

Key Stage 4

Specialisms Guide

September 2021 - July 2023



Alderman White School

A member of The White Hills Park Trust

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Key dates and events

Date	Event
Week beginning 11 th January 2021	Subject Specialists information sessions: Year 9 will hear from Key Stage 4 students who are currently taking specific subject courses as part of Citizenship Lessons.
Thursday 21 st January 2021	GCSE Specialisms Information launches on the School Website: https://aldermanwhite.school/ 6.00pm
Week Beginning Monday 25 th January 2021	Year 9 Specialism Tutor Consultation Appointments (to be arranged in the New Year) – Year 9 written reports will be available to aid discussion and appropriate choices.
Wednesday 27 th January 2021	<p style="text-align: center;">Specialisms Taster Morning</p> <p>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.</p>
Monday 22 nd February 2021	<p style="text-align: center;">Deadline for Specialisms choices.</p> <p style="text-align: center;">Specialisms forms should be given to form tutors</p>
After Easter 2021	<p style="text-align: center;">Confirmation of selected Specialisms will be sent to students and parents/carers.</p>

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 open doors for them in the future in terms of further study, employment and a lifelong love of learning. Most students will follow courses that will lead to nine GCSE or GCSE equivalent qualifications.

We have developed a curriculum to meet the needs of the full range of student interests and abilities and provide a range of appropriate accreditation, including vocational programmes to complement GCSE courses. Details of all courses offered at Alderman White are contained in this booklet. All of our qualifications are approved by the Department for Education and recognised by colleges, universities and employers.

We will provide you and your son/daughter with advice on which route we think is most suitable for them to follow and you will be able to discuss this with teachers and Curriculum Leaders, as well as Year 9 Team and Senior Leaders at the Specialisms Information Evening in January.

As you are probably aware, 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 little or no coursework and in most cases more exams taken at the end of the course. In addition, the new GCSE specifications are graded 9-1. Nationally the GCSE grading system has changed; the old system of grades, A*-G, has been replaced by a new grading system of 9-1 (with 9 being the highest).

New GCSE Grade	Equivalent vocational grade	Equivalent legacy GCSE grade
9	Level 2 Distinction *	A*
8		
7	Level 2 Distinction	A
6	Level 2 Merit	B
5		B/C
4	Level 2 Pass	C
3	Level 1 Distinction	D
2	Level 1 Merit	E
1	Level 1 Pass	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.

As part of our commitment to a broad and balanced curriculum, we expect all students who aspire to go on to Higher Education to take the full “EBacc”. This includes at least one Humanities and Language GCSE as well as English Literature and Language, Maths and Science (Combined or Triple). Whilst the “EBacc” is primarily an accountability measure for schools and is not an award or qualification for students, we recognise the value of studying the subjects included within this measure which are highly valued by Russell Group universities and employers. Please note that RE is not included as a Humanities subject in the DfE’s EBacc school accountability measure. However, as it is well regarded by universities, we offer it as a Humanities specialism, alongside History and Geography. The curriculum we offer allows students to take the full EBacc and also choose one (if they opt for Triple Science) or two additional subjects. Whilst we expect all students on the blue pathway to take at least one Humanities and one Language as part of their four specialism subjects, students on the green or purple pathway may also opt to do this.

I hope you find this guide helpful and I look forward to seeing you at the Year 9 Specialisms Information Event in January.

Mrs A Mellors
Head of School

Core Subjects

All students will be studying the following subjects:

- English Language and English Literature
- Maths
- 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
- Creative iMedia Cambridge National (ICT)
- **Computer Science GCSE*** (*Suitable for students predicted to achieve Secure / Mastery in Maths*)
- Engineering Cambridge National (Engineering Design & Engineering Manufacture)
- **French GCSE***
- Food Preparation and Nutrition GCSE
- **German GCSE***
- **Geography GCSE***
- Health and Social Care Cambridge National
- **History GCSE***
- **Mandarin GCSE***
- Media GCSE
- Music (*RSL or GCSE to be confirmed dependent upon the cohort*)
- Performing Arts RSL Level 2: Acting
- Photography GCSE
- Psychology GCSE (*Suitable for students predicted to achieve Secure / Mastery in Maths and English*)
- **RE GCSE****
- Sport (*GCSE or BTEC to be confirmed dependent upon the cohort*)
- Textiles GCSE
- Triple Science (*Suitable for students predicted to achieve Mastery*)

***EBacc Subjects (For the EBacc, students must choose at least one language and either Geography and/or History).**

****RE is included as a Humanities specialism for students on the Blue pathway. Students must take at least one EBacc specialism not including RE.**

The 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 all 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.

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 20th/21st century 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, the writer's use of language, and comparing viewpoints and ideas in both sources. Students also have to undertake a discursive writing task – a speech, essay, letter, article or text for a leaflet – based on a topic linked to the content of the extracts.</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; A-Level Media Studies; A-Level Film Studies.</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:	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>A Christmas Carol</i>)</p> <p>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 one question on each text, linking the extract to the whole novel or play. They must respond to the writers' ideas, use of language and structure, and apply contextual ideas.</p> <p>English Literature Paper 2: Exploring Modern Texts.</p> <p>Students answer one question on a 20th/21st century text, currently <i>An Inspector Calls</i>. Students also answer one question that asks them to compare two poems from the <i>AQA Anthology</i> 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; A-Level Media Studies; A-Level Film Studies.</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:	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. Employers/sixth form colleges will value passing grades in Maths at GCSE (if you don't achieve at least a grade 4+ in Maths at GCSE, you will have to re-sit the until you do, up to the age of 18) <p style="text-align: center;">Maths opens every door!</p>
Also available	<ul style="list-style-type: none"> ✓ FML2 Further Maths GCSE equivalent course Available to highest attaining (grade 9) in Y11. ✓ Well regarded qualification to supplement GCSEs: valuable if choosing Further Maths at A-Level.
For more information please contact:	Mr Haigh

Subject	Triple Science – Specialist in the Sciences. GCSE Sciences in Biology, Chemistry and Physics
Exam Board:	AQA
Assessment structure:	<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. 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> <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 practical’s, 8 Chemistry core practical’s and 10 Physics core practical’s). The skills are teacher assessed at regular intervals and knowledge and application of the core practical’s 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>	<p style="text-align: center;">Miss Crabtree</p>		

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 GCSEs. 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 practical's 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 and worth 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:	<p>Miss Crabtree</p>		

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:	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.
Topics covered in this course include:	Students carry out a range of practical projects in two and three dimensions, learn about the creative process and understand 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.
This course is ideal for:	This course will appeal to students who enjoy Art, or who would like to consider a creative or design-orientated career.
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:	Ms Friend

Subject	GCSE Business Studies
Exam Board:	Edexcel
Assessment structure:	100% Exam (this is split in to two exams that are taken 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)	<p>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.</p> <p>The course introduces 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.</p>
For more information please contact:	Mr Farnie

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:	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.
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:	Mr Bateman / Mr Young

Subject	Year 10: Level 1/2 Cambridge National Award/Certificate in Engineering Design Year 11: Level 1/2 Cambridge National Award/Certificate in Engineering Manufacture
Exam Board:	OCR
Assessment structure:	<p>Students will complete two GCSEs 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 students 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. <p><u>GCSE 2:</u> During Year 10 students will undertake the Engineering Manufacture Award/Certificate which includes:</p> <ul style="list-style-type: none"> ✓ Engineering materials, processes and production – Written paper OCR set and marked 1 hour – 60 marks. ✓ Preparing and planning for manufacture – Centre-assessed task, OCR moderated. ✓ Computer-aided manufacturing - Centre-assessed task, OCR moderated. ✓ Quality control of engineered products - 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>

	<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>
<p>This course is ideal for:</p>	<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. ✓ 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>	<p style="text-align: center;">Mr Simkins</p>

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>Prospects</u> Food scientist, product development, hospitality and catering, dietician, sports nutrition, teaching, lecturing, health promotion</p>
For more information please contact:	<p>Mrs Buckland</p>

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:	Mr Baxter

Subject	Level 1 and 2 Cambridge National Certificate in Health and 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 Body Systems. You will cover the structure and functions of cardiovascular, respiratory and digestive systems.</p> <p>The coursework is worth 75% of the overall grade.</p> <p>There is a written exam which is one hour long.</p> <p>You can retake the exam and improve your coursework. and the highest score will be the one that 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:	Mrs Watson

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:	<p>Mrs Scurrah</p>

Subject	ICT; Creative iMedia
Exam Board:	OCR
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:	Mr Young

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 Gardiner / Miss Hooley</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:	Mrs Fourie

Subject	Music (RSL MUSPRA Level 2) – dependent upon cohort
Exam Board:	Rockschool Music Practitioner, Level 2
Assessment structure:	<p>The qualification has one externally assessed paper (40%), and two internally assessed units (60%). The externally assessed unit takes the form of a timed assessment under controlled conditions, set and marked by an RSL examiner. 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 a GCSE A grade, merit is equivalent to a B grade and pass is equivalent to a C grade.</p>
Topics covered in this course include:	<ul style="list-style-type: none"> ✓ Performance ✓ Rehearsal techniques ✓ Planning a performance ✓ Image and marketing ✓ Health and Safety ✓ Musical knowledge (studying popular music styles)
This course is ideal for:	<p>The Rockscool Music Practitioner is a Level 2 vocational qualification 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 on a vocational course with a large practical element.</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. Rockscool Music Practitioner Level 2 Certificate may lead on, in Year 12, to the Level 3 Rockscool MUSPRA 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:	Ms Hebbs / Mr Wedgeworth

Subject	Music GCSE – dependent upon cohort	
Exam Board:	OCR GCSE (9–1) Music 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:	The GCSE Music course 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.	
Progress from this course: (KS5 or possible careers)	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.	
For more information please contact:	Ms Hebbs / Mr Wedgeworth	

Subject	Creative and Performing Arts (RSL Level 2): Acting
Exam Board:	RSL Level 2
Assessment Structure:	<p>One internally assessed unit (40%): Performing Text: Students are required to perform a scene from a contemporary play and a classical text and produce a supporting portfolio of evidence including contextual understanding, rehearsal strategies and evaluation.</p> <p>One externally assessed unit (60%): Students are required to create a devised performance from a stimulus set by the exam board, along with a supporting portfolio which includes planning, health and safety, set designs and evaluation.</p>
Topics Covered in this course include:	<ul style="list-style-type: none"> ✓ Performance and the planning and preparation that goes into it ✓ Developing communication and team work skills ✓ Exploring technical aspects of theatre ✓ Characterisation of new and exciting scripts and stimuli for performance ✓ Study of a range of practitioners and performance styles ✓ Reviewing live theatre and critically analysing ✓ Opportunity to do Silver or Gold 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 ✓ 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)	<p>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.</p> <p>Former students now have careers in performance, teaching, sales, marketing and design.</p>
For more information please contact:	<p>Mrs Armitage-Giles</p>

Subject	GCSE Photography (Art and Design)
Exam Board:	AQA
Assessment Structure:	<p>Students following the GCSE Photography course will complete two main assessment portfolios. 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 qualification 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>Mr Barker / Miss Brown / Mrs Shiers / Mrs Gardiner</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:	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).
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:	Mrs Watson

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:	Mrs Watson

Subject		BTEC Sport – dependent upon cohort	
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 steppingstone into higher level courses, as there is a clear progression route to BTEC-Level 3, which can be studied at Bramcote College, or an apprenticeship.		
Subject		GCSE PE – dependent upon cohort	
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 their practical performance.		
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 a BTEC-Level 3 course, which can be studied at Bramcote College.		
For more information please contact:	Mrs Kilbane		

Subject	GCSE Textiles Design
Exam Board:	AQA
Assessment structure:	<p><u>Component 1: Portfolio</u> Students will produce a portfolio that covers the four assessment objectives, including a project evidencing the journey from initial ideas to the realisation of intentions. (Year 10 and part of year 11) 60% of GCSE</p> <p><u>Component 2: Externally set assignment</u> Student will respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.</p> <p><u>How it's assessed</u> Preparatory period followed by 10 hours of supervised time 40% of GCSE</p>
Topics covered in this course include:	<ul style="list-style-type: none"> • Art textiles • Costume design • Constructed textiles • Printed and dyed textiles • Surface pattern • Stitched and/or embellished textiles • Soft furnishings and/or textiles for interiors
This course is ideal for:	Textiles is ideal for students who enjoy drawing, designing and making. Whilst some critical and analytical skills are required, the emphasis of the course is on practical work . Throughout the course, students will be expected to work individually, and in groups, producing drawings and photographs, creating designs, experimenting with samples in a range of media, researching relevant designers and movements, developing ideas to final pieces, and presenting work.
Progress from this course: (KEY STAGE 5 or possible careers)	Come and do AS and A2 textile design, then the sky's the limit! Did you know that Textiles is a growing industry worth over £800 million and contributes to the UK's reputation as a world leader in creativity? Craft makers contribute to many businesses and industries, including film, theatre, dance, fashion and product design. The Fashion and Textile sector is very diverse and ranges from processing raw fibres, such as spinning, weaving and dyeing, to sourcing new materials, manufacturing and production, textile technology, marketing, branding and retailing, as well as Design.
For more information please contact:	Mrs McLaughlin



Alderman White School

A member of The White Hills Park Trust