Southam College

KS4 CURRICULUM GUIDE
2025 - 2027

March 2025

Year 9 Options

Dear Parent / Carer,

Our aim at Southam College is to provide students with a broad and balanced curriculum that enables them to enjoy their studies and be successful, both now and in their future endeavours. To achieve this we have enabled Year 9 students to study an increased range of subjects this year e.g. Business, Health and Social Care among others. To ensure there is sufficient time to study the content of the GCSE qualifications, Year 9 students will now begin the process of selecting the Option subjects they wish to continue into Year 10 and 11.

Please read through this guide to learn more about the qualifications available to students. This Key Stage 4 Curriculum Guide will also be made available on the school's website.

At Key Stage 4, all students will study qualifications in English Language, English Literature, Maths, Humanities and Science. Students are expected to continue with the Modern Foreign Language they selected. They will furthermore take part in non-examined lessons in P.E. (Core), Philosophy & Ethics (Core) and Character and Culture.

If your child wishes to study separate Sciences GCSEs, they need to select this in the options box. Students will be assessed for suitability for separate science courses before starting this option.

If your child wishes to study Philosophy & Ethics for GCSE, they need to select this as an option.

In addition to the core qualifications outlined above, students will select 3 more subjects to study from the Option subjects they have studied in Year 9. The broad and balanced curriculum that students study provides a strong foundation for further academic study in Further and Higher education. It also ensures that our students achieve a suite of qualifications that will allow them to compete with their peers nationally for higher education places and competitive employment routes.

Year 9 students will be given a paper options form in school on Tuesday 11 March. The deadline for students to select their Option subjects and return their Options form to student office is Wednesday 26th March.

If you have any queries please contact the school via the email address southamcollege@stowevalley.com

Kind regards,

Mr B Richter
Deputy Headteacher

Y10 Options Form 2025-27

Student Name: _____ Tutor Group: _____

Subjects can only be selected if they have been studied in Year 9

CORE Subjects – all students will take these:

English
Maths
Science
Character & Culture
Philosophy & Ethics - Core
Physical Education - Core

Please choose **ONE** from:

- ☐ GCSE History
- ☐ GCSE Geography

Please choose **THREE** subjects from:

- ☐ GCSE Art & Design: Fine Art
- ☐ GCSE Art & Design: Photography
- ☐ GCSE Business
- ☐ GCSE Computer Science
- ☐ CNAT Information Technology
- ☐ GCSE Drama
- ☐ GCSE Food & Nutrition
- ☐ GCSE French
- ☐ GCSE Geography
- ☐ GCSE German
- ☐ BTEC Health & Social Care
- ☐ L1/2 Hospitality & Catering
- ☐ GCSE History
- ☐ GCSE Media Studies
- ☐ GCSE Music
- ☐ GCSE Philosophy
- ☐ GCSE Design & Technology: Resistant Materials
- ☐ GCSE Design & Technology: Graphics
- ☐ GCSE Design & Technology: Textiles
- ☐ GCSE Physical Education
- ☐ GCSE Spanish
- ☐ CNAT Sport Studies
- ☐ Core Support *[guided choice]*
- ☐ Separate Science GCSEs

Students can select to study *both* History and Geography.

Students *cannot* take closely related subjects e.g. Computer Science/Information Technology; Textiles/Graphics/Resistant Materials; Business /Enterprise & Marketing; PE/Sport Studies

Signed by Parent/Carer _____ **Date:** _____

Please return this form to student office (green postbox) by Wednesday 26th March.

CORE SUBJECTS

ENGLISH LANGUAGE - GCSE Examination Board: AQA English Language

AIMS OF THE SUBJECT

This is a core subject and all students follow the Linear AQA course. Studying English Language will develop reading, writing and speaking and listening skills that are important for doing well in all of your subjects. Also, a good qualification in English Language will allow you to study further qualifications and open up a wider range of career options.

COURSE OUTLINE

The course is designed to ensure students read a wide range of texts. You will develop reading and critical thinking skills in responding to these texts in a variety of ways. You will also have to write analytically and creatively and demonstrate competent spelling, punctuation and grammar.

You will be assessed through two written examinations and a spoken language component throughout the year. In both examinations you will answer questions on extracts of literary and non-fiction texts and produce original writing (both fiction and non-fiction).

FIVE WORKPLACE SKILLS YOU'LL LEARN IN ENGLISH:

Communication, Creativity, Critical Thinking, Textual Analysis & Essay Writing

WHAT CAN YOU DO NEXT WITH THIS SUBJECT?

All employers will expect you to have a good level of written and verbal communication and have a good GCSE pass in English.

There are many career paths which relate to the subject, including publishing, advertising, journalism and teaching.

https://www.bbc.co.uk/bitesize/tags/zfmnwty/jobs-that-use-english-and-drama/1

ENGLISH LITERATURE - GCSE Examination Board: AQA English Literature

AIMS OF THE SUBJECT

This is a core subject and all students follow the Linear AQA course. Studying English Literature will develop reading skills as well as skills of analysis and evaluation. These are essential skills for doing well in all of your subjects.

COURSE OUTLINE

The course is designed so that students take a skills-based approach to English Literature. You will read a wide range of poems, novels and plays throughout the course and develop skills of analysis to respond to these texts. You will learn to write an effective essay to express your ideas and you will learn to form original interpretations of literary texts.

You will be assessed through two examinations. In the first examination you will answer questions about a Shakespeare play and a novel written in the 19th century. In the second examination you will answer questions about a modern play or novel and a collection of poems. You will study these texts in class in preparation for the examinations but there will also be questions on a poem you won't have seen before.

FIVE WORKPLACE SKILLS YOU'LL LEARN IN ENGLISH LITERATURE

Communication, Creativity, Critical Thinking, Textual Analysis & Essay Writing

WHAT CAN YOU DO NEXT WITH THIS SUBJECT?

Many employers look for a good GCSE qualification in English Literature as it demonstrates that you have analytical skills and a good level of written and verbal communication.

There are a number of careers which link well with English Literature, including work in publishing, theatre and teaching.

https://www.bbc.co.uk/bitesize/tags/zfmnwty/jobs-that-use-english-and-drama/1

MATHEMATICS - GCSE Examination Board: Edexcel Specification 1MA1 (Linear)

Students study either: Foundation tier (GCSE Grades 1-5) or Higher tier (GCSE Grades 4-9).

AIMS OF SUBJECT

· to give all students a sense of achievement

· to make mathematics relevant and enjoyable

· to encourage the study of mathematics at A- Level and beyond

· to help students acquire mathematical skills and knowledge required for other subject areas and in adult life

· to ensure that all students achieve the best possible exam grades

COURSE OUTLINE

Students will continue to study all aspects of Mathematics: Number, Algebra, Geometry, Ratio, Probability and Statistics. In this GCSE they will also learn to apply the functional elements of Mathematics in everyday and real-life situations. Students will work with textbooks from the Edexcel GCSE Series for both Higher and Foundation Tier.

ASSESSMENT

Students will be constantly assessed by their teachers through questioning, class work and Home Learning.

There will be regular formal tests to check students' understanding of what has been covered in lessons. An estimated GCSE grade will be given after each of these tests.

There is no coursework element to the Mathematics GCSE course. Students are assessed by three written papers (one non-calculator and two calculator), of 1½ hours each. Approximately 50% of each paper will assess the functional and problem-solving elements of the course.

FIVE WORKPLACE SKILLS YOU WILL LEARN IN MATHS:

Problem Solving, Numeracy, Data Analysis, Presentation Skills & Determination

WHAT CAN YOU DO NEXT WITH THIS SUBJECT?

Many employers look for a good GCSE qualification in Mathematics as it demonstrates that you have numerical skills required in a lot of different workplaces.

https://www.bbc.co.uk/bitesize/tags/zrsg6v4/jobs-that-use-maths/1

https://www.mathscareers.org.uk/

COMBINED SCIENCE: TRILOGY (BIOLOGY, CHEMISTRY AND PHYSICS) - GCSE Examination board: AQA

AIMS OF THE SUBJECTS

- A learning experience which will develop and enhance scientific skills as well as foster lifelong appreciation, understanding and knowledge of the Sciences.
- Strong qualifications supporting further studies at Level 3 and beyond.

COURSE OUTLINE

You will study Biology, Chemistry and Physics separately over the next 2 years, just as you have up until now. At the end of Year 11 you will take two 75 minute exams in each subject, leading to a double GCSE in Combined Science (Trilogy) (i.e. 2 GCSEs graded from 1,1 to 9,9).

You will carry out practical work throughout the courses to develop scientific skills which are assessed as part of these exams. There is no 'course work'.

This course supports further study in the Sciences at Level 3. We currently offer A levels in Biology, Chemistry and Physics and Level 3 BTEC Nationals Applied Science (AAQ) and every year students achieving the entrance criteria in Combined Science: Trilogy and Maths go on to successfully complete these courses, using the qualifications gained to enter Higher Education and employment.

Teaching Time: 9 hours in Years 10 and 11

HOW CAN I GET THE MOST OUT OF COMBINED SCIENCE: TRILOGY?

- Take an interest in Science around you – On TV, in newspapers and online as well as in your surroundings. Link this to your existing knowledge.
- Take the Science courses very seriously at all times, ask lots of questions and bear in mind that the knowledge and skills you acquire from the beginning of Year 7 could well be tested at the end of Year 11 and enhance your life in the years beyond, whether you follow a Science related career or not.

FIVE WORKPLACE SKILLS YOU'LL LEARN IN SCIENCE:

Analytical Skills, Research, Collating, Presentation and Critical Thinking

WHAT CAN YOU DO NEXT WITH THIS SUBJECT?

https://www.bbc.co.uk/bitesize/tags/zjb8f4j/jobs-that-use-science/1

- Further Science qualifications: Level 3, Degree, Research.
- Health professions including Medicine, Veterinary Science, Dentistry, Nursing, Physiotherapy, Pharmacy, Optometry, Podiatry, Midwifery, Pathology.
- Science-related professions including Engineering, Chemical engineering, Food technology, Forensic Science, Teaching, Conservation, Laboratory technician.
- Combined Science: Trilogy also demonstrates transferable skills for a range of other professions and are welcomed by employers and colleges as evidence of a solid educational background.

CHARACTER & CULTURE

AIMS OF THE SUBJECT

Character and Culture at Southam College provides students with a diverse programme of learning which covers both PSHE (Personal, social, health and economic) and Citizenship topics. The Character and Culture curriculum aims to help students' spiritual, moral, social and cultural (SMSC) development. In addition, we are passionate to help students develop the skills and knowledge necessary for healthy, safe, fulfilling and responsible lives. We feel it is important for students to have the awareness and understanding on current, topical issues that may arise as they are growing up in a rapidly changing world but also how to develop empathy and appreciation for each other as they become active members of a society. Our department also aims to support students to develop an understanding of how to work with others but also how to manage risk and make informed decisions independently. Additionally, we feel it is important for students to learn to recognise their strengths and weaknesses in a variety of fields and to develop the self-esteem and confidence needed to face the personal challenges they may come across in life.

CURRICULUM OUTLINE

What is particularly special about Character and Culture at Southam College is that all students are taught Character and Culture, both within KS3 and KS4. In lessons, students cover all aspects of PSHE and Citizenship in line with the previously recognised 2014 National Curriculum. We regard Sex and relationship education (SRE) as an important part of our Life Skills curriculum and we refer to the Secretary of State's guidance when delivering these lessons.

Students will study the following topic areas going forward into KS4:

Year 10:

- Personal health and social wellbeing.
- Preparation for working life- Work Skills
- The Employability Skills programme

Year 11:

- Sex education and personal wellbeing- health matters
- Exam, study and revision Skills- personal development
- Active Citizenship and Current Affairs

ASSESSMENT: Although students do not have an external examination, we feel that assessment is just as necessary and valid in Character and Culture as in all other subject areas. Therefore, students have regular opportunities to reflect on and identify to what extent, learning outcomes have been achieved, and to know how to make further progress.

PHILOSOPHY AND ETHICS (Core)

AIMS OF THE SUBJECT

· To provide an opportunity to explore a wide range of fundamental issues one might experience in life looking at your own and other peoples responses.

· To develop knowledge, skills and understanding of religion by exploring the significance, impact of beliefs, teachings and practices have on our attitudes and beliefs.

· To enable students to develop their own attitudes towards religious beliefs.

COURSE OUTLINE

This course allows all students to become aware of issues of local, national and global concern and placing them within a spiritual and moral context. It supports students to develop as reflective and responsible citizens in a plural society and global community with an emphasis on philosophical debate, ethical diversity and cultural awareness.

Years 10 and 11

Students will continue to cover a wide range of religion and worldviews over the course of Year 10 and 11, building on their multi-disciplinary knowledge, understanding and skills from Key Stage 3. Students will explore a wide range of key religious beliefs and practices in depth. They will study how these worldviews influence the beliefs, teachings and practices of the individual, communities and society as a whole. Debate and discussion will form a large part of the lessons. Students will develop skills on how to objectively look at issues and explore how worldviews are shaped. Students will have an opportunity to explore what has had an impact on their own worldview and will apply this to key philosophical and ethical themes, including abortion, euthanasia and the origins of the universe.

ASSESSMENT: Students continue to be assessed developing the skills they have developed within Key Stage 3 albeit not in external examinations. Students have regular opportunities to reflect on how far learning outcomes have been achieved, as well as identifying how to make further progress.

PHYSICAL EDUCATION (Core)

All students have three compulsory Core Physical Education lessons over the fortnightly timetable. In Key Stage 4, students are provided with the opportunity to personalise their learning by selecting specific activity pathways aligned to their personal interests and sporting ability.

AIMS OF THE SUBJECT

· To encourage students to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and to develop an awareness and appreciation of their own and others' cultures in relation to physical education

· To encourage creativity, independent learning and decision-making skills to enable students to plan effectively for performances and to respond to changing situations.

· To use an activity programme with variety so that all students to become actively engaged and increasingly physically competent in a range of activities and roles.

· To enable students to develop their ability to successfully engage independently in different types of physical activity, and to develop and maintain an increased involvement in physical activity as part of a healthy, active lifestyle.
Students can also choose to take GCSE Physical Education or a Cambridge National in Sport Studies as part of their Option blocks.

FIVE WORKPLACE SKILLS YOU'LL LEARN IN PE

Communication, Leadership, Motivation, Teamwork & Strategic Thinking

WHAT CAN YOU DO NEXT WITH THIS SUBJECT?

https://careersinsport.co.uk/
https://www.bbc.co.uk/bitesize/tags/zjcwvk7/jobs-that-use-pe/1

OPTION SUBJECTS

FINE ART

GCSE Examination Board: AQA GCSE Art & Design: Fine Art (4202)

AIMS OF THE SUBJECT

As part of this GCSE, all students will be expected to record ideas, observations and insights relevant to their intentions in visuals or other forms. They will then need to develop and refine their own ideas through experimenting with different media, materials, techniques and processes, informed by contextual sources. Finally, they will need to present a personal, informed and meaningful response in the form of a final creative outcome and demonstrate an analytical and critical understanding of visual art.

COURSE OUTLINE

An enjoyable and stimulating programme for anyone who likes drawing, painting & print-making and work in three dimensions using a wide range of materials. You will work on a range of scales but most of your ideas will be explored from first hand studies in the form of a work journal/sketchbook. You will work on a given theme and be encouraged to interpret it in a personal way, documenting how your own ideas have evolved.

ASSESSMENT

Component 1 (60%): Personal portfolio developed over three years that incorporates work produced under controlled conditions.
Component 2 (40%) Externally set assignment in Year 11 under exam conditions. This is internally assessed and then externally moderated by the board.

- You need to be interested in and like drawing.
- Be prepared to explore and experiment with a wide range of media, techniques, painting, printing, construction, modelling.
- Be organised and prepared to use a sketchbook to research, explore and develop ideas both in class and at home.
- Be interested in finding out about other artists and their work.
- Be committed to working hard in an organised and independent way.

FIVE WORKPLACE SKILLS YOU'LL LEARN IN ART:

Research, Confidence, Independence, Resourcefulness & Project Management

WHAT CAN YOU DO NEXT WITH THIS SUBJECT?

A GCSE course in Art can lead to 'A' level Art in the 6th Form. This could lead toward a career in art, architecture, film-making, animation, teaching, conservation/restoration, interior design, photography, model making, printmaking, graphic design or product design.

BUSINESS GCSE - Examination board: Edexcel – specification 1BS0

AIMS OF THE SUBJECT

To enable students to:

- know and understand business concepts, terminology and objectives, the integrated nature of business activity and the impact of business on individuals and society
- apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
- develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems
- use an enquiring, critical approach to make informed judgements
- investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments
- develop and apply quantitative skills relevant to business, including interpreting data.

COURSE OUTLINE

Year 10 - Theme 1: investigating small businesses

Students explore the dynamic nature of business, how and why business ideas come about and the impact of risk and reward on business activity. They will investigate how new and small businesses identify opportunities through understanding customer needs and competitor behaviour and conducting market research. Students then focus on making a business idea happen by identifying aims and objectives and concentrating on the financial aspects involved. Next, we explore a range of factors that impact on the success of a business, including location, the marketing mix and the business plan, and finally investigate a range of internal and external influential factors, such as stakeholders, technology, legislation and the economy.

Year 11 - Theme 2: building a business

In this theme we explore methods of growth, how and why business aims and objectives change as businesses evolve, the impact of globalisation and the ethical and environmental questions facing businesses. Students will explore how each element of the marketing mix is managed and used to inform and make business decisions in a competitive marketplace. The Making Operational Decisions unit focuses on meeting customer needs through the design, supply, quality and sales decisions businesses make. Students then explore the tools a business has to support financial decisions, including ratio analysis and the use of a range of financial information. The course concludes with an exploration of decisions relating to organisational structure, recruitment, training and motivation and their impact on growing businesses

ASSESSMENT

This course is entirely assessed through external examination in Year 11. There are two papers, one on each theme studied, both worth 50% of the final GCSE. Both exams are 1 hour and 45 minutes long and are marked out of 90 each.

FIVE WORKPLACE SKILLS YOU'LL LEARN IN BUSINESS:

Evaluation skills, data analysis, critical thinking, commercial awareness & finance management.

WHAT CAN YOU DO NEXT WITH THIS SUBJECT?

A GCSE course in Business can lead to A Level or the BTEC Level 3 Extended Certificate in Business in the sixth form. This could then lead to a wide range of courses at university and opens many career opportunities, including business management, marketing and finance.
https://www.bbc.co.uk/bitesize/tags/zd7fqp3/jobs-that-use-business/

COMPUTER SCIENCE - Examination Board: OCR (J277) GCSE

AIMS OF THE SUBJECT & ASSESSMENT

Computer Science will, above all else, be relevant to the modern and changing world of computing. Computer Science is a practical and theoretical subject where pupils can apply their knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement. Computer Science will value computational thinking, helping pupils to develop their skills to solve problems and design systems that do so. These skills will be the best preparation for pupils who want to go on to study Computer Science at AS and A Level and beyond. The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills. This qualification is provided in three key assessment areas:

Computer Systems (J276/01)

Examined component set and externally moderated by the exam board.
The focus of this component is on computer systems covering the physical elements of computer science and the associated theory.
Short answer questions and essay type questions
1.5 hours
50% of total GCSE

Computational Thinking, Algorithms and Programming (J276/02)

Examined component set and externally moderated by the exam board.
The focus of this component is on the core theory of computer science and the application of computer science principles. You will be expected to demonstrate your programming knowledge and will be asked to a write a programme and comment existing program code
Short answer questions and essay type questions
1.5 hours
50% of total GCSE

To be successful in Computer Science pupils must be able to design a solution to a problem, create and implement the solution, test, debug and evaluate independently. Pupils must have the ability to solve problems quickly and efficiently. Pupils must be able to learn a new language; programming is all about learning how to communicate with a computer! Pupils must be highly literate and numerate as writing the wrong programming syntax can result in a program not working therefore a minimum **Level 4 maths grade is required** for this option.

FIVE WORKPLACE SKILLS YOU'LL LEARN IN COMPUTER SCIENCE:

Problem Solving, Mathematical Skills, Data Analysis, Creativity & Logical Thinking

WHAT CAN YOU DO NEXT WITH THIS SUBJECT?

This course will lead onto A levels or 2 year vocational course at school/college.

https://www.bbc.co.uk/bitesize/tags/zhj692p/jobs-that-use-computing-and-ict/1

DRAMA - GCSE Examination Board: GCSE OCR – J316

AIMS OF THE SUBJECT

- Develop confidence, team work and independence
- To refine ability to study and analyse literature in a creative manner
- To hone skills such as thinking out of the box
- Develop artistic skills through practical exploration and realisation
- Engage with themes and issues extending to wider worlds and cultures

COURSE OUTLINE

Year 10 – In year 10, you will complete 30% of the course assessment by creating a devised performance and keeping a written portfolio outlining your journey from start to finish. You will also begin to look at a set text, which will be explored practically and theoretically, in order to design your own ideas as to how it should be staged in preparation for your written exam.

Year 11 - In year 11, you will focus on the final performance unit (30%) and complete the written exam (40%). The performance unit is a group performance piece that will be externally moderated by a visiting examiner and your written exam is split into 2 sections; Section A and B. Section A revisits the set text explored in year 10 and focuses on the overall design of the performance, while section B focuses on a live theatre evaluation, meaning a trip to the theatre will be in order!

FIVE WORKPLACE SKILLS YOU'LL LEARN IN DRAMA:

Creativity, Teamwork, Communication, Presentation and Evaluation

WHAT CAN YOU DO NEXT WITH THIS SUBJECT?

Students of Drama develop creative skills, as well as knowledge and understanding of the Arts thus preparing them to study subjects such as: Performance Studies, Drama & Theatre Studies, Performing Arts, Media Studies, English Language and Literature, Philosophy, Sociology and Psychology, Dance, Music and Art. Additionally, students develop generic skills that feed into all courses: speaking and listening, research and investigation, analysis and evaluation, public speaking and presentation, social skills, confidence, as well as literacy.

The study of GCSE Drama paves the way to a **wide range of career possibilities**, including those involving public speaking and presenting, leadership and management, group co-operation and interaction, performing and communicating, teaching and learning, problem solving and investigation, and analysis and evaluation.

https://www.bbc.co.uk/bitesize/tags/zfmnwty/jobs-that-use-english-and-drama/1

https://www.allaboutcareers.com/careers/career-path/acting-drama

FOOD PREPARATION & NUTRITION - GCSE Examination Board: AQA GCSE

OVERVIEW

- To understand the science behind what makes food tasty.
- To equip students with a range of kitchen skills and an in-depth understanding of nutrition.
- To learn how different techniques affect the sensory and nutritional properties of food and be trained in setting up taste panels.
- To learn about food origins, sustainability and the impact of food and food security on local and global markets and communities.
- To develop culinary skills including dough-making, reduction and filleting and then hone these techniques using recipes chosen from British and international cuisine.

COURSE OUTLINE

This course develops food preparation skills – these are intended to be integrated into the five sections: Food, nutrition and health, food science, food safety, food choice, and food provenance.

Assessment

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

Controlled Assessment

(Food Science Investigation and Food Preparation Assessment) - 50% of GCSE

Practical investigations are a compulsory element of both controlled assessment tasks. For the food science investigations, students will complete experiments linked to a given task such as the function of fats in shortcrust pastry. For the Food Preparation task, students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

FIVE WORKPLACE SKILLS YOU'LL LEARN IN FOOD:

Creativity, Communication, Teamwork, Time Management & Attention to Detail

WHAT CAN YOU DO NEXT WITH THIS SUBJECT?

https://www.bbc.co.uk/bitesize/tags/zvty7nb/jobs-that-use-food-and-nutrition/1

Level 1/2 HOSPITALITY AND CATERING - Examination Board: WJEC

AIMS OF THE SUBJECT

The WJEC Level 1/2 Award in Hospitality and Catering has been designed to support learners in schools who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study, providing learners with a core depth of knowledge and a range of specialist and general skills that will support their progression to further learning and employment.

COURSE OUTLINE

Unit 1:

In this unit, you will learn about the different types of providers within the Hospitality and Catering industry, the legislation that needs to be adhered to and the personal safety of all of those involved in the business, whether staff or customers. You will learn about the operation of Hospitality and Catering establishments and the factors affecting their success. The knowledge and understanding you gain will enable you to respond to issues relating to all factors within the hospitality and catering section and provide you with the ability to propose a new provision that could be opened in a given location to benefit the owner and the local community.

Unit 2:

In this unit you will gain knowledge of the nutritional needs of a range of client groups in order for you to plan nutritional dishes to go on a menu. You will learn and develop safe and hygienic food preparation, cooking and finishing skills required to produce nutritional dishes.

ASSESSMENT

The WJEC Level 1/2 Vocational Award in Hospitality and Catering is made up of two mandatory units:

Unit 1 The Hospitality and Catering Industry (Exam) – 40% 1hr 30mins

Unit 2 Hospitality and Catering in Action (Coursework) – 60%

Students will complete an assessed piece of coursework within 9 hours including written work and a 3 hour practical assessment of 2 dishes plus accompaniments.

FIVE WORKPLACE SKILLS YOU'LL LEARN IN CATERING:

Creativity, Communication, Teamwork, Time Management & Attention to Detail

WHAT CAN YOU DO NEXT WITH THIS SUBJECT?

https://www.bbc.co.uk/bitesize/tags/zvty7nb/jobs-that-use-food-and-nutrition/1

GEOGRAPHY - GCSE Examination Board: AQA GCSE Geography (8035)

OVERVIEW

· To travel the world from the classroom, exploring a range of exciting places and develop a wider understanding of geographical issues around the world

· To develop an understanding of important and interesting topics in our rapidly changing world, including climate change, poverty, deprivation, natural hazards, management of fragile ecosystems, global shifts in economic power and the challenge of sustainable resource use

· To develop cross-curricular skills, including fieldwork skills and take part in residential fieldwork

· To understand our role in society by considering different viewpoints, values and attitudes

COURSE OUTLINE

Students will cover a range of physical and human topics. In Year 10, students will study the following topics and complete fieldwork: Physical Landscapes, Economic World and Natural Hazards. In Year 11, students will study Resource Management, Urban Issues and Living World. Students will also study a contemporary issue that is based on pre-release material from the exam board before their exams in Year 11.

Geography is formally assessed at the end of Year 11 through examinations. There is no coursework or controlled assessment. Students build on their learning from Year 9. Progress will be assessed throughout Year 10 and 11 through class-based tests as well as class work and home learning. Students will practice interpreting and analysing resources and apply place knowledge to geographical themes.

FIVE WORKPLACE SKILLS YOU'LL LEARN IN GEOGRAPHY

Data Analysis, Critical Thinking, IT, Research and Teamwork

WHAT CAN YOU DO NEXT WITH THIS SUBJECT?

GCSE Geography will prepare students for a wide variety of career options and further education opportunities, as they develop skills in analysis, critical thinking and have social and environmental awareness and a unique understanding and perspective of today's world and the world in the future. Roles include those in travel, tourism, environmental services, international development, education, property, geoscience, conservation and planning.
https://www.bbc.co.uk/bitesize/tags/zbp3mfr/jobs-that-use-geography/1
https://www.geography.org.uk/jobs-and-careers-in-geography
https://www.rgs.org/geography

HEALTH AND SOCIAL CARE - BTEC Level 1/Level 2 Tech award

Examination Board: Edexcel/Pearson (equivalent to 1 GCSE grade)

OVERVIEW

- To know the range of Health, Social Care and Early Years services that are available to meet the individual needs of clients.
- To understand the main roles, responsibilities and skills required for a range of Health, Social Care and Early Years services.
- To understand human development across the different life stages from infancy to later adulthood.
- To know how people cope with expected and unexpected life events and understand the effect this has on human life and development.

COURSE OUTLINE

This is a course that is quite different to any other subject you have studied so far. Students will cover a range of topics related to the Health and Social Care sector including: the life stages and factors affecting the growth and development of individuals, and the role of care workers in promoting beneficial change in an individual's environment. They will also gain an understanding of the set of care values used within health and social care.

ASSESSMENT

The course is assessed through one examination (40%) and coursework (60%). There will be one unit (component 3) which is assessed externally by a written examination. The other units will be assessed internally by completing a range of assignment tasks.

FIVE WORKPLACE SKILLS YOU'LL LEARN IN HEALTH & SOCIAL CARE:

Communication, People Skills, IT, Research and Teamwork

WHAT CAN YOU DO NEXT WITH THIS SUBJECT?

Students can go on to study Health and Social Care at A-level or enter the Health and Social Care sector, a qualification in Health and Social Care will prepare students for a variety of education and employment opportunities. If you wish to enter into any one of the following careers a background in Health and Social Care would be advantageous: Midwifery, Nursing, Paramedics, Counselling, Social Work, Occupational Therapy, Physiotherapy and Early Years.

https://www.healthcare.nhs.uk/working-health/working-social-care

https://www.skillsforcare.org.uk/careers-in-care/job-roles/job-role-in-social-care.aspx

HISTORY - GCSE Examination Board: Eduqas: 9 – 1 spec

OVERVIEW

- To encourage an interest, curiosity and enjoyment of a wide range of history, including British and inter-national topics.
- To develop a range of cross-curricular skills that will benefit work in other subject areas (for example: communication, analysis, debate and developing reasoned judgements / arguments).
- To develop understanding of a series of history-based skills (for example: source analysis, change and continuity, interpretation).
- To develop a wider subject knowledge in support of specific history topics (for example: political concepts including democracy and dictatorship).
- To develop the ability to develop independent opinions and viewpoints.

COURSE OUTLINE

Students will cover a range of topics in a mix of **depth or breadth studies**. The topics cover a **range of time periods**, spanning from early medieval history to the 20th century, for example: **Nazi Germany, Crime and Punishment 500 – present day, Medieval England** and **the USA from 1929.**

The GCSE course is examined entirely in the summer of Year 11 – all topics are exam units, there is no element of coursework / controlled assessment. The exams will include a variety of question styles that will assess a range of historical skills (including interpretation - how historical opinions about key events have changed over time – and source analysis) and more general literacy and communication skills. Students will build on the preparatory work completed in Year 9 across the GCSE course, with regular in class assessments to develop students' confidence in how to approach different styles of history exam questions.

FIVE WORKPLACE SKILLS YOU'LL LEARN IN HISTORY:

Critical Thinking, Time Management, Communication, Research and Argumentation

WHAT CAN YOU DO NEXT WITH THIS SUBJECT?

The wider skills that students develop in GCSE History mean that it is a highly respected subject that can lead to wide choice of further education or career options, including roles in media, publishing, education or politics.

https://history.org.uk/student/resources/2914/careers-in-history

INFORMATION TECHNOLOGY

Examination Board: OCR Level 1/2 Cambridge National Certificate in Information Technologies J836

COURSE OUTLINE & ASSESSMENT

To understand and apply the fundamental principles and concepts of IT, including the use of IT in the digital world, Internet of Everything, data manipulation and Augmented Reality
Students must complete three units:

- one externally assessed unit
- two NEA/coursework units

R050: IT in the digital world This is assessed by taking an exam. (40% of total GCSE)
In this unit you will learn about design and testing concepts for creating an IT solution or product, and the uses of IT in the digital world.
Topics include: Design Tools, Human Computer Interface (HCI) in everyday life, Data and testing, Cyber-security and legislation, Digital Communications and Internet of Everything (IoE).

R060: Data manipulation using spreadsheets (30% of total GCSE)
This is assessed by completing a set assignment.
In this unit you will learn how to plan, design, create, test and evaluate a data manipulation spreadsheet solution to meet client's requirements. You will be able to evaluate your solution based on the user requirements.
Topics include: Planning and designing the spreadsheet solution, Creating the spreadsheet solution, Testing the spreadsheet solution, Evaluating the spreadsheet solution.

R070: Using Augmented Reality to present information (30% of total GCSE)
This is assessed by completing a set assignment.
In this unit you will learn how to design, create, test and review an Augmented Reality model prototype to meet a client's requirements.
Topics include: Augmented Reality (AR), Designing an Augmented Reality (AR) model prototype, Creating an Augmented Reality (AR) model prototype and Testing and reviewing.

FIVE WORKPLACE SKILLS YOU'LL LEARN IN IT:

Problem Solving, Communication, Data Analysis, Logical Thinking & Presentation

WHAT CAN YOU DO NEXT WITH THIS SUBJECT?

Students can continue to study A levels or a two year course at school/college.

LANGUAGES

The following languages are offered at GCSE:	
FRENCH	Edexcel
GERMAN	Edexcel
SPANISH	Edexcel

OVERVIEW

The GCSE course aims to develop student language skills and to improve their cultural awareness of the target-language countries. The course aims to develop students into global citizens by choosing language relevant for today's world.

COURSE OUTLINE

The course builds on Key Stage 3 skills, vocabulary and grammar. There are six content themes:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

EXAMS

Paper 1 – Speaking 25% - a 7-12 minute exam - includes a read aloud, role play, picture and conversation task

Paper 2 – Listening 25% - a 45-60 minute exam – multiple choice and short-answer comprehension questions based on short listening extracts, also includes a dictation

Paper 3 – Reading 25% - a 45-60 minute exam – multiple choice and short-answer comprehension questions based on reading texts, also includes a translation into English.

Paper 4 – Writing 25% - a 75-80 minute exam - up to 4 questions including structured and unstructured writing tasks and translation into the target language.

These exams will take place at the end of the GCSE course for all languages.
Students will sit either Foundation or Higher Tier.
This decision will take place in Year 11 after reviewing student work.

FIVE WORKPLACE SKILLS YOU'LL LEARN IN LANGUAGES:

Communication, Critical Thinking, Resourcefulness, Independence & Adaptability

WHAT CAN YOU DO NEXT WITH THIS SUBJECT?

Aside from the ability to converse in another language - sought after by tech companies looking for translators, proof-readers and content creators – the wider skills practised when learning a language open up many career opportunities. Language learners are problem solvers, learn quickly from mistakes, they are adaptable and they can communicate well. Having an additional language could give you the edge in a range of careers in tourism, government, politics, media, publishing and journalism. It's a skill for life!

A GCSE grade of a 7 or above is needed at Higher Tier GCSE for further study of the language to AS/A2 level.

MEDIA STUDIES - Examination Board: Eduqas GCSE Media 9-1 Qualification

COURSE OUTLINE

Component 1: Exploring the Media (written exam worth 40%) 90-minute examination.
Questions will focus on four areas of the theoretical framework: media language, representation, media industries and audiences. There will be a balanced approach to these four areas of the theoretical framework in that Section A will focus on exploring media language and representation, and Section B will focus on exploring media industries and audiences. The exam responses require a mixture of short paragraphs and extended, essay style questions.

Component 2: Understanding Media Forms and Products (written exam worth 30%) 90-minute examination.
Questions will focus on answering questions relating to all aspects of the framework. Three set products will be given to study for this exam which could range from television series, websites, advertisements, magazines, newspapers and all other media forms.

Component 3: Non-exam component (NEA Coursework worth 30%)
Students will be able to apply their knowledge and understanding of theoretical framework by creating a production piece. Students will be able to choose what product they make, but it must fit the theme set by the exam board.

IS THIS QUALIFACATION RIGHT FOR ME?

Media Studies develops a range of creative and analytical skills which lay a strong foundation for the study of a variety of creative subjects. In addition, the critical thinking skills developed through the course prepare students well to consider a vast range of societal issues and write academically about them.

You should consider Media Studies if you enjoy the following: researching new and existing media products, analysing and writing about media products, learning and applying theory, exploring media corporations and considering how people, places and ideas are represented in the media. Furthermore, if you enjoy being creative and enjoy learning new software including Adobe Photoshop and Premier Pro, then this combination exploring both written and creative skills is the right choice for you!

FIVE WORKPLACE SKILLS YOU'LL LEARN IN MEDIA STUDIES:

Creativity, Communication, Presentation, IT & Research

WHAT CAN YOU DO NEXT WITH THIS SUBJECT?

This course can lead you to 'A' level Media Studies which could in turn lead towards a career as a performer, director, producer, sound engineer, animator, sports or news journalist, tv presenter, radio, social and creative media, or media teacher. It also shows that you are a dedicated learner and creative individual, which is beneficial for any future career.

https://www.bbc.co.uk/bitesize/tags/z4ychbk/jobs-that-use-media-studies/1

https://www.screenskills.com/careers/

MUSIC - Examination Board: Eduqas GCSE

OVERVIEW

This engaging course is suitable for students wanting to develop their skills in performing, composing, and listening. The 3 strands, along with the necessary music theory, are taught in an integrated and largely practical way. At GCSE, students develop skills across the course in the three main areas: performance, composition, and listening/appraising

COURSE OUTLINE

Area of Study 1 – Musical Forms & Devices

This area of study focuses on understanding structural forms and musical ideas / devices across a variety of genres and styles from the Western Classical Tradition 1650-1910.
You will also study the set work *Badinerie* by J.S. Bach in detail.

Area of Study 2 – Music for Ensembles

This area of study focuses on how different instrumental and vocal groups are used in their context. This includes musicals, jazz & blues bands, and others such as string quartets, and vocal groups from a variety of cultures.

Area of Study 3 – Film Music

This area of study focuses on how composers create music to express specific moods and enhance characters and emotions within films.

Area of Study 4 – Popular Music

You will learn about a range of popular music styles from the 1950s to the present day, including Rock 'n' Roll. Reggae, Bhangra, Pop, etc
You will also study the set work *Africa* by Toto in detail.

ASSESSMENT – a combination of coursework and an examination.

Component 1 – Performance Portfolio (30%)

- A minimum of two (but can be more) pieces, which when combined have a minimum total of 4 minutes, of which 1 minute 30 seconds must be an ensemble performance.

Component 2 – Composition Portfolio (30%)

- A 'free' / 'own brief' composition – for instruments and a style of your own choice
- A composition to a brief set by the exam board (choice of 4)

Component 3 – Listening and Appraising (40%)

- A 1hr 15 minute exam to assess your listening skills and your knowledge of the music styles studied within each Area of Study, including the set works.
- This will consist of 8 listening questions – two on each of the Areas of Study.

FIVE WORKPLACE SKILLS YOU'LL LEARN IN MUSIC

Problem Solving, Communication, Teamwork, Creativity and Critical Thinking

WHAT CAN YOU DO NEXT WITH THIS SUBJECT?

This course can lead you to 'A' level Music, Level 3 BTEC Music, or their 'Music Tech' equivalents. All these could in turn lead towards a music-based career, such as a performer, composer, producer, sound engineer, music technician, music journalist, music therapist or music teacher. It also shows that you are a dedicated learner and creative individual, which is beneficial for any future career.

Creativity is one of the most important and in-demand skills at work (according to the World Economic Forum.) When business leaders across the world were surveyed, they voted creativity as the most important workplace skill to help their businesses survive and grow.
This means that the study of creative subjects, like Music, is becoming even more important and relevant to young people to give you the chance to succeed – whatever your ambitions.

PHILOSOPHY AND ETHICS Examination Board: GCSE AQA

AIMS OF THE SUBJECT

· To provide an opportunity to explore a wide range of fundamental issues one might experience in life looking at your own and others responses.

· To develop knowledge, skills and understanding of religion by exploring the significance, impact of beliefs, teachings and practices have on our attitudes and beliefs.

· To enable students to develop their own attitudes towards religious beliefs.

COURSE OUTLINE

This course allows all students to become aware of issues of local, national and global concern and placing them within a spiritual and moral context. It supports students to develop as reflective and responsible citizens in a plural society and global community with an emphasis on ethical diversity and two key religious practices; particularly Christianity and Islam.

Year 10

Students will cover the key beliefs and practices of two world religions in depth – Islam and Christianity. They will study the influence of beliefs, teachings and practices on individuals, communities and societies. Students will develop skills on how to objectively look at issues and portray different viewpoints, considering both religious and secular points of view. Here students explore ethical views on abortion, euthanasia and the origins of the universe.

Year 11

Now students have covered both Christianity and Islam in depth, they will then apply these beliefs and practices to a range of ethical themes – relationships and families / life / crime and punishment / conflict and peace. Students are required to delve deep into a philosophical and ethical world, deploying a range of different views, ensuring knowledge, understanding and application of the religious views studied earlier in the course are applied. Students are expected not only to appreciate their own views but those of others too. Students are required to ask 'big' philosophical and ethical questions and debate social, moral and cultural issues from our everyday lives.

Paper 1: The Study of religions: beliefs, teachings and practices (Christianity and Islam) 1hr 45 minutes

Paper 2: Thematic Studies (Themes A, B, D, E) 1hr 45 minutes

WHAT CAN YOU DO NEXT WITH THIS SUBJECT?

A GCSE course in Philosophy and Ethics can lead to 'A' level Philosophy and Ethics, Politics and Sociology in the 6th Form. This could lead one into a career for example of teaching, the police force, law, the government, journalism and the media.

PHOTOGRAPHY- Examination Board: AQA GCSE

OVERVIEW

Photography is about looking, learning, thinking and communicating ideas. It inspires creative thinkers. You will develop creativity and independent thought, learn to express yourself visually and let your imagination flourish. Photography is a great companion to all other options because creativity, imagination and problem-solving skills can give you great ideas for your other subjects.

COURSE OUTLINE

Photography is a practical course in which you learn by doing, so you will be able to create imaginative personal work. You will find out about a whole range of techniques and processes, both traditional and contemporary. You will learn the technical aspects of taking photographs as well as exploring a range of processes, such as darkroom work as well as digital manipulation of images. You will investigate the work of other artists and photographers as stimulus for your own idea development. You will learn how to analyse and evaluate images using subject specific language; written analysis and annotation is a vital aspect of the course so being able to communicate effectively is important.

ASSESSMENT

Component 1 (60%): Personal portfolio of practical and written work developed over two years that incorporates work produced under controlled conditions.
Component 2 (40%): Externally set assignment in Year 11 with final outcomes being produced under exam conditions.
Both components are internally assessed and then externally moderated by AQA.

- You need to be interested in taking photographs
- Be prepared to explore and experiment with a wide range of media within the discipline of photography and to write clearly about your ideas and experiments
- Be organised and prepared to use a sketchbook to research, explore and develop ideas both in class and at home
- Be interested in finding out about other artists and photographers and their work
- Be committed to working hard in an organised and independent way.

FIVE WORKPLACE SKILLS YOU'LL LEARN IN PHOTOGRAPHY:

Problem-solving, Creativity, Independence, Resourcefulness & Time Management

WHAT CAN YOU DO NEXT WITH THIS SUBJECT?

Did you know that the Creative Industries provide over 2.4 million jobs in the UK?! Studying a creative subject at GCSE not only provides you with several transferable skills for many different course and career options, but more specifically, studying GCSE Photography could open doors in professional fields such as: Graphic design, film or media production; Marketing, advertising, or photojournalism; Creative director or content creator for social media. Or perhaps more traditionally study and work within various sectors within the Photography industry, such as: fashion, corporate, editorial, catalogues, commercial events, portraits, weddings, forensic, medical/scientific photography to name but a few.

EDEXCEL GCSE PE (9-1) PHYSICAL EDUCATION

Please note students can select Physical Education as an option in addition to Core PE.

AIMS OF THE SUBJECT

GCSE PE is designed to enable all students to further their understanding of the subject though theory and practical application. We have designed the GCSE to build on and embed the physical development and skills learned in key stage 3, encouraging learners to become more competent, confident and expert in their techniques, and apply them across different sports and physical activities whilst deepening their knowledge of content studied. Students will be encouraged to engage in physical activity and sport by contextualising the theory and applying their knowledge to their practical performance. GCSE PE reflects today's global world and allows students to engage with key issues and themes relating to contemporary global influences on physical education and sport. Students will receive a well-rounded and full introduction to the world of PE, sport and sport science through the combination of physical performance and academic challenges.

Course Content

Component	Content	Exam	%	Marks
1	Fitness & body systems: Section A: Anatomy & Physiology and Movement analysis Section B: Physical Training Section C: One extended response on Physical Training	Written – external 1hr 30min	36	80
2	Health & performance: Section A: Health, Fitness and Wellbeing Section B: Sports Psychology and socio-cultural influences Section C: One extended response from section B: Sports Psychology or socio-cultural influences.	Written – external 1hr 15min	24	60
3	Practical performance 3 sports/activities	Internal assessment (externally moderated)	30	105
4	PEP (personal exercise programme)	Internal assessment (externally moderated)	10	20

Component 1: Fitness and Body Systems Content overview	Component 2: Health and Performance Content overview
● Topic 1: Applied anatomy and physiology ● Topic 2: Movement analysis ● Topic 3: Physical training ● Topic 4: Use of data	● Topic 1: Health, fitness and well-being ● Topic 2: Sport psychology ● Topic 3: Socio-cultural influences ● Topic 4: Use of data

Both exams consist of multiple-choice, short-answer, and extended writing questions. Students must answer all questions. Calculators can be used in the exams. Students will also need to devote time outside their allotted lessons to practise their chosen sporting activities during the extracurricular sporting sessions that the PE department provide.

Person Specification:

- Have the ability to be assessed in 3 sports **with at least 2 being played in/out of school**
- High motivation levels
- Good literacy skills

CAMBRIDGE NATIONAL CERTIFICATE IN SPORT STUDIES - OCR

OVERVIEW

The Cambridge Nationals in Sport Studies take a more sector-based focus, whilst also encompassing some core sport/physical education themes. Learners have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics & role models as well as sport & the media. Learners will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.

COURSE OUTLINE

Throughout the course students will be required to complete three units, two of which are mandatory and one optional. One of the mandatory units is an external written exam, we will select the optional unit to suit the cohort of students.

Mandatory units:
· Contemporary issues in sport (Externally Assessed written paper examination at the end of year 11)
· Performance and Leadership in sports activities (Internally Assessed)

Optional units:
· Sport and the media (Internally Assessed)
· Developing knowledge and skills in outdoor activities
(Internally Assessed)

GRADING FOR SPORT STUDIES

Distinction* at Level 2 (*2)
Distinction at Level 2 (D2)
Merit at Level 2 (M2)
Pass at Level 2 (P2)
Distinction at Level 1 (D1)
Merit at Level 1 (M1)
Pass at Level 1 (P1).

PERSONAL SPECIFICATION

· Interest in sport and the industry
· High motivation levels to complete coursework and meet deadlines
· Must play **competitive** sport inside/outside of school on a weekly basis (team/individual)
· Good literacy skills

WHAT CAN YOU DO NEXT WITH THIS SUBJECT?

https://careersinsport.co.uk/

https://www.bbc.co.uk/bitesize/tags/zjcwvk7/jobs-that-use-pe/1

SEPARATE SCIENCE GCSEs (BIOLOGY, CHEMISTRY AND PHYSICS) -

GCSE Examination board: AQA

AIMS OF THE SUBJECTS

- A learning experience which will develop and enhance scientific skills as well as foster lifelong appreciation, understanding and knowledge of the Sciences.
- Strong qualifications supporting further studies at Level 3 and beyond.

COURSE OUTLINE

You will study Biology, Chemistry and Physics separately over the next 2 years, just as you have up until now. At the end of Year 11 you will take two 105 minute exams in each subject, leading to 3 separate GCSEs in Biology, Chemistry and Physics individually grade 1 to 9.

You will carry out practical work throughout the courses to develop scientific skills which are assessed as part of these exams. There is no 'course work'.

This course supports further study in the Sciences at Level 3. We currently offer A levels in Biology, Chemistry and Physics and Level 3 BTEC Nationals Applied Science (AAQ) and every year students achieving the entrance criteria in Separate Sciences and Maths go on to successfully complete these courses, using the qualifications gained to enter Higher Education and employment.

Teaching Time: 14 hours in Years 10 and 11

HOW CAN I GET THE MOST OUT OF GCSEs IN THE SEPARATE SCIENCES?

- Take an interest in Science around you – On TV, in newspapers and online as well as in your surroundings. Link this to your existing knowledge.
- Take the Science courses very seriously at all times, ask lots of questions and bear in mind that the knowledge and skills you acquire from the beginning of Year 7 could well be tested at the end of Year 11 and enhance your life in the years beyond, whether you follow a Science related career or not.

FIVE WORKPLACE SKILLS YOU'LL LEARN IN SCIENCE:

Analytical Skills, Research, Collating, Presentation and Critical Thinking

WHAT CAN YOU DO NEXT WITH THIS SUBJECT?

https://www.bbc.co.uk/bitesize/tags/zjb8f4j/jobs-that-use-science/1

- Further Science qualifications: Level 3, Degree, Research.
- Health professions including Medicine, Veterinary Science, Dentistry, Nursing, Physiotherapy, Pharmacy, Optometry, Podiatry, Midwifery, Pathology.
- Science-related professions including Engineering, Chemical engineering, Food technology, Forensic Science, Teaching, Conservation, Laboratory technician.
- Combined Science: Trilogy also demonstrates transferable skills for a range of other professions and are welcomed by employers and colleges as evidence of a solid educational background.

HOW ARE THESE COURSES DIFFERENT TO COMBINED SCIENCE: TRILOGY, WHICH IS A CORE SUBJECT TAKEN BY EVERYONE?

These courses cover all the material covered by the Combined Science: Trilogy course and offer access to the same grade range and Level 3 courses in Sixth Form. They also include additional material which, though not essential to Level 3 study in the Sciences, is designed to broaden the curriculum for students who are particularly interested in the Sciences.

If you enjoy the Sciences and you are already doing well in these subjects, then you should seriously consider applying for the Separate Sciences option.

All applicants will be assessed for suitability for these courses throughout Year 9, including exams taken towards the end of the year in June.

GCSE Design & Technology: GRAPHICS

GCSE Examination Board: AQA 8552

OVERVIEW

The Design and Technology GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth alongside applying applied scientific and mathematical principles. The GCSE will be taught mainly through the study of resistant materials but will also embrace the use of other material areas, it encourages the use of imagination, experimentation and develops the core skills of designing. The course is made up of 50% developing knowledge/theory and 50% Designing and creating through a range of tasks generating a portfolio of evidence of your work.

COURSE OUTLINE

The course is aimed at students who are keen to develop their knowledge and understanding of a wide range of materials and processes. A large proportion of lessons will require the use of note taking, worksheets and designing. During the course you will complete a range of projects to develop and boarded your skills and develop your understanding of the design world. The GCSE in Design & Technology will enable you to;

- Learn how to develop realistic design proposals as a result of the exploration of design opportunities
- Learn about materials, making techniques, tools and equipment.
- Learn how to plan and organise time to deliver project work.
- Develop skills which will enable you to design and make creative prototypes.
- Learn about manufacturing processes and techniques including CAD/CAM
- Investigate, test and analyse existing products and understand how products are manufactured commercially.
- Investigate and consider the work of designers to inform their own designing.

ASSESSMENT

There are TWO assessment elements to the course:

NEA Design and Make project	50% of the final mark
Written paper	50% of the final mark

Knowledge and understanding will be examined at the end of Year 11 in the form of an externally set paper.

FIVE WORKPLACE SKILLS YOU'LL LEARN IN GRAPHICS:

Imagination, Analysis, Product development, Design, Research

WHAT CAN YOU DO NEXT WITH THIS SUBJECT?

Students who follow the Design and Technology GCSE (Graphics) can continue their academic development through to A-Level with Design and Technology – Product Design (3D Design), which has a similar format of written examination and coursework project, alternatively they could progress onto college or employment in a relevant industry.

GCSE Design & Technology: RESISTANT MATERIALS

GCSE Examination Board: AQA 8552

OVERVIEW

The Design and Technology GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth alongside applying applied scientific and mathematical principles. The GCSE will be taught mainly through the study of resistant materials but will also embrace the use of other material areas, it encourages the use of imagination, experimentation and develops the core skills of designing. The course is made up of 50% developing knowledge/theory and 50% Designing and manufacturing through a range of tasks generating a portfolio of evidence of your work.

COURSE OUTLINE

The course is aimed at students who are keen to develop their knowledge and understanding of a wide range of materials and processes. A large proportion of lessons will require the use of note taking, worksheets and designing. Of course, there will be opportunities to use your manufacturing skills, but this will only be part of the course. The GCSE in Design & Technology will enable you to;

- Learn how to develop realistic design proposals as a result of the exploration of design opportunities
- Learn about materials, making techniques, tools and equipment.
- Learn how to plan and organise time to deliver project work.
- Develop skills which will enable you to design and make creative prototypes.
- Learn about manufacturing processes and techniques including CAD/CAM
- Investigate, test and analyse existing products and understand how products are manufactured commercially.
- Investigate and consider the work of designers to inform their own designing.

ASSESSMENT

There are TWO assessment elements to the course:

NEA Design and Make project 50% of the final mark

Written paper 50% of the final mark

Knowledge and understanding will be examined at the end of Year 11 in the form of an externally set paper.

FIVE WORKPLACE SKILLS YOU'LL LEARN IN RESISTANT MATERIALS:

Creative, Problem Solving, Communication, Attention to Detail & Research

WHAT CAN YOU DO NEXT WITH THIS SUBJECT?

Students who follow the Design and Technology GCSE (Resistant Materials) can continue their academic development through to A-Level with Design and Technology – Product Design (3D Design), which has a similar format of written examination and coursework project, alternatively they could progress onto college or employment in a relevant industry.

Employability Skills and Personal Attributes

Employability skills are skills that allows us to perform jobs well. Students will develop these skills through their learning experiences both inside and outside of the classroom.

SOUTHAM COLLEGE CAREERS HUB

Communication	Able to express your ideas clearly and confidently.
Team work	The ability to work well with others and to work confidently within a group.
Analysing & investigating / Problem solving	Examining things in detail so you can explain results and patterns to establish facts and principles.
Initiative and enterprise	Working out answers to problems on your own and identifying new tasks
Drive	Determination to get things done. Make things happen and constantly looking for better ways of doing things.
Planning and organising	Making arrangements for the future and making sure you have all the things necessary to carry out your plan
Flexibility	Being able to make changes to when, where, how you work and easily switch between tasks
Time Management	Using the time you have at work effectively and productively to meet deadlines.
Learning	Quickly picking up new skills and knowledge
Self-management	Taking responsibility for and organising your own work and the way you do it
Perseverance	Continuing to work hard towards a goal despite difficulties and problems and staying motivated
Technology	Being good with computers/phones etc. and showing the ability to learn how to use new things quickly

Personal attributes are qualities that help to build up students' character and personality. A vast range of experiences will develop and strengthen students' attributes and encourage them to do their best.

Ability to deal with pressure	Not getting too stressed when you have a lot of work or particularly difficult work
Adaptability	Being able to change the way you work/behave to work in certain situations/with certain people/when conditions change for the better or worse
Balanced attitude to work and home life	Knowing how to relax properly as well as working hard
Commitment	Sticking to a course of action to achieve a particular goal regardless of any difficulties or problems
Enthusiasm	Showing yourself to be cheerful and upbeat and keen to work
Honesty and integrity	Being honest and sticking to your beliefs, principles and values
Loyalty	Committing to work and supporting colleagues
Motivation	Keeping yourself interested in work, reminding yourself of the reasons for your work and your purpose
Personal presentation	How you appear to others in terms of your actual appearance and behaviour to how you present yourself through your work
Positive self-esteem	Having confidence in yourself, your personality and characteristics and skills and not putting yourself down unnecessarily
Reliability	Maintaining your standards so that you will be expected to produce high quality work on a regular basis
Sense of humour	Staying positive and seeing the funny side of things which can really help you and others in difficult situations