



The White Hills Park Federation Trust  
*A Culture of Excellence*

**Key Stage 4**  
**Specialisms Guide**  
**September 2018 - July 2020**



**Alderman White School**

A member of The White Hills Park Federation Trust

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Date	Event
Monday 15 <sup>th</sup> January 2018	Subject Specialists information session: Year 9s are able to discuss courses with Key Stage 4 students who are currently doing them.
Thursday 18 <sup>th</sup> January 2018  (4:00pm – 6:30pm)	GCSE Specialisms Information Evening at Alderman White
Monday 22 <sup>nd</sup> January 2018	Specialisms Taster Morning  Students will spend the morning participating in four 50 minute taster lessons to give them the opportunity to experience ‘new’ subjects and make an informed decision about whether or not they wish to specialise in them.
Monday 29 <sup>th</sup> January 2018	Deadline for Specialisms choices. Specialisms forms should be given to form tutors
After Easter 2018	Confirmation of selected Specialisms will be sent to Students and Parents/Carers.

## Welcome to the Year 9 guide to GCSE Specialisms

Our objective is to provide a broad and balanced curriculum to stimulate and challenge all students to gain the knowledge, skills and understanding needed to support their future career decisions. All students will follow courses that will lead to up to eight GCSE or GCSE equivalent qualifications.

One of the benefits of being a Federation is that we can offer a greater range of courses to our students, which as individual schools we would be unable to do. We have developed a curriculum to meet the needs of the full range of students and provide a range of appropriate accreditation, including vocational programmes to complement GCSE courses. Details of all courses offered by the Federation are contained in this booklet.

## Changes to the GCSE grading system

Nationally the GCSE grading system is changing over the next few years. The old system of grades, A\*-G, has been phased out and therefore all GCSE subjects sat by your child will be marked in a new grading system of 1-9 (with 9 being the highest).

Crucially, the new grades won't simply replace the old ones; the diagram below shows how the boundaries will fall, with the bottom of a new grade 4 equivalent to that of a C grade in the current grading system. This means that broadly the same proportion of students will achieve a grade 4 or above as currently achieve a grade C or above.

However, under the changes students will be spread among nine different grades and not seven as at present, so providing greater differentiation in student performance.

New 1-9 grade system	Old A* - G grade system
9	A*
8	A*/A
7	A
6	B
5	B/C
4	C
3	D/E
2	E/F
1	F/G

The curriculum we offer allows students to study a core of English Maths and Science as well as being able to choose from a range of specialist subjects. We will provide you and your child with advice on which pathway we think is most suitable for them to follow. You will be able to discuss choices with teachers and Heads of Department, as well as the Key Stage Pastoral, SEN and Senior Leadership teams at the Specialisms Information Evening in January.

I hope you find this guide helpful and I look forward to seeing you at the Year 9 Specialisms Evening.

**Mr Paul Heery**

**Executive Headteacher**

## Specialisms Table

Students following the **Purple Route** are asked to choose one Specialism from Block A, one from Block B and one from Block C.

<u>CORE BLOCK</u>	<u>Block A</u>	<u>Block B</u>	<u>Block C</u>
<ul style="list-style-type: none"> <li>English</li> </ul>	<ul style="list-style-type: none"> <li>Art</li> <li>Music</li> <li>Photography</li> </ul>	<ul style="list-style-type: none"> <li>ICT</li> <li>Engineering</li> <li>Food Preparation &amp; Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>Performing Arts</li> <li>Sport</li> <li>Textiles</li> <li>Health &amp; Social Care</li> </ul>
<ul style="list-style-type: none"> <li>Maths</li> </ul>			
<ul style="list-style-type: none"> <li>Core Science</li> </ul>			
<ul style="list-style-type: none"> <li>Modern Studies</li> </ul>			
<ul style="list-style-type: none"> <li>PE</li> </ul>			

## **Core Subjects**

**All students will be studying the following subjects:**

- English
- Maths
- Science
- Core PE
- Modern Studies

## **Specialisms**

**Students can select their Specialisms from the following subjects:**

- Art
- Engineering (Engineering Design & Engineering Manufacture)
- Food Preparation and Nutrition
- Health and Social Care
- ICT
- Music
- Performing Arts
- Photography
- Sport
- Textiles

Subject	GCSE English Language
Exam Board:	AQA
Assessment structure:	100% final exam at the end of two years
Topics covered in this course include:	<p><b>English Language Paper 1: Fiction.</b></p> <p>Students read and respond to an unseen extract from a novel. They show understanding by answering questions on information and ideas, language and structure, and critically evaluating the writer's methods. Students have to choose one task, which may be descriptive or narrative writing.</p> <p><b>English Language Paper 2: Non-fiction.</b></p> <p>Students read and respond to two unseen extracts, one of which is a 19<sup>th</sup> century text. They show understanding by answering questions on information and ideas, language and structure, and critically evaluating the writer's methods.</p> <p>Students also have to undertake a task where they could be asked to Argue / Persuade / Advise / Explain or Instruct.</p>
Progress from this course: (KEY STAGE 5 or possible careers)	<p>English Language is an entry requirement for all subjects at post-16.</p> <p>English Language GCSE leads into A-Level English Language.</p> <p>Future careers include any area of business, public or private sector work, where good communication skills are required. Specialist careers include working in the media, PR and communication, publishing, journalism, and teaching.</p>
For more information please contact:	<ul style="list-style-type: none"> <li>✓ Your class teacher</li> <li>✓ Mrs Gardiner</li> </ul>

Subject	GCSE English Literature
Exam Board:	AQA
Assessment structure:	100% final exam at the end of two years. Closed book (this means that students do not have a copy of the text that they have studied with them in the examination).
Topics covered in this course include:	<p><b>English Literature Paper 1: Shakespeare and the 19<sup>th</sup> century novel. (Currently <i>Romeo and Juliet</i> and <i>The Strange Case of Dr Jekyll and Mr Hyde</i>)</b> Students read and respond to an extract from a Shakespeare play that they have studied and to a 19<sup>th</sup> century novel that they have studied. They show understanding by answering questions on information and ideas, language and structure, and critically evaluating the writers' methods.</p> <p><b>English Literature Paper 2: Exploring Modern Texts.</b> Students answer one question on a 20<sup>th</sup>/21<sup>st</sup> century text, currently 'An Inspector Calls'. Students also answer one question that asks them to compare two poems from an anthology that they have studied, one of which is printed on the exam paper. A third question asks students to analyse two unseen poems. The fourth question requires students to compare the effects of language and structure in two unseen poems.</p>
Progress from this course: (KEY STAGE 5 or possible careers)	<p>English Literature GCSE leads into A-Level English Literature.</p> <p>Future careers include any area of business, public or private sector work, where good communication skills are required. Specialist careers include working in the media, PR and communication, publishing, journalism, and teaching.</p>
For more information please contact:	<ul style="list-style-type: none"> <li>✓ Your class teacher</li> <li>✓ Mrs Gardiner</li> </ul>

Subject	GCSE Maths
Exam Board:	AQA
Assessment structure:	100% exam 3 Papers: <ul style="list-style-type: none"> <li>✓ One is a non-calculator paper</li> <li>✓ Two are calculator papers</li> </ul> All exams are 1hr 30 mins.
Topics covered in this course include:	All of the KS3 content covered, and many more new topics, taken from: <ul style="list-style-type: none"> <li>✓ Number</li> <li>✓ Algebra</li> <li>✓ Ratio and Proportion</li> <li>✓ Geometry</li> <li>✓ Statistics</li> </ul>
This course is ideal for:	All students of all abilities. There are two tiers – Higher and Foundation.
Progress from this course: (KEY STAGE 5 or possible careers)	<ul style="list-style-type: none"> <li>✓ A-Level Maths and Further Maths.</li> <li>✓ Links well to Sciences, especially Physics.</li> <li>✓ Also supports Psychology, Geography, Product Design, Engineering.</li> <li>✓ In terms of careers, Maths gives you access to anything STEM related (Science, Engineering, Maths, Technology), as well as careers in business, economics, psychology etc.</li> </ul> <p style="text-align: center;">Maths opens every door!</p>
For more information please contact:	<ul style="list-style-type: none"> <li>✓ Your class teacher</li> <li>✓ Mr Haigh</li> </ul>

<b>Subject</b>	<b>Entry Level Science + Combined Trilogy (Biology, Chemistry and Physics)</b>
Exam Board:	AQA
Assessment structure:	<p>Students will complete GCSE Combined Trilogy and the Entry Level Science qualification.</p> <p><b>Entry Level Science</b></p> <p>The Entry Level Science course is designed to prepare pupils for the GCSE in Science. It will cover all 3 disciplines of Science and allow pupils to engage with Science skills and develop their understanding of concepts. Pupils will not be examined at the end of this course, however they will complete in class assessments throughout. This course is designed to be a transition between KS3 and GCSE to help support pupils for the GCSE Science course.</p> <p><b>GCSE Science</b></p> <p>Alongside the ELC, students will complete over the course of 2 years a GCSE in Combined Science, which is a double award. This will allow students to develop their scientific understanding and skills. Due to the removal of the course work element, “How Science Works” skills are embedded within teaching of content and through core practical's, as well as teacher assessment on these skills at regular intervals. These skills will be assessed in the final examinations. For the GCSE they will be assessed separately at the end of the course (summer 2020) in SIX written examinations, 2 for each discipline. Each paper will be 1hr 15 mins long and are all equally weighted.</p>

<p>Topics covered in this course include:</p>	<p><b>Entry Level Course</b></p> <p><b>Biology</b>  Component 1 Keeping Healthy  Component 2 Inheritance, Evolution and the Environment</p> <p><b>Chemistry</b>  Component 3 Materials from the Earth  Component 4 Oils, Earth and Atmosphere</p> <p><b>Physics</b>  Component 5 Energy transfer and Efficiency  Component 6 Waves, Magnets and Electricity</p>	<p>The GCSE course will cover similar content to the ELC for Chemistry, Physics and Biology alongside some additional topics.</p> <p>For GCSE course content please speak with your Science teacher.</p>
<p>Progress from this course: (Key Stage 5 or possible careers)</p>	<p>The entry level course will provide pupils with the experience and skills that will allow them to move onto work within the Scientific community in a variety of roles, such as working in laboratories or working with animals.</p> <p>Science GCSEs are often part of entry requirements or essential qualifications for various careers.</p>	
<p>For more information please contact</p>	<ul style="list-style-type: none"> <li>✓ Your class teacher</li> <li>✓ At Alderman White – Miss Crabtree</li> <li>✓ At The Bramcote School – Mrs Pascual</li> </ul>	

<b>Subject</b>	<b>GCSE Combined Science (Biology, Chemistry and Physics)</b>
Exam Board:	AQA; Combined Science – Trilogy route
Assessment structure:	<p>Students will study Science through the delivery of topics that are separated into the traditional Science disciplines of Biology, Chemistry and Physics.</p> <p>The course will result in a qualification that carries the weight of two GCSE's. Students will receive a pair of (equal or consecutive) grades in the form of 9-9, 9-8, 8-8, 8-7, 7-7, 7-6 etc. in Combined Science.</p> <p>They will be taught the content and skills over years 10 and 11.</p> <p>The current Year 9 course has been structured to start teaching GCSE content for all 3 disciplines, Biology, Chemistry and Physics, thus enabling students to have a "taste" of each GCSE discipline.</p> <p>Due to the removal of the course work element, "How Science Works" skills are embedded within teaching of content and through the delivery, interpretation and evaluation of 21 core practical investigations. The skills are teacher assessed at regular intervals and knowledge and application of the core practicals will be externally assessed in the final examinations.</p> <p>Each unit will be assessed separately at the end of the course (summer 2020) in a total of six written examinations (two biology, two chemistry and two physics):</p> <p>All papers are 1 hour 15 minutes in length, 70 marks, each has a 16.7% weighting of the combined GCSE.</p>

<p>Units and topics covered</p>	<p>Biology: 7 topics</p> <ol style="list-style-type: none"> <li>1. Cell biology</li> <li>2. Organisation</li> <li>3. Infection and response</li> <li>4. Bioenergetics</li> <li>5. Homeostasis and response</li> <li>6. Inheritance, variation and evolution</li> <li>7. Ecology</li> </ol>	<p>Chemistry :10 topics</p> <ol style="list-style-type: none"> <li>1. Atomic structure and the periodic table</li> <li>2. Bonding, structure, and the properties of matter</li> <li>3. Quantitative chemistry</li> <li>4. Chemical changes</li> <li>5. Energy changes</li> <li>6. The rate and extent of chemical change</li> <li>7. Organic chemistry</li> <li>8. Chemical analysis</li> <li>9. Chemistry of the atmosphere</li> <li>10. Using resources</li> </ol>	<p>Physics: 7 topics</p> <ol style="list-style-type: none"> <li>1. Forces</li> <li>2. Energy</li> <li>3. Waves</li> <li>4. Electricity</li> <li>5. Magnetism and electromagnetism</li> <li>6. Particle model of matter</li> <li>7. Atomic structure</li> </ol>
<p>Progress from this course: (KEY STAGE 5 or possible careers)</p>	<p>Progress onto A-Level studies.</p> <p>A-Level in Biology, Chemistry and Physics if they attain a <b>GCSE grade 6</b> or above by taking the <b>higher tier</b> assessment route.</p> <p>Level 3 Extended Certificate in Applied Science.</p> <p>Science GCSEs are often part of entry requirements or essential qualifications for careers including Medicine, Veterinary Science and Engineering.</p>		
<p>For more information please contact:</p>	<ul style="list-style-type: none"> <li>✓ Your class teacher</li> <li>✓ Miss Crabtree</li> </ul>		

Subject	Core PE
Activities included in Core PE:	Students are asked to make a choice of one of the following <i>pathways</i> : Performance, Creative, Participation and Leadership. Within the chosen <i>pathway</i> , students select the activities to compete and participate in. We feel giving students a choice is essential, as this is an integral part of sustaining interest and a positive attitude towards being physically active. We hope this will represent the way they may approach physical activity outside of school and so encourage lifelong learning and participation.
Skills developed in core PE:	Within Core PE, students will continue to develop their physical skills and the ability to perform within a range of sports and activities alongside developing their overall understanding of what it is to be fit and healthy for life. We also place a strong emphasis on a range of skills which include the ability to demonstrate leadership, resilience, working within a team and communication skills.
The benefits of Core PE:	The list is numerous, none more so than the ability to understand and maintain a healthy lifestyle, which has numerous physical, social and mental benefits. Within a sporting environment and during physical activity students engage with a number of concepts and challenges that develop the whole person.
Progress from this course:	Progress from Core PE develops into lifelong participation in physical activity. Overall the aim is to develop a person who can understand why it is important to lead a healthy lifestyle and how they can achieve this.

	Core Modern Studies
Activities included:	Students cover all the key aspects of their statutory entitlement in these subjects including: <ul style="list-style-type: none"> <li>✓ Sex and relationships</li> <li>✓ Online safety</li> <li>✓ Drug and alcohol awareness</li> <li>✓ Careers advice and post-16 planning</li> <li>✓ Religious views on controversial topics</li> <li>✓ Migration, identity &amp; religious beliefs</li> <li>✓ Core British Values</li> </ul>
Skills developed:	PSHE, RE and Citizenship enable students to acquire the necessary skills and knowledge to become informed, active citizens.
The benefits of this course:	These subjects enable students to discuss issues within society and develop analytical skills.
Progress from this course:	These courses are particularly appropriate to studying Government & Politics and / or Philosophy & Ethics.

Subject	GCSE Art
Exam Board:	AQA
Assessment structure:	<p>The AQA GCSE Art &amp; Design (Fine Art) carries a 60% weighting for controlled assessment over two years. Students will carry out two broad units of work during this time. This is then followed by a 10 hour practical exam/controlled test after a given preparation time. This makes up 40% of the final GCSE grade.</p>
Topics covered in this course include:	<p>Students carry out a range of practical projects in two and three dimensions; learn about the creative process, and how to make decisions about the development and direction of their work. They will also need to be able to demonstrate an awareness and understanding of the work of other artists and craftspeople. This can be done in writing and annotating their own personal response to others' work and their own work also by a personal response through their own artwork.</p>
This course is ideal for:	<p>This course will appeal to students who enjoy Art, or who would like to consider a creative or design-orientated career.</p>
Progress from this course: (KEY STAGE 5 or possible careers)	<p>Students who are considering further study at A-Level in Art and Design or are thinking of a career in any of the design areas below will need to take the GCSE Art &amp; Design course as they will be required to submit a portfolio of work at interview.</p> <p>There are numerous career opportunities in Art related fields such as architecture, product designer, window dresser, teacher, film or theatre set designer, web designer, game design, animation, graphics, textile design, fashion or costume design.</p>
For more information please contact:	<ul style="list-style-type: none"> <li>✓ Your class teacher</li> <li>✓ Ms Friend</li> </ul>

<b>Subject</b>	<p>Year 10: Level 1/2 Cambridge National Award/Certificate in <b>Engineering Design</b></p> <p>Year 11: Level 1/2 Cambridge National Award/Certificate in <b>Engineering Manufacture</b></p>
Exam Board:	OCR
Assessment structure:	<p>Pupils will complete two GCSE's over the course of the two years. They will be continuing with the work they have studied in Year 9 during their Engineering lessons.</p> <p><u>GCSE 1:</u> During Year 10 pupils will undertake the Engineering Design Award/Certificate which includes:</p> <ul style="list-style-type: none"> <li>✓ Design briefs, design specifications and user requirements - Written paper OCR set and marked 1 hour – 60 marks.</li> <li>✓ Product analysis and research - Centre-assessed task, OCR moderated.</li> <li>✓ Developing and presenting engineering designs - Centre-assessed task, OCR moderated.</li> <li>✓ 3D design realisation - Centre-assessed task, OCR moderated.</li> </ul> <p><u>GCSE 2:</u> During Year 10 pupils will undertake the Engineering Manufacture Award/Certificate which includes:</p> <ul style="list-style-type: none"> <li>✓ Engineering materials, processes and production – Written paper OCR set and marked 1 hour – 60 marks.</li> <li>✓ Preparing and planning for manufacture – Centre-assessed task, OCR moderated.</li> <li>✓ Computer-aided manufacturing - Centre-assessed task, OCR moderated.</li> <li>✓ Quality control of engineered products - Centre-assessed task, OCR moderated.</li> </ul>
Topics covered in this course include:	<p>Engineering design is a process used to develop and enhance new products and systems as a response to market opportunities.</p> <p>This qualification is an opportunity for you to develop a design specification and study the processes involved in designing new engineered products. You will use practical skills such as drawing, computer modelling and model making to communicate design ideas. The qualification will also encourage you to consult with a client and, with its practical</p>

	<p>focus, will engage you in producing, testing and evaluating a prototype in the form of a model.</p> <p>Engineering manufacture is a discipline of engineering dealing with different manufacturing practices and processes using the machines, tools and equipment that turn raw materials into new products. This qualification will enable you to study these processes. It will also allow them to operate the tools and equipment used to make products from the requirements of a design specification, as well as use relevant computer applications such as CAD/CAM, and CNC equipment.</p>
This course is ideal for:	<ul style="list-style-type: none"> <li>✓ Students who like to design a variety of products using their imagination.</li> <li>✓ Students who like to think outside the box and explore their creative side.</li> <li>✓ Students who like to work with different materials to construct a chosen design they might have come up with.</li> <li>✓ Students who like to learn about how different techniques can be applied to materials to enhance their looks/performance.</li> <li>✓ Students who like to work with a range of tools and machinery to construct various prototypes that they have designed.</li> <li>✓ Students who are able to work with a client to assist them in the development/testing of their product.</li> </ul>
Progress from this course: (KEY STAGE 5 or possible careers)	<p>A-Level in Product Design or other Technology subjects, Apprenticeships, college courses in Electronics, Plumbing, Plastering, Construction and Engineering.</p> <p><u>Future Prospects:</u></p> <ul style="list-style-type: none"> <li>✓ industrial design</li> <li>✓ interior design</li> <li>✓ graphics design</li> <li>✓ computer game design</li> <li>✓ automotive design</li> <li>✓ architecture, product design</li> <li>✓ theatre design</li> <li>✓ textile design</li> <li>✓ and of course engineering</li> </ul>
For more information please contact:	<ul style="list-style-type: none"> <li>✓ Your class teacher</li> <li>✓ Mr Ramsden</li> </ul>

Subject	GCSE Food Preparation & Nutrition
Exam Board	WJEC
Assessment structure:	<p>Written examination: 1 hour 45 minutes. 50% of the final mark</p> <p>Internal Assessment: 50% of the final mark</p> <p>Assessment 1. Food Investigation Assessment- 15% (8 hours)</p> <p>Assessment 2. Food Preparation Task- 35% Investigate, prepare, cook, serve and evaluate a menu of 3 dishes for a set theme(12hrs)</p>
Topics covered in this course include:	<p><u>Component 1</u>: Principles of Food Preparation and Nutrition. (Written exam)</p> <ul style="list-style-type: none"> <li>✓ Food commodities</li> <li>✓ Nutrition, diet and good health</li> <li>✓ The science of food</li> <li>✓ Where food comes from</li> <li>✓ Cooking and food preparation</li> </ul> <p><u>Component 2</u>: Food Preparation and Nutrition in Action. This is assessed through 2 exam board set assessments</p> <p><u>Assessment 1</u>: (15%) An example of a task might be to practically investigate the effects of using different ingredients in shortcrust pastry and to produce a report to evidence your findings.</p> <p><u>Assessment 2</u>: (35%) An example of this task might be to research, prepare and cook three dishes to promote the cuisine of a specific country or region that could be served on a themed menu for a local restaurant's International Week.</p>
This course is ideal for:	<ul style="list-style-type: none"> <li>✓ Students learn through practical experimentation and skills development</li> <li>✓ Practically increasing knowledge, skills and confidence in working with a wide range of foods and preparation and cooking methods. Developing high level practical making skills.</li> <li>✓ Developing an understanding of food and health so that pupils can look after their own needs and those of others (life-skill)</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Developing an understanding of factors that influence the foods that we eat e.g. environmental, ethical, economic, social</li> <li>✓ Exploring and understanding a range of ingredients and processes from different culinary traditions</li> <li>✓ Being creative with food and enjoying working with and developing new recipes</li> </ul>
Progress from this course: (KEY STAGE 5 or possible careers)	<p>Level 2 and 3 courses in Catering and Hospitality Food-related courses at A-Level</p> <p><u>Future prospects</u> Food scientist, product development, hospitality and catering, dietician, sports nutrition, teaching, lecturing, health promotion</p>
For more information please contact:	<ul style="list-style-type: none"> <li>✓ Your class teacher</li> <li>✓ Mr Ramsden &amp; Mrs Buckland</li> </ul>

Subject	Level 1 and 2 Technical Award Health & Social Care
Exam Board:	OCR
Assessment structure:	<p>There are four units. Three units are coursework based and cover the topics of communication, Life Span Development and First Aid. The First Aid unit is a practical unit and you will be assessed on your First Aid skills. In addition, you will receive a First Aid Certificate. The coursework is worth 75% of the overall grade. There is a written exam- which is one- hour long. You can retake the exam and improve your coursework. and the highest score will be the one counts!</p>
Topics covered in this course include:	<p>Communication Skills- These cover verbal, written and electronic. You will also participate in assessed interactions.</p> <p>Life Span Human Development- You will cover how people develop from birth to old age and how to support people with various needs.</p> <p>First Aid- You will be assessed on your skills to carry out: DR ABC, bandaging and other wounds.</p> <p>Working in Health and Social Care- This unit focuses on the skills required to work in Health and Social Care, along with the procedures that we must follow.</p>
This course is ideal for:	Students who have a desire to provide care for vulnerable people in society and want to understand key principles that underpin why and how this should be done.
Progress from this course: (KEY STAGE 5 or possible careers)	<p>Level 3 Health/Social Care related courses/Sociology/Psychology/A-Level Science/Biology. NVQ and Apprenticeship route</p> <p>Careers: Paramedic, nurse/midwife, mental health worker, childcare worker, occupational therapist, counsellor, radiographer plus many, many more.</p>
For more information please contact:	✓ Dr M Lancley

Subject	GCSE ICT
Exam Board:	OCR
Assessment structure:	25% exam in Year 10. Three controlled assessment units, each worth 25%
Topics covered in this course include:	<ul style="list-style-type: none"> <li>✓ Understanding computer systems (written exam).</li> <li>✓ Using ICT to create business solution (controlled assessment).</li> <li>✓ Creating an interactive product using multimedia components (controlled assessment).</li> <li>✓ Creating digital images (controlled assessment).</li> </ul>
This course is ideal for:	Students who want to learn to apply a large number of ICT skills and software in a professional scenario.
Progress from this course: (KEY STAGE 5 or possible careers)	Study Cambridge Technical ICT at A-Level, and use it as a stepping stone to gain UCAS points for a large number of ICT degrees, including computer information systems and project management.
For more information please contact:	✓ Mrs Gulshan

Subject	Music (Level 2)
Exam Board:	Rockschool Music Practitioner, Level 2
Assessment structure:	<p>The qualification is 40% externally assessed and 60% internally assessed. The externally assessed unit takes the form of a timed assessment under controlled conditions, on an assignment set and marked by RSL. The internally assessed units are chosen from a number of options catering for varied musical tastes and career paths.</p> <p>Completed units are assessed as either a Pass, Merit or Distinction. Distinction in the Level 2 Certificate is equivalent to two GCSE A grades, Merit equivalent to two B grades and Pass equivalent to two Cs.</p>
Topics covered in this course include:	<ul style="list-style-type: none"> <li>✓ Performance</li> <li>✓ Rehearsal techniques</li> <li>✓ Planning a performance</li> <li>✓ Image and marketing</li> <li>✓ Health and Safety</li> <li>✓ Influence of Brit Pop</li> </ul>
This course is ideal for:	<p>The Rockschool Music Practitioner is A-Level 2 vocational qualification is for students who want to develop their solo and group performing skills in various genres and musical styles. This fully accredited qualification is a fantastic alternative for students who would like to continue their music study in year 10 with a vocational course, where the more academic content of the GCSE Music option is perhaps not suitable for them.</p> <p>Students suitable for the course should be a high 'secure' level or above at KS3 Music. Only KS3 Music classroom experience is necessary although students having instrumental lessons will be at an advantage.</p>
Progress from this course: (KEY STAGE 5 or possible careers)	<p>This course is well regarded by universities and further education providers due to the key skills developed. Rockschool Music Practitioner Level 2 Certificate may lead on, to A-Level 3 Rockschool course or Music Technology. Students may also progress to National Diplomas in Music or Music Technology, or perhaps Performing Arts and Production Arts National Diplomas. Within the music industry, there is the opportunity to become a performer, composer, sound designer, sound engineer, music tutor, writer or journalist, or work in arts administration and business. Skills developed in the course that are useful are listening, leadership, team-working, problem solving, as well as interpersonal and communication skills.</p>
For more information please contact:	<ul style="list-style-type: none"> <li>✓ Your class teacher</li> <li>✓ Mrs Hebbs</li> </ul>

Subject	Performing Arts
Exam Board:	NCFE V Cert.
Assessment Structure:	<p>Two thirds of marks are allocated for internally assessed controlled assessment and performance which are seen by a visiting moderator.</p> <p>One third of the marks are allocated for an external assessment, which is a mixture of video and a written evaluation.</p>
Topics Covered in this course include:	<ul style="list-style-type: none"> <li>✓ Performance and the planning and preparation that goes into it.</li> <li>✓ It is practically based and allows students to study their own specialism (we have had students doing beat boxing and make up, as well as more traditional practical areas such as dance, music and drama).</li> <li>✓ It also allows us to look at the technical aspects of the world of performing arts, and we regularly work with professionals in the business.</li> </ul>
This course is ideal for:	<ul style="list-style-type: none"> <li>✓ This has been an enormously successful course at the Federation, in which students have regularly achieved success well above the national average.</li> <li>✓ It is an ideal pathway to further study at A-Level or an equivalent course in dance, drama or performing arts as well as being an enjoyable subject to study in itself.</li> <li>✓ Performing Arts builds confidence and teamwork skills in all of our students.</li> </ul>
Progress from this course: (KEY STAGE 5 or possible careers)	A-Level or equivalent Dance, Drama, Performance Studies. A number of our students have gone on to study Performing Arts subjects at university and specialist colleges.
For more information please contact:	<ul style="list-style-type: none"> <li>✓ Your class teacher</li> <li>✓ Miss Armitage</li> </ul>

Subject	GCSE Photography (Art & Design)
Exam Board:	WJEC
Assessment Structure:	<p><b>Component 1 (Portfolio)</b> 60% of the final mark.            Personal Investigation exploring one major theme.            We set the title for this portfolio ourselves and spend a lot of Year 10 developing photography skills, such as the use of camera angles, lighting, portrait photography, landscape photography, photo-editing and using a darkroom for film photographs and much more. The work from these skills projects go into a folder and then students are encouraged to use some of these skills in their first portfolio.</p> <p><b>Unit 2 (exam topic)</b> 40% of the final mark.            The title for this portfolio is externally set by WJEC with a 3 month preparatory period followed by a 10 hour block of time to focus on producing a final piece for this portfolio.</p>
Topics Covered in this course include:	Different styles of photography e.g. Instagram, joiners, portraits, montage, sequencing, Legography, comic books, landscape photography and various master classes developing specific photographic styles and techniques.
This course is ideal for:	Purple Route students specifically selected by the KS4 teams at Alderman White and The Bramcote School.
Progress from this course: (Key Stage 5 or possible careers)	BTEC Level 2 Qualifications in Photography or Media Studies. Functional Skills qualifications in English and Maths. The skills learned on this course will help students to become better photographers and would be ideal for apprenticeships in Photography.
For more information please contact:	<ul style="list-style-type: none"> <li>✓ Mrs Deacon</li> <li>✓ Miss Cooper</li> </ul>

Subject	BTEC Sport
Exam Board:	Edexcel
Assessment structure:	25% external exam 75% internal controlled assessment
Topics covered in this course include:	Fitness for Sport and Exercise, Practical Sports Performance Training for Personal Fitness Leading Sports Activities
This course is ideal for:	Students who wish to pursue a career in the sports industry. They will develop an interest in sport, training and fitness and will enjoy taking part in physical activity. Students will also need to complete write ups of practical work and complete a controlled assessment based on what they have learned.
Progress from this course: (KEY STAGE 5 or possible careers)	A BTEC First in Sport will aid progression to further study and prepare students to enter the workplace in due course. Typical employment opportunities may include working as a coach or as a fitness instructor. A BTEC First will allow students to gain an introductory understanding of a vocational area. It is a good stepping stone into higher level courses, as there is a clear progression route to A-Level course, which can be studied at Bramcote College, or an apprenticeship
For more information please contact:	<ul style="list-style-type: none"> <li>✓ Your class teacher</li> <li>✓ Mr Warner or Mr Parker</li> </ul>

Subject	GCSE Textiles Art & Design
Exam Board:	AQA
Assessment structure:	<p>During this course you will produce a number of projects. This will be in the form of sketch book and experimental work plus final pieces. This counts for 60% of the marks.</p> <p>The exam at the end of the course counts for 40% of the total mark. This is undertaken over two days, in the textile area, producing a piece of textile work.</p> <p>Each of the projects and exam have the same 4 assessment criteria.</p>
Topics covered in this course include:	<p>To help you produce the controlled assessment pieces and the exam piece you will be given themes e.g. 'Natural Forms', 'Buildings and Structures' and the chance to pick your own theme from previous exam questions.</p> <p>The projects will involve students experimenting with different types of textile techniques such as free machine embroidery. Students will also look at the work of other artists and develop their own ideas based on their work.</p>
This course is ideal for:	Students who have enjoyed Design & Technology Textiles this year and also enjoy the creative side of Art & Design.
Progress from this course: (KEY STAGE 5 or possible careers)	<p>The obvious progressions could be: A-Level Textiles, a degree in Textiles, Design or Fashion. Students could also use it to follow a path in theatre design and interior design.</p> <p>Alternatively, students could use the skills they learn to create for themselves and others or make money from a creative enterprise producing quantities of textile items to sell to others</p>
For more information please contact:	<ul style="list-style-type: none"> <li>✓ Your class teacher</li> <li>✓ Mrs Gascoyne</li> </ul>

**Specialisms Form** (Please fill this in and keep it as a record of your decisions.)

Name \_\_\_\_\_

Tutor Group \_\_\_\_\_ School \_\_\_\_\_

<u>Block A</u>	<u>Block B</u>	<u>Block C</u>
<ul style="list-style-type: none"> <li>• Art</li> <li>• Music</li> <li>• Photography</li> </ul>	<ul style="list-style-type: none"> <li>• ICT</li> <li>• Engineering</li> <li>• Food Preparation &amp; Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>• Performing Arts</li> <li>• Sport</li> <li>• Textiles</li> <li>• Health &amp; Social Care</li> </ul>
Chosen Specialism A	Chosen Specialism B	Chosen Specialism C
_____	_____	_____

In the event of a clash between Specialism choices, or a Specialism not running due to low numbers, please give a back-up / reserve:

\_\_\_\_\_