YEAR 8 OPTIONS BOOKLET

2024-2025

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INTRODUCTION

This booklet is designed to help students make decisions about the courses that they follow in KS4. When making their choices, students must read the information provided carefully and also talk to their teachers and parents in order to make the right selections. We will be sending a form home the week beginning **24th February, 2024** which we ask to be returned to your child's form tutor by **Friday 7th March.** This will then be reviewed at **Year 8 Parents' Evening on Thursday 20th March 2025**.

Students and parents will have the opportunity to meet with subject staff at the Year 8 Parents' Evening and will need to meet with a senior member of staff to discuss option choices and sign and finalise the options forms.

Subjects which students must study -

All pupils will study the following subjects:

- English Language and Literature
- Combined Science
- Mathematics

Some students will have the opportunity to study Biology, Chemistry and Physics as Separate Sciences at GCSE. This will be part of their options choices but we advise students only in set 1 or 2 science to select this choice. Students will sit an assessment to support in identifying their suitability for the course in April. They will be give a list of topics to revise closer to the time.

In order to have a broad and balanced curriculum, all students will also follow non-examination courses in RE/RSHE and Physical Education.

RELATIONSHIP, SOCIAL AND HEALTH EDUCATION (RSHE)

Pupils will undertake a programme of RSHE/RE. During such lessons, all pupils will cover a variety of topics including: Careers, Sex Education, Drugs Education, Citizenship, Human Rights, Equal Opportunities and Economic Awareness. The lesson will also help pupils to collect evidence for a personal portfolio which will record students' additional achievements.

PHYSICAL EDUCATION

Pupils will also be expected to take part in a programme of Physical Education. They will be given the opportunity to experience several types of activity including: Basketball, Netball, Hockey, Volleyball, Badminton, and Fitness Training. Athletics, Rounders, and Cricket are played during the Summer Term.

There is an OCR Sport course available to pupils who want to extend their study in Physical Education. Please see details further on in this booklet.

WORK EXPERIENCE

All pupils in Key Stage 4 will be given the opportunity to complete a placement of work experience. This usually takes place during the Summer Term of Year 10, when the normal timetable is suspended for two weeks. Each pupil will be given details of placement opportunities during the Spring Term of Year 10. A final report on pupils experience can be used to support applications for further education

PATHWAYS

Pathways are **recommended for students and are flexible**. If a student wants to choose a subject not on their pathway then this is available to them and they must have a consultation with a senior member of staff.

Students are encouraged to take option subjects according one of three pathways:

Pathway 1: is the English Baccalaureate pathway, this is intended for those students who enjoy academic subjects, thrive on challenge and who aspire to an academic path at university. Some universities now require students to have taken the EBACC option.

The EBACC pathway requires students to take English, Maths, Science, French and a Humanities subject (History or Geography).

Pathway 2: is the mixed pathway, students may choose a mixture of GCSE and vocational qualifications. Students must choose a language and/or a humanity subject in their options. Even if students are given this pathway form, we welcome students wanting to study and language and a humanity.

Pathway 3: is the vocational pathway, students gain extra time to be supported in English and Maths, study Asdan and WJEC Level 1/2 Hospitality. Students can still choose from a range of GCSE courses for 1 further option.

HOME LEARNING

Home learning is a necessary part of all subjects. If pupils are to achieve high standards in each subject, they must independently work at home, regularly and conscientiously. In some subjects, coursework completed by pupils forms an important and compulsory part of the final examination. Regular learning and revision are also essential for success. Parents can support this by ensuring that pupils have a quiet place to work.

All courses will require considerable amounts of preparation for examinations. It is crucial that your son/daughter develops an effective way of revising course content at home and practicing exam skills at school, we will support all students to develop revision skills which can be employed independently.

Pupil planners are used to help pupils plan their work and manage their time more effectively. These also help pupils record their achievements in all areas and provide essential information. We ask parents to play a major role in ensuring that pupils keep their planners up to date.

THE GCSE & VOCATIONAL GRADING SYSTEM

The GCSE & Vocational grading systems are different; however, they are equivalent to each other. Your child will receive a 9-1 grade for GCSE subjects. Vocational subjects (BTEC and OCR National) have a different system ranging from Distinction* to Pass.

It is important to understand this as there is a misconception that Vocational qualification are not 'worth' the same. This is not true and can form an essential part of a student's pathway from Key Stage 4 to their Post-16 learning at 6th Form or College.

GCSE & VOCATIONAL GRADE CONVERSION TABLE

GCSE grading system	Vocational equivalent
9	Level 2 Distinction *
8	
7	Level 2 Distinction
6	Level 2 Merit
5	
4	Level 2 Pass
3	Level 1 Distinction
2	Level 1 Merit
1	Level 1 pass

GCSE ENGLISH LANGUAGE

Exam Board: AQA

The course allows students to:

- Develop the ability to communicate clearly, accurately and effectively when speaking and writing;
- Read a wide range of texts fluently and with good understanding
- Read critically and use knowledge gained from wider reading to inform and improve their own writing
- Write effectively and coherently using Standard English appropriately
- Use grammar correctly, punctuate and spell accurately
- Acquire and apply a wide vocabulary

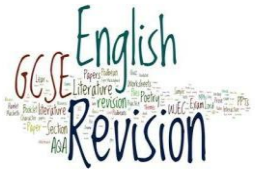
At Aston Manor Academy, we encourage pupils to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. GCSE English Language also develops more analysis and communication skills such as synthesis, inference, evaluation and the ability to order facts and present opinions effectively.

Specification at a glance

Assessment of Spoken Language
Speaking and Listening

The preparation and assessment of spoken language is a compulsory requirement of the course of study. It will appear as a separately reported grade, although it does not count towards the overall qualification.
It will include

- Demonstrating presentation skills in a formal setting
- Listening and responding to spoken language
- Using standard English in speeches and presentations



Examination – 100% of total marks
This is now a 100% examination-based GCSE in line with the current requirement from the DFE. All students are following a linear GCSE path. All examinations will take place in the summer of Year 11.

Paper 1: 40% - Fiction and Imaginative Writing
1 Hour 45 minutes
Reading- Candidates respond to a 19th century fiction extract of approximately 650 words
Writing - Candidates respond to a series of images, to which they must respond imaginatively.
Eligible for Grades 1-9

Paper 2: 60% - Non- Fiction and Transactional Writing
2 hours
Candidate respond to: Two unseen non- fiction extracts from 20th and 21st Century texts
A writing task linked by a theme to the reading extracts

GCSE ENGLISH LITERATURE

Exam Board: AQA

The course allows students to:

- Facilitated in reading whole texts from a variety of genres and time periods
- Read a wide range of texts fluently and with good understanding
- Read critically and use knowledge gained from wider reading to inform deeper understanding
- Analyse language and structure in whole texts
- Express self fluently and coherently through writing

At Aston Manor Academy, we encourage pupils to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. GCSE English Literature enables students to develop their wider understanding of key time periods, genres and authors alongside wider cultural and political factors influencing their work. Students are encouraged to become analytical and critical thinkers who can express themselves clearly and accurately both through spoken and written communication.

Specification at a glance

Paper 1 – Shakespeare and 19th Century Novel (40%)

Overview of content:

- **Play - Shakespeare- s**tudents must answer 1 question on the play Macbeth

- **Prose – 19th Century Novel -** Students must answer 1 question on the novella A Christmas Carol by Charles Dickens

Overview of assessment

- The assessment of this paper is through a one-hour and 45-minute examination, set and marked by AQA
- Single tier of entry (9-1)
- The total number of marks available is 64

Paper 2: 19th Modern Texts and Poetry (60%)

Overview of content:

- **Modern Text** – students must answer 1 from a choice of questions on the play An Inspector Calls by J B Priestley

- **Poetry since 1789 and Unseen Poetry** – students must answer 1 question on one poem from the AQA Conflict Anthology 1 question on 2 Unseen Poems chosen by AQA

Overview of assessment

- The assessment of this paper is through a two-hour and 15-minute examination, set and marked by AQA
- Single tier of entry (9-1)
- The total number of marks available is 96

GCSE MATHEMATICS

Exam Board: Edexcel

Why will you be studying Mathematics?

As mathematics is the study of patterns in the real world through number, algebra, geometry, and statistics, it is a core subject i.e. relevant in the study of a lot of other subjects. Hence, we consider there to be a general agreement that mathematics is one of the essential subjects which every pupil should study.

You will be taught mathematics:

(1) To enable you to develop the thinking of mathematical skills and understanding importance of maths throughout life, for training, employment, further education, business and home life.
(2) To provide you with the functional mathematics as may be needed for the study of other science and technical related subjects.
(3) To help you improve as much as possible your appreciation and enjoyment of mathematics itself.

Curriculum structure

In the mathematics department, you will study a linear specification. This course has the following specification and assessment criteria.

- 100% external assessment
- Can be studied at either Higher or Foundation Tier
- Have an nine grade scale from 9-1
- Higher 9-4
- Foundation 5-1
- The final assessment being assessed in June of Year 11.
- Consist of one non-calculator and two calculator papers.
- Have elements of functional mathematics ❯ Higher :20 – 30%, and Foundation: 30 – 40%

Mathematics
Linear
Overview of content
1. Number
2. Algebra
3. Geometry
4. Measures
5. Probability
6. Statistics
❖ Three parallel assessed papers ❖ Each paper carrying 100 marks ❖ Each paper weight is 33.3%
Final external paper of either Higher or Foundation Tier will be sat in Year 11.

Further information for parents can be found on the Edexcel Website:

Successful candidates are prepared for further study including AS and A level Maths.

GCSE BIOLOGY

Exam Board: AQA

Why choose Biology?

You may be really good at science, studying GCSE biology will give you the opportunity to study some of the topics you have looked at briefly in year 7 or 8 in more detail.

You may want to do A 'level Biology, it is therefore advisable that you do GCSE Biology, as most colleges and 6th forms want all their students to have passed GCSE Biology, as it helps to prepare you for A level Biology by covering the subjects in greater depth.

You may be interested in a career within the Science field, professions such as a: **Doctor, Medical Researcher, Marine Biologist, Zoologist, and a Dentist.**




GCSE Biology

Examination board: AQA

This GCSE is assessed by carrying out two externally marked examination papers.

Assessment details

Paper 1: What is assessed: Topics 1-4; Cell biology; Organisation; Infection and response and bioenergetics

How is it assessed:

- Written exam: 1 hour and 45 minutes
- Foundation and Higher tier
- 100 marks
- 50% of the overall GCSE.
- Question type: multiple choice, structured and closed answers as well as, long and short full sentence answers.

Paper 2: What is assessed: Topics 5-7; Homeostasis and response, inheritance, variation and evolution; and ecology

How is it assessed:

- Written exam: 1 hour and 45 minutes
- Foundation and Higher tier
- 100 marks
- 50% of the overall GCSE
- Question type: multiple choice, structured and closed answers as well as, long and short full sentence answers.

Qualifications: At the end of this course, the candidate will have achieved a GCSE in Biology, grade 9-1.

GCSE CHEMISTRY

Exam Board: AQA

Why choose Chemistry?

You may be really good at science, studying GCSE Chemistry will give you the opportunity to study some of the topics you have looked at briefly in year 7 or 8 in more detail.

You may want to do A 'level Chemistry, it is therefore advisable that you do GCSE Chemistry, as most colleges and 6th forms want all their students to have passed GCSE Chemistry, as it helps to prepare you for A level Chemistry, by covering the subjects in greater depth.

You may be interested in a career within the Science field, professions such as a: **Doctor, Medical Researcher, Lawyer, Biochemist, Pharmaceuticals, Pharmacist, and a Chemical Engineer.**




GCSE Chemistry

This GCSE is assessed by carrying out two externally marked examination papers.

Paper 1: What's assessed Topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; quantitative chemistry, chemical changes; and energy changes.

How is it assessed:

- Written exam: 1 hour and 45 minutes
- Foundation and Higher tier
- 100 marks
- 50% of the overall GCSE.
- Question type: multiple choice, structured and closed answers as well as, long and short full sentence answers.

Paper 2: What is assessed: Topics 6–10: The rate and extent of chemical change; organic chemistry; chemical analysis, chemistry of the atmosphere; and using resources.

How is it assessed:

- Written exam: 1 hour and 45 minutes
- Foundation and Higher tier
- 100 marks
- 50% of the overall GCSE.
- Question type: multiple choice, structured and closed answers as well as, long and short full sentence answers.

Qualifications:

At the end of this course, the candidate will have achieved a GCSE in Chemistry, grade 9-1.

GCSE PHYSICS

Exam Board: AQA

Why choose Physics?

You may be really good at science, studying GCSE Physics will give you the opportunity to study some of the topics you have looked at briefly in year 7 or 8 in more detail.

You may want to do A level physics, it is therefore essential that you do GCSE Physics, as most colleges and 6th forms want all their students to have passed GCSE Physics. It is also important that you have excellent Maths's skills.

You may be interested in a career within the Science field that requires GCSE Physics such as: **Engineering, Pilot, Astronaut, a Meteorologist, NASA**




Assessment details:

This GCSE is assessed by carrying out two externally marked examination papers.

Paper 1
What's assessed: Topics 1–4: Energy; Electricity; Particle model of matter; and atomic structure.

How is it assessed:

- Written exam: 1 hour and 45 minutes
- Foundation and Higher tier
- 100 marks
- 50% of the overall GCSE.
- Question type: multiple choice, structured and closed answers as well as, long and short full sentence answers.

Paper 2
What is assessed: Topics 5–8: Forces; Waves; Magnetism and electromagnetism; and Space physics

How is it assessed:

- Written exam: 1 hour and 45 minutes
- Foundation and Higher tier
- 100 marks
- 50% of the overall GCSE.
- Question type: multiple choice, structured and closed answers as well as, long and short full sentence answers.

Qualification
At the end of this course, the candidate will have achieved a GCSE in Physics, grade 9-1.

GCSE COMBINED SCIENCE SYNERGY

All students study this course, unless opting to study Separate Sciences

Exam Board: AQA

Science is the gateway to many different careers that do not all involve working with medicine.

A GCSE in Science can lead to careers such as: Politics, Law, Car Manufacture, Agriculture, NHS, An environmentalist, as well as the more conventional careers such as, nursing, nutritionist, pharmacist, doctor, teacher.

Combined Science GCSE involves the study of Biology, Chemistry and Physics; however it does not cover as much content as GCSE Biology, GCSE Chemistry or GCSE Physics. Studying Combined Science will allow students to study A level Science, however, the greater breadth of Separate Sciences may be beneficial

At the end of a two-year Combined GCSE Science course, you will be awarded 2 GCSE's in Science Grade 9-1.

Assessment details:

This GCSE is assessed by carrying out **FOUR externally marked** examination papers lasting 90 minutes each.

The subject content is organised into 8 themes covering all 3 Sciences:

- 1. Building blocks
- 2. Transport over larger distances
- 3. Interactions with the environment
- 4. Explaining change
- 5. Building blocks for understanding
- 6. Interactions over small and large distances
- 7. Movement and interactions
- 8. Guiding Spaceship Earth towards a sustainable future

How it is assessed

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 25% of GCSE
- Paper 1 & 3: Multiple choice, structured, closed and open short answer questions, with greater emphasis on knowledge and application (AO1 and AO2) than analysis and evaluation (AO3).
- Paper 2 & 4: Multiple choice, structured, closed and open short answer questions. This paper assesses most of the analysis and evaluation (AO3) skills, and most of the work on the required practical's, for the topics.

What will be assessed:

Paper 1 & 2

Life and environmental sciences

Topics 4.1–4.4: Building blocks; Transport over larger distances; Interactions with the environment and Explaining change.

Paper 3 & 4

Physical sciences

Topics 4.5–4.8: Building blocks for understanding; Interactions over small and large distances; Movement and interactions and Guiding Spaceship Earth towards a sustainable future.

Qualification
2 GCSE's in Combined Science Grade 9-1.

GCSE HISTORY

Exam Board: AQA 8145

Units to be studied

America, 1840 – 1895, Expansion and consolidation

Students will learn about the white settlement of the American West and the creation of the USA, this will include an understanding of the causes and consequences of the American Civil War.

Conflict and tension, 1918 – 1939

Students learn about the peace making agreements made after World War I, including the formation of the League of Nations. They then study the origins and outbreak of World War II, including the rise of Hitler.

Britain: Health and the people: c1000 to the present day

Students study the development of medicine from medieval times all the way through to the 21st century. This will include the contribution of important individuals, like, Louis Pasteur, Alexander Fleming, Florence Nightingale and John Snow.

Norman England: c1066 – c1100

Students learn about the Norman invasion of 1066 and subsequent conquest. This will include an analysis of life in England under Norman rule and a brief study of a Norman historical site.

Assessment

There will be 2 written exam papers, each will be 2 hours long.

Why choose History?

History gives us a perspective and understanding of the present and it helps satisfy our curiosity about the world. It is an 'academic' subject, highly respected and valued by universities and employers. It is useful for a lot of careers and not just the obvious ones: Law, Journalism, Media, Business, Finance and the Public Sector. It is very useful even if you are aiming to be a scientist because they need to communicate their ideas effectively.

GCSE GEOGRAPHY

"There has never been a better or more important time to study geography. With growing interest in issues such as climate change, migration, environmental degradation and social cohesion, geography is one of the most relevant courses you could choose to study. Geographers are also highly employable". (Director, Royal Geographical Society)

The GCSE Geography specification enables a variety of teaching and learning approaches. This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them.

Exam Board: AQA (8035)

Paper 1: Living with the physical environment	Paper 2: Challenges in the human environment	Paper 3: Geographical applications
1.The challenge of natural hazards – Tectonic hazards, tropical storms, climate change 2.The living world - Ecosystems, tropical rainforests, hot deserts 3. Physical landscapes in the UK - Coasts, rivers 4. Geographical skills	1.Urban issues and challenges - Urbanisation , megacities, Brazil, UK Cities, sustainability 2. The changing economic world- LIC's, HIC's's, migration, trade and business, Nigeria, UK 3. The challenge of resource management –Energy 4. Geographical skills	1.Issue evaluation. 2.Fieldwork is an important aspect of GCSE Geography and at least 2 trips will be offered over the 3 -year period. 4. Geographical skills.
Written Exam: 1 hour 30 minutes 35% of the GCSE	**Written Exam: 1 hour 30 minutes 35% of the GCSE.**	**Written Exam: 1 hour 15 minutes Pre-release resources made available 12 weeks before paper 3. 30% of the GCSE.**

Will Geography be useful to you in the future?
Geography will help you to be more aware of the everyday life and problems of the people who live locally and globally. Geography is a highly topical subject, ever -changing as the world events unfold. Possible careers include:

Travel Writing *Pilot* *Teaching* *Armed Forces* *Archaeologist*

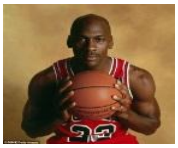
Architecture *Tourism Adviser* *Advertising* *Campaign Planner* *Charity Worker*

Tour guide *Publishing* *Police Force* *Journalism* *DesignerLaw* *Engineer*

Environmentalist *Geologist* *Ecologist* *GIS* *Transport management* *Development*

Famous Geographers include:

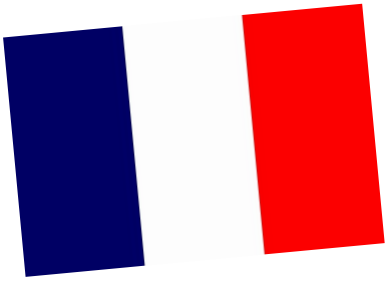
Prince William



Michael Jordan (Professional Basketball)

David Attenborough (Broadcaster)

Mother Teresa (Catholic Nun)



GCSE FRENCH

Examination Board: Edexcel Specification Code: 15PO

Overview

The world is shrinking!

French is one of the most widely spoken languages in the world, spoken by 220 million, as the official language of 29 countries. It is the sixth most widely spoken language an Europe's second most widely spoken mother tongue with over 77 million speakers, after German (around 100 million) but ahead of English (around 61 million). French shares with English the distinction of being taught as a foreign language in the education systems of most countries around the world.

Topics Covered

You will develop 4 skills –Listening, Speaking, Reading and Writing.

Themes are:

- Identify & culture
- Local, national and international areas of interest
- Current & future study and employment

Assessment

100% - exam at the end of Year 11

- 25% LISTENING-Higher or Foundation tier
- 25% READING – Higher or Foundation tier
- 25% SPEAKING – 7-12 minutes speaking test. Higher or Foundation tier
- 25% WRITTEN- Written paper –Higher or Foundation tier

Course Progression

The course in Modern Languages aims to:

- Enable pupils to communicate effectively and successfully in the language via the skills of listening, speaking, reading and writing;
- Enable pupils to understand the nature and structure of language and thereby enhance their understanding of English;
- Enable pupils to acquire the necessary skills for further study, work and leisure;
- Help pupils appreciate and value culture and ways of life different from their own.
- Encourage pupils to study independently;
- Help equip pupils to understand their role in an increasingly global community.
- Promote enjoyment and intellectual stimulation

Notes

Knowledge of a foreign language, to whatever level, is increasingly important as an essential key skill in today's world, especially in the workplace. The days of assuming everybody else will speak English are steadily fading. In fact, only 5% of the world's population actually speak English as their first language, and 75% have no knowledge of English at all!

Taking a language to GCSE will equip you well for foreign travel and your career in the future, as well as giving you good all round skills in listening, speaking, reading and writing. You will study various topics which are very useful if you are abroad and wishing to cope with daily life or make new friends, and you will also learn the grammar you will need if you wish to study your language to A-level. There will be vocabulary to learn throughout the course and some languages require written coursework

Career Opportunities

With the renewed focus on the English baccalaureate and Progress 8 subjects, people are realising the importance of having a foreign language at GCSE. Employers want staff with a board skill set and confident manner. Having a language improves your communication skills, makes you more culturally aware and provides you with opportunities your fellow employees may never get! Many French graduates use their language skills on a daily basis, many use the skills learnt from studying a language- employers can't lose!

GCSE ART & DESIGN

Exam Board: EDEXCEL

Assessment: Coursework 60% Controlled assignment 40%

Subject Details:

The GCSE general course covers a range of activities and in -depth assignments. You will have the opportunity to experiment with different media in order to explore your strengths and preferences. The main aim of the course is to develop your visual skills and for you to build a comprehensive portfolio of work, to progress to further courses or employment.

It is desirable for students to be keen, imaginative and able to sustain an investigation or research into different artists work when required. This should support their own practical work. There will hopefully be opportunities to enjoy gallery visits and workshop experiences with local artists to support their own learning.

What do I need to know, or be able to do, before taking this course?

This course is suitable for students who are:

- Keen to develop their visual skills
- Creative, enthusiastic and imaginative
- Able to sustain and investigate ideas
- Able to enjoy visits to galleries, museums, workshops and studios
- Willing to experiment and take risks in their work to pursue new ideas
- Willing to review their progress and make improvements.

Assessment

Edexcel's GCSE Art and Design is made up of two components:
Unit 1: Personal Portfolio in Art and Design; This component consists of a body of work exploring one or more themes, generally selected by the student. This is internally assessed.
Unit 2: Externally set assignment- This is an externally set theme. Students work on their own personal idea over a period of time. This is internally marked
Both Unit 1 and 2 are assessed using the same 4 assessment objectives. These can be summed up as: develop, review/experiment, record, present. Students will be:

- Developing ideas
- Experimenting with materials and techniques
- Recording information 2D/3D
- Presenting a personal response

Each unit is assessed separately out of 72 marks. However, Unit 1 is worth 60%. Unit 2 is worth 40% of the overall grade.

Further Qualifications

On completion of your GCSE Art and Design Course, you could progress to further education.

Courses that colleges offer at Level 3 include:

- Specialist Diploma in Creative and Media
- GCSE AS and A Level Art & Design

If you choose to look for a job, you will have a portfolio of work that will evidence your ability to pursue a two-year GCSE course in art and design, covering different assignments and producing a range of work. There may be opportunities to work, for example, in local design offices, graphic companies and retail, or you may choose to be self-employed.

You can find out more about the GCSE in Art and Design, by accessing the website: www.edexcel.com and also by talking to teachers or accessing the BBC Bitesize website.

Types of jobs using Creative Arts & Design

Art Heritage
- Museum /Gallery conservator

Creative Design
- Furniture designer
- Industrial/ product designer
- Jewellery designer
- Metalwork/silversmith designer
- Textile designer

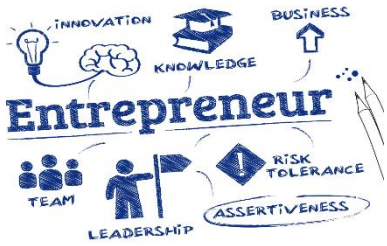
Display Design
- Exhibition designer
- Photographic stylist
- Production designer, theatre /television /film

Fashion
- Colourist
- Costume designer
- Embroidery designer
- Fashion designer
- Fashion illustrator
- Fashion photographer
- Makeup artist

Photographers
- Documentary photographer
- Medical illustrator
- Photographic stylist
- Press photographer

GCSE BUSINESS

Qualification Award: 1 GCSE -Grade 9-1
Exam Board: Edexcel



The key aims of GCSE Business:

- To know and understand business concepts, business terminology, business objectives and the impact of business on individuals and wider society
- To apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
- To investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business

Assessment:

100% examination

Theme 1: Investigating small business
Written examination: 1 hour and 30 minutes
50% of the qualification.
This theme concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business.

Theme 2: Building a business
Written examination: 1 hour and 30 minutes
50% of the qualification
The second theme examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows

Enrichment and Trips:
A wide range of trips and enrichment activities will be planned to take place, including visits to various businesses and higher education establishments.

Post Course Progression:
Students can progress from this qualification to a number of different academic and vocational qualifications at Level 3, including GCEs in Business, History, Geography, Economics and Psychology and BTEC Nationals in Business.

The knowledge and skills gained from GCSE Business support students' entry into employment or other training in specific aspects of business, such as apprenticeships and vocational qualifications which focus on more specialised business areas.

GCSE Business provides a strong foundation for employment, with students progressing, with further training, to a wide range of careers training such as banking, sales, product management and general management.

GCSE DRAMA

Why study Drama?

Drama allows you to develop knowledge and skills, the freedom to be creative and the support to help you achieve your best.

Drama gives students the opportunity to express themselves more openly and offers students the balance of academic and vocational.

We will cultivate and nurture student's confidence, creativity and charisma and teach students a whole host of transferrable skills that are valuable to sixth forms, colleges, and employers!

What will you study?

Independent composition

Group work

Characteristics of performance

Study key dramatic pieces

Terminology

Roles and responsibilities

Conventions

Context

What skills will you develop and strengthen?

Collaboration

Creativity

Communication

Problem solving

Adaptability

Time management

Leadership

GCSE RELIGIOUS STUDIES

Exam Board: AQA

A Popular Choice
Would it surprise you to learn that more students now take Religious Education at GCSE and A Level than at any other time in the past? Why do you think the subject has become so popular?

Understanding Society
Maybe it's because our society has become so multi-cultural that issues of religion are headline news. What people believe and how they behave has become a fascinating area for study.

The Choice of Employers
Just as important in explaining the rise in the number of students taking religious studies, is the fact that employers really value the qualification. As one major High Street computer games retailer has recently told its recruitment teams: "When employing staff, look out for students of religious studies – they are usually very solid, reliable, thinking people who are likely to have good logical skills and also be very people orientated.''

A Colorful & Relevant Subject
Would you like the same to be said of you? Would you like to learn more about religion and morality from a worldwide perspective? If so, then opt for Religious Studies or Islamic Studies and join the many thousands of students in the UK who can see the advantages of taking a very colourful subject that will teach you the life skills of critical thinking, evaluation, cultural understanding and empathy.

What other students have said:
"I am not religious, but this GCSE has been really interesting. We've looked at two religions and have been encouraged to be critical of each of them."

"The subject is taught in a very exciting and up to date way."

"The visits and speakers were really interesting."

What Will I Study?

The Full course GCSE is split into 2 units:

Unit 1- The study of religious beliefs, teachings and practices

What is assessed? Beliefs, teachings and practices from Christianity and Islam.

How is it assessed? Written exam: I hour 45 minutes

96 marks (plus 5 for Spelling, punctuation and grammar)

How will I be taught?
You will be taught by departmental specialists in the study of religions. The Department makes great use of ICT, power-point, interactive learning, internet, visits to places of worship and guest speakers from within the Muslim and Christian communities. Teacher-led class discussion/debate is also a key feature of the course. Assessments take place after each unit. After-school revision sessions are offered in the run up to examinations, and pupils will even have an opportunity to get one paper out of the way at the end of year 10 so you can spread the work-load over the two years. Pupils find this helpful.

50% of GCSE

What type of question?

Each religion has a common structure of two five-part questions of 1,2,4,5 and 12 marks

Each religion is marked out of 48

Unit 2- Thematic studies

What is assessed?

- Religion, crime and punishment
- Religion and life
- Religion, human rights and social justice
- Relationship and family

How is it assessed? Written exam: I hour 45 minutes

96 marks (plus 5 for Spelling, punctuation and grammar)

50% of GCSE

What type of question?

Each theme has a common structure of one five-part question of 1, 2, 4, 5, 12 marks. Each theme is marked out of 24

.

Please see Mrs Ashraf for more information

Careers and Employment

There are three main ways of 'using' religious studies in the world of work:

1. *Careers where it is important or useful to have knowledge of what really matters to people*: **health care, child care, medicine, psychologist, customer services.**

2. *Careers which make good use of the research, investigatory and report writing techniques learned in studying religion*: **law, police work (forensic), psychology, public services, management.**

3. Careers where you need specific knowledge of religions: **teaching, social work, archaeology, museum work, fine art, conservation/natural history, architecture, youth work and ministry.**

Jobs that you could actually do with this subject

- Business (particularly international business)
- Counseling and Social Work
- Education
- Journalism
- Law
- Medicine
- Event planning, hospitality , or the service industry
- The government, foreign service or the peace corps
- Marketing and management
- Museums and the arts
- Non- profit or non-governmental organizations
- Publishing

DESIGN AND TECHNOLOGY - GCSE FOOD PREPARATION AND NUTRITION

This fresh and exciting course will equip you with an array of culinary techniques, as well as knowledge of nutrition, food traditions and kitchen safety.

This course is an exciting and creative course which focuses on practical cooking skills to ensure you will develop an understanding of food preparation and nutrition. At its heart, this qualification has been designed to nurture your practical cookery skills and to give you a strong understanding of nutrition.

By studying GCSE food preparation and nutrition learners will:

- ✓ be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment
- ✓ develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks
- ✓ understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- ✓ understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- ✓ demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- ✓ understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.
- ✓ if students are unsuited to GCSE Food, they will study an alternate, equivalent vocational qualification.

COMPONENTS:

The qualification is broken into 3 parts:

Component 1 – written exam -50%

Component 2 – two practical assessments – 50%

Component 1: Principles of Food Preparation and Nutrition
Written examination: 1 hour 45 minutes
50% of qualification

This component will consist of two sections both containing **compulsory questions** and will assess the six areas of content as listed in the specified GCSE content.

Section A: questions based on stimulus material.

Section B: structured, short and extended response questions to assess content related to food preparation and nutrition.

Component 2: Food Preparation and Nutrition in Action
Non-examination assessment: internally assessed, externally moderated
Assessment 1: 8 hours
Assessment 2: 12 hours
50% of qualification

Assessment 1: The Food Investigation Assessment
A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food. :

Assessment 2: The Food Preparation Assessment
Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

These assessments will be based on a choice of tasks released by WJEC annually.

Examples of Assessment 2:

Cooking 3 products with accompaniments in 3 hours.

DESIGN AND TECHNOLOGY – GRAPHICS AND VISUAL COMMUNICATION

Who is this qualification for?

This qualification is intended for students interested in using graphics based materials in a practical and imaginative way, in the context of marketing and promotion. Learners will develop an understanding of commercial and industrial processes and an awareness of careers within the industry. It will particularly appeal to learners who are looking for a course that is practical in nature.

The Technical Award in Visual Communication will give students the opportunity to develop an understanding of:

- Digital software applications
- How to develop products, both traditional and digital, that demonstrate creativity and originality
- Materials, components and technologies and the ability to select these appropriately
- How to read, interpret and work from drawings, plans and instructions (Architecture)
- Quality and how this can be achieved by making to fine tolerances
- Key technical terminology related to materials and processes
- Commercial and industrial practices
- Career opportunities

How is the course assessed?

1. Extended making project *(50% of the overall qualification)*
Students will undertake an extended making project that showcases new skills they have developed and skills that can be transferred in everyday life. Learners will develop skills in planning and development, making, testing and evaluation and the transferable skill of communication.

2. Fundamentals of Visual Communication (*50% of the overall qualification)*
Students will study the fundamentals of Visual Communication including:

- Visual communication techniques
- Processes in industry
- Health and safety
- Materials and stock forms
- Tools and equipment
- Systems and control procedures
- Social and environmental issues
- Career opportunities

What can this course lead onto and what careers?
The technical award in Graphics and Visual communication can lead into the following careers; Interior Designer, Architectural Designer, Advertising creative, Product Developer, Creative designer, Graphic designer, Planning coordinator, Product designer, Visual merchandiser, Photographic assistant, Photography design, Cinematography designer, Jewellery designer/creator, Games Designer, Product Designer and a Car Designer/Developer.

Educational Visits
Over the years students have had the opportunities to visit Birmingham City University to see how Hollywood films are made, in the "green room". In addition, students have also seen the visual communication of upcoming films. Students have also visited the ITV news studio to develop an understanding of how visual communication can be creative and inspiring, within a career of endless opportunities.

DESIGN AND TECHNOLOGY - GCSE RESISTANT MATERIALS TECHNOLOGY

Who is this qualification for?

This qualification is intended for learners aged 14-16 years old who are interested in understanding the working properties of woods, metals and polymers (plastics) and wish to use these materials in a practical way. It will particularly appeal to learners who are looking for a course that is practical in nature and will prepare them for further study and employment within related industries. Resistant Materials is a great subject to choose if you like designing new products, understanding what things are created from and why. In this subject, we cover a wide range of topics surrounding design, manufacture and marketing. You will learn about materials, commercial manufacturing processes, health & safety, the design process and market considerations amongst other things.

What can this course lead onto and what careers?

Learners will gain a broad understanding of the properties of materials and commercial practice in related industries. They will develop practical skills which will enable them to produce practical outcomes manufactured from woods, metals and polymers. Careers are linked with engineering, architecture and surveying being some of the top careers resistant materials technology can lead into. Other careers are; technician, architect, civil engineering, surveyor, mechanical engineering, automotive designing, product designer, CAD/ CAM designer and exhibition designer.

DESIGN AND TECHNOLOGY - GCSE FASHION AND TEXTILES

Why Chose Textiles at GCSE?

"Textile and apparel industries are one of the fastest-growing industries, providing employment to millions."

What transferable skills can I learn in Textiles?

Problem solving *Ability to design and plan* *Ability to work safely* *Creative thinking*
Communication skills *ICT skills* *Life skills*

Pupils have achieved some of the highest results this year under the new GCSE grading system. Textiles achieved an 88% pass rate. This is an outstanding result and pupils have made significant progress.

Who is this qualification for?
This qualification is intended for learners aged 14-16 who are interested in using textiles in a practical way within the context of the fashion industry and wish to develop skills and knowledge that will prepare them for further study and employment within this sector. It will particularly appeal to learners who are looking for a course that is practical in nature.

Educational Visits
Modo Live is everything you love about fashion. You will have the opportunity to visit the UK's top designers and the country's hottest trends on the nation's biggest catwalk. This exciting educational visit is a primary research task as part of controlled assessment.

What can this course lead onto and what careers?
The field of textile design encompasses a variety of career opportunities, since cloth is used in goods people use every day, such as clothing, bath towels, bed linens and other essential products. Studying textiles, can lead you into a variety of different career choices. Some of the less obvious jobs linked to textiles are: fashion blogger, fashion buyer, fashion journalist, image consultant, smart textiles designer, interior designer and textiles innovation engineer.

Textiles students can continue to study a variety of different fields at higher education; these can include textiles, fibre and polymer science, smart/ modern materials technologist, biotechnologist, medical textiles, business administration, teaching, and law. Biotechnologists use a variety of scientific disciplines to improve processes for a range of different industries including pharmaceuticals, healthcare, biofuels, agriculture, conservation and food production. Medical textiles are also known as Healthcare textiles. Medical textiles are one of the most rapidly expanding sectors in the technical textile market. It is one of the major growth areas within technical textiles and the use of textile materials for medical and healthcare products ranges from simple gauze or bandage materials to scaffolds for tissue culturing and a large variety of prostheses for permanent body implants

BTEC Music

Subject name and examination board
Pearson Edexcel - BTEC Level 2 Tech Award in Music Practice

What is it about?
Music is what makes humans, human! As an industry, music covers and includes a phenomenal amount of different jobs. This BTEC is successful as it appeals to a wide range of interests as some students have a passion in performing, others may prefer to learn how to become a composer/song-writer whereas some will want to focus on using computer software to sequence and mix a track.

The course has two internally assessed components and one externally assessed component (there is no written exam).

Component 1: Exploring Music Products
Through a series of workshops and practical tasks, you will create a portfolio exploring a variety of styles and genres of popular music (such as disco, punk, reggae, motown, Britpop, RnB, Rock), world music, music for film and games, western classical styles and blues. Through these practical workshops, listening and theory elements will also be developed. The aim of this component is to capitalise on, nurture and encourage your own musical interests.

Component 2: Music Skills Development
You will specialise in two different areas out of these three: Music Performance, Creating Original Music (song writing/composing) and Music Production (using computer software to produce music).

Component 3: Responding to a Commercial Music Brief
This component will allow you to work to your strengths and interests and apply the skills that you have learned throughout your course in a practical way. You will focus on a particular area of the music industry that excites and appeals to you and respond to a commercial music brief as a composer, performer or producer.

What other skills will I develop?
You will need to develop Music Technology skills in order to help you produce your composition coursework. Music is considered one of the most employable subjects because of the range of skills covered, including self-management, communication and presentation, which are vital to any future course of study.

How will I be assessed?
The course has two internally assessed components, and one that's externally assessed. The externally assessed unit is not a written exam paper but instead the assessment takes the form of a set task taken under supervised conditions, which is then sent away to be marked.

What is the course worth?
The BTEC Level 2 Tech Award has the exact same worth/points as a GCSE. The grading is Distinction+, Distinction, Merit, Pass. This is equivalent is A+ (8/9) for Distinction +, A (7) for Distinction, B (5/6) for Merit, C (4) for Pass and D (3) for Level 1.

What could I study Post 16?
A Level Music, Level 3 BTEC National in Music or a BTEC National in Music Technology, Performance and Production Studies.

What ICT and digital opportunities will I experience?
The music department has its own suite of computers, with specialist software and hardware included.

What possible careers could I have?
The BTEC Tech Award is an introduction to vocational learning. The qualification gives learners the opportunity to build skills that show an aptitude for further learning, both in the sector and more widely. The approach to BTEC Tech Award is based on well-established BTEC assessment approaches that are proven to be successful in building skills and motivating learners to engage fully with challenging study. There is no limit to progression options as the skills acquired are applicable to a range of post-16 study options.

There is a vast spectrum of careers within the music industry but a snapshot includes; performer, composer/song-writer, record producer, manager, music therapist, music journalist/blogger, live sound technician, promoter, concert manager, studio manager, radio presenter, music teacher, instrumental technician etc.



CHILD DEVELOPMENT LEVEL 1 / 2

OCR Cambridge Nationals
Exam Board: OCR
OCR Assessment:

R057: Health and well-being for child development – Exam paper

R058: Create a safe environment and understand the nutritional needs of children from birth to five years

R059: Understand the development of a child from one to five years

Pupils study will include analysis of:

- Pre-conception health and reproduction
- Antenatal care and preparation for birth
- Postnatal checks, postnatal care and the conditions for development
- Childhood illnesses and a child safe environment.

Non-Examined Assessment Requirements

Pupils will study the growth and development of a child or children under the age of five.
Pupils will also need to complete two short projects which focus on practical skills.

Grading for this subject is pass, merit, distinction and distinction*.

This course is designed to encourage candidates to plan and carry out research and investigations. The specification focuses on child development from conception to the age of five. Pupils will develop knowledge, understanding and skills in relation to the following:

- **Pre-conception**
- **Conception,**
- **Pregnancy,**
- **Birth**
- **Post natal care**
- **Diet**
- **Health in relation to young babies and children,**
- **Stages and conditions of development a**
- **Support available to the child and family.**

Pearson BTEC

Tech Award Level 1/2 in Digital Information Technology

Exam Board: **Pearson**

Assessment:

Component 1(30%): Exploring User Interface Design Principles and Project Planning Techniques
Component 2 (30%): Collecting, Presenting and Interpreting Data
Component 3 (40%): Effective Digital Working Practices

BTEC Tech awards are graded Pass, Merit and Distinction at Level 1 or Level 2

Course overview: The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. The main focus is on four areas of equal importance, which cover the following:

- Develop key skills in project planning, user interface design, and data presentation through dashboards.
- Understand processes like iterative design, cybersecurity, virtual teamwork, and ethical/legal practices in digital technology.
- Build essential attitudes such as personal management and effective communication.
- Gain knowledge on user interface design, data-driven decision-making, virtual workplaces, and cybersecurity challenges.

Exciting New Software: We have new Adobe Creative Cloud software installed for pupils to enhance their IT/Computing skills in planning, designing and creating their own products using Adobe Photoshop for image editing, Dreamweaver for web design as well as using Office 365 where pupils will have access to all MS apps such as MS Excel and MS Access for data modelling.

The Components are broken down into:

Component 1: Exploring User Interface Design Principles and Project Planning Techniques

(Internal Coursework)

This is assessed by completing an assignment.
Learners will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface

- **Understand interface design for individuals and organisations**
- **Be able to use project planning techniques to plan, design and develop a u ser interface**
- **Be able to review a user interface.**

Component 2: Collecting, Presenting and Interpreting Data

(Internal Coursework)

This is assessed by completing an assignment.
Learners will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information

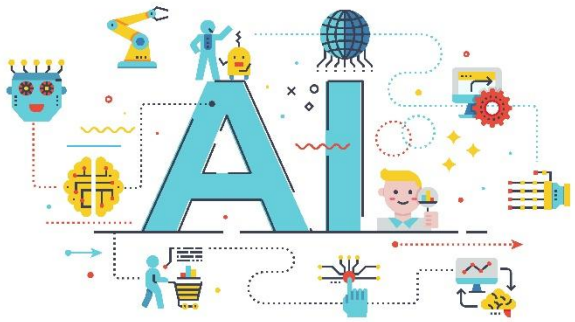
- **Understand how data is collected and used by organisations and its impact on individuals**
- **Be able to create a dashboard using data manipulation tools**
- **Be able draw conclusions and review data presentation methods.**

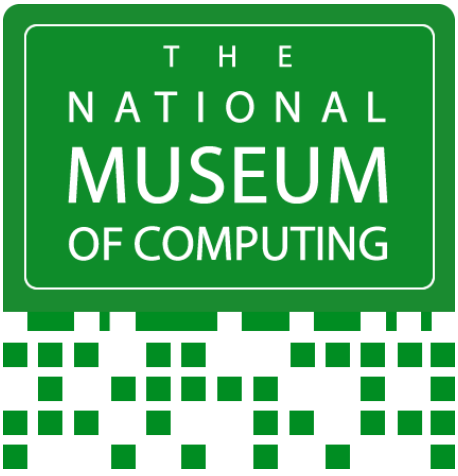
Component 3: Effective Digital Working Practices

(External Exam)
Learners will explore how organisations use digital systems and the wider implications associated with their use.

- **Demonstrate knowledge of facts, terms, processes and issues in relation to digital information technology**
- **Demonstrate an understanding of facts, terms, processes and issues in relation to digital information technology**
- **Apply an understanding of facts, terms, processes and issues in relation to digital information technology**
- **Make connections with the concepts, issues, terms and processes in digital information technology**

Educational Visits are organized to support students learning outside the IT Classroom to see how IT is used in the real world.





Minimum Requirements:
The Pearson BTEC Tech Award Level 1/2 in Digital Information Technology is ideal for students who enjoy aspects of Computing and IT. This course focuses on digital design and development, requiring enthusiasm for computer use and a willingness to learn new software skills.

Career Pathways with Digital IT
Applications Programmer, Information Systems Manager, Database Administrator, Information Technology Consultant, Multimedia Programmer, Software Engineer, Systems Analyst, Systems Designer, Computer Game Designer, Cyber Security, Robotics, Technical Support Specialist.

Pearson BTEC Tech Award Level 1/2 in Sport

Course Overview:
The BTEC Tech Award in Sport course covers many of the staple aspects of physical education combined with evaluating new technologies and innovations.
The course is split into three components:
• Component 1 explores how participants are prepared to take part in sport and physical activity
• Component 2 allows students to demonstrate their knowledge and ability within a selected sport. This will include knowledge of the rules, practical competence in the sport and demonstrate the ability to make improvements to individual's skills within the sport.
• Component 3 investigates fitness testing and training, how the body adapts to training and how training programmes are designed to improve fitness in sport and physical activity

You will learn by:
The course offers opportunities to research different aspects of sport, develop your analysis and evaluation skills, the ability to process and present facts and data, explore methods to improve your own and others performance and to put many of these ideas into a practical experience.

You will be assessed by:
Components 1 and 2 are assessed through non-exam internal assessments. These assessments are set by the awarding body, marked within school and externally moderated. Assessments will take place at a set time and have strict timescales to complete them in. Component 3 is assessed through a 90-minute examination (60 marks), set and marked by the awarding body.

Tiers of entry:
The BTEC qualification is a Level 1/2 course where students have the opportunity to achieved results from a Level 1 Pass through to a Level 2 Distinction* which are the equivalent of GCSE grades 1-9.

Aims of the course:
The course aims to develop specific knowledge and understanding of the sport and active leisure industry, focusing on health, fitness, activity and sport. The specialist knowledge includes the body systems, sports injuries, technological advances, fitness testing and training, nutrition, psychological factors, and the skills and qualities of sports leaders.

What skills will you develop from this course?
• Research
• Evaluation and analysis
• Personal skills and qualities such as confidence, communication and organisation
• The ability to work with others

Progression route:
Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification.
Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:
• A Levels as preparation for entry to higher education in a range of subjects
• Study of a vocational qualification at Level 3 as part of our Sports Academy offer, such as a BTEC National in Sport, which prepares learners to enter employment or an Apprenticeship, or to move to higher education by studying a degree in the sport or sport and exercise areas.

Additional information:
There are opportunities within the course to use skills and knowledge from other subjects, such as science when investigating the body systems, maths for interpreting data from fitness tests and calculating training zones, and English for writing and presenting assessments.