

My Key Stage 4

PATHWAYS BOOKLET

2017 – 2020



Name:.....

Form:

	Date completed
I have attended assemblies about different subjects	
I have received a letter about Parents Evening on Thursday 2nd February	
I have visited the www.nationalcareersservice.direct.gov.uk site	
I have visited the www.fasttomato.com site	
I have attended the KS4 Information Evening on Thursday 2nd March	
I have met with my Form Tutor and discussed my subjects	
I understand the different Qualifications	
My Key Stage 4 nominations are complete and have been handed in to my Tutor - (Sheets to be returned to Form Tutors by Friday 10th March)	

Introductory Letter from the Headteacher

Dear Students and Parents

This booklet gives details of the courses that students can follow here at Oldbury Wells for their next Key Stage - Key Stage 4 . It is designed to help you discuss together the courses and subjects that are available, and so make informed decisions about the right qualifications and subjects for you. It is important that you are confident about those decisions, not only to ensure success over the next few years here at school, but also to achieve future success beyond school. To support you with this next stage of your education at Oldbury Wells your Head of Year, Form Tutor, Key Stage Support Worker and of course your subject teachers will all spend time with you considering the most suitable routes for you to take.

This is a particularly important time in your schooling. You are being asked to select a group of subjects which you will study for the next 3 years and hopefully for many of you for a further 2 years into Sixth Form.

Until the end of Year 8, all students have to follow the compulsory National Curriculum. This gives a broad experience of the range of skills, and areas of knowledge and understanding considered essential for future learning. After Year 8, the National Curriculum becomes a little more flexible. While some subjects are compulsory for all students in all schools – the so-called “core” subjects - students are also given the chance to decide how to supplement this ‘Core’ with ‘Additional’ subjects tailored to their abilities, interests and future success.

The curriculum for Years 9, 10 and 11 is one of the first big decisions students have to make in their educational lives; not least because choosing the right combination of subjects and qualifications is crucial to keep future pathways open beyond the age of sixteen.

The purpose of this booklet is to help make the right decisions. Over the next few weeks, there will be a programme of events to help you in the process. Assemblies and form time will be given over to considering the subjects and qualifications procedure.

There will be an Information Evening on Thursday, 2nd March 2017 where there will be a short overview presentation of how Key Stage 4 might look for your child. This is a very important presentation. We will highlight for you recent important changes made to the curriculum and what this will mean for your child’s future and further education, plus their future career prospects. Experienced staff will be available to help you with any questions or problems that you might have. Please make full use of all the help that is available, so that you are completely confident about the decisions you are about to make for next September.

Yours sincerely



Mrs S Godden
Headteacher

Please note that in this booklet the terms 'parent' and 'parents' include others with parental responsibility

OUR CURRICULUM AT KEY STAGE 4

The subjects forming the *compulsory* part of the school's curriculum will be English, English Literature (all students will study English Language and English Literature and will sit an exam in both), Maths, Science, ICT, Religion & Citizenship and PE.

In Year 7 and Year 8, you have been studying Art, Drama, Food Technology, French, History, Geography, ICT, Music, Resistant Materials, Philosophy & Religion, PE, Spanish and Textiles. You can choose to carry on studying some but not all of these. New subjects on offer to you at KS4 will be:- Business, Computer Science, Geology and Triple Science.

From the list of non-core or, as we will refer to them, 'Additional' subjects, you will be asked to Choose **only 4**. Should you choose a vocational course in Hairdressing, Motor Vehicle or Construction, then you will choose **only 2**.

By offering a wide range of different subjects, some of which are a BTEC qualification and some of which are entirely vocational, our curriculum is very inclusive. We also consider very carefully, when constructing our curriculum, where subjects will take students at Post 16 (after Year 11 is completed). We are also mindful of the Government's expectations of pupils and the drive to make every school have high ambitions for its students. The following is the most recent statement from the Secretary of State for Education:-

"Every child, no matter what their background, should receive an education that opens doors to their future and prepares them to realise their potential in adult life. Central to achieving that is ensuring that young people develop the body of knowledge and skills that allow them to succeed not just in modern Britain but in the modern world.

At its most basic that means young people leaving school fully literate and numerate, with an understanding of the history and geography of the world they inhabit, its workings as revealed by the findings of science, and a grasp of languages other than their own. This academic core should not be the preserve of an academic elite, it should be the basic right of every child".

In practise for schools this education drive has become known as the English Baccalaureate.

The English Baccalaureate (EBacc)

The EBacc became a new word in England's state schools in 2010. In the White Paper, *The Importance of Teaching*, published on 24 October 2010, the Secretary of State for Education announced the introduction of the English Baccalaureate. The EBacc is being used as an indicator of students' achievement at the end of Key Stage 4 (GCSE). The Government views the EBacc as a measure of success in a rounded education, and was introduced due to concerns that the number of students who received a broad education in core academic subjects was too small. The EBacc subjects are:- Computer Science, Geography, History, French, Spanish, Biology, Chemistry, Physics (Triple Science). **To achieve the Ebacc students need to secure a grade 4 or above at GCSE in English, Maths, the Sciences, History or Geography AND a Language.** Our approach is to ensure as many of our students as possible, based on their potential outcomes, will be directed towards the Ebacc set of subjects. At Key Stage 5 (A-Level) these EBacc subjects are known as the 'Facilitating A-Levels', which are highly regarded by Universities. To help you Ebacc subjects in this booklet have purple headings.

The position of the EBacc in schools' curriculums was strengthened in the 2014 Education Reforms, and again recently with the government stating "The English Baccalaureate (Ebacc) must be implemented by all secondary schools across England and Wales by the Department for Education's deadline. It is expected that at least 90% of GCSE pupils should be entered into the Ebacc in time and all pupils to take GCSEs in the Ebacc subjects by 2020".

Academic and Vocational

These are terms used to define either subjects or qualifications.

- GCSEs are Academic qualifications
- BTECs are Vocational qualifications and are equivalent to GCSEs.
- Hairdressing, Construction and Motor Vehicle are all Vocational courses. (These are coloured Green in this booklet).

***NB:** In Year 9 on the Green Pathway, you will follow a one year programme in school to prepare you for your two year course in either Hairdressing, Construction or Motor Vehicle.*

The Blocks

We have to organise all of the Additional subjects into 'Blocks'. They are labelled F, G, H, I, purely for timetable purposes. (Blocks A, B, C, D, E, are the timetable blocks where we place the core subjects).

Subjects are placed in particular blocks for several reasons. The main reason is to provide student choice as far as possible. We also consider carefully how combinations of subjects work together with the student's further education very much at the fore front of our thinking. The Blocks are also designed to facilitate student's selection of English Baccalaureate subjects.

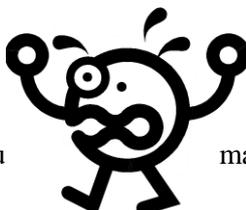
WHAT FIRST?

Before looking at the compulsory 'Core' courses that you **must** study and the 'Additional' courses that you **might** study, it is important to think first about how you will make your decisions.



There's a lot to think about. Not only are there different subjects on offer, but some courses lead to different kinds of qualifications, other than the traditional GCSEs. Similarly, different courses might be assessed in different ways.

But don't panic!



Your tutors are here to help you make the right decisions, the decisions which will not only enable you to succeed over the next couple of years, but will also assist you in realising your future plans.

It is really important you consider what you might be doing after Year 11 !

Everyone is different, and each person has his or her own personal route to success. With that in mind, read through the information given in the **Guidance Steps**.



These six steps should help you to make sure that you create your own best personalised KS4 programme.

Guidance Steps



Step 1: Understand what you've got to do!

Some people don't make the right decisions because they are not sure what they are supposed to be deciding! It's really very simple, you have got to decide which courses to follow through your next three years at school. Some subjects you will have to study, because they form part of a 'core' group of subjects which every student has to study in every school. The 'core' or compulsory subjects for you are English Language, English Literature, Maths, Core & Additional Science (often called Double Science), ICT, Religion & Citizenship and PE. Because they are compulsory for all students, you will have no choice in these. However, in addition to the common core of subjects, there are subjects from the four blocks shown at the back of the booklet, which you need to consider carefully.



Step 2: Meet with your Form Tutor!

Your tutor will be able to discuss with you what your strengths and interests are. They will have gathered lots of information about how well you have been doing in your current subjects and what your potential could be in different subjects at KS4. Firstly they will discuss the Red and Green Pathways and which one is right for you. They will discuss your Target levels in all of your subjects and look at your most recent grades and reports.



Step 3: Find out all you can about the subjects on offer!

Read through the descriptions of the available subjects in this booklet. It might be best to do this with a pen and a highlighter to hand, so that you can highlight the important points about each course, and jot down any questions that you might need to ask later.

When you've read through each description, check that you know the answers to the following questions:

- **Is this course one of the EBacc subjects?**
- **What is the content of the course? What topics will I be studying?**
- **What do I know of this subject already?**
- **What do I need to know about studying this subject at this new level?**
- **What do I need to know about subjects I haven't studied before?**
- **How is the subject taught? What will I be doing in the lessons?**
- **What examinations does this course lead to?**
- **How will I have to demonstrate my knowledge, skills and understanding in this subject?**
- **How will my achievements be assessed?**
- **Where will this course take me after Year 11?**



Step 4: Think about yourself and your plans for the future!

As you work through this booklet, stop every now and again and think about the following and check with your Form Tutor:

- Which Pathway is right for me?
- Which subjects really interest me?
- What are my strengths and weaknesses?
- How do I work best?
- What skills will I need for particular subjects?
- What subjects do my teachers think are best for me?
- What do I want to do in the future? Will this course help me towards my education after Year 11?
- Will the combination of courses give me choice if I want to go onto 6th Form or College?



Step 5: Weigh it all up!

When you have studied this booklet, thought through the issues and discussed them with your tutor, parents and teachers, start to think through all the information and advice that you have collected.

- Which subjects are really important for me at this stage in my education?
- Do I have a good balance of subjects?
- If I change my mind about what I want to do in the future, will my mix of subjects still keep opportunities open to me?
- Am I thinking about my long term goals, as well as my short-term plans?



Step 6: Review your decisions and then fill in the KS4 Additional Curriculum Form with your tutor!

You have got to feel confident about the decisions you make. After all, you are committing yourself to following that course for the **next three years**. Before you make your final decisions therefore, go through the KS4 Pathway checklist on page 10.

PATHWAYS

To help you with your decisions for your Key Stage 4 Curriculum we have suggested you start by considering your choice as a 'Pathway'.

We offer two different Pathways:-

- The 'Red Pathway - Academic' - made up of the 'Core' subjects of English, Maths, Science, ICT, PE and Rc - plus a mixture of **4** additional subjects, Which will need to include a Humanities subject (Geography **or** History) and a Modern Foreign Language (French **or** Spanish)
- The 'Green Pathway - Vocational' - made up of the 'Core' subjects of English, Maths, Science, ICT, PE and Rc - plus a Vocational course (*over two Blocks*) and **2** other additional subjects.

RED PATHWAY - Academic

Core subjects:	English, Maths, Science, ICT, PE and Religion & Citizenship
English	English Language and English Literature – 2 GCSEs
Maths	Maths GCSE – some of the higher sets will also do GCSE statistics
Science	2 GCSEs - combined Science course – ‘Double Science’ or 3 GCSEs - Biology, Chemistry, Physics – ‘Triple Science’
ICT	TLM Level 2 Certificate in IT User Skills in Open Systems and Enterprise
PE	(Non-exam)
Religion & Citizenship	(Non-exam)
Plus:- Additional subjects	<ul style="list-style-type: none"> • We advise students taking this Pathway to consider 2 ‘Additional’ EBacc subjects (consisting of History, Geography, French, Spanish, Triple Science, Computer Science). • We offer 2 BTEC courses which some students may be suited to, which can be combined with the Academic Pathway.

The Red Pathway facilitates progression into 6th Form, which is suitable for students who enjoy a challenge and who want the option to be able to continue their education into and beyond 6th Form. It contains a significant number of subjects leading to a wide range of subject qualifications; which in turn gives a wide choice at A-level. Three separate Sciences can also be studied.

Vocational - GREEN PATHWAY

Core subjects:	English, Maths, Science ICT, PE and Religion & Citizenship
English	English Language and English Literature – 2GCSEs
Maths	Maths GCSE
Double Science	2 GCSEs - combined Science course
ICT	TLM Level 2 Certificate in IT User Skills in Open Systems and Enterprise
PE	(Non-exam)
Religion & Citizenship	(Non-exam)
Plus:- Additional Subjects	<ul style="list-style-type: none"> • A Vocational course in either Hairdressing, Motor Vehicle or Construction plus 2 additional subjects. • We would expect students to take either History or Geography and then one other subject

The Green Pathway is for students who find studying a large number of different subjects very challenging and who might wish to consider more subjects without final exams but with on-going assessment. Suitable for students who enjoy more practical activities. Students in this group will follow a 1 day per week Vocational course. Progression is usually onto college programmes. (**NB:** *In Year 9 on the Green Pathway you will follow a one year programme in school to prepare you for your two year course in either Hairdressing, Construction or Motor Vehicle*).

Different Qualifications

All of the qualifications we offer are recognised by the DfE as either a Level 2 (A*-C GCSE or BTEC equivalent) or Level 1 (D-G GCSE or BTEC equivalent). All students follow a common core of English, English Literature, Maths, ICT, Religion & Citizenship, Physical Education and Science (double or separate). This is required by the National Curriculum. The number of subjects that you nominate in addition to those in the common core depends on the 'Pathway' you take. Schools now have a responsibility to ensure students study EBacc subjects (*see Page 2*). You will see our curriculum structure is designed to facilitate this.

So what are these different types of qualification?

The following is a brief outline of each type of qualification within our 'Core' and 'Additional' subjects. However, it is really important that you discuss these in more depth over the next few weeks with your teachers. In this way, you can be sure what is right for you, not only in Years 9, 10 and 11, but also for your future beyond Key Stage 4.

GCSE – General Certificate of Secondary Education – Level 2

These are the traditional qualifications used as a benchmark by employers and as entry into Further and Higher education.

BTEC - Business & Technology Education Council – Level 2 and Level 1

BTECs have always featured in the school's curriculum. We are offering BTEC programmes in Business, and Music. These courses are ideal for students who might be drawn to regularly assessed work. Each of the courses we offer provide a challenging and rewarding learning experience which leads to a highly regarded and useful qualification. BTECs are valued highly by employers and further education.

BTECs are the equivalent to 1 GCSE. Also when considering a BTEC pathway we encourage students to discuss their progression routes Post 16. Currently Science, Business, PE and ICT are offered as BTECs at Level 3 in Sixth Form. Please feel free to request a copy of our 6th Form Prospectus.

TLM - The Learning Machine - Level 1 / 2 Certificate for IT User Skills in Open Systems and Enterprise

This qualification is used for all students doing 'core' ICT

NCFE – National Council for Further Education - Level 1

This qualification is designed for vocational students as an introduction to Business and Enterprise.

IMIAl – Institute of the Motor Industry – Level 1

This qualification is designed for vocational students who choose the Motor Vehicle option.

VTCT – Vocationally Training Charitable Trust - Level 1

This course is designed for vocational students who choose the Hair & Beauty option.

Vocational courses on offer are Hairdressing, Motor Vehicle and Construction. They consist of a full day a week based at Oldbury Wells for Hairdressing and at Idsall School for Motor Vehicle and Construction. Transport is provided for those travelling to Idsall.



ONE FINAL NOTE !

This booklet outlines all the ‘Additional’ courses that the school intends to run. However, these courses **cannot run if the number of students nominating a course is too small to make it viable.**

Similarly, if the demand for a course is very great and **there is a limit to the number of places available**, it may be necessary for some of those students to take up their reserve preferences, or to reconsider their nominated subjects. We have a set criteria which is followed should a course be oversubscribed..

“The school’s aim is to make sure that everyone enjoys their work in Key Stage 4, and that everyone achieves the best that they can. Towards meeting this aim, we will use our professional judgement in guiding students’ entry onto particular courses, levels and exams.”

We do undertake to keep students and their parents fully informed throughout this process.

CHECKLIST FOR KS4 PATHWAY AND SUBJECTS

<p>1. Choose a Pathway:</p>	<ul style="list-style-type: none"> ▪ In which you know you can do well ▪ Which includes the subjects you like best ▪ Which reflects your interests and personal qualities ▪ Which helps you learn in the best way for you
<p>2. Don't choose a subject or course just because:</p>	<ul style="list-style-type: none"> ▪ You like the teacher (<i>after all, the teacher could be different next year!</i>) ▪ Your friends are choosing it – <i>they are different from you and have different strengths and interests.</i>
<p>3. Choose a subject or course that fits your plans:</p>	<ul style="list-style-type: none"> ▪ If you have a clear idea about doing particular work-based training or a job after Year 11, find out the most appropriate courses for it ▪ Check out the 6th Form website and Prospectus and look at A-Levels and BTECs at Level 3. ▪ If you have a general idea of the broad area of work you'd like to go into later on, find out whether you can do any KS4 courses which would start you on the way without stopping you from doing other things if you change your mind ▪ If you want to continue on to do 'A' Levels or Level 3 BTEC qualifications, find out what subjects you could do and whether you need to take certain courses at KS4 to help you achieve your aims.
<p>4. Think carefully before deciding not to continue with a subject or course in Years 9, 10 and 11:</p>	<ul style="list-style-type: none"> ▪ Quite a few jobs which are not directly related to a subject may make use of it, for example, Art and Music are very useful in primary school teaching ▪ You may do well at a new course such as Geology or Business Studies or in a subject you have not liked in the past because you will learn and be assessed in a different way at KS4. Check out the learning style and assessment method as well as the course content. <p>USE THE GUIDE ON THE NEXT PAGE IN THE FOLLOWING WAY:</p> <ol style="list-style-type: none"> 1) Look for the heading that applies to how far the student is looking to the future:- (career post-graduate, degree subject, learning strengths, career post college course). 2) Follow the guidance given to select an appropriate subject mix.

Career Guide – Subject Mix

Engineering (including electrical)

(A-Levels in: Maths, Physics, Chemistry, Product Design, ICT, Geology)

- Triple Science, Geology or Resistant Materials and personal preference of EBacc combination.

Law

(A-Levels in: Languages, English, History, Geography, Business Studies)

- Philosophy & Religion, GCSE Business Studies and personal EBacc preference to include either History and Geography or two languages and Geography or History.

Medicine

(Doctors, Dentists, Vets, Chemists) (A-Levels in: Maths, Chemistry, Biology)

- Triple Science and EBacc subjects are essential.

Armed Forces

(Officer Level) (A-Levels in: Maths, Sciences, English, Humanities)

- Triple Science, Geology, GCSE PE or History, a language and humanities.

Arts Based

(A-Levels in: Drama, Music, English, Art, Textiles, Product Design)

- Drama or Art & Design; Resistant Materials or BTEC Music; Textiles or Art & Design; History or Geography; French or Spanish.

Science Based (e.g. Geologist, Research, Electronics)

(A-Levels in: Maths, Sciences, Design subjects)

- Triple Science, Geology or Resistant Materials, a minimum of 2 EBacc subjects (language and humanities).

Design Based (e.g. Architect)

(A-Levels in: Maths, Sciences, Design subjects)

- Triple Science, Geology or Resistant Materials, Art & Design or Textiles, a language and humanities subject from blocks F and G.

Sports Based (e.g. Sports Science, Coaching, Nutrition, Physiotherapy)

(A-Levels in: Biology, BTEC Sport, Psychology, Chemistry)

- Triple Science, BTEC Sport, EBacc combination preference.

Computing or Technology (e.g. computer programming, games designers, hardware design)

(A-Levels in: ICT, Physics, Chemistry, Maths, Art, Product Design)

- Triple Science, Business Studies or Resistant Materials, Art & Design, EBacc combination preference.

Teaching

A-Levels in preferred specialism, however combinations need to be carefully considered based on the career pathways described above. (*A-Levels in: refer to above choices and look at subjects that align closely*)

Learning Strengths:-

Students may wish to consider the following with respect to academic strengths (the list is not exhaustive, but is suggestive only).

Numerical/Practical strengths - may lead to the following choices:

- Maths, Biology, Chemistry, Physics, Design and Technology.

Reading/Discussion/Writing strengths - may lead to the following choices:

- History, English, Philosophy & Religion, Modern Languages, Drama.

Practical/Creative/Artistic strengths - may lead to the following choices:

- Art, Drama, Music, Design Technology, PE/BTEC Sport.

Logical/Deductive/Analytical strengths - may lead to the following choices:

- Geography, Applied Business, Business Studies, Modern Languages, Triple Science, Geology, Information & Creative Technology.

Abstract/Conceptual thinking strengths - may lead to the following choices:

- English, Philosophy & Religion, Music, Art, Modern Languages, Drama ...or even all subjects

Remember: You will have more routes to achieving your goals than your parents had. So think carefully about your next steps, follow your strengths and interests, check out the information and ask for help.

CAREERS ADVICE

When thinking about your Pathway for Key Stage 4, you need to give some thought to your future. Advice about careers and courses are always available from the School's Careers advisor, who is available in school every Thursday. You can just drop in and browse through the literature or have a chat. For vocational courses you can contact Mrs Chapman who is our Director of Learning for Applied Courses. There is also a wide range of computer software to help you make career and subject choices – log onto www2.cxdirect.com.

During tutor time you will be working on some Careers Education activities. This is an active and continuing programme aimed at giving you the ability and confidence to make choices and decisions about further education, training and careers.

Your Form Tutor is closely involved throughout this process, particularly in preparation for and follow-up after the careers sessions.

Our Sixth Form offers a range of advanced courses requiring a high academic standard. Thus the Sixth Form can prepare candidates for entrance to Universities and Colleges of Higher Education, or a career where A Level passes are required.

If you or your parents would like further information about our Sixth Form while considering your future during Year 9, 10 and 11 then please see Miss Warner, our Head of the Sixth Form.



OLDBURY WELLS SIXTH FORM

Contact Details:

www.oldburywells.co.uk

Miss K Warner

Oldbury Wells School – 01746 760505

CORE SUBJECTS

ENGLISH LANGUAGE

Qualification: GCSE

Specification: English Language

Exams will no longer be tiered and students will be graded and certificated on a nine-grade scale from 9 to 1, where 9 is the highest grade. Students will receive 2 grades: one for English Language and one for English Literature.

This course includes work on:

- Paper 1 - Exam Testing - Ability to read and analyse 20th Century fiction.
 - Descriptive or narrative writing, including spelling, grammar and punctuation
50% of total GCSE mark
- Paper 2 - Exam Testing - Ability to read and analyse non-fiction texts.
 - Persuasive writing, including spelling, grammar and punctuation.
50% of total GCSE mark

This course develops skills in:

- **Speaking and Listening:** The ability to formulate, clarify and express their ideas; adapt speech to a widening range of circumstances and demands; listen, understand and respond to others. Also the ability to use the vocabulary and grammar of spoken standard English and take part in drama activities.
- **Reading:** Including their ability to read accurately and fluently; understand, respond to and enjoy literature of increasing complexity drawn from the English literary heritage and from different cultures and traditions; and analyse and evaluate a wide range of texts.
- **Written English:** To develop ideas and communicate meaning to a reader; to develop a wide vocabulary and effective style; organise and structure sentences and whole texts; develop presentational skills including accurate punctuation, correct spelling and legible handwriting.

Opportunities for Post 16 study:

The field of A-Level English is open to pupils subject to them meeting the requirements for entry to the Sixth Form.

ENGLISH LITERATURE

Qualification: GCSE

Specification: English Literature

Exams will no longer be tiered and students will be graded and certificated on a nine-grade scale from 9 to 1, where 9 is the highest grade. Students will receive 2 grades: one for English Literature and one for English Language.

This course includes work on:

- Paper 1 - Exam Testing - Knowledge and understanding of a Shakespeare play (e.g. Macbeth) and a 19th Century novel (such as Great Expectations).
50% of total GCSE mark
- Paper 2 - Exam Testing - Knowledge and understanding of a modern text – An Inspector Calls
Knowledge and understanding of 15 key poems and unseen poetry.
50% of total GCSE mark

(NO BOOKS will be allowed in the Examination)

This course develops skills in:

- Students will develop the ability to read, understand and respond to a wide range of literary texts, appreciate the ways in which authors achieve their effects and develop the skills necessary for literary study.
- Students will develop awareness of social, historical and cultural contexts and influences in the study of literature.

Opportunities for Post 16 study:

The field of A-Level English is open to pupils from both higher and foundation tiers, subject to them meeting the requirements for entry to the Sixth Form.

All students will follow this course, along with English Language.

MATHEMATICS

Qualification: GCSE

Specification: All students are required to follow this course at one of 2 levels, Higher or Foundation.

The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade.

Individual papers are not graded.

- Foundation tier: grades 1 to 5.
- Higher tier: grades 4 to 9 (grade 3 allowed).

This course includes work on:

The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier. All three papers must be at the same tier of entry and must be completed in the same assessment series. Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3. Each paper is 1 hour and 30 minutes long.

The assessments will cover the following content headings:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics.

This course develops skills in:

- AO1 Use and apply standard techniques.
- AO2 Reason, interpret and communicate mathematically.
- AO3 Solve problems within mathematics and in other contexts.

Opportunities for Post 16 study:

Students can progress from this qualification to Level 3 qualifications in numerate disciplines, such as:

- Core Mathematics
- GCE Mathematics and GCE Further Mathematics•
- GCEs in the sciences
- GCE Geography
- GCE Psychology
- GCE Economics

PHYSICAL EDUCATION

Qualification: None - Core PE

Specification: No exam

This course includes work on:

- Developing skills in a variety of physical activities
- Developing fitness and co-ordination
- Developing knowledge and understanding of many activities
- Being able to evaluate their own and others' performances

This course develops skills in:

- Developing empathy for others
- Teamwork, communication and responsibility
- Organisation skills

Opportunities for Post 16 study:

Pupils will remain active in their time in the 6th Form by receiving one lesson per week of recreational physical activity.

COMBINED SCIENCE (Trilogy)

Qualification: 2 GCSE grades awarded

Specification: GCSE Combined Science Trilogy (8464)

This course includes work on:

- Atomic Structure and The Periodic Table
- Chemical changes
- Cell Biology
- Genetics and Evolution
- Energy
- Force 5

This course develops skills in:

- Practical Technique
- Taking a Critical Approach to Scientific Evidence and Methods
- Knowledge and understanding of working scientifically
- The Essential Role of Science in Society
- Interest and Enthusiasm for Science

Opportunities for Post 16 study:

This course provides an excellent basis from which to study any Science course at A-Level. A vocational qualification in Science would be equally suitable.

Career Prospects:

Science is an essential qualification for progression to sixth form centres and colleges. Post further education, Science qualifications can be used in a whole host of careers from Medicine, Veterinary Studies, Pharmaceutical Research and Development and Forensics.

RELIGION & CITIZENSHIP

Qualification: No set qualifications

This course includes work on:

- Government
- Relationships and Sex Education
- War and careers
- Early Life
- Financial Capability
- Drugs Awareness

Throughout spiritual, moral, social and cultural issues and themes are considered.

Information Communications Technology (ICT)

Qualification: TLM Level 1 / 2 Certificate for IT User Skills in Open Systems and Enterprise

Specification:

The qualification assessment has two components.

- Coursework assessed in terms of competence in using technology to support learning.
- An externally set and externally marked examination to assess knowledge and understanding that underpins user competence.

This course develops skills in:

- This qualification allows a variety of topics to be undertaken including website design, productivity using ICT, video and many more and the evidence built within the topics to be submitted as a portfolio of evidence.

These skills will be developed in the course:

- Developing the skills needed for employment.
- Gaining practical experience and competence with contemporary technologies including programming where appropriate.
- Increasing the capacity to transfer knowledge and skills between contexts.
- Developing practical skills in creativity and problem solving.
- Developing an understanding of the social and commercial impact of IT.
- Developing an understanding of the legal, social, economic, ethical and environmental issues raised by IT.
- Developing safe, secure and responsible practice when using IT including reducing risk.
- Developing the skills to work collaboratively with IT.
- Developing skills in critical evaluation and feedback.

Opportunities for Post 16 study:

Preparation for all ICT qualifications within 6th Form and provides pupils with transferrable skills.

Career Prospects:

Many job roles now expect a suitable amount of ICT skills, knowledge and understanding to be at the foundation level. This course will allow all pupils to develop their skills for the future.

ADDITIONAL SUBJECTS

ART & DESIGN

Qualification: GCSE Art and Design

Specification: OCR GCSE Art and Design

This course includes work on: Yr. 9 project and skill development:

1. Fine Art Unit: To create two panels as artwork for display in one of the following spaces:
 - Local School.
 - Vets, Doctors Surgery or Hospital.
 - Art Gallery.
 - Company Headquarters.
 - Local restaurant.
 - Research into a theme using help sheet and looking at images and artists.
 - Test out the images by drawing out and colouring using media and techniques experimented with such as inks, negative space and continuous line.
 - Study of two painters or artists to use as inspiration for colours and the style to develop own final panel ideas.
2. Graphics Unit: To design and make a magazine cover for one of the following contemporary themes: Fashion, Music or Animals.
 - Observation and media: Experiments with different drawing techniques and media to build up observation skills and the use of more experimental materials, mixed media and techniques.
 - Typography: Experimentation with text to develop an effective title that is professional and well-presented experimenting with colour, pattern and imagery inspired by theme and the magazine content.
 - Contextual Study: Presentation of research on a range of illustrators and work in creative ways to show an understanding of the history, context and style of the art.
 - Photoshop: Students are introduced to Photoshop to enable them to develop graphical ideas.
 - Design Ideas: Production of initial ideas for magazine covers combining experimental imagery, text and backgrounds to develop creative ideas
3. Colour theory Project. Students develop research on the history and theory of colour.
 - Learn how to colour mix to create a colour wheel.
 - To present all the research creatively.
 - Theory of colour is put into practice with a series of personal art pieces focusing on colour groupings.

Yr. 10/11 Coursework 60%: - Students produce the portfolio work over the two years this includes:

- Experimenting with a range of personal themes.
- The study of artists, illustrators and graphic designers to inspire project work.
- Experimental media work e.g. using collage, acrylic and mixed media.
- Developing personal photography, images or designs using ICT software Adobe Photoshop.
- The production of ideas which reflect personal strengths either using mixed media, 3D presentations, Graphics produced by hand or Photoshop designs.
- The production of two portfolios specialising in Fine Art and Graphics with a supporting home learning book.

Yr. 11 Practical Exam 40%:

Students produce an imaginative personal response with teacher support to a series of starting points with the development of a final piece produced in 10 hours under exam conditions. The preparation work is structured in a similar way to the coursework portfolio with an inspirational Power Point at the beginning to get the creative juices flowing! Students work to their own strengths of media, processes and ideas. The exam allows them to develop their own personal project.

This course develops skills in:

- Creative thinking
- Imaginative experimentation
- Critical/historical thinking
- Analytical analysis of images, ideas and themes
- Design skills including the use of ICT

Opportunities for Post 16 study:

Current progression into 6th Form would be at A-Level. This in turn leads to a Foundation course or direct entry onto a range of degree courses e.g. Graphics, Fine Art, Photography, 3D Design, Theatre studies, Sculpture, Animation, Illustration etc. Students can transfer over to A Level Art from the Level 2 BTEC Art & Design Certificate.

Career Prospects:

Can lead to careers such as Graphic Design, Interior Design, Illustration, Teaching, Fine Art or Jewellery Making. Also any job where creativity, self-expression and use of imaginative ideas are important aspects.

COMPUTER SCIENCE

Computer Science is an EBacc subject.

Qualification: GCSE

Specification: OCR

This three unit course is designed to give you an in-depth understanding of how computer technology works and provides an opportunity to look at what goes on 'behind the scenes'. You don't need to have studied this subject before, and assessment is quite simply based on two written exams and controlled assessment based on programming tasks.

- Computer systems: 40%
- Computational thinking, algorithms and programming: 40%
- Programming Project: 20%

This course includes work on:

This course is suitable for young people who want to explore and investigate how computers work and how they are used. You are most likely to enjoy the subject if you have a real interest in how computers work, you are a logical thinker and enjoy problem solving. This course will be best suited for students working at 3+ and above in Mathematics at Key Stage 3.

These skills will be developed in the course:

- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation.
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.
- Think creatively, innovatively, analytically, logically and critically.
- Understand the components that make up digital systems, and how they communicate with one another and with other systems.
- Understand the impacts of digital technology to the individual and to wider society.
- Apply mathematical skills relevant to Computer Science.

Opportunities for Post 16 study:

GCSE qualifications are general qualifications which enable candidates to progress either directly to employment through apprenticeships, or to proceed to further qualifications e.g. Level 3 qualifications such as GCE Computing and GCE ICT.

Career Prospects:

Computing is a subject which is becoming more and more central to every type of business. A good foundation in Computing will enable you to follow one of a wide variety of career paths. Well qualified and skilled programmers are in great demand as shown in numerous surveys. Further specialised study can lead to employment in the gaming industries. A computing qualification is a good basis for work as an IT technician, IT consultant, Computer engineer, Software engineer, Analyst, Data modeller, Systems administrator, Network administrator, Software applications developer, Programmer and development.

FOOD PREPARATION AND NUTRITION

Qualification: GCSE

Specification: AQA Food Preparation and Nutrition: Code 8585

This course includes work on:

- Enabling learners to make connections between theory work and practice.
- Applying understanding of food and nutrition whilst preparing and cooking food.
- The delivery of lessons through practical experience. In years 9 and 10 learners will cook approximately 20 times per year whilst completing a series of modules involving written work and food experiments.
- Providing opportunities to be involved with the world's fastest growing industry in the UK.
- Planning, preparing, cooking and presenting dishes to a high standard.
- Analysing and evaluating different aspects of nutrition, food, cooking and preparation.
- Understanding Food Safety, Food Science, Food Provenance and Food Choice.
- Producing a controlled non exam assessment worth 50% of the final GCSE grade, consisting of the completion of two tasks. Task one – The food investigation (15%) and task two – The Food preparation assessment (35%).
- Preparing for the final Single examination paper worth 50% of the final GCSE grade, consisting of two sections. Section A – 20 multiple choice questions and Section B- 5 questions varying in styles of approach and content.

This course will develop skills in:

- Producing a range of food preparation skills using a broad range of equipment.
- Making skills which will enable students to show accuracy and quality.
- A thorough understanding of food, nutrition and health.
- An understanding of social, moral environmental and sustainable issues.
- Food, nutrition and health.
- Food science.

Opportunities for post 16 study:

There is currently no progression into 6th Form.

Career Prospects:

Can lead to career such as Food marketing and Food consulting, Nutrition and Dietetics, Food Science, Food sales, Chef/Baker/Caterer, Food Journalist/Critic, Environmental Health Officer, Health and Safety Inspector, Restaurateur, Food Wholesaler, Quality Controller, Purchaser/Buyer.

D & T (RESISTANT MATERIALS)

Qualification: GCSE

Specification: AQA Design & Technology- Focus on Resistant Materials:

This course includes work on:

In **Year 9** you will:

The year will be spent working with a range of materials; Resistant, Graphic products and Textiles to allow the students to develop a broad knowledge of Design and enable them to produce projects that encompass the subject as a whole. Students will however complete projects that are **Resistant Materials** led.

In **Year 10** you will:

- Produce two focused practical tasks focussing on the use of wood, metal and plastic.
- Produce one Design and make project in preparation for the Controlled Assessment.
- Develop their knowledge and understanding of the subject through structured theory lessons.
- Use CAD/CAM in the production of their products.
- Use a range of graphic techniques and ICT to generate & communicate design proposals.

In **Year 11** you will:

- Produce a Controlled Design and Make Assessment (maximum of 50 hours lesson time) from a choice of set tasks – this will be 50% towards their GCSE.
- Continue developing their knowledge and understanding through structured theory lessons.
- Prepare for the final examinations. 50% towards their GCSE.

This course develops skills in:

- Development of a range of making skills in wood, metal and plastic.
- Develop an understanding of materials and construction techniques.
- Use ICT and manual graphic skills effectively and appropriately.
- Develop creative thinking.
- Develop technological awareness using a broad range of equipment.
- Develop communication skills and promote resourcefulness and discrimination.

Opportunities for Post 16 study:

Current progression into 6th Form would be at A-Level.

Career Prospects:

Can lead to a career such as Architecture, Product Design, Engineering, Jewellery Design or Interior Design

D & T – (TEXTILES)

Qualification: GCSE

Specification: AQA Design & Technology- Focus on Textiles

This course includes work on:

In Year 9 you will:

The year will be spent working with a range of materials; Both Textiles, Graphic products and Resistant to allow the students to develop a broad knowledge of Design and enable them to produce projects that encompass the subject as a whole. Students will however complete projects that are **Textiles** led.

In Year 10 you will:

- Produce two industrially inspired projects in Year 10 which will allow students to develop their practical skills, knowledge of materials and techniques as well as encouraging creativity and innovation.
- Increase their knowledge and understanding of the subject through structured theory lessons and tests.
- Use CAD/CAM in the production of their products.
- Develop a range of design skills and ICT to generate & communicate design proposals.

In Year 11 you will:

- Produce a Controlled Design and Make Assessment (maximum of 45 hours lesson time) from a choice of set contexts. (90 marks) worth 50% of the GCSE.
- Continue developing their knowledge and understanding through structured theory lessons and tests.
- Prepare for the final examinations worth 50% of the GCSE.

This course develops skills in:

- Develop designing skills which will enable students to demonstrate originality and creativity.
- Develop making skills which will enable students to show accuracy and quality.
- Develop an understanding of a variety of materials and construction techniques.
- Use ICT skills effectively and appropriately to communicate their ideas.
- Develop innovative thinking.
- Develop technological awareness using equipment such as computerised sewing machines, fashion drawing/simulation packages.
- Develop communication skills and promote resourcefulness and discrimination.

Opportunities for Post 16 study:

Current progression into 6th Form would be at A-Level, Fashion and Textiles.

Career Prospects:

Can lead to a career such as Textiles and Fashion Designer, Fashion Buyer, Surface Pattern Designer, Textiles manufacturing or Interior Design. This will also support the creative approach in any other career path.

DRAMA

Qualification: GCSE

Specification: AQA 8261

This course includes work on:

The programme of study will equip you with the essential drama skills and techniques to apply to your drama work. There are three components in total which include devising, study and exploration of text and a live performance review

You will: -

- Visit a range of theatres to study performance and theatre management.
- Create your own drama work through devising and through learnt script.
- Learn how to analyse and contribute ideas in terms of your own appreciation of drama and theatre
- Work actively in groups and express yourself in an active and exciting way.
- Explore plays written by other people. Focusing on the purpose of action, character, themes and issues of these published plays.
- Work and develop performance skills as a performer/director/design.
- Support all your evidence through supported documented written responses to the practical class work.
- Perform in groups and as a solo.
- Sit a written exam.

This course develops skills in:

- Skills in performance will be developed through the use of explorative strategies (e.g. Forum theatre, narrating, role play, cross cutting, marking the moment, hot seating) and through the developmental techniques (e.g. Physical theatre, mask work, semiotics, montage, vocal scores)
- This course will secure and develop your diplomacy and presentation skills. You will learn how to effectively construct your evaluations and work as an ensemble collaborative. Develop your time management and confidence through presentation (e.g. communication, team work, evaluation, confidence).

Course members must be prepared to take part in improvisation and be happy to perform their work in front of a small audience. Drama is a subject which depends upon co-operation with others and one of its benefits is the development of social skills. Students must be willing to work with all other students.

Opportunities for Post 16 study:

Current progression into 6th Form would be at A-Level. The many skills you learn and develop will be highly valued in your future even if you do not continue to study Drama.

FRENCH

French is an EBacc subject

Qualification: GCSE

Specification: AQA French

This course includes work on:

Theme 1 – Identity and Culture:

- Me, my family and friends.
- Technology in everyday life.
- Free time activities.
- Customs and festivals in French speaking countries and communities.

This course develops skills in:

- An understanding of the language in a variety of contexts.
- Knowledge of the language and language learning skills.
- The ability to communicate effectively and spontaneously in the language.
- Awareness and understanding of countries and communities where the language is spoken.
- An understanding of translation.

Opportunities for Post 16 study:

Current progression into 6th Form would be at A-Level.

Career Prospects:

A language is viewed very favourably by universities and hence improves your chances of getting on the course of your choice. A language qualification enables you to work in a wide range of fields ranging from industry, business, accounting and law. Due to our current political situation, studying languages and culture is “more urgent than ever to ensure peaceful and prosperous relations between European States” (University of Cambridge 2016). Many jobs are only accessible to those who have knowledge of a foreign language.

GEOGRAPHY

Geography is an EBacc subject

Qualification: GCSE

Specification: Edexcel – Specification A

This course includes work on:

Paper1 – The Physical Environment (1hr.30min exam – 37.5% of GCSE)

- Changing landscapes of the UK
 - ~ Geological landscapes
 - ~ Coasts
 - ~ Rivers
- Weather hazards and climate change
- Ecosystem. Biodiversity and management.

Paper 2 - The Human Environment ((1hr.30min exam – 37.5% of GCSE)

- Changing Cities
- Global development
- Resource Management (Energy/Water).

Paper 3 – Geographical Investigations:- Fieldwork and UK Challenges ((1hr.30min exam – 25% of GCSE)

Students are expected to attend 2 days of fieldwork to support this exam paper

This course develops skills in:

Geography develops a wide range of skills as well as subject knowledge. These include fieldwork, observation, map work, presenting data, ICT and decision making. Other skills include communication, organisation, literacy and numeracy.

Opportunities for Post 16 study:

Current progression into 6th Form would be at A-Level.

Career Prospects:

There are lots of possibilities as Geography equips you with skills that are marketable to employers and colleges.

GEOLOGY

Qualification: GCSE

Specification: WJEC (Eduqas) C480QS

This course includes work on:

- Earth Materials
- Earth Processes
- Earth Structure
- Earth Resources
- Earth History.

This course develops skills in:

- Geology at GCSE is not just about rocks! It provides an essential way of helping you understand and appreciate the Earth.
- You will learn key geological theory on rocks, minerals, fossils, and the major processes that have contributed to their formation and distribution.
- You will also find out how geology affects our environment, from studying earthquakes and volcanoes, to learning how to discover deposits of coal, oil, natural gas and valuable minerals.
- Geology develops a wide range of skills as well as subject knowledge. There is a strong emphasis on practical work so that you can easily identify the rocks, minerals and fossils found under the ground you live on!

Opportunities for Post 16 study:

Current progression into 6th Form would be at A-Level.

Career Prospects:

With a qualification in Geology, you have access to careers in:

- Finding supplies of natural resources.
- Conserving soils and maintaining agricultural productivity.
- Maintaining quality in water supplies.
- Reducing human suffering and property loss from natural hazards such as floods, volcanic eruptions and earthquakes.
- Helping the global community live in ways that are sustainable.

HISTORY

History is an EBacc subject

Qualification: GCSE

Specification: EDEXCEL History B

This course includes work on:

Paper 1 – British Thematic Study with Historic Environment

- Medicine in Britain, c1250 – present and The British sector of the Western Front 1914-18; injuries, treatment and the trenches.

Paper 2 - Period Study and British Depth Study

- Anglo-Saxon and Norman England c1060-88

Paper 3 - Modern Depth Study: Weimar and Nazi Germany 1918-39

This course develops skills in:

- Understanding what motivates people, what they think and feel.
- Researching information from a range of different sources.
- Evaluating the reliability and usefulness of information you are using.
- Communicating ideas about the past clearly.

Opportunities for Post 16 study:

GCSE History is a great basis for many A-Level subjects and it is highly regarded by colleges, universities and employers. Students who have studied history often study A-Level qualifications in subjects such as English, Politics, Economics and Sociology.

Career Prospects:

Many people working in law and accountancy have studied history because of the skills that can be developed in reasoning and arguing your point. There are also many areas more directly related to history, such as travel and tourism, museums and libraries the media industry and government research

PHILOSOPHY & RELIGION

Qualification: GCSE

Specification: AQA Religious Studies Specification A

Component 1 - Study of Religions: Beliefs, Teachings and Practices

Component 2 - Thematic Studies: Religious, Philosophical and Ethical Studies

The course includes work on:

Component 1

- Christian Beliefs and practices
- Buddhist Beliefs and practices

Component 2

- Relationships and Families
- Religion and life
- Religion, Crime and Punishment
- Human Rights and Social Justice

This course develops skills in:

Critical thinking and awareness of social, moral, spiritual and cultural issues in the world.

Opportunities for Post 16 study:

Current progression would be at A-Level. You can also continue using the ideas and skills of the subject in another context or subject like psychology or sociology.

PHYSICAL EDUCATION

Qualification: GCSE (Level 2)

Specification: AQA The course will run using the more challenging new AQA Specification that involves more theory teaching and assessment compared to the previous specification (now 60% theory, 40% practical)

This course includes work on:

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data
- Sports Psychology
- Socio-cultural influences
- Health, fitness and well-being

Assessment:

Theory

There will be two (1hour 15 minute), 78 mark question papers that will be completed at the end of the course. Each paper is worth 30%, equating to 60% of the total course. The theory specification is broad in content and requires students to be very organised when producing and keeping notes throughout the course.

Practical

Practical performance in three different physical activities in the role of player / performer (one in a team activity, one in an individual activity and a third in either a team or an individual activity). This will equate to 30% of the overall grade. Students will also complete an analysis and evaluation of performance piece of work that will form the coursework element of the course. This will be completed for one of their assessed activities. This will equate for 10% of the overall grade.

Opportunities for Post 16 Study:

Current progression into 6th Form would be a Level 3 OCR Cambridge Technical Extended Certificate in Sport and Physical Activity.

Career Pathways

Can lead to careers such as a PE Teacher, Fitness Instructor, a Sports Coach or Leisure Manager.

SPANISH

Spanish is an EBacc subject

Qualification: Single GCSE

Specification: AQA 8698

This course includes work on:

The following 3 themes:

Theme 1 – Identity and Culture:

- Me, my family and friends.
- Technology in everyday life.
- Free time activities.
- Customs and festivals in French speaking countries and communities.

Theme 2 – Local, National, International and Global areas of interest:

- Home, town, neighbourhood and region.
- Social issues.
- Global issues.
- Travel and tourism.

Theme 3 – Current and Future Study and Employment:

- My studies.
- Life at school/College
- Education Post 16
- Jobs/Career choices and ambitions.

This course develops skills in:

- Understanding of the language in a variety of contexts
- Knowledge of the language and language learning skills
- The ability to communicate effectively and spontaneously in the language
- Awareness and understanding of countries and communities where the language is spoken.
- An understanding of translation.

Opportunities for Post 16 study:

Current progression into 6th Form would be at A-Level.

Career Prospects:

A language is viewed very favourably by universities and hence improves your chances of getting on the course of your choice. A language qualification enables you to work in a wide range of fields ranging from industry, business, accounting and law. Due to our current political situation, studying languages and culture is “more urgent than ever to ensure peaceful and prosperous relations between European States” (University of Cambridge 2016). Many jobs are only accessible to those who have knowledge of a foreign language.

TRIPLE SCIENCE

Triple Science is an EBacc subject

Qualification: 3 separate GCSE's: Biology, Chemistry and Physics

Specification: Biology GCSE 846; Chemistry GCSE 8462; Physics 8463

This course includes work on:

- Atomic Structure and The Periodic Table
- Chemical changes
- Cell Biology
- Genetics and Evolution
- Energy
- Force 5
- Organic Chemistry and Chemical Analysis
- Waves and Space Physics
- Infection and Response

This course develops skills in:

- Practical Technique
- Taking a Critical approach to Scientific evidence and methods.
- Knowledge and understanding of how Science works.
- The essential role of Science in society.
- Interest and enthusiasm for Science.

Opportunities for Post 16 study:

This course provides an excellent basis from which to study any Science course at A-Level.

Career Prospects:

Science is an essential qualification for progression to sixth form centres and colleges. Post further education, Science qualifications can be used in a whole host of careers from Medicine, Veterinary Studies, Pharmaceutical Research and Development and Forensics.

BTEC SUBJECTS

BUSINESS

Qualification: BTEC Level 1/Level 2 First Award

Specification: Edexcel BTEC Level 1/Level 2 First Award in Business

This course includes work on:

- Enterprise in the Business World: Coursework (25%)
- Finance for Business: External Online Test (25%)
- Promoting a Brand: Coursework (25%)
- Recruitment, Selection and Employment: Coursework (25%)

Course content includes:

- Types and purposes of businesses in the public and private sector.
- Functions of business: Marketing, Finance, Production and Human Resources.
- Financial aspects of running a business: costs, profit, break even, budgets, and financial statements.
- Recruitment and Selection: job roles, recruitment documentation, interview skills and career development.
- Business planning: developing a business idea and presenting it in a business plan.
- Exploring the use of promotion and branding in a business.
- Developing and promoting a brand for a business.

All units are graded Pass, Merit, Distinction or Distinction* at level 2 (GCSE A*-C equivalent). Where pupils do not submit work to the level 2 standard, they may obtain a Level 1 grade (GCSE D-G equivalent).

This course develops skills in:

- Research, analysis and evaluation
- Written and oral communication and presenting work in a wide variety of formats
- Numeracy for analysing a range of financial data.

Opportunities for Post 16 study:

Students can move on to Level 3 courses such as the BTEC National Diploma in Business as well as AS/A2 in Business Studies and Applied Business.

Career Prospects:

Can lead to a career in Retail, Banking, Business Management and Human Resources.

MUSIC

Qualification: BTEC Level 1/2 First Award

Specification: Edexcel

This course includes work on:

Two core units

- The Music Industry: Externally assessed (25%)
- Managing a Music Product: Coursework (25%)

Followed by two further optional specialist coursework units (25% each) from a selection of five offered by the exam board:

- Introducing Live Sound
- Composition
- Performance
- Recording
- Music Sequencing

This course develops skills in:

- Understanding different types of organisations and job roles that make up the music industry
- Planning, developing, delivering and promoting a music product
- Developing your music performance skills and reviewing your own practice
- Using your music performance skills within rehearsal and performance
- Exploring creative stimuli to meet a brief
- Developing, extending and shaping music for performances
- Presenting compositions appropriately
- Using the recording studio to produce multi-track recordings

Opportunities for Post 16 study:

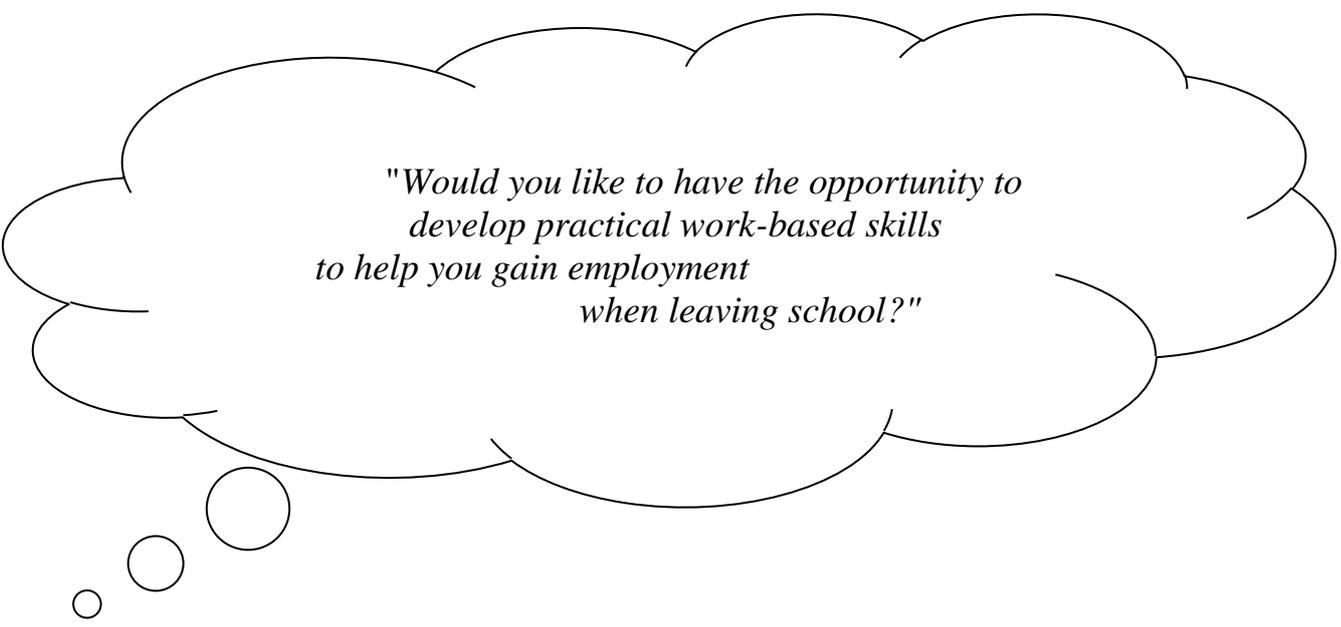
The aim of the Btec Level 1/Level 2 Award in Music is to inspire and enthuse learners to consider a career in the music industry, rather than to only participate in music recreationally. This course will give learners the opportunity to gain a broad knowledge, an understanding of, and develop skills in the music industry e.g. the live sound industry, solo or group professional performance or music promotion and publishing.

Career Prospects:

This course will support progression to a more specialised Level 3 vocational or academic music course or an apprenticeship. Learners who complete a Btec Level 1/Level 2 Award in Music will obtain a qualification which will **also** give learners the potential opportunity to enter employment within a wide range of junior job roles across the music industry, for example runner, roadie (backline technical support), stage crew, venue staff, music promotion, and retail and sales roles.

VOCATIONAL SUBJECTS

Vocational Course Details



"Would you like to have the opportunity to develop practical work-based skills to help you gain employment when leaving school?"

If the answer is “**Yes**” then combining your GCSE choices with vocational training could help you to achieve your goals.

Some students may be invited to consider taking a vocational pathway. School offers a range of vocational programmes designed to help you build knowledge and skills in your chosen career path. Possible routes available are:

- **Hair & Beauty**
- **Construction**
- **Motor Vehicle**

Construction and Motor Vehicle courses will give you a Level 1 Qualification, and Hair & Beauty will give you a Level 2 Qualification.

An *Induction Day* is arranged with the provider of your chosen course.

VOCATIONAL BUSINESS

Qualification: Level 1 Certificate in Business and Enterprise

Specification: NCFE Level 1 Certificate in Business and Enterprise

This course includes work on:

This qualification provides an introduction to business and enterprise that includes a vocational and hands-on element. It will be delivered in Year 9 to those pupils wishing to study vocational courses in Year 10 and will be tailored to pupils' vocational pathway, i.e. Hair and Beauty, Construction or Motor Vehicle.

- Introduction to business and enterprise
- Marketing for business and enterprise
- Finance for business and enterprise
- Plan, outline and take part in a business or enterprise project

All units will be assessed through internally assessed and externally moderated project and coursework. Pupils passing all coursework will be awarded a Level 1 (GCSE D-G equivalent). The course is graded at Pass – Distinction*.

This course develops skills in:

- Team working
- Communication
- Presentation
- Using initiative
- Working independently

Opportunities for Post 16 Study and Career Prospects

This course provides the skills and knowledge to prepare pupils for a Level 2 course in Business. However, it should be seen as a step to helping pupils with their vocational studies.

This course is only available to those pupils selecting one the vocational options – Construction, Hair and Beauty or Motor Vehicle. It will form a mandatory part of the study for the vocational pathway.

Pupils wishing to study actual Business Studies need to refer to the Business Option.

HAIR AND BEAUTY

Qualification: Level 1 Award in Hair and Beauty

Specification: VTCT Level 1 Award in Vocational Studies - Hair & Beauty (AM/0259)

This course includes work on:

You will be learning about working in the hair & beauty industry following health and safety practice in the salon, shampoo and condition the hair and scalp, client consultation for hair & beauty services, the art of dressing hair, provide manicure and pedicure treatments and applying make-up. You will learn about the science behind hair and beauty and how to respond to a hair and beauty brief.

This course develops skills in:

- The Theory behind Hair & Beauty
- Practical skills in hairdressing and beauty including:-
 - The Art of Dressing Hair
 - How to apply make
 - Shampoo and Styling
- Core knowledge of the Hair and Beauty industry
- Understanding of health and safety
- Research and project planning.

Alongside the NCFE in Vocational Business pupils will gain a qualification equivalent to 1 GCSE at grade D – G.

Whilst there is a practical element in the delivery of this programme, the assessment involves research and written tasks, with pupils having to learn about the business and science behind the industry.

Opportunities for Post 16 Study and Career Prospects

It is a practical skills based course that will give you a nationally recognised qualification when completed. It may help you find a job within the Hair and Beauty industry. It will also allow you to progress onto full time Level 2 programmes or onto a Traineeship or Apprenticeship programme.

Note:

This course is delivered by Walford and North Shropshire College in the Hair Salon at Oldbury Wells School from Year 10. *During Year 9 of their vocational programme, students will prepare for the course through the study of NCFE Level 1 Certificate in Business and Enterprise (VRQ). See Vocational Business on page 42.*

CONSTRUCTION

Qualification: Level 1 Diploma in Construction

Specification: BTEC Edexcel Level 1 Diploma in Construction

This course includes work on:

You will be learning skills in carpentry & joinery, bricklaying and painting & decorating.

This course develops skills in:

- Practical skills in building a timber product, bricklaying and decorating
- Core knowledge of the construction industry
- Understanding of health and safety
- Project planning

Assessment will take place using both written and practical tests and projects that continually assess your work. Students who pass the course will gain the equivalent of 2 GCSEs at D-G grade.

Opportunities for Post 16 Study and Career Prospects

It is a practical skills based course that will give you a nationally recognised qualification when completed. It may help you find a job within the construction industry. It will also allow you to progress onto full time level 3 programmes or onto a Modern Apprenticeship programme with Carillion.

Note:

This course will take place for one day a week at the Skills Centre at Idsall School from Year 10. *During Year 9 of their vocational programme, students will prepare for the course through the study of NCFE Level 1 Certificate in Business and Enterprise (VRQ). See Vocational Business on page 42.*

MOTOR VEHICLE

Qualification: Level 1 Diploma in Service Maintenance Engineering

Specification: IMIAL Level 1 Diploma in Service Maintenance Engineering

This course includes work on:

You will be learning motor vehicle theory and carrying out practical tasks.

The course provides an introduction into the service and maintenance engineering sector and includes: working safely in a motor vehicle environment, developing yourself and working with other people on motor vehicle activities to an industrial standard.

This course develops skills in:

- Technical skills
- Core knowledge of the service and maintenance sector
- Understanding of health and safety
- Project planning

Assessment will occur from being observed when carrying out practical work, demonstrating theoretical knowledge by answering questions relating to the practical tasks and portfolio building. Students who pass the course will gain the equivalent of 2 GCSEs at grade D - G level.

Opportunities for Post 16 Study and Career Prospects

It is a practical skills based course that will give you a nationally recognised qualification when completed. It may help you find a job in the motor vehicle industry. It will also allow you to progress onto full time level 3 programmes or onto a Traineeship or Apprenticeship programme.

Note:

This course will take place for one day a week at the Skills Centre at Idsall School from Year 10. *During Year 9 of their vocational programme, students will prepare for the course through the study of NCFE Level 1 Certificate in Business and Enterprise (VRQ). See Vocational Business on page 42.*

Glossary of Terms and Abbreviations

A Level:	Advanced Supplementary Level, and Advanced Level.
BTEC:	The Business & Technology Education Council .
Coursework:	Work that is carried out in a subject, supervised by a teacher, which counts towards a final GCSE grade.
Examination Boards:	The authorities who award grades and levels on the basis of students' performances in the examinations that the boards devise. The four main ones being: EDEXCEL; OCR; AQA AND WJEC.
GCSE:	General Certificate of Secondary Education.
KS4:	Key Stage 4 – Years 9,10 and 11 (<i>years 7-8 are referred to as KS3</i>).
KS5:	Key Stage 5 – Years 12 and 13.
Post-16:	The period after KS4, when most students are over 16 years old. Educational provision at this stage is not governed by the National Curriculum, but all students need to study English and Maths until a qualification is achieved. (NB: this does not have to be at school).
SAT:	Standard Assessment Test/Task.
SEN:	Special Educational Needs.
Terminal Exams:	Exams that are taken at the end of a course, typically after two years.
EBacc:	English Baccalaureate.

CORE CURRICULUM

In the two-weekly cycle of 50 periods, **ALL** students in Years 9 and 10 follow a **CORE CURRICULUM** of 32 periods. This core curriculum changes to 34 periods in Year 11.

	Year 9	Year 10	Year 11
English	8 periods	8 periods	9 periods
Mathematics	8 periods	8 periods	9 periods
Science	8 periods	9 periods	9 periods
Physical Education	4 periods	2 periods	2 periods
Religion & Citizenship	1 periods	1 period	1 period
ICT	3 periods	4 periods	4 periods

The remaining 18 periods in Years 9 and 10 and the remaining 16 periods in Year 11 are made up from the 'Additional' Pathway subjects.

There is an example of the blocks at the end of this booklet.

*(This example **should not** be used to submit your nominations).*

COMPLETING THE SHEET

IDENTIFYING A SECOND SUBJECT IN EACH BLOCK.

It is in the student's interest to consider and to nominate a second subject. The reason for this is that although all courses are initially offered, they will only run if there **are sufficient numbers**. This also applies if **numbers are too high** in a subject.

You can use the example block sheet to experiment with your nominations but please do not submit these; Forms will be given out on the IAG Evening, Thursday, 2nd March 2017

KS4 ADDITIONAL CURRICULUM 2017 – 2020

Tick next to the subject you want in each block. Give a first and second choice (*they cannot be the same subject for 1st and 2nd choice*)

Block F		1 st ✓	2 nd ✓	Block G		1 st ✓	2 nd ✓	Block H		1 st ✓	2 nd ✓	Block I		1 st ✓	2 nd ✓	
Geography	Gg			Geography	Gg			French	Fr			Geography	Gg			
History	Hi			History	Hi			History	Hi			French	Fr			
Spanish	Sp			Computer Studies	Cp			Geology	Ge			Triple Science	Ts			
D&T (Textiles)	Tx			Art	Ar			D&T (Resistant Materials)	Rm			Drama	Dr			
				P.E.	Pg			Philosophy & Religion	Pr			Food	Fd			
Business Btec	Bb											Music Btec	Mu			
VOCATION Block H & I														1 st ✓	2 nd ✓	
Construction														Co		
Motor Vehicle														Mv		
Hairdressing														Hd		

For Vocation choose one subject from F and G and one from the Grey section, covering both H and I

Now list your 1st choices by order of preference

1 st _____	2 nd _____	3 rd _____	4 th _____
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EXAMPLE ONLY

