

# Key Stage 4 Pathways Booklet

2018-2021

Dear Students and Parents,

Choosing a pathway for the last three years of your secondary education is an important choice. If you choose wisely, then you will enjoy your GCSE years to a greater degree and be happier and more successful in your work.

You can be reassured that the curriculum here at Haywood is one of the best you could have in any school. Ofsted described our curriculum as a, "major strength, providing excellent choice for students of all abilities".

You should also think about the subjects you intend to study beyond Year 11. This might well influence your choice of GCSE's in Year 9. As you know, our Sixth Form (City College) is going from strength to strength and is regarded nationally as having one of the best academic and vocational curriculums available. Therefore remember to choose your GCSE subjects with one eye on the future.

Finally, make sure you read the Pathways Booklet in detail, discuss your suitability to study subjects with Academy staff - we are here to help with any questions. Don't be worried about asking any of the questions you have, they are all important and if we don't have the answers to hand, we will get them for you.

Your next steps:

1. Talk to staff tonight
2. Look at your current grades (which are on the back of the Preferences Form)
3. Identify your preferred courses on the Preferences Form
4. Hand in your Preference Form to Miss Montgomery by Thursday 8<sup>th</sup> February.

Good luck with your decisions and I hope you enjoy the process.

Kind regards

**Mr D Parmar**  
**Principal**

## **Key Stage 4 Pathways**

Please read this booklet carefully, and talk about your preferences with parents/carers and staff. You are asked to state your preferences on the basis of discussion, and information provided by subject staff in those areas where a choice is possible.

The curriculum you will follow during Years 9, 10 and 11 will contain many elements which are different from those which you are taking now. GCSE's and BTEC's contain far more emphasis on a **REGULAR PATTERN OF GOOD QUALITY WORK AND EFFORT** for you to achieve a worthwhile grade in the final examination. Some subjects contain an element of coursework, which will contribute towards the final grade.

Because more of your work will be externally assessed, overall quality - including spelling, punctuation, grammar and presentation will be very important. **Dates by which work is to be finished MUST BE MET. Failure to complete assignments, will influence the final examination result.**

Many of you will find that the qualifications you obtain at school will vitally affect:

- the type of Post 16 course you will eventually follow
- your job prospects
- the kind of career open to you
- the level at which you enter a career
- the salary you will receive

**so choose very carefully.**

## **KS4 Curriculum 2018-2021**

Every effort will be made to ensure that all students are suitably matched to their courses in order to optimise success.

### **CORE**

ALL STUDENTS will study **ENGLISH, MATHEMATICS, SCIENCE, PE and PHSE.**

### **OPTIONAL SUBJECTS**

**Students will also study 4 'optional' subjects  
One of these subjects must be from either computer science, geography, history or MFL  
(French or German)**

Students should state their selection on the pathways form. Every effort is made to match students with their 1st preferences provided they are suitably matched to the student's aptitudes and are suitable for future progression. Sometimes certain combinations are not possible or groups are full and reserve subjects have to be used.

**Students' choices need to be discussed with parents/carers and teaching staff.**

**The Preferences Form must be completed and returned to form tutors by:**

**Thursday 8<sup>th</sup> February**

### **Progression**

**Remember** - you should be aware that progression to Level 3 courses at Haywood Sixth Form (City College) will require at least grade 5/6 in English and Maths in addition to a balanced range of other subjects.

## What is the English Baccalaureate?

The **English Baccalaureate (EBacc)** is not a qualification. It is an acknowledgement of achievement to any student who secures good GCSE (9-5) in a range of subjects.

The subjects the government has included are designed to enable students to study a broad academic curriculum, ensuring that doors are not closed to them in terms of future progression. These are subjects most likely to be required or preferred for entry to degree courses and ones that will keep the most options open. The subjects they identify as being included in the English Baccalaureate are mathematics, English, 2 sciences from physics, biology and chemistry, or trilogy science, one humanity from geography or history and a foreign language.

For further information about the EBacc go to

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

An example of an EBacc pathway:-

English Mathematics	Core and Additional Science	History or Geography	French or German	1 or 2 other optional subjects
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For entry to Universities such as Oxford, Cambridge and the Russell Group, GCSE higher grade passes of 7 or above may be required in a modern foreign language and a humanity.

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# **Core Subjects**

**All students study English, Maths, Science and  
Core Physical Education**



# GCSE English Language and English Literature

## Course Content

Students will study both English Language and English Literature, two separate GCSE courses. The specifications covered are AQA 8700 (Language) and 8702 (Literature). The specifications are designed to inspire and motivate students, providing appropriate stretch and challenge whilst ensuring that the assessment and texts are, as far as possible, accessible to all students.

### English Language:

The course will enable students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures. At the end of the course they will sit two equally-balanced papers where they are required to relate what they have read to the topic and theme of writing tasks.

Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage enquiry into different topics and themes. This course will also ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, using figurative language and analysing texts.

### English Literature:

Students will study a range of texts including a Shakespeare play, a 19<sup>th</sup> Century novel, a modern text written after 1914 (which may be either drama or prose) and a cluster of poetry. They will answer questions on each of these elements in the exam and will also be expected to comment on an unseen poem. They will develop skills of comprehension and inference as well as being able to read critically. Students will evaluate a writer's choice of vocabulary, grammatical and structural features while analysing and comparing texts on various themes. They will need to be able to write in a clear and coherent manner for a range of purposes using accurate Standard English, spelling, punctuation and grammar.

<p><b>Course Assessment</b></p>	<p><b>English Language:</b></p> <p>Paper 1 Explorations in Creative Reading and Writing – Written Exam: 1 hour 45 minutes (80 marks – 50% of GCSE)</p> <p>Paper 2 Writers’ Viewpoints and Perspectives – Written Exam: 1 hour 45 minutes (80 marks – 50% of GCSE)</p> <p>Non examination assessment: Spoken Language (Marked by teacher – separate endorsement on the certificate.)</p> <p><b>English Literature:</b></p> <p>Paper 1 Shakespeare and the 19<sup>th</sup> Century Novel – Written exam: 1 hour 45 minutes (64 marks – 40% of GCSE)</p> <p>Paper 2 Modern Texts and Poetry – Written exam: 2 hours 15 minutes (96 marks – 60% of GCSE)</p>
<p><b>Progression/ Careers Information</b></p>	<p>A good GCSE grade 5 or above in English is a requirement for the majority of Post 16 courses/careers.</p> <p>This specification offers excellent preparation for A Level Courses in English Language, English Literature or the combined language/literature course at Haywood Sixth Form (City College).</p>
<p><b>Additional Information</b></p>	<p>For further information go to:</p> <p><a href="http://www.aqa.org.uk/subjects/english/gcse/english-language-8700">http://www.aqa.org.uk/subjects/english/gcse/english-language-8700</a></p> <p><a href="http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702">http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702</a></p>

# GCSE Mathematics

<b>Course Content</b>	<p>The GCSE Mathematics course has changed radically to meet the new requirements of the National Curriculum.</p> <p>Students will study Number, Algebra, Geometry and Statistics in a variety of contexts which will, at times, involve using skills from more than one topic area. The curriculum has changed because it needs to move forward with the demands of employers, universities and the global community. It will therefore include more functional, problem solving and investigative elements that can be applied in real life situations, rather than simply remembering how to do something.</p> <p>Students will be presented with a problem and will have to select a mathematical strategy and decide how to use it. 40 % of marks will be allocated to the recall and use of their Mathematics knowledge. Reasoning, interpreting and communicating Mathematically will account for 30% of marks. Interpreting and analysing problems, then generating a strategy to solve them is 30%.</p> <p>Students are encouraged to develop confidence in Mathematics and to recognise the importance of Mathematics in their own lives and to society.</p>
<b>Course Assessment</b>	<p>The examination is available at two tiers of entry, higher and foundation. Each student will be entered at the tier most suited to his/her ability. There will be diagnostic assessments throughout Years 9 and 10 with the GCSE exam entry in June in Year 11.</p>
<b>Progression/ Careers Information</b>	<p>A GCSE grade 5 or above in Mathematics opens many doors to successful careers and is a requirement for the majority of Post 16 courses/careers, particularly engineering and technical subjects at a higher level. Students can progress to the A Level Mathematics Course at Haywood Sixth Form Academy (City College).</p>
<b>Additional Information</b>	<p>For information on GCSE Mathematics please speak to any of the Mathematics teaching staff or Mr Paterson (Head of Maths) or Miss Roberts (Assistant Principal in charge of Maths). For further content specific information visit: <a href="http://www.edexcel.com/migrationdocuments/GCSE2010/Maths_Spec_A_web.pdf">http://www.edexcel.com/migrationdocuments/GCSE2010/Maths_Spec_A_web.pdf</a></p>

Students will follow either the Separate Science or Trilogy Science pathway. Suitability for the Separate Science pathway will be decided by the Science Department. A small number of students will be selected based upon their previous attainment and whether they meet the academic entry criteria.

<h1>GCSE Separate Science</h1> <p>“Triple Science” - 3 Separate GCSE grades in Biology, Chemistry and Physics</p>	
<b>Course Content</b>	<p><b>Biology</b> content is split into 7 topic areas to include the following:</p> <ol style="list-style-type: none"> <li>1. Cell biology</li> <li>2. Organisation</li> <li>3. Infection and response</li> <li>4. Bioenergetics</li> <li>5. Homeostasis</li> <li>6. Inheritance and evolution</li> <li>7. Ecology</li> </ol> <p><b>Chemistry</b> content is split into 10 topic areas to include the following:</p> <ol style="list-style-type: none"> <li>1. Atomic structure and periodic table</li> <li>2. Structures and bonding</li> <li>3. Quantitative Chemistry</li> <li>4. Chemical changes</li> <li>5. Energy changes</li> <li>6. The rate and extent of chemical change</li> <li>7. Organic chemistry</li> <li>8. Chemical analysis</li> <li>9. Chemistry and the atmosphere</li> <li>10. Using resources</li> </ol> <p><b>Physics</b> content is split into 7 topic areas to include the following:</p> <ol style="list-style-type: none"> <li>1. Forces</li> <li>2. Energy</li> <li>3. Waves</li> <li>4. Electricity</li> <li>5. Magnetism</li> <li>6. Particle model of matter</li> <li>7. Atomic structure</li> </ol> <p>The content for individual science GCSEs is similar to Combined Science: Trilogy, however the detail in each of the sections listed is greater, allowing a deeper understanding of the science involved.</p>
<b>Course Assessment</b>	<p>Students sit 2 written examination papers for <b>each</b> of the separate science qualifications, with each examination carrying equal weighting. The results of these examinations will lead to the awarding of 3 separate GCSE qualifications. The grades for these qualifications are not linked in any way. There is no longer any coursework element for these qualifications.</p>
<b>Progression/ Careers Information</b>	<p>Ideal for students wishing to progress onto A Level Biology, Chemistry and/or Physics at the sixth form (City College). Recommended for those interested in careers in Medicine, Dentistry, Veterinary Science, Geology, Engineering (all types), Teaching and Law.</p>
<b>Additional Information</b>	<p><a href="http://www.aqa.org.uk/subjects/science/gcse/biology-8461">http://www.aqa.org.uk/subjects/science/gcse/biology-8461</a>  <a href="http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462">http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462</a>  <a href="http://www.aqa.org.uk/subjects/science/gcse/physics-8463">http://www.aqa.org.uk/subjects/science/gcse/physics-8463</a></p>

# GCSE Trilogy Science

“Trilogy” - 2 combined GCSE grades in Science

<p><b>Course Content</b></p>	<p><b>Biology</b> content is split into 7 topic areas to include the following:</p> <ol style="list-style-type: none"> <li>1. Cell biology</li> <li>2. Organisation</li> <li>3. Infection and response</li> <li>4. Bioenergetics</li> <li>5. Homeostasis</li> <li>6. Inheritance and evolution</li> <li>7. Ecology</li> </ol> <p><b>Chemistry</b> content is split into 10 topic areas to include the following:</p> <ol style="list-style-type: none"> <li>1. Atomic structure and periodic table</li> <li>2. Structures and bonding</li> <li>3. Quantitative Chemistry</li> <li>4. Chemical changes</li> <li>5. Energy changes</li> <li>6. The rate and extent of chemical change</li> <li>7. Organic chemistry</li> <li>8. Chemical analysis</li> <li>9. Chemistry and the atmosphere</li> <li>10. Using resources</li> </ol> <p><b>Physics</b> content is split into 7 topic areas to include the following:</p> <ol style="list-style-type: none"> <li>1. Forces</li> <li>2. Energy</li> <li>3. Waves</li> <li>4. Electricity</li> <li>5. Magnetism</li> <li>6. Particle model of matter</li> <li>7. Atomic structure</li> </ol>
<p><b>Course Assessment</b></p>	<p>Students will sit 6 written examination papers in total – 2 for each of the science disciplines outlined above. Each exam paper will carry an equal weighting. There is no longer any coursework element for this qualification.</p>
<p><b>Progression/ Careers Information</b></p>	<p>Suitable for students wishing to progress onto A Level Biology, Chemistry and/or Physics at the sixth form (City College). Suitable for careers which require a sound basic scientific knowledge base e.g. Teacher or a career within the Sports Industry.</p>
<p><b>Additional Information</b></p>	<p>All students study combined science, unless they study Separate Sciences.  <a href="http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464">http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464</a></p>

# Core Physical Education

<b>Course Content</b>	<p>Students will tackle complex and demanding physical activities. They will participate in a range of activities that develop personal fitness and promote an active, healthy lifestyle.</p> <p>Students will be taught to:</p> <ul style="list-style-type: none"><li>- use and develop a variety of tactics and strategies to overcome opponents in team and individual activities</li><li>- develop their technique to improve performance</li><li>- evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best</li><li>- continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.</li></ul>
<b>Course Assessment</b>	<p>Whilst Physical Education is a compulsory subject, there is no formal assessment for this course.</p>
<b>Progression/ Careers Information</b>	<p>A variety of extra-curricular activities are offered during lunch times and after school. Haywood Academy is well represented at local and city competitions.</p>
<b>Additional Information</b>	<p>Students have the opportunity to develop their leadership skills through organising and leading extra-curricular activities at our partner primary schools. Please see Mr Rutter for details.</p>

# **Optional Subjects**

# GCSE Art and Design

<p><b>Course Content</b></p>	<p>Students will complete two units of work which are the Art and Design Portfolio and the Art and Design OCR-set task.</p> <p><b>Art and Design Portfolio:</b> Students will complete one project on a theme of their choice. Students will research the theme, complete observational studies, look at the work of other artists, develop their ideas and produce a final piece. They will work with a wide range of materials and techniques and also keep a sketchbook.</p> <p><b>Art and Design OCR-set task:</b> For their exam, students will choose one starting theme from a selection of five, working through the assessment objectives over a number of weeks. They will create their final piece during a ten hour exam over two days.</p>
<p><b>Course Assessment</b></p>	<p>All work is coursework based. Portfolio 60%, Externally set task 40%</p> <p>The four assessment objectives are:</p> <ol style="list-style-type: none"> <li>1. Develop ideas through investigations, demonstrating critical understanding of sources.</li> <li>2. Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</li> <li>3. Record ideas, observations and insights relevant to intentions as work progresses.</li> <li>4. Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</li> </ol>
<p><b>Progression/ Careers Information</b></p>	<p>Haywood Sixth Form (City College) offers A Level Art and Design and A Level Photography.</p> <p>A suitable course for students interested in Advertising, Architecture, Crafts, Graphic Design, 3 Dimensional Design, Industrial and Product Design, Marketing, Illustration, Interior Design, Digital Media, Fashion and Textiles, Film, Video, TV and Radio, Music, Performing Arts, Publishing, Visual Arts and Photography.</p>
<p><b>Additional Information</b></p>	<p>Creativity is the fastest growing sector of the economy.</p> <p>Entry requirements - An enthusiasm for Art and good attendance.</p> <p>Why choose Art and Design as an option: <a href="http://www.ocr.org.uk/images/71438-options-3d.pdf">http://www.ocr.org.uk/images/71438-options-3d.pdf</a></p>



# GCSE Business

<p><b>Course Content</b></p>	<p>The GCSE in Business is in two units:</p> <p><b>Theme 1: Investigating Small Business</b></p> <p>Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business.</p> <p><b>Theme 2: Building a Business</b></p> <p>Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows.</p>
<p><b>Course Assessment</b></p>	<p>Both units are assessed by a final, written examination in Year 11.</p>
<p><b>Progression/ Careers Information</b></p>	<p>All business courses can help to prepare students for further and higher education such as AS/A2 Levels and BTEC and NVQ courses. Students will become skilled in making decisions, being creative, solving problems, understanding finance, dealing with data, communicating and working as part of team.</p> <p>A GCSE Business course could lead to work in a business-related profession such as Accountancy, Law, Marketing or the Leisure and Tourism Industry.</p> <p>A Level Business and Business related placements for the Pre-Apprenticeship Route are offered at Haywood Sixth Form (City College).</p>
<p><b>Additional Information</b></p>	<p>Previous business knowledge is not essential to study GCSE Business.</p> <p>Please see Mr Breese for more information</p>

# GCSE Computer Science

<p><b>Course Content</b></p>	<p>This course will enable students to develop valuable thinking and programming skills that are extremely attractive in the modern workplace and, also, a deep understanding of computational thinking and how to apply it through a chosen programming language.</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> <li>- understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation</li> <li>- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs</li> <li>- think creatively, innovatively, analytically, logically and critically</li> <li>- understand the components that make up digital systems, and how they communicate with one another and with other systems</li> <li>- understand the impacts of digital technology to the individual and to wider society</li> <li>- apply mathematical skills relevant to Computer Science.</li> </ul>
<p><b>Course Assessment</b></p>	<p>Computer Systems – Written exam 1.5 hours – 40%</p> <p>Computational thinking, algorithms &amp; programming – Written exam 1.5 hours – 40%</p> <p>Programming project – 20%</p>
<p><b>Progression/ Careers Information</b></p>	<p>This qualification fulfils entry requirements for academic and vocational study post-16. Students can progress to a Level 3 Course in IT at Haywood Sixth Form (City College) or seek an IT placement as part of our unique Pre-Apprenticeship Route.</p>
<p><b>Additional Information</b></p>	<p>Entry requirements are Securing+ - Mastering in Computing and Maths together with a recommendation from your current Computing teacher.</p>

# GCSE Dance

<p><b>Course Content</b></p>	<p><b>Component 1 – Performance and Choreography</b></p> <p><u>Performance</u> The students will learn 2 set phrases through a solo performance (approximately one minute in duration). They will learn a duet/trio performance (three-five minutes in duration) based upon the development of 2 set phrases.</p> <p><u>Choreography</u> Using a set stimulus the students will create either a solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes) using the principles of choreography.</p> <p><b>Component 2 - Dance appreciation</b></p> <p>In this written paper the students will be assessed on their knowledge and understanding of choreographic processes and performing skills. They will need to critically analyse their own choreography and six professional works.</p>
<p><b>Course Assessment</b></p>	<p><b><u>Component 1</u></b> Internally marked and externally moderated Performance 30% of overall GCSE grade 40 marks</p> <p>Choreography 30% of overall GCSE grade 40 marks</p> <p><b><u>Component 2</u></b> Written paper 40% of overall GCSE grade Written exam: 1 hour 30 minutes 80 marks</p>
<p><b>Progression/ Careers Information</b></p>	<p>This course would be appropriate for any student who is aiming to study A Level Dance. A GCSE in Dance may also allow a student to enter employment within the professional environment.</p>
<p><b>Additional Information</b></p>	<p>Dance students will be expected to take part in all extra-curricular activities and school performances. Entry requirements – Students must be attending dance classes either in school or out of school in order to build their practical skill level to suit the demands of the course. For further information please contact Miss Smith.</p>

# GCSE Drama

<p><b>Course Content</b></p>	<p>The GCSE Drama course provides opportunities to examine drama and the work of others, and to explore it as a practical art form. It allows students to study drama in an academic setting, interrogating this art form and applying their knowledge and understanding to the process of creating and developing drama and to their own performance work.</p> <p><u>Devising Drama</u> (30% of total GCSE, practical) Students will research and explore a stimulus, work collaboratively and create their own devised drama.</p> <p><u>Presenting and Performing Texts</u> (30% of total GCSE, practical) Students will develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text. The flexibility of the course allows for students to be assessed in production and design skills as a secondary option in addition to the acting option. This includes the research and creation of; set design (including props and multimedia staging), sound designs, lighting designs, and costumes (including hair, makeup and masks).</p> <p><u>Drama: Performance and response</u> (40% of total GCSE, written exam) Students will explore a performance text to demonstrate their knowledge and understanding of drama. Students will then analyse and evaluate a live theatre performance through a written examination.</p> <p>The course aims to create independent thinkers with skills in research, working with others, analysis, communication, time management, ICT, problem solving, planning and organising.</p>
<p><b>Course Assessment</b></p>	<p>The final grade will be dependent on assessments from the practical controlled assessments and the written examination at the end of the course. Students will also be required to submit a portfolio of evidence to support all units which outlines research and development.</p>
<p><b>Progression/ Careers Information</b></p>	<p>This course would be appropriate for any student who is aiming to study A Level at Haywood Sixth Form (City College) or a BTEC in Performing Arts. Also aiding progression to higher education in Drama or Performing Arts. A GCSE in Drama may also allow a student to enter employment in a professional environment. It would also be suitable for any student looking to enter employment in the production side of the creative industries, whether this be in theatre, film or TV.</p>
<p><b>Additional Information</b></p>	<p>Drama students will be expected to take part in all extra-curricular activities and school performances, whether this be performing or backstage. Entry requirements - Students will be required to participate in practical and theory lessons. For further information please contact Miss Smith or visit the GCSE website on <a href="http://www.ocr.org.uk/Images/242630-specification-draft-gcse-drama-j316.pdf">http://www.ocr.org.uk/Images/242630-specification-draft-gcse-drama-j316.pdf</a></p>

# Cambridge National Award in Engineering Manufacture (Formerly BTEC Engineering)

<p><b>Course Content</b></p>	<p>There are 4 units to complete on this course and each is worth 25% of the final grade:</p> <p><b>Unit R109</b> will develop students' knowledge and understanding of engineering materials and processes, and their application in the manufacture of engineered products. They will learn basic engineering processes through practical and theory lessons, and complete a range of practical tasks using a range of different tools and materials.</p> <p><b>Unit R110</b> develops students' knowledge and understanding of the planning and preparation required for the manufacture of engineered products. Students are required to plan and make a product using workshop tools and equipment.</p> <p><b>Unit R111</b> teaches computer applications in the design and manufacture of engineered products. Learners will learn to draw Computer Aided Design (CAD) drawings of products and use Computer Numerical Control (CNC) to make products. Students will also learn how computer control can be used in the high-volume/mass production of engineered products.</p> <p><b>Unit R112</b> will develop students' knowledge and understanding of quality control in engineered products. Students will be required to assess the quality of a range of engineered products and learn about high-volume manufacture of products. Students will also learn about lean manufacturing and how this can be used to improve the quality of the manufacturing process.</p>
<p><b>Course Assessment</b></p>	<p><b>Unit R109.</b> Engineering materials, processes and production. Written exam paper. 1 hour.</p> <p><b>Unit R110.</b> Preparing and planning for manufacture. Centre assessed OCR moderated task.</p> <p><b>Unit R111.</b> Computer aided manufacturing. Centre assessed OCR moderated task.</p> <p><b>Unit R112.</b> Quality control of engineered products. Centre assessed OCR moderated task.</p>
<p><b>Progression/ Careers Information</b></p>	<p>Students can go on to study Product Design at A level or the Level 3 Technical Award in Engineering at Haywood Sixth Form (City College). Students could also seek an engineering placement as part of the City College Pre-Apprenticeship Course.</p>
<p><b>Additional Information</b></p>	<p>Students will be required to work in a variety of ways on this qualification. They need to be happy to use workshop tools, machines and equipment, but to also learn through written based tasks when appropriate. They will need to use computers to produce accurate 2D and 3D drawings of products, be able to work independently and as a member of a team. Students will also need to be able to solve problems.</p>

# GCSE DT Fashion and Textiles

<p><b>Course Content</b></p>	<p>Students studying GCSE in Design and Technology will have a unique opportunity to identify and solve real problems by designing and making products or systems with a fashion and textile focus. The course content is divided under two headings: technical principles and designing and making principles. Within each area, it is further divided into core knowledge of design and technology and understanding and in-depth knowledge and understanding of fashion and textiles.</p> <p>Students will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.</p>
<p><b>Course Assessment</b></p>	<p>Students will complete 2 components:</p> <p><b>Component 1: Design and Technology in the 21st Century</b></p> <ul style="list-style-type: none"> <li>- Written examination: 2 hours</li> <li>- 50% of qualification</li> <li>- A mix of short answer, structured and extended writing questions.</li> </ul> <p><b>Component 2: Design and make task</b></p> <ul style="list-style-type: none"> <li>- Non-exam assessment: 35 hours</li> <li>- 50% of qualification</li> <li>- A sustained fashion &amp; textiles design and make task, based on a contextual challenge.</li> </ul>
<p><b>Progression/Careers Information</b></p>	<p>Students can go onto studying an A Level in Fashion and Textiles Design at the sixth form (City College). It could then lead into a university course of fashion or textiles or 3D design leading to careers such as Fashion Design, Interior Design, Photography or Journalism &amp; Marketing &amp; Buying.</p>
<p><b>Additional Information</b></p>	<p>The GCSE Design &amp; Technology Fashion and Textiles will appeal to anyone who enjoys hands on practical learning experiences. Students will develop a broad understanding of materials, systems and processes and have the opportunity to apply knowledge and understanding from other subject areas including mathematics and science.</p> <p>For more information see Mrs Whiston and visit:  <a href="http://www.eduqas.co.uk/qualifications/qualification-resources.html?subject=DesignandTechnology&amp;level=GCSE">http://www.eduqas.co.uk/qualifications/qualification-resources.html?subject=DesignandTechnology&amp;level=GCSE</a></p>

# GCSE French

<p><b>Course Content</b></p>	<p>Students will follow the AQA GCSE specification for French. This course enables students of all abilities to develop their French language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence. We are passionate about the benefits of learning a language and are committed to developing language learning skills.</p> <p>Students will cover a range of topics such as holidays, school, healthy eating and where they live, falling under the following overarching three themes:</p> <p>Theme 1: Identity and Culture          Theme 2: Local, national, international and global areas of interest          Theme 3: Current and future study and employment</p>
<p><b>Course Assessment</b></p>	<p>The exam is assessed in four parts at the end of Year 11 at either a Higher or Foundation level, and will target four key skill areas: Listening, Reading, Speaking and Writing. Each skill is assessed individually and forms 25% of the final grade.</p> <p>The current scheme of work which we run at Key Stage Three means that students are well prepared to start their GCSE course in Year 9, building on the skills and knowledge which they have already developed. The three-year GCSE course gives the students the opportunity to study each topic in detail as well as revisiting it for revision in Year 11.</p>
<p><b>Progression/ Careers Information</b></p>	<p>The new course has been designed to help students use French for 'real-life' purposes and to be able to apply the language outside of the classroom. There are many benefits of students learning a language and some potential career paths include: Banking, Sales, Interpreting and Translating, Commerce and Tourism, Market Research, Teaching, Law, and Transport and Logistics to name but a few.</p>
<p><b>Additional Information</b></p>	<p>For further information about why to study languages visit:  <a href="http://www.whystudylanguages.ac.uk/about/about_us">http://www.whystudylanguages.ac.uk/about/about_us</a>  <a href="https://targetjobs.co.uk/careers-advice/career-planning/435032-using-your-language-skills">https://targetjobs.co.uk/careers-advice/career-planning/435032-using-your-language-skills</a></p> <p>For further information about the AQA specification visit:  <a href="http://www.aqa.org.uk/subjects/languages/gcse/french-8658/specification-at-a-glance">http://www.aqa.org.uk/subjects/languages/gcse/french-8658/specification-at-a-glance</a></p>

# GCSE German

<p><b>Course Content</b></p>	<p>Students will follow the AQA GCSE specification for German. This course enables students of all abilities to develop their German language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence. At Haywood we are passionate about the benefits of learning a language and are committed to developing language learning skills.</p> <p>Students will cover a range of topics such as holidays, school, healthy eating and where they live, falling under the following overarching three themes:</p> <p>Theme 1: Identity and Culture          Theme 2: Local, national, international and global areas of interest          Theme 3: Current and future study and employment</p>
<p><b>Course Assessment</b></p>	<p>The exam is assessed in four parts at the end of Year 11 at either a Higher or Foundation level, and will target four key skill areas: Listening, Reading, Speaking and Writing. Each skill is assessed individually and forms 25% of the final grade.</p> <p>As a recent addition to the GCSE options here at Haywood, students will start the course as beginners in Year 9. The first 2 terms will therefore be an intensive introduction to the language, providing the foundations for the GCSE course which we will start formally in the spring of Year 9. The foundations provided at the beginning of the year will then carry pupils through to Year 11.</p>
<p><b>Progression/ Careers Information</b></p>	<p>The new course has been designed to help students use German for 'real-life' purposes and to be able to apply the language outside of the classroom. There are many benefits of students learning a language and some potential career paths include: Banking, Sales, Interpreting and Translating, Commerce and Tourism, Market Research, Teaching, Law, and Transport and Logistics to name but a few.</p>
<p><b>Additional Information</b></p>	<p>For further information about why to study languages visit:  <a href="http://www.whystudylanguages.ac.uk/about/about_us">http://www.whystudylanguages.ac.uk/about/about_us</a>  <a href="https://targetjobs.co.uk/careers-advice/career-planning/435032-using-your-language-skills#">https://targetjobs.co.uk/careers-advice/career-planning/435032-using-your-language-skills#</a>  <a href="http://www.bu.edu/wll/home/why-study-german/">http://www.bu.edu/wll/home/why-study-german/</a>  <a href="https://www.theguardian.com/news/commentisfree/2017/jul/09/learning-german-vital-post-brexit-john-le-carre">https://www.theguardian.com/news/commentisfree/2017/jul/09/learning-german-vital-post-brexit-john-le-carre</a></p> <p>For further information about the AQA specification visit:  <a href="http://www.aqa.org.uk/subjects/languages/gcse/german-8668">http://www.aqa.org.uk/subjects/languages/gcse/german-8668</a></p>



# GCSE Geography

<p><b>Course Content</b></p>	<p>The GCSE Geography course will enable students to:</p> <ul style="list-style-type: none"> <li>- Study topics such as Hazardous Earth, Development Dynamics, Challenges of an Urbanising World, The UK's Evolving Physical and Human Landscape, Coastal Change, Biospheres and Forests.</li> <li>- Develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material).</li> <li>- Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts (think like a geographer).</li> <li>- Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer).</li> <li>- Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).</li> </ul> <p>There is a fieldtrip paper and so students will have the opportunity to live geography through fieldwork visits to a city and river environment. There may also be a possibility to attend a residential.</p>
<p><b>Course Assessment</b></p>	<p>Students will be assessed solely through written examinations</p>
<p><b>Progression/ Careers Information</b></p>	<p>Employers and universities value the broad range of transferable skills that geography delivers. Geography fits neatly with science, arts and humanities, and geographers also tend to have very good IT skills.</p> <p>A GCSE in Geography is excellent preparation for a career in Planning, Resource and Countryside Management, Tourism and Recreation and, Environmental Management and Development. Many geographers also move into general management careers or branch out into journalism.</p>
<p><b>Additional Information</b></p>	<p>For further information go to:  <a href="http://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.html#tab-Teaching">http://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.html#tab-Teaching</a> or speak to Mrs Bech.</p>

# BTEC Tech Award in Health and Social Care

<b>Course Content</b>	<p>The course is vocational and is made up of three components: two internally assessed and one that's externally assessed. The three-block structure, explore, develop and apply, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned.</p> <p>The three units are:</p> <ol style="list-style-type: none"> <li>1. Human Lifespan Development (internally assessed assignments – 30% of the total course)</li> <li>2. Health and Social Care Services and Values (internally assessed assignments – 30% of the total course)</li> <li>3. Health and Wellbeing (externally assessed task – 40% of the total course)</li> </ol>
<b>Course Assessment</b>	<p>The majority of assessment is by coursework but there will be one externally examined unit. Students have a portfolio of evidence which is built up over the course. Work is marked internally and verified internally and then samples of work are externally verified by Edexcel, to ensure standards are maintained.</p>
<b>Progression/ Careers Information</b>	<p>Students can go on to study A Level Health and Social care or level 3 BTEC at Haywood Sixth Form (City College). Students could also progress to our unique Pre-Apprenticeship Course and secure a placement in Health and Social Care or with the NHS.</p> <p>This course enables students to develop transferable skills which will be appreciated in a wide range of careers.</p> <p>The Health Service is still the biggest employer in the UK and it is estimated that 1 out of 3 students leaving school will be needed to work in the NHS, possibly more, at all levels. Obviously students who go on to join the NHS have skills that they could use anywhere in the World.</p> <p>Social care is another area where there will be more and more work available, at all levels, as the population becomes older. There are many career pathways in social services.</p>
<b>Additional Information</b>	<p>BTEC Tech Award is worth 1 GCSE and can be level 1 or 2. Grades will be awarded at Level 1 pass, Level 1 Merit, Level 2 Pass, Merit, Distinction and Distinction*.</p> <p>Excellent attendance and a mature attitude to reflect commitment to the course and future prospects. Students must be self-motivated and capable of working independently.</p> <p>For further information see Mrs Brown or visit:  <a href="http://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/health-and-social-care/2017/teaching-and-learning-materials/btec-tech-award-in-health-and-social-care-guide.pdf">http://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/health-and-social-care/2017/teaching-and-learning-materials/btec-tech-award-in-health-and-social-care-guide.pdf</a></p>

# GCSE History

<p><b>Course Content</b></p>	<p>The GCSE History course will enable students to study the following topics:</p> <p>A study of <b>Germany between the World Wars</b>, including the failure of democracy in Germany in the 1920's, the rise of Hitler and the Nazis and Hitler's dictatorship 1933-1939.</p> <p>The <b>Cold War 1945-1991</b> - why the Cold War between the Soviet Union and America broke out at the end of the Second World War and continued with differing flashpoints until the fall of the Soviet Union in 1991. Students will study how effectively President Kennedy dealt with the Cuban Missile Crisis and the reasons why America failed to contain the spread of communism in Vietnam.</p> <p><b>Crime and Punishment – c1000 to present day</b> to include case studies of the influence of the Church in medieval England to the Gunpowder Plotters, the Witch Trials, the Death Penalty and <b>Jack the Ripper</b>. There will be an option for a trip to London to tour round Whitechapel and the crime scenes of Jack the Ripper.</p> <p><b>Early Elizabethan England 1558 – 1588</b> this will look at aspects of Elizabeth's reign including the Spanish Armada, did she kill more people than 'Bloody Mary' and pose questions like 'Is Elizabeth I the best monarch this country has had?'</p>
<p><b>Course Assessment</b></p>	<p>Students will be assessed solely through written examinations.</p>
<p><b>Progression/ Careers Information</b></p>	<p>GCSE History is a well-respected qualification and would benefit students with an interest in Law, Journalism, Criminology and Government and Politics and obviously further study of History at A Level and progression to university. History is considered the most important A Level for those considering studying Law at university.</p> <p>Students can continue to study History, post 16 by progressing to the A Level History Course at Haywood Sixth Form (City College).</p>
<p><b>Additional Information</b></p>	<p>Students with a love of learning and a particular passion for History often do very well. The course is designed to provide a lively basis for an understanding of events that have shaped the world we live in today. We develop skills such as source analysis, inference and interpretation, knowledge and understanding as well as extended writing. Finally, History is about people and working out why people did what they did in the past and how these discussions impact on our world today.</p> <p>For further information please speak to a member of staff from the History Department or visit:  <a href="http://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html">http://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html</a></p>

# Level 1 / 2 Hospitality and Catering

<b>Course Content</b>	<p>This course concentrates on the hospitality and catering industry. Students will develop the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. In addition students will have the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, students will also develop food preparation and cooking skills as well as transferable skills of problem solving, organisation and efficient time keeping. Each of the units have been designed so that knowledge, skills and understanding is developed through tasks that have many of the characteristics of real work in the sector.</p>
<b>Course Assessment</b>	<p><b>Unit 1 (40%): The Hospitality and Catering Industry</b> will be externally assessed with an on line examination that lasts 90 minutes. Grading is as follows: Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction</p> <p><b>Unit 2 (60%): Hospitality and Catering in Action</b> is internally assessed under timed conditions:</p> <p>This involves students completing a piece of controlled assessment in school under examination conditions. Students will be set a task by WJEC and will have to safely plan, prepare, <u>cook</u> and present dishes to satisfy the task.</p>
<b>Progression/ Careers Information</b>	<p>Students can continue to study Food Science &amp; Nutrition at City College. Possible careers include chef, sports science, dietician, food journalism, product development, home economist, events management, hospitality, front of house, conference management, buyer, production manager, public relations, hygiene control, National Health Service, health promotion, technical management, food quality, food preparation and retail. This qualification develops student's skills in communication, creativity, independence, team building and evaluation. Food is one of the fastest growing industries with many varied jobs on offer. According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce.</p>
<b>Additional Information</b>	<p>Hospitality and Catering will appeal to students who are interested in food and who enjoy practical learning experiences. Through the two units, learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression. This is formerly recognised by employers, colleges and businesses and is a new qualification designed to prepare students for the modern world. For this reason it has the same value as a GCSE qualification. More information can be found at:</p> <p><a href="http://www.wjec.co.uk/qualifications/hospitality-and-catering/hospitality-and-catering-level-1-2-award.html">http://www.wjec.co.uk/qualifications/hospitality-and-catering/hospitality-and-catering-level-1-2-award.html</a> or see Mrs Whiston</p>

# Cambridge Nationals in IT

## L1/2 Certificate

<p><b>Course Content</b></p>	<p><b>Module 1 – Stages of the project life cycle.</b> Developing learners understanding of the project life cycle itself.</p> <p><b>Module 2 – Mitigating risks for a project.</b> Explores how to reduce the risks that can affect the development of and use of a technological solution.</p> <p><b>Module 3 – Planning and reviewing project phases.</b> Plan a project and then review the phases of the project life cycle.</p> <p><b>Module 4 – Creating, updating, deleting and using data.</b> Learn how data is stored and manipulated using a computer system and then how it can be searched and used effectively to meet a given objective.</p> <p><b>Module 5 – Presenting information in a meaningful way.</b> Find out how information is presented so that it is useful and easy to use for its intended audience.</p> <p><b>Module 6 – Final evaluation for a project.</b> Carry out a final evaluation of both the working processes that have been used together with the final product and how it meets the clients’ needs.</p> <p><b>Module 7 – Collecting and storing data.</b> Investigate how data is collected and stored.</p> <p><b>Module 8 – Cyber security – threats and preventions.</b> Look in detail at the threats that our data and computer systems face daily, together with the measures that can be taken to deal with these threats.</p> <p><b>Module 9 – Legislation and data reliability.</b> Examine the laws that govern the use of data and computer systems.</p>
<p><b>Course Assessment</b></p>	<p><b>R012-</b> Understanding tools, techniques, methods and processes for technological solutions. 1 hour 45 minutes written examination. 80 marks (50%)</p> <p><b>R013 -</b> Developing technological solutions. Coursework. 20 hours. 80 marks (50%)</p> <p>Grades awarded D*, D, M, P at Level 2. D*, D, M, P at Level 1</p>
<p><b>Progression/ Careers Information</b></p>	<p>These vocational qualifications fulfil entry requirements for academic and vocational study post-16, and will count as equivalent to one GCSE in the Key Stage 4 performance tables. Students can progress to a Level 3 Course in IT at Haywood Sixth Form (City College) or seek an IT placement as part of our unique Pre-Apprenticeship Course.</p>
<p><b>Additional Information</b></p>	<p>See Mrs Davies for further information</p>

# GCSE Media Studies

<p><b>Course Content</b></p>	<p><b>Year 9</b> will act as a foundation year for students choosing to take Media Studies as an option. They will become familiar with the theoretical framework that underpin GCSE Media Studies. Students will undertake a variety of tasks/assignments that will focus on the skills and knowledge needed to complete work in Year 10 and Year 11.</p> <p>Topics that will be covered will include: Music/Advertising/Film/TV. Students' work will involve investigating and analysing different aspects of Media and creating their own ideas.</p> <p><b>Year 10 &amp; Year 11</b> will prepare students for examination.</p> <p>During Y10 &amp; Year 11 students will work through a range of close study products that they will then be assessed on in Year 11.</p> <p>Close Study Products will include covering the following areas:</p> <ul style="list-style-type: none"> <li>- Magazines</li> <li>- Advertising and marketing</li> <li>- Newspapers</li> <li>- Online, social and participatory media</li> <li>- Video games</li> <li>- Radio</li> <li>- Music Video</li> <li>- Film (industries only)</li> </ul>
<p><b>Course Assessment</b></p>	<p>Paper 1 – 35% (84 marks)</p> <p>Section A tests Media Language and Media Representation</p> <p>Section B tests Media Institutions and Media Audiences</p> <p>Paper 2 – 35% (84 marks) – Media Language</p> <p>Non Assessed Exam – (Coursework) 30% (60 marks) – this will be completed in Year 11.</p>
<p><b>Progression/ Careers Information</b></p>	<p>This course is suitable for students who wish to study Media at A Level or are interested in a career in Journalism, Advertising, Television, Film and Gaming.</p>
<p><b>Additional Information</b></p>	<p>This option gives students an opportunity to explore and analyse the mass media and the influence it has upon the public. Tasks could include analysing moving image, investigating the promotion of television/music and producing a magazine or newspaper.</p> <p>Students are expected to be creative and capable of working independently.</p> <p>Entry requirements - Interest in media- magazines, TV, radio, films.</p>

# GCSE Music

<p><b>Course Content</b></p>	<p>This course encourages an integrated approach to the three distinct disciplines of performing, composing and appraising through four interrelated areas of study. The four areas of study are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context.</p> <p>The Western Classical Tradition forms the basis of Musical Forms and Devices and learners should take the opportunity to explore these forms and devices further in the other three areas of study. Music for Ensemble allows learners to look more closely at texture and sonority. Film Music and Popular Music provide an opportunity to look at contrasting styles and genres of music.</p>
<p><b>Course Assessment</b></p>	<p><u>Component 1: Performing</u> Total duration of performances: 4-6 minutes Non-exam assessment: internally assessed, externally moderated 30% of qualification</p> <p><u>Component 2: Composing</u> Total duration of compositions: 3-6 minutes Non-exam assessment: internally assessed, externally moderated 30% of qualification</p> <p><u>Component 3: Appraising</u> Written examination: 1 hour 15 minutes 40% of qualification</p>
<p><b>Progression/ Careers Information</b></p>	<p>This course is suitable for students who are confident musicians and are able to perform to an audience.</p> <p>Students can progress to A Level Music or BTEC Performing Arts at the sixth form (City College). This course may also be suitable for students wishing to seek a work placement within the music, theatre or entertainment industry as part of our unique Pre-Apprenticeship Course.</p>
<p><b>Additional Information</b></p>	<p>Attendance at instrumental /vocal lessons and school ensemble/ orchestra is compulsory. Students are also expected to take part in all school performances. Entry requirements - Ability to play an instrument or sing to a reasonable level is essential for GCSE and the ability to write music using computer software or notation is advisable.</p> <p>For further information go to:</p> <p><a href="http://www.edexcel.com/migrationdocuments/BTEC%20Firsts%20from%202012/BTEC-L1-2-First-Award-Music-accred-pre-pub-spec.pdf">http://www.edexcel.com/migrationdocuments/BTEC%20Firsts%20from%202012/BTEC-L1-2-First-Award-Music-accred-pre-pub-spec.pdf</a></p> <p><a href="http://store.aqa.org.uk/qual/newgcse/pdf/AQA-4270-W-SP-14.PDF">http://store.aqa.org.uk/qual/newgcse/pdf/AQA-4270-W-SP-14.PDF</a></p>

# GCSE Photography

<p><b>Course Content</b></p>	<p>Students will be expected to complete a portfolio of work and an externally set task.</p> <p><b>Portfolio</b></p> <p>More than one extended collection of work, or project which demonstrates an ability to sustain work from initial starting points or project briefs.</p> <p>For each project students will research a theme, develop their ideas and produce a final piece. They will work with a wide range of techniques and also keep a visual diary.</p> <p><b>Externally set task</b></p> <p>For their exam, students will choose one starting theme from a selection of five, working through the assessment objectives over a number of weeks. They will create their final piece during a ten hour exam over two days.</p>
<p><b>Course Assessment</b></p>	<p>All work is coursework based. Portfolio 60%, Externally set task 40%.</p> <p>The four assessment objectives are:</p> <ol style="list-style-type: none"> <li>1. Develop ideas through investigations, demonstrating critical understanding of sources.</li> <li>2. Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</li> <li>3. Record ideas, observations and insights relevant to intentions as work progresses.</li> <li>4. Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</li> </ol>
<p><b>Progression/ Careers Information</b></p>	<p>Students can continue their photography studies by progressing to the A Level Photography Course at Haywood Sixth Form (City College). Photography and design work placements could also be an option post 16, as part of our unique Pre-Apprenticeship Course.</p> <p>This course would be suitable for students interested in Advertising, Architecture, Crafts, Graphic Design, 3 Dimensional Design, Industrial and Product Design, Marketing, Illustration, Interior Design, Digital Media, Fashion and Textiles, Film, Video, TV and radio, Music, Performing Arts, Publishing, Visual Arts and Photography.</p> <p>These careers normally require further study at higher education to progress into employment.</p> <p>Entry requirements – Enthusiasm and good attendance.</p>
<p><b>Additional Information</b></p>	<p>For further information go to:  <a href="http://www.ocr.org.uk/images/72903-options-photography.pdf">http://www.ocr.org.uk/images/72903-options-photography.pdf</a></p>



# GCSE Physical Education

<p><b>Course Content</b></p>	<p>The theory component of the course introduces students to the following areas of study:</p> <ul style="list-style-type: none"> <li>- Applied Anatomy and Physiology</li> <li>- Physical Training</li> <li>- Socio-cultural Influences</li> <li>- Sports Psychology</li> <li>- Health, Fitness and Well-being</li> </ul> <p>Students will complete written coursework based on analysing a sporting performance.</p> <p>Students will participate in a variety of sports during the practical lessons and will be assessed in every activity with the highest assessments counting towards their final overall grade.</p> <p>Students will be assessed in 3 different activities; one team sport, one individual sport and any other (individual or team).</p>
<p><b>Course Assessment</b></p>	<p>The final grade will be dependent on assessments from practical activities (30%), written coursework (10%) and the written examination at the end of the course (60%).</p>
<p><b>Progression/ Careers Information</b></p>	<p>This academic course would be appropriate for any student who is aiming to study A Level Physical Education or Level 3 BTEC Sport at Haywood Sixth Form (City College). Sport related work placements are also available as part of our unique Pre-Apprenticeship Course.</p>
<p><b>Additional Information</b></p>	<p>Students need to have a good level of fitness and participate in sport on a regular basis outside of school to be considered for this subject. A commitment to the extra-curricular programme is also essential.</p>

# Smart Product Design and Manufacture - Technical Award

<p><b>Course Content</b></p>	<p>A Technical Award is formerly recognised by employers, colleges and businesses and is a new qualification designed to prepare students for the modern world. For this reason it has the same value as a GCSE qualification. This course prepares learners for a 21<sup>st</sup> Century Technological Society as they must use Smart Manufacturing and Systems, such as 3D Printing, Laser Cutting and Arduino programming software. The below 3 units must be completed in order to sit the exam:</p> <p><b>Unit 1: Smart Product Design and Visualisation</b> - teaches design and modelling techniques plus 2D and 3D CAD. Learners apply these skills semi-independently in their own project, which is to design and develop a Smart product prototype.</p> <p><b>Unit 2: Smart Product Manufacture</b> - teaches the use of 3D printing and other Computer Aided Manufacture (CAM) tools to produce prototypes rapidly. The unit also shows learners how to embed physical components into a design so that they can prototype an integrated Smart product.</p> <p><b>Unit 3: Smart Electronics</b> - covers microcontrollers, digital and analogue inputs, outputs, and sensors. Students learn how to design and program a simple Smart system with an input and an output which they can integrate within a Smart product.</p>
<p><b>Course Assessment</b></p>	<p>Internal Assessment (Controlled Assessment which is one Design and Make project covering Units 1, 2 and 3) 60% of final grade. External Assessment Exam 40% - 1 Hour Exam in Year 11 on a PC.</p>
<p><b>Progression/ Career Information</b></p>	<p>Students progress to A Level Product Design or Level 3 Technical Level in Engineering Design at City College. There are degrees in a wide range of subjects related to Product Design, such as - Graphic Design, Games Design, Architecture, Engineering and Interior Design. This course enables students to develop transferable skills which will be appreciated in a wide range of careers such as :- 3D Product Designer, Architect, Interior Designer, Jewellery Designer, Teaching, Engineering, Graphic Designer, Video Game Designer.</p>
<p><b>Additional Information</b></p>	<p>Students will be required to work on a Controlled Assessment Project worth 60% of their final grade. As such, students must be independent, committed and dedicated. Students are expected to bring correct equipment for the course, including drawing and colouring crayons, fine liner pens, ruler, and a rubber. In addition students will be expected to look after their 3D work. Entry Requirements - Excellent attendance. Self-motivated. Capable of working independently.</p> <p>Please see Mr Fergusson for more details and the link below: <a href="http://www.blackcountryatelier.com/level-2-smart-product-design-manufacture/">http://www.blackcountryatelier.com/level-2-smart-product-design-manufacture/</a>.</p>
<p><b><u>PLEASE NOTE</u> – this course is aimed at students who are confident of securing/mastering skills not in only in Design and Technology, but also Maths, Science, ICT and English. It is more theory based/academic than other Design and Technology Courses. For more practical based courses in Design and Technology then please refer to the Cambridge National in Engineering.</b></p>	

# GCSE Religious Studies

<b>Course Content</b>	<p>The GCSE Religious Studies course will enable students to undertake an in-depth study of both Christianity and Islam.</p> <p>The units studied are selected from the following topics:</p> <ul style="list-style-type: none"><li>- Christianity: Beliefs and Teachings</li><li>- Islam: Beliefs and Teachings</li><li>- Religion, philosophy and ethics in the modern world from a Christian perspective</li></ul>
<b>Course Assessment</b>	<p>Students will be assessed solely through written exams.</p>
<b>Progression/ Careers Information</b>	<p>GCSE qualifications are general qualifications which enable candidates to progress either directly to employment, or to proceed to further qualifications. A GCSE in RS plays an important role in developing successful learners, confident individuals and responsible citizens. As such it is a well-regarded qualification. For example, a GCSE in RE suggests that the candidate has developed as a reflective and responsible citizen in a plural society and global community, with a strong awareness of religious and ethical diversity. The RE GCSE also includes a substantial amount of text analysis and therefore encourages a high standard of literacy.</p>
<b>Additional Information</b>	<p>Students who study Religious Studies gain a deeper understanding of two religions, and explore philosophy and ethical studies in the modern world. The specification studied includes exciting content that explores relationships and families, peace and conflict, belief in God and non-religious belief. Students have the opportunity to be involved with in-depth debates regarding issues with religious, social and cultural beliefs.</p> <p>For further information go to: <a href="http://www.ocr.org.uk/qualifications/gcse-religious-studies-j625-j125-from-2016/">http://www.ocr.org.uk/qualifications/gcse-religious-studies-j625-j125-from-2016/</a></p>

# BTEC First Award in Sport

<p><b>Course Content</b></p>	<p>The course is made up of four units.            Three of these units are to be completed as coursework 75% and 1 unit is assessment through an online test 25%.</p> <p><b>Unit 1:</b> Fitness for Sport and Exercise. This unit allows students to study the components of fitness, testing of fitness, principles of training and methods of training.</p> <p><b>Unit 2:</b> Practical Sport. This unit allows students to understand the rules, regulations and scoring to a selected sport. Students must practically demonstrate skills, techniques and tactics in the selected sport.</p> <p><b>Unit 4:</b> Sports Performer in action. Students learn about short-term responses and long term adaptations of the body systems to exercise and the different energy systems used during sports performance.</p> <p><b>Unit 6:</b> Leading Sports Activities. Students will know the attributes associated with successful sports leadership, undertake the planning and leading of sports activities and review the planning and leading of a sports activity.</p>
<p><b>Course Assessment</b></p>	<p>Unit 1 is assessed through an online test worth 25% of the overall grade.            Units 2-6 are assessed through coursework worth 75% of the final grade.            There is an element of choice for the assessment task. Students may present their work in a variety of ways, for example; essays, worksheets, interviews, presentations and many others.            Students have a portfolio of evidence which is built up over the course. Work is marked internally and verified internally and then samples of work are externally verified by Edexcel, to ensure standards are maintained. The BTEC Award is equivalent to 1 GCSE.</p>
<p><b>Progression/ Careers Information</b></p>	<p>On completing this course, students may progress to the Level 3 BTEC Sport Course at Haywood Sixth Form (City College). Students may also complete a sport related placement post 16, as part of our unique Pre-Apprenticeship Course.</p>
<p><b>Additional Information</b></p>	<p>This is a vocational course which allows students to develop a range of skills, techniques, personal qualities and attitudes that are essential for a successful performance in working life. The content of this course is delivered through a variety of methods to create an alternative learning experience.</p> <p>For further information please contact Mr Rutter or visit the Edexcel website: <a href="http://www.edexcel.com/migrationdocuments/BTEC%20Firsts%20from%202012/BF031442-BTEC-L1-2-Award-Sport-spec-Issue2.pdf">http://www.edexcel.com/migrationdocuments/BTEC%20Firsts%20from%202012/BF031442-BTEC-L1-2-Award-Sport-spec-Issue2.pdf</a></p>

## FREQUENTLY ASKED QUESTIONS and ANSWERS

### WHAT IS THE NEXT STEP?

You need to think very carefully about your preferences, discussing fully with your parents/carers, form tutor, subject teachers, in fact anyone you think may be able to give you useful advice.

You should complete and return your signed preference form to your form tutor by **Thursday 8<sup>th</sup> February.**

### WHAT IF I MISS THE DEADLINE?

You must still **return your form** to your form tutor, but you may be too late to get a place on all the courses that you prefer. If there is a genuine reason for the late return of your form however, state this on your form and you may not be penalised.

### IF I RETURN MY FORM ON TIME AM I GUARANTEED TO GET MY FIRST CHOICES?

No – we aim to ensure that as many students as possible get their first preference, but this might not be possible because:

- some courses may be over-subscribed.
- not enough students choose a certain subject, making it unviable to run.
- it may not be possible to fit your particular combination of subjects into the timetable.
- it may be that we feel your choices do not give you the balance of subjects that best suits your needs.

For this reason, we ask all students to select **a preference in each block and two reserve subjects**. These should all be given careful thought.

### THE FINAL DECISION MUST, OF COURSE, REST WITH THE ACADEMY

### WHEN WILL I BE INFORMED WHICH SUBJECTS I HAVE BEEN ALLOCATED?

As we do a lot of work trying to accommodate as many students' preferences as possible, the process is long and complex and it is therefore difficult to give an exact date, but it is likely to be June. As soon as we have completed all the processes in the summer term, we will give you written confirmation of your allocations.

### WHAT IF I CHANGE MY MIND?

We want all our students to be as happy as possible, so if you change your mind after 8<sup>th</sup> February you should bring in a letter, signed by your parent/carer and we will try our best to make the changes, right up till the end of Year 8.

### **WHAT IF I START AN OPTIONS COURSE IN SEPTEMBER AND FIND THAT IT REALLY IS NOT RIGHT FOR ME?**

It is very important that you select your preferred subjects carefully in Year 8 since changes in Year 9 are not always possible or advisable. In extreme circumstances changes may be made, but this will involve commitment to the change being shown by catching up with missed work. This would usually involve remaining behind after lessons end.

### **IS IT A GOOD IDEA TO TAKE A LANGUAGE?**

We strongly recommend you choose a Language, particularly if you are in DM, EM, DN or EN.

### **WILL I TAKE BOTH ENGLISH LITERATURE and ENGLISH LANGUAGE?**

Yes, as part of your English course.

### **ARE THERE ANY RESTRICTIONS ON THE SUBJECTS I CHOOSE?**

You **must** choose at least one subject from **computer science, geography, history or MFL (French or German)**

### **HOW LONG DO YOU SPEND ON OPTIONAL SUBJECTS?**

Optional subjects take 5 hours over a fortnight.

## **Notes**