



The Key Stage 4 Curriculum
For academic year September 2018

KS4 Option Choice Booklet
for Year 8 Students

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Introduction

When your child begins Year 9 in September 2018 they will be embarking on a very important phase of their education, namely the three years to GCSE (Key Stage 4).

This booklet will give you an overview of the Key Stage 4 curriculum and details about the individual subjects that students are able to study.

The majority of time for a Key Stage 4 student is spent on the Core Curriculum. It includes English, Mathematics, Science, Religious Studies, French, Physical Education and Personal, Social and Health Education (including Citizenship, Careers and Work Experience).

The options curriculum takes up most of the rest of the time (25%) and here students will choose either Geography or History in order to be eligible for the English Baccalaureate as well as choosing 2 additional options from an extensive range of subjects. Many of the subjects continue from Key Stage 3, but some new subjects such as Business Studies, Health & Social Care and Sociology also become available.

We ask that you and your son/daughter consider the choices very carefully and select a range of subjects which is as broad and balanced as possible. You will probably have heard of the English Baccalaureate standard that the government has introduced, achieved when a student attains grade 4 or better in Maths, English Language, Science (at least 2 GCSEs), a language and Geography or History. **For this reason one of the three options needs to be Geography or History.**

Whilst we endeavour to ensure that we meet the choices of each individual student, this cannot be guaranteed and will be dependent upon the combination of choices made and, if only small numbers of students opt for particular subjects, the viability of the course.

Potentially not all the options subjects described in this booklet will be able to run – this will depend on the numbers of students that are interested in them.

Please make good use of the Key Stage 4 Pathways Evening, where staff from the different option subjects will be able to offer advice.

I wish your son/daughter every success in Key Stage 4.



Jon Norden
Principal

The Key Stage 4 Curriculum

The curriculum at Key Stage 4 (Years 9 to 11) is made up of Core Subjects, Option Subjects and LEEP (Life Enrichment and Empowerment Programme). All students study Core Subjects and LEEP, while some freedom of choice is offered in the range of Option Subjects that are available.

Please be aware that nationally the education system has undergone a review and as a consequence of this the DFE (Department for Education) and Ofqual (Office of Qualifications and Examination Regulations) have reviewed and developed a range of new subject specifications and qualifications, which your children will be completing. All our subject areas are aware of this and regularly monitor the information released.

The Core Subjects

All students must study these courses in Years 9, 10 and 11:

| | | |
|--------------------|--|-----------------------|
| English | Dual Award: Language and Literature | Full course (2 GCSEs) |
| Mathematics | Single Award | Full GCSE course |
| Science | Combined Award (Trilogy) | Full course (2 GCSEs) |
| OR Science | Triple Award | Full course (3 GCSEs) |
| French* | Single Award | Full GCSE course |
| Religious Studies | Single Award | Full GCSE course |
| Physical Education | | Non-examination |
| PSHCE | | Non-examination |

*We are currently reviewing our curriculum offer for French for some students who find studying an additional language challenging. If we feel as educational professionals that this is the case for your child, a member of our Extended Leadership Team will make contact with you and your child. They will discuss an alternative curriculum offer that we feel will best suit your child and their academic ability.

The Option Subjects

Students are required to choose the equivalent of THREE subjects, **one of which must be Geography or History.**

Single Award GCSE/BTEC subjects

| | | |
|--|--|---|
| Art | Business Studies with Economics | BTEC Business |
| Computer Science | Food Preparation and Nutrition | Design and Technology |
| Drama | BTEC Performing Arts Acting | Engineering |
| Geography | History | Health and Social Care (Technical Award) |
| BTEC Information Communication Technology | Music | Physical Education |
| BTEC Sport First Award (PE) | Sociology | Spanish |
| BTEC Dance | | |

Options Advice

The choice of subjects to be followed in Key Stage 4 is an important and occasionally difficult decision. There are several ways in which we seek to help to support students and parents/carers in this process:-

- Students should choose a broad range of subjects (subject to where they appear within the option blocks), hopefully ones they are interested in and ones they are good at or have had some success in.
- New subject areas that are available in the KS4 curriculum. Information from these should be studied to see if they are possible choices.
- The use of assessment information when making choices as certain methods suit some students more than others, i.e. check what % of the final mark is for coursework and how much is assessed by examination.
- Finally students should **NOT** be influenced by the choices of their friends. They might not end up in the same group anyway!

The main sources of information for students and parents/carers are:

- This "Key Stage 4 Pathways Booklet" gives clear information on all the available subjects. It is a very important document and parents/carers and students are encouraged to study it in detail.
- The Parents' Moving On Evening (KS4 Pathways) is on **Wednesday 3rd January at 6:30pm**. Subject staff will be available to discuss the content of their GCSE course and offer advice with regard to a student's suitability for that course in Key Stage 4.

A summary of the key dates is therefore:

WEDNESDAY 3rd JANUARY : Key Stage 4 Pathways Evening 6:30pm

THURSDAY 11th JANUARY : Year 8 Parents' Evening 5-8pm

15th – 19th JANUARY : Individual student interviews

FRIDAY 26th JANUARY : DEADLINE for Choices Forms to be completed online.

The academy will do its very best to ensure that students get their first choice of subjects, **but not all combinations can be guaranteed (these are dictated by the option blocks), and sometimes courses may have to be withdrawn if insufficient numbers of students choose them.** A Choices Form link will be emailed out via MILK planner in early January.

There are many difficulties involved in making these important option choices, and if you would like any further help in this process, please do not hesitate to contact Mr Norden.

A Summary of the School Policy on the Entry of Students for External Examinations

The general policy of the school is to enter all students for as many external examinations as possible, always bearing in mind the ability of the individual to cope with wide ranging studies in a large number of subjects. At Abbey Grange, this usually means 10 to 12 GCSE subjects.

Decisions regarding individual subject entries are normally made in January of the examination year.

The guidelines used are:

- That students should have appropriately high levels of attendance throughout the course (90% is used as a benchmark).
- That where appropriate, students have successfully completed their “mock” examinations and controlled assessments.

The final decision not to enter a student for a particular examination or subject will be taken by the Principal and communicated to the student’s parents/carers. Where the school indicates its intention not to enter a student for an examination, parents/carers may request entry if they are prepared to meet the costs involved.

We understand that there may be a small number of our students within the cohort who will need to have an altered curriculum timetable in order to best cope with their learning needs.

As a senior leadership team we will look at each student on an individual basis.

Should you feel your child may need this alternative curriculum, please feel free to contact us to discuss the choices further.

The Core Curriculum

English Language and English Literature

Subject Leader: Miss Jackson

Exam Board: AQA

Course title and type of qualification: English Language and English Literature GCSE

What will I learn?

In English Language and Literature, you will read a wide range of texts, fluently and with good understanding and making connections by comparing meaning and language. You will use knowledge gained from wide reading to inform and improve your own writing and learn how to adapt language to suit different purposes and audiences, with a focus on using Standard English appropriately. You will acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology. You will greatly benefit from the transferable skills learnt across the two subjects.

How will I be assessed?

English language

This will be assessed by two exams at the end of the course. Students' speaking skills will be assessed but, as with current GCSEs, will not contribute to the overall grade. The assessment will be marked by teachers and reported separately, alongside the qualification grade on the certificate. Twenty per cent of the marks for the written exams will be allocated to accurate spelling, punctuation and grammar. The GCSE will continue to explore fiction and non-fiction texts and you will show your ability to write for different purposes.

English literature

This will be assessed by two exams at the end of the course. Five per cent of the marks will be allocated to accurate spelling, punctuation and grammar. You will study a Shakespearean play, a 19th Century British Novel, a modern play and an anthology of poems centred on the theme of love or power.

What could I move onto?

The English language GCSE is a core GCSE and is essential when applying for a whole range of Post-16 options, from A Levels to apprenticeships and further education courses and employment. Regardless of what the specialist area maybe, English is regarded as a vital qualification. English Literature is increasingly important, with it now being counted as a 'headline subject' across all schools in England.

English literature is still held in high esteem by those in both further and higher education and the GCSE opens the door to further study of classic and contemporary literature. There is a prestige to an English Literature degree that is recognised worldwide and the GCSE can be the start of the journey towards this qualification.

Both subject areas are taught into the sixth form where our AS and A Level results in both are among the highest in Leeds.

Mathematics

Subject Leader: Miss F Martini
Exam Board: AQA
Course title and type of qualification: Mathematics GCSE

What will I learn?

Mathematics is a compulsory subject at KS4, and is compulsory for all students at KS5 who do not achieve at least a grade 5 in KS4.

All students will take exams in GCSE Mathematics and/or Functional Skills at level 1 or 2. It is the aim of the Mathematics department to prepare students for life, to improve their problem solving skills, and to extend their Mathematical knowledge.

The course will be taught and examined in two tiers, Foundation and Higher. There is a slight increase in the proportion of non-structured questions than in previous years in the exam which, for most students, will represent an increase in difficulty.

We often provide the opportunity to study a harder qualification in Maths if we feel your child is capable of dealing with the skills and demands required, and we expect this policy to continue. Currently, a small number of students sit GCSE Further Mathematics in addition to normal Maths; we will continue to offer this, or a very similar qualification.

How will I be assessed?

The new Mathematics GCSE will be assessed by three written papers at the end of Year 11. Each paper is one and a half hours and two of them are non-calculator. There is no coursework in GCSE Mathematics.

The Functional Skills qualification is assessed by an exam of one written paper in January of Year 11.

What could I move onto?

Most courses after GCSE require a grade 5 in Maths or above at GCSE.

The new GCSE exam will provide a good platform to study AS- or A Level mathematics. The very brightest students can study Further Mathematics A/AS Level. We are also investigating the possibility of a new Level 3 qualification for those students who want to take their Maths further but do not want to do full A Level, and more details about this will appear soon.

Presently, students who don't achieve grade 5 in Year 11 must continue with Maths in Year 12.

A good grade in GCSE Mathematics is widely valued by all employers as it tells them you are good at problem solving.

Functional Mathematics is particularly useful for those going onto apprenticeships.

Science

Subject Leader: Mr R Fell

Exam Boards: AQA

Course title and type of qualification: GCSEs in Combined Science: Trilogy, or in Biology, Chemistry and Physics (Separate sciences)

What will I learn?

The Science curriculum offers a range of pathways which enable **all** students to excel. Each pathway covers the prescribed programme of study for Science at KS4, as set out by the National Curriculum.

In Year 9 we aim to offer a broadly balanced curriculum, covering topics from biology, chemistry and physics. Wherever possible, we aim for all sets to study the same materials to enable us to adjust setting during the year.

As stated above, some sets will make sufficient progress to enable the completion of three separate science GCSEs within KS4, whilst others will complete the GCSE Combined Science: Trilogy course. This means that students have the opportunity to gain either two or three GCSEs in science. All courses have two tiers of papers, Foundation and Higher.

Whilst we try to take students' and parental wishes into account in making decisions about relevant courses, we would ask that you respect our professional judgement in these issues.

How will I be assessed?

Every course consists of written examinations, including an assessment of practical work. The grades for the combined science course range from 9-9, 9-8, 8-8 etc. The grades for the separate science subjects are 9-1. Examinations contain a mixture of question types, including multiple choice, short answer and extended written answer. There is no coursework component in any science course.

What could I move onto?

Studying science will broaden your understanding of the world around you, may allow you to influence and develop accepted scientific knowledge, and will give you the skills needed to approach most matters in a reasoned and analytical manner. As such it is a highly valued subject, helping students develop sought after, transferrable skills applicable to a huge range of areas.

Both routes through Key Stage Four Science will provide students with the opportunities required for them to access A Level Science subjects or alternative Post-16 courses.

French

Subject Leader: Miss S Barker

Exam Board: AQA

Course title and type of qualification: French GCSE

What will I learn?

The topics covered in GCSE French are as follows:

Theme 1: Identity and culture

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

Theme 2: local, national, international and global areas of interests.

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

Theme 3: Current and future studies and employment

- My studies
- Life at school
- Education Post-16
- Jobs, career choices and ambitions

You will develop key skills in the areas of listening, reading, speaking and writing. As well as studying the language, students will also have the opportunity to explore the cultural and social aspects of French speaking society.

How will I be assessed?

The new French GCSE will be assessed by three written papers at the end of Year 11 and a final speaking exam. There is no coursework element to the new GCSE.

The key skill areas of listening, speaking, reading and writing are all worth 25% each of the overall GCSE grade which is awarded on a scale of 1 to 9, 9 being the top grade.

There is tiered entry and students can be entered for Foundation or Higher tier papers.

What could I move onto?

With languages the world is your oyster and Britain is desperately short of linguists in the current business and economic climate. Studying a language at GCSE allows progression to study at A Level where students find a language can be combined with any other subjects to add breadth to their KS5 options.

Languages are also an incredible asset in all areas of work and they will give you excellent career options in today's international market place. Knowledge of another language makes you more employable and will help you to stand out in a future university or job application.

Religious Studies

Subject Leader: Miss Smith

Exam Board: AQA

Course title and type of qualification: Religious Studies GCSE

What will I learn?

Religious Studies is an ever-popular and relevant GCSE course, which covers a range of contemporary moral issues as well as addressing the fundamental questions of life. It is a subject that enables you to think for yourself about religious and moral issues in a critical and enquiring way.

Students will be challenged with questions about belief, values, meaning, purpose and truth; enabling them to develop their own attitudes towards religious issues, reflect on their own faith and support the Christian ethos of the school. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

All students follow a compulsory GCSE course in Religious Studies, elements of which are begun in Year 9. The course is taught in 3 lessons per fortnight and involves the study of 2 units:

Paper 1: The study of religions: beliefs, teachings and practices is taught from Year 9.

Students will explore the beliefs, teachings and practices from a Christian and an Islamic perspective. Students will learn about the nature of God, the problem of evil and suffering, beliefs about the afterlife and their importance to religious believers today, as well as exploring different forms of worship, religious festivals and the role of the Church/Mosque in the local and worldwide community.

Paper 2: Religious, Philosophical and Ethical Issues is taught in Years 10 and 11. Students will study Christian and Muslim religious teachings to matters such as the nature and purpose of marriage, the origins of the universe, animal experimentation, medical issues (abortion and euthanasia), and war and violence in the contemporary world.

How will I be assessed?

There is no coursework in GCSE Religious Studies. You will sit two exams at the end of Year 11. Each exam will last for 1 hour 45 minutes.

What could I move onto?

Religious Studies is an acceptable academic subject at all the major universities. At AS and A2 Religious Studies is of interest to both Arts and Science students. It compliments other humanities subjects whilst providing a useful contrast to others, by introducing the ethical and philosophical issues and helping develop an enquiring, critical and reflective approach to the student's studies.

Students find the skills and knowledge gained in Religious Studies useful in careers such as law, journalism, social care, the army, child care, the police, probation work, counselling, teaching, nursing and leisure and tourism.

Additional Core Subjects

Physical Education

All students follow a compulsory core programme of Physical Education in Years 9, 10 and 11, covering a wide range of games and sporting activities. Students will have three lessons a fortnight and will be able to choose from a variety of options which include more traditional sports such as football and netball, as well as alternative sports such as Trampolining and hand ball. There will also be the opportunity for students to gain the Sports Leaders Level 1/Level 2 Award and the Dance Leaders Level 1 Award.

Personal, Social, Health & Citizenship Education

Students will continue with PSHCE in Years 9, 10 and 11, through Drop Down Days when the usual school timetable is suspended. Students cover areas such as careers education, personal finance, discrimination, emergency life support (Heartstart), knowing your rights and voting. The academy also provide a diverse range of aspects within the PSHCE curriculum to develop our students confidence and educate them about all aspects and issues which they may encounter and face in daily their lives.

Option Subjects

Art

Subject Leader: Mr McGinty
Exam Board: AQA
Course title and type of qualification: GCSE Fine Art

What will I learn?

At Abbey Grange we follow the AQA GCSE Fine Art specification which allows students to develop their ideas in drawing, painting, sculpture, printmaking, photography and collage/assemblage as their primary mediums. Students are very much encouraged to tailor their project ideas to their individual strengths and interests, resulting in work of a highly personal nature.

In Years 9 and 10, students will be given the opportunity to extend their art skills by undertaking a series of practical workshops and assignments under several project themes. Students will be expected to support their classwork with regular homework assignments. Later in Year 10 and moving into Year 11, students will be developing their own projects based on broad starting points giving students the opportunity to develop their ideas into areas of strength and interest. Examples of previous projects have included: The Everyday, Portraiture, Music, Natural forms, Emotions, Dance, Conflict, Urban Landscapes etc.

How will I be assessed?

Students are assessed against four equally weighted (25%) assessment objectives.
Assessment Objective 1 = DEVELOP – Develop your ideas relating your work to the work of other artists, designers or crafts people.
Assessment Objective 2 = REFINE – Refine your ideas through the experimentation and selection of appropriate materials and resources.
Assessment Objective 3 = RECORD – Record your ideas in form that are appropriate to your artistic intentions including drawing, painting, photography, printmaking, sculpture etc.
Assessment Objective 4 = PRESENT – Present your ideas in the form of a final piece(s). This can be in any art material or combination of art materials.

Course Structure

The GCSE AQA Fine Art specification is split into two parts. Part 1 (Coursework) and Part 2 (Externally Set Task).

Coursework (60% of final grade) – Students must complete more than one project of work covering all four assessment objectives and present a selection of this work for internal and external moderation (AQA). The coursework unit is on-going from September in Year 10.

Externally Set Task (40% of final grade) – Students are presented with a range of starting points to use as inspiration for their own art project. Students must ensure that they cover all four assessment objectives in the development of their project ideas. Students complete their final piece (PRESENT) over a two day period where they are off timetable working in the Art department. The Externally Set Task Exam Paper can be given out to students from January 1st.

What could I move onto?

Whether you chose to pursue a career in art or not, the subject offers much in terms of skills that you acquire and develop which are highly sought after by colleges and employers alike. In a world where even the most complex factual information is merely a click away, the ability to conceive and develop an idea with originality is highly prized. There is huge growth in the creative industries in the UK with 2.8 million jobs in the creative sector, with 1 in 12 new jobs being in the creative industries.

The traditional pathway for students wishing to pursue their interest in Art and Design is to enroll in an A Level course and then onto an Art Foundation course post-18 before starting and undergraduate degree. At Abbey Grange we offer both A Level Art and Design and A Level Photography.

The skills that students gain from studying Art lead naturally to career paths including: Artist, Art Teacher, Fashion Designers, Web Designers, Illustrators, Photographers, Jewellery designers, Arts therapist, Arts worker, Animators, working in the film industry, careers in Marketing and Advertising and many more.

Business with Economics

Subject Leader: Miss D Rigby
Exam Board: Edexcel
Course title and type of qualification: GCSE Business

What will I learn?

GCSE Business with Economics is a popular GCSE subject at Abbey Grange. It is also a new subject to choose if you want a change from some of the subjects that you are used to.

Business Studies is an examination of the business world. If you choose to study this you will look at real businesses and see how they operate. You will learn what it takes to be an entrepreneur, how to set up a business and make it a success.

The course also touches incorporates Economics, examining how we allocate scarce resources, asking many different questions such as: should we encourage the development of offshore wind farms; why do we have rising levels of child poverty in an economy as rich as the UK and why do some people like professional footballers get paid a great sum of money, whilst refuse collectors are paid much less? The economics element of the course also covers how the national economy works; what causes inflation; how to cure unemployment; and, how to stimulate growth and move from recession to recovery.

During this course you will study the following topics:

- How to be an entrepreneur.
- How to put a business idea into practice.
- How businesses meet customer needs.
- How to manage business finance
- How to manage people in business.
- How the global economy affects businesses.
- What we import and export, why we import and export and what happens when exchange rates change.
- What the European Union is and how it affects us.

How will I be assessed?

Examination: You will sit two written papers at the end of Year 11.

What could I move onto?

If you are contemplating a career in Accountancy; Banking; Local or Central government; Law; Journalism or something similar then you will find the economics element of this course useful. Or if you can see yourself setting up your own business one day, then having knowledge of how businesses work coupled with a basic knowledge of how the economy works is invaluable.

You could choose to continue your study of Business at AS Level; you could continue your studies with our L3 Certificate in Financial Studies or you could choose to continue your study of Economics at AS Level in the sixth form. You could use your knowledge of how businesses work to support your studies in other subjects at GCSE and Post-16.

Also, because any organisation you will work in can be classed as a business, any knowledge you have of how businesses are run, how the different departments in a business are organised, the people who work in a business and what they do are all valued by employers. So you could use your business skills to get straight into work; onto an apprenticeship scheme or simply to get a part time job when you are old enough.

BTEC First Certificate- Business

Subject Leader: Miss D Rigby

Exam Board: BTEC (Edexcel)

Course title and type of qualification: BTEC First Award (L2 qualification)

What will I learn?

This Business Qualification is designed for students who might prefer a more “real world” approach to studying. The course is assessed over three years through coursework plus tested units. It would suit those students who prefer, and do better in project work rather than exams. The course is also designed for those students who would rather “go out” and find out how a business is run in the real world and present what they have found in different ways. This qualification is awarded with Pass, Merit and Distinction (*) grading equal to one 1 - 5 GCSE grade.

The BTEC business route provides you with a more practical introduction to business. You will have an opportunity to experience a wide range of business skills, including running a business enterprise in school; performing business presentations and role plays and developing advertising and promotion materials – all of which are assessed as part of the course.

You will study the following topics:

- Promoting a Brand
- Business Finance
- Enterprise in the Business World
- Recruitment; Selection & Employment

How will I be assessed?

The course is assessed mostly through assignments and activities based on realistic work situations throughout the three years (75% coursework which teachers will help you with, plus 25% tested units). The coursework is completed in lessons in the Business ICT suite.

What could I move onto?

If you would like a career in advertising, banking, retail, management, ICT, Law or even setting up your own business one day then this is a good choice for you now.

You could choose to continue your study of Business at A Level and Applied A Level in the sixth form. You could use your knowledge of how businesses work to support your studies in other subjects at GCSE and Post-16.

Also, because any organisation you will work in can be classed as a business, any knowledge you have of how businesses are run, how the different departments in a business are organised, the people who work in a business and what they do are all valued by employers. So you could use your business skills to get straight into work; onto an apprenticeship scheme or simply to get a part time job when you are old enough. With 100% of our students gaining grades A* – C, BTEC Business produces a lot of young people with skills and knowledge which can help them to move in to a variety of areas in the future.

Computer Science

Subject Leader: Mrs I Shergill

Exam Board: OCR

Course title and type of qualification: Computer Science GCSE

What will I learn?

The UK is experiencing a lack of well qualified computing professionals; businesses today require an ever-increasing number of technologically-aware individuals. This is even more so in the gaming, mobile and web related industries and this specification has been designed with this in mind.

The GCSE Computer course will encourage learners to:

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

Unit 1: Computer Systems

This component will introduce you to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software.

Unit 2: Computational Thinking, Algorithms and Programming

You will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation.

How will I be assessed?

Examination: You will sit 2 papers at the end of Year 11. They will count towards 80% of your final mark

Coursework: You will complete a piece of coursework that will count towards 20% of your final mark.

What could I move onto?

This course will provide excellent progression to A Level Computer Science and into Vocational ICT courses. These provide progression to degree level courses in the areas of computing, engineering and science. Whilst this specification is not specifically mapped to any particular industry standard IT qualifications it will provide a sound preparatory basis of study for them. In addition the course provides the knowledge, skills and understanding that a growing number of employers are demanding.

Food Preparation and Nutrition

Subject Leader: Mrs C Onuorah

In charge of Food: Miss J Harris

Exam Board: AQA

Course title and type of qualification: Food Preparation and Nutrition.

What will I learn?

This is an exciting opportunity for students to build upon KS3 and continue to regularly make delicious dishes and food products. The main focus of this GCSE course is to equip students with the knowledge, understanding, and skills required to cook and apply the principles of food science, nutrition and healthy eating. Students will be able to make informed decisions about a wide range of further learning opportunities and career pathways as well as develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life.

Students will be able to:

- frequently demonstrate effective and safe cooking skills by planning, preparing and cooking using a wide variety of food commodities, cooking techniques and equipment
- develop knowledge and understanding of the functional properties and nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the effects of poor diet and health
- develop knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore in practice, a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes

Students must be organised to bring ingredients at least once a week and be prepared to take part in group practical activities and tasting sessions. For their GCSE, students will complete coursework involving practical investigations, demonstration of a wide variety of food preparation skills and research into food and society.

How will I be assessed?

Unit 1: a two hour written examination paper will be sat in June of Year 11 and equates to 50% of the overall GCSE.

Unit 2: Cooking and Nutrition in Practice – Coursework Tasks worth 50% and completed in Year 11. These involve an Investigation task and a Food preparation task which also includes a practical examination.

What could I move onto?

Students can study for the Diploma Level 3 in Food Science and Nutrition at KS5 and then go onto degrees and careers in one of a wide range of different Catering, Food Science or Nutrition disciplines.

Design and Technology

Subject Leader: Mrs C Onuorah

Exam Board: AQA

Course title and type of qualification: GCSE Design & Technology

What will I learn?

Students have the opportunity to build upon the work of KS3 and further develop their knowledge and practical skills through designing and making exciting quality products in a range of materials and disciplines. In Year 9, students will be able to work on a wide variety of design and make projects which will develop their knowledge of working with graphics, textiles, electronics, mechanisms, wood, plastic and metal using a wide range of equipment. In Year 10 they will be able to focus on an area of interest from the above list and complete a substantial design and make project as part of their coursework unit in Year 11.

Students will be able to:

- ☐ Develop knowledge and designing and making skills through a range of enjoyable, fast-paced and challenging mini-projects using a wide range of materials and components safely.
- ☐ Develop a creative approach to their design development and take calculated risks whilst using technical and practical expertise to participate confidently and successfully in an increasingly technological world.
- ☐ Develop important skills in investigation, problem solving, decision making, planning, time management, resource organisation.
- ☐ Use new technology - computer aided designing and manufacturing techniques (including laser cutting and 3D printing) to complement traditional hand tools and workshop machinery.
- ☐ Develop skills to clearly communicate their ideas through annotation, sketching and 3D modelling.
- ☐ Develop the ability to take into account design considerations and industrial practices.
- ☐ Develop the skills to critically analyse, evaluate, test and refine their own ideas and final products.

Midway through Year 10 students will start their GCSE coursework project, completing a concise design folder, containing analysed research, development of ideas, planning and on-going evaluations. They will then manufacture the product and carry out tests and a final evaluation.

The final examination enables students to demonstrate the application of their skills and knowledge within a design context set by the examination board.

How will I be assessed?

Unit 1: a two hour written examination paper will be sat in June of Year 11 and equates to 50% of the overall GCSE.

Unit 2: a Design and Making Practice Coursework Project will be started towards the end of Year 10 and completed during the spring term of Year 11. It is worth 50% of the overall GCSE.

What could I move onto?

Students can study A Level Applied Engineering, A Level Product Design (3D Design) or A Level Product Design (Textiles) at KS5 and then go onto degrees and careers in one of a wide range of different Design, Engineering and Manufacturing disciplines. These include Product Design, Engineering, Electronics, Architecture, Fashion Design, Graphics, and Media Design.

Engineering

Subject Leader: Mrs C Onuorah

Exam Board: AQA

Course title and type of qualification: GCSE Engineering

What will I learn?

The sky's the limit. Engineering is an increasingly innovative and exciting area to work in. It affects every aspect of modern life – from skyscrapers to smart phones, cars to carrier bags. This new GCSE will introduce students to a host of new technologies, helping them to gain practical skills and understanding to inspire a lifelong interest in engineering. It will particularly appeal to those who enjoy being creative, with an affinity for drawing, design, Maths and problem-solving. In Year 9 you will complete a foundation course, which will prepare you for your GCSE assessed work. You will develop your engineering skills by undertaking focused practical tasks. This will involve getting a hand on experience of using the tools and equipment relevant to engineering, including the use of CAD/CAM (Computer Aided Design, Computer Aided Manufacture). You will work in a range of materials, to manufacture items using the Brazing Hearth, Hand tools, Lathe and Milling machine.

Students will be also learn about:

- Pneumatic and Mechanical Systems
- Engineering Materials, including calculating Stress, Strain and failure points
- Systems (Electrical, Mechanical and Pneumatic)
- Testing and Investigation
- Manufacturing processes
- The impact of Modern Technologies.

What will I need to succeed?

To succeed in this course students should have:

- An enjoyment of practical work and exploring different solutions in different contexts and materials.
- An enjoyment of exploring ideas and modelling them using ICT as well as hands on construction.
- Self-motivated and organised.
- You need to be inspired and motivated to gain an insight into related sectors, such as manufacturing.
- A good understanding of Science and Mathematical principles. (15% of the course will be about the theoretical and practical application of Mathematics in Engineering)

How will I be assessed?

Question paper: Externally assessed

- Written exam: 2 hours
- 120 marks
- 60% of GCSE

Non-exam assessment: Practical engineering

- A brief set by AQA released on 1 June in the first year of study.
- 80 marks
- 40% of GCSE

What could I move onto?

Students can study A Level Applied Engineering or A Level Product Design (3D Design) at KS5 and then go onto degrees and careers in one of a wide range of different Engineering disciplines. Engineering, Civil Engineering, Aerospace Engineering, Electrical Engineering, Manufacturing Engineering, Material Science, Mechanical Engineering, Manufacturing Engineering, Industrial Engineering, Structural Engineering, Architectural Engineering and lots more.

Drama (GCSE)

Subject Leader: Ms R Gould
Exam Board: Edexcel
Course title and type of qualification: GCSE Drama

What will I learn?

We firmly believe that through involvement in Drama, young people can learn vital life skills such as team work, negotiation, problem solving, communication, listening, and can build their confidence and self-esteem.

The Drama GCSE is perfect for students who have a love of drama, theatre, performing, shaping performance and an interest in the work that goes on in a production team. They will look at the work of established practitioners to find new ways of presenting performance.

They will work on devised performance, scripted plays, and evaluating live theatre. Assessment is a combination of practical, verbal and written.

How will I be assessed?

Students will be graded using the new 1 – 9 grading criteria.

NB: Although practical assessments are carried out in groups, all grades are given individually to students for their achievements NOT to the group as a whole.

Component 1 – Devising (40% of GCSE)

This unit consists of creating and performing a 20 minute performance from scratch. It allows both performer and designer the opportunity to stretch the limits of their creativity and imagination, while exploring a theme or topic of interest to them and their intended audience.

Students will develop skills in group work, research and negotiation, while also developing creativity, performance and design skills. Students will consider the impact that they can make on an audience, as they develop the ideas that they want to communicate.

Portfolio – Students write about their own work and the work of others which was carried out during the rehearsal and the performance process. This can either be written or filmed depending on students' strengths. 2000 words maximum, or 4 - 5 minutes of filmed documentation. This can be prepared and worked on at home.

Component 2 – Performance from Text (20% of GCSE)

There is no written element to this unit but you will be assessed on a 10 minute group performance, and *either* a monologue *or* a duologue.

Understanding a performance text is fundamental to the subject, as this provides students with opportunities to explore plot, structure, narrative and stories from around the world and from different time periods.

This component deals with developing knowledge, understanding and skills in exploring and performing from a performance text. Students will interpret this text and rehearse and refine two key extracts, leading to a final performance.

They will demonstrate and use a wide range of acting and/or design skills to communicate their interpretation in performance.

Component 3 – Theatre Makers in Practice (40% of GCSE)

This is an externally assessed written examination which is taken at the end of Year 11. Practical work will be done in lessons in order to inform the exam.

Students will explore practically how a complete performance text might be interpreted and realised from 'page to stage'. This exploration will give students an insight into how texts may be brought to life for an audience and the creative roles within this process.

Students will also analyse and evaluate their experience of a live theatre performance as informed members of the audience. They will develop skills to recognise the meaning created in the theatre space in order to communicate ideas to an audience. This will give them a more critical and varied approach to their own work as theatre makers.

What could I move onto?

For students wishing to continue their studies in Drama the next step is A Level Drama and Theatre Studies, which we offer at Abbey Grange. In terms of pairing with other GCSE subjects, Drama goes well with Languages, History, Religious Studies, English and Music.

Also, due to many of the skills mentioned above, Drama has many transferable skills to aid progression with various education/career choices as it also develops skills for work requiring a high level of confidence, presentation, and group sensitivity. Previous students have found careers in Advertising, Design, Law, Health Promotion, Medicine, the Police Force, Radio, TV, Teaching and, of course, Theatre.

Drama (BTEC)

Subject Leader: Ms R Gould

Exam Board: Edexcel

Course title and type of qualification: BTEC Level 1/Level 2 Tech Award in Performing Arts

What will I learn?

BTEC Performing Arts Acting is a vocational course consisting of three main components of study.

The 3 Components of the BTEC Tech Award are:

Component 1: Exploring the Performing Arts

You will develop knowledge and understanding of a range of performance styles. You will look at elements such as roles, responsibilities and the application of relevant skills and techniques. You will broaden your knowledge through observing existing repertoire and by learning about the approaches of practitioners, and how they create and influence performance material. This component will give you an understanding of practitioners' work and the processes and practices that contribute to a range of performance styles. You will develop transferable skills, such as research and communication, which will support your progression to Level 2 or 3 vocational or academic qualifications.

Component 2: Developing Skills and Techniques in the Performing Arts

In this component, you will develop performance skills and techniques. You will have the opportunity to specialise in one or more of the following disciplines: acting, dance, musical theatre. You will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process. You will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce the work. Throughout your development, you will review your own progress and consider how to make improvements.

Component 3: Performing to a Brief

In this component, you will have the opportunity to respond to a brief. You will be given a brief that outlines the performance requirements and that asks you to consider your target audience and to start the creative process by using the given stimulus included in the brief. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience. The performance skills you will use will vary depending on features such as your performance discipline and the content of the work, your venue and target audience. The work may involve improvisation, vocal work, movement techniques or assisting with audience involvement. The group performance may involve some solo or small-group work or it may be an ensemble piece. You will have the opportunity to inform the performance using existing or newly developed skills, adapting them to suit the performance.

How will I be assessed?

NB although practical assessments are carried out in groups, all grades are given individually to students for their achievements NOT to the group as a whole.

| | | |
|-----------------------------------|-------------|------------------------|
| Students are assessed either as a | BTEC | GCSE equivalent |
| | Pass | (CC) |
| | Merit | (BB) |
| | Distinction | (AA) |

Most of the assessment is marked internally by your teacher, evidenced through process, performance, written evidence and evaluation. This will take place over the course of Y10 and Y11. Students beginning study in Y9 will use this year as preparation for assessment and mock assessments.

The Performing to a Brief component of the course is externally assessed in Y11, but preparation will commence in Y10.

There is no written exam at the end of Year 11, all assessment carried out is either performance or portfolio based.

What could I move onto?

One of the main purposes of BTEC qualifications is to help learners to progress ultimately into employment. The vast majority of employers require learners to have certain technical skills, knowledge and understanding to work in a particular sector, but they are also looking for employability skills to ensure that employees are effective in the workplace. Unlike technical skills, which may become out-dated over time, employability skills enable learners to adapt to the ever-changing roles needed to survive in the global economy.

Drama has many transferable skills to aid progression with various education/career choices as it also develops skills for work requiring a high level of confidence, these skills include: self-management, team working, business awareness and customer awareness, problem solving, communication and presentation. Previous students have found careers in Advertising, Design, Law, Health Promotion, Medicine, the Police Force, Radio, TV, Teaching and, of course, Theatre.

Geography

Subject Leader: Mrs B Elliott

Exam Board: AQA

Course title and type of qualification: GCSE Geography A

What will I learn?

The course will give you an overview of the world in the 21st century and the interaction of people with the planet. It will help you understand environmental and social issues and develop informed opinions about the problems facing us today.

The course covers 3 units:

1. Living with the physical environment

| Section | Title | Content |
|---------|---|---|
| A | The challenge of natural hazards | Tectonic hazards, Tropical storms, Extreme weather in the UK and Climate change |
| B | Physical landscapes in the UK | Coastal landscapes, River landscapes. |
| C | The living world | Ecosystems, tropical rainforests and hot deserts |

2. Challenges in the human environment

| Section | Title | Content |
|---------|---|---|
| A | Urban issues and challenges | World population growth, Challenges and opportunities of Urban growth and change |
| B | The changing economic world | Global variations in economic development, Strategies for reducing the development gap. |
| C | The challenge of resource management | Resource management of food, water and energy. Detailed study of Food management |

3. Geographical applications

| Section | Title | Content |
|---------|-------------------------|---|
| A | Issue evaluation | Critical thinking and problem solving of particular issues derived from secondary sources. |
| B | Fieldwork | Collection of primary data in 2 contrasting geographical enquiries. Human Geography – Olympic park, London Physical Geography – River study, Kettlewell |

How will I be assessed?

In all papers the question types include; multiple choice, short answer, levels of response, extended prose. Geographical skills will be assessed in all papers

Paper 1: Living with the physical environment Written exam : 1 1/2/hrs. 35% of GCSE

Paper 2: Challenges in the human environment Written exam : 1 1/2/hrs. 35% of GCSE

Paper 3: Geographical applications Written exam: 1 hour. 30% of GCSE. Pre-release resources available from 15 march in the year of the exam

What could I move onto?

Geography is a subject that can help you develop a wide range of skills including literacy, numeracy, team work, independent learning, problem solving, presentation, analysis, evaluation, graphical and cartographical and skills. These skills are sought by many employers.

The subject content and skills can help you study Geography at A level and also many other subjects in the humanities and science. As a result, geographers study a wide range of subjects.

Geography can be used as a stepping stone to a wide variety courses in Higher Education and many different careers; including environmental management, planning, law, surveying, education, accountancy, business social services, meteorology, engineering and GIS.

Health & Social Care

Subject Leader: Mrs A Sutton

Exam Board: OCR

Course title and type of qualification: Level 1/2 Cambridge National Certificate Health & Social Care

What will I learn?

This course is designed for students who have an interest in health and social care and wish to develop skills and learn the theory that can prepare them for further study and employment within this sector. It will particularly appeal to students who are looking for a course that is practical in nature.

R021: Essential values of care for use with individuals in care settings

This mandatory unit focuses on the rights of individuals and will instil the values of care to be used when working in a health, social care or early years' environment. The unit also provides an overview of legislation and its impact on the care settings and covers the hygiene, safety and security matters that relate to promoting a healthy and safe environment.

R022: Communicating and working with individuals in health, social care and early years' settings

This unit will provide learners with the underpinning knowledge and understanding of how to communicate effectively and what personal qualities will contribute to the creation of a caring environment when working with individuals in a health, social care and early years setting.

R025: Understanding life stages

This unit will allow learners to investigate the main life processes that will occur with each life stage: develop an awareness and understanding of the key events that may happen and the effects of these during the lifespan of an individual, helping to identify the need for additional support. A sensitive approach as to why progress through a life stage(s) may be different will allow thoughtful debate. On completion of this unit learners will be able to produce suitable support plans for individuals in different stages of life.

R029: Understanding the nutrients needed for good health

This unit gives learners an overview of the importance of diet throughout the life stages, giving them the knowledge and skills to enable them to make choices which will affect their body throughout their lives. Food is essential to our health and social well-being, throughout our daily lives from birth to old age. What we eat is often determined by a considerable number of factors, such as work-life balance, finance, where we live, food preparation skills, our health and religion

How will I be assessed?

Unit RO22, RO25 and RO29 are coursework based and are internally assessed; the coursework is worth 75% of the final mark.

Unit RO21 is a written exam and is worth 25% of the final mark.

What could I move onto?

Health and Social Care is a subject that enables students to gain the knowledge and understanding that will open up a range of career opportunities including childcare, teaching, midwifery, nursing, occupational health, dietician, paramedic, social work, mental health services, and counselling.

You could also choose to continue your study of Health & Social care in the sixth form.

History

Subject Leader: Mr J Wilkinson
Exam Board: Edexcel
Course title and type of qualification: GCSE (9-1) History

What will I learn?

This course that will allow students to learn about events from three different eras – Medieval, Early Modern and Modern. We will study the following periods:

Paper 1: Thematic study and historic environment:

Option 11: Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.

In this unit students will study continuity and change in the history of medicine from 1250 AD until the present day. They will learn about key individuals such as William Harvey, Florence Nightingale and Alexander Fleming to name just a few and the important discoveries that were made in prevention and treatment. Key events such as the Black Death, the Great Plague and the cholera epidemic will give students an understanding of how society coped with disease and illness.

Paper 2: Period study and British depth study:

Option 26/27 – Period study: Superpower relations and the Cold War, 1941–91

Option B3 – British depth study: Henry VIII and his ministers, 1509–40

Students will sit this paper as one exam, with a section each on the different topics. However, they will be taught both topics at separate times over the course of the three year GCSE.

In Superpower relations and the Cold War, 1941–91, students will study the causes, key events and ending of the Cold War. Students will consider the relationship between the USA and the Soviet Union as well as the situation for both the people and countries of Eastern Europe who were caught behind ‘the iron curtain’. Key events such as the Hungarian uprising, the Cuban Missile Crisis and the fall of the Berlin Wall will provide the context for this analysis. Major personalities such as Truman, Stalin, Kennedy, Khrushchev, Reagan and Gorbachev will all be studied to help students understand why the Cold War started, why the world came so close to a nuclear war and ultimately, why the Cold War ended after nearly 50 years.

In the British depth study on Henry VIII and his ministers, students will consider Henry’s relationship with his key advisors, Wolsey and Cromwell. The major events of Henry’s reign will all be studied including the split from the Roman Catholic Church, his marriages and the dissolution of the monasteries.

Paper 3: Modern depth study: Option 31: Weimar and Nazi Germany, 1918–39

In this module, students will examine why the Nazi regime was able to come to power and what life was like in Nazi Germany. Central to this will be for students to develop an understanding of why a regime as barbaric as the Nazi’s were able to come to power in a civilized country where Hitler did not even command the majority of the people’s support. Students will then look at what life was like for people in Nazi Germany and how the Third Reich controlled its citizens.

How will I be assessed?**Paper 1: Thematic study and historic environment (Paper codes: 1HI0/10–12)*****Written examination: 1 hour and 15 minutes.******30%* of the qualification. 52 marks (16 for the historic environment, 36 for the thematic study).*****Paper 2: Period study and British depth study (Paper codes: 1HI0/20–29)*****Written examination: 1 hour and 45 minutes******40%* of the qualification******64 marks (32 for the period study and 32 for the British depth study)*****Paper 3: Modern depth study (Paper codes: 1HI0/30–33)*****Written examination: 1 hour and 20 minutes******30%* of the qualification******52 marks*****What could I move onto?**

You could choose to continue with the study of History by taking AS in the Sixth form or at college. The skills learnt at GCSE History will also complement the study of subjects such as English Literature, Politics and Sociology. A GCSE in History shows that you have a high level of literacy and that you are able to analyse complex information. These skills are highly valued by colleges and employers.

Information Communication Technology

Subject Leader: Mrs Shergill

Exam Board: OCR

Course title and type of qualification: Cambridge Nationals Certificate/Diploma*

What will I learn?

In today's workplace the ability to use ICT is an essential skill with employers a high level of ability in the use of applications and manipulation of data. Students have the opportunity to study units for the **Certificate** or **Diploma** qualifications. The course comprises the following units:

R001: Understanding computer systems

This unit will provide learners with the underpinning knowledge and understanding required to use computer systems effectively. Learners will develop their knowledge and understanding of the systems they use both at home and at school and will explore how these same technologies are used by business organisations.

R002: Using ICT to create business solutions

Learners will use a wide range of applications that are commonly used in the workplace, schools, and in further and higher education. They will learn how to select the most appropriate software to complete tasks to meet specified business requirements in a variety of contexts.

R004: Handling data using databases

On completion of this unit learners will be able to modify an existing database and produce a relational database. They will also be able to create queries to interrogate a database and find specific records and produce reports based on the results of these queries and create a user interface for the database.

R005: Creating an interactive product using multimedia components

This unit will enable learners to demonstrate their creative flair by combining multimedia components to create a vibrant, energetic or stimulating interactive product. Interactive products are used widely in everyday life; from visiting a website, ordering online products, using mobile phone applications, viewing a presentation, e-learning products or playing computer games.

Optional

R003: Handling data using spreadsheets

R008: Introduction to computer programming

R009: Exploring computer hardware and networks

R010: Developing control systems

How will I be assessed?

R001 is assessed with a written paper of 1 hour duration.

All other units are centre assessed and OCR moderated using centre or OCR produced tasks.

What could I move onto?

This course will provide excellent progression to A Level Computer Science and into Vocational ICT courses. These provide progression to degree level courses in the areas of computing, engineering and science. Whilst this specification is not specifically mapped to any particular industry standard IT qualifications it will provide a sound preparatory basis of study for them. In addition the course provides the knowledge, skills and understanding that a growing number of employers are demanding.

**Please note: ICT is currently going through a government reform. As a result, we may replace this course with a DFE approved course once confirmed.*

Music

Subject Leader: Mr J Birch
Exam Board: Eduqas
Course title and type of qualification: Music GCSE

What will I learn?

GCSE Music is an interesting course that encourages you to explore and develop your musical skills in listening, composing and performing. During lessons we'll cover everything you need to know and develop your listening skills for the written exam. We study different styles and genres such as Film music, 'Classical' music, Jazz, Rock, Pop and music traditions from around the world. We will do a lot of composition exercises to give you a range of ideas about how to compose an effective piece. There will also be chances for you to perform a wide range of music and get involved in concerts and productions.

How will I be assessed?

Component 1: Performing – 30% of the total marks

We record you performing on your own and in a group during the course. The total duration of your performances should be over 4 minutes. The standard performance level is Grade 4. Students can perform on any instrument or sing for this assessment. This part of the course is assessed in school and then moderated by the exam board.

Component 2: Composing – 30% of the total marks

You will compose two pieces of music. The first one is a free composition, meaning it can be in any style of music and the student decides on the starting point. The second composition is composed in response to a brief set by the exam board. The total duration of the two compositions should be over 3 minutes. This part of the course is assessed in school and then moderated by the exam board.

Component 3: Appraising – 40% of the total marks

This assessed through a written examination where students will listen to excerpts of music, recognise features and discuss musical techniques used in particular pieces of music. The exam is based on four areas of study: Musical forms and devices, Music for ensemble, Film music and Popular music. There are two set pieces of music that we will study in depth: the third Movement of 'Eine Kleine Nachtmusik' by Mozart and 'Since you've been gone' by Rainbow. This exam is externally marked by the exam board.

What could I move onto?

Attainment is very good in Music at Abbey Grange, with many students achieving top grades. Studying music at GCSE gives you the opportunity to develop a range of transferable skills such as team working, public presentation, and written communication, as well as developing musical performance skills, enhancing musical analytical skills, and exploring creativity in composition. Instrumental and vocal lessons are subsidised for GCSE Music students.

The course is really useful if you aspire to a career as a performer, producer, composer or teacher. It is also valuable for Music journalism, Musical theatre, Arts administration and to access A Levels and Higher Education courses in Music, Music Technology, Theatre Studies or Performing Arts. Former Abbey Grange students have gone on to study at Music Conservatoires and LIPA, or into careers as professional musicians, DJs, composers and actors.

Physical Education (PE)

Subject Leader: Miss M Conroy
Exam Board: AQA
Course title and type of qualification: GCSE PE

What will I learn?

GCSE Physical Education is an ideal course for students who enjoy physical education and have a strong interest in the world of sport and exercise.

We use AQA syllabus for GCSE PE. It is made up of both theory and practical elements.

Students submit 3 different practical activities, one team sport, one individual sport and the third sport can be either an individual or team sport.

Candidates can be assessed in sports that they do not do in school, such as horse-riding or skiing.

The theoretical element is comprised of a variety of different sections including topics. Some examples of the topics we cover are:

- Anatomy and Physiology
- Movement analysis
- Physical training
- Sports psychology
- Socio-cultural influences
- Commercialisation of sport
- Ethical issues
- Health and fitness
- Technology in sport

Due to the nature of the course student must also have some level of involvement in extra-curricular sport within, or outside of school.

How will I be assessed?

Candidates will sit two exams 1 hour 15 minute exams at the end of the course and this is worth 60% of their total mark. The exam is made up of multiple-choice questions, short answer questions and extended mark questions. 40% of the course is made up of students practical performance in their chosen three sports.

What could I move onto?

The course has a clear transition route from GCSE PE to A Level PE or Level 3 BTEC (Sport) at Sixth Form. This is a fantastic course for students who are thinking about a career in sport or other sports-related careers such as physiotherapy, dieticians and nutritionists, psychologists etc.

Medical degrees value A Level Physical Education due to the high content of anatomy and physiology. Therefore if students are thinking of a career in the medical professions, the GCSE in PE is a good stepping stone.

BTEC Sport First Award (PE)

Subject Leader: Miss M Conroy

Exam Board: Edexcel

Course title and type of qualification: BTEC First Award in Sport

What will I learn?

Learners develop knowledge and understanding by applying their learning and skills in a work-related context. Learners will develop skills that are essential for the modern-day workplace. These skills include: teamwork; working from a prescribed brief; working to deadlines; presenting information effectively and accurately completing administrative tasks and processes.

Students will apply their knowledge and understanding in vocational and realistic contexts, develop and apply practical and technical skills, acting with increasing independence and develop generic skills for work through management of self, working in a team and the use of a variety of relevant communication and presentation skills.

The course is assessed over three years through coursework plus a tested unit. It would suit those students who prefer, and do better in project work rather than exams. This qualification is awarded with Pass, Merit and Distinction (*) grading equal to one 1 - 5 GCSE grade. It is made up of four units:

- Fitness for Sport and Exercise
- Practical Sports Performance
- The Mind and Sports Performance
- The Sports Performer in Action

How will I be assessed?

Students will complete the three internal units with only one submission and will be graded Level 1, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction* based on the criteria for the specific unit. The externally assessed unit is completed as an online test which lasts for one hour and has 50 marks. Observation records will be carried out and signed by teachers to confirm students have completed all work including practical tasks, presentations, interviews and comment on time management, organisation and self-discipline.

What could I move onto?

The course has a clear transition route from BTEC Sport Level 2 to Level 3 BTEC (Sport) at Sixth Form. This is a fantastic course for students who are thinking about a career in sport or other sports-related careers such as sports coaching, sports development officer, sports therapist etc. This is also a great course for students looking to study a sports course at university.

Sociology

Subject Leader: Miss C Neville
Exam Board: AQA
Course title and type of qualification: Sociology GCSE

What will I learn?

Sociology has been taught at Abbey Grange since 1982 at GCSE and A Level. It is unusual for High Schools to offer GCSE Sociology, but it is very popular here.

Sociology is the study of society and behaviour (for full list of topics you will study look at the 'how will I be assessed' section). You will study many fascinating topics such as:

Family – asking questions such as, how does family affect a child's life? Why are some families more common than others?

Education - why do some students underachieve in school? How does your school affect your chances of doing well?

Crime – what type of people commit crime? Why did the London riots happen? Why do some ethnicities get stopped and searched by the police more than others?

Poverty – why does poverty exist and what are the government doing about it?

As part of the course you will be doing a number of investigations into society which will comprise of interviews, questionnaires, etc.

Typically, the successful sociology student likes serious discussion, at home and in class.

How will I be assessed?

You will sit two exams at the end of Year 11. Each exam will last for one hour forty five minutes. The questions range from short mark answers to longer essays.

Exam one will include the following topics; The Family, Education, with Research Methods.

Exam two will include the following topics; The Sociology of Crime and Deviance, Social Stratification, with Research Methods.

What could I move onto?

Sociology is a great subject to help you improve a lot of skills to help you in the future.

These skills include teamwork, independent learning, research, organisation, analysis and problem solving skills.

These skills can help you if you decide to study A Levels in Sociology, History, Psychology, Geography, Politics and many more subjects.

Some jobs in which Sociology can be very helpful are; teaching, research, health care, law, police, social work, counselling, local government and politics, journalism, charity, as well as many other areas.

With around 80 – 90% gaining grades A* – C (9-5), and approximately 35% of students achieving A*/A grades (9/8/7), the Sociology Department enables students to develop the valuable skills and knowledge which can help them to move in to a variety of careers in the future.

Spanish

Subject Leader: Miss S Barker Exam

Board: AQA

Course title and type of qualification: Spanish GCSE

What will I learn?

The topics covered in GCSE Spanish are as follows;

Theme 1: Identity and culture

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

Theme 2: local, national, international and global areas of interests.

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

Theme 3: Current and future studies and employment

- My studies
- Life at school
- Education Post-16
- Jobs, career choices and ambitions

You will develop key skills in the areas of listening, reading, speaking and writing. As well as studying the language, students will also have the opportunity to explore the cultural and social aspects of Spanish speaking society.

How will I be assessed?

The new Spanish GCSE will be assessed by three written papers at the end of Year 11 and a final speaking exam. There is no coursework element to the new GCSE.

The key skill areas of listening, speaking, reading and writing are all worth 25% each of the overall GCSE grade which is awarded on a scale of 1 to 9, 9 being the top grade.

There is tiered entry and students can be entered for Foundation or Higher tier papers.

What could I move onto?

With languages the world is your oyster and Britain is desperately short of linguists in the current business and economic climate. Studying a language at GCSE allows progression to study at A Level where students find a language can be combined with any other subjects to add breadth to their KS5 options.

Languages are also an incredible asset in all areas of work and they will give you excellent career options in today's international market place. Knowledge of another language makes you more employable and will help you to stand out in a future university or job application.

Careers Education and Guidance

Careers Coordinator: Ms J Harris

Careers Programme

Careers modules are included in the PSHCE programme for all year groups. The purpose of careers lessons is to help students consider their own personal and social development, to enhance their decision-making skills and to promote a realistic awareness of the adult world and the changing pattern of work. By the end of Year 11, it is expected that students will have a good grasp of the range of educational, occupational and vocational opportunities available to them.

Careers lessons include the following:-

Year 9

Students will look at links between the subjects they are studying and relevance in the ever changing world of work. The Careers website is updated regularly by our Careers Adviser which gives students a starting point for Post 16 decisions and Career options. Students can request a Careers Interview at any time.

Year 10

In July, the school organise a Careers Fair where a number of local employers will come into school to talk to students about the range of occupations in their companies. This will enable students to start to think about their future and life after Year 11. Students will have the opportunity to attend a careers interview with Glyn Ellis.

Year 11

The Autumn term of Year 11 includes a module on the exploration of progression routes at 16+. Through careful guidance from teachers, careers advisors and parents, students should be able to make informed decisions about their future after compulsory education. Students will be given information about how to apply for our sixth form including how and how to apply for further education at other establishments.

Careers Advice

Our Careers Adviser, Glyn Ellis, is presently in school two days a week and is available at break and lunchtimes to all year groups who may wish to discuss careers ideas. In Years 10 and/or 11 students have an interview with the Careers Adviser who guides them towards realistic careers ideas. He provides up-to-date information and practical help and parents/carers are invited to attend these interviews. In addition, students will be provided with all the information required about choices at Post-16.

KS4 Life Enrichment and Empowerment Programme (LEEP).

Enrichment Co-ordinator: Mr F Swarbrooke

During all 2 years of Key Stage 4, students will have some curriculum time every week to undertake the Life Enrichment and Empowerment Programme (LEEP). The programme is designed to give students the opportunity to develop skills, knowledge and experiences that will better equip them for their future Post-16. These will include:

The Archbishop's Young Leaders Award (Years 9 and 10)

This is an exciting new scheme that focuses on the development of leadership skills linked to various practical challenges. Developed by the Archbishop of York Youth Trust, the Key Stage 4 version of The Young Leaders Award is an excellent way of adding great value to a student's 'leaving school' CV! Spread over two years and covering ten modules about leadership, students build up a portfolio of evidence to achieve an accredited award.

Each module begins with 3-4 skills based teaching sessions before launching into an 'apprentice style' challenge relating to the relevant leadership topic. After the challenge is completed the group review the task and also have one-to-one mentoring sessions with staff in order to help them become reflective practitioners and develop their leadership skills further. Each leadership challenge that the group undertakes will vary in each module and the students should be encouraged to take the lead in this area.

There are no formal papers to take and essays to write but completion of classroom work is essential. Students are expected to be fully involved in the classroom sessions and out of school activities, but what is most important is seeing what it is that they have done in their leadership challenges.

Each student will be provided with a leadership journal for them to use to plan their work in and they will be expected to build up a portfolio of evidence around each leadership challenge and especially the ones which focus on making a positive difference in their local community. This might include photos, diary entries, letters, planning sheets, video footage etc. The school will send the Trust a selection of portfolios as evidence of the students' work before they are awarded with the Young Leaders Award badge and certificate.

As an academy we feel it is crucial to help empower our students to become confident members of a team, develop their leadership skills and confidence with working with others; in order to make them stand out from the crowd during interviews and university applications.

Enrichment/Extra-curricular Opportunities (Mr O Hillier)

There will be time for students to choose from a variety of enrichment activities to complement their academic studies. The Echo Booklet is available online and within the academy and we recommend our students to attend Echo clubs they feel will benefit their interests and enhance and support their learning.

Additional English/Maths

Students who are not making expected progress in these vital subject areas will have the opportunity for additional support in English or Maths as they approach their exams in Year 11.

For your notes: