

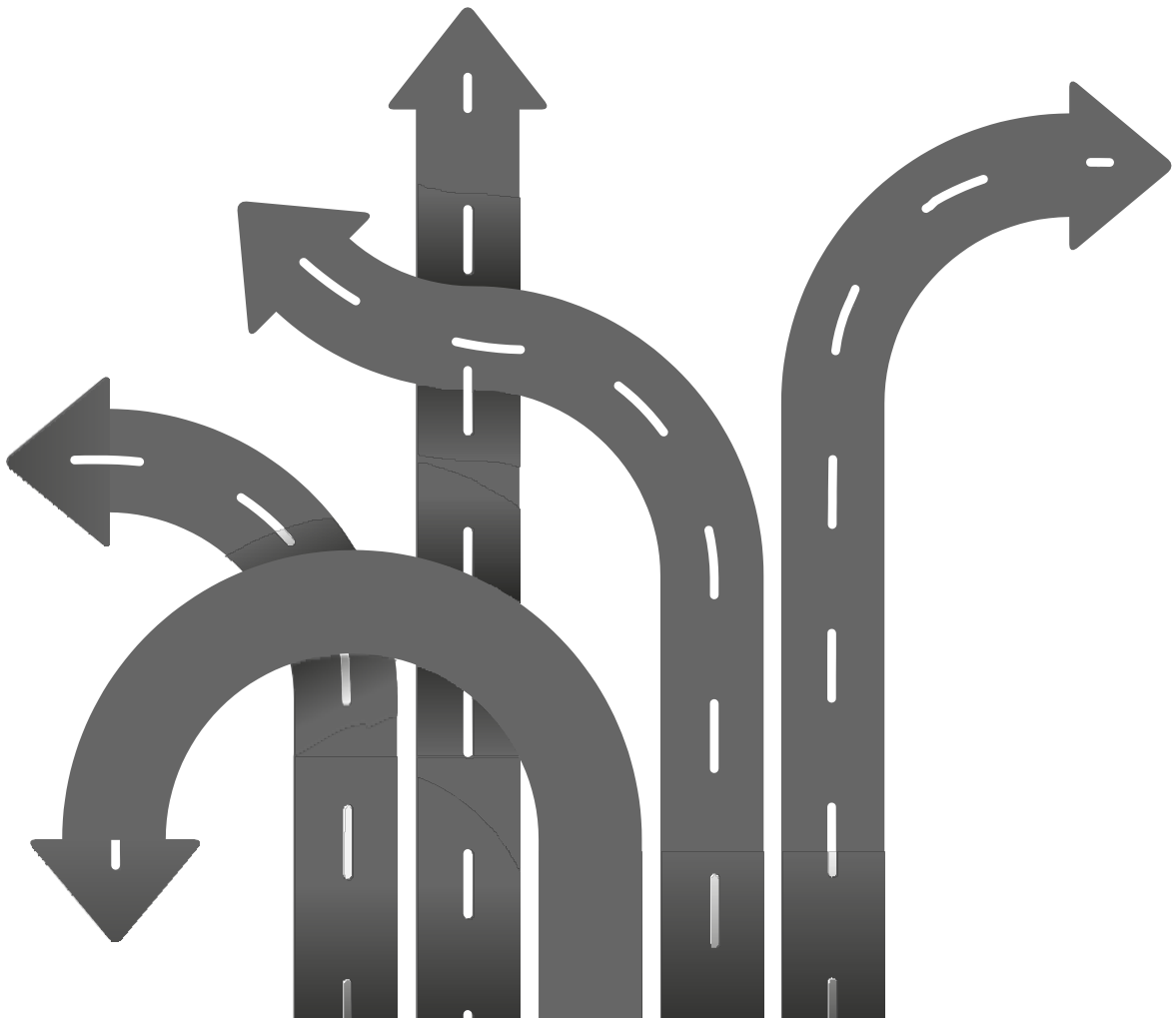


The Academy  
at Shotton Hall

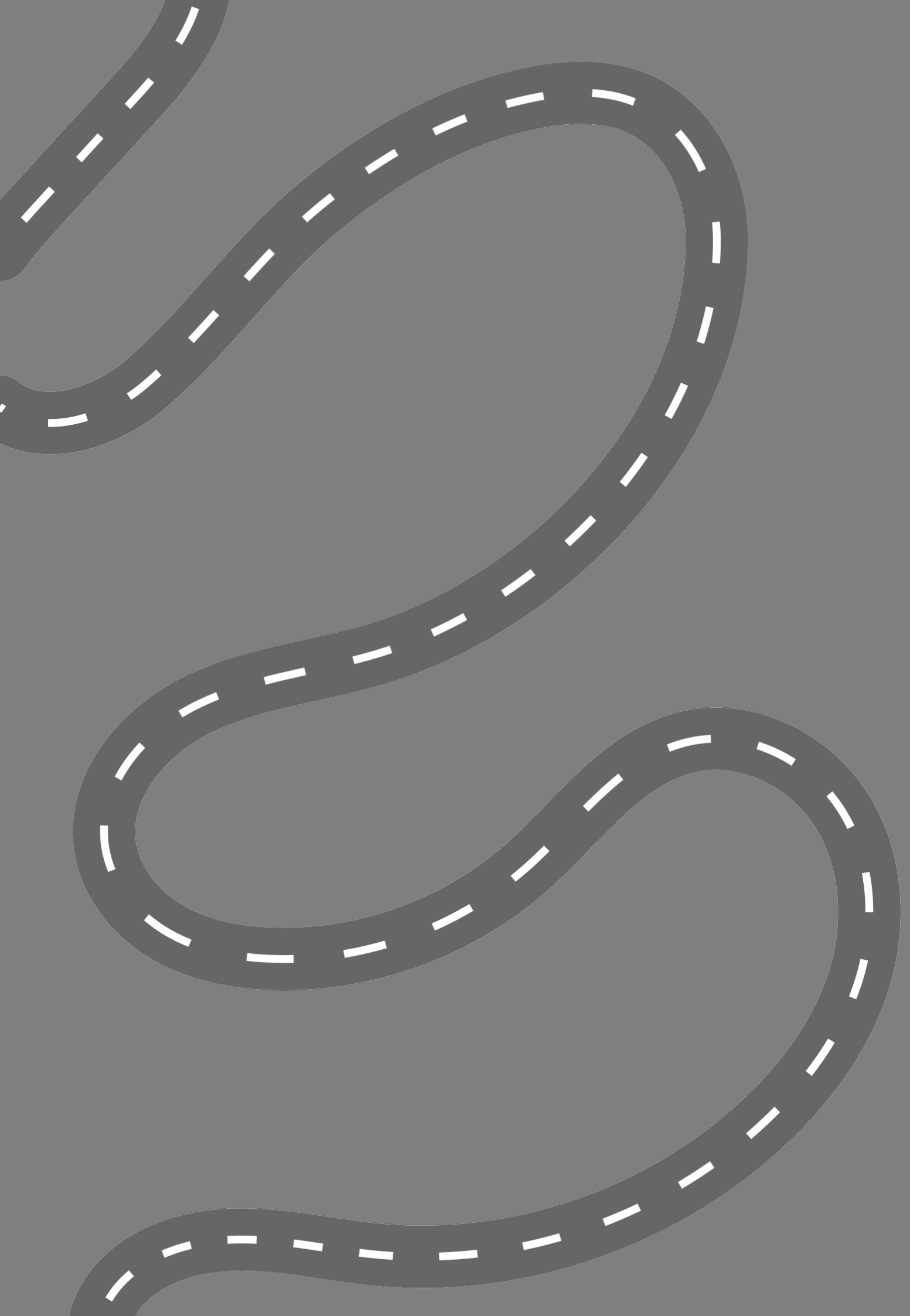
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# THE ROAD AHEAD

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# DEAR STUDENT,

**In September 2024 you will commence the transition into the next step of your education. This brochure provides information about the courses offered in KS4.**

**All students will follow a core curriculum as well as selecting from a range of optional subjects.**

In recent years we have witnessed significant changes in both the statutory curriculum offered and the way in which your performance as a student is measured. There has been an increase in the level of challenge and an increase in the content that needs to be taught for both higher and foundation tiers in the reformed GCSE's and equivalent qualifications. Our curriculum embraces these changes.

We want to offer every student a curriculum which is appropriate to their individual needs. With this in mind, you will follow a curriculum pathway which reflects these changes and is based upon your prior and current level of attainment.

You will be supported and encouraged to follow a personalised curriculum which is tailored to suit your individual skills and abilities which helps you to be motivated and to achieve well in your exams.

All students will follow examination courses in English, mathematics and science.

Students will also follow courses in physical education and philosophy for learning which incorporates elements of PHSE and religious studies.

Students will then select from a range of courses which are shown in your pathway selection form. A brief outline of the courses offered are detailed in this brochure.

Details of all subjects can be found on our school website  
**[www.shottonhallacademy.co.uk/curriculum](http://www.shottonhallacademy.co.uk/curriculum).**

Yours sincerely



**Mr S Taylor**  
Vice Principal



# FURTHER INFORMATION

The rest of this booklet contains a description of every course available to you. It will give you some ideas about what you will be studying next year so you can make the correct choices. You should read this booklet carefully and discuss your choices with your parent or carer. If you need any help or advice about courses offered, please talk to the following people:

<b>General information, advice and guidance with curriculum</b>	Mr S Taylor
<b>English</b>	Mrs R Fields/ Miss L Hunter
<b>Mathematics</b>	Mr A Neasham / Mr R Simson
<b>Science</b>	Mrs A Bradley / Dr N Hargreaves
<b>Modern Foreign Languages</b>	Mr B Calvert
<b>Geography</b>	Mrs A Whitehead
<b>History</b>	Miss A Ellitson / Mrs A Whitehead
<b>Art Craft and Design / Photography</b>	Miss J Gunn
<b>D&amp;T Engineering Design</b>	Mr S Bradley
<b>Food and Catering</b>	Mr S Bradley
<b>Physical Education</b>	Miss L Reid
<b>Music / Music Technology</b>	Mr D Robson
<b>Dance</b>	Miss Z Peel
<b>Media</b>	Mr B Booth / Miss A Fearon
<b>ICT / Computing</b>	Mrs T Stewart / Mr N Tiplady
<b>Citizenship</b>	Mrs R Peele
<b>Religious Studies: Philosophy and Ethics</b>	Mrs R Peele
<b>Health and Social Care</b>	Mrs C Stewart
<b>Drama</b>	Mrs R Lowery / Mr D Robson
<b>Creative Studies</b>	Mrs C Bell
<b>Careers Education</b>	Miss L McManus
<b>Learning Support</b>	Mrs A Mein

## New GCSE grade

<b>New GCSE grade</b>	1	2	3	4	5	6	7	8	9
<b>Vocational grade</b>	P1	M1	D1	P2	M2	D2	D*		



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# GCSE ENGLISH LANGUAGE

# GCSE ENGLISH LITERATURE

All students will study AQA's GCSE English language and GCSE English literature linear courses. Examinations for both will be taken at the end of Year 11.

## Course outline

### English Language

**Paper 1:** Explorations in creative reading and writing (50%)

**Paper 2:** Writers' viewpoints and perspectives (50%)

All texts in the examination will be unseen excerpts from non-fiction and literary texts.

### English Literature

**Paper 1:** Shakespeare and the 19th century novel (40%)

- Macbeth by William Shakespeare
- The Strange Case of Dr Jekyll and Mr Hyde by Robert Louis Stevenson

**Paper 2:** Modern texts and poetry (60%)

- An Inspector Calls by JB Priestley
- The Power and Conflict anthology of poetry provided by AQA.
- You will also be given an unseen poem to analyse in the exam.

## Assessment information

100% exam.

## Support

### The 'Keys to Success' literacy for life

The English department is committed to helping you improve your literacy skills through the 'Keys to Success' literacy programme. You will continue to use the 'Keys' to ensure you are confident in your use of spelling, punctuation and grammar.

### How will you be supported?

- Revision sessions and mentoring will take place throughout Key Stage 4.
- We use social media to actively engage you in English literature
- Literature lectures will take place with a range of English teachers who specialise in different areas
- You will sit regular mock examinations throughout Key Stage 4 and be given detailed feedback to help you improve.



# GCSE MATHEMATICS

Students on Higher tier will follow EDEXCEL mathematics syllabus 1MA1.

Students on Foundation tier will follow OCR mathematics syllabus J560

Course content	
<p>The course aims to encourage you to be inspired by mathematics by following a broad, coherent and individualised course of study. You will develop confidence in, and a positive attitude towards, mathematics and recognise the importance of mathematics in your own life and society.</p> <p>You will develop the knowledge that you already have and you will extend it into new areas.</p> <p>You will need to work both with and without a calculator and you will be required to solve problems by applying your skills.</p>	
Course outline	
<p>You will be assessed through three equally weighted 1 hour 30 minute written examinations on either the foundation tier or higher tier. Grading 9-1 has now replaced the A* to G grading. Each paper will have a range of question types, utilising both structured and unstructured questions. Some questions on the papers will be set in context. There is no coursework in mathematics.</p>	
Assessment information	
100% exam.	
<b>Foundation tier – OCR</b> <ul style="list-style-type: none"><li>• Questions targeted at grades 1-5</li><li>• Three papers – 1 hour 30 mins each, all weighted equally, 100 marks per paper<ul style="list-style-type: none"><li>○ Paper 1 – Calculator</li><li>○ <b>Paper 2 – Non calculator</b></li><li>○ Paper 3 – Calculator</li></ul></li></ul>	<b>Higher tier – Edexcel.</b> <ul style="list-style-type: none"><li>• Questions targeted at grades 4-9</li><li>• Three papers – 1 hour 30 mins each, all weighted equally, 80 marks per paper<ul style="list-style-type: none"><li>○ <b>Paper 1 – Non Calculator</b></li><li>○ Paper 2 – Calculator</li><li>○ Paper 3 – Calculator</li></ul></li></ul>
By the end of this course	
<p>The aim is that you will have developed your mathematical skills sufficiently to enable you to:</p> <ul style="list-style-type: none"><li>• Approach everyday mathematical problems with confidence</li><li>• Where appropriate, begin mathematical courses at a higher level</li><li>• Use your mathematics to enhance your work in other subjects.</li></ul> <p>Achieving that aim is up to you!</p>	



# GCSE SCIENCE

All students will follow the AQA GCSE combined science trilogy course.

## Course content

### GCSE Combined Science: Trilogy

The Key Stage 4 course allows students to follow the three science disciplines: Biology, Chemistry, Physics. Each of the sciences are designed to provide students with key opportunities to develop their working scientifically skills, math's skills and practical skills.

By the end of Year 11 all students will have been given the opportunity to achieve two GCSEs in science.

## Course outline

The examinations will be split into six separate papers: **two Biology, two Chemistry, and two Physics**. Each paper will assess knowledge and understanding from distinct topic areas.

Each examination lasts for 1 hour 15 minutes and are each worth 16.7% of the final grade. Each paper is marked out of 70.

**Foundation tier** questions targeted at grades 1-5.

**Higher tier** questions targeted at grades 4-9.

The investigative skill area is assessed on 16 different practical activities that are carried out during class time. 15% of the final GCSE will be based on these practical skills on the six written examination papers.

## Assessment information

100% exam.

Six 1 hour 15 minute papers.

## By the end of this course

You will have used your knowledge and understanding of science to develop your scientific thinking skills and math's skills and apply these to everyday applications.

Some students will be given the opportunity to follow the separate science courses.



A winding grey road with a dashed white center line, set against a dark red background. The road starts at the top left, curves to the right, then loops back to the left, and continues to wind downwards. The word "OPTIONS" is written in white, bold, sans-serif capital letters in the center of the image.

**OPTIONS**



# GCSE ART, CRAFT AND DESIGN

GCSE art, craft and design is designed for students who have an interest in progressing on to A level art and design, photography, applied art and design or fine art.

## Course content

By the end of the course students will have had the opportunity to develop skills as an artist through experimentation with painting and drawing, ceramics and photography.

## Course outline

GCSE art, craft and design requires an interest in the subject and a good skill level. The course is designed for students who show commitment as work is produced in greater depth than in Key Stage 3. Students will be expected to produce a portfolio of work based on one extended topic. They will research and write about artists and their work and will learn how to refine and develop their own ideas based on a theme. They will need to be independent and self-evaluating learners who can work with different materials and techniques demonstrating a high level of skill.

### Component 1: Portfolio (60%)

This component consists of a major practical project and outcomes. Themes undertaken are to be determined by the student and teacher. This component is designed to enable students to effectively develop core skills and encourage engagement with exciting creative experiences which build learning, knowledge, contextualisation skills and critical thinking.

This component also provides opportunities to focus on gaining valuable skills experimentation, risk-taking, drawing, the application of the formal elements and the ability to analyse and synthesise information and ideas, as well as to develop and refine techniques. The course will culminate in a practical portfolio, in which students should develop a body of work based on a theme, which is personal and links to the contexts of contemporary and/or past artists, designers or craftspeople. The Portfolio is internally assessed and externally moderated.

### Component 2: Externally set assignment (40%)

Students respond to their chosen starting point from an externally set assignment paper, evidencing coverage of all four assessment objectives; Research, refinement of ideas, development of ideas and a personal outcome.

You will undertake a preparatory period followed by 10 hours of supervised time. You will be marked out of 96 marks. All work is set and marked in school and moderated by AQA during a visit.

Both components are assessed together.

## Assessment information

60% coursework portfolio 40% external set assignment. Exam board AQA.

## What's next?

There are many things you can go on to do after taking a GCSE in art, craft and design; continue to study art or a related subject at AS, A level, National Certificate or vocationally. Advertising, marketing, graphic design, print design, fashion design, architecture, fashion styling, publishing, teaching, the media.

You may see yourself as a painter, sculptor, photographer or film maker.



# GCSE CITIZENSHIP

If you choose to study P4L you will either complete a GCSE in Religious Studies or Citizenship or complete an entry pathway qualification. Students will be allocated to a course based on their assessment grades and their aptitude for the subjects.

## Course outline

### **Paper 1: Active citizenship and Politics and Participation (50%) 1 hour 45 minute exam.**

Active citizenship:

- Understanding how to be an active citizen
- Taking citizenship action
- Politics and participation:
  - Political power in the UK
  - Local and devolved government Where does politics reside?
  - How do others govern themselves? Bringing about political change

### **Paper 2: Life in modern Britain and Rights and Responsibilities (50%) 1 hour 45 minute exam**

Life in modern Britain:

- Principles and values that underpin British society
- Identity
- The media and free press
- The UK's role in international organisations
- Making a difference in society

Rights and responsibilities:

- Laws in contemporary society
- Rights and responsibilities within the legal system
- How laws protect citizens and deal with criminals
- Universal human rights
- Bringing about change in the legal system

If you do not select P4L you will complete a compulsory non-GCSE course. This will be based on the religious studies and citizenship courses and PSHE.

## Assessment information

You will follow the AQA exam board.

## What's next?

A GCSE qualification in citizenship will provide students with a developed understanding of the UK political system.

The key skills which are developed during the course are transferable into a variety of subject areas such as: politics, law, sociology, criminology, police, fire service, nursing, public services, armed forces and more.

Studying citizenship will enable students to pursue a career in a variety of areas such as: local council, the civil service, the charity sector, human rights charities and many more.



# HUMANITIES - ENTRY PATHWAY

You will follow the WJEC Pathways Entry Qualifications.

## Course outline

### **Prejudice and Discrimination Against People**

This unit aims to enable learners to gain knowledge and understanding of how and why people have been discriminated against. This can be through study of historical and/or contemporary events. In this unit learners must also understand why it is important to learn about prejudice and discrimination towards people.

### **Contentious Issues in the Modern World**

This unit aims to enable learners to gain knowledge and understanding of the religious and non-religious arguments concerning at least two contentious issues in the modern world. These issues can involve study of areas such as abortion, capital punishment, contraception/family planning, euthanasia, same sex relationships, role of men and women in worship, genetic engineering or treatment of criminals.

### **Religious Festivals and Celebrations**

This unit aims to enable learners to gain knowledge and understanding of how and why religious festivals are celebrated. The festivals studied must be from two different religious traditions.

## What's next?

### **This qualification will allow students to:**

- Consider questions about the meaning and purpose of their lives
- Explore their own identities, values and beliefs
- Develop skills associated with critical and creative thinking
- Learn to empathise with people who are different, as well as those who are similar.

The key skills which are developed during the course are transferable into a variety of subject areas such as: Religious Studies, History, Criminology etc.

Studying this pathway will enable students to pursue a career in a variety of areas such as: education, law and equality and diversity.



# GCSE COMPUTER SCIENCE

Rapid advancements in technology in our society mean there are many jobs today that were not evented five years ago, this growth is set to continue, what jobs will there be 5 years from today?

This course provides the knowledge, skills and understanding that a growing number of employers are demanding.

## Course content

Computer science at Key Stage 4 is a challenging but rewarding course requiring problem solving and technical skills. In computer science young people learn logical reasoning, algorithmic thinking, design and structured problem solving; all concepts and skills that are valuable beyond the classroom.

This course is a fantastic opportunity for all young people, male and female, who want to be challenged. Young people will learn about how computers work as well as design and develop coding solutions, using multiple programming languages, to real world problems. Even those young people who do not foresee a career in computing, would benefit, a computing GCSE is an EBAC subject, therefore will demonstrate a level of academic skill.

## Course outline

Learners must complete two written examinations.

### Component 01: Computer systems (50%)

- 1 hour 30 minute exam
- 80 marks

Considering computer systems, covering the physical elements of computer science and the associated theory.

### Component 02: Computational thinking, algorithms and programming 50%

- 1 hour 30 minute exam
- 80 Marks

Considering algorithms, high/low level programming and how data is represented by computers.

## Assessment information

OCR GCSE Computer Science J277

- 100% written exam
- 1 to 9 grading
- This course leads to a full GCSE

## What's next?

**Progression Routes:** A Level Computer Science. University Honours Degree in Computer Science.

**Career prospects:** A qualification in Computer Science is suitable for careers in software application development, computer system analytics, computer systems engineering, web development, computer programming and many more.



# V CERT CREATIVE STUDIES

## NCFE Level 1/2 Technical Award in Creative Design and Production

The Level 1/2 Technical Award in Creative Design and Production is designed for learners who want an introduction to design and production that includes a vocational and project-based element, approached from a creative perspective with regular opportunities to experiment and create.

### Course content

Throughout this qualification, your learners will gain valuable knowledge of:

- factors that influence the creation of art and design works across different movements and disciplines
- how visual language is used through art and design works
- how art and design work is created
- employment opportunities and organisations in the art and design industry

### Course outline

To be awarded Level 1/2 Technical Award in Creative Design and Production, learners are required to successfully complete 6 mandatory units. Learners must also achieve a minimum of a Level 1 pass in the internal and external assessments:

- Design and production in context
- Design materials and processes
- Design brief and production processes
- Presentation of a design solution
- Review of processes and solution
- Working in the design production industries

### Assessment information

The qualification has 2 assessments externally-set by NCFE: one non-exam assessment and one written examined assessment

### What's next?

**Learners who achieve at level 1 might consider progression to level 2 qualifications post-16, such as:**

- GCSE Design and Technology
- study at level 2 in a range of technical routes that have been designed for progression to employment, apprenticeships and further study; examples might include a Level 2 Technical Certificate in Design Production

**Learners who achieve at level 2 might consider progression to level 3 qualifications post-16, such as:**

- study at level 2 in a range of technical routes that have been designed for progression to employment, apprenticeships, and further study
- Level 3 Technical Level in Engineering: Design (this will support progression to higher education)
- Level 3 Technical Level in Art and Design (this will support progression to higher education)



# BTEC DANCE

By undergoing the process of preparing for a performance, learners will have the opportunity to experience the variety of activities and skills required to bring the performance together.

## Course content

In order to improve your dance skills, it is important to regularly review your progress. You will therefore be encouraged to understand your own strengths, identify areas for your development and as a result set targets for your improvement.

## Course outline

**Component 1: Exploring the Performing Arts (30%)** - This unit is all about developing a practical understanding of how dance works are created. You will have the chance to explore the work of different professionals to develop an appreciation of the methods used to explore a theme and you will broaden your knowledge by observing existing repertoire and how dance works are created. This unit is internally assessed and externally moderated.

**Component 2: Developing Skills and Techniques in the Performing Arts (30%)** – This unit is all about developing your skills and techniques through the reproduction of dance repertoire. You will take part in classes and workshops to develop technical, practical and interpretive dance skills. You will learn a piece of professional dance and review your own progress throughout the rehearsal process. This unit is internally assessed and externally moderated.

**Component 3: Responding to a brief (40%)** - The aim of this unit is to explore the skills required for a live performance. These will include planning, rehearsing and performing as well as reflecting on the performance to ensure continual development. Students work in small groups. By undergoing the process of preparing for a performance, learners will have the opportunity to experience the variety of activities and skills required to bring the performance together. This unit is externally assessed.

## Assessment information

Students will follow the BTEC Technical Award in Performing Arts (Dance).

## By the end of this course

You will have:

- a good qualification recognised by further and higher education institutions as well as employers.
- greatly developed your dance skills.
- had the chance to meet and work with professionals within the performing arts industry.
- developed a huge range of skills such as teamwork, creativity, communication and organisation, valued by all employers.
- enjoyed a new, varied and exciting course which provides a huge range of opportunities!

## What's next?

After completing the BTEC Technical Award in Performing Arts (Dance) learners might consider progression to: A levels as preparation for entry to higher education in a range of subjects, study of a vocational qualification at Level 3, such as a BTEC National in Performing Arts, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the Performing Arts.



# GCSE DRAMA

Eduqas Drama enables you to both demonstrate your strengths and develop your skills. It is an exciting and creative subject which gives you the opportunity to act, devise, design, review and analyse throughout. During the course you will have the chance to see live theatre pieces and have discussions and workshops with industry professionals to further your understanding of how the performing arts industry works.

## Course content

Throughout the process of the course, you will study contrasting plays to help further your understanding of drama as well as assisting in developing and building your performance skills. You will study:

- Characteristics of performance texts
- Social, cultural and historical context
- How meaning is interpreted
- The roles and responsibilities of theatre makers in contemporary practice

### What skills will I develop?

As well as performance skills, drama can assist you in developing transferable skills which will help you in your future. It will give you the opportunity to develop your speaking and listening skills by building your confidence to be able to talk in front of larger groups of people. Drama will assist in giving you the opportunity to work individually but also by collaborating with your peers through the process of the course you will improve your teamwork skills.

## Course outline

The course is split into three components which are as follows.

**Devising Theatre (40%).** Students will create, develop and perform their own drama piece using stimulus provided by WJEC. They must then provide a portfolio of supporting evidence.

**Performing from a text (20%).** Students will study two extracts from the same play chosen by the centre which they must learn and perform for an external examiner.

**Interpreting Theatre (40%).** Interpreting Theatre (40% of GCSE) 1 hour 30 minutes written examination. Students will be assessed on their knowledge and understanding of drama and theatre as well as the study of one set play, an analysis and evaluation of the work of a live theatre production observed during the course.

## Assessment information

40% written examination, 40% practical and 20% coursework

## What's next?

If you opt to take GCSE Drama you can continue your studies by selection qualifications such as:

- A Levels in Drama, Theatre Studies or Performing Arts.
- Study of a vocational qualification at Level 3, such as a BTEC National in Acting or Performing Arts.

Students who study GCSE Drama are viewed as innovative, confident and successful people who can rise to any challenge and are highly sort after for jobs ranging from a career path in the industry like Actor, Theatre Director, Stage manager to a career in Public Relations work, Nursing or even Teaching.



# CAMBRIDGE NATIONALS ENGINEERING DESIGN

Engineering design is a process used to identify market opportunities and solve problems which contribute to the development of new products and systems

## Course content

This qualification is aimed at learners who wish to study the processes involved in designing new engineered products and the requirements of a design specification.

Through research and practical activities, learners will understand how market requirements and opportunities inform client briefs and will use practical skills such as drawing, computer modelling and model making to communicate design ideas.

## Course outline

### 3 Mandatory Units

#### Unit R038: Principles of engineering design

In this unit you will learn about the different design strategies and where they are used, as well as the stages that are involved in iterative design, which is currently one of the most widely used design strategies.

You will develop knowledge of the types of drawing used in engineering to communicate designs, as well as the techniques used to evaluate design ideas and outcomes, including modelling methods

#### Unit R039: Communicating designs

In this unit you will learn how to develop your techniques in sketching and gain industrial skills in engineering drawing using standard conventions that include dimensioning, line types, abbreviations, and representation of mechanical features.

You will enhance your confidence and capabilities by using computer aided design (CAD), 2D and 3D software, to produce accurate and detailed drawings and models that visually communicate your designs.

#### Unit R040: Design, evaluation and modelling

In this unit you will learn how designers can quickly create and test models to develop a prototype of a design.

You will develop your virtual modelling skills using computer aided design (CAD) 3D software, to produce a high-quality model that will be able to simulate your design prototype. You will also develop your physical modelling skills using modelling materials or rapid prototyping processes to produce a physical prototype.

## Assessment information

40% external assessment 60% internal assessment

## What's next?

The course allows progression routes for all learners including, apprenticeships, Level 2 and 3 certificates, A levels in DT and T levels.



# GCSE MODERN FOREIGN LANGUAGES - FRENCH

In our global world, the need for language skills has never been greater. GCSE French offers students the chance to improve communication skills, learn about how languages work, alongside discovering different cultures.

## Course content

You will learn to understand a lot more of the French language when you hear it or read it and increase your vocabulary and deepen your knowledge of grammar and structures.

You will be able to share your ideas, interests and opinions in speaking and writing as well as increase skills in communication, cultural understanding and problem-solving.

## Course outline

There are three themes in the GCSE course:

### Theme 1: People and lifestyle

Relationships with others, healthy living and lifestyle, education and work.

### Theme 2: Popular culture

Free-time activities, customs and celebrations, celebrity culture.

### Theme 3: Communication and the world around us

Travel and tourism, media and technology, the environment and local area.

## Assessment information

There are four external assessments which will take place at the end of Year 11. They are in all four skills – listening, reading, speaking and writing and are all worth 25% of the final grade.

## What's next?

Studying languages helps broaden your horizons and gives you an international outlook in an increasingly globalised landscape.

French can be continued at A level, with languages being a highly-regarded subject for university admissions. The skills and knowledge developed in GCSE French provide a 'base' for learning new languages at further and higher education.

Many local companies, including Nissan, EDF and Hitachi ask employees for language skills when applying for career progression and promotion. GCSE French makes you stand out from the crowd when applying for jobs and further education.



# GCSE GEOGRAPHY

As international links become closer, easier and faster, we need more than ever to understand the geography of the world in which we live. Within the GCSE course we cover a range of human, physical and environmental topics as well as developing geographical skills.

## Course content

**“Geography is the subject which holds the key to our future” - Michael Palin.**

GCSE geography is a relatively new course which covers a range of human and physical aspects. In order for students to develop a broad understanding of a range of different topics we have chosen to study the AQA specification. The AQA specification offers interesting and exciting topics, mixing the more traditional elements of geography with new ideas and approaches. The specification also encourages students to understand their role in society, considering different viewpoints, values and attitudes.

Geography is a broad based subject which provides lots of opportunities for future progression. For example, geography is an obvious choice for careers in sustainability and green issues, urban regeneration, energy supply, retail location, managing the effects of hazards and climate change. As well as that, the army, police, government, research organisations, law and business world also love the practical research skills that geographers develop. Geography is an exciting and relevant subject which will give you a strong, transferable skill set which can be used in any job sector.

## Course outline

The exam specification is divided across three units:

### **Paper 1: Living with the physical environment (35%) 1 hour 30 minute exam**

- The challenge of natural hazards
- The living world
- Physical landscapes in the UK

### **Paper 2: Challenges in the human environment (35%) 1 hour 30 minutes exam**

- Urban issues and challenges
- The changing economic world
- The challenge of resource management

### **Paper 3: Geographical applications (30%) 1 hour 15 minute exam**

- Issue evaluation (pre-released material)
- Fieldwork/geographical enquiry

Pupils will participate in two geographical field trips in preparation this exam.

The questions will include multiple choice, short answer, levels of response and extended prose. All students will sit the same paper.

For paper 3 pupils have to take part in two compulsory fieldwork experiences, where pupils apply their learning from the classroom in the field to Seaham and Newcastle.

## Assessment information

100% AQA exam.



# GCSE HISTORY

History is fascinating. Studying it will feed your curiosity about the world and help you to better understand today's cultures and world events. Studying history helps you to develop valuable transferable life skills, such as analysis, evaluation and discussion. It helps you understand how the world you live in was shaped.

## Course outline

### **Paper 1: Thematic study and historic environment (30%) 1 hour and 15 minute exam**

- Medicine through time, c 1250– present.
- Thematic study: The British sector of the Western Front, 1914-18: Injuries, treatment and trenches.

### **Paper 2: Period study and British depth study (40%) 1 hour 45 minute exam**

- The American West, c 1835–c 1895
- Early Elizabethan England, 1558–88

### **Paper 3: Modern depth study (30%) 1 hour 20 minute exam**

- Weimar and Nazi Germany, 1918–39

All examinations will take place at the end of the course in year 11.

**“The more you know about the past, the better prepared you are for the future.”**

**- Theodore Roosevelt**

## Assessment information

100% exam

## What's next?

GCSE History is a great basis for many A level subjects, and it is highly regarded by colleges, universities and employers. Students who have studied history often study A level qualifications in subjects such as English, politics, economics and sociology. Many people working in law and accountancy have studied history because of the skills that can be developed in reasoning and arguing your point. There are also many areas more directly related to history, such as travel and tourism, museums and libraries, the media industry, government research and teaching. GCSE history is an excellent preparation for many careers.



# TECHNICAL AWARD IN HOSPITALITY AND CATERING

This new level 1/2 technical award is suited to learners who have a preference for practical rather than theoretical learning. This course focuses on developing skills and a range of food products related to the food industry.

## Course content

Students will be expected to make a range of food products and in addition to this apply technical expertise to evaluate suitability for the consumer in mind. Learners should be aware that this is not a purely practical course.

### Areas of study include:

Food preparation, development, cooking and presentation, Meals and menu planning, Cooking methods and recipes, Commercial practice, Careers opportunities Food hygiene and safety.

### Typical activities:

Learners will be expected to produce a variety of food dishes which exemplify twelve core catering skills. They will then produce a menu for a customer given to them in a brief. Learners must be prepared to cook at least once a week, using ingredients provided by them. A number of theory tasks and examination questions will also be completed to back up their practical skills.

## Course outline

There are 2 main units for this qualification:

### Unit 1: Skills demonstration

### Unit 2: Fundamentals of food and catering

The first two units are practically assessed and learners will have to complete a portfolio of coursework that is worth 60% of the total mark. The final 40% of the marks will be gained from an examination that will last 1 hour 30 minutes.

## Assessment information

40% exam 60% coursework

## What's next?

Through the two units, learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression. Successful completion of this qualification could support entry to qualifications that develop specific skills for work in hospitality and catering such as:

- Level 1 Certificate in Introduction to Professional Food and Beverage Service Skills
- Level 2 Certificate in Professional Food and Beverage Service Skills
- Level or Level 2 NVQ Diploma in Professional Cookery

Where the WJEC Level 1/2 Award in Hospitality and Catering is achieved together with other relevant Level 1/2 qualifications, such as GCSEs in English and Maths and Science, learners may be able to access Level 3 qualifications relevant to the hospitality and catering sector, such as:

- WJEC Level 3 Food, Science and Nutrition (certificate and diploma)
- Level 3 NVQ Diploma in Advanced Professional Cookery
- Level 3 Advanced Diploma in Food Preparation and Cookery Supervision



# CAMBRIDGE NATIONALS HEALTH AND SOCIAL CARE

This qualification introduces students to this vocational sector and the role it plays in the health, well-being and care of individuals across all age ranges.

## Course content

The qualification helps to develop learning and skills that can be used in other life and work situations like:

- Communicating effectively with individuals or groups. Communication is at the heart of health and social care and is taught or applied in all units.
- Researching topic areas and recording research sources, then using them to interpret findings and present evidence.
- Planning creative activities or health promotion campaigns, this will involve managing time and identifying aims, purpose, resources, methods.
- Creating, presenting/delivering information to a group or an individual.

## Course outline

The course is comprised of three units:

### **R032: Principles of care in health and social care settings.**

This unit is assessed by an exam. In this unit you will learn about the key topics that are important when caring for and protecting people in health and social care.

### **R033: Supporting individuals through life events.** This unit is assessed by a Set Assignment.

In this unit you will learn about growth and development through the life stages. You will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs.

### **R035: Health promotion campaigns.**

This unit is assessed by a Set Assignment. In this unit you will research health promotion campaigns and learn about their benefits to society. You will also plan and deliver your own health promotion campaign.

## Assessment information

This course will help you to develop independence and confidence in using skills that would be relevant to the health and social care sector.

## What's next?

The skills gained from this course will help you progress onto further study in the health and social care sector. This may be Level 3 vocational qualifications, such as the Cambridge Technical in Health and Social Care; A levels in psychology, biology or sociology and the following apprenticeships:

- Adult care worker
- Allied Health Profession Support
- Health and Social Care
- Healthcare science assistant
- Maternity and Pediatric Support



# CAMBRIDGE NATIONALS ICT

The UK is a world leader in the creative digital industries, such as in the creation of visual effects for films and computer games. However, there is growing recognition that there is a lack of young people with the necessary skills. This course provides the knowledge, skills and understanding that a growing number of employers are demanding.

## Course content

The course is designed to engage and enthuse young people with an interest in creative computing. Students start at preproduction and develop their skills through practical assignments as they create final multimedia products. It gives young people the skills they need to support future learning and to exploit the creative and commercial employment opportunities on offer in the digital world in which they are growing up. In this option choice pupils are equipped with a wide range of knowledge and skills needed to work in the creative digital media sector.

## Course outline

The course is made up of three units - two mandatory plus one optional:

**Unit R093: Creative iMedia in the media industry (external exam 40%)** This is an externally assessed written exam. In this unit pupils will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topic Area 1: The media industry. Topic Area 2: Factors influencing product design. Topic Area 3: Pre-production planning. Topic Area 4: Distribution considerations

**R094- Visual identity and digital graphics (Internal coursework- 25%)** In this unit you will learn how to develop visual identities for clients. You will also learn to apply the concepts of graphic design to create original digital graphics which incorporate your visual identity to engage a target audience. Topic Area 1: Develop visual identity. Topic Area 2: Plan digital graphics for products. Topic Area 3: Create visual identity and digital graphics

**R097- Interactive digital media (Internal coursework- 35%)** In this unit you will learn to design and create interactive digital media products for chosen platforms. You will learn to select, edit and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience. Topic Area 1: Plan interactive digital media. Topic Area 2: Create interactive digital media. Topic Area 3: Review interactive digital media

This course includes a large percentage of coursework. This means it is suitable for pupils who are prepared to work well each lesson. Much of the work completed in class is counted towards the final grade.

## Assessment information

OCR Cambridge nationals creative iMedia Exam / portfolio of work made up of 40% written exam and 60% controlled assessment tasks (marked by your teacher). The course is graded as Pass, merit or distinction and is an equivalent qualification to a GCSE.

## What's next?

**Progression Routes:** A Level ICT. University Honours Degree in Information Communication Technology.

**Career Prospects:** Software development, web development, computer programming, graphics designer and many more.



# GCSE MEDIA STUDIES

Pupils will study and create a number of media formats. Pupils will gain a greater understanding of the production and impact of media in modern and contemporary contexts.

## Course content

Given that the media influences everything we do (from the news we hear, to the adverts we see, to the video games we play), it's vital that you're able to analyse and deconstruct the meanings behind these platforms.

### Many things that you will learn include:

- How media products communicate through image, sound and language.
- How media audiences are identified and targeted.
- How different representations of gender, age, class and ethnicity are constructed.
- How media institutions are established and run.

## Course outline

### Component 1 Section A

- Magazines
- Film posters
- Newspapers
- Advertisements

### Component 1 Section B

- Video games
- Newspapers
- Film
- Radio

### Component 2 Section A

- TV - crime drama

### Component 2 Section B

- Music videos
- Websites and social media

### Component 3 - NEA

For this section, pupils will create their own versions of media products and develop their technical skills in Adobe Photoshop and photographic theory.

## Assessment information

**Component 1:** Exploring the media (40%)

**Component 2:** Understanding media forms and products (30%)

**Component 3:** Creating media products, non-exam assessment (30%)

## How will media studies be beneficial in the future?

The media play a central role in contemporary society and culture. They shape our perceptions of the world through the representations, viewpoints and messages they offer. The media have real relevance and importance in our lives today; there is always the opportunity to study media and film in college and university. This can be practical, theoretical or a combination of the two. There are fresh, emerging career pathways into television, news, magazines, digital media, gaming and film for anybody with specific interests.



# GCSE MUSIC

GCSE Music is for students who play an instrument or sing. There is a performance element to this course so this is a must.

Music is an enriching and valuable academic arts subject. Research evidence shows that studying music improves self-confidence and social skills, as well as academic attainment in areas such as numeracy, literacy, and language. Research has found that learning music facilitates learning other subjects and enhances skills that students inevitably use in other areas.

## Course content

The new WJEC Eduqas GCSE music course will enable you to continue to enjoy and appreciate the benefits of being involved in playing music, making music and understanding music. The organisation of sounds forms the basis for the exploration of all areas of study within GCSE music. The whole musical experience of this course, both teaching and learning, is centered on them. The four areas of study are; musical forms and devices, music for ensemble, film music and popular music. The entire course is based around western classical tradition 1650-1910, popular music, traditional music and western classical tradition since 1910. Students must be able to listen attentively to unfamiliar music from all four areas of study to identify and accurately describe musical elements, musical context and use musical language including notation.

## Course outline

The course is split into three components:

**Component 1: Appraising music (40%)** - This is an exam paper with listening exercises and written questions using excerpts of music. Eight questions in total, two on each of the four areas of study. Two questions are based on extracts set by WJEC.

**Component 2: Performing music (30%)** - As an instrumentalist or vocalist, you must perform two pieces - a solo and an ensemble. This is a minimum of four minutes of performance in total.

**Component 3: Composition (30%)** - The student will have to compose (write) their own music - a composition to a brief and a free composition

## Assessment information

WJEC Eduqas GCSE

## Is it for me?

If you enjoy listening to lots of different types of music, you already play a musical instrument/sing and enjoy creating music of your own- you should consider taking GCSE music as one of your options! **Playing an instrument or being able to sing is the key.**

The two main paths are A level or BTEC. A level is an academic course just like the GCSE, you will study music history, theory of music and performance. BTEC is a more vocational course and you can decide which aspect to be a specialist in, performance, composition or production. Contrary to belief, studying music opens doors far beyond a career in performance or even music. Those with a creative streak can pursue careers in broadcasting, publishing, producing and editing to name a few. Graded musical performances and music theory look great on a CV. Not only do they show your musical capabilities, they also demonstrate skills of creativity, working toward an end goal, self-motivation, collaboration, communication and numerical skills.



# BTEC MUSIC TECHNOLOGY

Students who have an interest in all things music but do not already play an instrument or sing this is the course for you.

This qualification provides a vocational relevant course in popular music which will allow for progression into higher level of study or into the industry.

## Course content

The focus of this course will be on the acquisition of knowledge and practical/ technical musical skills. Most of the course will be practical and with a hands-on approach to making and changing music.

These skills that will be looked at will be skills needed in the music world. These skills are not the skills that performers would necessarily need but skills in the industry of producing and editing.

## Course outline

There is one core compulsory unit which is live sound recording.

### Learners will learn:

- Set up microphones, leads and DI boxes
- Panning
- Using a mixing desk
- Using equalisations
- Signal routing
- Adding effects and more...
- Controlling and balancing levels
- Giving musical directions
- Using gain structures
- Controlling a studio environment
- Setting up a monitor for a control room and musicians

### Other units that will be involved are:

- Composing music
- Music sequencing and production
- Using DAW
- Listening to music
- Remixing and production
- Music style development
- Podcast production
- Contextualising music
- Digital recording and production
- Using a keyboard with a DAW

## Assessment information

Students will follow the RSL awarding the contemporary arts. The qualifications are 40% externally assessed and 60% internally assessed.

## By the end of this course

You will have the Level 2 certificate in music technology. The qualification features on the DfE's performance. This is equivalent to GCSE with the qualification fully accredited by OfQual and DfE.



# GCSE PHOTOGRAPHY

GCSE Photography is designed for students who have an interest in progressing on to A level photography, art and design or applied art and design.

## Course content

GCSE photography is for students who love taking photographs, enjoy playing with imagery and being creative! The photography course is very similar to the art, craft and design GCSE. You will be required to research photographers and develop your own ideas. You will be taught how to experiment with cameras, lighting and editing. Finally, you will aim to improve the quality of your work and make a professional looking final **piece** based on a theme.

By the end of the course students will have had the opportunity to develop skills as a photographer through capturing images in both studio and on-site environments, experimentation with digital editing using the Adobe Creative Suite, and by using creative art methods to develop ideas into a final outcome.

## Course outline

Students will be expected to produce a portfolio of work based on two extended topics. They will research and write about photographers and their work and will learn how to refine and develop their own ideas based on a range of themes. They will need to be independent and self-evaluating learners who can work with digital methods and techniques and demonstrate a high level of skill when capturing imagery.

### Component 1: Portfolio (60%)

Students will complete and present a portfolio that in total shows coverage of the four assessment objectives; Research, refinement of ideas, development of ideas and a personal outcome. You will **undertake a project** evidencing the journey from initial ideas, to the realisation of intentions by creating photography-based outcomes. You will be marked out of 96 marks, and the component one portfolio is **worth 60%** of your overall grade. All work is set and marked in school and moderated by AQA during a visit.

### Component 2: Externally set assignment (40%)

Students respond to their chosen starting point from an externally set assignment paper, evidencing coverage of all four assessment objectives; Research, refinement of ideas, development of ideas and a personal outcome. You will undertake a preparatory period followed by 10 hours of supervised time. You will be marked out of 96 marks, and the component one portfolio is **worth 40%** of your overall grade. All work is set and marked in school and moderated by AQA during a visit.

## Assessment information

60% coursework portfolio 40% external set assignment Exam board AQA.

## What's next?

There are many things you can go on to do after taking a GCSE in art, craft and design; continue to study art or a related subject at AS, A level, National Certificate or vocationally. Advertising, marketing, graphic design, print design, fashion design, architecture, fashion styling, publishing, teaching, the media.

You may see yourself as a painter, sculptor, photographer or film maker.



# GCSE PHYSICAL EDUCATION

GCSE Physical Education is an option course suitable for those students who have a keen interest in sport, in and outside of school, as well as an interest in the scientific aspects underpinning sport and physical activity.

## Course content

Students who opt for this course should regularly compete for a club/team outside of school or represent the school teams in competitions. They should be willing to regularly attend after school sports clubs. Along with having a perfect kit record and a genuine interest in the human body.

## Course outline

**Theory:** The theory aspect of the course is assessed through two 1 hour 15min written examinations taken at the end of the course. Topics assessed are those covered during theory lessons and include:

Applied anatomy and physiology, Movement analysis, Physical training, Use of data, Sports psychology, Socio-cultural influences, Health, fitness and well-being.

**Practical:** The practical assessment is performed throughout the course. Students must be assessed in three sports or activities; one team activity, one individual activity and one other from either category. For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).

- Team sports assessed in school include: football, basketball, handball, netball, rugby and dance.
- Individual sports assessed in school include: athletics, badminton, table tennis, dance and rock climbing.

Some elements of the assessment require students to obtain video footage of their performance in this sport which will be the responsibility of the student/parents/ guardian to complete in their own time.

**Coursework:** Students are also expected to be able to analyse their performance in sport and present this in a detailed written document for their coursework. An external moderation of practical marks and coursework takes place towards the end of year 11. Your timetable commitment will be 5 hours per fortnight, 3 for theory work and 2 for practical.

## Assessment information

The programme is assessed on 60% theory, 10% coursework and 30% practical.

## What's next?

Following the successful completion of the GCSE PE course, students often go on to study A Level PE, Biology, Psychology or Sociology. Beyond A Levels, the study of PE can lead on to university degrees in sports science, sports management, healthcare, or exercise and health. Physical Education can also complement further study in biology, human biology, physics, psychology, nutrition, sociology, teacher training and many more. The transferable skills you learn through your study of Physical Education, such as decision making, and independent thinking are also useful in any career path you choose to take.



# GCSE RELIGIOUS STUDIES: PHILOSOPHY AND ETHICS

This qualification will enable students to develop a deep and broad understanding of different religious beliefs and practices from around the world.

## Course content

Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.

Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

## Course outline

### **Paper 1: The study of religions: beliefs, teachings and practices (50%) 1 hour 45 minute written exam**

- Christian beliefs and teachings
- Christian practices
- Islam beliefs and teachings
- Islam practices

### **Paper 2: Religious, philosophical and ethical studies (50%) 1 hour 45 minute written exam four themes from**

- Theme A: Relationships and families
- Theme B: Religion and life
- Theme C: The existence of God and revelation
- Theme D: Religion, peace and conflict
- Theme E: Religion, crime and punishment
- Theme F: Religion, human rights and social justice

## Assessment information

You will follow the AQA exam board.

## What's next?

Studying RS will enable students to pursue careers in a wide variety of sectors including: law, the civil service, human rights charities, local council, the charity sector, teaching and many more. Studying GCSE RE will develop students analytical skills as well as helping them to develop a broad and balanced understanding of the world. Further study may include: RS, Philosophy and Ethics, Politics, Sociology, Criminology, Law.



# CAREERS GUIDANCE

**This is an exciting time at school and an important stage in your career development. For the first time you get to make choices. Making the right choice can inspire you to greater successes and motivate you to get the most out of your education.**

It can influence your career, but nearly all career possibilities are achievable no matter which subjects you end up choosing. This is because your core subjects (those you have to do) provide the foundation for most career pathways.

Research is important – find out everything you need to know about potential subject choices. Teachers are a great source of information for this, so speak to the people who teach the subjects you are thinking of taking and ask questions about the course content and assessment methods. Grofar, the online careers service toolkit is great for researching future paths.

A fully qualified independent advisor from CareerWave is on site throughout the year and will be available for advice and guidance on the options evening. You can also request appointments through Mrs McManus to discuss your available options.

## DECISION

What are my  
best subjects?

Which  
subjects do  
I enjoy?

Do I have  
a career in  
mind?

How do I  
learn best?  
Hands on? In  
a classroom?



# NOTES

This image shows a full page of a document template. It consists of approximately 28 horizontal dotted lines spaced evenly down the page, providing a guide for handwriting practice or as a template for a letter. The lines are light gray and extend across the entire width of the page. There is no text or other content on the page.



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