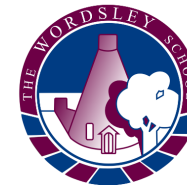


The Wordsley School



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Options



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Options Handbook information for Year 9 pupils and their parents.

Name: Form:

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A message from the Headteacher



Dear Parents,

Incredibly, we have now reached the point in your child's education where they need to choose the subjects that they would like to study in greater depth in Year 10 and Year 11. In order to support you in guiding your child to make the choices that are right for them, we have created this handbook, which in addition to the Options Evening on 2nd February, will support you and your child in making these important decisions over the coming months.

The handbook details the subjects which can be studied in Year 10 and Year 11. In addition to subjects being offered in school, we offer an additional three subjects through the Brierley Hill and Kingswinford Consortium. We would like you to read and discuss this document carefully with your child before making any decisions.

Your child will be spoken with in assembly about the options process, however, in support of you, please find below the schedule that we will be working to, which will be shared with your child:

- | | | |
|-------------------|---|---|
| 21st January | - | Option Booklets and additional information regarding a 'straw poll' issued to Year 9 pupils. |
| 21st—25th January | - | Completion of 'straw poll' via Google form, to determine initial interests and feasibility of options. |
| 31st January | - | Options update based on the outcomes of the 'straw poll.' |
| 2nd February | - | Parents' Options Evening where staff will be available to discuss options with Year 9 pupils and parents. |
| 9th February | - | Parents' Consultation Evening with Form Tutors to discuss options with their Year 9 pupils and parents. |
| 14th February | - | Deadline date for Option forms to be completed via Google Form. |
| To be confirmed | - | Consortium Courses Information day (visits to venue). |

You will have the opportunity to discuss your child's options at the Options Evening on Wednesday 2nd February, in addition to discussing options with your child's Form Tutor on the Wednesday 9th February. Should you need any further support regarding the process, please do not hesitate to contact Mrs Helen Griffiths (Deputy Headteacher).

I look forward to seeing you on the 2nd February.

Yours sincerely,

Mr G Burton
Headteacher

CHOOSING CAREFULLY FOR THE FUTURE



This booklet represents an important milestone in your future. Within its pages, you will find a variety of subjects and courses on offer to you for your final two years at Wordsley. Much effort has gone into making it both informative and interesting; it is important that you understand where you have choice and what these choices are; you will also gain something of the 'flavour' of the subject matter and the style of working in each subject.

Please read this booklet carefully. There are details about subject styles and content, controlled assessment demands and suggestions about personal study expectations. These details will help you to gain an idea of the work you will be covering and how you will be expected to study. Where subjects are new to you, be careful not to simply choose them for their originality but look carefully at their suitability for you. Try to consider your whole programme rather than looking at subjects in isolation. Some subjects complement one another, whereas others may be too close in content and might reduce your flexibility later in your education journey.

Many of you will find it difficult to make choices. It might be wise to take '**AIM**' to help you:

A = your **Ability** in a subject.

You will do well if you work to your particular strengths.

I = your **Interest** in a subject.

This will sustain you through hours of homework and revision.

M = **Motivation** to achieve.

Will this subject be required for your possible future career?

One or all of these are good reasons for choosing a subject.

Finally, remember that there are many people who can help you make good decisions. Talk about your possible choices with your parents and family. Discuss them with older pupils who might be well-informed from having taken the subject. Be sure to seek a balance of views. Talk to your teachers, particularly your Form Tutor, who will have an overall view of your talents. Look into the future asking questions about what a particular subject might lead you towards at college and beyond. Above all, do not be anxious about the decisions. There are very few choices that will prevent you from following a future path—even if you change your mind.

So...

Decide positively. Expect to succeed. Take responsibility for your future!

CHOOSING CAREFULLY FOR THE FUTURE



About this booklet...

Hopefully you will find it:

HELPFUL INFORMATIVE PRACTICAL

But above all: INTERESTING – because YOU are investing your time and energy for the next two years - the next 'Key Stage' in your school life .

It's a very important two-year period for several reasons:

- ◇ What you achieve in the next two years WILL affect your choices later on
- ◇ You now have far more responsibility for your own learning and progress than you ever had before
- ◇ You are able to make some choices within the curriculum
- ◇ You will have to consider your own priorities seriously
- ◇ Your whole attitude to 'school' will need to become increasingly more mature and focused
- ◇ You will be learning much more about yourself and how to handle situations
- ◇ Some of you will be called to lead others and ALL of you will be examples for younger pupils
- ◇ You will be prepared and ready to move on to Further Education, training or apprenticeships at the end of it
- ◇ Your relationship with staff changes – you will want to work far more closely WITH your teacher to be your very best.

Key Stage 4 is NOT about collecting as many qualifications as you can – the quality of your qualifications is far more important. Universities (if you are considering applying later) are more impressed with grades than with the number of subjects taken – you will be offered more than enough within your timetable! Employers are more impressed with how relevant and useful your subjects are rather than how many you have!

All Colleges (16-18) ask for 5 GCSEs as a minimum entry requirement for Level 3 courses (including A-levels). Everyone knows that qualifications are not the only things needed for success in life – common sense, resilience, reliability, a willingness to learn, team spirit, communication skills, leadership qualities, time management, commitment, initiative, personal organisation... are just some of the qualities you need the list is endless – but don't worry, your KS4 programme is designed to give you opportunities to build on these!

Everyone who works at Wordsley, wants you to finish KS4 on an extremely positive note: thrilled with what you have achieved and excited about moving on.



Information for you and your Parents

We aim to offer the widest degree of choice to meet the needs and interests of your child but we must meet other important needs too. These are just as important to your child's education as the degree of choice they have and include:

- ◇ The need to satisfy the legal requirements of the National Curriculum.
- ◇ The importance of keeping future options open by following, at this stage, a broad and balanced curriculum.
- ◇ The practicalities of ensuring all courses can be adequately staffed and equipped.

There are, therefore, some subjects which every pupil will study as well as their option subjects. These are the National Curriculum "Core" Subjects of English, Mathematics and Science, together with Physical Education, PSHE/Citizenship and Religious Education. (PE and RE are available as options too.)

As you enter KS4, you do have a greater choice of what you study. However, KS4 is broken down into 3 sections:

- ◇ **Core Subjects.** These are subjects that you have to study. They are: English Language, English Literature, Mathematics and Science. However, you will also have PE, PSHE, Citizenship and Digital Literacy. These subjects are taught in ability sets.
- ◇ **English Baccalaureate Subjects (Ebacc).** You will have to choose one of the following subjects, or triple Science, at GCSE: Geography, History, Spanish or Computer Science. These are taught in mixed ability sets with the exception of Science.
- ◇ **Option Subjects.** You will be able to choose 2 other subjects from the subjects in Sections 3 and 4 of the booklet. These are taught in mixed ability sets.

To achieve the Ebacc, you will need to achieve Grade 4 or above in GCSE English, Mathematics, Science (either Core and Applied or all 3 Triple Science) and an Ebacc subject a Humanities (History or Geography), Triple Science, Computer Science or Spanish. If you are planning academic courses at University, you need to consider these subjects when selecting your options.

The options form is now an online Google form rather than a paper based form. There are clear instructions regarding the choices and options that are available to you—please follow them very carefully.

There are some restrictions on the combination of options you make, these are:

- ◇ You can only choose **1** option from the DT subjects, that is, Food and Nutrition **or** Art and Design (Textiles **or** Fine Art **or** 3D Design) **or** Design and Technology.
- ◇ You can only choose a Consortium option **OR** a DT option, **NOT** both.



What you need to think about...

You need to remember, too, that the following points apply to all the courses followed in Years 10 and 11:

- ◇ Our expectations of you are very high - we expect all pupils to work hard from the very beginning of the course until its end.
- ◇ Homework will be an important and normal requirement - you cannot cover all the necessary work without it.
- ◇ Your personal organisation must be of the highest standard - attendance and punctuality, completing work fully and on time, ensuring all necessary equipment is with you when needed - all influence your final results.

Nearly all courses lead to public examinations, usually GCSE. Your results will greatly affect your future educational, training and career opportunities. You should choose COMBINATIONS of subjects which keep your future options as wide as possible.

In Years 10 and 11, you will spend about twice as long each week studying each subject as you do now.

Each subject will be deeper, more specialised and more demanding than in Years 7 to 9.

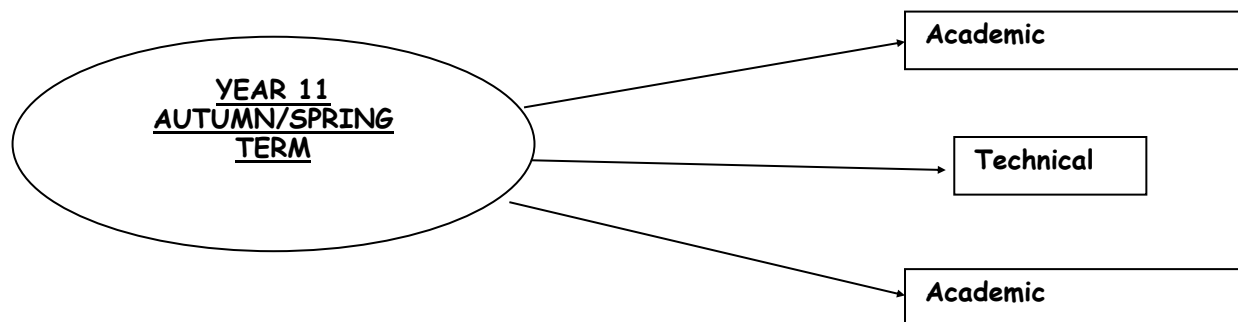
You have an opportunity now to select subjects in which you are strongest and which you enjoy most.

Some Dos and Don'ts

Do	Don't
Talk to your teachers and family about your options – they know you best and are there to help you.	Choose a subject just because you like a particular teacher.
Opt for a balanced choice to keep open future careers and study options.	Choose a subject just because your friends are choosing it. You need to decide about your future. Everyone's needs will be different.
Choose subjects you are interested in and are keen to learn more about.	Dismiss certain subjects because you have not heard of them before or they are not GCSE. Our vocational subjects are well thought of and give you a GCSE equivalent with clear pathways.
Think about what you want to do after your GCSEs.	Think university is not for you. Have high aspirations and listen to your subject teachers.
Be realistic about your ability. Don't choose a subject you may find too hard and have been advised not to study.	Miss the deadlines

Life After School

Make sure you cover a well-balanced selection of subjects. When you are in Year 11, you will have to decide on one of two paths.



Further Education

Every student is required to be in full-time education or training until 18 years old. Academic study consists of 3 / 4 A-Level subjects which are Level 3 qualifications and can be used to gain entry into university. These can be studied at sixth form colleges such as King Edward VI College or Oldswinford Hospital School or Further Education Colleges such as Dudley College of Technology and Halesowen College. Rodbaston College, Birmingham Ormiston Academy and Birmingham College of Food are examples of more specialised colleges that focus on specific subject areas.

National Vocational Qualifications, BTECs and T-Levels Certificate / Diplomas are vocational courses that can be studied at various levels from Level 1 to 3. Qualifications at Level 3 can lead to employment but can also be used to gain entry to university.

Apprenticeships

Apprenticeships, Advanced Apprenticeships and workplace-based NVQs can be accessed via training providers such as NOVA Training, Juniper Training and Black Country Training Group or through the Government website <https://www.gov.uk/apply-apprenticeship>. They cover a wide range of vocational qualifications and involve on-the-job and college training and cover a variety of occupational areas.

All routes are dependent on GCSE grades and specific courses are highly in demand and competitive.

FINALLY, EDUCATION DOES NOT STOP AT 16 OR 18 OR AFTER UNIVERSITY: WHEN YOU INCREASE YOUR QUALIFICATIONS, YOU INCREASE YOUR OPPORTUNITIES IN LATER LIFE.

How Can I Help My Child?



How to help your child in Years 10 and 11

The importance of external examination grades cannot be overestimated; they create more choice and opportunities later in life.

Educational achievement is the result of a firm partnership between home and school. The support and encouragement of parents is crucial as all children benefit when home and school are working together.

Some ways in which you can help your child include:

- Providing encouragement and support, showing an interest in their schoolwork
- Providing a place where they can work
- Checking Satchel One and Google classroom regularly
- Attending Parents' evenings
- Using Performance Summary information to discuss progress with your child
- Attending relevant careers and advice sessions / events
- Accessing the SIMs Parent App and Satchel One to monitor your child's progress and conduct.

The Options Process



The Options Timetable

21st January - Option Booklets and Straw Poll issued to Year 9 pupils

21st—25th January - Completion of Straw Poll via the Google form, to determine initial interests and feasibility of options

31st January - Year 9 Assembly to share the confirmed list of option subjects available as a result of the Straw Poll results.

2nd February - Parents' Option Evening (face to face in 2 sessions at school).

9th February – Parents' Consultation Evening with Form Tutors to discuss reports and option choices.

9th—14th February - Completion of the main option form via a Google form.

T.B.C - Consortium Courses, interview and Information Day (visit to Halesowen college).

Frequently Asked Questions



Who can help me make my decisions?

You will be able to find information in this book, but also:

- ◇ You can talk to your form tutor who has been trained to be able to help you
- ◇ Connexions, Miss Shaw or Mrs Howarth may have already met with you, but you can always ask to see them again
- ◇ Your subject teachers can give you advice
- ◇ You can talk to your Head of House

What happens once I have handed in my Options Form?

After your Options Counselling with your Form Tutor, you must complete the Goggle form your completed form by 14th February. This will be checked to make sure that you have selected courses which are appropriate for you. You may then be asked to have an interview to discuss your choices. In some cases, you may be asked to re-think your option choices because they may not be appropriate for your ability level.

Will I get all my first choice subjects?

We will aim to provide you with as many of your choices as possible but it may not be possible if:

- ◇ Your choices do not match your ability level
- ◇ There are too many pupils who want to do your chosen subject
- ◇ There are not enough pupils who want to study a subject so that the subject is withdrawn
- ◇ If a subject is oversubscribed, the order you put your preferences in on **both** the straw poll and the final choice is important.

How do I know if I should choose a 'new' subject?

It is really important that you find out as much as you can about each subject and that you do not just choose a subject because you have not studied it in Year 9. Remember that you should talk to your teachers, Form Tutor, Heads of Subject, your Head of House, Mrs Howarth, Miss Shaw or Mrs Griffiths if you are in doubt.

How can I choose subjects if I am not sure what I want to do when I leave School.?

Try to choose courses which will give you a broad and balanced range of subjects so that your options for what you do when you leave school are open. Choose subjects you are good at and that you enjoy. Avoid making choices for reasons such as: you like the teacher, your friends are doing that subject or you do not like the teacher.

Can I change later?

If you have chosen your courses carefully by listening to the advice and guidance given, you should not need to change your courses. Once the new term begins, you are unable to change courses so give your option choices the time and consideration that they deserve in order to make sure you are doing the best subjects for you.



FULL TITLE OF COURSE

Pupils will study GCSE English Language with English Literature

EXAMINATION BOARD AND CODE

Edexcel

English Language GCSE Grades 9-1 (IENO)

English Literature GCSE Grades 9-1 (IETO)

CONTENT OF COURSE

Reading, Writing and Speaking and Listening are covered through the study of non-fiction and fiction texts. Pupils are assessed by external examinations.

Pupils study for two GCSEs in KS4: English Language and English Literature.
The following information details each examination component:

English Language

Paper 1 : Fiction and Imaginative Writing (40%) 1 hour and 45 exam.

Section A –Reading: questions on an unseen 19th century fiction text.

Section B –Writing: a choice of two writing tasks which are linked by theme to the reading extract.

Paper 2: Non-fiction and Transactional Writing (60%) 2.05hr exam.

Section A -Reading: questions on two thematically linked, unseen non-fiction texts.

Section B -Writing: a choice of two writing tasks which are linked by the theme to the reading extracts. (Letters, articles, reports.)

English Literature

Paper 1 : Shakespeare and post-1914 Drama or Novel (50%) 1 hour 45 min exam.

Section A – Shakespeare: two-part question with the first based on an extract of approximately 30 lines. The second part asks how a theme is portrayed elsewhere in the play.

Section B – Post-1914 British Play or Novel: One essay question from a choice of two. A short quotation will be provided as stimulus and questions will focus on plot, setting, character, theme and context. (Pupils are also assessed on their spelling, punctuation and grammar in this question.)

Paper 2: 19th Century Novel and Poetry since 1789 (50%) 2 hours 15 min exam:

Section A - 19th Century Novel: One essay question based on an extract of approximately 400 words exploring plot, setting, character or theme. The second question asks how a theme is portrayed elsewhere in the novel.

Section B - Comparison of unseen and studied poetry from an anthology.

USEFUL EQUIPMENT (other than standard equipment)

- Thesaurus
- Highlighters
- Access to newspapers, media TV programmes and the internet

POSSIBLE FUTURE COURSES AND CAREERS

Every job, placement or college course requires effective communication skills in Reading, Writing and Speaking & Listening.

Good written English and confident, appropriate spoken English are essential whatever you decide for the future.

Head of Subject: Miss S. McCann

MATHEMATICS



FULL TITLE OF COURSE

GCSE Mathematics

ASSESSMENT

3 final 1½ hour exams in the Summer of Year 11

EXAMINATION BOARD AND CODE

Edexcel (1MA1)

USEFUL EQUIPMENT

All basic school equipment is essential including a scientific calculator.

CONTENT OF COURSE

The course allows pupils to acquire mathematical knowledge and skills in a way which encourages confidence and enjoyment of the subject. The higher level course should allow pupils to pursue Mathematics to a further level. The course will form an important basis to be able to study many other college courses as well as preparing pupils to apply Mathematics in everyday situations.

POSSIBLE FUTURE COURSES AND CAREERS

As well as the traditional mathematical careers of banking, finance, IT and accountancy, mathematical skills (problem solving, logical thinking, communication, data handling and research) are useful in many jobs.

A Grade 5 will be a requirement for Level 3 college courses and apprenticeships.

LEVELS OF ENTRY

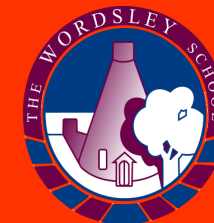
There are two different tiers within the scheme:

Higher leading to GCSE Grades 9-4

Foundation leading to GCSE Grades 5-1

Head of Subject: Mrs J Sharpe

SCIENCE— Combined (Core subject)



FULL TITLE OF COURSE

GCSE Combined Science

EXAMINATION BOARD

Edexcel

CONTENT OF COURSE

GCSE study in the Sciences provides the foundation for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. Students should learn essential aspects of the knowledge, methods, processes and uses of science.

Pupils will study a range of topics through years 10 and 11.

These include:-

Biology: Cells and Control, Genetics, Health & Disease, Plants and Ecosystems in Biology.

Chemistry: Separating Techniques, Chemical Changes, Periodic table and Rates of Reaction in Chemistry.

Physics: Forces and Motion, Radioactivity, Energy, Electricity and Magnetism in Physics

LEVELS OF ENTRY

Higher Grades 9 - 4

Foundation Grades 5 - 1

ASSESSMENT

Year 11—Combined Science

Terminal exams at end of the year
6 terminal papers, 2 Biology, 2 Chemistry and 2 Physics,
each 1hr 10mins.

USEFUL EQUIPMENT

Basic Equipment
Scientific Calculator
Revision guides

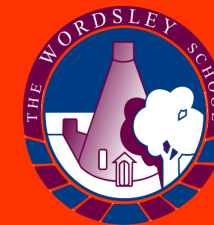
POSSIBLE FUTURE COURSES AND CAREERS

All Science-based or medical professions including:

Doctor, Nursing, Research Scientist, Dentist, Teacher, Astronaut, Physiotherapist, Radiographer, Hairdresser, Engineer, Pharmacist, Pathologist, Sports Scientist, Media Careers, Mechanic, Landscape Gardener or Veterinary Surgeon.

Head of Subject: Mr A. Blunt

SCIENCE—Separate (EBacc)



FULL TITLE OF COURSE

GCSE Separate Sciences (Biology, Physics and Chemistry).

EXAMINATION BOARD

Edexcel

CONTENT OF COURSE

GCSE study in the Sciences provides the foundation for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. Pupils should learn essential aspects of the knowledge, methods, processes and uses of science.

Pupils will study a range of topics through years 10 and 11.

These include:-

Biology: Food testing, Brain, Eye, Protein synthesis, Genetics and Genetic engineering, Blood groups, Evidence of evolution, Immunity, Homeostasis, Indicator species and Human impact on the environment.

Chemistry: Titrations, Fuel Cells, Concentration of acids and bases, Molar gas volumes, Transition metals, Chemical tests for different substances, Addition and condensation polymers, Nanoparticles and bulk materials, Alloys and Corrosion, Making fertilisers and Chemical families.

Physics: Astronomy, Static electricity, Lever, gears and mechanics, Electromagnetic induction, Transformers, Particle model, Gas pressure, Ultrasound and Infrasound and Nuclear Physics.

LEVELS OF ENTRY

Higher Grades 9 - 4

Foundation Grades 5 - 1

ASSESSMENT

Separate Sciences

6 terminal papers, 2 Biology, 2 Chemistry and 2 Physics, each 1hr 45mins long.

USEFUL EQUIPMENT

Basic Equipment

Scientific Calculator

Revision guides

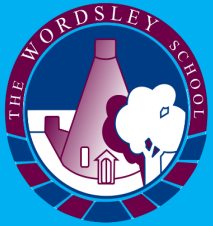
POSSIBLE FUTURE COURSES AND CAREERS

All Science-based or medical professions including:

Doctor, Nursing, Research Scientist, Dentist, Teacher, Astronaut, Physiotherapist, Radiographer, Hairdresser, Engineer, Pharmacist, Pathologist, Sports Scientist, Media Careers, Mechanic, Landscape Gardener or Veterinary Surgeon.

Head of Subject: Mr A. Blunt

COMPUTER SCIENCE (EBacc)



FULL TITLE OF COURSE

GCSE Computer Science

EXAMINATION BOARD AND CODE

OCR (J277)

CONTENT OF COURSE

In Year 10, pupils will learn about:

- Boolean logic and different numbering systems
- Physical components of a computer system and network
- The theory of programming attacks
- Defensive design and testing
- Algorithms, program development and IDEs
- Networks and their operation.

In Year 11, pupils will learn about:

- Ethical, legal, environmental and cultural impacts of Computer Science
- Complete a mandatory programming project

This exciting GCSE will give pupils the opportunity to learn what happens inside a range of computer systems, and how computers operate. We will also continue to teach and develop pseudocode and the Python programming language so pupils can complete their own projects.

ASSESSMENT

01: Computer Systems

- 1 hour 30 minute examination
- 50% of the final grade
- 80 marks

02: Computational thinking, algorithms and programming

- 1 hour 30 minute examination
- 50% of the final grade
- 80 marks

03: Programming Project

- 20 hours worth of project time
- 0% of the final grade but is a required component

EQUIPMENT REQUIREMENTS

With one hour of homework per week, pupils will either need to stay after school to complete the tasks or have access to a computer with an internet connection at home. Staff are available daily from 8am and after school on a set day a week to support.

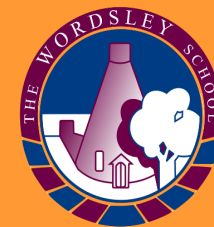
PROGRESSION ROUTES

This course will provide excellent progression to A-level Computer Science, vocational courses and on to degree level courses in the areas of Computing, Engineering and Science.

The course provides the knowledge, problem solving skills and understanding that a growing number of employers are demanding.

Head of Subject: Mr D. Willetts

GEOGRAPHY (EBacc)



FULL TITLE OF COURSE

GCSE Geography

EXAMINATION BOARD AND CODE

AQA GCSE Geography

CONTENT OF COURSE

Unit 1: Living with the physical environment.

E.g. Natural hazards, climate change, ecosystems, coastal and river landscapes in the UK.

Unit 2: Challenges in the human environment.

E.g. Cities: their growth and the issues this causes, the gap between the rich and poor, changing industries and the economy of the UK, how the increasing demand for food in the world will be met.

Unit 3: Geographical Applications.

This includes 2 field visits to collect geographical data and includes studies in both a human and physical environment.

E.g. A river study looking at how changes occur from one location to Another.

LEVELS OF ENTRY

Qualifications are reported on a nine point scale from 1 to 9, where 9 is the highest grade.

ASSESSMENT

Component 1: Living with the physical environment.

Written Examination: 1 hour 30 minutes, 35% of the qualification.

One exam made up of three sections from the content of theme 1. Questions will be a mixture of multiple choice, short answers and extended essays.

Component 2: Challenges in the human environment.

Written Examination: 1 hour 30 minutes, 35% of the qualification.

One exam made up of three sections from the content of theme 2. Questions will be a mixture of multiple choice, short answers and extended essays.

Component 3: One exam made up of two sections. One section will be based on fieldwork skills and techniques, these will follow fieldwork completed in two different locations in Year 10. The other section is based on a geographical issue. The issue will be known to pupils 12 weeks before the exam with resources provided in a pre released booklet. This enables students to investigate the issue in preparation for this final component of the exam.

USEFUL EQUIPMENT

Access to the internet, watching the news or reading daily newspapers would be useful. You will also complete two fieldwork days so maybe a pair of wellies!

POSSIBLE FUTURE COURSES AND CAREERS

Courses:

A Levels: Geography, Archaeology, Geology, Humanities, History, Social Biology, Physics, Sociology, Economics, Anthropology, environmental Science and Management, Global Studies and Government and Politics.

Vocational Qualifications BTECs, NVQ/SVQs and Diplomas: Travel and Tourism Environmental Sustainability, Construction and Built Environment, Applied Science, Countryside and Environmental Management, Agriculture, Horticulture, Uniformed Public Services.

Apprenticeships: Agriculture, Horticulture and Animal Care, Leisure, Travel and Tourism, Construction, Planning and Built Environment

Careers:

Due to the wide range of skills the GCSE course will help to develop, it is a gateway into any career.

Head of Subject: Miss K. Oakley

HISTORY (EBacc)



FULL TITLE OF COURSE

GCSE History

EXAMINATION BOARD AND CODE

Edexcel History B (1H10)

CONTENT OF COURSE

The History course is designed to build on the skills developed during Key Stage 3 and will lay a solid foundation for advanced study. Come and join us to learn about:

Medicine in Britain c1250 to Present - A study of how medical ideas, treatments, people and events have changed, developed and continued from the Medieval world to the present day.

You will also learn about the Western Front in the First World War; about how soldiers' injuries were treated and the medical developments this inspired.

Germany 1918-1939- An in-depth study of the traumatic and ultimately catastrophic events which occurred in Germany after the First World War.

Early Elizabethan England 1558-88

Pupils will learn about the key events of this iconic monarch's reign – including the problems posed by Mary Queen of Scots, the Spanish Armada and the settlement of Virginia in America.

LEVELS OF ENTRY

One level of entry for GCSE History enabling pupils to gain Grades 9-1.

ASSESSMENT

Paper 1 - Written examination on Medicine, testing understanding of change and continuity over a long period of time, including a study of the Western front between 1914—1918. 1 hour and 15 minutes - 30% of the qualification.

Paper 2 - Written examination on Early Elizabethan England and the American West in the 19th century. 1 hour and 45 minutes - 40% of the qualification.

USEFUL EQUIPMENT

Access to the Internet and newspapers.

POSSIBLE FUTURE COURSES AND CAREERS

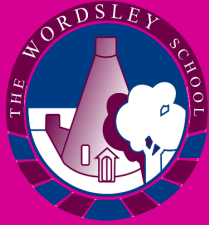
As well as being an inherently fascinating subject, History is a very well regarded and traditional academic discipline that will provide an excellent foundation for many A Level subjects. It is one of the subjects included in the English Baccalaureate. History is also recognised as one of the 'facilitating' subjects, requiring students to analyse and evaluate complex issues before effectively and convincingly communicating their views. Thereby, giving pupils a much wider range of options by teaching transferable skills prized by universities and employers. History provides a useful grounding for other related disciplines taught at A Level and beyond, including Politics, Sociology, Religious Education and Philosophy. Therefore, possession of a qualification in History is beneficial and valuable to a wide variety of higher education courses and careers, for example:

•Accountancy •Politics •Journalism •Public Relations•Teaching •Busiess •Architecture •Law

As History covers many areas and involves analysing materials, it is a very good subject to study whatever your future plans post—16. Employers and Further Education Colleges appreciate that History helps you develop the skills to look behind the headlines, research skills, write coherently and express your opinion: it allows you to train your mind to process information.

Head of Subject: Mr T. Brain

SPANISH (EBacc)



FULL TITLE OF COURSE

GCSE SPANISH

EXAMINATION BOARD AND CODE

EDEXCEL 1SPO

CONTENT OF COURSE

There are five themes which will be studied in the context of both Great Britain and those Countries where Spanish is spoken.

The themes are:

1. Identity and culture.
2. Local area, holiday and travel.
3. School.
4. Future aspirations, study and work.
5. International and global dimension.

LEVELS OF ENTRY

2 Tiers of entry—Foundation (Grades 1 to 5) and Higher (Grades 4 to 9)

SPANISH LANGUAGE VISITS

Those pupils studying Spanish at GCSE will be offered the opportunity to spend a week on the northern coastline of Spain putting their language skills into practice, visiting such historic cities as Barcelona and Calella and enjoying a full day excursion to The Port Aventura Theme Park and Water world. If pupils choose to go on the trip, it will form part of their work experience.

ASSESSMENT

All skills, Listening, Reading, Writing and Speaking, are equally weighted and each contribute 25% towards the final mark.

Speaking is assessed during a short practical exam, where the pupil talks to their teacher and a recording is sent to the examiner.

There are written exams for Listening, Reading and Writing.

Pupils will be entered for either Foundation or higher tier; the tiers cannot be mixed for each skill.

USEFUL EQUIPMENT

Spanish / English Bilingual Dictionary

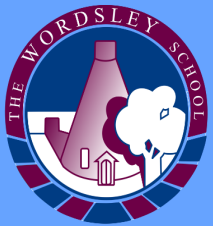
POSSIBLE FUTURE COURSES AND CAREERS

Languages are recognised as 'facilitating' subjects, giving pupils a wider range of options open to them at University and are a key part of the English Baccalaureate.

Pupils can go on to study A-Level, leisure and tourism, teaching. Languages are useful for all aspects of the travel industry from organising holidays, deliveries, airlines, business (local, national and international) to Hospitality, Armed Forces, Translation and Interpreting services, International Law, Customer Services, Immigration, Marketing etc.

Local and national companies complain that too few prospective employees offer a language which is crucial in their European and world-wide business, from communicating with a delivery driver from Europe, to welcoming foreign colleagues. Languages are a respected and practical qualification in all areas of work and are a valuable asset when applying to colleges, universities and for jobs in all walks of life.

Head of Subject: Mrs F. Velasquez



FULL TITLE OF COURSE

GCSE Business

EXAMINATION BOARD AND CODE

EDEXCEL BSO1

CONTENT OF COURSE

Business is a diverse subject, providing pupils with the opportunity to explore real business issues and how businesses work. Pupils will study a wide range of engaging business topics during the course. Real life business case studies are a key feature of classroom delivery, with pupils applying their knowledge to both small businesses and large multinationals.

The GCSE consists of 2 units of work as detailed below:

Unit 1 - Investigating small business

- 1.1 Enterprise and entrepreneurship
- 1.2 Spotting a business opportunity
- 1.3 Putting a business idea into practice
- 1.4 Making the business effective
- 1.5 Understanding external influences on business

Unit 2 - Building a business

- 2.1 Growing the business
- 2.2 Making marketing decisions
- 2.3 Making operational decisions
- 2.4 Making financial decisions
- 2.5 Making human resource decisions.

Lessons include team work activities, role play, business games and individual work to appeal to all learning styles. Pupils are actively encouraged to participate in enterprise activities and competitions.

LEVELS OF ENTRY

One level of entry enabling pupils to gain Grades 9 - 1.

ASSESSMENT

Unit 1 - 1 hour 30 minute examination - this contributes 50% towards pupils' final grades.

Unit 2 - 1 hour 30 minute examination - this contributes 50% towards pupils' final grades.

USEFUL EQUIPMENT

Writing equipment, colouring pencils, a calculator.

POSSIBLE FUTURE COURSES AND CAREERS

There really isn't enough space here to list the future possibilities after studying Business, BUT here are a few:

- A Level Business Studies, Economics, Accounts
- Modern Apprenticeship in Business / ICT
- Various BTEC awards in Business
- A degree in Business (this can often be combined with another subject).

CAREERS

***A GCSE IN BUSINESS STUDIES IS
HELPPFUL IN ALL CAREERS!***

Business Studies is a relevant subject for many different career paths. Pupils will be sure to use knowledge gained on this course in their future career. Whatever they decide to do, they will all work in a business one day!

International Business

Pupils may have the opportunity to participate in an international visit to a foreign country to examine how businesses operate in that country.

MUSIC



FULL TITLE OF COURSE

GCSE MUSIC (9—1)

EXAMINATION BOARD AND CODE

OCR Syllabus J536

CONTENT OF COURSE

This exciting course will develop pupils' interest and understanding of how music is created through a practical approach. The focus for learning in the course is provided by five Areas of Study:

- Area of Study 1: My Music.
- Area of Study 2: The Concerto Through Time.
- Area of Study 3: Rhythms of the World
- Area of Study 4: Film Music.
- Area of Study 5: Conventions of Pop.

LEVELS OF ENTRY

One level only, enabling all pupils to achieve Grades 9-1

ASSESSMENT

Skills in Composing, Performing and Appraising are assessed as follows:

Coursework (60%)

Each pupil must produce *a minimum of 4 minutes of performance on their chosen instrument*. This time is made up of *at least two pieces*, one solo and one group. Pupils must also *compose two pieces of music*, one in a style of their own choosing (Year 10) and the other to a brief set by the exam board (Year 11).

Listening Exam (40%)

Each pupil will sit a listening exam at the end of Year 11 based on the styles of music covered in Areas of Study 2, 3, 4 & 5 (described opposite).

USEFUL EQUIPMENT

Owning your own instrument is not a requirement for the course, however, pupils that do have a considerable advantage. Regular practice on an instrument is essential to succeeding in Music, therefore, we give all music pupils access to instruments so that they can practise in school. Instrumental lessons are also heavily subsidised to give pupils extra help and support in developing instrumental technique.

POSSIBLE FUTURE COURSES AND CAREERS

There are a host of exciting opportunities within the area of Music. Progression from this course could be:

- A—Level Music.
- A—Level Music Technology.

Possible careers in the Music Industry could be:
Recording and Performing Artist, Session Musician, Recording Engineer, Music Therapist, DJ, Composer, Music Management, Music in the Media, Music Education, Music Producer, Studio Manager, Programmer, Sound Designer, Jingle Writer, Orchestrator, Sound Technician, Music Journalist, plus many more!



FULL TITLE OF COURSE

GCSE in Art and Design (full course)

EXAMINATION BOARD AND CODE

OCR J175 (Three Dimensional Design)

CONTENT OF COURSE

Portfolio, 1 unit of work 60%

External set task, 1 unit of work 40%

GCSE 3D Design is a Resistant Materials or Graphic course aimed pupils who do not wish to be restricted to a 2 hour written exam. But would prefer to develop a more well rounded practical and creative skill set.

LEVELS OF ENTRY

Pupils who wish to take the GCSE Art 3D Design course primarily need to enjoy the subjects of Art, Resistant Materials or Graphics be creative and must be prepared to attend after school club if required.

There is only one level of entry enabling pupils to gain Grades 9-1.

ASSESSMENT

The scheme of assessment consists of one portfolio (coursework) and the external set task (examination). Both the portfolio and external set task are moderated using 4 assessment objectives which are:

AO1 Develop ideas through investigations, demonstrating critical understanding of sources.

AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3 Record ideas, observations and insights relevant to intentions as work progresses.

AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

USEFUL EQUIPMENT

All pupils will have to purchase an A3 sketchbook or an A3 folder for each project to keep their work safe and secure. General equipment such as pencils, rulers, rubber should be brought to every lesson. Materials for general use will be provided but pupils may be required to purchase more specialist materials and com-

POSSIBLE FUTURE COURSES AND CAREERS

Birmingham Metropolitan College

ART & Design Centre, Brierley Hill

A NUMBER OF VOCATIONAL COURSES ARE AVAILABLE AT DIFFERENT LEVELS THAT COVER ART AND DESIGN WITH A PRODUCT DESIGN OR ART SPECIALISM.

Halesowen College.

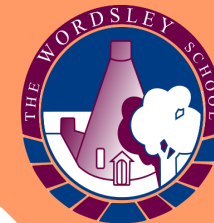
Resistant Materials A LEVEL

ART AND DESIGN LEVEL 2

The course is good preparation for progression to A-Level in Art and Design: Product Design or a suitable vocational course. It could lead towards a career in fashion, interior design, product design, surface textiles, retail industries, theatre design, model making, Sculpture or Furniture design. A well rounded qualification that lends itself to any job in the world of Art and Design.

Head of Subject: Mr M Reid

ART AND DESIGN (FINE ART)



FULL TITLE OF COURSE

GCSE in Art and Design (full course)

EXAMINATION BOARD AND CODE

OCR J171 (Fine Art)

CONTENT OF COURSE

Portfolio, 1 unit of work 60%

External set task, 1 unit of work 40%

LEVELS OF ENTRY

Pupils who wish to take the GCSE Art and Design course primarily need to enjoy the subject, be creative and must be prepared to attend after school Art Club . There is only one level of entry enabling pupils to gain Grades 9-1.

USEFUL EQUIPMENT

All pupils will have to purchase an A3 sketchbook or an A3 folder for each project to keep their work safe and secure. General equipment such as pencils, rulers, rubber should be brought to every lesson. All other materials will be provided for pupils by the school.

ASSESSMENT

The scheme of assessment consists of one portfolio (coursework) and the external set task (examination). Both the portfolio and external set task are moderated using 4 assessment objectives which are:

AO1 Develop ideas through investigations, demonstrating critical understanding of sources.

AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3 Record ideas, observations and insights relevant to intentions as work progresses.

AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

POSSIBLE FUTURE COURSES AND CAREERS

Birmingham Metropolitan College

ART & Design Centre, Brierley Hill

UAL ART & DESIGN DIPLOMA LEVEL 3

UAL VISUAL COMMUNICATION DIPLOMA LEVEL 3

Matthew Boulton Campus.

UAL GRAPHIC DESIGN & ADVERTISING ANIMATION DIPLOMA LEVEL 3.

Halesowen College.

ART & DESIGN A-LEVEL

ART & DESIGN BTEC LEVEL 3

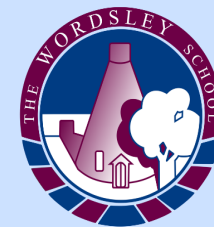
GRAPHIC COMMUNICATION A-LEVEL

PHOTOGRAPHY A-LEVEL.

Art and Design GCSE course can be a stepping stone to many careers. Everything we see around us has been designed and created by somebody from: Architecture, Landscape gardens, Product Design, Graphic Artwork for posters, magazines, fashion and even computer-generated art work such as game design and animation. Future careers are endless: just use your imagination.

Head of Subject: Mr A. While

ART AND DESIGN (TEXTILES)



FULL TITLE OF COURSE

GCSE in Art and Design (full course)

EXAMINATION BOARD AND CODE

OCR J174 (Textile Design)

CONTENT OF COURSE

Portfolio, 1 unit of work 60%

External set task, 1 unit of work 40%

LEVELS OF ENTRY

Pupils who wish to take the GCSE Art Textiles Design course primarily need to enjoy the subject, be creative and must be prepared to attend after school club if required. There is only one level of entry enabling pupils to gain Grades 9-1.

ASSESSMENT

The scheme of assessment consists of one portfolio (coursework) and the external set task (examination). Both the portfolio and external set task are moderated using 4 assessment objectives which are:

AO1 Develop ideas through investigations, demonstrating critical understanding of sources.

AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3 Record ideas, observations and insights relevant to intentions as work progresses.

AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

USEFUL EQUIPMENT

All pupils will have to purchase an A3 sketchbook or an A3 folder for each project to keep their work safe and secure. General equipment such as pencils, rulers, rubber should be brought to every lesson. Materials for general use will be provided but pupils may be required to purchase more specialist fabrics and components for individual projects.

POSSIBLE FUTURE COURSES AND CAREERS

Birmingham Metropolitan College

ART & Design Centre, Brierley Hill

A NUMBER OF VOCATIONAL COURSES ARE AVAILABLE AT DIFFERENT LEVELS THAT COVER ART AND DESIGN WITH A TEXTILES SPECIALISM

King Edwards VI college.

Textiles A LEVEL.

Halesowen College.

TEXTILES A LEVEL

FASHION FOR DESIGN AND RETAIL LEVEL 2

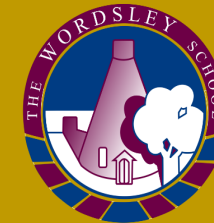
FASHION FOR DESIGN AND RETAIL BTEC LEVEL 3

ART AND DESIGN LEVEL 2

The course is good preparation for progression to A-Level in Art and Design: Textile Design or a suitable vocational course. It could lead towards a career in fashion, interior design, soft furnishings, surface textiles, retail industries, theatre design, or garment technologist. A well rounded qualification that lends itself to any job in the world of Art and Design.

Head of Subject: Mrs N. Skillbeck

DESIGN & TECHNOLOGY GCSE



FULL TITLE OF COURSE

GCSE Design & Technology

EXAMINATION BOARD AND CODE

AQA – 8552

CONTENT OF COURSE

The GCSE Design and Technology specification sets out the knowledge, understanding and skills required to undertake the iterative design process of exploring, creating and evaluating. The majority of the specification should be delivered through the practical application of this knowledge and understanding.

Topics and themes are:

1. Core technical principles
2. Specialist technical principles
3. Designing and making principles.

Pupils who opt for GCSE D&T will all study the same three topics as listed above however they will need to specialise in a specific material which will relate to the previous Resistant Materials or Graphics options. The materials options are listed below:

- | | |
|--------------------------------------|--|
| I Papers and boards (Graphics) | I Timber (RM) |
| I Metal based materials (RM) | I Polymers (RM) |
| I Textile-based materials (Textiles) | I Electronic and mechanical systems (RM) |

The new specification has more emphasis on Maths and Science than on the previous GCSE so there will be specific maths and science-based questions in the exam. The key topics are listed below:

Maths:

Arithmetic and numerical computation
Handling Data
Graphs
Geometry and trigonometry.

Science:

Use scientific vocabulary, terminology and definitions
Life cycle assessment and recycling
Using materials.

LEVELS OF ENTRY

Qualifications are reported on a nine point scale from 1 to 9, where 9 is the highest grade.

ASSESSMENT

Written exam: 2 hours

- Core technical principles
- Specialist technical principles
- Designing and making principles

How it's assessed— • 100 marks • 50% of GCSE

Questions

Section A – Core technical principles (20 marks)

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B – Specialist technical principles (30 marks)

Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

Section C – Designing and making principles (50 marks)

A mixture of short answer and extended response questions including a 12 mark design question

Non-exam assessment (NEA): 30–35 hours approx.

Practical application of:

- Core technical principles
- Specialist technical principles
- Designing and making principles

How it's assessed— • 100 marks • 50% of GCSE

Task (s)

- Substantial design and make task
- Assessment criteria:
 - Investigating
 - Designing
 - Making
 - Analysing and Evaluating
- In the spirit of the iterative design process, the above should be awarded holistically where they take place and not in a linear manner
- Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the NEA
- Students will produce a working prototype and a portfolio of evidence (max 20 pages)
- Work will be marked by teachers and moderated by AQA.

USEFUL EQUIPMENT

Drawing equipment consisting of pencils, rubbers, rulers, sharpeners, colouring pencils and fine liners. A memory stick is also useful but not mandatory.

POSSIBLE FUTURE COURSES AND CAREERS

Courses:

A-Levels: Product Design, Resistant Materials, Design Technology, Graphics and Engineering.

Vocational Qualifications BTECs, NVQ/SVQs and Diplomas: Construction, Engineering and Manufacturing.

Apprenticeships: Agriculture: Construction, Engineering and Manufacturing.

Careers:

This GCSE will be beneficial to any pupil hoping to pursue a career in either design, engineering, manufacturing or construction depending on their chosen specialisms.

Head of Subject: Mrs S While

FOOD PREPARATION & NUTRITION



FULL TITLE OF COURSE

GCSE in FOOD PREPARATION & NUTRITION
Awarded for the first time in Summer 2018

EXAMINATION BOARD AND CODE

WJEC Eduqas

CONTENT OF COURSE

GCSE Food Preparation and Nutrition is a new exciting and creative course which focuses on practical cooking skills to ensure pupils develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing pupils' practical cookery skills to give them a strong understanding of nutrition and food science. Pupils will complete a number of science investigation tasks in preparation for NEA1.

It is expected that pupils will cook every week in order to develop their practical skills and to produce a wide range of high quality dishes. It is important that they are always well-equipped and organised. They will be required to provide their own ingredients.

Subject Content – What is covered?

Food preparation skills are integrated into five core topics:

- 1. Food commodities** – Range of foods and ingredients from the major commodity groups reflecting recommended dietary guidelines for a healthy diet, e.g. reduction of sugar intake.
- 2. Principles of nutrition** – Macronutrients and micronutrients and their role in human nutrition.
- 3. Diet and good health** – Energy requirements of different individuals, planning balanced diets for different nutritional needs, calculating energy and nutritional content of meals.
- 4. Food science** – The effect of cooking food on the sensory and nutritional properties of food. Food spoilage and sound understanding of the microbiological food safety principles.
- 5. Food provenance and manufacturing** – Where food comes from.
- 6. Cooking and food preparation** – Factors affecting food choice, preparation and cooking techniques, developing recipes and meals.

ASSESSMENT

EXAM: Paper 1: Food preparation and nutrition (50%) Written exam: 1 hour 45 minutes

Written examination to be taken at the end of Year 11, comprising short and extended answers. The exam will consist of two sections both containing compulsory questions and will assess the 6 areas of specified GCSE content.

Section A: Questions based on stimulus material.

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

ASSESSMENT continued...

NON-EXAM ASSESSMENT (NEA): Task 1: Food investigation (15%) Written Report [Food Science]

A scientific food investigation which assesses the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food. Pupils will submit a written report (1,500–2,000 words) including photographic evidence of the practical investigation — pupils will have 8 hours to complete the task.

NON-EXAM ASSESSMENT (NEA): Task 2: Food preparation assessment (35%) Written Portfolio

Pupils' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Pupils will prepare, cook and present a final menu of three dishes within a single period three hours, planning in advance how this will be achieved.

Pupils will submit a written portfolio (15 A4 pages) including photographic evidence, which will be completed over 12 hours, inclusive of 3-hour practical time. This allows 9 hours for completing, research, planning, testing, trialing and evaluation to be taken in sessions at the discretion of the centre. The practical session MUST NOT be undertaken more than once by each learner.

NON-EXAM ASSESSMENT (NEA) will be based on tasks released by WJEC annually. Task 1 September 2017 and Task 2 November 2017. Therefore, during Year 10, pupils will be completing theoretical and practical preparation for all assessment during Year 11. It is important that pupils opting for this new GCSE are those that are passionate about Food Preparation, are good attenders and have been well equipped/prepared during KS3.

USEFUL EQUIPMENT

A revision guide is provided for pupils that works in conjunction with the Food Preparation & Nutrition course. A memory stick is not mandatory but can prove very useful as a written portfolio of work will be produced.

All pupils will be required to source their own ingredients for practical lessons. Ingredients are mandatory due to the emphasis of this course on the design and development of a food product. All pupils will be expected to cook in every practical lesson, modifying and adapting recipes.

POSSIBLE FUTURE COURSES AND CAREERS

Studying food preparation and nutrition can lead to exciting and well paid career options. Consumers are becoming increasingly reliant on the food industry to develop solutions for their nutritional needs. This course could lead you into roles such as a Chef, Food Product Developer, Buyer (who travels the world sourcing new food products for manufacturers), Food Safety Inspectors, Nutritionists, Dieticians, Quality Managers, Teacher, Food Engineer, Food Scientist, Food Technologist, Food Photographer, Food Stylist, Home Economist, Hotel and Restaurant Manager, Microbiologist, working in food magazines, radio and television – for more information on food careers please visit <http://tastycareers.org.uk/>

Head of Subject: Miss F. Isaacs

GCSE SPORT SCIENCE



FULL TITLE OF COURSE

GCSE PE Sport Science

EXAMINATION BOARD AND CODE

Edexcel Full Course 1PE0

CONTENT OF COURSE

Fitness and Body Systems

Topic 1: Applied anatomy and physiology

Topic 2: Movement analysis

Topic 3: Physical training

Topic 4: Use of data.

Health and Performance

Topic 1: Health, fitness and well-being

Topic 2: Sport psychology

Topic 3: Socio-cultural influences

Topic 4: Use of data.

Due to the challenging theory content of the course, you should refer to your Year 9 theory examination results before choosing this subject.

It is also highly beneficial that pupils take part in sport regularly outside of school.

LEVELS OF ENTRY

One level of entry enabling pupils to gain Grades 1-9

ASSESSMENT

Component 1: Fitness and Body Systems

Written examination: 1 hour and 45 minutes. 36% - 90 marks

Component 2: Health and Performance

Written examination: 1 hour and 15 minutes. 24% of the qualification - 70 marks

Component 3: Practical Performance

Externally moderated. 30% of the qualification - 105 marks (35 marks per activity)

• Skills during individual and team activities (you will select from Football, Netball, Swimming, Basketball, HRF, Personal Survival, Athletics, Dance or a personal choice if taking part in an activity outside of school e.g. Karate)

• General performance skills

Component code: 1PE0/04)

Controlled Assessment and externally moderated. 10% of the qualification - 20 marks

• Aim and planning analysis

• Carrying out and monitoring the PEP

• Evaluation of the PEP

EQUIPMENT REQUIRED

FULL PE Kit — GCSE PE top, Navy Shorts, Navy Socks, Trainers, Football Boots, Swimming Costume or Shorts, Swimming Hat. Navy Tracksuit (optional). You will be outdoors in all weather.

POSSIBLE FUTURE COURSES AND CAREERS

HND in Sports Studies or Sports Science, Full Degree in Sport

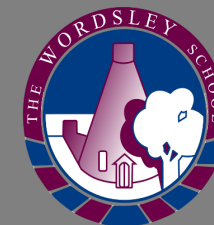
Development, Sport Science, BTEC Level 3 in Sport, Sports Studies, Physical Education, PE Teacher, Physiotherapy, Coaching.

A good base for some medical-based degrees, Armed Forces, Police.

This course is designed for pupils with a specific interest in sports, how the human body works and the demands physical activity places upon it. You will directly apply theoretical knowledge learnt to practical lessons and will also develop and carry out a 8 week personal training programme (PEP) as part of a Controlled Assessment.

Head of Subject: Mrs S. Ketteringham

RELIGIOUS EDUCATION



FULL TITLE OF COURSE

Edexcel GCSE Religious Studies B.

ASSESSMENT

Two externally set examinations at the end of the course.

EXAMINATION BOARD AND CODE

Edexcel Religious Studies B (1RBO)

USEFUL EQUIPMENT

All of the resources required for this subject will be provided by the department.

CONTENT OF COURSE

Paper 1: Religion and Ethics (paper code 1RBO/1A-1G) focus on Christianity.

Pupils study: Christian Beliefs, Marriage and the Family, Matters of Life and Death and Living the Christian life.

Paper 2: Religion, Peace and Justice (paper code 1RBO/2A-2G) focus on Islam.

Pupils study: Muslim beliefs, Crime and Punishment, Peace and Conflict and Living the Muslim life.

POSSIBLE FUTURE COURSES AND CAREERS

The skills learnt through the study of GCSE RE are invaluable to a wide variety of careers.

Particular careers RE is useful for are:

Teacher, Police officer, Doctor / Nurse, care worker and journalist.

LEVELS OF ENTRY

One level of entry enabling pupils to gain Grades 9-1.

Head of Subject: Mrs V. Perks

14-19 CONSORTIUM OPTIONS

The Brierley Hill & Kingswinford 14-19 Consortium is a collaborative partnership between:

- Summerhill School
- The Wordsley School
- Halesowen College

The Consortium aims to raise the aspirations and achievement of all young people in the area. The partners in the Consortium are committed both to working together to increase opportunity and choice for the learner and to delivering high quality learning and teaching.

The specific aims of the Consortium are to:

- Provide students with a broader range of opportunities 14-19
- Increase attainment in schools, college and work-based learning
- Develop skills, abilities and talents of students by providing new/appropriate learning pathways tailored to individual needs
- Increase the number of young people who successfully transfer at the age of 16 to education and training and improve retention rates among those who already successfully transfer at 16
- Increase the number of young people who succeed in participating in higher education at the age of 19
- Build the capacity of each of the five partners to develop as learning organisations.

By engaging in a collaborative consortium to share expertise and good practice the outcomes of the consortium will be:

- A shared offer of vocational provision at 14 to 16 which makes use of the skills of each partner as well as their specialist facilities
- The development of a range of opportunities offered post- 16 which makes use of the opportunities offered by each partner
- A range of learning pathways enabling progression at 14 and at 16
- An agreed protocol for working together to improve attainment and aspirations of the young people in the area
- Increased numbers of young people successfully transferring to education and training at 16 and Higher Education at 18.

14-19 CONSORTIUM OPTIONS

Consortium classes take place at one of the partner schools or colleges on a Monday and are taught in groups consisting of Year 10 students from any of the other schools. This enables students to have the opportunity to experience another learning environment and make new friends which in turn prepares them for their post 16 progression. The majority of subjects have a strong vocational element and have been developed for students who wish to investigate further a particular career area. They are designed to provide a more hands-on approach to learning and to ensure that young people have the skills needed for growing sectors of the economy.

Transport will be provided from school to College and back. More information on the applicable travel arrangements will be provided once places have been confirmed.

In order for pupils to be eligible to apply for Consortium courses, they MUST have;

- ◇ Attendance of at least 93%
- ◇ Excellent punctuality
- ◇ Excellent behaviour and Attitude to Learning

Visits to the Consortium venue will take place and will form part of the selection process.

The subject areas offered this year are:

- ◇ Performing Arts
- ◇ Animal Care
- ◇ Children's Play, Learning and Development

NUMBER OF PLACES AVAILABLE

Up to 8 places will be available.

QUALIFICATION TYPE

Level 2 BTEC First Extended Certificate in Performing Arts
(Equivalent to one GCSE)

TRAVEL ARRANGEMENTS

Return transport provided by School Mini Bus.

CONTENT OF COURSE

The teaching on this course is very active and keeps Pupils involved at all stages. It is about taking the theory and applying it within the industry (numerous contacts within the performing arts industry are used in the delivery of this course). Current Year 10 and 11 students are full of enthusiasm for this course and appreciate the benefits and opportunities they have enjoyed. In order to achieve the certificate, pupils must complete three units of work. All areas of Performing Arts are covered. Units currently being offered to the group are:

- Development of Drama
- Musical Theatre Performance
- Performing Scripted Plays.

ASSESSMENT

All assessment criteria on which the BTEC First Extended Certificate is based should be completed by each student.

There are four grading areas per module:

1. Application of knowledge and understanding
2. Development of practical and technical skills
3. Personal development for occupational roles
4. Application of generic and key skills.

Every unit of each module will be awarded a Pass, Merit or Distinction.

PROGRESSION ROUTES

A- Level Drama and Theatre Studies courses.

IS THIS COURSE FOR YOU?

Pupils must have a keen interest in Performing Arts. It must be appreciated that this course is only for the very committed as some days at weekends & during holidays will have to be sacrificed in order to meet the requirements of the course. Pupils will be asked to go through an audition process.

14-19 CONSORTIUM SUBJECTS

NUMBER OF PLACES AVAILABLE

Up to 8 places will be available.

QUALIFICATION TYPE

BTEC Level 1/Level 2 First Award in Animal Care NQF

TRAVEL ARRANGEMENTS

Return transport provided by School Mini Bus.

CONTENT OF COURSE

The course is aimed at those people who are interest in caring and working with animals and investigation of animal behaviour and physiology.

Mandatory Unit 1—Animal Health

This is an externally-assessed unit. The focus will be on commonly kept animal such as dogs, cats, rabbits, goats, chickens and bearded dragons. You will find out about common diseases and parasites that can affect these animals and learn about monitoring checks and signs for serious illness.

Mandatory Unit 2—Animal Handling

You will understand the safe handling for different animals and when they should or should not be used. You will need to know about and use the correct Personal Protective Equipment and clean and maintain this equipment.

Optional unit 1—Animal Housing and Accommodation

You will prepare and maintain animal accommodation and clean it out to the required industry standard.

Optional unit 2—Animal Welfare

You will study the different roles of animals and animal-related organisations in society. Animal welfare, legislation and the responsibilities involved in caring for animals will be central to this unit.

ASSESSMENT

Unit 1 will be an examined unit and will contain a variety of question types which will include multiple choice, short and longer answers. A portfolio of evidence will also be produced. Assessment work is graded as Pass, Merit, Distinction or Distinction.

SELECTION REQUIREMENTS

You must have an up-to-date Anti-Tetanus vaccination (evidence required). Pupils with allergies to nuts, fur, sawdust or hay may not be able to study this subject. Pupils must be prepared to handle exotic animals such as snakes, lizards, insects and frogs. Pupils should be able to follow all health and safety procedures to ensure their own safety and that of the animals.

PROGRESSION ROUTES

Successful completion of this course could lead to the BTEC Level 3 Extended Diploma in Animal Management, Animal Management Equine pathway or other qualifications such as the Diploma in Veterinary Nursing but students will be required to gain 5 GCSEs at Grade 5 and above, across a range of subjects including Science, additional Science and at least a Grade 4 in Maths.

Potential occupations include: animal technician, assistant dog trainer, dog groomer, horse groom or stable hand, trainee zoo keeper, pet shop assistant.

VENUE— HALESOWEN COLLEGE

14-19 CONSORTIUM SUBJECTS

NUMBER OF PLACES AVAILABLE

Up to 8 places will be available.

QUALIFICATION TYPE

Pearson BTEC Level 1/Level 2 First Award in Children's Play, Learning and Development

CONTENT OF COURSE

Course Content.

This course is aimed at inspiring learners to consider a career in early years or related sectors, where knowledge of child development is relevant. It will give learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the early years sector, for example, of child development and using play to promote child development.

Units;

Unit 1- Patterns of Child Development *Externally assessed*

the age ranges are broken down into categories (birth up to 12 months, 12 months up to 3 years, 3 years up to 5 years and 5 years up to 8 years) and further details the key developmental milestones within them.

Unit 2- Promoting Children's Development Through Play *Internally assessed*

allows learners to draw together and apply their understanding of early years practice and principles of child growth and development in order to assess how structured play activities promote children's development.

Unit 3- The Principles of Early Years Practice *Internally assessed*

inclusive practice and empowering children, as well as the key person within early years settings.

ASSESSMENT

Unit 1 is externally assessed. Units 2 and 3 are internally assessed generated through a range of activities, including coursework, role play, practical performance and verbal presentations.

PROGRESSION ROUTES

The course will support progression to a more specialised Level 2 Diploma or level 3 qualification, such as in early years, health and social care or psychology, or an apprenticeship. After completion, it will give learners the potential opportunity, in due course, to enter employment.

TRAVEL ARRANGEMENTS

Return transport provided by School Mini Bus.

VENUE— HALESOWEN COLLEGE