



THE
GRANGE
ACADEMY

ASPIRE FOR EXCELLENCE

KEY STAGE 4 OPTIONS BOOKLET

2021 - 2022



THEGRANGEACADEMY.CO.UK



MEMBER OF THE
WADE DEACON TRUST

SUMMER PRINCIPAL'S MESSAGE MR CRITCHLEY



Dear Parents and Carers,

An exciting time is approaching for our students as they continue their learning into Key Stage 4. At The Grange Academy, we pride ourselves on the provision of a broad, ambitious 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 and success. 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 (Ebacc), 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. All students will have the entitlement to study the highly academic Ebacc route and we strongly encourage them to consider this route.

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 content and overview for that subject and also the potential careers that these subjects may lead to.

The curriculum provided is broad and balanced, as you look through the booklet, we hope that you agree that it offers some exciting opportunities for your child that will challenge and inspire them to work hard, focus on their learning, promote their love of learning and enable them to exceed their potential and 'ASPIRE' in everything that they do.

Our members of staff have an outstanding commitment and will work tirelessly to support your child. We ask that your children show the same level of desire and commitment to their Key Stage 4 studies. We look forward to working in partnership with you to ensure your child succeeds.

Yours faithfully

Mr I. Critchley
Principal

ASSISTANT ASSOCIATE PRINCIPAL'S MESSAGE MR HUTTON



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.

Yours faithfully

Mr T. Hutton
Assistant Associate Principal

CONTENTS:

Compulsory Subjects

All students will be required to study English Literature, English Language, Mathematics and Science. Students wishing to study Separate Sciences will be required to choose this as one of their options. All students will also have Core PE lessons.

- 5** English Language/Literature
- 7** Mathematics
- 9** Science Trilogy
- 11** Separate Science
- 13** SMSC

Ebacc Subjects

French and Spanish, Geography and History make up the Ebacc subjects. In order to achieve the Ebacc, students must take a language and a humanities in addition to the other compulsory subjects.

- 15** French
- 17** Spanish
- 19** Geography
- 21** History

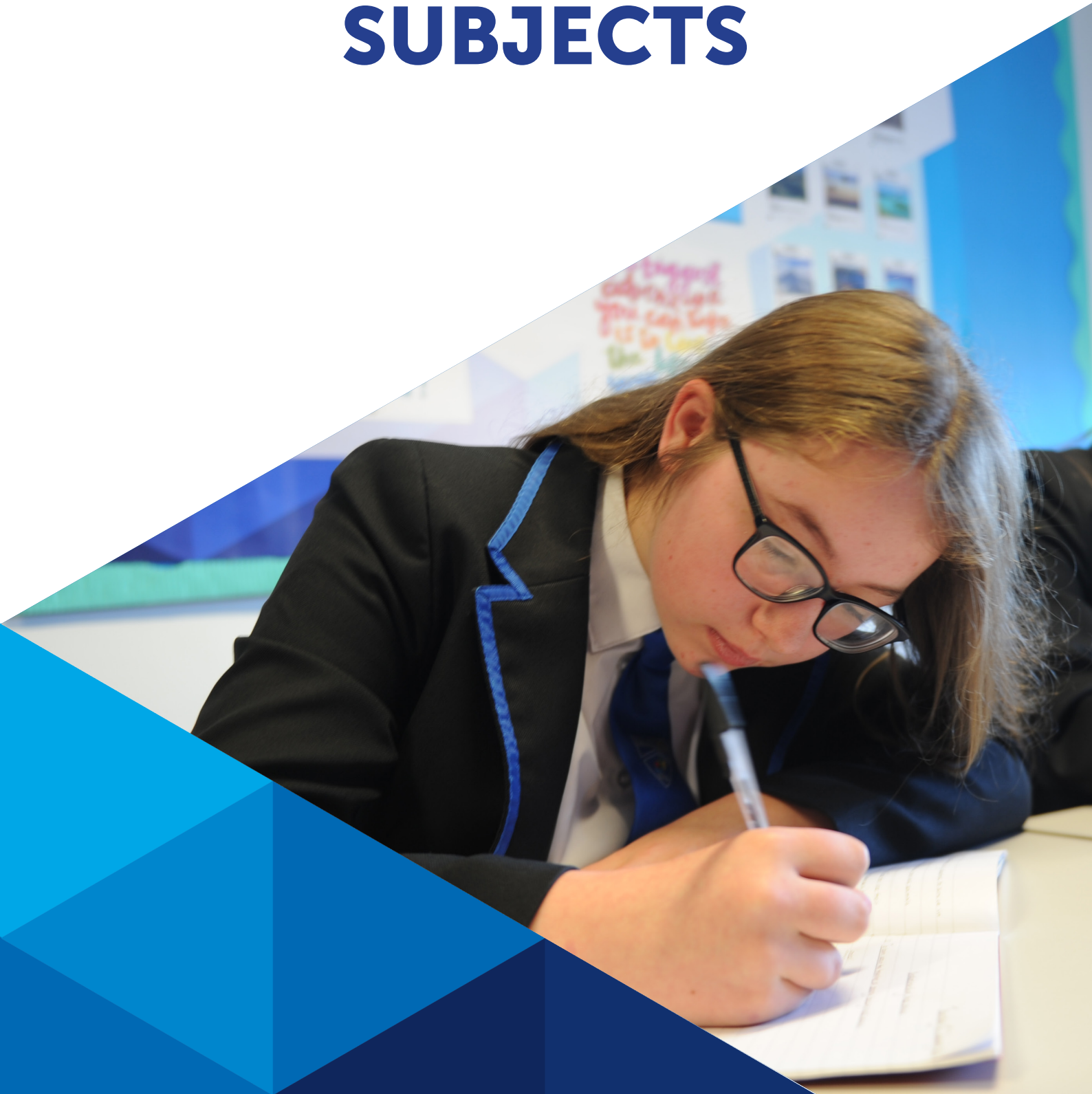
Other Options

Students will then have further options choices within other curriculum areas.

- 23** Animal Care
- 25** Art
- 27** Child Development
- 29** Dance
- 31** Drama
- 33** Hospitality & Catering
- 35** Information Technology
- 37** Music
- 39** Photography
- 41** Retail Business
- 45** Sport Science
- 47** Three-Dimensional Design
- 49** Textiles Design

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COMPULSORY SUBJECTS



ENGLISH LANGUAGE/ LITERATURE



QUALIFICATION INFORMATION:

GCSE English Language
GCSE English Literature

Examining Body: EDUQAS
Examining Body: EDUQAS

Subject Leader: Mr M McLindon

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 hours 30 minutes. 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 classic fiction and non-fiction material. They will have the opportunity to investigate writers' skills and apply them to their own narrative and non-fiction (real-life) writing. Grammar and technical skills feature highly in the English curriculum, whilst English Language also features a Speaking and Listening presentation.

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. MA's 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



QUALIFICATION INFORMATION:

GCSE Mathematics

Examining Body: Edexcel

Subject Leader: Mrs L Bibby

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 Tier awards Grades 1-5
Higher Tier awards Grades 4-9.

Paper 1 - Non Calculator

33.3% of overall qualification

Written Exam

1 hour 30 minutes

Paper 2 - Calculator

33.3% of overall qualification

Written Exam

1 hour 30 minutes

Paper 3 - Calculator

33.3% of overall qualification

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.

GO DOWN
DEEP ENOUGH INTO
ANYTHING AND
YOU WILL FIND
Mathematics.

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 | • Doctor | • Oceanographer |
| • Architect | • Engineer | • Nuclear Scientist |
| • Accountant | • Forensic Scientist | • Pharmacist |
| • Biochemist | • Mathematician | • Programmer |
| • Consultant | • Management Consultant | • Sound Engineer |
| • Computer Games Designer | • Meteorologist | • Teacher |
| • Computer Programmer | • Operational Researcher | |

SCIENCE TRILOGY



QUALIFICATION INFORMATION:

GCSE Combined Sciences (Trilogy)

Examining Body: AQA

Subject Leader: Mrs R Harris

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 students 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
Biology Paper 2

Chemistry Paper 1
Chemistry Paper 2

Physics Paper 1
Physical Paper 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

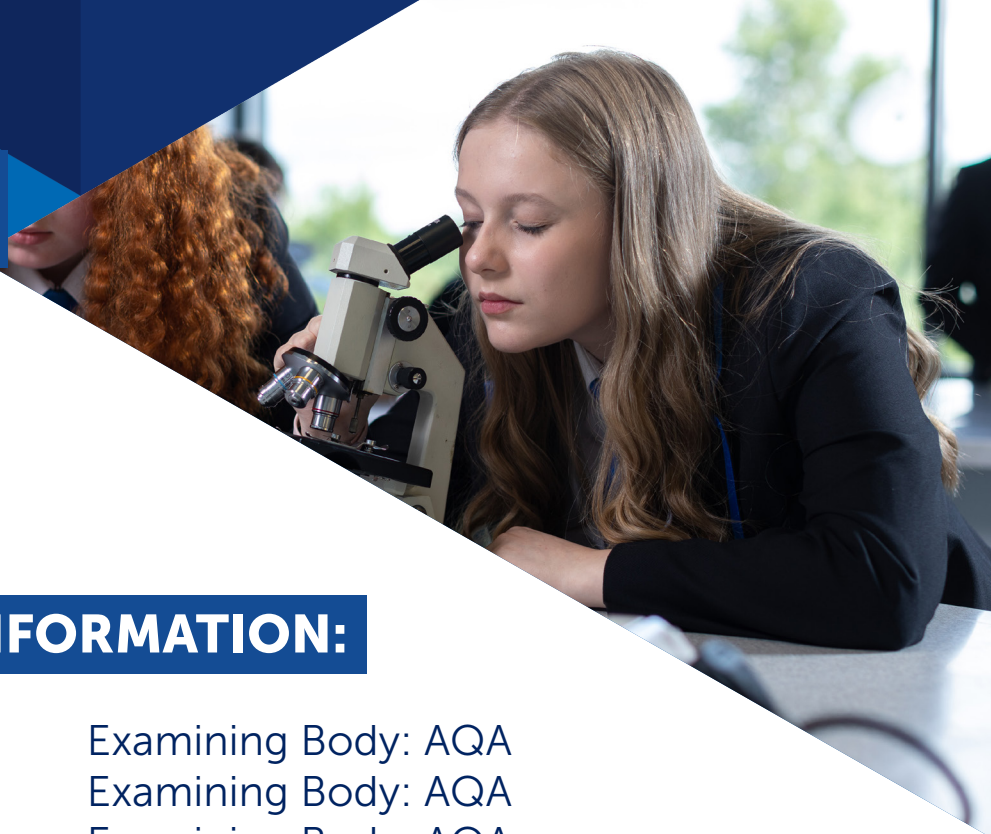
POSSIBLE CAREERS:

Successful completion of qualifications in Science can lead to a wide range of future careers such as:

- Pharmacology
- Research Assistant
- Sports Science
- Nursing
- Veterinary Science
- Engineering
- Astrology
- Biochemistry



SEPARATE SCIENCE



QUALIFICATION INFORMATION:

GCSE Biology
GCSE Chemistry
GCSE Physics

Examining Body: AQA
Examining Body: AQA
Examining Body: AQA

Subject Leader: Mrs R Harris

ASSESSMENT:

Students begin three separate GCSE courses in Year 10:
Biology, Chemistry & 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
Biology Paper 2

Chemistry Paper 1
Chemistry Paper 2

Physics Paper 1
Physics Paper 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.

Students 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.

In order to thrive on this course students must demonstrate an enjoyment of all three sciences and should be working at a high level 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
- Chemical Engineering
- Radiography
- Environmental Science
- Research Scientist
- Computer Science
- Astrophysicist
- Satellite Scientist
- Law
- Consultancy





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.

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.

YEAR 10 MODULES

Exploring Influences
Financial Decision Making
RE - Science & Religion
RSHE
Healthy Relationships
Work Experience & Careers

YEAR 11 MODULES

Independence & Next Steps
Families
Communication in Relationships
RSHE
RE - Ethics
Preparing for Exams

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EBACC SUBJECTS



FRENCH



QUALIFICATION INFORMATION:

GCSE Languages (French)

Examining Body: AQA

Subject Leader: Miss M O'Loughlin

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 French-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 French
- Degree Level
- BA / MA in French

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

POSSIBLE CAREERS:

The ability to speak one or more languages opens up opportunities in a variety of sectors including:

- | | | |
|---------------|-----------------|---------------|
| • Arts | • Government | • Marketing |
| • Finance | • Interpreting | • Retail |
| • Business | • Law | • Teaching |
| • Education | • Media | • Translation |
| • Engineering | • Manufacturing | • Tourism |

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



SPANISH



QUALIFICATION INFORMATION:

GCSE Languages (Spanish)

Examining Body: AQA

Subject Leader: Miss M O'Loughlin

ASSESSMENT:

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

(Only available for current Year 9 set 1)

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:

- | | | |
|---------------|-----------------|---------------|
| • Arts | • Government | • Marketing |
| • Finance | • Interpreting | • Retail |
| • Business | • Law | • Teaching |
| • Education | • Media | • Translation |
| • Engineering | • Manufacturing | • Tourism |

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



GEOGRAPHY



QUALIFICATION INFORMATION:

GCSE Geography

Examining Body: AQA

Subject Leader: Mr J Willmott

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%

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.

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.

COURSE OUTLINE CONTINUED:

Unit 3: Geographical applications and skills: This unit includes the investigation of one Physical Environment and one Human Environment . Students 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, such as:

- Architect
- Banker
- Lawyer
- Military GIS Specialist
- Aerial/Off Shore Surveyor
- Diplomat
- Conservation Worker
- Weather Forecaster
- Earth Scientist
- Coastal Engineer
- Social Worker
- Marketing
- Teacher/Lecturer
- Aid Worker
- Armed Forces
- Town Planner
- Surveyor
- Travel Agent
- TV Researcher



HISTORY



QUALIFICATION INFORMATION:

GCSE History Examining Body: AQA

Subject Leader: Mr Willmott

ASSESSMENT:

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

There are two examination paper; 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).

COURSE OUTLINE:

The students demonstrate their understanding of the past through structured descriptions and explanations of the main concepts, features and characteristics of the periods studied.

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
- Teaching
- Tour Guide
- Historical Researcher

CAREERS



In all subject areas students 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 students about how their learning in the classroom relates to the world of work and future careers.

Students 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
- 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 students will sample a timetabled day at Cronton/Riverside College. Students 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 students are required to attend a two-week work experience placement. All students are required to find their own placements; this ensures that they have a worthwhile and meaningful experiences. We aim for students to complete their work experience in the field that they wish to pursue their future career. Work experience provide our students with a taster of the world of work; through interviews, applications, time keeping, health and safety and much more.

Year 11

Careers Fair

This is a huge event at The Grange Academy with over 50 Further Educational services attending our school. Students are able to have one-to-one talks with their providers to find out courses which they deliver 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.

Colleges

Students will be provided with opportunities to go a sample at day at Cronton and Riverside College, sampling subjects they may wish to take.

Apprenticeship talks

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

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FURTHER SUBJECTS



ANIMAL CARE



QUALIFICATION INFORMATION:

BTEC First Award (Animal Care)

Examining Body: Pearson

Subject Leader: Mrs R Harris

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.

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)

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.

Please note a careful selection process will be put in place as numbers are restricted to one class of appropriate numbers.

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



QUALIFICATION INFORMATION:

GCSE Art Examining Body: AQA

Subject Leader: Mr B O'Callaghan

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.

COURSE OUTLINE:

Coursework Portfolio (Component 1)

Students 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 in Art, Textiles and Photography, Art Design and Communication Diploma

POSSIBLE CAREERS:

Many people often underestimate 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.

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



CHILD DEVELOPMENT



QUALIFICATION INFORMATION:

Cambridge Nationals Level 1/2

Examining Body: OCR

Subject Leader: Mr B O'Callaghan

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:

This could lead to work in:

- Social Care
- Teaching
- Nursery Nursing
- Child Minding
- Family Support Worker
- Educational Psychologist
- Educational Mental Health Worker
- Learning Mentor
- Play Therapist
- Speech & Language Therapist
- Youth Worker
- Special Educational Needs Coordinator



DANCE



QUALIFICATION INFORMATION:

BTEC Tech Award in Performing Arts (Dance)

Examining Body: EDEXCEL

Subject Leader: Miss E McGeough

ASSESSMENT:

60% internally assessed performances and supporting written course work

Component One: Submitted in May of Year 10 - 30% of course

Component Two: Submitted in January of Year 11 - 30% of course

40% externally assessed component covering set brief

Component Three: 12 weeks from January of Year 11

COURSE OUTLINE:

Students will cover the following components:

Component 1: Exploring performing arts (30%)

- study a range of repertoire through practical sessions and research tasks
- developing an understanding of how these contrasting pieces are made
- 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

COURSE OUTLINE CONTINUED:

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 may 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: BTEC Level 3 in Performing Arts, BTEC Level 3 in Dance / Technical Dance, A Level Dance, A Level Performance Studies

POSSIBLE CAREERS:

- Choreographer
- Professional Dancer
- Dance Teacher
- Fitness Instructor
- Producer
- Costume design
- Theatre/Stage Production
- Dance Photographer/Videographer
- Dance Physiotherapist
- Stage Makeup



DRAMA



QUALIFICATION INFORMATION:

BTEC Tech Award in Performing Arts (Drama)

Examining Body: EDEXCEL

Subject Leader: Miss E McGeough

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:

The course is designed to allow students the opportunity to explore Drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention.

Students will create, perform and respond to Drama, informed by their theoretical knowledge of Drama and Theatre.

They will learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts.

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:

- | | |
|--------------------------------|------------------------|
| • Actor | • Designer |
| • Director | • TV & Film Production |
| • Playwright | • Stage Manager |
| • Teacher | • Camera Operator |
| • Lawyer | • Politician |
| • Applied Theatre Practitioner | • Public Speaker |



HOSPITALITY & CATERING



QUALIFICATION INFORMATION:

Hospitality and Catering Level 1/2 Award

Examining Body: EDUQAS/WJEC

Subject Leader: Mr B O'Callaghan

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.

Students 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.



INFORMATION TECHNOLOGY



QUALIFICATION INFORMATION:

GCSE Cambridge National in IT

Examining Body: OCR

Subject Leader: Mr T Hutton

ASSESSMENT:

- 1 External Exam - IT in the digital world
- 2 Controlled Assessments - Data manipulation using spreadsheets, using Augmented Reality to present information

COURSE OUTLINE:

You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as:

- using different applications and tools to design, create and evaluate IT solutions and products
- creating a data manipulation solution
- creating an Augmented Reality prototype. This will help you to develop independence and confidence in using skills that would be relevant to the IT sector

You will study three units:

Unit 1: IT in the digital world

This is assessed by taking an exam. 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, Internet of Everything (IoE).

COURSE OUTLINE CONTINUED:

Unit 2: Data manipulation using spreadsheets

In this unit you will learn how to plan, design, create, test and evaluate a data manipulation spreadsheet solution to meet client's requirements.

Topics include: Planning and designing the spreadsheet solution, Creating the spreadsheet solution, Testing the spreadsheet solution, Evaluating the spreadsheet solution.

Unit 3: Using Augmented Reality to present information

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, Testing and reviewing.

FUTURE PATHWAYS:

Qualifications:

- A Level - Computer Science
- Apprenticeship - Digital Pathways such as IT, Digital and Technology, Data Analyst
- Cambridge Technicals - Information Technology
- T Level - Digital Production, Design and Development, Digital Support Services, Digital Business Services

POSSIBLE CAREERS:

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



MUSIC



QUALIFICATION INFORMATION:

BTEC First Award (Music)

Examining Body: EDEXCEL

Subject Leader: Miss E McGeough

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 different aspects of the music industry.

The other 25% of the course is made up with an externally assessed written exam. Students will typically sit this exam in Year 10.

This will be continually assessed and worked on throughout Year 10 and 11.

Students 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.

COURSE OUTLINE:

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

Students will then study two out of the following three units (based on their skill set and preference)

Unit 3: Introducing Live Sound 25%

- 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%

- 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%

- 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:

- | | |
|------------------|-----------------------|
| • Musician | • Lighting Technician |
| • Performer | • Sound Technician |
| • Promotor | • Costume Design |
| • Music Producer | • Musician |



PHOTOGRAPHY



QUALIFICATION INFORMATION:

GCSE Photography Examining Body: AQA

Subject Leader: Mr B O'Callaghan

ASSESSMENT:

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

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

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 takes place in March of Y11.

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
- Students 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
- Students 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 10 hour practical exam at the end of this course

FUTURE PATHWAYS:

Qualifications: A Level / BTEC in Photography

POSSIBLE CAREERS:

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



RETAIL BUSINESS



QUALIFICATION INFORMATION:

Technical Award

Examining Body: WJEC

Subject Leader: Mr T Hutton

ASSESSMENT:

Unit 1: The business of retail (External Exam) 40% of qualification

- 1.1 Introduction to retail business
- 1.2 The retail business environment
- 1.3 Using data and recommending solutions to retail business issues
information, making reasoned judgements and presenting conclusions

Unit 2: Customer service for retail business Controlled assessment: 30% of qualification

- 2.1 Introduction to customer service
- 2.2 Meeting customer expectations
- 2.3 Investigate customer experiences in retail businesses

Unit 3: Merchandising and marketing retail products Controlled assessment: 30% of qualification

- 3.1 Visual merchandising for retail business
- 3.2 Marketing retail businesses and products

COURSE OUTLINE:

There is a real need for qualifications in retail business and for educational providers to provide education and training for young people to enter this mammoth UK sector.

Unit 1 introduces students to the business of retail and provides them with the opportunity to explore the dynamic and competitive nature of the retail industry. They will gain knowledge and understanding of different types of retail business and retail activity, as well as the impact of external factors on the industry.

Unit 2 allows students to develop knowledge and understanding of the principles of customer service for retail business and offers the opportunity for learners to develop skills in investigating the customer service experience across retail organisations.

Unit 3 provides students with the opportunity to develop their understanding of the importance of merchandising and marketing retail products, and how retail businesses use merchandising and marketing to achieve their aims. Learners will also apply their knowledge and understanding to develop skills in designing visual merchandising installations and promotional materials that achieve specific aims.

FUTURE PATHWAYS:

Qualifications: A Level & BTEC Business, A Level Economics

POSSIBLE CAREERS:

- Accountancy
- Law
- Marketing
- Sports Management
- Leisure and Tourism Industry
- Teaching





SPORT SCIENCE

QUALIFICATION INFORMATION:

GCSE Sport Science

Examining Body: OCR

Subject Leader: Mr P Allen

ASSESSMENT:

60% coursework (two units with final submission in May of Year 11)

40% written exam – One, 75 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 Reducing the risk of sports injuries and dealing with common medical conditions

- different factors which influence the risk and severity of injury
- warm up and cool down routines
- different types and causes of sports injuries
- reducing risk, treatment and rehabilitation of sports injuries and medical conditions
- causes, symptoms and treatment of medical conditions

COURSE OUTLINE CONTINUED:

Unit 2: Applying the principles of training: fitness and how it affects skill performance

- components of fitness applied in sport
- principles of training in sport
- organising and planning a fitness training programme
- evaluate own performance in planning & delivery of a fitness training programme

Unit 3: The body's response to physical activity and how technology informs this

- the cardio-respiratory system and how the use of technology supports different types of sports and their intensities
- the musculo-skeletal system and how the use of technology supports different types of sports and their movements
- short-term effects of exercise on the cardio-respiratory and musculo-skeletal systems

FUTURE PATHWAYS:

Qualifications

- BTEC (National) Level 3 Sport
- Sport Development and Coaching
- A-Level PE

POSSIBLE CAREERS:

- | | | |
|----------------------|-------------------|-----------------------|
| • Sports Coaching | • Physiotherapy | • Sports Journalism |
| • Sports Development | • Sports Medicine | • Leisure Industry |
| • Teaching | • Sports Science | • Sports Psychologist |
| • Nutrition | | |



TEXTILE DESIGN

QUALIFICATION INFORMATION:

GCSE Textile Design

Examining Body: AQA

Subject Leader: Mr B O'Callaghan

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
Component 1	Component 1 & 2
Students will build on knowledge and skills within projects which will form the majority of their coursework portfolio. All four assessment objectives will be covered.	During the final year students will extend a previous project or develop their own idea into a more independent final project. The ten hour exam takes place in March.

COURSE OUTLINE:

Coursework Portfolio (Component 1)

Students will complete projects. Within each project they will be expected to research, gather information (written and visual), generate ideas, recoding their findings, explore and experiment with a variety of materials and techniques. Evaluate and refine design ideas to produce a final outcome.

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 Level Textiles
- A Level Art
- A Level Graphic Communication
- A Level Photography.

Locally, Cronton College offers the courses above, as well as:

- Fashion and Textile Design UAL Diploma
- Art, Design and Communication UAL Diploma

Other local colleges offer similar course.

POSSIBLE CAREERS:

- | | |
|-------------------------|-----------------------------|
| • Stylist | • Community Arts Worker |
| • Retail Buyer | • Secondary school teacher |
| • Interior Designer | • Fashion/Textiles Designer |
| • Clothing technologist | • Visual Merchandiser |

THREE-DIMENSIONAL DESIGN

QUALIFICATION INFORMATION:

GCSE Three-Dimensional Design

Examining Body: AQA

Subject Leader: Mr B O'Callaghan

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

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 Level / BTEC Art
- A Level / BTEC Textiles and Photography
- A Level Product Design
- Art Design and Communication Diploma

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.

- | | | |
|--------------------------------------|----------------|------------------------------|
| • Fashion/Textiles/Interior Designer | • Broadcasting | • Teacher of Art/DT/Textiles |
| • Photographer | • Authorship | • Set Designer |
| • Web Design | • Publishing | • Architect |





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