

Key Stage 4

Specialisms Guide

September 2019 - July 2021

Green / Blue Pathway



Alderman White School

A member of The White Hills Park Federation Trust

Contents



Key Dates	Page 3
Welcome	Page 4
Key Stage 4 Curriculum	Page 6



Subjects	Page 8
English Language	Page 8
English Literature	Page 9
Maths	Page 10
Science	Page 11
Core PE	Page 15
Modern Studies	Page 15



Specialisms	
Art	Page 16
Business Studies	Page 17
Computer Science	Page 18
Engineering Design	Page 19
Food Preparation and Nutrition	Page 21
Geography	Page 22
Health and Social Care	Page 23
History	Page 24
ICT; Creative iMedia	Page 25
Media	Page 26
Modern Foreign Languages	Page 27
Music	Page 28
Performing Arts	Page 29
Photography	Page 30
Psychology	Page 31
RE	Page 32
Sociology	Page 33
Sport	Page 34
Textiles	Page 35



Key dates and events

Date	Event
Monday 14 th January 2019	Subject Specialists information session: Year 9s are able to discuss courses with Key Stage 4 students who are currently doing them.
Thursday 17 th January 2019 (4:00pm – 6:30pm)	GCSE Specialisms Information Evening at Alderman White Parents Evening for English/Maths/Science
Tuesday 22 nd January 2019	Specialisms Taster Morning Students will spend the morning participating in three 30 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 4 th February 2019	Deadline for Specialisms choices. Specialisms forms should be given to form tutors
After Easter 2019	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. Students will follow courses that will lead to nine GCSEs or equivalent qualifications.

You may be aware that new GCSE specifications have been introduced over the last few years and these have now replaced the legacy GCSEs in all subjects. These courses typically involve less coursework and in most cases more exams taken at the end of the course. In addition, the new GCSE specifications are graded 9-1. The diagram below shows how the new GCSE grades relate to grades for legacy GCSEs.

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

Only Maths, Languages and Science now have tiered exam papers (Higher is Grade 9-4 and Foundation is Grade 5-1); decisions about which tier students should enter do not need to be taken until the Spring term of Year 11.

One of the benefits of being part of a Trust is that we can offer a greater range of courses to our students. 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 the courses offered at Alderman White are contained in this booklet.

To support students in opting for suitable Key Stage 4 courses we operate a pathway system. Your son / daughter has been placed on the Green / Blue Pathway.

As part of our commitment to a broad and balanced curriculum, we encourage students on this pathway to take the subjects that will allow them to access the 'English Baccalaureate' (EBacc). We call this the Green pathway. Students who gain a Grade 5 in English, Mathematics, at least 2 Sciences, History or Geography, and a Modern Foreign Language would be awarded the EBacc. **Students on Green pathway will need to opt for a Language, History or Geography, and 2 other subjects.**

For some students this may not be the best route, and these students may opt to follow the Blue pathway. **Students on the Blue pathway should opt for at least one Ebacc subject** (History, Geography, Computer Science, or a Language) out of the four subject choices. They can do more than one if they choose to.

We would encourage all students who aspire to go on to Higher Education to follow the EBacc route (Green pathway).

We also offer a Purple pathway for a small number of students for whom some of the subjects that we offer would not be appropriate. Students on the Purple pathway receive a separate specialisms booklet.

You will be able to discuss whether the Green or Blue pathway is more suitable for your son / daughter with teachers and Heads of Department, as well as the Key Stage Pastoral team, form tutors and Senior Leaders at the Specialisms Information evening in January.

I hope you find this guide of helpful and I look forward to seeing you at the Year 9 Specialisms Information Evening on Thursday 17th January.

Mrs A Mellors

Head of School

Core Subjects

All students will be studying the following subjects resulting in qualifications:

- English Language GCSE and English Literature GCSE
- Maths GCSE
- Science: either Trilogy – worth 2 GCSEs or Triple Science (Biology, Chemistry and Physics) worth 3 GCSEs. *To study Triple Science students must meet the entry requirements and select it as a specialism.*

All students will also study the following non-exam courses:

These are vital to their broader education.

- Core PE
- Modern Studies (PSHE, Careers, Citizenship, RE)

Specialisms

Students can select FOUR Specialisms from the following subjects:

- Art GCSE
- Business Studies GCSE
- **Computer Science GCSE*** (*Suitable for students predicted to achieve Secure / Mastery in Maths*)
- Engineering Cambridge National (Engineering Design)
- **French GCSE***
- Food Preparation and Nutrition GCSE
- **German GCSE***
- **Geography GCSE***
- Health and Social Care Cambridge National
- **History GCSE***
- ICT - Creative iMedia Cambridge National
- **Mandarin GCSE***
- Media GCSE
- Music GCSE
- Performing Arts Technical Award
- Photography GCSE
- Psychology GCSE (*Suitable for students predicted to achieve Secure / Mastery in Maths and English*)
- RE GCSE
- Sociology GCSE
- Sport (GCSE or BTEC)
- Textiles GCSE
- Triple Science GCSE (*Suitable for students predicted to achieve Mastery in Science*)

***EBacc Subjects (For the EBacc, student must choose a language and either Geography or History as 2 of their 4 subjects.)**

The Specialisms Process

Students will be asked to select their FOUR choices in order of preference, as well as four reserve choices in order of preference.

Students may only select Triple Science, Psychology or Computer Science if they meet the entry requirement for the course.

Whilst we will endeavour to run as many of the courses as possible; if insufficient numbers opt for a subject this may not be possible.

Where a subject is oversubscribed we will carefully consider the order of preference of specialism subjects, as well as attitude to learning.

Where we are not able to meet a student's choice of four subjects we will discuss with them the other subjects available.

It is important that all students consider their choices carefully, especially with regard to subjects they have not studied at Key Stage 3, and find out as much as they can from the Specialisms events. We cannot guarantee that changes can be made at a later point.

Please do contact your son / daughter's tutor if you would like to arrange an appointment to discuss their Subject Specialisms in addition to the Specialisms Information Evening.

Combinations of subjects that cannot be studied together:

Students may only study 1 of GCSE Art, Photography and Textiles, as these courses all count as different variations of the same qualification.

Students may only study 1 of GCSE PE or BTEC Sport – PE teachers will guide this choice.

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>English Language Paper 1: Fiction.</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 also have to choose one task which may be descriptive or narrative writing.</p> <p>English Language Paper 2: Non-fiction.</p> <p>Students read and respond to two unseen extracts, one of which is a 19th 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"> ✓ Your class teacher ✓ Mrs Gardiner

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>English Literature Paper 1: Shakespeare and the 19th century novel. (Currently <i>Romeo and Juliet</i> and <i>The Strange Case of Dr Jekyll and Mr Hyde</i>) Students read and respond to an extract from a Shakespeare play that they have studied and to a 19th 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>English Literature Paper 2: Exploring Modern Texts. Students answer one question on a 20th/21st 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 <i>an unseen poem</i>. 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"> ✓ Your class teacher ✓ Mrs Gardiner

Subject	GCSE Maths
Exam Board:	AQA
Assessment structure:	100% exam 3 Papers: <ul style="list-style-type: none"> ✓ One is a non-calculator paper ✓ Two are calculator papers 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"> ✓ Number ✓ Algebra ✓ Ratio and Proportion ✓ Geometry ✓ Statistics
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"> ✓ A-Level Maths and Further Maths. ✓ Links well to Sciences, especially Physics. ✓ Also supports Psychology, Geography, Product Design, Engineering and Science. ✓ 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. <p style="text-align: center;">Maths opens every door!</p>
For more information please contact:	<ul style="list-style-type: none"> ✓ Your class teacher ✓ Mr Haigh

Subject | Triple Science – Specialist in the Sciences.

GCSE Sciences in Biology, Chemistry and Physics	
Exam Board:	AQA
	<p>Students DO NOT need to take Triple Science in order to study A Level Sciences, but we would advise this as the best route.</p> <p>Students may only select Triple Science if they are predicted to achieve Mastery in Science in Year 9 and have the support of their Science teacher. If this is not the case, they are best advised to follow the Trilogy course.</p>
Assessment structure:	<p>Students will receive THREE GCSE qualifications (grade 1-9) in Biology, Chemistry and Physics.</p> <p>The current Year 9 course has been structured to bridge the learning of GCSE content for all 3 disciplines, Biology, Chemistry and Physics.</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 a number of core practical investigations per GCSE (10 Biology core practicals, 8 Chemistry core practicals and 10 Physics core practicals). 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 GCSE will be assessed separately at the end of the course (summer 2019) in two written examinations: totalling six examinations.</p> <p>Paper 1 (1 hour 45 minutes), 100 marks, 50% of GCSE</p> <p>Paper 2 (1 hour 45 minutes), 100 marks, 50% of GCSE</p>

<p>Topics covered in this course include:</p>	<p>Biology: 7 topics</p> <ol style="list-style-type: none"> 1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology 	<p>Chemistry :10 topics</p> <ol style="list-style-type: none"> 1. Atomic structure and the periodic table 2. Bonding, structure, and the properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes 6. The rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere 10. Using resources 	<p>Physics: 8 topics</p> <ol style="list-style-type: none"> 1. Forces 2. Energy 3. Waves 4. Electricity 5. Magnetism and electromagnetism 6. Particle model of matter 7. Atomic structure 8. Space physics
<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 GCSE grade 6 or above by taking the higher tier 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"> ✓ Your class teacher ✓ Miss Crabtree 		

Subject	GCSE Combined Science (Biology, Chemistry and Physics)
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>

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

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 a range of 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.

Subject	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"> ✓ Sex and relationships ✓ Online safety ✓ Drug and alcohol awareness ✓ Careers advice and post-16 planning ✓ Religious views on controversial topics ✓ Migration, identity & religious beliefs ✓ Core British Values
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 & 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 & 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"> ✓ Your class teacher ✓ Ms Friend

Subject	GCSE Business Studies
Exam Board:	Edexcel
Assessment structure:	100% Exam (this is split in to two exams that are sat in summer of year 11. They are worth 50% each)
Topics covered in this course include:	<p>Business is taught in two units:</p> <p>Investigating small businesses, which includes sections on:</p> <ul style="list-style-type: none"> ✓ Enterprise and entrepreneurship ✓ Spotting a business opportunity ✓ Putting a business idea into practice ✓ Making the business effective ✓ Understanding external influences on business <p>Building a business, which includes sections on:</p> <ul style="list-style-type: none"> ✓ Growing the business ✓ Making marketing decisions ✓ Making operational decisions ✓ Making financial decisions ✓ Making human resource decisions
This course is ideal for:	Students interested in the world of business and understanding the key aspects of business. It is suitable for people confident sitting exams, so a requirement in excellent written communication is essential.
Progress from this course: (KEY STAGE 5 or possible careers)	Overall, the course offers a varied and interesting introduction to the subject of Business. Whilst the content will be new to all students (and therefore quite demanding) it will be of use to students later in life and help them understand business in practical terms. The course gives an introduction to Business, Economics and Enterprise and will therefore be of use to students who wish to study these subjects at A-Level. The course gives a broad introduction to many important and useful areas of Business in today's competitive world.
For more information please contact:	✓ Mrs Banger

Subject	GCSE Computer Science
Exam Board:	OCR
Assessment structure:	There are two written exams which are taken in Year 11 and make up 100% of your final grade (50% per exam)
Topics covered in this course include:	Students will study the following: <ul style="list-style-type: none"> ✓ Computer systems and programming (written exam paper) ✓ Computational Thinking, Algorithms and Programming ✓ Programming project (controlled assessment)
This course is ideal for:	<p>Students must be predicted mastery or secure in Maths to access this course.</p> <p>This course is ideal for students who are logical and enjoy problem solving. Computer Science is also aimed at students who want to learn more about coding to produce programmes, to meet a range of briefs.</p>
Progress from this course: (KEY STAGE 5 or possible careers)	A-Level in Computer Science through to a degree and career in a whole host of computing Specialisms, including programming, project management and network management
For more information please contact:	<ul style="list-style-type: none"> ✓ Miss Gulshan

Subject	Level 1/2 Cambridge National Award/Certificate in Engineering Design
Exam Board:	OCR
Assessment structure:	<p>Pupils will complete this GCSE 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>During Year 10 / Year 11 pupils will undertake the Engineering Design Award/Certificate which includes:</p> <ul style="list-style-type: none"> ✓ Design briefs, design specifications and user requirements - Written paper OCR set and marked 1 hour – 60 marks. ✓ Product analysis and research - Centre-assessed task, OCR moderated. ✓ Developing and presenting engineering designs - Centre-assessed task, OCR moderated. ✓ 3D design realisation - Centre-assessed task, OCR moderated.
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. 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 focus, will engage you in producing, testing and evaluating a prototype in the form of a model.</p>
This course is ideal for:	<ul style="list-style-type: none"> ✓ Students who like to design a variety of products using their imagination. ✓ Students who like to think outside the box and explore their creative side. ✓ Students who like to work with different materials to construct a chosen design they might have come up with. ✓ Students who like to learn about how different techniques can be applied to materials to enhance their looks/performance.

	<ul style="list-style-type: none"> ✓ Students who like to work with a range of tools and machinery to construct various prototypes that they have designed. ✓ Students who are able to work with a client to assist them in the development/testing of their product.
<p>Progress from this course: (KEY STAGE 5 or possible careers)</p>	<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"> ✓ industrial design ✓ interior design ✓ graphics design ✓ computer game design ✓ automotive design ✓ architecture, product design ✓ theatre design ✓ textile design ✓ engineering
<p>For more information please contact:</p>	<ul style="list-style-type: none"> ✓ Your class teacher ✓ Mr Ramsden

Subject	GCSE Food Preparation & Nutrition
Exam Board	WJEC
Assessment structure:	<p>Written examination: 1 hour 45 minutes. 50% of the final mark Internal Assessment: 50% of the final mark Assessment 1. Food Investigation Assessment- 15% (8 hours) 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"> ✓ Food commodities ✓ Nutrition, diet and good health ✓ The science of food ✓ Where food comes from ✓ Cooking and food preparation <p><u>Component 2</u>: Food Preparation and Nutrition in Action. This is assessed through 2 exam board set assessments <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. <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"> ✓ Students learn through practical experimentation and skills development ✓ 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. ✓ Developing an understanding of food and health so that pupils can look after their own needs and those of others (life-skill) ✓ Developing an understanding of factors that influence the foods that we eat e.g. environmental, ethical, economic, social ✓ Exploring and understanding a range of ingredients and processes from different culinary traditions ✓ Being creative with food and enjoying working with and developing new recipes
Progress from this course: (KEY STAGE 5 or possible careers)	<p>A-Level courses in Food Science and Nutrition Level 2 and 3 courses in Catering and Hospitality Food-related courses at A-Level <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"> ✓ Your class teacher ✓ Mr Ramsden & Mrs Buckland

Subject	GCSE Geography
Exam Board:	AQA
Assessment structure:	<p>Living with the physical environment – 1 hour 30 minute exam worth 35% of overall grade</p> <p>Challenges in the human environment – 1 hour 30 minute exam worth 35% of overall grade</p> <p>Geographical applications– 1 hour exam worth 30% of overall grade</p>
Topics covered in this course include:	<ul style="list-style-type: none"> ✓ Natural Hazards ✓ Climate Change ✓ Rivers ✓ Coasts ✓ Glaciation ✓ Ecosystems ✓ Urbanisation ✓ Economics ✓ Development ✓ Food security ✓ Water security ✓ Energy security ✓ Fieldwork
This course is ideal for:	Students who have an interest in the natural world and our place in it.
Progress from this course: (KEY STAGE 5 or possible careers)	Due to Geography's wide range of topics and close links with other academic disciplines, this GCSE is a great complement to a number of A-Level courses, not just A-Level Geography. As well as there being many careers where Geography is essential (environmental management, town planning etc.), there are countless professions where it would be useful (e.g. teaching, finance, tourism etc.). As such, GCSE Geography is very highly regarded by all colleges and employers.
For more information please contact:	<ul style="list-style-type: none"> ✓ Your class teacher ✓ Mr Staszkiwicz

Subject	Cambridge National Certificate in Health and Social Care
Exam Board:	OCR Cambridge National Level 1/2
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:	✓ Miss Heydon

Subject	GCSE History
Exam Board:	Edexcel
Assessment structure:	<p>Three exams at the end of Y11</p> <p>Exam 1 Thematic Study and historic environment 30%</p> <p>Exam 2 British Depth Study and Period Study 40%</p> <p>Exam 3 Modern Depth Study 30%</p>
Topics covered in this course include:	<p>Thematic study: <i>Medicine in Britain 1250-present and the British sector of the Western Front, 1914-18: injuries, treatment and the trenches.</i></p> <p>This will look at medical developments in Britain and how these have changed over time. There will be a focus on how people responded to diseases like the Black Death, Cholera and lung cancer. It will also focus on the medical developments that took place during the First World War.</p> <p>British Depth Study: <i>Anglo-Saxon and Norman England 1060-88</i></p> <p>This topic will examine how William became King of England in 1066 and how he tried to control England in the years after the Battle of Hastings. This will include the development of castles, the feudal system and how he dealt with rebellions.</p> <p>Period Study: <i>The American West, c1835-c1895</i></p> <p>This topic will focus on the expansion of America into the west and how settlement of the Plains caused conflict.</p> <p>World Depth Study: <i>Weimar and Nazi Germany, 1918-39</i></p> <p>This topic will examine how the Nazis controlled life in Germany and what it was like for different groups of people to live under Nazi rule, including young people, women and the persecution of the Jews.</p>
This course is ideal for:	<p>Students who are inquisitive and like to ask questions about the past. Students who want to find out about the world around them and why it is the way it is. Students who study history enjoy investigating and sorting through evidence to try to work out what happened or why people have different views about events in the past.</p>
Progress from this course: (KEY STAGE 5 or possible careers)	<p>A-Level History and degrees and all types of academic study in History, classical studies, politics, etc.</p> <p>Archaeologist, archivist, lawyer, politician, journalist, writer, teacher and many, many more jobs are relevant to the study of History</p>
For more information please contact:	<ul style="list-style-type: none"> ✓ Your class teacher ✓ Mrs Scurrah

Subject	Cambridge National Creative iMedia (ICT)
Exam Board:	OCR Cambridge National Level 1/2
Assessment structure:	One exam; Pre-production skills worth 25% 3 coursework units worth 25% each.
Topics covered in this course include:	<p>These qualifications will assess the application of creative media skills through their practical use. The qualification will encourage independence, creativity and awareness of the digital media sector.</p> <p>Pre-production skills</p> <p>Students are introduced to a range of essential pre-production techniques used in the creative and digital media, including client brief, time frames, deadlines and preparation techniques</p> <p>Creating digital graphics</p> <p>Building on the skills and understanding that they have developed in the previous unit, students explore where and why digital graphics are used and the techniques that are involved in their creation. They apply their skills and knowledge in creating digital graphics against a specific brief.</p> <p>Creative interactive multimedia products</p> <p>Students will learn where and why interactive products are used and their different features. Students will plan and create an interactive multimedia product, reviewing their solution against the client's brief.</p> <p>Two other units will be chosen from the optional list which includes creating a multipage website, creating a digital animation, creating a digital video sequence and developing digital games.</p>
This course is ideal for:	This course is ideal for students who wish to develop their knowledge and practical skills in creative digital media products such as websites and digital graphics. If you enjoy the creative side of ICT designing and creating a product for a particular audience this is a perfect course.
Progress from this course: (KEY STAGE 5 or possible careers)	Cambridge Technical Creative iMedia provides a strong base for progression to Further Education, whether it is on to the Level 3 Cambridge Technical ICT, A Levels, apprenticeship or work. Careers in ICT, Digital Marketing.
For more information please contact:	<ul style="list-style-type: none"> ✓ Mrs Banger ✓ Miss Gulshan

Subject	GCSE Media
Exam Board:	WJEC
Assessment Structure:	<p>Component 1: Exploring the Media (40% exam)</p> <p>Component 2: Understanding Media Forms and Products (30% exam)</p> <p>Component 3: Creating Media Products (30% non-examined assessment)</p>
Topics Covered in this course include:	<p>We will cover a wide range of media products and platforms, carrying out detailed analyses and explorations in terms of Media Language, Audience, Institution and Representation: Magazines, Film Marketing, Newspapers, Advertising, The Film Industry, TV Crime Drama, Music Videos (modern marketing and distribution) and the Radio Industry.</p>
This course is ideal for:	<p>Anyone with an interest in why and how the media manipulate and shape our responses to make us think in the ways that we do. If you're the kind of person who always wants to know the tricks and secrets behind how blockbuster films are marketed and promoted. If you already have practical skills in photography and a passion for film making. If you can use ICT and different DTP and editing programs to make your own film posters, short films or radio podcasts, then this is the course for you.</p>
Progress from this course: (KS5 or possible careers)	<p>A Level Media Studies A Level Photography A Level English Language University Degrees in Media, Journalism (TV and print), Film making and editing, Advertising, Marketing. Careers in TV, the BBC and journalism. People who have a background in Media are highly desirable candidates in the marketing and advertising industry thanks to the independent research and practical skills they gain throughout their studies.</p>
For more information please contact:	<p>✓ Mrs Deacon</p>

Subject	GCSE MFL (French, German, Mandarin)
Exam Board:	Edexcel
Assessment structure:	Four externally examined papers based on the following skills: listening, speaking, reading and writing (25% each)
Topics covered in this course include:	<p>There are 5 themes:</p> <ul style="list-style-type: none"> ✓ Identity and culture ✓ Local area, holiday, travel ✓ School ✓ Future aspirations, study and work ✓ International and global dimension
This course is ideal for:	<ul style="list-style-type: none"> ✓ Students who have enjoyed MFL at KS3 and are keen to develop their communication skills and fluency in a foreign language ✓ Students who want to travel and broaden their horizons ✓ Students who want to impress others by using a skill which is in short supply
Progress from this course: (KEY STAGE 5 or possible careers)	<ul style="list-style-type: none"> ✓ A-Level French/German/Mandarin <p><i>Languages can offer an exciting future:</i> The opportunity to study abroad as part of a university course <i>or a career in:</i></p> <ul style="list-style-type: none"> ✓ International finance, sales and marketing ✓ Internationally-based scientific research Medicine and engineering ✓ Translating and interpreting ✓ Travel and tourism ✓ Teaching
For more information please contact:	<ul style="list-style-type: none"> ✓ Your class teacher ✓ Miss McBride / Mr Stephan

Subject		GCSE Music	
Exam Board:	OCR J536		
Assessment Structure:	Integrated portfolio (01 or 02) 60 Marks Performance on your chosen instrument. Composition to a brief set by you.	30% of total GCSE	
	Practical component (03 or 04) 60 Marks Ensemble performance. Composition to an OCR set brief.	30% of total GCSE	
	Listening and appraising (05) 80 Marks 1 hour and 30 minutes written exam.	40% of total GCSE	
Topics Covered in this course include:	<ol style="list-style-type: none"> 1. Your Music (Integrated task on your own instrument) 2. Concerto 3. Rhythms of the World 4. Film Music 5. Conventions of Pop 		
This course is ideal for:	<p>The GCSE Music is ideal for students who want to develop their skills as a musician. The course provides a contemporary and creative education in Music with an integrated approach to the three main elements – performing, composing and appraising. Learners explore performance and composition with a focus on their own instrument and genre choices. Learners are encouraged to be creative and to broaden their musical horizons and understanding with Areas of Study that inspire and challenge.</p>		
Progress from this course: (KS5 or possible careers)	<p>A GCSE Music qualification is recommended if you want to go on to study Music at A level, Music Technology or Performing Arts. It is also useful if you want to pursue a career in the Performing Arts industry, such as an instrumentalist, singer, teacher, DJ, sound engineer, songwriter, film music composer, dancer or actor.</p>		
For more information please contact:	<ul style="list-style-type: none"> ✓ Your class teacher ✓ Ms Hebbs 		

Subject	Performing Arts
Exam Board:	AQA Technical Award
Assessment Structure:	Unit 1: 30% Unlocking creativity: a presentation and portfolio that plans all aspects of a production Unit 2: 30% The Production: creating and performing a devised piece to a brief Unit 3: 40% written exam featuring range of multiple choice and extended answers
Topics Covered in this course include:	<ul style="list-style-type: none"> ✓ Performance and the planning and preparation that goes into it ✓ Marketing and business within a Performing Arts context ✓ Lighting, sound, staging and make up design ✓ Devising in a range of styles ✓ Characterisation ✓ Opportunity to visits and work with industry professionals ✓ Reviewing live theatre ✓ Also opportunity to do Silver Arts Award for some students
This course is ideal for:	<ul style="list-style-type: none"> ✓ Students who enjoy performing and are interested in a career in Performing Arts ✓ Those who want to build confidence and teamwork skills within an Arts context ✓ Students keen to have a creative outlet
Progress from this course: (KEY STAGE 5 or possible careers)	A-Level or equivalent Dance, Drama or Performance Studies courses. A number of our students have gone on to study Performing Arts subjects at university and specialist colleges. Former students now have careers in performance, teaching, sales, marketing and design.
For more information please contact:	<ul style="list-style-type: none"> ✓ Your class teacher ✓ Mrs Armitage-Giles

Subject	GCSE Photography (Art and Design)
Exam Board:	AQA
Assessment Structure:	<p>Students following the GCSE Photography course will complete two main assessment portfolios.</p> <p>Component 1 (Portfolio) This is worth 60% of the final mark and is a Personal Investigation exploring one major theme.</p> <p>Component 2 (exam topic) This is worth 40% of the final mark. Students must respond to a title set by AQA during a 10 hour practical exam/controlled test after a set preparation time.</p>
Topics Covered in this course include:	<p>We begin the course by introducing students to different photographic styles and techniques, including landscape photography, sequencing, Photoshop editing and comic books. Students will produce a sketchbook of work in which they explore different photographers, experiment with editing techniques and refine their own photographic skills.</p>
This course is ideal for:	<p>This course will appeal to students who want to improve and develop their photographic skills and understanding of different styles of photography. Students who take this course are able to work creatively and independently and enjoy experimenting with making different outcomes to their work.</p>
Progress from this course: (Key Stage 5 or possible careers)	<p>A Level qualifications in Photography, Media Studies and Art. University degrees in photography, creative arts subjects, journalism and design. Students with an A level in Photography have successfully accessed courses in marketing and design based on the independent and creative skills they have gained throughout this course.</p>
For more information please contact:	<p>✓ Mrs Deacon</p>

Subject	GCSE Psychology
Exam Board:	Edexcel/Pearson
Assessment Structure:	100% Exam
Topics Covered in this course include:	<p>Developmental Psychology: the way we develop including intelligence.</p> <p>Memory: the structure and role of memory including short term and long term.</p> <p>Psychological Problems: different mental health problems including depression, schizophrenia, addiction and autism.</p> <p>Social Influence: conformity, obedience and collective behaviour.</p> <p>Neuropsychology: the structure and function of the brain and how it impacts on behaviour</p>
This course is ideal for:	<p>Students must be predicted mastery or secure in both Maths and English to access this course.</p> <p>Students who are interested in understanding how we function as human beings and why we display different types of behaviours (e.g. why people commit murder).</p>
Progress from this course: (KEY STAGE 5 or possible careers)	<p>A-Level Psychology, Criminology, Sociology and Health & Social Care.</p> <p>Careers in all of the above areas and in psychology, psychiatry, counselling and mental health work etc.</p>
For more information please contact:	<p>✓ Miss Heydon</p> <p>Please remember that Psychology and Sociology do not cover any of the same content.</p>

Subject	GCSE Religious Studies
Exam Board:	EDUQAS
Assessment structure:	3 x 2 hour exams 100% exam
Topics covered in this course include:	<p><u>Component 1</u>- Religious, Philosophical and Ethical Studies in the Modern World (50% of qualification)</p> <p>Theme 1- Issues of Relationships Theme 2- Issues of Life and Death Theme 3- Issues of Good and Evil Theme 4- Issues of Human Rights</p> <p><u>Component 2</u>- Study of Christianity- beliefs, teachings and practices (25% of qualification)</p> <p><u>Component 3</u>- The Study of a World Faith- Judaism- beliefs, teachings and practices- (25% of qualification)</p>
This course is ideal for:	<ul style="list-style-type: none"> ✓ Deepening students' understanding of the relationship between people ✓ To become informed about common and divergent views within traditions, in the way beliefs and teachings are understood and expressed ✓ To understand that religious traditions in Great Britain are diverse and include other religious beliefs, such as Atheism and Humanism <p><u>Developing skills such as:</u></p> <ul style="list-style-type: none"> ✓ Clear & logical thinking ✓ Critical evaluation ✓ Literacy & expression ✓ Organising ✓ Problem solving ✓ Research
Progress from this course: (KEY STAGE 5 or possible careers)	<p>Key Stage 5 – A-Level Religious Studies- Philosophy and Ethics and an in depth study of a world religion- Christianity</p> <p><u>Jobs/Careers:</u> lawyer, schools, colleges, universities, doctor/ nursing, counsellor, social worker, journalist, civil service, legal firms</p>
For more information please contact:	<ul style="list-style-type: none"> ✓ Your class teacher ✓ Mrs Watson

Subject	GCSE Sociology
Exam Board:	WJEC/Eduqas
Assessment structure:	100% exam Two 1 hour 45 minute exams
Topics covered in this course include:	<ul style="list-style-type: none"> ✓ Cultural transmission ✓ Families ✓ Education ✓ Social stratification ✓ Crime and Deviance ✓ Research Methods
This course is ideal for:	Students who have an interest in the way society works and is prepared to question structures and behaviours within it.
Progress from this course: (KEY STAGE 5 or possible careers)	<p>A-Level Sociology, Criminology, Psychology, Law, Health & Social Care, Philosophy, Government & Politics.</p> <p>Careers in all of the above areas and many more including education, public services etc.</p>
For more information please contact:	<ul style="list-style-type: none"> ✓ Miss Marriott <p>Please remember that Sociology and Psychology do not cover the same content.</p>

Subject		BTEC Sport	
Exam Board:	Edexcel		
Assessment structure:	40% external exam 60% internal controlled assessment		
Topics covered in this course include:	<ul style="list-style-type: none"> • Understand the Body and the Supporting Technology for Sport and Activity. • The Principles of Training, Nutrition and Psychology for Sport and Activity • Applying the Principles of Sport and Activity 		
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 Tech award 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 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		
Subject		GCSE PE	
Exam Board:	Edexcel		
Assessment structure:	60% external exam 40% practical and written controlled assessment		
Topics covered in this course include:	Paper 1: Anatomy and Physiology; Movement Analysis: Physical Training and Use of Data. Paper 2: Health, Fitness and Well Being; Sport Psychology; Socio-cultural Influences.		
This course is ideal for:	Students who wish to pursue a career in the sports industry, especially those who are interested in sports, training and fitness and will be physically competent in at least two sports. Students will be expected to complete a controlled assessment based on your practical performance too.		
Progress from this course: (KEY STAGE 5 or possible careers)	A GCSE in PE will aid progression to further study and prepare students to continue into further education. Students studying a GCSE in PE have a whole array of career paths that are suitable to them based upon this course, such a sports science, physiotherapy, coaching and teaching. When taken as part of a balanced curriculum, there is a clear progression route to an A-Level course, which can be studied at Bramcote College.		
For more information please contact:	<ul style="list-style-type: none"> ✓ Your class teacher ✓ Mr Bateman or Mr Warner 		

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"> ✓ Your class teacher ✓ Mrs Gascoyne