive and broad minded. Parents do have the right to withdraw pupils from RE; if you wish to do this, make an appointment with the head teacher. The school does not support selective withdrawal from RE.



Exam Board: Not Applicable

Course description Core RE

Our students will be taught to:

- investigate and analyse the beliefs and practices of religions and worldviews using a range of arguments and evidence to interpret and evaluate issues and draw balanced conclusions.
- synthesise their own and others' ideas and arguments about sources of wisdom and authority using coherent reasoning, making clear and appropriate reference to their historical, cultural and social contexts.
- analyse in a coherent and well-informed way the forms of expression and ways of life found in different religions and worldviews.
- use different disciplines and methods by which religions and worldviews are studied to analyse their influence on individuals and societies.
- account for varied interpretations of commitment to religions and worldviews and for responses to profound questions about the expression of identity, diversity, meaning and value.
- argue for and justify their own positions with regard to key questions about the nature of religion, providing a detailed evaluation of the perspectives of others.
- enquire into and develop insightful evaluations of ultimate questions about the purposes and commitments of human life, especially as expressed in the arts, media and philosophy.
- use a range of research methods to examine and critically evaluate varied perspectives and approaches to issues of community cohesion, respect for all and mutual understanding, locally, nationally and globally.
- use ideas from phenomenological approaches to the study of religions and beliefs to research and present skilfully a wide range of well-informed and reasonable arguments which engage profoundly with moral, religious and spiritual issues.

GCSE

OPTION (EBACC)

SUBJECTS



EBACC: GCSE Geography

Head of Department: Miss A Burgum

Ercall Wood geography students will be taught to the new AQA GCSE Geography specification. This is an innovative, relevant, motivational and fascinating course 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.

Exam Board: AQA

Course description:

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.

Assessment:

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** such as performing calculations on presented data.



Possible careers and further education

Geography is a subject which can form part of the EBACC group. Employers and universities see geography as a robust academic subject rich in skills, knowledge and understanding.

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 great 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.

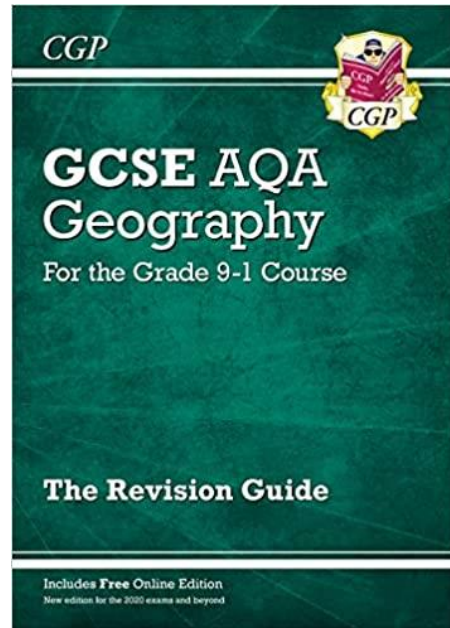
There are so many ways of learning in geography. It is very practical with opportunities to learn new skills such as map skills, interpreting photographs, fieldwork skills, presenting, role play and debating techniques.

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 perform calculations.

Fieldwork, or working outside the classroom, is a really important part of Geography. You will gain first-hand, practical experiences which support and reinforce the knowledge, skills and concepts explored in the classroom. Memorable experiences support your long-term learning and recall. You will attend 2 separate field trips to contrasting locations and will complete two fieldwork reports based on these visits. GCSE Geography is a vital qualification for equipping you with the necessary reading, writing and communication skills when progressing into employment and/or higher education.

Revision

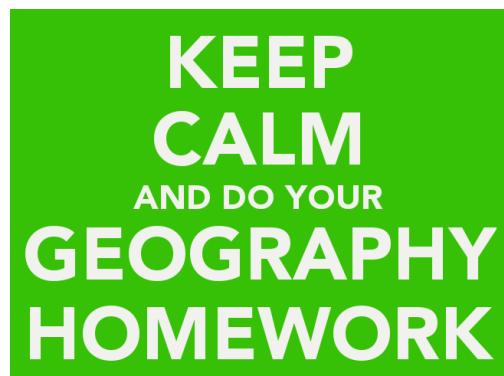
Students are encouraged to purchase revision guides specific to the AQA syllabus. Students will be required to purchase the CGP GCSE workbook which is a book of exam practise questions on all topics that we will be studying. This will be the foundation of student's homework every week to allow them to 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

More information can be found at:
<http://www.aqa.org.uk/subjects/geography/gcse>



EBACC: GCSE History

Head of Department: Mrs C Evans

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

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**

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

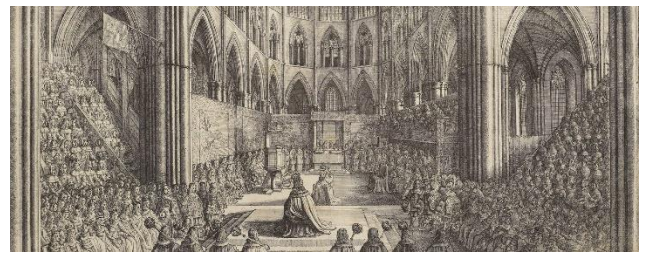
- 2C Britain: Migration, empires and the people: c790 to the present day
- This thematic study will enable students to gain an understanding of how the identity of the people of Britain has been shaped by their interaction with the wider world. It will consider invasions and conquests. It will also study 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**



Assessment:

There are four assessment objectives (AOs) across all GCSE History specifications and all exam boards. These are:

- AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.
- AO2: explain and analyse historical events and periods studied using second-order historical concepts.
- AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
- AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

The table below shows how these objectives are weighted over the two 1 hour and 45 minute papers.

Assessment objectives (AOs)	Paper weightings (approx %)		Overall weighting (approx %)
	Paper 1	Paper 2	
AO1	16.25	18.75	35
AO2	13.75	21.25	35
AO3	10.0	5.0	15
AO4	10.0	5.0	15
Overall weighting of papers	50	50	100

Possible careers and 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

More information can be found at:

<https://www.aqa.org.uk/subjects/history/gcse>

EBACC: GCSE German

Head of Department: Mrs S Bastow

To learn another language is a skill for life. Our students will be entering a global workplace and so language-learning has never been more important, particularly since 75% of the world's population do not speak English. Opting for a language is necessary for those students wanting the EBACC qualification.

Exam Board: Edexcel

Course description:

The German Language GCSE will encourage students to develop the 4 language skills of: listening, speaking, reading and writing.

Students will be encouraged to develop independency in these skills through a thorough understanding of grammatical structures and a wide range of vocabulary. A breadth of authentic literature and non-fiction texts from range of genres and types will be used to promote cultural awareness. There is an emphasis on spelling, punctuation, translation and grammar including the use of vocabulary.

The GCSE curriculum focusses on 5 themes:

Theme 1: Identity and culture:

Theme 2: Local area, holidays and travel

Theme 3: School and education

Theme 4: Future aspirations, study and work

Theme 5: International and global dimension

Assessment:

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) or (130-150) for higher.



Possible careers and further education

GCSEs within modern foreign languages are highly desirable due to the requirements for businesses to have employees that can communicate effectively within their national and international operations.

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 within many of the Universities (all of the Russell group universities) expect applicants to have a foreign language to at least GCSE level as course entry requirements.



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.

German 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!

German will help students to:

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

A 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.

More information can be found at:

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



GCSE

OPTION

SUBJECTS



Option: GCSE Art & Design – Fine Art

Head of Department: Miss G Hayman

Unleash your creativity at Ercall Wood with our GCSE Art course which is 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. They will help you achieve your goals in a vibrant and stimulating environment.

If you like thinking outside the box our Art & Design course 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, that is aimed at students who are working at least a level 3+ by the end of year 9.

Exam Board: WJEC



Our Art Department has gained a good reputation locally and our course is 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.



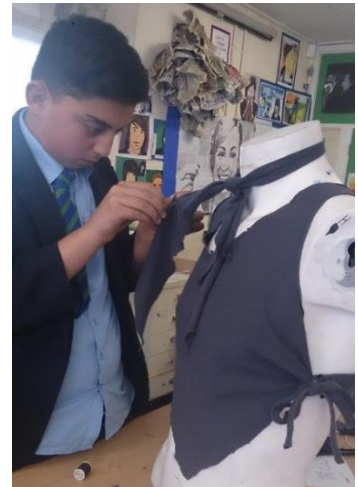
Course description:

Purpose of study:

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

Our curriculum ensures that all pupils:

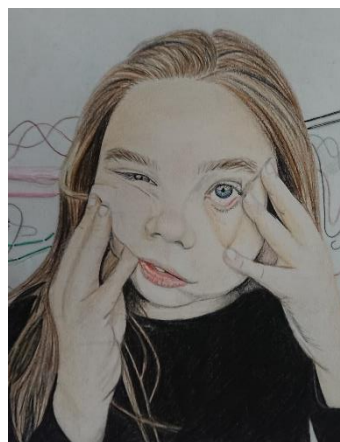
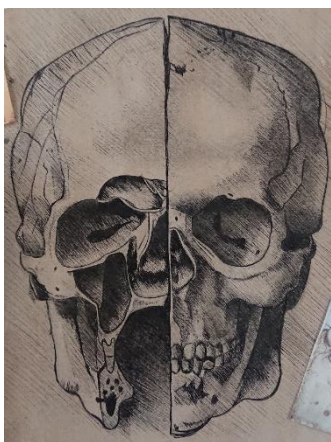
- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, print making, designing, creating, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.



The GCSE course consists of one main coursework project entitled “This Is Me”. Students study a range of contemporary and historical artists as references. 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.



The Department

We are extremely proud of our results as our students achieve significantly above the National average in terms of both grade 8/9's (A*/A) and those achieving a grade 4 (C+) or above. This reflects the excellent motivation and enthusiasm that Ercall Wood's students have for learning Art.

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

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 and 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 & 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.

More information can be found at:

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



Option: GCSE Dance

Head of Department: Miss L Edwards

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.

The Dance course 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.

Exam Board: AQA

Course description:

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.

Assessment:

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.

More information can be found at:

<https://www.aqa.org.uk/subjects/dance/gcse/dance-8236>



Option: GCSE Drama

Head of Department: Miss A Bowater

The Performing Arts Faculty offer students the opportunity to study GCSE Drama. Students are taught in mixed ability groupings in well-equipped specialist teaching rooms.

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 and 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.

Exam Board: AQA

Course description:



There are three components of study:

- **Component 1** - Students acquire the knowledge and understanding of drama and theatre. It involves the study of one set play from a choice of six. Our students are expected to analyse and evaluate the work of live theatre makers and therefore must attend a live theatre production.
- **Component 2** - Students acquire the skills and processes of creating devised drama. Students must take part in the performance of a deviser. This can be contributions as a performer or designer. Students are expected to analyse and evaluate their own work throughout this process.
- **Component 3** - Student acquire the skills and knowledge of effective performance. Students undertake a performance of two extracts from one play (either as performer or designer). In addition they have a free choice of an alternative play that must contrast with the set play chosen for Component 1.

Assessment:

The course will be assessed by:

Component 1 - Written Exam (40%): Understanding Drama

- Written exam: 1 hour 45 minutes
- Open book and worth 80 marks (40% of the GCSE)
 - Section A is multiple choice (4 marks)
 - Section B is four questions on a given extract from the set play chosen (44 marks)
 - Section C is one question (from a choice) about a **Theatre Production** that you have seen (32 marks)

Component 2- practical (40%): Devising drama

- Student devising log (60 marks)
- Student devising performance – teacher assessed (20 marks)

Component 3 : practical (20%) - Texts in practice

- Student performance of Extract 1 (20 marks) and Extract 2 (20 marks)



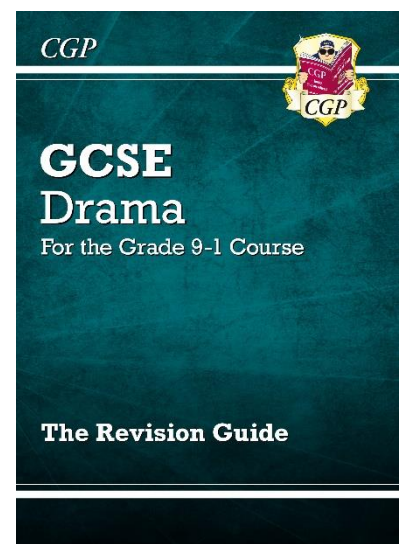
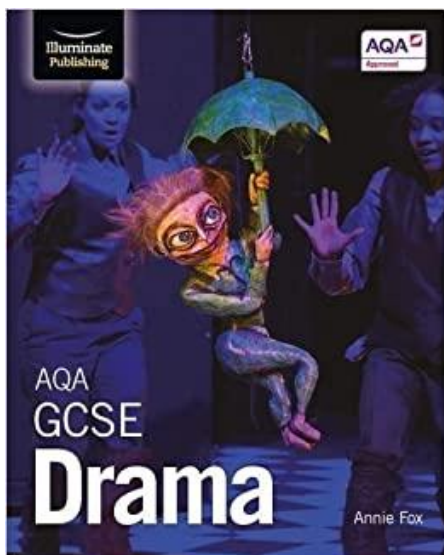
Possible careers and further education

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.



More information can be found at:

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



Option: GCSE Food Preparation & Nutrition

Head of Department: Mrs J Taylor

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.

Exam Board: AQA

Course description

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.

DID YOU KNOW?

There are so many apple varieties that if you were to eat an apple a day, it would take you over 27 years to try them all. (And more kinds are produced every year!)



Course assessment

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

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.

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

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

Possible careers and further education

GCSE Food and Nutrition offers good preparation for those students who wish to study Food or Catering at a higher level, or who wish to take a part time job in the catering or food industry. Students gain the confidence to work in a safe and hygienic manner, use a variety of ingredients to make a range of dishes and develop a good skills base.

Possible careers include Food Photographer, Food Writer, Chef, Culinary Librarian, Catering Manager, Recipe Developer, Product Developer, Food Microbiologist, Food and Restaurant Inspector, as well as a Dietitian.

Best universities for the food industry:

1. University of Leeds - **Food Science and Nutrition BSc (Hons), Food Science BSc (Hons), Nutrition BSc (Hons)**
2. University of Surrey - **Food Science and Nutrition with Foundation Year BSc (Hons), Nutrition and Dietetics BSc (Hons), Nutrition with Foundation Year BSc (Hons)**

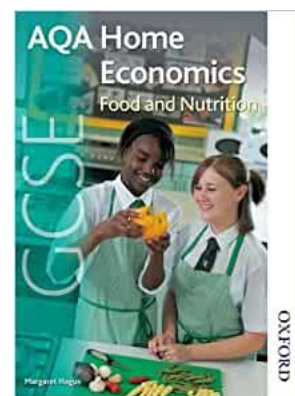
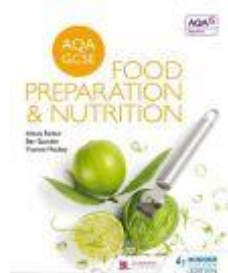
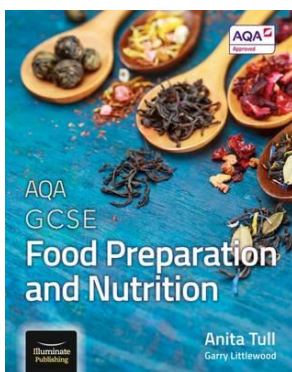


Locally:

1. Coventry University – **Dietetics BSc (Hons), Food Safety, Inspection and Control BSc (Hons), Food Science BSc (Hons), Nutrition and Health BSc (Hons)**
2. Harper Adams University, Shropshire - **Agri-food Marketing with Business (with Placement) BSc, Food Technology and Product Development (with Placement) BSc, Food Technology with Nutrition (with Placement) BSc (Hons), Food and Consumer Studies (with Placement) BSc (Hons)**

More information can be found at:

<https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585>



Option: GCSE RE, Philosophy and Ethics

Head of Department: Mrs M Jennings

This is a new option for this year as the Ethics team have chosen a new specification that will give you a unique opportunity to study a wider range of religions, and the difficult to navigate ethical dilemmas that modern life poses. Our students will be challenged with questions about belief, values, meaning, purpose, and truth, enabling them to develop their own attitudes towards religious issues,

The course offers a range of faith-specific options and a variety of relevant and contemporary themes, ensuring you have a diverse choice of intriguing subjects to explore and discuss. We are excited to offer this exploration of your own beliefs and ideas, whilst sharing and learning about those of others.

Students will learn how philosophy, ethics and religion form the basis of our culture, and develop valuable skills that will prepare them for further study and a greater understanding of how to make valuable argument to explain the complexity of issues such as war, prejudice, abortion, euthanasia poverty, human rights and social justice.

Exam Board: AQA

Course description

The course studied is AQA GCSE Religious Studies A. However, our teaching approach underpins the delivery through the moral and ethical views of the diverse religions. The Ethics Department believes that this focus means the course can be viewed as the study of “Ethics”.

There are two GCSE examination papers, each 1 hour and 45 minutes.

- Paper 1 – Philosophical and ethical themes
- Paper 2 – a choice of study on two world religions



Paper 1 – Philosophical and ethical themes

Life Issues:

- The Origins of The Universe.
- The Value of the World
- Use and Abuse of the Environment.
- Pollution
- Use and abuse of Animals
- The Origins of Human Life
- Abortion Euthanasia
- Death and the Afterlife

The Existence of God and Revelation:

- The Design Argument
- The First Cause Argument
- The argument from Miracles
- Arguments Against the Existence of God.
- Special Revelation and Enlightenment
- Ideas about the Divine

Peace and Conflict:

- Violent protest and Terrorism#
- Reasons for War.
- Nuclear War and Weapons of Mass Destruction
- The Just War
- Holy War and Religion as a Cause of Violence
- Pacifism and Peace making
- Victims of War

Human Rights and Social Justice:

- Social justice and Human Rights
- Prejudice and Discrimination
- Religious Freedom
- Disability and Race
- Attitudes to Wealth
- Poverty and its Causes
- Exploitation and the Poor



Paper 2 - The Study of Religions

Beliefs and Teachings (Christianity):

- The nature of God
- Belief about the Trinity
- The Life and Death of Jesus
- The Afterlife and Judgement

Practices:

- Types of Worship
- The Sacraments
- Pilgrimage
- Celebrating Festivals
- Role of the Church in the Community-Food Banks/ Street Pastors
- Mission and Evangelism
- Growth and Persecution



Beliefs and Teachings (Islam):

- The Nature of God
- Angels
- Life after Death
- Prophethood
- **Holy Books**



Practices:

- The Five Pillars, The Obligatory Acts
- Salah and Prayers
- Fasting during Ramadan
- Zakah and Charity
- Pilgrimage
- The Meaning of Jihad
- Festivals



In our community

Our Ethics 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.



Possible careers and further education

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

- Media work – news, television etc
- Law
- Politics
- Medicine
- The Army
- Social care
- Voluntary work
- Journalism
- Education
- The Police
- The Ministry, of course.

So if you enjoy:

- Finding out about issues that affect us all and discussing and giving your own idea
- Learning about issues that are constantly in the news. And arguing from different points of view
- Looking at topics that really make you think and writing evaluative answers about moral issues using opinions, examples and belief
- Being able to say what you think.

This is the subject for you!

It teaches life skills such as undertaking research and investigation, problem solving, confidence building, awareness, ability to develop ideas, initiative, cultural and racial understanding, and many more!

More information can be found at:

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



Option: GCSE Product Design (D&T)

Head of Department: Mr D Newton

GCSE Design and Technology Product Design is an 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

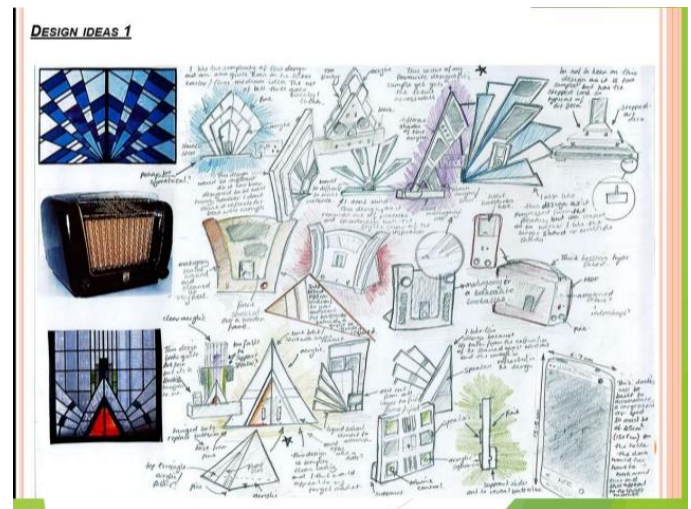
Course description

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.

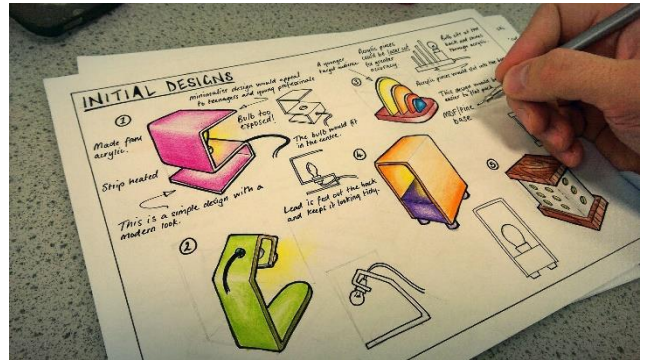
You will study:

- 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 – Understanding and then applying the knowledge of different types of fastenings and fittings in manufacturing a product for a specific purpose.
- Industrial applications – Understand how products are made in industry and why this enable British industry to be recognised internationally.
- CAD/CAM -computer aided design/manufacture – Understand how to use cutting edge technology to improve the quality of finished products.
- Systems and Control – Understand and apply a knowledge of a range mechanisms in order to gain mechanical advantages to a finished product.

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 materials and the use of ICT. Over the three year course students will develop a whole range of designing and making skills, technical knowledge and understanding such as; problem solving and time management.



Assessment structure:

Two units, one of which is coursework based and one which is exam based.

- Unit 1 Written Paper (50%)
- Unit 2 Design and Making Practice (50%)

Possible careers and further education

Successful completion of GCSE Product Design will allow progression to Post 16 Product Design or any other Level 3 design course. Employers will value the GCSE in Design Technology as it develops creative, technical and vital transferable skills such as;

- the use of practical ICT packages including Microsoft office, windows movie maker, google sketch up and 2d design.
- the commitment needed to produce a detailed portfolio of work.

More information can be found at:

<https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>

VOCATIONAL

OPTION

SUBJECTS



Option: OCR Nationals Sports Studies

Head of Department: Mr W Smithson

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 Cambridge Nationals

Course description



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.

BTEC Music

Head of Department: Mr R Sayce

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.

Exam Board: Pearson

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.

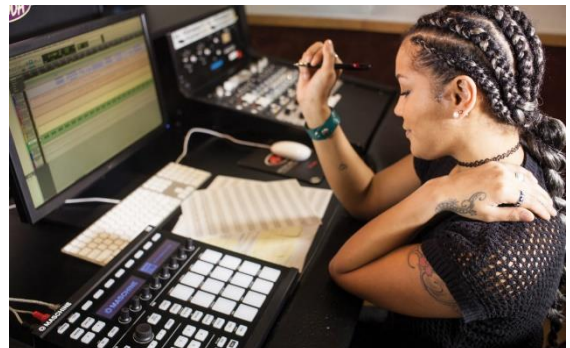
Although students may not already play an instrument or sing, an enthusiasm to do so is essential.

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 and 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.

More information can be found at:

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



OCR Nationals Business (Enterprise & Marketing)

Head of Department: Mr D Andrews

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.

Exam Board: OCR Cambridge Nationals

Course description

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.

Course assessment

The course is assessed through a mix of centre assessed tasks and one 1 hour 30 minute exam, as detailed below:

- R064: Enterprise and marketing concepts - 1 hour 30 minute examination worth 40% of the course. The question paper has two parts; Part A comprises 16 multiple choice questions, Part B comprises of short answer questions and three extended response questions.
- R065: Design a business proposal – centre assessed task worth 30 % of the course.
- R066: Market and pitch a business proposal – centre assessed task worth 30 % of the course.



Possible careers and 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.

With a qualification as varied and as relevant as Business any career is supported with this qualification. The course links particularly well to those wishing to gain a career or further study in the following areas; accounting, banking, product management, business administration and office skills, information technology, hospitality, travel and tourism, duty manager, customer service assistant, help desk professional, sales assistant, and many more. This qualification provides a strong foundation for employment or training in specific aspects of business, such as apprenticeships and vocational qualifications which focus on more specialised business areas.

More information can be found at:

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



OCR Nationals Health & Social Care

Head of Department: Mrs C Macphee / Miss K Smith

The current global pandemic has emphasised the need for highly trained and compassionate workers that can support both the health and social care sectors. Over 1.5 million people work in the health and social care sector and it is a rewarding, important and exciting opportunity to make a difference to the quality of many lives. These employees not only help people on an individual basis, but make a difference to society as a whole.

Exam Board: OCR

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:

- The essential values of care for use with individuals in care settings
- How to communicate and work with individuals in health, social care and early years settings.
- Understanding body systems and disorders.
- Understanding the nutrients needed for good health

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: The essential values of care for use with individuals in care settings.

This topic gives an introduction to equality and diversity rights. It also looks at discrimination and the impact of discrimination. It is broken down into:

- How to support individuals to maintain their rights.
- The importance of the values of care and how they are applied.
- How legislation impacts on care settings.
- How personal hygiene, safety and security measures protect individuals.

2: How to communicate and work with individuals in health, social care and early years settings.

This topic highlights the importance of effective communication and how to achieve it. It is broken down into:

- How a wide range of different communication methods and many other factors can impact on communication.
- Practice the qualities that contribute to effective care.
- Demonstrating effective communication



3: Understanding body systems and disorders.

This topic gives a broad understanding of three major body systems and how they function and what can go wrong. You will look at symptoms, assessment and diagnosis for different disorders. It is broken down into:

- Know how body systems work such as the cardiovascular, respiratory, and digestive system.
- Understand a range of disorder that affect body systems.
- To be able to take measurements from body rates and interpret the data and make judgements about health.



4: Understanding the nutrients needed for good health.

This unit focusses on nutritional needs based on age, development, personal preferences and needs. It is broken down into:

- The dietary needs of individuals in each life stage.
- Appreciate specialist dietary needs, be able to create dietary plans.
- Plan nutritional meals for individuals with specific dietary requirements.

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)
- A 1 hour written paper for RO21: Essential values of care for use with individuals in care setting. The paper consists of two sections each comprising short and extended response questions from 4 to 10 marks. They are scenario based. (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?

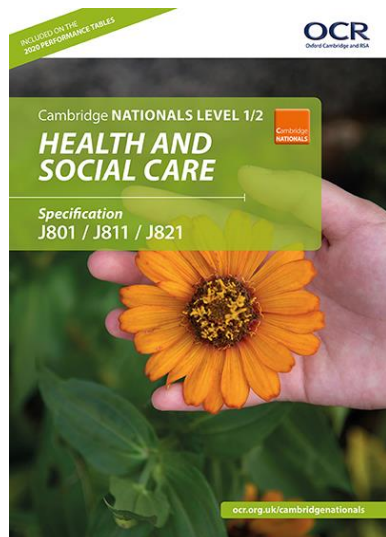
- This is a knowledge-only qualification, therefore no work placement is required. Learners will be introduced to skills, attributes and behaviours applied in the sector in relation to best practice in health and social care.

Possible careers and further education

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. The career opportunities are broad and varied. Careers in healthcare are much more likely require a combination of further study and on-the-job medical training, whereas careers in social care are more likely to start with on-the-job training and allow people to work towards professional qualifications later on in their career.

More information can be found at:

<https://www.ocr.org.uk/qualifications/cambridge-nationals/health-and-social-care-level-1-2-j801-j811/>



OCR Nationals Creative iMedia

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.

Exam Board: OCR Cambridge Nationals

Course description

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

- | | |
|--|--|
| • R081 – pre-production skills | Written paper 1 hour 15 minutes |
| • R082 – Creating digital graphics | Centre assessed tasks |
| • R087 – Creating interactive multimedia products | Centre assessed tasks |
| • R088 – Creating a digital sound sequence | Centre assessed tasks |



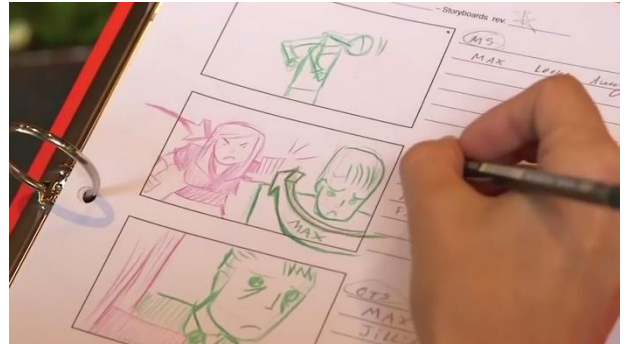
R081: Pre-production skills

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.

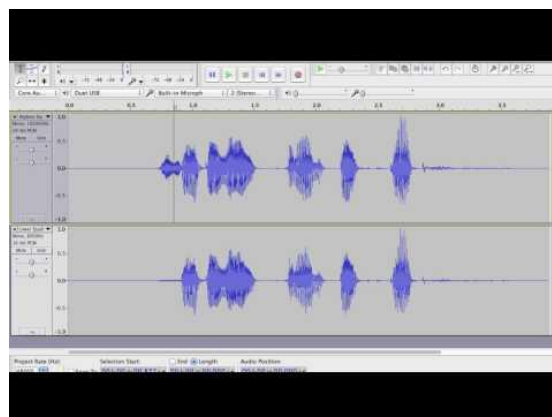


This unit will enable learners to understand the basics of interactive multimedia products for the creative and digital media sector. They will learn where and why interactive multimedia is used and what features are needed for a given purpose. It will enable them to interpret a client brief, and to 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.

More information can be found at:

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





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)

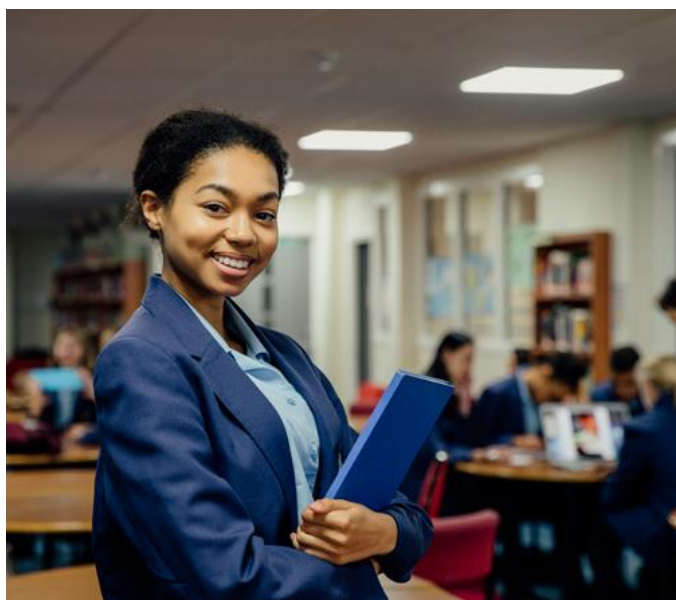
“Young people skilled in the languages of Europe, China and other key markets around the world, can look forward to exciting and rewarding careers.”

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.



Contact email addresses

Compulsory GCSE subjects

- GCSE English Language & Literature
- GCSE Mathematics
- GCSE Triple Science
- GCSE Combined Science

samantha.morris@taw.org.uk
samantha.jones1@lct.education
nick.pollock@taw.org.uk
nick.pollock@taw.org.uk

Compulsory non-examined subjects

- Physical education
- Religious Education

will.smithson@taw.org.uk
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GCSE EBACC options subjects

- GCSE German
- GCSE Geography
- GCSE History

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GCSE options subjects

- GCSE Art & Design
- GCSE Dance
- GCSE Drama
- GCSE RE, Philosophy and Ethics
- GCSE Food Preparation
- GCSE Product Design

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Vocational options subjects

- OCR Nationals Sports Studies (PE)
- OCR Nationals Enterprise & Marketing (Business)
- GCSE Creative iMedia (IT)
- BTEC Music
- OCR National Health & Social Care

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SEND Support

- SENDCO

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Example of options blocking

Block 1 Humanity option	Block2 Open option	Block 3 Open option
GCSE Geography GCSE History	GCSE German GCSE Geography GCSE History GCSE Art GCSE Ethics GCSE Drama GCSE Food & Nutrition OCR i-Media OCR Sports Studies OCR Business Studies NCFE Health & Social Care	GCSE German GCSE Dance GCSE Drama GCSE Music GCSE Art GCSE Ethics GCSE Product Design GCSE Food & Nutrition OCR i-Media OCR Sports Studies OCR Business Studies

* An option can only run if it has a viable class size.

** Option block design will change in order to try to gain the highest student percentage fulfilment.