



GCSE & Vocational Qualifications

Subject Information 2022

Introduction to Options 2022

Dear Parents, Carers and students of John Cabot Academy,

Welcome to the 2022-23 Options process for Year 9. This is always an exciting and important time for students as they make decisions about the courses they wish to study for the next two years, and often beyond. At John Cabot Academy, we actively seek to provide the breadth and choice that students desire, within a framework of educational balance to enable our students to achieve the best possible range of qualifications in meeting their future aspirations. All students are able to follow the route that is best for them, and all will be given appropriate career advice to help them make the right choice.

Across Year 10 and 11, all students will follow a core curriculum which consists of English Language, English Literature, Maths, Combined Science (2 GCSEs but all three sciences studied), Physical Education (Core PE) and Personal Education (PSHE).

In addition, students can select up to four additional subjects to study at KS4, as outlined in this booklet. It is expected that many students will pick a Language and a Humanities in their choices to maintain a broad and balanced curriculum, however, the only stipulation is that they must choose **at least one** of the following:

- GCSE Spanish
- GCSE History
- GCSE Geography
- GCSE Computer Science

In addition, as an alternative to Combined Science, students who are keen to pursue the study of science in more depth can choose to study Separate Sciences – which would be one of their four option choices. If your child is in doubt about whether this would be the right route for them, they can speak with their science teacher.

Advice and guidance is an important part of the process and during the final week of Term 3 and the first three weeks of Term 4 all Year 9 students have received a range of support which will include individual or small group support in deciding the most appropriate courses to study further.

Throughout Year 9, they will also all have the opportunity to meet with our careers' advisor to discuss their future aspirations and to start to consider what their next steps might be.

On Wednesday 16 February the Options presentation will also provide a useful overview of the process and will give you a chance to ask questions via the Live Event on Teams. You will also be able to obtain further details about option subjects as part of the Year 9 Parents and Carers' Evening.

We anticipate being able to meet the needs of the vast majority of our students' requirements – either their first or second choices, however we do reserve the right to make the final decision on choice, depending on timetable and staffing constraints or should low numbers preclude us running a particular course. We will keep you fully informed of any changes as we move through this important process.

Finally, please remember that it is the quality of outcomes and enjoyment of the subject that really matters. The aim of education remains to provide the necessary skills and knowledge that young people need for the future, whilst encouraging them to be lifelong learners.

If you have any questions or concerns about the options process, please do not hesitate to contact JCAInfo@clf.uk with the subject line as **Year 9 Options**.

Many thanks

Annie Massey

Assistant Principal for Raising Attainment

How to Choose your Option Subjects

All students will select a total of **four first choice option choices** to study – one from each Block – A – D **and one second choice** from each Block – A – D.

Please also remember that every student ***must study at least one of the following subjects:***

- ✓ ***Spanish***
- ✓ ***History***
- ✓ ***Geography***
- ✓ ***Computer Science***

Block A	Block B	Block C	Block D
Spanish	Geography	History	History
Photography	Separate Science	Geography	H&SC
Art	Photography	RP	Music
iMedia	Business	Business	Sport Science
Separate Science	Drama	Design and Technology	Geography
Design and Technology	History	Textiles	Computer Science
Hospitality & Catering		Statistics	

The option form will be completed online and a link for this will sent home via email and text message on **Friday 4th March**.

This will give students the opportunity to attend any taster sessions, for you to have quality conversations with teachers at the Parent and Carer Evening and then together you can discuss the choices over the half-term break.

The deadline for option choices is **Friday 18th March 2022** which allows two weeks to complete the online form.

Subject Information

Option Subjects

Information on the following optional subjects can be found in alphabetical order. All courses are GCSE or GCSE equivalent vocational qualifications.

Art, Craft and Design

Business, Enterprise and Marketing

Computer Science

Creative iMedia

Design Technology

Drama

Geography

Health and Social Care

History

Hospitality and Catering

Music

Photography

Religion and Philosophy

Separate Science: Biology, Physics, Chemistry

Spanish

Sport Studies

Statistics

Textiles

Subject Information

Qualification Title

GCSE Art, Craft and Design

Awarding Body and Website

AQA

<http://www.aqa.org.uk/>

Main Teacher Contact

Mrs. Campbell

Course Content

The course develops the ability to visualise your ideas and organise your own working schedule. You will also become used to working with a wide range of materials and techniques. You will learn where to look for original ideas and how to become more independently creative. Art and Design develops your own potential in the creative field. You will be taught how to present your ideas and research and how to prepare a portfolio. Most of all, you will learn to think for yourself and to be an individual. An ability to draw is essential and a wider interest in art and design and culture is encouraged. Students may also have an interest in printmaking, painting, photography, digital art and other mediums of self-expression.

Typical skills/aptitude/interests a student should have to do this qualification

Students must have an interest in the development of skills through the use of appropriate media, processes, techniques and technologies. They must also be interested in how sources inspire the development of ideas. For example, drawing on the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, contemporary situations or issues. The students must develop ideas and intentions by communicated through visual and tactile language, using formal elements, including, colour, line, form, shape, tone or texture.

Assessment

Art and Design is a coursework-based subject, students will submit a portfolio of coursework and an externally set assignment portfolio at the end of the course. This makes up 60% of your final grade.

You will take a controlled test at the end of the course. This means you select a single theme from 7 set by the examining board and research, investigate, plan, organise and then make a piece of work of your own design under examination conditions. This controlled test counts as 40% of the total marks.

Progression at Post 16

A Level Art and Design.

Possible Careers/Progression Routes after Post 16

Foundation Diploma (1 Year), Degree Courses.

Many students progress from GCSE and A Levels in Art and Design into further and higher education courses in the Creative Arts.

Subject Information

Qualification Title

OCR Nationals in Business, Enterprise and Marketing

Awarding Body

OCR

Main Teacher Contact

Mrs. Allen

Course Content

There are three mandatory units:

Unit R064: Enterprise and marketing concepts

Students explore 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.

Unit R065: Design a business proposal

Students are presented with a business challenge from which they create a researched and costed business proposal. They will carry out market research, present data, use idea generation tools, seek and act on feedback, and cost their proposals. In their work on this unit, they will develop their self-assessment, collaborative working, creativity, numeracy, research and evaluative skills.

Unit R066: Market and pitch a business proposal

Students prepare for and pitch the business proposal that they developed in the previous unit. They develop a brand identity and investigate how best to promote their product and then plan, practise and finally deliver their pitch. Afterwards they review both their performance and their business proposal. This will help develop their analysis and self-evaluative skills as well as those relating to self-presentation.

Typical skills/aptitude/interests a student should have to do this qualification

Business Studies students have an interest in the business world, product innovations, business entrepreneurs and perhaps have a desire to run their own business one day! Business Studies requires good knowledge of the wider world and current affairs. It requires students to be able to research independently, work well in groups and present work through a variety of means such as presentations and reports.

Assessment

The students will complete two units of coursework which covers 50% of the qualification and one exam which covers the other 50%. The first unit of coursework is Unit 065 'Design a Business Proposal' and once this is complete the students will start the second unit of coursework which is Unit 066 'Market and Pitch a Business Proposal'. The exam unit is 064 'Enterprise and Marketing Concepts' which will be sat in Year 11.

All results are awarded on the following scale:

Level 2: Distinction* (*2), Distinction (D2), Merit (M2), Pass (P2)

Level 1: Distinction (D1), Merit (M1), Pass (P1) and Unclassified

Progression at Post 16

Business Studies students have the opportunity to choose many routes of progression at Post 16. We offer A Level Business Studies, BTEC Nationals in Business, Financial Studies (Cefs) and Business Transition (Cambridge Technical).

Possible Careers/Progression Routes after Post 16

Many students go on to study BSc/BA Hons degrees in business related subjects. Accountants, Marketing or Recruitment Specialists; Financial Advisors; Project Managers or Business Management positions in a variety of areas and industries.

Subject Information

Qualification Title

GCSE Computer Science

Awarding Body and Website

OCR

<https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

Main Teacher Contact

Mr. Foster

Course Content

Over the course you will cover the following:

- **Computational thinking:** this is the process of thinking through a complex problem, taking the time to understand what the problem is and then develop potential solutions for evaluation. These are then presented in a way that a computer, a human, or both, can understand.
- **Theoretical content:** here you will understand the fundamentals of data representation and computer networks. You will learn about the computer systems that you will create and use and also delve into the world cyber security and ethical legal and environmental impacts of digital technology.
- **Aspects of software development:** understand how to implement and test a design to make sure it works effectively. Learn how to complete an overall evaluation to help refine the end product.

Typical skills/aptitude/interests a student should have to do this qualification

Computer Science evolved from Mathematics, as such, a student who has strengths in mathematical and logical thinking will typically do well in this subject. In addition, the journey to become a programmer is long and arduous, being able to stay determined and appreciate that overcoming frustrations is absolutely crucial to achieve the end goal of learning to program.

Assessment

You will have two written exams which are 1 hour 30 minutes each. Together they contribute 100% of your overall grade. Your programming project assesses your ability to use the knowledge and skills gained through the course to solve a practical programming problem. You will follow a systematic approach to problem-solving and will be assessed over 20 hours of work. The programming project does not count towards your final grade.

Progression at Post 16

A Level Computer Science.

Possible Careers/Progression Routes after Post 16

There is a huge lack of suitably trained individuals in the digital economy. Application Analyst, Business Analyst, Data Analyst, Database Administrator, Games Developer, Information Systems Manager, IT Consultant, Multimedia Programmer, SEO Specialist, Software Engineer, Systems Analyst, UX Analyst, Web Designer, Web Developer.

Subject Information

Qualification Title

OCR Level 1/2 Cambridge National Certificate in Creative iMedia

Awarding Body and Website

OCR

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

Main Teacher Contact

Mr. Bryce

Course Content

Creative iMedia lets students gain knowledge in a number of key areas in the media field, from pre-production skills to digital animation, and offers a hands-on approach to learning. The options available offer the chance for your son or daughter to explore areas of creative media that interest them. The Cambridge National in Creative iMedia will also provide opportunities to develop useful transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively.

Typical skills/aptitude/interests a student should have to do this qualification

Students will be developing multimedia products over a period of time, so students need to be able to be organised and be able to sustain their determination to deliver products that have been fully researched, designed, developed and tested. An interest in multimedia, video, animation, sound, web design and more.

Assessment

Most of the qualification is tested by coursework that's set and marked by your teacher. This will be done throughout the two-year course. So, if you like project work, enjoy research and doing practical things you may find a Cambridge National a better option than a GCSE. One of the units that students must take – on pre-production skills – involves a written exam that lasts one hour and 15 minutes and is set and marked by OCR.

Progression at Post 16

Cambridge National in Creative iMedia is effective preparation for a range of qualifications including Cambridge Technical in IT Level 3 or Digital Media Level 3 (these are OCR vocational qualifications that offer an alternative to A levels for students aged 16+).

Possible Careers/Progression Routes after Post 16

There is a huge lack of suitably trained individuals in the digital economy. Application Analyst, Business Analyst, Data Analyst, Database Administrator, Games Developer, Information Systems Manager, IT Consultant, Multimedia Programmer, SEO Specialist, Software Engineer, Systems Analyst, UX Analyst, Web Designer, Web Developer.

Subject Information

Qualification Title

GCSE Design and Technology

Awarding Body and Website

EDUCAS

<https://www.eduqas.co.uk/qualifications/design-and-technology/gcse/>

Main Teacher Contact

Mr. Oxley

Course Content

The new Design and Technology GCSE is designed for students to participate successfully in an increasingly technological world. The students will study technical, designing and making principles, including a broad range of design processes, materials, techniques and equipment, ranging from 3D printing, laser cutting technology and CAD packages.

The content below is taught in a series of mini projects that allow the students to understand the content through a practical aspect.

1 Technical principles Core knowledge and understanding

- design & technology and our world
- smart materials
- electronic systems and programmable components
- mechanical components and devices
- materials

2. Specialist technical principles

- a. electronic systems, programmable components and mechanical devices
- b. papers and boards
- c. natural and manufactured timber
- d. ferrous and non-ferrous metals
- e. thermoforming and thermosetting polymers
- f. fibres and textiles

3. Designing and making principles Core knowledge and understanding

- understanding design and technology practice
- understanding user needs
- writing a design brief and specifications
- investigating challenges
- developing ideas
- investigating the work of others
- using design strategies
- communicating ideas
- developing a prototype
- making decisions

Typical skills/aptitude/interests a student should have to do this qualification

Students must have a real interest in creativity, designing and manufacturing. An aptitude towards CAD/CAM and working in the workshop using more traditional skills to create products that are constructed through wood, metal or plastics. Students must also have an interest in being able to communicate their thought process, knowledge of materials and processes in various forms, such as portfolio work and sketching skills.

Assessment

The course is assessed in two main units:

Non-Exam Assessment (Coursework) 50%

Examination Paper 50%

What is involved in each unit?

Non-Exam Assessment (Coursework)

The non-examined unit is a design and make task that follows the design process. Students will undertake a single 'design and make' activity. This component will account for 50% of the student's overall mark and will consist of a digital portfolio and workbook that will consist of an investigation into a contextual challenge set by the examining board. Students will follow the design process, using new technologies, to design and manufacture a prototype using CAD/CAM and traditional methods.

Examination Paper

Understanding of theory is tested in one examination paper at the end of Year 11.

Progression at Post 16

Upon completion, students can progress to Technical Certificates and modern apprenticeships in various construction trades. Students can also access A Level Design and Technology courses such as Product Design.

Possible Careers/Progression Routes after Post 16

Apprenticeships in all trades, Modern Apprenticeships, Engineering (all fields), Product Design, Architecture and Industrial Design.

Subject Information

Qualification Title

GCSE Drama

Awarding Body

AQA

Main Teacher Contact

Mrs. Grainger-Trott & Miss Hollow

Course Content

You will study a wide range of drama techniques in detail, including characteristics of performance texts and dramatic performances, the history of different styles and how drama is interpreted by an audience.

The course will develop your skills in **3 areas: Understanding Drama, Devising Drama and Texts in Practice.**

Understanding Drama 40%

Develop knowledge and understanding of different roles within the theatre, styles and genres of Drama and explore ideas for how a set text may be interpreted – assessed in a written exam at the end of Year 11.

Devising Drama 40%

You will be a performer in this unit and will learn how to create and develop ideas in a theatrical performance. You will carry out research, develop practical ideas and then perform with others. You will then analyse and evaluate the success of this process in a logbook.

Texts in Practice 30%

You will give a scripted performance of two scenes from the same script. This can either be as part of a duologue, small group or as a monologue. Your teacher will guide you to a variety of suitable scripts to choose from – assessed by an external examiner in Year 11.

Typical skills/aptitude/interests a student should have to do this qualification

Am I suited to Drama?

- You will need to be willing to perform in front of others
- You will need to be open minded to listen to and learn about drama of different styles
- You will need to learn different terminology and keywords and apply this to each unit
- You will need to be able to analyse your own performing work

Why should I take GCSE Drama?

- You enjoy watching and performing drama
- You like creating your own drama performances
- You want to improve your drama performing or creating skills
- You want to learn about the history and meaning behind certain styles of theatre
- You would like to study drama beyond school

Skills you will develop doing GCSE Drama

- Teamwork and leadership skills
- Become a good communicator
- Perseverance and resilience
- Learn about different styles, cultures and history
- Expression and self esteem
- Enhanced coordination
- Improved reading and comprehension
- Responsibility and purpose
- Increased memory capacity

Subject Information

Qualification Title

Geography

Awarding Body and Website

AQA

<http://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

Main Teacher Contact

Miss Dutton

Course Content

The Geography GCSE course examines aspects of both the human and physical environment.

Living with the Physical Environment:

Natural Hazards, The Living World and Physical Landscapes in the UK.

Challenges in the Human Environment:

Urban Issues and Challenges, The Changing Economic World and The Challenge of Resource Management.

Geographical Applications:

Students will have to interpret and respond to a seen resource in the exam. This is a synoptic element and draws from knowledge across the human and physical modules. There is also a fieldwork element, excursions within Bristol will extend students geographical skills and understanding which they will have to answer questions on in an exam.

Typical skills/aptitude/interests a student should have to do this qualification

Geography is well respected as a practical and creative problem-solving subject. An interest in global issues, travel and current affairs will be useful and will help students to create informed opinions. If you wonder why there are rich and poor countries, how cities grow, how we can prevent flooding and how we can give our world a sustainable and safe future for all people and species, then Geography is for you. Students will travel the world from the classroom, exploring case studies in the United Kingdom (UK), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their own role in society, by considering different viewpoints, values and attitudes. Students who have good spatial awareness and proficient literacy and numeracy will do well in the subject.

Assessment

There are three written examinations at the end of the course. Two of the examinations assess the student's knowledge of the physical and human environment as well as geographical skills. The third paper assesses the student's ability to apply geographical skills through issue evaluation and fieldwork.

Progression at Post 16

Students can opt to continue A Level Geography in the Sixth Form. Some students also wish to study A Level Travel and Tourism. Geography is a popular subject and complements both practical subjects and the sciences. It bridges the gap between Sciences and the Arts and is a real gateway subject.

Possible Careers/Progression Routes after Post 16

Geography constantly tops polls of desired option subjects by universities and most sectors of industry. It is on the Russell Group's list of facilitating subjects for university entry and is well respected in industry as a practical and creative problem-solving subject. Careers that appeal to geographers include hazard and environmental management, architects, conservation, earth sciences, engineering, teaching, town planners and surveyors. Many accountants and management trainee schemes also recruit heavily from geography graduates. Indeed, surveys published indicate that Geographers have the second highest post-graduation employment rate of all subjects studied at university.

Subject Information

Qualification Title

BTEC Tech Award in Health and Social Care Level 1/Level 2

Awarding Body

Pearson

Main Teacher Contact

Mrs. Church

Course Content

There are 3 components to the qualification:

1. Human Lifespan Development

Learners will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events.

2. Health and Social Care Services and Values

Learners study and explore practically, health and social care services and how they meet the needs of real service users. They also develop skills in applying care values.

3. Health and Wellbeing

Learners will study the factors that affect health and wellbeing; learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan.

Typical skills/aptitude/interests a student should have to do this qualification

Students should have an interest in the Health and Social Care industry and often chose this option when they are interested in future careers in childcare, nursing and social work.

The majority of the course is coursework based and students will be required to be at a computer for many lessons completing this work to a set timeframe. Students should be prepared to complete extended writing tasks.

Assessment

Units 1&2 are internally assessed through coursework.

Unit 3 is an external exam on Health and Wellbeing.

Progression at Post 16

At Post 16 we offer Level 3 Health and Social Care for students to continue studying in this area if they wish to further their knowledge and potentially apply for university courses in this field.

Possible Careers/Progression Routes after Post 16

Previous Health and Social Care students have demonstrated an interest in completing degrees in Nursing, Physiotherapy, Social Work and Childcare.

Subject Information

Qualification Title

GCSE History

Awarding Body and Website

Edexcel

<https://qualifications.pearson.com/en/subjects/history.html>

Main Teacher Contact

Ms. Knight and Mr. Coe

Course Content

Crime and Punishment through Time, c.1000-present day

Early Elizabethan England, 1558-1588

Superpower relations and the Cold War, 1941-91

USA, 1954-75: conflict at home and abroad

Typical skills/aptitude/interests a student should have to do this qualification

Pupils have to have a keen interest in reading and writing in order to study this subject. This is very important as the subject demands these in heavy quantities and has 3 exams. The largest essay question is worth 20 marks so pupils must be adept at producing detailed and lengthy answers in a certain amount of time. They also need to have a keen interest in studying the past and linking it to how it has shaped the world we live in today.

Assessment

3 exams:

Paper 1: Crime and Punishment (1hr 15)

Paper 2: Early Elizabethan England and Superpower Relations and the Cold War (1hr 45 mins)

Paper 3: USA, 1954-75: conflict at home and abroad (1hr 20 mins)

Progression at Post 16

Literacy based subjects such as English and other Humanities qualifications. History GCSE also provides a good grounding for studying subjects like Criminology, Sociology, Politics and Philosophy.

Possible Careers/Progression Routes after Post 16

Archaeology

Education

Law

Finance

Politics

Subject Information

Qualification Title

Level 1/2 Vocational Award in Hospitality and Catering

Awarding Body and Website

EDUQAS

<https://www.eduqas.co.uk/qualifications/hospitality-and-catering/>

Main Teacher Contact

Ms. Shipp

Course Content

The hospitality and catering sector include all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering is not their primary service but is increasingly important to their success. According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector with the majority of new roles falling within the 18-24 age group.

Each of the units of the WJEC Level 1/2 Vocational Award in Hospitality and Catering has been designed so that knowledge, skills and understanding are developed through tasks that have many of the characteristics of real work in the sector. Each unit has what is referred to as an applied purpose, which acts as a focus for the learning in the unit. They have been devised around the concept of a 'plan, do, review' approach so that learners take part in practical activities in different contexts in order to learn the related theories. This approach mirrors many work-related activities in the hospitality and catering sector and also provides for learning in a range of contexts. As such, the qualification provides learners with a broad appreciation of work in the hospitality and catering sector and wider opportunities for progression into further education, employment or training. This approach also enables learners to learn in such a way that they develop:

- Skills required for independent learning and development
- A range of generic and transferable skills
- The ability to solve problems
- The skills of project-based research, development and presentation
- The fundamental ability to work alongside other professionals, in a professional environment

The Level 1/2 Vocational Award in Hospitality and Catering is most suitable as a foundation for further study, providing learners with a core depth of knowledge and a range of specialist and general skills that will support their progression to further learning and employment.

- Knowledge and understanding of the hospitality and catering industry
- Develops ability to plan, prepare and cook dishes
- Develops practical skills for the catering industry

This qualification is on the DfE 2024 Performance Tables and contributes to the Progress 8 measure as one of the 'other' qualifications.

By studying Level 1/2 Hospitality and Catering, you 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. You will develop knowledge and understanding of the functional properties of food as well as a sound knowledge of the nutritional content of food and drinks. You will understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health. The course also offers an understanding of the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices.

WJEC Level 1/2 Vocational Awards enable learners to gain knowledge, understanding and skills relating to a specific vocational sector. In addition to development sector specific knowledge and understanding, these qualifications also support learners to develop the essential employability skills that are valued by employers, further and higher education. WJEC Level 1/2 Vocational Awards:

- are designed primarily for 14-16-year-old learners in a school environment
- include an element of external assessment through either a written exam or controlled assignment
- are graded L1 Pass, L2 Pass, L2 Merit, L2 Distinction, L2 Distinction*

Where the WJEC Level 1/2 Award in Hospitality and Catering is achieved together with other relevant Level 1/2 qualifications, such as GCSEs in English and Maths and Science, learners may be able to access Level 3 qualifications relevant to the hospitality and catering sector, such as:

- WJEC Level 3 Food, Science and Nutrition (certificate and diploma)
- Level 3 NVQ Diploma in Advanced Professional Cookery
- Level 3 Advanced Diploma in Food Preparation and Cookery Supervision

Level 1/2 Hospitality and Catering Specification A

Our new Level 1/2 Award in Hospitality and Catering has been developed for first teaching in September 2016. The WJEC Level 1/2 Award in Hospitality and Catering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study, providing learners with a core depth of knowledge and a range of specialist and general skills that will support their progression to further learning and employment. Learners completing the Level 1/2 Award in Hospitality and Catering may be interested in progressing to our Level 3 qualifications in Food Science and Nutrition.

Typical skills/aptitude/interests a student should have to do this qualification

Students who are interested in pursuing a GCSE in Food, Preparation and Nutrition must be able to demonstrate the following:

You must be organised and thorough with regard to preparing ingredients and equipment and commit to completing homework on a weekly basis. You should be confident with developing your own knowledge, be able to research and work independently and demonstrate that you can 'dig deeper' beyond the lesson content. You should be interested in finding out about nutritional content of a wide range of foods such as meat, fish, poultry and vegetarian products and how different cooking methods can impact on nutritional content. You should have a scientific aptitude and want to investigate how the chemical structure of a wide range of commodities can be affected both positively and negatively through manipulation and chemical adaptation. You should apply your own knowledge and understanding of how a range of ingredients, equipment and processes can be used to create a wide range of foods to suit a wide range of clients e.g. young children, people with food allergies, the elderly and people with specific dietary requirements such as gluten intolerance or diabetes. Students will also be expected to demonstrate a wide range of culinary skills and scientific understanding and will be assessed on this as part of their GCSE.

Assessment

The WJEC Level 1/2 Vocational Award in Hospitality and Catering is made up of two mandatory units: Unit 1 The Hospitality and Catering Industry Unit 2 Hospitality and Catering in Action Learners must complete both units and achieve a minimum of a level 1 pass in unit 1. Learners who do not achieve the minimum points required for a Level 1 Pass will have their achievement recorded as Unclassified.

Subject Information

Qualification Title

Music

Awarding Body and Website

AQA

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

Main Teacher Contact

Ms. Grierson

Course Content

You will study a wide range of music in detail, including western classical music, pop, rock, Musical theatre and film pieces. The course will develop your skills in 3 areas Understanding music, Composing Music and Performing Music.

Understanding Music 40%

Listen to and learn about music of different styles and study 2 pieces of music in detail.

Composing Music 30%

Free composition – create a piece of your own choice (e.g. song, instrumental piece).

Composition to a Brief – create a piece using a ‘starting point’ such as a film clip or a story.

Performing Music 30%

- 1 Solo performance on instrument or voice
- 1 Group performance on instrument or voice.

Typical skills/aptitude/interests a student should have to do this qualification

Am I suited to Music?

- You will need to be able to play an instrument or sing and be willing to develop your skills and perform with others
- You will need to be open minded to listen to and learn about music of different styles
- You do not need to be able to read music, but it will help if you can

Why should I take GCSE Music?

- You enjoy listening to and performing music
- You like creating your own music
- You want to improve your musical skills
- You want to learn about the history of music
- You would like to study music beyond school

Skills you will develop doing GCSE Music:

- Teamwork and leadership skills
- Become a good communicator
- Perseverance and resilience
- Learn about different styles, cultures and history
- Expression and self esteem
- Enhanced coordination
- Better your mathematical ability
- Improved reading and comprehension
- Responsibility and purpose
- Increased memory capacity and relieve stress!

Subject Information

Qualification Title

GCSE Photography

Awarding Body and Website

AQA

<http://www.aqa.org.uk/>

Main Teacher Contact

Ms. Nash

Course Content

Students will explore areas of Photography such as shutter speed, portraiture, landscape, still life, photomontage and experimental imagery.

Students will learn studio lighting techniques, how to use digital SLR cameras and use manual settings to produce images.

They will learn how to experiment with manipulating their images in Adobe Photoshop. Students will learn how to analyse Photographers' and Artists' work using specialist vocabulary and will create independent work taking influence from them.

Typical skills/aptitude/interests a student should have to do this qualification

- You should have an interest in the creative arts or the visual world.
- A curiosity or interest in exploring your own creative ideas visually.
- To have good observational skills, patience and a willingness to make mistakes and experiment

Assessment

You will produce **Component 1**, a portfolio of work. This portfolio will be made up from different projects. One of these projects must be a sustained project evidencing the journey from initial engagement to the realisation of intentions.

The portfolio is worth 60% of the marks. Every lesson, from the very start of the course counts, as every piece of work you do forms your portfolio.

Component 2 is an Externally set assignment which is an exam piece of coursework. You will select a single theme from a range set by the examining board. You will research, plan, explore and experiment with your chosen theme and produce a body of work of your own design. You will complete 10 hours under examination conditions. This controlled test counts as 40% of the total marks. Both components are marked out of 96 across 4 assessment objectives, each carrying a maximum of 24.

Progression at Post 16

At A Level Photography you can build and develop further subject knowledge and learn more advanced techniques in camera settings and Photoshop skills. You will also experiment with different approaches such as using mixed media and take a more independent approach, developing your own ideas.

Possible Careers/Progression Routes after Post 16

Degree courses that could lead from this course at GCSE and A Level may include Visual Arts, Photography, Photojournalism, Fashion Photography, Fine Art, Graphic Design and Media.

Subject Information

Qualification Title

GCSE Religion and Philosophy

Awarding Body and Website

Eduqas

Main Teacher Contact

Mr. Sillitoe

Course Content

Component 1 – Religious, Philosophical and Ethical Studies in the Modern World

There are four themes in component 1 (Issues of relationships, issues of life and death, issues of good and evil, issues of human rights)

Component 2 – Study of Christianity

Component content foci is on belief, teachings and practices

Component 3 - Study of a Islam

Component content foci is on belief, teachings and practices

Assessment

Students will sit **three** written examinations in total.

All examination questions will be compulsory and will focus on **knowledge, understanding and evaluation.**

Paper 1: Topics that can be discussed

- When does a human life begin?
- Is abortion every right?
- Are there positives to war?
- If God is all loving, why is there so much suffering in the world?
- Why are some people prejudiced?
- Does prison really help offenders?
- Is the death penalty a good thing? Would you bring back the death penalty to the UK?

Paper 2 & 3: The study of religions: beliefs, teachings and practices

Christianity

- Beliefs held by Christians and the different ways these beliefs can reflect in Christian Practices

Islam

- Beliefs held by Muslims and the different ways these beliefs can reflect in Islamic Practices

Progression at Post 16

A successful GCSE Religion and Philosophy student can look to several A Level courses in addition to Religious Studies which include:

- Philosophy
- Sociology
- Psychology
- Law.

Religion and Philosophy is useful for any A Level that requires high literacy skills, structured thought, debate, evaluation and analysis.

Subject Information

Qualification Title

Separate Science - 3 GCSEs
Biology, Physics, Chemistry

Awarding Body and Website

Edexcel

Main Teacher Contact

Mr. Park

Course Content

Biology

- Topic 1 – Key concepts in biology
- Topic 2 – Cells and control
- Topic 3 – Genetics
- Topic 4 – Natural selection and genetic modification
- Topic 5 – Health, disease and the development of medicines
- Topic 6 – Plant structures and their functions
- Topic 7 – Animal coordination, control and homeostasis
- Topic 8 – Exchange and transport in animals
- Topic 9 – Ecosystems and material cycles

Chemistry

- Topic 1 – Key concepts in chemistry
- Topic 2 – States of matter and mixtures
- Topic 3 – Chemical changes
- Topic 4 – Extracting metals and equilibria
- Topic 5 – Separate chemistry 1
- Topic 6 – Groups in the periodic table
- Topic 7 – Rates of reaction and energy changes
- Topic 8 – Fuels and Earth science
- Topic 9 – Separate chemistry 2

Physics

- Topic 1 – Key concepts of physics
- Topic 2 – Motion and forces
- Topic 3 – Conservation of energy
- Topic 4 – Waves
- Topic 5 – Light and the electromagnetic spectrum
- Topic 6 – Radioactivity
- Topic 7 – Astronomy
- Topic 8 – Energy - Forces doing work
- Topic 9 – Forces and their effects
- Topic 10 – Electricity and circuits
- Topic 11 – Static electricity
- Topic 12 – Magnetism and the motor effect
- Topic 13 – Electromagnetic induction
- Topic 14 – Particle model
- Topic 15 – Forces and matter

Typical skills/aptitude/interests a student should have to do this qualification

Students who are successful in this suite of qualifications have: an interest in the sciences, an analytical mind, a inquisitive nature, good mathematical skills, good literacy skills and a desire to understand how the world around them works.

Assessment

Each separate Science subject will have two exams of 1hr 45mins with up to 100 marks awarded per paper.

Progression at Post 16

This suite of courses will allow students to study all science qualifications at A level, some of which include: Biology, Chemistry, Physics, Psychology and Applied Science.

Possible Careers/Progression Routes after Post 16

A Level statistics, psychology, geography, biology, economics and business studies. Then all the careers associated with these fields from science research to social sciences and humanities.

Aquaculture Manager, Aquarist, Cartographer or Photogrammetrist [in demand!], Climate Change Analyst [in demand!], Diver [in Demand!], Emergency Management Specialist, Environmental Compliance Inspector, Environmental Scientist, Geographer, Geoscientist, Hydrologist, Industrial Health & Safety Engineer, Meteorologist, Park Ranger, Soil and Water Conservationist, Soil Scientist, Surveyor, Water & Liquid Waste Treatment Plant & System Operator, Astronomer, Audio and Video Equipment Technician, Aviation Inspector, Chemical Technician, Chemist, Chemistry Teacher [in demand!], Electrician [in demand!], Film & Video Editor [in demand!], Food Science Technician, Food Scientist or Technologist, Forensic Science Technician [in demand!], Nuclear Monitoring Technician, Nuclear Power Reactor Operator, Occupational Health & Safety Specialist, Physicist, Physics Teacher [in demand!], Pilot, Power Distributor & Dispatcher, Power Plant Operator, Precision Instrument & Equipment Repairer, Ship & Boat Captain, Sound Engineering Technician, Analytical chemist, Animal technician, Biomedical engineer, Biomedical scientist, Clinical psychologist, Clinical research associate, Clothing/textile technologist
Colour technologist, Community pharmacist, Environmental health practitioner, Food technologist, Forensic scientist, Healthcare scientist, audiology, Healthcare scientist, clinical biochemistry, Healthcare scientist, clinical embryology, Healthcare scientist, genomics, Healthcare scientist, histocompatibility and immunogenetics, Healthcare scientist, immunology, Hospital pharmacist, Metallurgist, Meteorologist, Microbiologist, Nanotechnologist, Oceanographer, Pharmacologist, Plant breeder/geneticist, Product/process development scientist, Research scientist (life sciences) Research scientist (maths), Research scientist (medical), Research scientist (physical sciences), Science writer, Scientific laboratory technician, Teaching laboratory technician, Toxicologist.

Subject Information

Qualification Title

GCSE Spanish

Awarding Body

AQA

Main Teacher Contact

Ms. Searle

Course Content

The course develops the four skill areas of speaking, reading, listening and writing using a wide variety of materials and teaching techniques to interest the students.

The themes covered include:

Identity and Culture - Family and Friends, new technology, free time activities, customs and festivals.

Local, national, international and global areas of interest - home, town neighbourhood and region, charity and voluntary work, environment, poverty and homelessness, holidays and travel.

Current and future study and employment - school life, work, university.

There is also an element of translating from SPANISH into English and vice versa.

Typical skills/aptitude/interests a student should have to do this qualification

If you are interested in foreign languages and like the chance to communicate with people from different countries and with different cultural backgrounds, then a GCSE can be the chance to achieve an extraordinary life skill.

Assessment

All four skill areas (reading/writing/listening/speaking) are examined. This is a linear two-year GCSE course.

All examinations will take place at the end of the 2 years of study and there is no coursework element. The oral examination is conducted by the class teacher. There is a tiering system and students will either be entered for the Foundation or Higher tier in all 4 skill areas. It is not possible to mix the tiers.

Progression at Post 16

The study of GCSE Spanish could lead to A Level Spanish.

Possible Careers/Progression Routes after Post 16

Studying a modern language at GCSE is a life-long skill for education, employment or even travel purposes. GCSE Spanish places the emphasis on communication through both written and oral exchanges.

Looking beyond GCSE study, it is important to note that many UK universities are now starting to ask for a modern foreign language at GCSE or above as part of their entrance requirements, even if the student is not planning to study a language. They feel that proof of studying a language shows great aptitude and flexibility. Also, many employers look favourably upon a candidate offering a foreign language, particularly in the light of globalization.

Studying Spanish could open doors in the following fields: travel and tourism, international business, law or journalism.

A GCSE /A Level in Spanish will give you opportunities to communicate with other people in other countries on the telephone at work. This can lead to higher salaries and opportunities to travel.

Subject Information

Qualification Title

Sports Science

Awarding Body

Cambridge Nationals Level 2

Main Teacher Contact

Mr. Thomas

Course Content

Unit 1: Reducing the risk of injuries:

How we can avoid injuries, how we exercise safely. Understand what the common injuries in sport are and how to recognise symptoms.

Unit 2: Applying principles of training:

Develop understanding of principles of training allowing participants to reach peak physical fitness. Design a training programme, complete your training programme and see if it improves your fitness level.

Unit 3: The body's response to physical activity:

See how the body changes to physical activity. Develop understanding of how the heart, lungs, muscles and bones change as a result of physical exercise. What are the changes that happen immediately (as we do exercise) and changes that happen over time (if we train for a while)?

Unit 4: Diet and nutrition

Developing an understanding of what a healthy balanced diet is. Students will consider the effects of how diet can affect performance in sports and sports performers. Students will also keep a food diary, evaluate and analyse it to understand what could change in order to improve performance.

Typical skills/aptitude/interests a student should have to do this qualification

Students should have a keen interest in PE and the science and theory behind it. Students are expected to be playing sport outside of school regularly. Students will be doing practical work in lessons to aid learning, but the practical level is not graded. Focus is on learning about the body and the other theory aspects.

Assessment

Unit 1 is assessed through an external exam.

Units 2,3 and 4 will be assessed through coursework assignments and essays.

Progression at Post 16

Any A Level or BTEC in sport, sports science coaching courses.

Possible Careers/Progression Routes after Post 16

Coaching variety of sports, Fitness gym instructor, personal trainer, PE teaching, physiotherapy, rehabilitation from injuries.

Subject Information

Qualification Title

GCSE Statistics (Grades 9-1)

Awarding Body and Website

Edexcel

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/statistics-2017.html>

Main Teacher Contact

Ms. Walton & Mr. Williams

Course Content

- The course covers the methods required to complete statistics enquiry cycles i.e. looking carefully into a problem and using statistics to see if you can draw hypotheses from the data.
- Students will be taught how to collect and interpret data in a variety of ways and how to evaluate these methods.
- Students will be taught how to analyse the data using a variety of mathematical methods from diagrams to calculations. They will then use these to draw conclusions from the data.
- The data students will look at will come from every area of life from weather, football statistics to political and social data.

Typical skills/aptitude/interests a student should have to do this qualification

Statistics is about making decisions when there is uncertainty. Perhaps one of the most versatile areas of maths, it gives the students the skills to collect analyse, interpret and present data. It complements subjects such as GCSE Biology, Psychology, Geography, Business and Economics.

Assessment

The course requires a mock exam in Year 10, followed by 2 mocks in Year 11.

The final exams are taken in May/June of Year 11 and encompass two exam papers.

Both papers are 1 hour and 45 minutes in length and they are both calculator papers.

Progression at Post 16

GCSE statistics complements and supports students looking to study maths, humanities and social sciences at GCSE. GCSE statistics also supports students looking for future careers, which range from finances to weather forecasting to biological sciences.

Possible Careers/Progression Routes after Post 16

A Level statistics, psychology, geography, biology, economics and business studies. Then all the careers associated with these fields from science research to social sciences and humanities.

Subject Information

Qualification Title

GCSE Textiles

Awarding Body and Website

AQA <http://www.aqa.org.uk/>

Main Teacher Contact

Mrs. Barraclough

Course Content What will you study?

You will explore, acquire and develop skills, knowledge and understanding through the application of techniques and processes specific to the study of Textile Design. These include:

Digital pattern work Dyeing, printing and batik Weaving and knitting Free machine embroidery

Creating textured pieces and collage Fashion design and illustration

You will explore the work of historical and contemporary textile designers and the different purposes, intentions and functions of textile design as appropriate to their own work.

Typical skills/aptitude/interests a student should have to do this qualification

The aptitude of a student who would like to study Textiles Art, is one that is interested in creating tactile, colourful and interesting textiles. Someone who loves manipulating fabrics or/and has an interest in fashion. You may not feel confident on the sewing machine right now, but you will learn how to use it and learn many other creative techniques. If you enjoy Art and enjoy Textiles, this is the perfect combination.

Assessment

At the end of Year 11 you will be assessed on two units of work

1. Portfolio of Work (60%)

The Portfolio is made up of practical work, which explores a variety of textile techniques and other mixed media studies.

2. Externally set task (practical exam) (40%).

The Externally set task offers students the opportunity to respond to a choice of themes or visual starting points. This unit encourages students to select, organise and present work that represents the best of their achievement in a personal response.

Progression at Post 16

A Level Art and Design/Textiles. If you enjoy your GCSE in Textiles, you may choose to take an A Level in Art and Design or Textiles

Possible Careers/Progression Routes after Post 16

Foundation Diploma (1 year), Degree Courses.

Many students progress after A Levels into further and higher education courses in the Creative Arts, including: textile, fashion and interior design courses.