

# My Key Stage 4

## OPTIONS BOOKLET

2023 – 2025



Oldbury Wells

Name: .....

Form: .....

	Date completed
I have researched what studying each subject requires of me. (Assemblies, booklet and recommended websites)	
I have completed my initial preferences form between <b>6<sup>th</sup> – 13<sup>th</sup> February</b>	
I have received a letter about the Parents' Evening on <b>Thursday 2<sup>nd</sup> March</b>	
I have attended the Options Information Evening on <b>Wednesday 8<sup>th</sup> March</b>	
I have met with my Form Tutor and discussed my subjects	
My Key Stage 4 options are completed on the online form by <b>Tuesday 14<sup>th</sup> March</b>	



Dear Students (and Parents/Carers)

This booklet gives details of the courses that you as students can follow at Oldbury Wells throughout Key Stage 4. It will help you and your parents 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 as you are selecting a group of subjects which you will study for the next 2 years and hopefully, for many of you, for a further 2 years into Sixth Form.

Until the end of Year 9, all students must 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 9, the National Curriculum becomes a little more flexible. While some subjects are compulsory for all students in all schools - the 'core' subjects - you are also given the chance to decide how to supplement this 'Core' with 'Additional' subjects, tailored to your abilities, interests and future success.

The curriculum for Years 10 and 11 is one of the first big decisions you have to make in your 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 you make the right decisions. Some of you may already have a clear idea of what pathway or career you would like to follow. Others of you may well be unsure of what you wish to do in the future. When it comes to choosing your options, you should always consider these three things. Your **ability** within the subject, how much you **enjoy** the subject, and is the subject **relevant** to what you wish to achieve in the future. Over the next few weeks, there will be a programme of events to help you in the process of choosing your options, including assemblies and form time. You will receive a full report, and there will be a Parents' Evening prior to the Options Information Evening.

The Options Information Evening, on Wednesday 8<sup>th</sup> March 2023, is where there will be a short overview presentation of how Key Stage 4 might look for you. This is a very important presentation. We will highlight for you recent important changes made to the curriculum and what this will mean for you and your further education, plus your 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 faithfully

**Mr B Brown**  
Assistant 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 and Core PE. (Core PE is a non-examination subject).

In Year 7 - 9 you have been studying Art, Drama, Food Technology, History, Geography, ICT, Modern Foreign Languages (Yr9 they have studied purely Spanish), Music, Product Design, Philosophy & Religion, PE, 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, Health & Social Care, Creative i-Media and Triple Science.

By offering a wide range of different subjects, some of which are 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 a 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 we offer are: Computer Science, Geography, History, 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 encourage our students, based on their potential outcomes, towards the EBacc set of subjects. All students will be asked to take a humanities subject (Geography/History) to make sure they have a breadth and balanced combination of subjects. To help you the EBacc subjects in this booklet have purple headings.

## **Academic Courses**

These are terms used to define either subjects or qualifications.

- GCSEs are Academic qualifications
- BTECs and OCR Nationals are Vocational qualifications and are equivalent to GCSEs.

## **The Additional - Option Subjects**

In addition to the Core subjects, students will select **four** optional subjects that they want to study at KS4. We will, try our best to guarantee as many students as possible get their first four choices.

Unfortunately, due to staffing and timetable constraints this is not always possible. It is also worth stating that if sufficient numbers of students do not choose a course, it may not be able to run due to cost implications. Please also be aware that some practical courses have restrictions on class size due to the nature of the course e.g. food technology.

Consequently, we ask all students to complete an initial preferences form to select their top **seven** option choices. This information will then be used to construct option blocks that will accommodate the wishes of the majority of students.

Once the option blocks have been finalised, these will be ready for the Parents Information Evening, students will be asked to pick their final choices. Students will pick one preference and one reserve subject from each option block. It is important that they choose **and order** these choices carefully as they could end up studying any of their reserve option choices. Unfortunately, due to staffing and timetable constraints, it may not be possible to allocate a place in all of the 1<sup>st</sup> or 2<sup>nd</sup> preference subjects. If this situation occurs, you and your child will be contacted.

## **Advice and Guidance**

This booklet will hopefully provide you with all the information needed to make informed decisions. There will also be an opportunity to see subject teachers at the Year 9 Parent's Evening and the Options Information Evening to ask specific questions if you have any. If you still have any queries, please contact:

Mr B. Brown

*Assistant Headteacher*

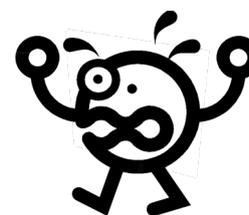
[bruce.brown@oldburywells.com](mailto:bruce.brown@oldburywells.com)

# 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 is 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 their 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 have got to do!



Some people don't make the right decisions because they are not sure what they are supposed to be deciding! It is really very simple; you have got to decide which courses to follow through your next two 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). Religious Education and PE are taught but are not examined. Because they are compulsory for all students, you will have no choice in these. Added to the common core of subjects, there are 'Additional' subjects which are shown in this 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 which is the right pathway for you. They will then 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 have 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, think about the following and check with your Form Tutor:

- 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 6<sup>th</sup> 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 Options Initial Preferences Form!



**This form is NOT asking you for your final choices.** This form is to provide us with information about which subjects students are wanting, so that we can create option blocks that will meet the needs of the most students.

#### Step 7: Fill in the KS4 Options Form!



You will now be provided with the option blocks, which have been designed to meet the needs of the year group, and you will need to make your final decisions. You have got to feel confident about the decisions you make. After all, you are committing yourself to following that course for the **next two years**. Before you make your final decisions therefore read through the Checklist on page 8.

# Different Qualifications

All of the qualifications we offer are recognised by the DfE as a Level 2 (9 -1 GCSE or BTEC/OCR equivalent). All students follow a common core of English, English Literature, Maths, Religious Education, Physical Education and Science (double or separate); this is required by the National Curriculum. Schools now have a responsibility to ensure students consider studying 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. It is important however, 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 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**

BTECs have always featured in the school's curriculum. We are offering BTEC programmes in Creative iMedia and Health & Social Care. These courses are ideal for students who might be drawn to regularly assessed work. BTECs are the equivalent to 1 GCSE. In addition, when considering a BTEC pathway we encourage students to discuss their progression routes Post 16. Please feel free to request a copy of our Bridgnorth Sixth Form Prospectus.

## **OCR – Cambridge Nationals**

Cambridge Nationals are vocational qualifications, equivalent to GCSEs, for 14-16 year olds. Recognised on performance tables each qualification goes from Level 1 to 2. They provide an excellent foundation for progression to Post 16 for Cambridge Technicals and other Level 3 vocational qualifications, as well as A Levels and apprenticeships. Please feel free to request a copy of our Bridgnorth Sixth Form Prospectus.

## **ONE FINAL NOTE!**

This booklet outlines all the 'Additional' or 'Option' courses that the school intends to run. These courses, however, **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 a subject lower in their order of preference or 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><b>1. Choose a subject or course that fits your plans:</b></p>	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Check out the Bridgnorth Sixth Form website and prospectus and look at A-Levels and BTECs at Level 3.</li> <li>▪ 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</li> <li>▪ If you want to continue on to '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.</li> </ul>
<p><b>2. Don't choose a subject or course just because:</b></p>	<ul style="list-style-type: none"> <li>▪ You like the teacher (<i>after all, the teacher could be different next year!</i>)</li> <li>▪ Your friends are choosing it – <i>they are different from you and have different strengths and interests.</i></li> </ul>
<p><b>3. Think carefully before deciding not to continue with a subject or course at KS4:</b></p>	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ You may do well at a new course such as Health &amp; Social Care 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.</li> </ul>

**USE THE GUIDE ON THE NEXT PAGE IN THE FOLLOWING WAY:**

- 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)

- Triple Science, Computer Science 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, 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. Research, Electronics)

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

- Triple Science, 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, or Resistant Materials, Art & Design or Textiles, a language and humanities subject.

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

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

- Triple Science, BTEC Sport, EBacc combination preference, Health & Social Care.

**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, Computer Science, Creative iMedia 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, Creative iMedia, Drama, Music, Design Technology, Sport Science

***Logical/Deductive/Analytical Strengths*** may lead to the following choices:

- Geography, Business Studies, Modern Languages, Triple Science, iMedia

***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 Key Stage 4, you need to give some thought to your future. Advice about careers and courses are always available from Mel Lawrence, our CDI registered Careers Advisor, who is in school every Wednesday. As a school we also use [www.unifrog.org](http://www.unifrog.org) which is a complete careers and destinations package. All students should have a log in for the platform and be able to access the range of features it offers. This includes personality and interests profiling, a complete careers library with information on subject and entry requirements, as well as much more. There is also a wide range of other computer software to help you make career and subject choices:

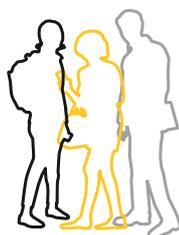
- [www.unifrog.com](http://www.unifrog.com)
- [www.icould.com](http://www.icould.com)
- [www.nationalcareersservice.direct.gov.uk](http://www.nationalcareersservice.direct.gov.uk)
- [www.ucas.com](http://www.ucas.com)

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 career's sessions.

**Our Bridgnorth Sixth Form offers a range of advanced courses requiring a high academic standard. Thus, the Bridgnorth 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 Sixth Form while considering your future during Year 10 and 11 then please see Mrs Bishell, our Head of Bridgnorth Sixth Form.



BRIDGNORTH **SIXTH** FORM

Contact Details

[www.bridgnorthsixthform.com](http://www.bridgnorthsixthform.com)

Mrs A Bishell

Oldbury Wells School – 01746 760505

# CORE SUBJECTS

# ENGLISH LANGUAGE

**Qualification:** GCSE

**Specification:** English Language

**Lead Teacher:** Ms S Lawson ([sally.lawson@oldburywells.com](mailto:sally.lawson@oldburywells.com))

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 20 <sup>th</sup> 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

**Lead Teacher:** Ms S. Lawson ([sally.lawson@oldburywells.com](mailto:sally.lawson@oldburywells.com))

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 19<sup>th</sup> 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 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.

**Lead Teacher:** Mrs K. Barlow ([katy.barlow@oldburywells.com](mailto:katy.barlow@oldburywells.com))

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. *Each paper is 1 hour and 30 minutes long*

- Paper 1: Non-calculator assessment
- Paper 2 & 3: Calculator is allowed.

## **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

**Lead Teacher:** Mr S. Farish ([stuart.farish@oldburywells.com](mailto:stuart.farish@oldburywells.com))

## **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 6<sup>th</sup> Form by receiving one lesson per week of recreational physical activity.

# SCIENCE - COMBINED

**Qualification:** A double GCSE (worth two grades)

**Specification:** AQA GCSE Trilogy - Combined Science (8464)

**Lead Teacher:** Mr D. Cox ([daniel.cox@oldburywells.com](mailto:daniel.cox@oldburywells.com))

## **This course includes work on:**

This course combines topics in Biology, Chemistry and Physics. Practical skills are also developed and several required practical tasks need to be completed and fully written up.

Assessment is based on written examinations with a total of 6 papers taken in the summer of Year 11 (2 in each of the science subjects).

Topics included are:

**Biology:** Cell Biology; Organisation; Infection and Response; Bioenergetics; Homeostasis and Response; Inheritance, Variation and Evolution; Ecology.

**Chemistry:** Atomic Structure and the Periodic Table; Bonding, Structure and Properties of Matter; Quantitative Chemistry; Chemical Changes; Energy Changes; The Rate and Extent of Chemical Change; Organic Chemistry; Chemical Analysis; Chemistry of the Atmosphere; Using Resources.

**Physics:** Energy; Electricity; Particle Model of Matter; Atomic Structure; Forces; Waves; and Magnetism and Electromagnetism.

## **This course develops skills in:**

- Practical Techniques
- Taking a critical approach in scientific evidence and methods
- Knowledge and understanding of working scientifically
- The essential role of science in society
- Interest and enthusiasm in Science

## **Opportunities for Post 16 Study**

This course provides an excellent foundation from which to study any science at A-Level or BTEC. Other vocational qualifications involving science could be studied or an Apprenticeship in a science-based vocation.

## **Career Prospects:**

Science is a strong academic subject and essential for progression to sixth form centres and colleges. There are many broad and specialist careers that can be followed in science including, Medical, Armed Forces, Public Services, Veterinary Studies, Zoology, Pharmaceutical Research, Environmental studies, Conservation, Engineering, Criminology and Forensics.

# ADDITIONAL GCSE SUBJECTS

# ART & DESIGN

**Qualification:** GCSE Art and Design

**Specification:** OCR GCSE Art and Design

**Lead Teacher:** Mrs E. Wycherley ([emma.wycherley@oldburywells.com](mailto:emma.wycherley@oldburywells.com))

## **Year 10/11 Coursework 60%**

- You will produce two portfolios over the two years to include:
- Experimenting with a range of personal themes base on Monochrome and Artist inspired briefs.
- The study of artists, illustrators and graphic designers to inspire project work.
- Development of ideas, which reflect personal strengths either using, mixed media, 3D presentations, painting or graphics.
- Graphics produced by hand or Photoshop designs.
- 

## **Year 11 Practical Exam 40% (Jan – May)**

You will 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! You will work to your own strengths of media, processes and ideas. The exam allows you to develop your own personal project linked to an exam title set by the exam board.

## **This course develops skills in:**

- Creative thinking problem-solving
- ICT Photoshop skills
- Imaginative experimentation
- Visual presentation skills
- Critical/historical thinking

## **Opportunities for Post 16 Study**

Current progression into 6<sup>th</sup> Form would be at A level Art and Design. 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, Jewellery making, Theatre Studies, Sculpture, Animation, Illustration etc.

**Career Prospects:** Fine Art painter or sculptor, Art historian, Mural painter, Exhibition Coordinator/Museum Curator, Logo/Branding, Illustrator, Graphic design, Interior/set/theatre design, Magazine designer, Advertising or fashion photographer, Web design, Packaging design, Special Effects/Prop Design, Jewellery maker, Landscape or Urban designer, Ceramic/Glass designer, Animator/Filmmaker, Florist, Art therapist, Photojournalist.

# BUSINESS

**Qualification:** GCSE (9-1) in Business

**Specification:** Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Business (1BS0)

**Lead Teacher:** Mrs R. Chapman ([rachel.chapman2@oldburywells.com](mailto:rachel.chapman2@oldburywells.com))

## The course includes work on:

Theme 1: Investigating Small Business

Written examination: 50% of the qualification 90 marks (1 hour and 30 minutes)

Theme 2: Building a Business

Written examination: 50% of the qualification 90 marks (1 hour and 30 minutes)

## Course content includes:

**Theme 1** you will investigate a range of local and national business enterprises, concentrating on the key business concepts, issues and skills involved in starting and running a small medium sized business:

- Enterprise and entrepreneurship
- Putting a business idea into practice
- Understanding external influences on business
- Spotting a business opportunity
- Making the business effective

**Theme 2** you will develop your knowledge of business past the start-up phase and focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. In this theme you will look at national and global businesses. You develop a more detailed knowledge and understanding of business theories, which you will use to analyse and evaluate the success of businesses:

- Growing the business
- Making operational decisions
- Making human resource decisions.
- Making marketing decisions
- Making financial decisions

## 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 A Level in Business Studies.

## Career Prospects:

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

# COMPUTER SCIENCE

*Computer Science is an EBacc subject*

**Qualification:** GCSE

**Specification:** OCR

**Lead Teacher:** Mr E. Cherrington ([edward.cherrington@oldburywells.com](mailto:edward.cherrington@oldburywells.com))

GCSE Computer Science is a course 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 based on two written exams.

- Computer systems: 50%
- Computational thinking, algorithms and programming: 50%

As part of the course students also complete a programming project.

## **This course includes work on:**

This course is suitable for young people who want to explore and investigate how computers work, computer networks, cyber security, ethical, environmental, and legal issues associated with the use of computers. In addition, you are most likely to enjoy the subject if you have a real interest in logical thinking, writing algorithms to solve complex problems and creating computer programmes in Python. This course has a high level of mathematical demand where you are not able to use a calculator in final exams, therefore only suitable for students working at 3+ and above in Mathematics at Key Stage 3.

## **This course will develop skills in:**

- Understand and apply the fundamental principles and concepts of Computer Science, including algorithms, logic and data representation.
- Analyse complex problems using computational thinking through practical experience of solving such problems, including designing, writing and debugging programs.
- Think creatively, innovatively, analytically, logically and critically.
- Understand the difference between hardware and software and how they make up digital systems.
- Learn how computers communicate using a network and the security required in protecting computers against potential threats.
- Understand ethical, legal, cultural and environmental concerns associated with the use of computers.
- 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 A Level Computer Science or the OCR Cambridge Technicals Extended Certificate in IT.

## **Career Prospects:**

Computer Science is a subject which is becoming more and more central to every type of business. A good foundation in this subject 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 industry and the cyber security industry. A qualification in Computer Science 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

**Lead Teacher:** Mrs H. Griffiths ([Hazel.Griffiths1@oldburywells.com](mailto:Hazel.Griffiths1@oldburywells.com))

## **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 10 & 11 learners will cook approximately once a week 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 1** Food Investigation (15%)
- **Task 2** 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
- **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 our 6<sup>th</sup> Form however alternatively students could go on to study catering, hospitality and nutrition.

## **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

**Lead Teacher:** Mrs E. Bell ([liz.bell@oldburywells.com](mailto:liz.bell@oldburywells.com))  
Mr J. Winwood ([john.winwood@oldburywells.com](mailto:john.winwood@oldburywells.com))

## **This course includes work on:**

This course covers a broad range of Design Technology material areas requiring a general knowledge during the theory element including woods, metals & plastics (RMT), papers & boards, electronics, graphics, mechanisms, CAD/CAM, industrial practice, sustainability and textiles. This course will allow students to specialise and gain a more in-depth knowledge of woods metals and plastics. Students will focus on these materials during their NEA project (Non Examination Assessment) and section B of the exam.

The course involves using around a third of teaching time completing practical activities, a third focussing on designing skills and a third focussed on formal theory to prepare for examinations. Students will be required to complete a project (NEA) set by the exam board that is worth 50% of the GCSE grade and then sit a written exam worth 50%.

In **Year 10** you will: Cover at least two projects, one working with metals, electronics, textiles and papers & boards. The practical focus for each of these materials will be on jointing and manipulation. Design skills will focus on drawing techniques along with further developing Google SketchUp skills. Students will have the opportunity to use CAM, with a focus on laser cutting and 3D printing. The second project will be working with woods and plastics. Design skills will focus on CAD through developing Google SketchUp skills and hand rendering techniques. Students will develop their research skills through independent tasks, and theory knowledge in relation to these focus areas in each project.

In Year 10 the exam boards will release the NEA projects and students will focus on sections A&B of their project which is a written presentation of research leading to a design brief and specification.

In **Year 11** you will: Complete your NEA project with a focus on design ideas, development work and making a working prototype. The second part of the year will focus on formal exam skills and revisiting theory taught throughout the course in preparation for the summer's examination.

## **This course develops skills in:**

- In-depth knowledge and development of a range of making skills in wood, metal and plastic.
- Develop an understanding of compliant materials and construction techniques.
- Use ICT and manual graphic skills effectively and appropriately incorporating creative thinking.
- Develop technological awareness using a broad range of equipment.
- Develop understanding of the impact of design at a social and environmental level.
- Develop independent research skills and written presentation skills.
- Develop written examination skills in order to apply subject specific knowledge.

## **Opportunities for Post 16 Study**

Current progression into 6<sup>th</sup> Form to study A-Level Product Design.

## **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

**Lead Teacher:** Mrs E. Bell ([liz.bell@oldburywells.com](mailto:liz.bell@oldburywells.com))

## **This course includes work on:**

In **Year 10** you will:

- Produce a fashion inspired project, learning how to use commercial and industrial patterns to generate an innovative developed garment. Also developing a working knowledge of decorative techniques.
- Produce one industrially inspired project across Textiles and Resistant Materials, which will allow students to develop their practical skills, knowledge of materials and techniques, as well as encouraging creativity and innovation.
- Complete a mock non-exam Assessment.
- Develop 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 Non-Exam Assessment (maximum of 45 hours lesson time) from a choice of set contexts. (100 marks) worth 50% of the GCSE.
- Continue developing their knowledge and understanding through structured theory lessons and tests.
- Prepare for the final 2hr (100 marks) examination 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 6<sup>th</sup> Form would be A 'level Fashion and Textiles, Art and Design,.Product Design.

## **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

**Lead Teacher:** Mrs C. Morgan ([catherine.morgan@oldburywells.com](mailto:catherine.morgan@oldburywells.com))

## **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 & exploration of text and a live performance review:

- Understanding Drama 40% (written exam)
- Devising Drama (40% coursework and performance)
- Texts in Practice (20% scripted performance to a visiting examiner)

You will:

- 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.
- There will be an expectation to attend theatre trips.
- There will be expectation to attend all rehearsals planned outside of lessons.

## **This course develops skills in:**

- Skills in performance will be developed using explorative strategies such as narrating, role play, cross cutting, marking the moment, hot seating. Also, through developmental techniques such as physical, vocal and design skills, theatre styles and genres.
- 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. It will also help develop your time management, communication, evaluation, and analytical skills.

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 6<sup>th</sup> 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.

# GEOGRAPHY

*Geography is an EBacc subject*

**Qualification:** GCSE

**Specification:** Edexcel – Specification B

**Lead Teacher:** Mx S. Farrington ([sam.farrington@oldburywells.com](mailto:sam.farrington@oldburywells.com))

**This course includes work on:**

**Paper 1: Global Geographical Issues** ( 37.5% of GCSE)

- Hazardous Earth
  - Weather & Climate Systems & Hazards, such as hurricanes
  - Tectonic Processes and Hazards, such as volcanoes and earthquakes
- Development dynamics, investigating global inequalities and how countries develop
- Challenges of an Urbanising World, studying rapid city growth and the issues this causes

**Paper 2: UK Geographical Issues** (37.5% of GCSE)

- The UK's Evolving Physical Landscapes
  - Distinctive Landscapes in our country
  - Coastal change and conflict, and how to manage our coastline.
  - River processes and pressures, including flood management.
- The UK's evolving Human Landscapes, including how a major UK city is changing
- Geographical Investigations including two full days fieldwork

**Paper 3: People and Environmental Issues – Making Geographical Decisions** (25% of GCSE)

- People and the Biosphere
- Forests Under Threat
- Consuming Energy Resources
- Making Geographical Decisions

**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**

As Geography is a 'bridging' subject students will have developed a wide range of skills that they can apply to a range of further studies, including Geography A level.

**Career Prospects:**

Geography connects the natural and the human, the local and the global and helps us to plan sustainably for the future. Careers involving geography include the environmental sector, business, education, natural or social sciences, the media, travel, and resource management. Geography opens up a range of choices for your future work and career because it equips you with skills that are marketable to employers and colleges.

# HISTORY

*History is an EBacc subject*

**Qualification:** GCSE

**Specification:** EDEXCEL History B

**Lead Teacher:** Mr B. Grainger ([ben.grainger@oldburywells.com](mailto:ben.grainger@oldburywells.com))

## **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
- American West c1835-95

### 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.

# MUSIC

**Qualification:** GCSE Music

**Specification:** Eduqas

**Lead Teacher:** Miss J. Dangerfield ([jo.dangerfield@oldburywells.com](mailto:jo.dangerfield@oldburywells.com))

**This course includes work on:**

- Performing on your own and in a group.
- Exploring how great pieces of music were put together and composing your own music.
- Listening to a variety of music and learning how to identify the facts about what you hear. You will already have heard about the elements of music in your Key Stage 3 lessons. At GCSE you focus on how these are used for different purposes.

The course has two internally assessed components, and one that is externally assessed.

**This course develops skills in:**

**Component 1: Performing – Worth 30% of your GCSE**

- You must perform at least 2 pieces: One piece must be an **ensemble**, the other(s) can be ensembles or solos. You can sing or play any instrument or you can use music technology. You can have an accompanist or use a backing track or perform unaccompanied.
- Performing more difficult pieces can boost your marks.
- You will need to submit a score or a lead sheet of each piece so your teacher can assess how accurately you perform.

**Component 2: Composing – Worth 30% of your GCSE**

- You will compose two original pieces of music. One is a free composition, which you can complete at any time in the course. The other must be written in response to a brief released by Eduqas on the 1<sup>st</sup> September in the same school year as you take the exam. They can both be in a similar style as long as the actual musical content is different.
- You will hand in an audio file of each piece – either a live recording (of you or someone else performing your piece) or an output from software. You will also need either a score or a lead sheet with a detailed description of each piece.
- You will complete a composing log which explains how you completed your work.

**Component 3: Appraising – Worth 40% of your GCSE (Listening exam)**

There will be 8 questions. Each will have an extract of music which is played out loud for you to answer the questions on what you hear. Two of the questions will be all about the set works which you will study throughout the course. Questions will focus on three things: **Elements of Music**, **Context**, **Musical Language**

**Opportunities for Post 16 study:**

GCSE Music will prepare you for further Music study at Vocational Level 3 or A Level Music as well as apprenticeships in the music industry.

**Career Prospects:**

The possibilities are endless. Music will enable you to demonstrate many skills which employers, colleges and universities are looking for. It can also give you opportunities to travel, meet people and get the most out of life.

The transferable skills you will master during this course such as self-reflection, communication, teamwork and problem solving will support your progress in whatever field of study or employment you choose within the music industry and beyond.

# 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

**Lead Teacher:** Dr J. Perfect ([james.perfect@oldburywells.com](mailto:james.perfect@oldburywells.com))

Philosophy and Religion allows students to explore some of the 'Big Questions' that life presents. By engaging with different points of view, and critically evaluating these, students are able to arrive at reasoned judgements and develop their own ideas about issues ranging from what the role of the family is, to whether or not God exists.

Christianity provides the students with a sound understanding of the main religious tradition of the UK while the study of Buddhism provides an engaging and popular counterpoint through its strong philosophical nature. Both provide excellent thinking tools to explore the ethical issues in the second component of the course.

**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
- Religion, Human Rights and Social Justice
- Religion, Peace and Conflict
- Existence of God and Revelation

**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.

# SPANISH

*Spanish is an EBacc subject*

**Qualification:** GCSE

**Specification:** AQA Spanish 8698

**Lead Teacher:** Miss S. Dijoux ([solene.dijoux@oldburywells.com](mailto:solene.dijoux@oldburywells.com))

## **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

### 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 and responding to spoken language in a variety of contexts
- Communicating and interacting in speech about a variety of topics
- Understanding and responding to written language in a variety of contexts
- Communicating in writing
- Awareness and understanding of countries and communities where the language is spoken.

## **Opportunities for Post 16 Study**

Current progression into 6<sup>th</sup> 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 and several studies demonstrate the correlation between high-paid jobs and knowledge of a foreign language.

# TRIPLE SCIENCE

*Triple Science is an EBacc subject*

**Qualification:** Three separate GCSEs (Biology, Chemistry and Physics)

**Specification:** AQA GSE Biology 8461; Chemistry 8462; Physics 8463

**Lead Teacher:** Mr D. Cox ([daniel.cox@oldburywells.com](mailto:daniel.cox@oldburywells.com))

NB: We would advise that students interested in taking this science route are already performing at a **Level 4** in Year 9 across Science and have a strong interest in all sciences.

NOTE: There is extra specific content unique to the Triple Science courses.

Each science subject is taught separately with different topics in Biology, Chemistry and Physics. Practical skills are also developed and several Required Practical Tasks need to be completed and fully written up. Assessment is based on written examinations with a total of 6 papers taken in the Summer of Year 11 (2 in each of the science subjects).

## **This course includes work on:**

Topics included are:

**Biology:** Cell Biology; Organisation; Infection and Response; Bioenergetics; Homeostasis and Response; Inheritance, Variation and Evolution; Ecology.

**Chemistry:** Atomic Structure and the Periodic Table; Bonding, Structure and Properties of Matter; Quantitative Chemistry; Chemical Changes; Energy Changes; The Rate and Extent of Chemical Change; Organic Chemistry; Chemical Analysis; Chemistry of the Atmosphere; Using Resources.

**Physics:** Energy; Electricity; Particle Model of Matter; Atomic Structure; Forces; Waves; Magnetism & Electromagnetism; Space Physics.

## **This course develops skills in:**

- Practical Techniques
- Taking a critical approach in scientific evidence and methods
- Knowledge and understanding of working scientifically
- The essential role of science in society
- Interest and enthusiasm in science

## **Opportunities for Post 16 study:**

This course provides an excellent foundation from which to study any science at A-Level or BTEC. Other vocational qualifications involving science could be studied or an Apprenticeship in a science-based vocation.

## **Career Prospects:**

Science is a strong academic subject and essential for progression to sixth form centres and colleges for certain subjects. There are many broad and specialist careers that can be followed in science including Medical, Armed Forces, Public Services, Veterinary Studies, Zoology, Pharmaceutical Research, Environmental Studies, Conservation, Engineering, Criminology and Forensics.

# ADDITIONAL NON-GCSE SUBJECTS

Cambridge National = Creative iMedia

= Sports Science

BTEC = Health & Social Care

# CREATIVE iMEDIA

**Qualification:** Cambridge National Certificate Level 1/2

**Specification:** OCR

**Lead Teacher:** Mrs R. Chapman ([rachel.chapman2@oldburywells.com](mailto:rachel.chapman2@oldburywells.com))

The Cambridge Nationals in Creative iMedia will equip you with a range of creative media skills and provide opportunities to develop skills such as research, planning, reviewing products, working with others and communicating creative ideas for products effectively. The course is assessed by examination and coursework.

## **This course includes work on:**

**Creative iMedia in the media industry:** In this unit you will learn about the sectors, products and job roles that form the media industry. You will learn the legal and ethical issues considered and the processes used to plan and create digital media products. You will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. You will learn to choose the most appropriate format and properties for different media products.

**Visual identity and digital graphics:** In this unit you will learn about the sectors, products and job roles that form the media industry. You will learn the legal and ethical issues considered and the processes used to plan and create digital media products. You will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. You will learn to choose the most appropriate format and properties for different media products. Completing this unit will provide you with the basic skills for further study or a range of creative job roles within the media industry

**Characters and comics:** You will learn about the style and genre of comics and characters. In this unit you will learn to design and create original characters that convey emotion and personality. You will also learn to set your characters within stories of your own making which flow logically and engage the reader. You will also learn to use conventions of comics to tell your characters' stories across multiple pages.

## **This course develops skills in:**

- Understanding pre-production skills used in the creative and digital media sector.
- Planning skills required to create a range of digital media products to meet a client brief.
- Understand that digital graphics feature in many areas of our lives and play a very important part in today's world. The digital media sector relies heavily on these visual stimulants within the products it produces, to communicate messages effectively.
- Learn where and why digital graphics are used and what techniques are involved in their creation.
- Understand that websites are the basis of internet content and are therefore used extensively in the creative digital media sector, whether for mobile phones or computers in all their forms.
- Learn how to create an aesthetically pleasing multimedia products that meet a client brief.
- Review work to ensure that it meets the client brief.

## **Opportunities for Post 16 Study**

The Cambridge Nationals in Creative iMedia enables candidates to progress either directly to employment through apprenticeships, or to proceed to further qualifications e.g. Level 3 such as the Cambridge Technicals Extended Certificate in IT or Cambridge Technical in Digital Media.

## **Career Prospects:**

Further study within this subject area could lead to a job that is creative or technical. Examples of possible jobs are Graphic Designer, Web Designer, Web Developer, Games Designer/ Developer, IT Technician, IT Consultant and a Project Manager.

# HEALTH & SOCIAL CARE

<b>Qualification:</b>	BTEC Level 1/2 Technical Award Health & Social Care
<b>Specification:</b>	Pearson BTEC Level 1/2 Technical Award in Health and Social Care
<b>Lead Teacher:</b>	Miss D. Siviter ( <a href="mailto:danielle.siviter@oldburywells.com">danielle.siviter@oldburywells.com</a> )

Health & Social Care is taught over 120 guided learning hours (GLH). It has core and optional specialist units. This BTEC First Award has units that are assessed (internal) and a unit that Pearson sets and marks (external).

## **This course includes work on:**

- Human Lifespan Development (Internal Assignments)
- Health & Social Care Services and Values (Internal Assignments)
- Health & Well Being (External Assessment)

## **This course develops skills in:**

- Explore different aspects of growth and development and the factors that can affect this across the life stages. Explore the different events that can impact on individuals' physical, intellectual, emotional and social (PIES) development and how individuals cope with and are supported through changes by life events.
- Discover different health and social care services and how they meet the needs of service users. Understanding care values that underpin current practice in health and social care and services adapting activities and environments to meet individual needs, promoting choice, and using individuals' preferred methods of communication.
- Finally, explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches.

## **Opportunities for Post 16 Study**

Achievement at Level 2 BTEC Level 1/2 Technical Award Health & Social provides a suitable foundation for further study within the sector, supporting progression on to other vocational qualifications at Level 3, such as the BTEC Level 3 Nationals in Health and Social Care.

## **Career Prospects:**

Health and social care is one of the fastest growing sectors in the UK. The main areas of development are within the health, medical and educational setting with the main employers being the NHS and local authorities, including education departments, social services, schools and colleges. Typical employment opportunities are Learning Support Assistants, Care Assistant, Youth Worker, Classroom Assistant, Social Worker, National Health Service, Community Development Worker, Further Education Teacher, Health Promotions, Medical Sales, Counsellor, Occupational Therapist, Personal Trainer and Mental Health Worker.

# SPORTS SCIENCE

**Qualification:** Cambridge National Certificate Level 1/2

**Specification:** OCR

**Lead Teacher:** Mr S. Farish ([stuart.farish@oldburywells.com](mailto:stuart.farish@oldburywells.com))

The Cambridge National in Sport Science will help develop your knowledge and skills in a range of areas, including knowing how to reduce the risk of sports injuries and dealing with medical conditions, applying the principles of training and understanding how fitness affects the performance of skills and understanding how the body responds to physical activity. The course is assessed by one examination unit and 2 coursework units.

This course includes work on:

This course is suitable for students who enjoy a range of practical activities and have a good all round knowledge and practical ability in sport. You are most likely to enjoy this course if you like learning about how the body systems change when you exercise and how this can lead to injuries or affect illnesses. You will need to understand the principles of training and have a good knowledge of the fitness components required for certain sports and skills within that sport.

This course develops skills in:

- Preparing you as a participant to take part in physical activity in a way which minimises the risk of injuries occurring.
- Understanding how to react to common injuries that can occur during sport and physical activity, and how to recognise the symptoms of some medical conditions.
- Understanding how to conduct a range of fitness tests, know what they test and their advantages and disadvantages. You will also learn how to design, plan and evaluate a fitness training programme.
- Understanding how the cardio-respiratory and musculo-skeletal systems provide you with the energy and movements needed to exercise and also how exercise helps to develop the systems.

Opportunities for Post 16 study:

The Cambridge Nationals in Sport enables candidates either to progress directly to employment through apprenticeships, or to proceed to further qualifications e.g. Level 3 such as the Cambridge Technical Extended Certificate in Sport.

Career Prospects:

Further study within this subject area could lead to a job that is in the sports industry. Examples of possible jobs are PE teacher, sports coach, personal trainer, physiotherapist, sports development officer, leisure management and many more.

# GLOSSARY OF TERMS AND ABBREVIATIONS

<b>A Level:</b>	Advanced Supplementary Level, and Advanced Level.
<b>BTEC:</b>	The Business & Technology Education Council.
<b>OCR:</b>	Oxford Cambridge and RSA
<b>Coursework:</b>	Work that is carried out in a subject, supervised by a teacher, which counts towards a final GCSE grade.
<b>Examination Boards:</b>	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.
<b>GCSE:</b>	General Certificate of Secondary Education.
<b>KS4:</b>	Key Stage 4 – Years 10 and 11 ( <i>years 7-9 are referred to as KS3</i> ).
<b>KS5:</b>	Key Stage 5 – Years 12 and 13.
<b>Post-16:</b>	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).
<b>SAT:</b>	Standard Assessment Test/Task.
<b>SEN:</b>	Special Educational Needs.
<b>Terminal Exams:</b>	Exams that are taken at the end of a course, typically after two years.
<b>EBacc:</b>	English Baccalaureate.

# OVERVIEW OF SUBJECTS

## **CORE**

English language

English literature

Mathematics

Physical Education - Core

Science – Combined

## **GCSE EBacc**

Computer Science

Geography

History

Spanish

Triple Science

## **GCSE**

Art

Business

Drama

Food Preparation and Nutrition

Music

Philosophy and Religion

Resistant Materials

Textiles

## **Cambridge National**

Creative iMedia

Sport Science

## **BTEC**

Health and Social Care