

The Grange Academy

KS4 Options Booklet 2021



Aspire for Excellence

Principal's Message



Dear Parents and Carers,

An exciting time is approaching for our students as they commence their journey into Key Stage 4. I am sure you will appreciate that the last year has been very challenging as students and staff have worked hard to negotiate the Covid-19 pandemic. The pandemic has meant many changes to education and we have worked hard to ensure our students, your children, are not disadvantaged; but we are also fully aware of the challenges this period has brought.

At The Grange Academy, we pride ourselves on the provision of a broad, rich and balanced curriculum for our students which enables them all to develop the skills that are required by employers, colleges, universities and not least, for life-long learning. The pathways each child follows from Year 10 will be specifically tailored to their ability, talents, needs and current performance regarding attainment, progress and attitude to learning (behaviour and effort) to ensure that they achieve the qualifications, knowledge, understanding and skills that will help them to move forward in their lives.

It is important to remember that we have specifically tailored the option pathways and choices for students based on our knowledge of them and also an understanding of the current educational climate. We offer a highly academic route, the English Baccalaureate, and also a creative route. These routes ensure that we are preparing our students well for their futures and give them the best opportunity for success.

Your child will have a range of options to choose from and we will look to support them to make the correct decisions about these options. These decisions should be based on the criteria mentioned above, including the school's professional judgement on the suitability, demands of each course and most importantly, their enthusiasm for the subject with a view to the next stages of their education. On each subject page, you will see the different pathways for that subject and also the potential careers that these subjects may lead to.

Mr I. Critchley

Assistant Associate Principal's Message



Dear Students,

We are approaching an important milestone in your education at The Grange Academy. In September, you will enter Key Stage 4 and begin your GCSE courses. This information booklet is designed to be used alongside advice from teachers, any previous details about prior attainment, reports and assessment results to help you and your parents and carers to make informed choices about the most appropriate curriculum for you.

In Key Stage 4, based on your previous progress, attainment and attitude to learning, you will follow a personalised curriculum pathway that will provide you with key life skills that will prepare you for your future and enable you to be competitive within the world of work.

Choices should be made to suit your interests, abilities and future prospects, not because of choices made by your close friends. We all have our favourite teachers. However, please do not make your option choices based on the teacher. At this moment in time, we do not know which teachers will teach which classes. **Please consider your prior attainment, abilities, interests and career prospects only.**

The options process has been designed to maximise choices without restricting potential subject clashes. Wherever possible, it is hoped that you will be able to follow your preferred choices. However, we also ask that you list reserve subjects and these must be seriously considered and valid option choices. **We cannot guarantee you will receive all of your choices due to potential timetabling constraints.**

I hope you will find this booklet helpful and I wish you all the very best for the next exciting challenge in your school career.

Mr T. Hutton

Vision

A community that works together to create an exceptional learning journey for all.

Mission Statement

We aspire for excellence through instilling our core values and providing a range of opportunities to create well-rounded students that are fully prepared for their life beyond The Grange Academy



Aspire for Excellence



Compulsory Subjects



English Literature/Language



GCSE English Language
GCSE English Literature
Subject Leader: Mr M McLindon

Examining Body: EDUQAS
Examining Body: EDUQAS

Assessment

English Language (100% examination):

Paper 1 (Fiction) 1 hour and 45 minutes. 40%.

Section A - Reading (20th century Texts).

Section B - Writing (Creative Prose).

Paper 2 (Non-Fiction) 2 hours. 60%

Section A - Reading (19th & 21st Century Texts

Section B - Writing (Transactional Writing)

English Literature (100% examination):

Paper 1 - 2 hours. 40%.

Section A - Shakespeare e.g. *Macbeth*, *Romeo and Juliet*

Section B— Poetry Anthology

Paper 2 - 2 1/2 hours. 60%

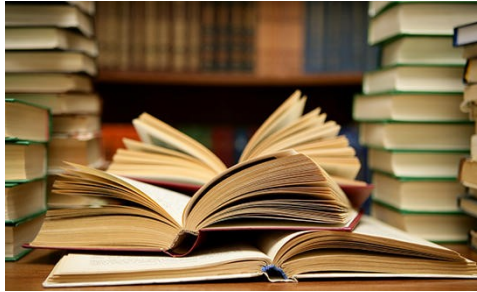
Section A - Modern Text e.g. *Lord of the Flies*

Victorian Novel - e.g. *A Christmas Carol*

Section C - Unseen Poetry

Course Outline

Students will gain an understanding of how to access both contemporary and older fiction and non-fiction material. They will have the opportunity to investigate writers' skills and apply them to their own fiction and non-fiction (real-life) writing. Grammar and technical skills feature highly.



Future Pathways

A Level

- English Language
- English Literature
- Combined English

Degree Level

- BA / MA in English Language
- BA / MA in English Literature

Students may be able to combine English with another subject as well. MAs are higher level degrees and may enable students to study a more specific area of English, such as Victorian Literature.



Possible Careers

Journalism

- Advertising
- Public Relations
- Broadcasting
- Authorship
- Publishing
- Teaching
- Law
- Administration



Mathematics



GCSE Mathematics

Examining Body: Edexcel

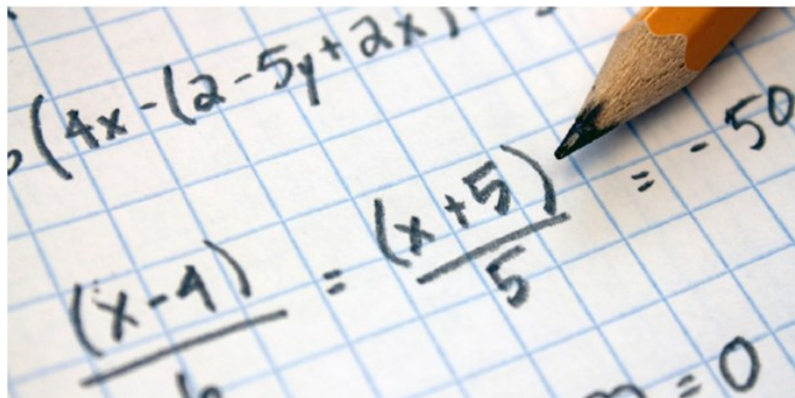
Mrs L. Bibby (Subject Leader)

Assessment

Assessment will take place at the end of Year 11 as three 1 and a half hour written papers. Each paper is worth 80 marks, totalling 240 marks.

Two tiers are available; Foundation awards Grades 1-5 and higher awarding grades 4-9.

Paper 1-Non Calculator	33.3%	Written Exam	1 Hour 30 minutes
Paper 2-Calculator	33.3%	Written Exam	1 Hour 30 minutes
Paper 3-Calculator	33.3%	Written Exam	1 Hour 30 minutes



Course Outline

This qualification involves the study of Number, Algebra, Ratio, Proportion and Rates of Change, Geometry and Measures, Statistics & Probability.

This course enables students to:

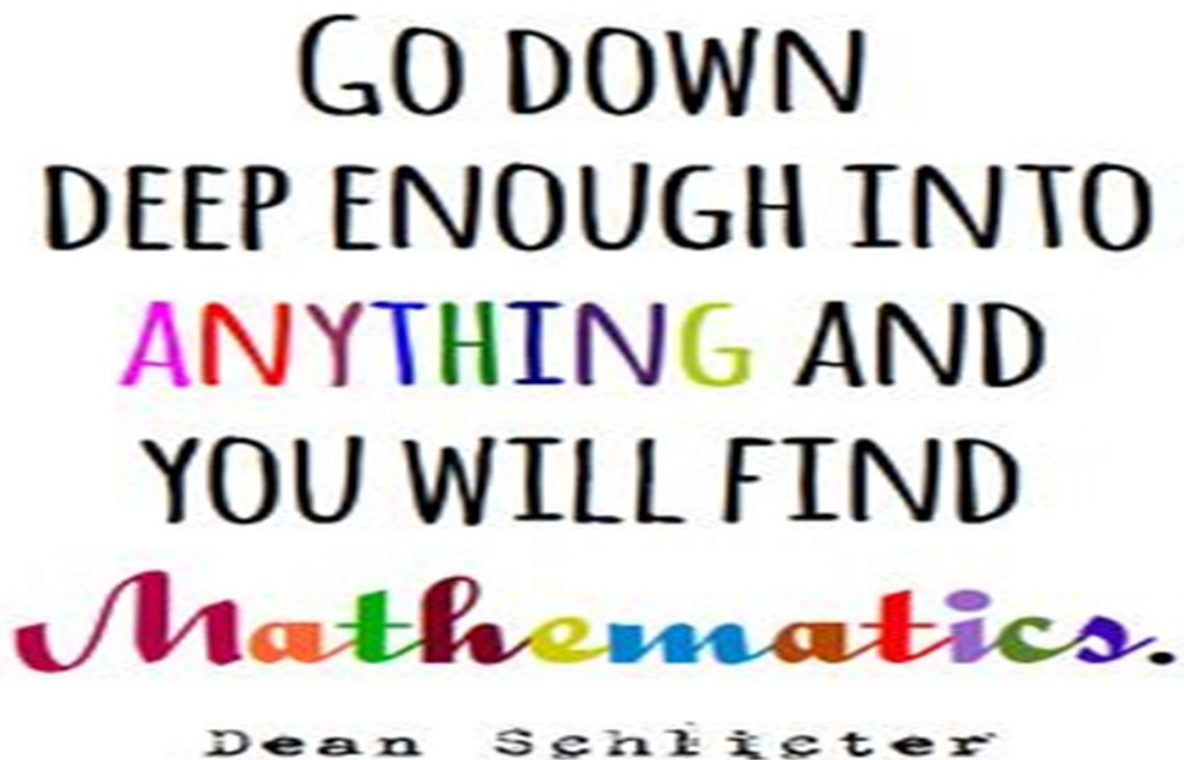
- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions

Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context

Success in Mathematics GCSE comes from a commitment to hard work, enthusiasm, creativity and an eagerness to develop original thinking.

Future Pathways

A good GCSE in Mathematics provides a strong foundation for further academic and vocational study and for employment. A stepping stone to A Level mathematics, and a necessity for any Science A Levels.

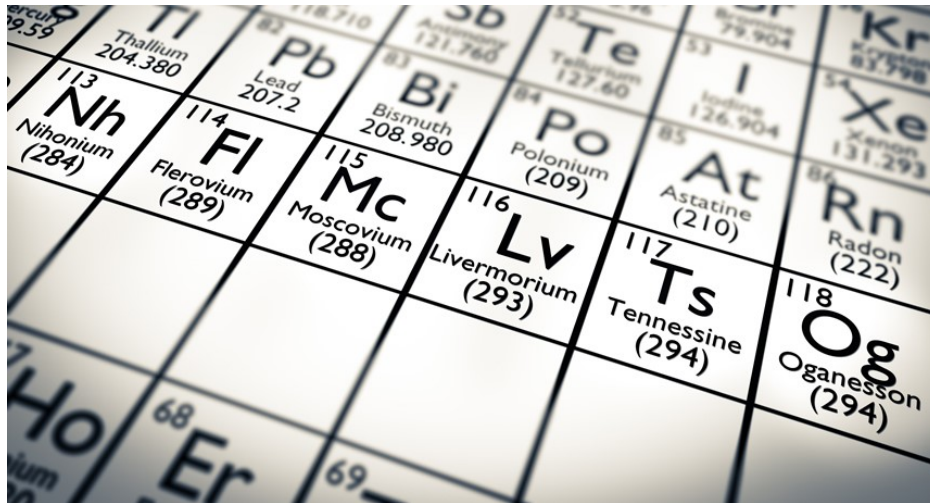


Possible Careers

All employers require a good pass at GCSE mathematics whatever field or career students choose to go in to in the future.

Animator, Scientist, Architect, Statistician, Computer games designer, Computer Programmer, Forensic Scientist, Cryptanalyst, Engineer, Doctor, Accountant, Operational researcher, Biochemist, Oceanographer, Software developer, Sound engineer, Nuclear Scientist, Pharmacist, Management Consultant, Economist, Meteorologist, Astronaut and Teacher!

Science Trilogy



GCSE Combined Science (Trilogy)

Examining Body: AQA

Mrs R Harris (Subject Leader)

Assessment

In consultation with teaching staff alongside parents and carers, students will be entered for the trilogy science, foundation or higher tier.

Tiers of entry will be decided in year 11 for higher and foundation exams in both trilogy and separate science.

This is a 2 year course where pupils are assessed in each of the Science disciplines.

GCSE assessment is in the June of year 11.

There will be 6 exam papers, each lasting 1 hour and 15 minutes.

- Biology paper 1 and 2
- Chemistry paper 1 and 2
- Physics paper 1 and 2



Course Outline

Students will gain an understanding of Science across the three science disciplines.

Biology: Cell biology, organisation of systems, infection and response, bio-energetics, homeostasis and response, inheritance, variation and evolution and ecology.

Chemistry: Atomic structure and the periodic table, bonding, structure, and the properties of matter, quantitative chemistry, chemical changes, energy changes, the rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere, using resources.

Physics: Energy, electricity, particle model of matter, atomic structure, forces, waves, magnetism and electro-magnetism.

Future Pathways

Qualifications: A levels, BTECs, Science related apprenticeships including:

- Manufacturing
- Engineering
- Flood/coastal engineering
- RAF
- Data science
- Laboratory science

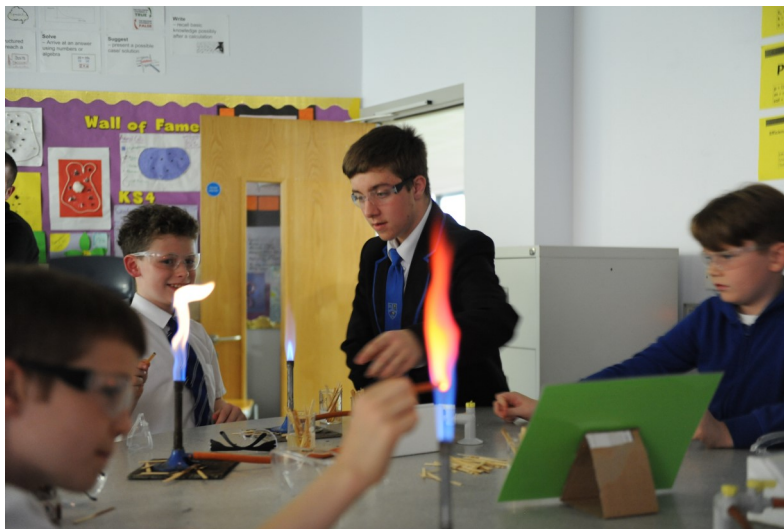


Possible Careers

Pharmacology, Research assistant, Sports science, Nursing, Veterinary science, Engineering and many more.



Separate Science



GCSE Combined Science (Trilogy)

Examining Body: AQA

Mrs R Harris (Subject Leader)

Assessment

In consultation with teaching staff alongside parents and carers, students will be entered for the separate science, foundation or higher tier.

Tiers of entry will be decided in year 11 for higher and foundation exams in both trilogy and separate science.

Pupils begin three separate GCSE courses in year 10

(Biology, Chemistry and Physics). GCSE assessment is at the end of year 11.

There will be 2 exam papers for each separate science GCSE which each last 1 hour and 45 minutes.

Each paper is worth 50% of the GCSE.

- Biology paper 1 and 2
- Chemistry paper 1 and 2
- Physics paper 1 and 2



Course Outline

Students will gain an in depth understanding of all the concepts on the Trilogy Science course along with additional content designed specifically for each Separate Science GCSE course. Examples of the additional content include the following;

Biology: Culturing micro-organisms and the structure of DNA

Chemistry: Use of different analytical techniques to identify substances and advanced organic chemistry

Physics: Space physics and uses of electromagnets

Pupils must complete subject specific required practicals for each science GCSE during lesson time. The skills developed will be assessed in the final exam.

There is a greater emphasis on mathematical skills in science and so exam papers will contain a higher proportion of maths related questions.

For foundation tier papers, pupils will be expected to be competent in key stage 3 mathematics; for higher tier papers, pupils are expected to be competent at foundation tier GCSE mathematics.

Therefore, in order to thrive on this course students must demonstrate an enjoyment of all three sciences and should be working at a level 6 or 7 at key stage 3.

Future Pathways

Qualifications: A levels, science-related apprenticeships and other careers in analytical or science-related fields



Possible Careers

Advanced nursing, medicine, veterinary science, dentistry, dieticians, pharmacology, civil, mechanical or chemical engineering, radiography, environmental science, research scientist, computer science, astrophysicist, satellite or communications scientist,, law, consultancy and many more.



Spanish



GCSE languages (Spanish)

Examining Body: AQA

Miss M. O'Loughlin (Subject Leader)

Assessment

In consultation with teaching staff, students will be entered for the foundation or higher tier

The linear course will assess students in all four skills areas (listening, speaking, reading and writing) in examinations that take place at the end of year 11.

Each assessment is worth 25%.



Course Outline

Students will gain an understanding of the topics covered in the three main themes:

Theme 1: Me, my family and friends, technology in everyday life, free time activities customs and festivals in Spanish-speaking countries.

Theme 2: Hometown, neighbourhood and region, social issues, global issues, travel and tourism.

Theme 3: My studies, life at school, education post-16, jobs, career choices and ambitions.

Future Pathways

Qualifications: A level Spanish

Degree Level

- BA / MA in Spanish

Students may be able to combine Spanish with another subject as well. MAs are higher level degrees and may enable students to study a more specific area of Spanish, such as Interpreting and translation.



Possible Careers

The ability to speak one or more languages opens up opportunities in a variety of sectors including the arts, finance, business, education, engineering, government, interpreting, law, the media, manufacturing, marketing, retail, teaching, translation and tourism.

Numerous universities are also using GCSE languages as an extra indicator when considering offers.



Geography



GCSE Geography

Examining Body: AQA

Mr J Willmot (Subject Leader)

Assessment

Our GCSE Geography follows the AQA Specification syllabus which is composed of three units:

Living with the physical environment written exam 35%

Challenges of the human environment written exam 35%

Geographical Investigations: Fieldwork and UK Challenges written exam 30%



‘The study of Geography is about more than just memorizing places on a map. It’s about understanding the complexity of our world’

Course Outline

Unit 1: The Physical Environment This unit is composed of three physical geography units: The challenge of natural hazards, the living world and physical landscapes in the UK. Students have an appreciation of many elements of this syllabus from their foundation study of geography at in years 7 and 8 at the Grange Academy.

Unit 2: The Human Environment This unit comprises three human geography units: Urban issues and challenges, the changing economic world and the challenge of resource management. Again, students have an appreciation of many elements of this syllabus from their foundation study of geography at The Grange Academy.

Unit 3: Geographical applications and skills: This unit includes the investigation of one Physical Environment and one Human Environment . Pupils will have the opportunity to study geography out of the classroom by visiting two contrasting landscapes (usually a river landscape and a city landscape) as well as looking at the challenges facing the UK.

Our GCSE syllabus has so many vital skills for life, not only a thorough coverage of the core aspects of the subject but also the opportunity to see its dynamic nature in the field. Our international trips to Iceland and Italy are just one example of the many fieldwork opportunities on offer at Grange Academy.

Students that study Geography thrive from the ability to explain the world around them and in the words of Michael Palin “Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?”

Future Pathways

Qualifications: A Levels such as geography and other subjects within earth sciences and humanities. Universities consider GCSE geography to be a high quality qualification which keeps opportunities open.



Possible Careers

There are many careers that people who study geography can follow.

Examples include: architect, banker, lawyer, military GIS specialist, aerial or offshore surveyor, diplomat, conservation worker, weather forecaster, earth scientist, coastal engineer, social worker, marketing, teacher, university lecturer, insurance, aid worker, armed forces, town planner, surveyor, travel agent and TV researcher.



History



GCSE History

Examining Body: EDEXCEL

Mr J Willmot (Subject Leader)

Assessment

The assessment takes place at the end of the three year course.

There are two examination papers; each worth 50% of the final mark:

Paper 1: Understanding the modern world

Section A: Period studies

America, 1920–1973: Opportunity and inequality (25% of the final grade).

Section B: Wider world depth studies

Conflict and tension, 1918–1939 (25% of the final grade).

Paper 2: Shaping the nation

Section A: Thematic studies

Britain: Health and the people: c1000 to the present day (25% of the final grade).

Section B: British depth studies including the historic environment

Elizabethan England, c1568–1603 (25% of the final grade).

‘We are not the makers of History. We are made by History.’

Course Outline

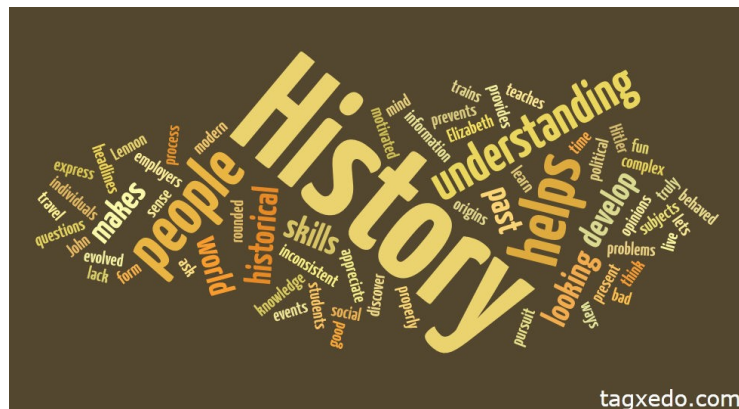
They learn how to make accurate descriptions and explanations in order to show understanding of relevant causes, consequences and changes in an historical period. The students investigate historical questions, problems and issues and reach reasoned conclusions.

They will recognise and comment on how and why events, people and issues have been interpreted and represented in different ways, and provide an appropriate consideration of the value of these interpretations.



Future Pathways

Qualifications: A level History



Possible Careers

Marketing, Journalist, Public relations, TV researcher, Archaeologist, Lawyer, Teacher, Tour guide, Historical researcher, Publishing.



Dance



BTEC Tech Award in Performing Arts (Dance)

Examining Body: EDEXCEL

Miss E McGeough (Subject Leader)

Assessment

60% internally assessed performances and supporting written course work (Component one submitted in May of Year 10; component two submitted in May in Year 11)

40% externally assessed component covering set brief (summer Year 11).



Course Outline

Students will cover the following components:

Component 1: Exploring performing arts (30%)

- Study of a repertoire through practical sessions and research tasks
- Development of one style including a written element
- Diary entries and log books

Component 2: Developing skills and techniques (30%)

- Three tasks covering a range of different genres
- One genre is developed and performed in front of an audience

Component 3: Performing to a brief (40%)

- Externally assessed
- Group performance based on brief set by the examination board

Lessons will generally be practical based where a variety of genres and stimulus will be explored. When necessary some lessons will be theoretical to cover the written element of the course.

Other information:

Numbers are limited on this course and therefore an audition process and consultation between class teachers and students will take place prior to entry. Dance participation and involvement must be high in and/or out of school to meet the requirements of the specification.

Future Pathways

Qualifications: Qualifications: BTEC level 3 in Performing arts, A Level Dance



Possible Careers

- Choreographer
- Professional dancer
- Dance teacher
- Fitness instructor
- Theatre/stage productions
- Dance photographer/videographer
- Dance physiotherapist
- Stage makeup
- Costume design



Sports Studies



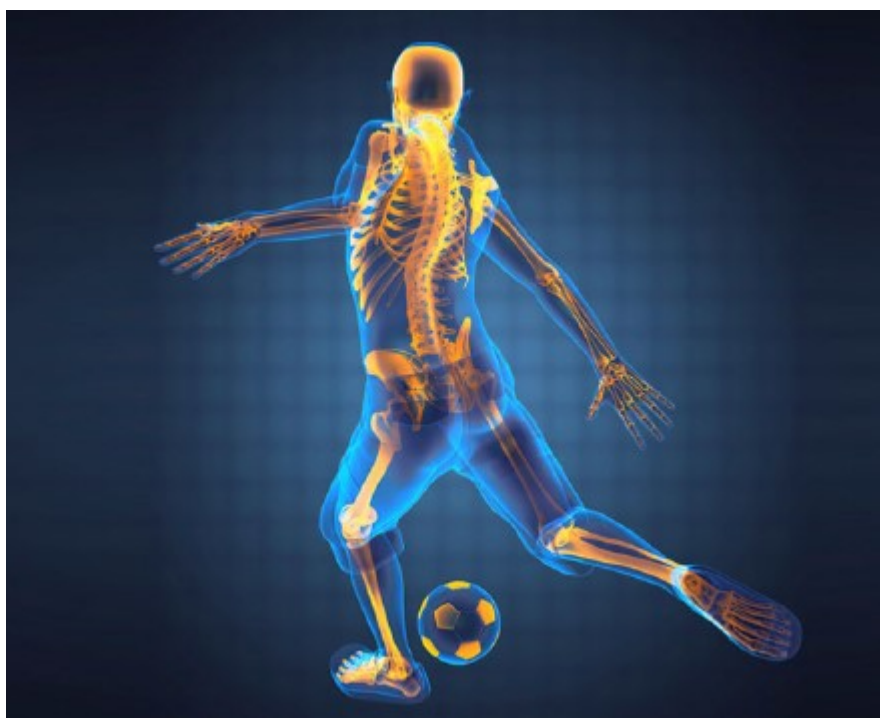
GCSE Sports Studies
Mr P Allen (Subject Leader)

Examining Body: OCR

Assessment

75% course work (Three units with final submission in May of Year 11)

25% written exam – One, 60 minute paper which is likely to be taken in the summer of Year 10



Course Outline

Students will cover the following components:

Exam paper: Unit 1 Contemporary Issues in Sport

- Issues which affect participation in sport
- The role of sport in promoting values
- The importance of hosting major sporting events
- The role of national governing bodies in sport

Unit 2: Developing Sport Skills

- Demonstrate skills, techniques, tactics and strategies in an individual sport
- Demonstrate skills, techniques, tactics and strategies in a team sport
- Officiate in a sport
- To improve performance in a sport

Unit 3: Sports Leadership

- Understand the personal qualities, styles, roles and responsibilities of a sports leader
- Plan a sports session
- Deliver a sports session
- Evaluate own performance of delivering a sports session

Unit 6: Developing knowledge and skills in outdoor activities

- Know about different types of outdoor activity and their provision
- Understand the values of participating in outdoor activities
- Plan an outdoor activity
- Demonstrate knowledge and skills during an outdoor activity

Practical lessons will cover both team and individual sports. These lessons will support the theory content and provide practical examples for written work.

Future Pathways

Qualifications: BTEC (National) level 3 Sport, Sport Development and Coaching.



Possible Careers

- Sports coaching
- Sports development
- Teaching
- Nutrition
- Physiotherapy
- Sports medicine
- Sports science
- Sports journalism
- Leisure industry
- Sports psychologist



Careers



In all subject areas pupils will have the opportunity to participate in activities that use the context of work to develop their knowledge, skills and understanding that will be useful in their future workplace. Furthermore, subject teachers will inform pupils about how their learning in the classroom relates to the world of work and future careers.

Pupils will be provided with opportunities to:

- Learn through work, from direct involvement in, for example, work experience placement and enterprise activities
- Learn about work, by developing knowledge and understanding through careers education
- Learn for work by demonstrating skills for employability in different problem-solving activities, work simulations and mock interviews.

The programme includes:

- Information, advice and guidance on careers from a variety of speakers, organisations and providers.
- Visits to local colleges & universities.
- Links with local employers to enable you to gain experience of mock interviews.
- In Year 10 you will undertake a period of work experience.



Year 10

All pupils will sample a timetabled day at Cronton/Riverside College. Pupils will sample subjects which they wish to progress onto at Level 3.

During the year College and Apprenticeship assemblies delivered to year 10. This provides opportunities for year 10 to begin thinking about Further Education and courses which they would like to take.

Work Experience

During the summer term, all Year 10 pupils are required to attend a two-week work experience placement. All pupils are required to find their own placements; this ensures that they have a worthwhile and meaningful experiences. We aim for pupils to complete their work experience in the field that they wish to pursue their future career. Work experience provide our pupils with a taster of the world of work; through interviews, applications, time keeping, health and safety and much more.

The purpose of work experience for the student is to:

- Develop their career ideas;
- Build their confidence and self-esteem;
- Enhance their knowledge and skills.



Year 11

Careers fair

This is a huge event at The Grange Academy with over 50 Further Educational services attending our school. Pupils are able to have one-to-one talks with their providers to find out courses which they deliver, extra-curricular activities and how to apply for their college.

Assemblies

During the year College and Apprenticeship assemblies delivered to year 11. This provides opportunities for year 11 to begin thinking about Further Education and courses which they would like to take.

Colleges

Pupils will be provided with opportunities to go a sample at day at Cronton and Riverside College. During the day they will sample subjects which they wish to take.

Apprenticeship talks

Apprenticeship providers will be invited into school and deliver sessions to year 11 pupils. The sessions will include: What apprenticeships are out there, how to apply, what work experience is needed and the grades which are required.



SMSC

SMSC makes a unique and substantial contribution towards the school's aims in its core belief that the personal development of young people is essential to their health, safety and achievements as individuals within society.

At KS4, all students receive timetabled lessons fortnightly to help prepare them for life after The Grange Academy. The lessons are designed to help students make sensible and informed decisions in their lives.

During their time studying at The Grange Academy, students will engage in four key areas during their SMSC lessons, Health and well-being, Relationships, Living in the wider world and Careers.

Examples of units of work include:



Year 10 Units	Year 11 Units
Building for the Future	Mental Health
Next Steps	Exploring Influence
Communication in Relationships	Extremism and Radicalisation
Independence	Making Financial decisions
Families	Healthy relationships

At The Grange Academy, we are committed to ensuring that students are provided with the knowledge, skills and confidence they need to become good citizens and lead highly successful lives in modern Britain. Opportunities to explore and engage with British Values and SMSC are also planned into our everyday curriculum within lessons, form time, enrichment activities and assemblies.





Further Choices



Animal Care



BTEC First Award (Music)

Examining Body: Pearson

Mrs R Harris (Subject Leader)

Assessment

The BTEC Level 1/Level 2 First Award in Animal Care includes one externally assessed core unit. This will assist learners as they progress either into higher levels of vocational learning or to related academic qualifications, by providing independent assessment evidence of learning alongside the portfolio-based assessment. This approach will also assist learners with developing a range of transferable skills, and in applying their knowledge in unfamiliar contexts. The remaining units are internally assessed. Internal assessment allows learners to develop a wider range of skills and provide evidence towards meeting the unit assessment criteria. Evidence for assessment can be generated through a range of activities, including role play, practical performance and verbal presentations.



Course Outline

This BTEC First Award is designed to give an introductory overview to some of the key principles, knowledge, understanding and skills relevant to the animal care sector. Learners will study animal health, which is externally assessed via a written paper-based exam, as this knowledge and understanding is essential when caring for animals. Learners will also develop their safe animal handling skills, which is vital in order to effectively care for animals. The Units are:

- 1 Animal Health (Externally Assessed)
- 2 Animal Handling (Internally Assessed)

Optional specialist units

- 3 Animal Welfare (Internally Assessed)
- 4 Animal Housing and Accommodation (Internally Assessed)
- 5 Principles of Animal Behaviour (Internally Assessed)

- Please note a careful selection process will be put in place as numbers are restricted to one class of appropriate numbers. This is a new course and subject to cancellation due to the current pandemic.

Future Pathways

Upon successful completion of this qualification, learners could progress onto further study in a related area, for example, the BTEC Level 3 Nationals in Animal Management, or more broadly to other land-based subjects at Level 3.

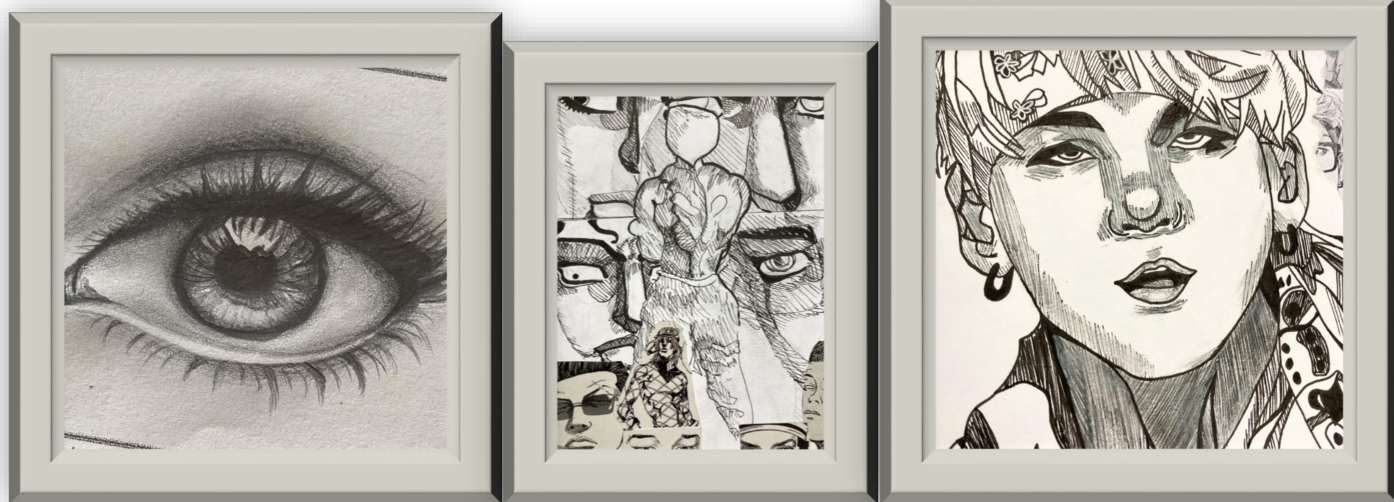


Possible Careers

Possible career progression to Animal care workers looking after animals in places like kennels, rescue centres and sanctuaries. You could also use your experience to move into other animal care careers, like veterinary nursing, or find work in a zoo or wildlife park.



Art



GCSE ART

GCSE Examination Board: AQA

Mr B O'Callaghan (Faculty Leader)

Assessment

Component 1	Coursework portfolio	60%
Component 2	Externally set assignment– Exam	40%

Component 1 (60%) – the portfolio of work (coursework) will be continually assessed throughout the course. The deadline for submission of this component will be the start of May of the final year of the course.

Component 2 (40%) the externally set assignment (exam paper) will be issued in January of the final year of the course. A period of preparatory studies will commence prior to the Ten hour exam which will take place in March of the same year.

	Year 10	Year 11
Art	Component 1	Component 1 & 2
	<p>Pupils will build on knowledge and skills within projects which will form the majority of their coursework portfolio Component 1</p> <p>All four assessment objectives will be covered.</p> <p>Previous projects have included 3D construction based on architectural forms & mixed media drawings.</p>	<p>During the final year pupils will extend a previous project or develop their own idea into a more independent final project.</p> <p>In the spring term pupils are set the externally set assignment Component 2.</p> <p>The ten hour exam takes place in March.</p>

Course Outline

Coursework Portfolio (Component 1)

Pupils will complete projects. Within each project they will be expected to research , gather information (visual and written), generate ideas, record their findings, explore, experiment using a variety of materials, techniques and processes, evaluate, refine, design and produce a final outcome - personal response.

Externally set assignment—Exam (Component 2)

This follows a similar programme to the coursework, however the project theme is set by the exam board. Preparatory time is given to gather and produce the first three assessment objectives and a ten hour period (exam) to complete the fourth objective personal response.

Future Pathways



Qualifications: A levels Art, Textiles and Photography, Art Design and Communication Diploma,

Possible Careers

Many people often under estimate the career possibilities that can stem from the arts, the creative industries are growing 5x faster than the UK economy rate as a whole. The creative industries employ over 2 million people in the UK and are projected to create an additional one million jobs by 2030 (Creative Industries Federation, 2020).

Job Role

Artist/designer	Teacher of Art/DT/Textiles	TV/Film Director
Fashion Designer	Gallery Assistant	Prop/Set Designer
Textiles Designer	Gallery Curator	Tattoo Artist
Interior Designer	Art Therapist	Stylist
Furniture Designer	Art Technician	Florist
Photographer	Gaming/Graphics Design	Book Illustrator
Web Design	Art Critic/Author	Architect

Three-Dimensional Design



GCSE Three-Dimensional Design

GCSE Examination Board: AQA

Mr B O'Callaghan (Faculty Leader)

Assessment

Component 1	Coursework portfolio	60%
Component 2	Externally set assignment– Exam	40%

This GCSE is a 100% non-exam assessment. Work will be internally assessed by the school and externally Moderated.

Component 1 (60%) – the portfolio of work (coursework) will be continually assessed throughout the course. The deadline for submission of this component will be the start of May of the final year of the course.

Component 2 (40%) the externally set assignment (exam paper) will be issued in January of the final year of the course. A period of preparatory studies will commence prior to the Ten hour exam which will take place in March of the same year.

	Year 10	Year 11
3D-Design	Component 1	Component 1 & 2
	<p>Pupils will build on knowledge and skills within projects which will form the majority of their coursework portfolio Component 1</p> <p>All four assessment objectives will be covered.</p> <p>Previous projects have included 3D construction based on architectural forms & mixed media drawings.</p>	<p>During the final year pupils will extend a previous project or develop their own idea into a more independent final project.</p> <p>In the spring term pupils are set the externally set assignment Component 2.</p> <p>The ten hour exam takes place in March.</p>

Course Outline

In 3D Design you will learn about:

- how to design and create imaginative, personalised work.
- how to work with a wide range of different materials to produce original experimental work.
- how to develop a series of practical pieces exploring a range of practical techniques including traditional joinery, steam bending, lamination, casting and CNC operations.
- the work of famous woodworkers and respond to their work.
- a wide range of topic areas: material processing and finishing, product design, traditional hand crafts, cultural influence. of famous crafts men and women.

Future Pathways

Qualifications: A levels Art, Textiles and Photography, Art Design and Communication Diploma, Product Design.



Possible Careers

Where could 3D Design take you next?

- This creative and vocational qualification gives students the practical skills and confidence to succeed in a number of careers, especially those in the more practical Industries. Students will gain a real understanding of what it means to be a designer, alongside gaining the knowledge and skills sought by Higher Education and employers.
- This course would prepare learners for jobs in the vocational sector. Practical trades are a major employer in the UK offering a highly diverse and exciting range of career opportunities such as joinery, plumbing, construction and furniture-making in the manufacturing sector.

Job Role

Artist/designer	Teacher of Art/DT/Textiles	TV/Film Director
Fashion Designer	Product Designer	Prop/Set Designer
Textiles Designer	Gallery Curator	Tattoo Artist
Interior Designer	Art Therapist	Stylist
Furniture Designer	Art Technician	Graphic Designer
Photographer	Gaming/Graphics Design	Book Illustrator
Web Design	Art Critic/Author	Architect

Music



BTEC First Award (Music)

Examining Body: Pearson

Miss E McGeough (Subject Leader)

Assessment

Level 1/2 First award Music is a vocational course that is 75% controlled assessment, made up of a number of different Units relating to the music industry. This will be continually assessed and worked on throughout years 10 and 11.

Learners will be required to perform or explore production values.

Performances will be continually assessed on a half termly basis.

The course consists of 4 units.

Unit 1 & 2 (50%) are compulsory and consist of an externally assessed exam and organising your own live event.



Optional Units

Unit 3: Introducing Live Sound 25%

Unit 3: Set up and manage the sound at a live music event.

Complete a presentation on sound equipment and the health and safety concerns in relation to sound equipment.

Unit 5: Introducing Music Performance 25%

Unit 5: Student will perform two contrasting pieces and be recorded.

Students will complete a practice log with supporting information in relation to performance pieces.

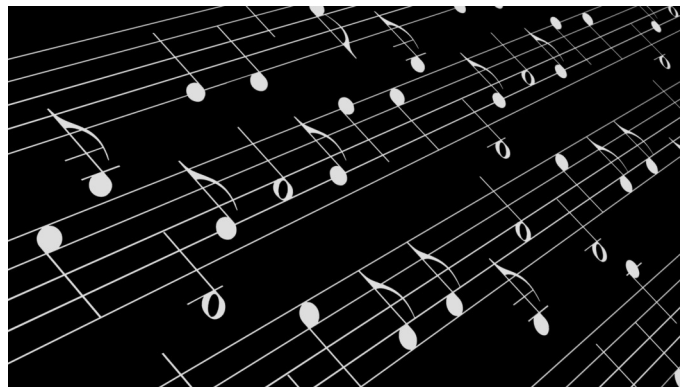
Unit 7: Introducing Music Sequencing 25%

Unit 7: Students will explore different music sequencing techniques

Students will create their own arrangement of a famous piece of film music using sequencing software.

Future Pathways

Qualifications: A Levels/BTEC Diploma in Music/Production Arts



Possible Careers

Performer, Lighting technician, Sound technician, Costume design, Composer, Musician



Drama



BTEC TECH Award in Performing Arts

Examining Body: Pearson

Miss E McGeough (Subject Leader)

Assessment

The course is organised into practical assessments and written coursework.

Component 1: Exploring the Performing Arts (30%) - Internally Assessed

Students will explore three contrasting professional works, allowing them to explore a variety of theatre genres and styles. Students will take part in practical workshops, developing their understanding of the pieces and styles, whilst also developing a research and rehearsal logs. Students will be assessed internally on both their practical exploration and their log books.

Component 2: Developing Skills and Techniques in the Performing Arts (30%) - Internally Assessed

Students are to perform two extracts from one play of their choosing. This could take the form of a monologue, duologue or a small group performance. Students will develop their ability to approach a scripted text, rehearse, learn lines and consider elements of costume, lighting and set design. Students will keep a rehearsal log book and evaluate their progress at key points throughout the component. Students will be assessed internally on both their practical exploration and their log books.

Component 3 (40%) Responding to a Brief (40%) - Externally Assessed

Students will create and devise a piece of Drama in response to a brief provided by the exam board. Students will work in small groups to create their pieces which will be performed and recorded for assessment by the exam board. Students may contribute as a performer or a designer. Students are required to complete three written evaluations throughout the process which are also assessed by the exam board.

Course Outline

As well as learning about a range of contrasting drama genres, students will also develop an understanding of costume, set, costume and lighting design and their role within performance.



Future Pathways

Qualifications: A-level Drama and Theatre Studies
BTEC Level 3 Performing Arts
BTEC Level 3 Production Arts



Possible Careers

Possible Careers: Actor, Director,
Playwright, Teacher, Lawyer, Applied
Theatre Practitioner, Designer, TV... and many more!



Hospitality And Catering



Hospitality and Catering Level 1/2 Award

Examining Body: Eduqas/WJEC

Mr B O' Callaghan (Subject Leader)

Assessment

60% coursework/40% written exam

The written assessment will take place usually at the end of KS4; the controlled assessment will take place in Year 11.

The written paper (Unit 1) is 90 minutes and consists of short and long answer questions on the subject content.

The coursework (Unit 2) consists of 1 controlled assessed task which is 9 hours long and carried out over a set period of lessons in the classroom. This includes a 3 hour practical exam.



Course Outline

Students will gain an understanding of:

- The environment in which and how the hospitality and catering providers operate.
- How hospitality and catering provision meets health and safety requirements
- How food can cause ill health
- How hospitality and catering providers meet specific requirements for different target groups and needs.



Future Pathways

This Award in H & C will support learners who want to learn about the hospitality and catering this vocational sector. It provides learners with core knowledge and a range of specialist and general skills to help them in their future studies or employment.

All these roles require further training and education through apprenticeships or further and higher education.

Learners completing the Level 1/2 Award in Hospitality and Catering may be interested in progressing to qualifications such as:

Level 2 Diploma in Professional Cookery

Level 2 Certificate in Hospitality and Catering Principles (professional cookery)

Level 2 Diploma in Hospitality and Catering Principles (professional cookery).

Possible Careers

Employment in the hospitality and catering industry can range from front of house staff such as receptionists, hotel or bar managers to back of house such as chefs, catering assistants, kitchen staff and food technologists working for supermarket chains.



Photography



GCSE Photography

Examining Body: AQA

Mr B O' Callaghan (Subject Leader)

Assessment

Component 1	Coursework portfolio	60%
Component 2	Externally set assignment– Exam	40%

	Year 10	Year 11
Photography	Component 1	Component 1 & 2
	<p>Learners will develop technical skills through a combination of project work and workshops.</p> <p>Learners will build on knowledge and skill within projects which will continue to form the majority of their coursework portfolio</p> <p>Component 1</p> <p>All four assessment objectives will be covered.</p>	<p>During the final year learners will extend a previous project or develop their own idea into a more independent final project.</p> <p>In the spring term learners are set the externally set assignment Component 2.</p> <p>The ten hour exam takes place in March.</p>

Component 1 (60%) – the portfolio of work (coursework) will be continually assessed throughout the course. The deadline for submission of this component will be the start of May of the final year of the course.

Component 2 (40%) – the externally set assignment (exam paper) will be issued in January of the final year of the course. A period of preparatory studies will commence prior to the Ten hour exam which will take place in March of the same year.

Course Outline

Coursework Portfolio (Component 1)

Students will complete a range of units of work covering several aspects of learning such as campaign photography, mobile photography, Weird and wonderful surreal photography and portraiture.

Learners will learn how to use a DSLR camera manually and the technical aspects required to produce an excellent photograph. They will build their own digital portfolio and website to display their work.

Students will learn which creative aspects influence photography and how to edit photographs to manipulate images.

Learners will have a great deal of independence on this course and will be required to work outside of the classroom.

Externally set assignment—Exam (Component 2)

There will be a 10hour practical exam at the end of this course.

Future Pathways

Qualifications: A levels

Photography A 'Level or BTEC (Level 3)



Possible Careers

Job roles

- Media/ Paparazzi
- Fashion Photographer
- Sports Photographer
- Medical Photographer
- Forensic Photographer
- Freelance Photographer



Child Development



Cambridge Nationals Level 1/2

Examining Body: OCR

Mr B O' Callaghan (Subject Leader)

Assessment

50% coursework/50% written exam

The written assessment will take place usually at the end of KS4; the controlled assessments will take place in Year 10 and 11.

The written paper is 75 minutes and consists of short and long answer questions on the subject content.

The coursework consists of 2 controlled assessed tasks which are carried out over a set period of lessons in the classroom.



Course Outline

Students will gain an understanding of:

- Health and well-being for child development
- The equipment and nutritional needs of children from birth to five years
- The development norms of a child from birth to 5 years



Future Pathways

This course provides a strong base for progression to Further Education to study Level 3 Cambridge Technicals, A Levels, Apprenticeship or work.



Possible Careers

Careers: This could lead to work in Social Care, teaching, nursery nursing or child minding.



Retail Business



GCSE Business Studies
Mr T Hutton (Subject Leader)

Examining Body: WJEC

Assessment

Unit 1: Customer Experience

- LO1 Know customer service standards of retail businesses
- LO2 Understand how retail businesses meet the expectations of customers
- LO3 Be able to investigate the quality of customer experience in retail businesses.

Unit 2: Retail Business

- LO1 Understand retail business
- LO2 Understand the business environment in which retail businesses operate
- LO3 Be able to recommend solutions to retail business issues

Unit 3: Retail Operations

- LO1 Know how retail operations are organised
- LO2 Understand interaction between customers and retail activities
- LO3 Understand how retail businesses prepare for changes in the retail environment
- LO4 Be able to propose changes to retail store operations



Course Outline

The Retail Business course offers students a learning experience that focuses learning through applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work. Each unit has an applied purpose, which acts as a focus for the learning in the unit. The applied purpose is the vehicle through which the learning contained in the unit is made relevant and purposeful.

It is also the means by which students are enthused, engaged and motivated to study retail business. The applied purpose provides the opportunity for authentic work related learning, but more than this, it will require learners to consider how the use and application of their learning impacts on individuals, employers, society and the environment.

The applied purpose will also enable learners to learn in such a way that they develop:

- skills required for independent learning and development;
- a range of generic and transferable skills;
- the ability to solve problems;
- the skills of project based research, development and presentation;
- the fundamental ability to work alongside other professionals, in a professional environment;
- the ability to apply learning in vocational contexts

Future Pathways

A level & BTEC business, A level economics



Possible Careers

Accountancy, law, marketing, sports management or the leisure and tourism industry, teaching.



Creative imedia



GCSE Creative iMedia

Ms Mr T Hutton (Assistant Associate Principal)

Examining Body: OCR

Assessment

- 75% Controlled Assessment
- 25% Examination (1 hour 15 minutes)



Course Outline

Britain has a thriving creative industry. Creative iMedia teaches the use of digital technologies to explore the creative side of computer based work including film, television, web development, gaming and animation, photography and has IT at its heart. It provides knowledge in a number of key areas from pre-production skills to digital animation and has a hands-on approach to your learning.

The course is challenging and will allow you to develop skills that are wide ranging and required in today's employment market.

Mandatory Units

- Pre-Production skills - The first module will enable learners to understand pre-production skills used in the creative and digital media sector.
(OCR set and marked written paper 1 hour 15 mins – 60 marks (60 UMS), Learners answer all questions)
- Creating Digital Graphics. The aim of this unit is for students to understand the basics of digital graphics editing for the creative and digital media sector.

(Centre assessed task, OCR moderated, approximately 10 hours – 60 marks (60 UMS))

Optional units

All optional units are centre assessed tasks carried out over 10hrs. Examples include:

- Story telling with a comic strip
- Creating Multi page Websites

- Designing a game concept

You can read more about the

qualification on the OCR website

<http://www.ocr.org.uk/qualifications/creative-imedia-level-1-2-award-certificate-j807-j817/>

Skills Required:

Students who want to study Creative iMedia will need to be prepared to work at their IT skills, to put those skills to practical use and to evaluate and improve upon their work.

Confidence

Enthusiasm

Organisation

Cooperation

Commitment.

Future Pathways:

Qualifications:

- A Level ICT
- A Level in Media or Computing
- Creative iMedia Level 3

Future Pathways

Qualifications:

- A 'level ICT
- A Level in Media or Computing
- Creative iMedia Level 3



Possible Careers

Possible Careers:

- Web Designer
- Advertiser/Marketing
- Computer Game Designer
- Film Animator
- IT or Media Sector

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