



SAMUEL WARD ACADEMY

# OPTIONS

# 2021



SAMUEL WARD

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# Dear parents

Samuel Ward Academy  
Chalkstone Way  
Haverhill  
Suffolk  
CB9 0LD  
01440 761511

Dear parents and pupils,

At Samuel Ward Academy we are determined to enable all students to achieve as highly as possible, in their personal development, in their extra-curricular activities and in their examination results. We believe that all pupils should be able to select the subjects which motivate and inspire them, which enable progression to the right pathways to ensure they can meet their career aspirations.

We will ensure that students study a broad and balanced curriculum, which meets compulsory government requirements, but which also allows your child the opportunity to embrace the subjects they are most passionate about.

This booklet details the process by which students will choose their options, gives information about all of the subjects that are on offer and outlines the support available to help make choices. We strongly urge parents to play an active role in this process and to take time to discuss choices and future plans with your child.

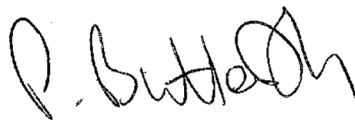
All subjects will be delivering a presentation to all students through meeting time or lessons and we will make these available to parents. We will then encourage students to seek out and speak to the teachers of the subjects they are interested in studying and get their questions answered. There will also be an opportunity towards the end of January for families to make an appointment with a member of the senior leadership team through our parents' evening booking system to provide further individual support.

If you have any further questions please do not hesitate to contact us.

Yours faithfully,



Dr K Geall  
Deputy Headteacher



Mr P Butterworth  
Assistant Headteacher



SAMUEL WARD

# GCSE **OPTIONS**

## **TIMETABLE** **2021**

Wednesday 13th January

**Initial explanatory video made available to parents and students**

Monday 18th January

**Subject presentation videos available through the Samuel Ward website**

From 25th January

**Appointments available for parents and students to meet with a member of the senior leadership team**

**Options forms to make final choices distributed**

Thursday 4th February

**Options choices to be submitted**

### **Important Notes**

Pupils who do not complete their options by the 28th January deadline will be assigned to courses which are not over-subscribed but which best match their chosen options. It is important that all families return their forms on time to ensure that the full range of subjects are available.

Where a course is over-subscribed, cannot be supported due to lack of numbers or other constraints, it may be necessary to offer an alternative subject. The school reserves the right to make the final decision on choice and suitability of courses in the interests of its pupils.

# How do I decide which subjects to study?

## 10 **GOOD** reasons to choose a subject Because

- You like it or find it interesting and you can achieve a good pass in the subject
- You're good at it
- You need it or it is useful for future Sixth Form courses or for your future career
- You can develop new skills by doing it
- You think you will do well in it
- It will give you satisfaction
- Your teachers think it is a suitable choice for you
- It will combine well with other subjects and help your general education
- You like the method of assessment and teaching
- It's a subject you would like to become good at

## **GOOD** choices are balanced choices

## 10 **BAD** reasons to choose a subject Because

- Your friends are doing it
- You think you should do it - even if you don't want to
- Your parents think it's a good idea - but you don't
- You know someone who's done it and they say it's great
- It's thought of as a 'cool' subject by most people
- You can't think of anything else to choose
- You think it will be easy
- It sounds good even though you haven't found out about it
- You really like the teacher you've got to know
- You think it will impress people now or later

## **BAD** choices are unbalanced choices

### Which staff can help me make these decisions?

You will be assisted in your choices in school by your subject teachers, your form tutor, your head of year and members of the senior leadership team. The options choices include subjects you have not studied before. There will be special assemblies which explain how these subjects work and what is required for success.

If you really have a particular career in mind you can also book an appointment with Mrs Singleton, our Work Related Learning Coordinator.



# GCSE OPTIONS

## 2021

## What you need to do

Students must choose one subject from French, German (if you have studied it in year 9), History or Geography and THREE from the remaining list of subjects. You must also add two reserve subjects in case we are unable to provide you with any of your first choices from this section.

*Due to their similar nature students cannot choose both GCSE PE and Tech Award Sport or Graphic Design and Art.*

Where suitable we strongly advise students should study a language and a humanities subject (History or Geography).

This will result in what you may see referred to as the Ebacc suite of qualifications. This is not an award or qualification for students but a performance measure for schools. However, it is looked favourably upon by the Russell Group, the elite group of 24 universities in the UK.

A recent study showed over 80% of students studying at a Russell Group university took a language at GCSE and over 80% took a humanities subject. Additionally, and perhaps more importantly, studying both a language and a humanities subject helps to keep options open post-16 due to their transferable skills and links to multiple disciplines and careers.

### COMPULSORY

All students will study the following compulsory subjects

ENGLISH  
MATHS  
SCIENCE  
Core PE  
CRS

### SECTION A

Choose one subject from here

FRENCH  
GERMAN  
GEOGRAPHY  
HISTORY

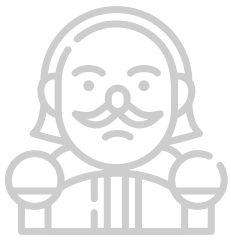
### SECTION B

Choose three subjects from here

GCSE PE or TECH AWARD-SPORT\*  
ART or GRAPHIC DESIGN\*  
FILM STUDIES  
DRAMA  
MUSIC  
PHOTOGRAPHY  
ENGINEERING  
FOOD  
FRENCH\*\*  
GERMAN\*\*  
GEOGRAPHY\*\*  
HISTORY\*\*  
RELIGIOUS STUDIES  
SOCIOLOGY  
COMPUTER SCIENCE  
HEALTH & SOCIAL CARE  
BUSINESS  
STATISTICS  
TRIPLE SCIENCE

\*You can only choose one of these subjects

\*\*Do not repeat your choice from SECTION A.



# COMPULSORY

# English

## GCSE

Head of Department:  
**Miss Lewis-Burling**

“ Here let us haply breathe and institute  
A course of learning and ingenious studies ”

*Taming of the Shrew*  
W. Shakespeare

*It is compulsory for all students to study English Language and English Literature at GCSE level. The English department aims to inspire and instil a life-long love of literature in all students. We encourage students to read for pleasure, at home on a regular basis (approximately 20 to 30 minutes every day) as we believe that this will significantly increase their chances of gaining the equivalent of a good pass or higher in English Language GCSE and English Literature GCSE.*

### Details about the course

In English Language GCSE, students will study how to read competently a range of fiction and non-fiction literary text. Students will also have the opportunity to develop writing skills; studying creative writing and writing from a viewpoint. In English Literature GCSE, students will study the set texts Macbeth (Shakespeare), Inspector Calls (Priestly), A Christmas Carol' by Dickens or 'Jekyll & Hyde' by R.L. Stevenson for the 19th century and the AQA 'Power and Conflict' Poetry cluster.

### Assessment Details

*English Language GCSE* assessment consists of 100% Exam:

Paper 1 Creative Writing

50% reading unseen fiction extract. 50% writing to describe/narrate

Paper 2 Viewpoint

50% reading two unseen non-fiction literary text.

50% writing from a viewpoint

NEA: Spoken language. 0% weighting of GCSE. *English Literature GCSE* assessment consists of 100% Exam:

Paper 1 Shakespeare and the 19th Century Novel

Paper 2 Modern Texts and Poetry

### Progression

Students who achieve a grade 6 or above at GCSE can progress onto Key Stage 5 English Literature and/or Language. English Literature students study modern novels, drama and poetry whilst English Language students study areas such as language acquisition and development.

### Careers this can lead to..

In a challenging world, the study of English develops the high level communication skills so valued by employers in all professions. English is particularly important to teaching, Journalism and Law to name just a few.

ENGLISH





# COMPULSORY

# Maths

## GCSE

Head of Department:

**Mr Wilson**

# M A T H S

*GCSE Mathematics consolidates and builds upon concepts introduced in KS3. Through the study of number; algebra; ratio; proportion and rates of change; geometry and measure; probability and statistics students will learn to:*

- *Develop fluent knowledge, skills and understanding of mathematical methods and concepts*
- *Acquire, select and apply mathematical techniques to solve problems*
- *Reason mathematically, make deductions and inferences, and draw conclusions*
- *Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context*

### **Details about the course**

There are two tiers of entry for GCSE Maths; higher and foundation. The foundation tier covers grades 1 to 5 and the higher tier covers grades 4 to 9. The content outlined for each tier is assessed across all three papers.

### **Progression**

Students who achieve a grade 6 or above at GCSE can continue to study A level Maths. Students who achieve a level 7 or above can study A Level Maths and Further Maths.

### **Careers this can lead to**

Maths GCSE is a core subject and is a requirement for most employers. Maths can lead to many careers such as: Accountant, Architect, Business Manager, Computer Programmer, Doctor, Dentist, Engineer, Games Developer, Statistician, Teacher.







## COMPULSORY

# Combined Science or Triple Science GCSE

Head of Department:  
**Mrs J Chipps**

# SCIENCE

*Students have the choice of either studying Combined Science ('double science') or Separate Sciences ('triple science'). With both options, students will study topics from Biology, Chemistry and Physics, but those taking the triple science route will study additional material across each of the three sciences. Students who choose Combined Science will achieve two GCSEs, with grades ranging from 9/9 to 1/1. Students who choose triple science will achieve three GCSEs, with separate grades for Biology, Chemistry and Physics, and can achieve grades in the range 9 to 1.*

### Assessment

As a core subject, all students study science at GCSE. You have a choice to study either combined science or triple science. Within both courses, you will study topics from Biology, Chemistry and Physics, and you will be assessed through 6 GCSE exams at the end of year 11. Through both routes, there is the option to enter for either Higher Tier (H) or Foundation Tier (F) exams – H allows students to achieve grades in the range of 9/9 to 4/4 for combined science, or 9 to 4 for triple science; F papers allow a more accessible route to accessing grades in the range of 5/5 to 1/1 for combined science, or 5 to 1 for separate sciences. Students studying combined science must enter for the same tier for all of their science exams; students taking triple science have the option to do different tiers of entry for biology, chemistry and physics, so this may suit students who feel that they are stronger in one or two of the sciences, and would like their results to reflect this. Decisions on tiers of entry for science are not finalised until year 11.

### Triple Science

Students who study triple science will have more science lessons than students who study combined science, and so we will be able to take the time to ensure students taking triple science have a thorough understanding of the subject and can explore certain topics at a much greater depth, including a greater emphasis on practical skills.

Currently, students taking combined science have 8 science lessons a fortnight, whereas students taking triple science have 13 science lessons a fortnight. As you will have much more lesson time in science, it is essential that you enjoy science if you are choosing triple science – please do not pick it just because you can't think of anything else!

Triple science is an excellent option for students who enjoy science and think that they might like a career in a scientific or medical field. If you already know you want to study a science course at A level, then triple science would be a sensible choice as it will provide a better platform from which to start your A level course, however you will still be able to study science A levels if you take combined science.

We do not have a set grade requirement for triple science, but the course is designed (at a national level) for students working at an above average level in science. You should be on track for a grade 5 or above in order to make sure you can access the course fully – if you are not sure whether triple science would be suitable for you, please speak to your science teacher or to Mrs Chipps or Miss Bailey who can provide advice on this.





## COMPULSORY

# Combined Science or Triple Science cont'd

GCSE



### Extra topics studied in triple science:

#### Biology:

- Microbiology
- Plant diseases and defence mechanisms
- The brain and eye
- The Kidneys
- Cloning
- Responding to global climate change

#### Chemistry:

- Nanoscience
- Titrations
- Organic chemistry
- Polymers
- Advanced chemical analysis

#### Physics:

- Static electricity
- Nuclear physics
- Light, sound, ultrasound and seismic waves
- Electromagnetism
- Space

### Progression

Both triple science and combined science provide an excellent foundation for pupils to progress to study A-level Biology, Chemistry and Physics, as well as the BTEC Level 3 Diploma in Applied Science. Science is a compulsory qualification for many college and university courses, but both combined science and triple science will be accepted for any course you apply for in the future.

### Careers this can lead to

Gaining good qualifications in Science is important for a range of careers, including Nursing, Engineering, Medicine and Veterinary Medicine, Sports Science, Pharmacy, Wildlife Conservation, Astrophysics, Archaeology, Food Science, Genetic Counselling, Nuclear Science, Physiotherapy, Ecology, Architecture, Teacher, Laboratory Technician and many more.





Head of Department:

**Mr Grover**

*All pupils in state school education have an entitlement to Citizenship, Religious Studies and PSHE. In KS4 at Samuel Ward Academy this entitlement is taught mainly through what the school calls CRS lessons, with some aspects being covered in Tutor time, PA sessions and through different subjects across the curriculum.*

*Pupils in Key Stage 4 will receive 1 lesson of CRS every two weeks.*

### **Details about the course**

*Citizenship and RS topics will include:*

Crime and Punishment : the need for law and justice, theories of punishment, religious and nonreligious views on why justice is important : laws on drugs and alcohol as well as their health and social impact, different attitudes to drugs and alcohol : the nature of capital punishment and religious and nonreligious arguments both for and against capital punishment.

Medical Issues : the nature and importance of medical treatments for infertility, and moral and religious arguments related to them : The nature and importance of transplant surgery, as well as different moral and religious arguments related to the issue – including the illegal trade in organs : The nature of genetic engineering and cloning and the moral and religious debates involving them.

*Community Cohesion:* the nature of the UK as a multi-ethnic society, government action to promote community cohesion in the UK, racial prejudice and discrimination, ethical arguments related to racial discrimination, issues raised for religion in a multi-faith society.

The course is designed to introduce students

to a variety of contemporary topics that are debated in our modern world. It will also enable them to develop their own views and beliefs on the ethical and religious aspects of these issues in a supportive environment and help them to reflect upon their role as a citizen in the local, national and international communities. The course will promote the attitudes of tolerance, respect, responsibility and community cohesion and encourage skills of enquiry, communication, empathy, debate and participation.

A number of CRS lessons will be utilised as PSHE sessions when pupils will be given the opportunity to reflect on their experiences and understanding of how they develop personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn how to respect our common humanity, diversity and differences so that they can form and maintain effective relationships, diversity and differences so that they can form and maintain effective relationships.

Pupils will consider and evaluate risk in a variety of situations and be given information and advice about making healthy lifestyle choices. They will receive specific sex and relationships education (SRE) as well as sessions that aim to raise their awareness of drugs and their risks. Some lessons may also look to support work related learning such as the writing of CVs and interview technique. Advice and guidance regarding Further Education and career choices will be supported through these lessons. Lessons will also be provided to assist pupil's awareness of practical financial issues including borrowing and debt, credit cards, bank accounts, salaries and tax.



# CORE PHYSICAL EDUCATION

## COMPULSORY

# Core Physical Education

Head of Department:

**Mr Thompson**

*We are passionate about creating a student centred learning environment where pupils can be happy and confident in their participation of all activities. We want all pupils to be engaged and challenged, acquire and develop specific skills, be creative and resilient and reflect upon their learning in order to foster a lifelong desire to participate in sport, recreation and competition.*

*The curriculum is structured to allow pupils to experience a mixture of competitive and non-competitive activities along with units focusing upon personal health and fitness. All activities are undertaken in conjunction with the school's vast array of enrichment and extra-curricular choices and schools competitions. We strongly believe this is important to maximise pupil progression and achievement as well as preparing them for county and regional competitions.*

### **Details about the courses**

#### **SPORTS LEADERS (LEVEL 2 optional)**

The Level 2 Award in Sports Leadership will give learners the chance to develop their organisation, motivation and communication skills, whilst also focusing on positive role models in sport, how to mentor others, and how to use leadership skills in a variety of settings. All students have the opportunity to work with small groups to enrich their learning within a wide variety of sports and competitions.

The course will involve one lesson per week being dedicated to looking at coaching styles and

approaches suitable to undertaking 20 hours of voluntary work with pupils from local primary schools or other feeder schools. It is a personally rewarding course and is nationally recognised when applying to college and university and is a mixture of practical work with some small elements of theory.

As for progression we are able to offer students a level 3 in Sports Leaders in year 10, 11 or 6th form as well as level one coaching courses in a wide variety of sports.

The KS4 curriculum is designed to allow pupils a greater choice to develop their skills, tactics and fitness in areas of particular interest. These activities change per half term and in general have the following options: racket sports, team sports, fitness based, aesthetics activities, alternative sports and football.

Examples include: Roller Skating, Trampolining, Weight Training, Basketball, Badminton, Tchoukball, Lacrosse, amongst a host of traditional games.

### **Progression**

It is our intention that pupils build knowledge and skills to feel confident to foster a life long love of health and fitness long after they leave school.

Many pupils foster an active and healthy lifestyle as they understand the importance it plays in physical, mental and social health & fitness.



Head of Department:

**Mrs S Holmes**

# FRENCH AND GERMAN

*Language is your communication passport to anywhere in the world. If you want to stay in Suffolk, there is a shortage of French and German speaking employees so you will be in demand. If you are a future globe trotter then you will need languages to get around, explore other cultures and meet other citizens of the world.*

*Top universities prefer candidates, who also have a language, as it shows good communication and interpersonal skills. Wherever the future takes you, languages will enhance your chances and make you stand out from the crowd.*

***Please note that you can only select German if you have studied it in Year 9.***

### **Details about the course**

Studying French or German at GCSE will develop your language skills in a variety of contexts, such as lifestyle, leisure time, home and environment, work and education. It will also give you a deeper understanding of the culture of the countries where the languages are spoken. The course encourages enjoyment of language-learning and the recognition that language skills enable students to take their place in a multi-lingual global society.

To make you a successful linguist you will develop your reading, speaking, listening and writing skills working between English and your chosen language. Each skill will be assessed and will be worth 25% of the final grade.

Speaking, Reading, Writing and Listening will be assessed with a final exam in Year 11. The speaking assessment will be conducted with your class teacher.

### **Progression**

With French or German GCSE in your pocket you can then study a language at A level with all universities holding language qualifications in high esteem. Languages combine successfully with learning most other subjects at A level and degree level study, giving you the chance of studying and working abroad.

### **Careers this can lead to**

Foreign Language Analyst with MI6, Conference Interpreter, Languages Teacher, Translator, Bilingual Sales and Marketing Assistant for a major company, Foreign Correspondent for a news channel, International Lawyer, Aid worker, International Aid and Development Worker, and work within the travel industry.





## SECTION A

# Geography

GCSE

Head of Department:

**Mrs Cavilla-Perkins**

# GEOGRAPHY

*Why is Geography so important?*

- 1. Geography will take you places, giving you a sense of place and space; helping you to understand the world and gain a global perspective.*
- 2. Geography will prepare you for the world of work; arming you with the knowledge and skills required in this dynamic world.*
- 3. Geography is a highly regarded qualification at GCSE, A level and degree.*

### **Details about the course**

GCSE Geography is an exciting, dynamic and contemporary course. All three elements of the course are assessed in written exams at the end of the course. Exam technique and skills will be practised throughout the 2 year course in preparation.

### **The course outline:**

**Paper 1:** Living with the physical environment (35%) - Hazards, Living World, Coasts and Rivers.

**Paper 2:** Challenges in the human environment (35%) - Urban Issues, Economic World and Resource Management.

**Paper 3:** Geographical applications (30%) - Fieldwork analysis and geographical skills. In Year 10 all students will participate in fieldwork, they will visit two contrasting environments (urban and coastal) to conduct geographical research. The primary and secondary data collected will be manipulated, analysed and evaluated in the classroom. Students will then utilise this data, and the skills developed, in Paper 3. extreme disasters and creates global citizens for the future. Make a difference to your future, choose Geography. The most important subject in the world!

### **Progression:**

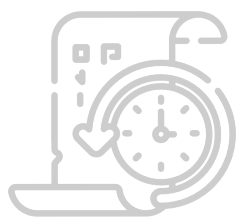
A level Geography is a great course covering a vast array of contemporary issues e.g. Climate Crisis and Natural Hazards. A level Geographers gain the essential skills of analysis and evaluation with a global perspective; necessary to succeed in an ever changing world.

### **Careers this can lead to...**

Engineer, Architect, Surveyor, Town Planner, Doctor, Lawyer, Pilot, Teacher, Tourist Guide, Broadcaster, Analyst and International Business.



Head of Department:

**Mrs Menhinick**

# HISTORY

*History is a rich and varied subject which teaches us valuable lessons about the past and how it has influenced the world we live in. History is fascinating in its own right, ranging from the poignant to the gruesome and the everyday to the bizarre. By studying History, we can appreciate the story of our own country and its place within the wider history of the world. History is an impressive subject to have on a CV as it teaches the skills of explanation and analysis. The high level skills taught at GCSE History are transferable to any other subject or career and this is recognised by colleges, universities and employers.*

## Details about the course

During their GCSE History course, pupils will study a varied selection of historical periods and places.

The course includes a unit on medicine and treatment from the medieval period to modern day, as well as an in-depth study on surgery and treatment during WW1. This development study enables pupils to identify and explain the major turning points in our understanding of the causes and cures of disease, anatomy and surgery. In addition to this there is another unit which is an in-depth study on Weimar and Nazi Germany 1918-1939. This will allow pupils to explore the failures of the Weimar Government, the rise of Hitler, as well as life under the Nazis. Students will also learn about Superpower Relations between 1945-1991 getting to grips with the clash of

different ideologies and the threat of nuclear war. This study heavily supports students in understanding the world in which they live today and current affairs within the news. Students will also study an British study looking at Anglo-Saxon England and the Norman Conquest, analysing the great changes which took place after the Battle of Hastings across the next 20 years, and they will evaluate how 'normanised' England became. There will also be opportunities for pupils to take part in role-play activities, and to explore key moments in British history.

Why take history?

- Broaden your skillset.
- Build essential skills of scrutiny
- Develop the ability to read text more quickly.
- Learn to draw out key evidence from different forms of information.
- Build your writing skills.
- Identify and categorise patterns.
- Understand how historians debate.

## Progression

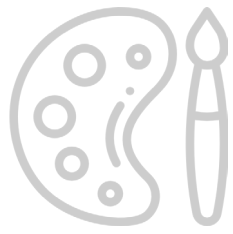
GCSE History opens the door to numerous A-level subjects ranging from History itself to English, Psychology, Sociology, Geography, Media, Languages and Sciences.

## Careers this can lead to

Studying History can lead to careers in many areas such as:

Politics, Law, Teaching, Journalism, Research, Business, Archaeology, Civil Service, Management, Marketing and many more.





## SECTION B

# Art & Design

GCSE

Head of Department:

**Mr N Field-Williams**

# ART & DESIGN

*The art and design course follows a Fine Art route leading to a GCSE in Art and Design. This allows students the freedom to explore many different types of art specialisms whilst on the course and choose their own direction of study. This enables us to build a personal curriculum around the interests of each individual student and at the same time rapidly develop with them high order technical and creative skills to guarantee they achieve very high standards.*

### **Details about the course**

Students will be expected to create a minimum of three major projects from any of the following areas:

PAINTING/DRAWING, FILM PHOTOGRAPHY, SCULPTURE, BOOK ILLUSTRATION, WEB DESIGN MULTI-MEDIA, PRINTMAKING, CALLIGRAPHY.

All students will have the opportunity to exhibit their work in both local and national exhibitions including the Royal Academy and the Saatchi. The course requires students to submit a portfolio of coursework investigating a theme chosen by the student and creating three outcomes using three other areas of study. Supporting the coursework portfolio students will be expected to provide work for an externally set assignment at the end of the course with a controlled assessed ten hour final piece. Assessment is split between a portfolio of coursework ( 60%) and a self-controlled assignment ( 40%).

### **Progression**

Many students choose to continue Art and Design in our KS5 curriculum, this continues to be a popular course.

### **Careers this can lead to**

Many students with this qualification choose careers in Television, Advertising, Teaching, Theatre, Music Video, Games Creation, Building, Carpentry, Architecture, Web Design, Set Design, Book Illustration, Printmaking, Hair Dressing, Fashion, Jewellery, Pottery, Calligraphy, Marketing, Shop Layout, Film and countless more professions.



## SECTION B

# Business

## GCSE

# BUSINESS

*The world of business has changed and today, globalisation is the new normal. Sushi-burritos are a thing, apps can bring you hundreds of languages at the touch of your fingertips, and cryptocurrency is giving money a run for its money. Whether you are planning to enter fashion or finance, or something in-between, studying Business will give you the opportunity to explore real business issues and how businesses work. The clear and straightforward structure supports learning with practical application of business concepts as well as opportunities to explore theories in the most relevant way, through the context of events in the business and economic world.*

### Details about the course

You will study 6 areas of business

- Business in the real world - understand what a business is and the reasons for starting a business (including producing goods, supplying services, distributing products, fulfilling a business opportunity and providing a good or service to benefit others)
- Influences on business - the importance of external influences on business and how businesses change in response to these influences.
- Business operations - understanding the interdependent nature of business operations, human resources, marketing and finance. What business operations involve, their role within the production of goods and the provision of services.
- Human resources  
the purpose of human resources, its role within business and how it influences business activity.
- Marketing - understanding the importance of identifying and satisfying customer needs.

Head of Department:

**Mr Wilson**

- Finance - understanding the main internal and external sources of finance available (including family and friends, retained profit, a new share issue, obtaining a loan or mortgage, selling unwanted assets, overdrafts, trade credit, hire purchase and government grants).

Written exam 1: 1 hour 45 minutes

90 marks

50% of GCSE

Multiple choice, short answer and long answer questions on:

Business in the real world

Influences on business

Business operations

Human resources

Written exam 2: 1 hour 45 minutes

90 marks

50% of GCSE

Multiple choice, short answer and long answer questions on

Business in the real world

Influences on business

Marketing

Finance

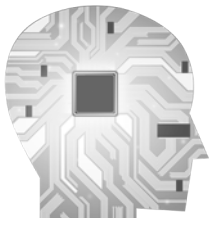
### Progression

Students who achieve a grade 6 or above at GCSE can continue to study A level Economics. Students who achieve a grade 4 or above in Business, English and Maths can study NCFE L3 Business Studies.

### Who should choose business?

Students who are interested in exploring the world of business from entrepreneurship to running marketing campaigns to being a Managing Director. You should be someone who feels comfortable working in a team and on your own, sharing your ideas in written and spoken presentations as well as being analytical.





## SECTION B

# Computer Science

GCSE

Head of Department:

**Mr North & Mr Wilson**

# COMPUTER SCIENCE

*GCSE Computer Science helps you think about how technology is created. It allows you to understand how people work together with computers to develop world changing programmes like Facebook, Spotify and eBay. You'll also develop the skills that colleges, universities and employers are looking for – and they'll prove valuable for the rest of your life. GCSE Computer Science goes really well with lots of other subjects, especially the sciences, Fashion, Textiles, Music, Maths and Art and Design.*

### Topics include:

- Fundamentals of Algorithms
- Programming
- Data representation
- Computer Systems
- Computer Networks
- Cyber Security
- Relational Databases and SQL (Structured Query Language)
- Ethical, legal and environmental impacts of digital technology.

### Details about the course

How it's assessed: 2 Exam papers

#### Paper 1

- Written exam: 2 hours
- 90 marks • 50% of GCSE

Questions are a mix of multiple choice, short answer and longer answer questions assessing programming, practical problem-solving and computational thinking skills.

#### Paper 2

- Written exam: 1 hour 45 minutes
- 90 marks • 50% of GCSE

Questions A mix of multiple choice, short answer, longer answer and extended response questions assessing SQL programming skills and theoretical knowledge.

### Progression

Students who achieve a grade 6 or above at GCSE can go on to study AS and A-Level Computer Science or Tech-level courses in Cyber Security, Networking, Programming or User support

### Careers this can lead to

Computer Science is such an exciting subject and can provide you with huge opportunities across lots of industries; this list shows some of the jobs you could do:

- Computer programmer,
- Day trader
- Machine learning engineer
- CAD designer
- Games developer
- Software developer or architect
- Geographical information systems officer
- Secondary school teacher
- Technical author
- Music data analyst
- MI5 MI6 and GCHQ



# D R A M A

*In GCSE Drama you will develop practical drama skills, ability to evaluate work, and learn to work creatively with others. The course is in three parts:*

*Component 1 and 2 are heavily practical and focuses on performance.*

*Component 3 is a theory based exam.*

*The first component looks at a particular theme or issue and students will have the opportunity to explore this in a practical sense by producing an 'Original Devised performance'. This component is internally assessed and externally moderated. The second component will be an explorative study of a set play text. You will have the opportunity to perform sections of the text as well as take part in an in depth study of the plays themes and issues. Students will perform in two key extracts from a performance text. The first section is a group performance and the second will be either a monologue or a duologue from the same text. This component is externally assessed by a visiting examiner.*

*Finally, component 3 is a 90 minute written exam that looks at the study of a chosen play text as well as producing a theatre review of a live performance that all the class would have seen.*

*You will enjoy this course if you want to study a subject that is both practical, creative and academic.*

### What about exams?

You will take part in two practical components and one written.

**Component 1** is a devised piece of work that looks at producing a final performance backed up with a 2000 word piece of coursework that can be presented in either an essay or a verbal presentation which pre-recorded. Together, this is worth 40% of the final GCSE.

Head of Department:

**Mr Russell**

**Component 2** is a performance project that is marked by a visiting examiner and is worth 20% of the final GCSE.

**Component 3** is a written exam which is split into 2 sections. The study of a set text and a review of a live production. This is worth 40% of the final GCSE. What other skills might I develop?

As well as acquiring the skills involved in creating and performing Drama, you will also be able to acquire skills in working with others, problem solving and communication. You will find that Drama will help you feel more self-confident and prepare you to deal with a range of different situations and people.

### What could I do next with GCSE Drama?

There are many things you can go on to do with a GCSE in Drama. If you are unsure about what to do next, the best thing to do is to speak to your Drama teacher who will know about the choices on offer. You could go on to take A level in Drama. You may well wish to take a GCSE in Drama for its own sake, perhaps to form the basis of a future interest, or as part of a range of other subjects.

### Careers this can lead to

Acting, directing, producing. Alternatively, you might wish to go into a job where you will need to use some of the skills developed during the course. These might include careers in such fields such as retail, travel and tourism, sales and marketing or any career that involves meeting people face to face. The study of Drama can help you develop transferable skills which you can take into any career or job.





# ENGINEERING

*NCFE Level L1/2 Technical Award in Engineering. This is an exciting qualification designed for learners who want an introduction to engineering.*

This qualification is appropriate for learners who are looking to develop a significant core of knowledge and understanding in engineering and to be able to apply their learning. The qualification will appeal to learners who wish to pursue a career in the engineering sector or progress onto further study and is appropriate for learners who are motivated and challenged by learning through hands-on experiences and through content which is concrete and directly related to those experiences. It encourages the learner to use knowledge and practical tools to focus on developing transferrable skills in practical engineering accompanied by the theoretical knowledge to help with progression into employment and onto further education. The study of engineering is the application of design, maths and science to solve real world problems. This involves an understanding of the different disciplines of engineering and how they have shaped the products and projects of the modern world. Learners will be able to read technical drawings, select appropriate materials along with tools and machinery, and know how to carry out a practical task, working in a safe manner in line with current health and safety legislation. The qualification focuses on an applied study of the engineering sector and learners will gain a broad understanding and knowledge of working in the sector.

## GCSE

Head of Department:

**Mr Rann**

## Details about the course

The NCFE Level 1/2 Technical Award in Engineering complements GCSE qualifications. It is aimed at 14–16 year olds studying Key Stage 4 curriculum who are interested in the engineering industry. This qualification is designed to match the rigour and challenge of GCSE study. The qualification is graded Level 1 Pass/Merit/Distinction/Distinction\* and Level 2 Pass/Merit/Distinction/Distinction\* (equivalent to GCSE grades 8.5–1).

Unit 01 - written examination – 40% of overall grade

Unit 02 - synoptic project – 60% of overall grade

## Careers this can lead to

The understanding and skills gained through this qualification could be useful to progress onto an apprenticeship in the engineering sector through a variety of occupations which are available within sectors such as an Aerospace Software Development Engineer, Aircraft Maintenance Certifying Engineer, Automotive Engine Test Engineer and Food and Drink Engineer, the armed forces, Architecture and various Design careers.

## Progression

Learners who achieve at Level 2 might consider progression to Level 3 qualifications post-16 such as:

- Level 3 Applied General in Engineering.
- Level 3 Technical Level National Foundation Diploma in Engineering.
- A Levels in Design and Technology, Maths, Further Maths, Biology, Chemistry and Physics.





# FILM STUDIES

*So why choose Film Studies? If you have an interest in film and video making then this is THE course for you. You will be taught how to use a video camera, set up shots, edit clips together to make a story and add music so that your film-making slowly becomes much more professional. Alongside this practical side, you will study film genres, technology, history, and global film-making. Your analytical tasks will consider how people are portrayed on the screen worldwide and you will be given many opportunities to develop and share your opinions; because of this the course demands a high level of literacy.*

Head of Department:

**Ms Burns**

### **There are 3 units to be covered.**

1. You will independently plan and make the opening of a film (maximum two and half minutes).
2. You will analyse and compare US mainstream and independent cinema.
3. Global Cinema covers representations of culture and places as well as inspiring your own creative ideas.

Film Studies is an interesting mix of artistic, practical and language based analysis. If you are good at English and want to study visual arts, then this really is the course for you.

### **Careers this can lead to**

Camera operator, Director, Presenter, Editor, Make-Up Artist, Graphic Designer, Producer, Sound Editor, Journalist, Film Critic, Boom Operator...the study elements of historical, sociological, and technological contexts enhance learning in other subjects and broadens students' appreciation of society, art, technology, and culture.



# FOOD AND NUTRITION

## SECTION B

# Food & Nutrition

## GCSE

Head of Department:

**Mr S Rann**

*Do you enjoy cooking? Are you interested in food and how ingredients can combine together to make dishes and products? Do you want to develop an understanding of nutrition and how to have a healthier diet? Do you want to have a career in either the Food industry or the Catering and Hospitality industry? This course is designed to build on the learning at KS3 and make sure that students have a thorough understanding of food and the skills required to make successful dishes. There is an emphasis on understanding how ingredients interact to produce the foods that we eat every day and a more in depth knowledge of the science behind them.*

### Details about the course

The course is assessed through 50% controlled assessment and 50% final exam. There will be three key areas of study: Nutrition, Food and Cooking and Food Production. The controlled assessment is split into 2 tasks which will be undertaken in year 11. The first assessment will be a science investigation which will be completed within lessons and the second assessment will be a combination of planning and evaluating three dishes which will have to be cooked in school in a three hour time frame.

### Topics Covered

1. Recommended guidelines for a healthy diet.
  2. How peoples' nutritional needs change and how to plan a balanced diet for those life-stages, including for those with specific dietary needs.
- The range of foods and ingredients to be studied should come from major commodity groups and

reflect the recommended guidelines for a healthy diet

3. Food provenance
4. The scientific principles underlying the preparation and cooking of food
5. Food production from farm to fork
6. Environmental issues related to food and food production
7. How British cuisine has developed, looking at traditional and modern cooking techniques and dishes choice
8. Sensory aspects of food, factors that influence food choice health issued, food labelling and marketing of food products

### Cooking and Food Preparation

A wide range of skills will be taught to cover all basic skills such as fruit and vegetable preparation, meat preparation and cookery, up to more advanced skills such as sauces, pastries, enriched bread dough making and shaping. This will allow pupils to be able to independently produce a range of dishes both sweet and savoury. Pupils will be asked to provide some of their own ingredients and containers for weekly practical lessons (a contribution will be requested every year for the ingredients school provides).

### Progression

Choosing this course can lead to further study in BTEC Food and Nutrition. At university there are many Food Science, Food Technology, Nutrition and Catering and Hospitality courses.

### Careers this can lead

There are many opportunities in both the food and hospitality industry; both industries are actively recruiting at all levels and there are many exciting careers available. Some examples are: Product Development, Food Buying, Food Technology, Nutrition, Environmental Health, Chef, Restaurant Management, Food Science and Sensory Analysis.

## GCSE

Head of Department:

**Mr Rann**



# GRAPHIC DESIGN

*NCFE Level 2 Technical Award in Graphic Design. Graphic design is a form of visual communication. It is the process by which visual information is given form and structure to communicate a message.*

Being a graphic designer is the profession of visual communication that combines images, words and ideas to convey information to an audience. It involves designing print or electronic forms of visual information for advertisement, publication or a website. The Level 2 Technical Award in Graphic Design complements GCSE qualifications. It is aimed at 14-16 year olds studying Key Stage 4 curriculum who are interested in any aspect of graphic design, including sourcing ideas and design. This qualification focuses on an applied study of the graphic design sector and learners will gain a broad understanding and knowledge of working in the sector.

### Details about the course

To be awarded the Level 2 Technical Award in Graphic Design, learners are required to successfully complete 4 mandatory units. Learners must also achieve a minimum of a Pass in the external assessment. Learners will develop skills and knowledge in identifying and experimenting with graphic design components, exploring graphic designers, their work and working in the industry, work to graphic design briefs, refining and selecting ideas, forming a graphic design portfolio and exploring creative direction.

### Careers this can lead to

The completion of this qualification could lead to a host of design related careers such as Graphic designer, Creative director, Production artist, Product developer, Marketing specialist, Multimedia artist or animator

### Progression

Learners who achieve this V Cert qualification could progress onto level 3 qualifications and A Levels, such as:

- Level 3 Applied General Certificate in Art & Design
- A Level Design and Technology
- A Level Creative media/Graphic Design



# HEALTH & SOCIAL CARE

## SECTION B

# Health and Social Care

BTEC TECH AWARD

Head of Department:

**Ms Skipper and Mrs Bryant**

*Why choose Health and Social care?*

- Job opportunities are endless- the NHS is the 5th largest employer in the world.
- Provides life skills that you will most likely use in the future.
- Most people care for others at some point in their lives.

*Why choose BTEC tech award in health and social care?*

*You will apply your learning to real life scenarios.*

*A step into vocational training.*

*You will learn about the different life stages and developmental stages of humans.*

### **Details about the course**

You will apply your learning to a real-life scenario. There are 3 components all of which are linked and help to build our confidence and knowledge your external assessment is case study based around the work you will have already completed in your coursework. Two components are coursework based and are focused on ever- day life and who is there to support them. It is a modern course that allows learners to move on easily to other BTEC courses at level 3.

This course gives a fantastic grounding for anyone looking to into a health or social care career.

Component 1- Human lifespan development

#### **Internal assessment**

- Explore how individuals develop physically, socially, emotionally and intellectually over time.
- Investigate how various factors, events, and choices impact individuals' growth and development.
- Discover how people adapt to life events and cope with making changes.

Component 2- Health and social care values and services.

#### **Internal assessment.**

- Learn which health and social care services are available.
- Identify why people might need to use these services.
- Discover who's involved in providing these services.
- Explore what might stop people from accessing the services they need.
- Look at the care values, the sector has to make sure people get the care and protection they need.

Component 3 Health and wellbeing.

#### **External assessment.**

- Learn what 'being healthy' means to different people.
- Explore the different factors that might influence health and wellbeing.
- Identify key health indicators and how to interpret them.
- Assess an individual's health using what they have learned.
- Create a health and wellbeing improvement plan for an individual, which includes targets and recommendations of support services available.
- Reflect on the potential challenges the individual may face when putting the plan into action.

### **Progression**

Health and social care level 3 courses.

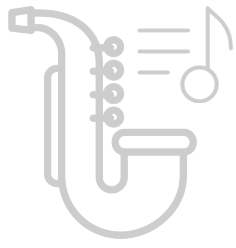
Health and social care apprenticeships.

Child development level 3 courses.

### **Careers this can lead to.**

Level 3 health and social care courses can lead to numerous careers that span the NHS, community and social work, child care and education such as: Teaching, physiotherapy, Nursing, Midwifery, Nursery worker, dietician, speech therapy, social worker, youth working, psychologist and many more.





## SECTION B

# Music

# MUSIC

*The brand new GCSE Music (Eduqas) course has been designed to give you the opportunity to develop your knowledge, understanding and skills in music, whatever your previous experience – even if you have never had a private instrumental lesson. It builds on the knowledge, understanding and skills developed in KS3, and gives you the opportunity to perform and compose with live instruments, or using professional notation and sequencing software in a supportive environment. In addition to this, the listening and appraising element helps you to develop a real understanding of how music across history was written, including Bach's 'Badinerie for flute and orchestra' and, 'Africa' by Toto.*

*So, if you love to perform, have a passion for writing your own music and a thirst to learn more about some of the greatest music ever written, GCSE music is the course for you!*

Head of Department:

**Mr Radford**

### Details about the course

The course consists of one externally examined paper and two non-examined assessments (NEA)

#### Component 1

PERFORMING / 30% NEA

2 performances (4-6 minutes in total), including:

- Solo/Ensemble
- Ensemble (minimum 1 minute).

*Minimum 2 pieces*

**36 marks available for each (72 marks available in total)**

#### Component 2

COMPOSING / 30% NEA

2 compositions (3-6 minutes in total), including:

- Set brief (minimum 1 minute)
- Free (minimum 1 minute)

*Minimum 2 pieces*

**36 marks available for each (72 marks available in total)**

#### Component 3

APPRAISING / 40% exam

4 Areas of Study, 2 questions per AOS:

- Musical forms and devices
- Music for ensemble
- Film magic
- Popular music

**1hr 15mins exam 96 marks available**

### Progression

As well as providing access to further study of music at AS and A level, GCSE Music can open doors to a huge variety of careers in music, including: Music Producer, Club DJ, Performing Artist, Recording Artist, Songwriter, Record Producer, Recording Engineer, Production Music Writer, Talent Scout, Music Teacher, Composer, Music Therapist, Radio DJ, Music or Program Director (Radio, TV, etc.), Session Musician, Conductor, Booking Agent, Music Journalist . . . the list goes on!

### But it doesn't end there

Employers across a wide range of industries and professions are increasingly looking for evidence of creativity in potential employees, something which studying music will give you in bucket loads!



Head of Department:

**Mr Thompson**

*Do you enjoy playing sport?  
Do you like learning about the amazing anatomy & physiology of the human body as well as developing skills and fitness?  
The GCSE PE course is a wonderful mixture of fascinating theory units and sports to make a challenging but highly rewarding subject. Sport is the fastest growing industry on the planet and you can learn many topics as well as experience how these are used within numerous facets of Sport.*

### Details about the GCSE course

This course is a good mixture of theory content, application to sports and practical sessions as well as developing skills and tactics within various sports. You will have 5 lessons a fortnight split into:

1. Practical x 1 - lesson focused on developing skills, tactics and game application.
2. Theory x 3 - classroom based book work looking at theoretical elements to the course as structured below.
3. Theory in practice x 1 - an opportunity to look at the theory in a sporting scenario such as specific fitness testing, physical fitness development or health screening.

The course has very exciting and interesting units taught in the classroom which cover:

- Applied anatomy and physiology – the cardiovascular, respiratory systems as well as the muscular and skeletal structures.
- Movement analysis – how the body moves and generates force
- Physical training – the methods of training as well as the principles of effect and efficient training from amateur to elite levels.
- Sports psychology – how a performer can benefit from the pressure of match situations or how they can control anxiety and fear.
- Socio-cultural influences – We look at Contemporary issues in sport such as participation factors, Commercialisation and Ethics & Deviance

- Health, fitness and well-being – highlighting the importance of exercise to promote short and long term health and the unfortunate setbacks through a sedentary lifestyle.

As explained, these can be put into practice within the third lesson of the week to deepen knowledge and understanding and gain practical experience. You will be assessed in three sports for your skills, tactical awareness and application to full games. You can select team or individual sports such as Football, Basketball, Netball, Tennis, Badminton as well as more unique sports like Handball, Rock Climbing and Trampolining. The assessment breakdown of this course is 60% theory in the form of an exam and 40% practical Including 2-10% AEP-Personal Exercise Programme.

### Assessment

This course is assessed through three key components:

- Exams – two separate papers covering the theory topics above. (30% each)
- Practical Sports – one team sport (10%), one individual sport (10%) & a third (10%)
- AEP – a coursework element focusing on the analysis of performance and how to improve (10%)

### Progression

Many of our students choose to progress onto sixth form to take up A Level PE or NCFE Sport as they have enjoyed the courses. Many either then go onto University or enter into a career in Sport by using elements from this course to become a Sports Scientist, Strength & Conditioning Coach, Physiotherapist, Radiographer or many other wonderful careers.





# PE NCFE Tech Award in Sport (Health & Fitness)

Head of Department:  
**Mr Thompson**

## Assessment

There are two components:

- UNIT 1: Introduction to body systems and principles of training in health and fitness – 40% EXAM. This is taken in March of year 10. •

UNIT 1 & 2: Preparing and planning for health and fitness – 60% SYNOPTIC ASSIGNMENT This is a written assessment given 21 hours to complete based on knowledge and understanding from both units studied.

## Progression

Many of our students choose to progress onto sixth form to take up A Level PE or NCFE Sport as they have enjoyed the courses. Many either then go onto University or enter into a career in Sport by using elements from this course to become a Sports Scientist, Strength & Conditioning Coach, Physiotherapist, Radiographer or many other wonderful careers.

*V Certs are a suite of high quality technical qualifications which are appropriate for Key Stage 4 pupils who are motivated and challenged by learning through hands-on practical content. They are a technical alternative to GCSEs with equivalent levels of rigour and challenge. The NCFE Level 1/2 Technical Award in Sport (Health and Fitness) is designed to provide pupils with the skills, knowledge and understanding of the applied study of good health and fitness practices and an understanding of working in the sector.*

## Details about the GCSE course

You will study two units across the whole course which are sub-divided into topics such as:

- the principles of training and FITT
  - fitness training
  - methods of training
  - the major human body systems – cardiovascular, respiratory, muscular and skeletal.
  - how physical activities affect the body in the short and long term
  - how relevant fitness test can be used for specific health and skill components of fitness
  - different lifestyle analysis tools and how to apply them
  - creating a health and fitness programme
- Assessment





## SECTION B

# Photography

Head of Department:

**Mr Harwood**

# PHOTOGRAPHY

*In GCSE Photography you will have the opportunity to work and experiment with all types of photographic skills and equipment such as Digital Cameras, 35mm Cameras, developing in the darkroom, studio lighting and using Photoshop. The course is split into two areas of learning, the first part focuses on photographic techniques and looking at the works of photographers. The second enables you to experiment with ideas of your own and to create unique photographic works in a controlled assignment. You then have an externally set exam paper in which students can create unique outcomes from start points set by the examination board.*

### **Details about the course**

**Coursework (60%):** This is in two sections, Technical Skills and the Controlled Assignment. For the Technical Skills you will learn the fundamentals of Photography, including items such as composition, colour theory, analytical skills and how to edit in Photoshop. Then, in the Controlled Assignment students will have the opportunity to explore ideas for a theme of their own choice. This will be developed into three outcomes using a range of the technical skills learnt.

**Exam (40%):** You will be given seven start points from the exam board, from which you will choose one to develop a range of possible ideas using the skills and techniques you would have learned on the course. Your teachers will support you at this stage, and then once you are confident of the outcome you are going to make, you will have two days in controlled conditions to independently create the photographic work.

### **Progression**

To proceed onto the A level course you will need to achieve a good pass at GCSE across a range of subjects. Successful completion of the two year A Level course will allow you to access university courses countrywide.

### **Careers this can lead to**

Freelance Photographer, Graphic Designer, Artist, using photography skills in a wide range of careers such as the Police Force, Forensics, Real Estate, Architectural, Fashion and many more.



## SECTION B

# Religious Studies

Head of Department:

**Mr Grover**

# RELIGIOUS STUDIES

## *GCSE : RELIGIOUS STUDIES*

*Choosing RS GCSE*

*Asking questions about life today.*

*Anyone who has questions to ask and opinions to give will enjoy RS. This course will be of interest to people who are interested in others and in human beliefs and behaviours. The course will allow you to express your own beliefs whilst taking into account the beliefs of others.*

*A GCSE in Religious Studies is a stepping stone to a wide range of future opportunities. The skills you develop will support you in further studies and employment. A good grade at GCSE will help you progress to an A level in Religious Studies. Furthermore as you enter the world of work, you will be expected to work alongside people with different beliefs than your own. Religious Studies will teach the skills and understanding needed to work with people of all faiths and cultures. These skills are vitally important in all careers especially professions such as the police, retail, teaching, the law, the caring professions and the armed forces, in fact any profession that brings you into contact with other people.*

**Examination Board : AQA**

Assessment : Two papers each lasting 1hr 45 minutes held in the Summer Term of Year 11.

### **Year 10**

**Theme: Religion and life**

The origins and value of the universe • The value of the world and the duty of human beings to protect it • The use and abuse of the environment, including the use of natural resources, pollution • The use and abuse of animals, including animal experimentation and the use of animals for food.

### ***The origins and value of human life***

- Abortion: Ethical arguments related to abortion including, those based on the sanctity of life and quality of life.
- Euthanasia. Ethical arguments related to euthanasia. Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.

### ***Judaism I: Beliefs and teachings, including -***

- The nature of God • Beliefs about life after death • The promised land and the Covenant with Abraham • The role of Moses and the Ten Commandments • Key moral principles including justice, healing the world, charity and kindness to others. • The importance of the value of human life, including the concept of 'saving a life'.

### ***Theme: Relationships and families - Sex, marriage and divorce***

- Human sexuality including: heterosexual and homosexual relationships. • Sexual relationships before and outside of marriage. • Contraception and family planning. • The nature and purpose of marriage. • Same-sex marriage and cohabitation. • Divorce, including reasons for divorce, and remarrying.

### ***Families and gender equality***

- The nature of families, including: • the role of parents and children • extended families and the nuclear family. • The purpose of families, including: • procreation • stability and the protection of children • educating children in a faith. • Same-sex parents • polygamy. • The roles of men and women. • Gender equality. • Gender prejudice and discrimination.

### ***Judaism II: Practices- The synagogue and worship***

- The synagogue and its importance • Synagogue services in both Orthodox and Reform synagogues the significance of prayer. •



Shabbat in the home and synagogue • Worship in the home.

Family life and festivals

- Ceremonies associated with birth • Bar and Bat Mitzvah • the marriage ceremony • mourning rituals.
- Dietary laws and their significance • Festivals and their importance for Jews in Great Britain today.

## Year 11

**Theme: Religion, crime and punishment.**

This Theme is about law and order. It is about what we mean by crime, why people commit crimes, including the idea of evil people and actions, and the way society deals with offenders. It looks at the impact of crimes, the suffering they cause, and how we should help victims of crime. It is also about why we punish offenders the effectiveness of community service and corporal punishment as methods of punishment, and the debate about the death penalty. Key to the Theme are religious teachings and beliefs about human nature, repentance and forgiveness. You must be able to show your understanding of religious attitudes to crime and punishment.

**Christianity I: Beliefs and teachings, including -**

- The nature of God: • God as omnipotent, loving and just • the oneness of God and the Trinity
- Different Christian beliefs about creation • the afterlife • the incarnation and Jesus as the Son of God • the crucifixion • resurrection and ascension • sin and salvation.

**Theme : Religion, human rights and social justice**

**Prejudice and discrimination, including the status and treatment within religion of women and homosexuals** • Human rights and the responsibilities that come with rights, including the responsibility to respect the rights of others • Social justice • Racial prejudice and discrimination • Ethical arguments related to racial discrimination.

Wealth and Poverty • the right attitude to wealth • The responsibilities of wealth, including the duty to tackle poverty and its causes • Exploitation of the poor including issues relating to: • fair pay • excessive interest on loans • people-trafficking • The responsibilities of those living in poverty to help themselves overcome the difficulties they face. • Charity, including issues related to giving money to the poor.

**Christianity II: Practices- Worship and festivals**

- Different forms of worship: • Prayer, including the Lord's Prayer and informal prayer • The role and meaning of the sacraments: baptism; infant and believers' baptism • Holy Communion/ Eucharist • The role and importance of pilgrimage • the celebrations of Christmas and Easter.

The role of the church in the local and worldwide community

- The role of the Church in the local community, including food banks and street pastors • The place of mission, evangelism and Church growth • The importance of the worldwide Church including • working for reconciliation • how Christian churches respond to persecution • the work of one of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund.





## SECTION B

# Sociology

GCSE

# S O C I O L O G Y

*Welcome to GCSE Sociology! We hope that you find the course both enjoyable and challenging and that you achieve success at the end of the course.*

*In GCSE Sociology you will deal with sociological concepts, studies, theories and research methods – you will be assessed in two examinations at the end of the year 11.*

*It is important that you have an interest in social issues. Therefore, you should attempt to: read newspapers (especially quality newspapers), watch news programmes and documentaries about current affairs, use effective internet research.*

### Details about the course

You will cover the following topics:

- Families - understand different types of family, reasons for family diversity, alternatives to the family; understanding sociological approaches to the family, both positive and negative; divorce and the decline of the family.
- Education - formal and informal education – the role of the school and the hidden curriculum; differential achievement - variations in educational achievement in terms of class, gender and ethnicity; different sociological approaches to the advantages and disadvantages of the education system.
- Crime and deviance - understanding the meaning of the concepts of deviance and crime and understand how individuals are encouraged to conform to formal and informal social rules; understanding sociological explanations of crime and deviance.
- Social stratification - explain the nature of stratification involving the unequal distribution of wealth, income, status and power; describe forms of stratification based on class, gender, ethnicity, age and religion.

Head of Department:

**Miss Vaiksnyte & Ms Burns**

As well as sociological theories and research methods - understanding the nature of society and how sociological research is conducted and the methods used by researchers – questionnaires and interviews.

### Assessment

You will sit two exams at the end of year 11:

Written Paper 1 – 1 hour 45mins, 100 marks (50%)

- The sociology of families
- The sociology of education

Written Paper 2 – 1 hour 45mins, 100 marks (50%)

- The sociology of crime and deviance
- The sociology of social stratification

The exam will consist of multiple structured questions, ranging between short, multiple choice and long answer questions. You will also be required to answer questions in a short essay format.

### Progression

GCSE Sociology develops a range of transferable skills for progression. Students will develop analytical and critical thinking skills to enable them to present a wide range of well-informed and reasoned arguments, useful in other subjects as well as life beyond the classroom. It prepares people particularly well for A Levels in other Social Sciences and Humanities.

### Careers this can lead to.

As such, Sociology often leads people into social, charity and community work, human resources, etc. It leads into professions as: community development worker, detective, policy officer, probation or police officer, social researcher, social worker, journalist, political risk analyst.



Head of Department:

**Mr Wilson**

*If you enjoy mathematics and want to learn how to apply the skills of Maths to the real world, this is the subject for you.*

*Statistics is about making decisions when there is uncertainty. Perhaps one of the most versatile areas of Maths, it gives students the skills to collect, analyse, interpret and present data.*

*It complements subjects such as GCSE Biology, Psychology, Geography, Business, Engineering and Economics, and opens the door to a variety of careers – from weather forecasting to Engineering and right through to the biological sciences.*

*Topics include:*

- *Statistical Enquiry Cycle (SEC)*
- *Hypothesis testing*
- *Using CENSUS data*
- *Sampling*
- *Venn Diagrams*
- *Stem and leaf*
- *Geometric and arithmetic mean*
- *Standard deviation*

### **Details about the course**

A student taking Higher tier assessments with AQA course 8382 will be awarded a grade within the range of 4 to 9 assessed with two written papers supported by a

**Written exam 1:** 1 hour 45 minutes

- Tiered Higher and Foundation
- 80 marks
- 50% of GCSE
- Multiple choice, short answer and a Statistical Enquiry Cycle (SEC) question.

**Written exam 2:** 1 hour 45 minutes

- Tiered Higher and Foundation
- 80 marks
- 50% of GCSE
- Multiple choice, short answer and a Statistical Enquiry Cycle (SEC) question.

### **Progression**

Students who achieve a grade 6 or above at GCSE can continue to study A level Maths.

Students who achieve a level 7 or above can study A Level Maths and Further Maths.

### **Careers this can lead to**

Statistics GCSE can lead to many careers such as: Accountant, Architect, Business Manager, Computer Programmer, Doctor, Dentist, Engineer, Games Developer, Statistician, Teacher.



STATISTICS





# Essential Websites for Careers Research

**<https://www.informedchoices.ac.uk/>**

A website to help you understand which subjects open up different degrees, particularly at Russell Group universities.

**Bestcourse4me:** Explore ideas by career area or subject. Very useful section entitled 'If you haven't decided on your career yet'.

[www.bestcourse4me.com](http://www.bestcourse4me.com)

**Careers Box:** Largest online careers film and video library. Real people with real jobs helping young people. Students and teachers.

[www.careersbox.co.uk](http://www.careersbox.co.uk)

**Career Pilot:** Career information and tools designed for 11 – 19 Yrs including Pre 16 skills map to match skills and job profile, skills and employment.

[www.careerpilot.org.uk](http://www.careerpilot.org.uk)

**Complete University Guide:** Excellent Uni advice offering an alternative to UCAS.

[www.thecompleteuniversityguide.co.uk](http://www.thecompleteuniversityguide.co.uk)

**I can be a ...** Website designed to educate you in the massive range of opportunities available in Norfolk and Suffolk. Provides you with information about the most important industries in the Eastern region as well as direct link with key companies.

[www.icanbea.org.uk](http://www.icanbea.org.uk)

**I could:** inspirational website offering encouragement and careers discovery through film. Also offer a profile matching quiz.

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

**Independent Gap Advice:** Gap year advice for young people. Practical help and ideas in projects and placements.

[www.independentgapadvice.org](http://www.independentgapadvice.org)

**National Apprenticeship:** Everything you need to know about accessing apprenticeships, qualification and training.

[www.apprenticeships.gov.uk](http://www.apprenticeships.gov.uk)

**National Careers Service:** Online careers advice offering guidance via web chat/phone/text/email at any time. Useful tools on improving skills. Eg. Choices at 16, job profiles, skills checker, CV's, cover letters, interview skills and much more.

[www.nationalcareers.service.gov.uk](http://www.nationalcareers.service.gov.uk)

**Not going to Uni:** Advice and support for people who have decided not to go to Uni. [www.notgoingtouni.co.uk](http://www.notgoingtouni.co.uk)

**Prospects:** Advice on career, work experience, internships and course planning.

[www.prospects.ac.uk](http://www.prospects.ac.uk)

**PUSH:** A leading independent guide to UK Universities, student life, gap years, open days, student finance and more.

[www.push.co.uk](http://www.push.co.uk)

**Suffolk Local Offer:** Information about the support available to young people with special educational needs and disabilities, to help understand your options as you prepare for further learning, work and living independently.

[www.suffolklocaloffer.org.uk](http://www.suffolklocaloffer.org.uk)

**The Source:** One-stop shop providing information and advice to young people in Suffolk. Options, course, apprenticeships, training, employability skills and more.

[www.thesource.me.uk](http://www.thesource.me.uk)

**The Student Room:** Student community providing advice on exams stress, preparation and next steps.

[www.thestudentroom.co.uk](http://www.thestudentroom.co.uk)

**UCAS:** University application and advice on higher education courses.

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

**What Uni.Com:** Independent advice and support on choosing the right Uni and course to suit you.

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

# Your questions answered

## Some of your questions answered

### **Why have options?**

GCSE subjects take up a lot of time and effort. In Year 9 you have studied a wide range of subjects. It would be difficult to continue with all of them over the next three years. We have tried to give you the chance to choose some of the subjects that you will study next year and hopefully into the Sixth Form.

### **Will choices be guaranteed?**

Sorry, but the answer is no! Some lessons require special rooms or special equipment and this may limit the number of pupils who can study a particular option. We also have to make sure that the right teachers are available and that group sizes are viable. Sometimes your teachers might think that your choice would not be in your best interest. A lot of work is done to get you on to the courses you want. Any changes will be discussed with you before they are made. However in recent years the vast majority of students have been given their first choice.

### **Are there any easy options?**

No! Most GCSE subjects will have an examination at the end and will require steady effort and commitment. You will know that some subjects are taught in different ways. Some involve a lot of practical work. Some require you to do research or investigation. Others will need project work to be completed during the two years.

### **Will teaching groups be the same as this year?**

No. In subjects where a choice has been made the groups will be different. So do not pick a subject just to stay with friends; make your own choice for yourself. It is impossible to say at this stage who your teacher will be.

### **How much homework will I get altogether?**

Homework patterns vary. There will be times when you are very busy, but you must take care to keep up to date. Meeting deadlines for coursework is essential. Expect to have several hours homework per week on average.

### **Can I swap courses if I change my mind?**

This is very difficult to do once Year 10 has started, for a number of reasons, so the general answer is no! This is why it is so important to discuss your option choices with parents and teachers now so that you make the best choice possible.