



**ROOKS HEATH
SCHOOL**

OPTIONS BOOK

YEAR 10

KS4

2021



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Dear Year 9 Students,

Welcome to your Options Booklet. You have now reached a very important stage in your education. The choices you are about to make will start you on a journey towards your future career. Therefore, it is very important that you make the right choices for you and that you make them for the right reasons.

In making these decisions, you should consider the following questions:


- What subjects do you like?
- What subjects are you not so keen on?
- What are you good at?
- What are you not so good at?
- What careers are you considering at the moment?
- What skills could be valuable for your future career?

Making the right choices requires careful consideration. You need to read through this booklet with your parents/carers, listen carefully during the Options Assembly and the Options Videos made by subject teachers (available on the website from Friday February 12th and also take advice from teachers who know you well, as well as those teachers who teach the subjects that you are interested in. The advice of friends may also be valuable but be very careful not to opt for subjects just to be with them.

The Government and many further education colleges have decided that they would like all students to study a broad range of GCSEs including a humanity (History or Geography) as well as a language (Ancient Greek, Chinese—Spoken Mandarin, French, German, Italian or Latin), so in most cases two of your choices will be taken up by those subjects and we encourage you to include these in your choices. However we understand that this will not be appropriate for some students and where this is the case, alternatives will have been advised and allocated.

Some of you will have a clear idea of the kind of career that you want and therefore you should choose subjects that will help you move towards that. If you don't have any idea yet, don't worry. Instead, choose subjects that you enjoy and do well in, and try to ensure that overall you have chosen a good range of subjects.

In order to help you make the right choices, you and your parents/carers will have an interview on Thursday 4th March. We will consider your choices against your current achievement in relevant subjects and other important factors such as your attendance and punctuality and your attitude to your studies. Together we will ensure that the paths you are choosing offer you the best chance of success over the next two years and beyond.



Mrs J. Logan
Deputy Headteacher: Teaching & Learning

Dates for your diaries

| | |
|---------------------------------------|---------------------------|
| Options booklet available on Website: | Friday 12th February 2021 |
| Year 9 Options Assembly on Website: | Friday 12th February 2021 |
| Year 9 Subject Videos on Website: | Friday 12th February 2021 |
| Year 9 Options interviews: | Thursday 4th March 2021 |
| Completed Options forms returned by: | Thursday 11th March 2020 |



CONTENTS

| | |
|--|----|
| Introduction | 4 |
| The Options Process | 6 |
| English Language GCSE | 8 |
| English Literature GCSE | 9 |
| Mathematics GCSE | 10 |
| Combined Science GCSE | 11 |
| Biology GCSE | 12 |
| Chemistry GCSE | 13 |
| Physics GCSE | 14 |
| Additional English | 15 |
| Ancient Greek GCSE | 16 |
| Art & Design—Fine Art & Ceramics GCSE | 17 |
| Business Studies GCSE & Vocational | 18 |
| Chinese (Spoken Mandarin) GCSE | 19 |
| Computer Science GCSE | 20 |
| Design & Technology GCSE | 21 |
| Drama GCSE | 22 |
| Economics GCSE | 23 |
| Food Preparation & Nutrition GCSE | 24 |
| French/German GCSE | 25 |
| Geography GCSE | 26 |
| Health & Social Care BTEC | 27 |
| History GCSE | 28 |
| ICT Cambridge Nationals Award | 29 |
| Italian GCSE | 30 |
| Latin GCSE | 31 |
| Media Studies GCSE | 32 |
| Creative Media Production BTEC | 33 |
| Music BTEC | 34 |
| Personal Development | 35 |
| Philosophy, Religion & Ethics (PRE) GCSE | 36 |
| Physical Education GCSE | 37 |
| Sociology GCSE | 38 |
| Careers | 39 |
| Appendix 1 | 40 |



INTRODUCTION

Year 9 students have already completed the first half of their 'Bridging Courses' which we hope they are enjoying. In September they will be ready to move into qualification classes and so now it is time for them to choose their qualification subjects. Students will be given advice and guidance to help them with their subject choices.

An Overview of the Curriculum

GCSEs, in their current form, have been running now for several years. They have been developed in all subjects to be rigorous and demanding, helping students achieve in line with students in countries with the best education systems. The GCSEs are graded 9-1 where 9 is the top grade, to be awarded to the top 3% of students in the country and grades 4 and 5 are equivalent to standard and good pass grades when compared nationally. There is a grade equivalence chart that compares the new GCSE grades with the old ones (A*- G) at Appendix I.

Students are encouraged to have more 'academic' subjects in their portfolio of qualifications. The government wants students to aim for GCSEs in the English Baccalaureate or EBacc.:

- Maths
- English Language and English Literature
- At a least two GCSEs in Science i.e. Combined Science or Triple Science
- A Language (Chinese - Mandarin, French, German, Italian, Latin or Ancient Greek)
- A Humanity (History or Geography)

The majority of students will work towards this combination of qualifications. However, alternative pathways are available for those for whom the EBacc is not appropriate and students will be advised accordingly.

At Rooks Heath we encourage all students to study a broad and balanced curriculum and there are a range of pathways on offer in order for every student to find the best way for them to fulfil their potential. Every student will make four choices. For many this will include a language and a humanity but we are pleased to offer a broad range of GCSEs and vocational courses as well as Personal Development and Additional English in order to find an appropriate pathway for all.

Each student's application will be considered and a decision will be made taking into consideration suitability for a particular course. Any application which is challenged will be fully discussed with the student (and parents/carers) before a final decision is made.



CORE SUBJECTS

EVERYONE WILL STUDY THE CORE SUBJECTS.

The Core accounts for 30 periods per fortnight. Everyone studies:

- Maths (1 GCSE with the option of a second GCSE in Further Maths for the highest achievers)
- English (2 GCSEs — English Language and English Literature)
- Combined Science (2 GCSEs)
- Personal, Health & Social Education (non-examined)
- Physical Education (non-examined)

Some Frequently Asked Questions

Is the EBacc compulsory?

The Secretary of State for Education said on 15th November 2015 that ‘every child should study Maths, English, History or Geography, a language and the sciences up until the age of 16.’ The government has acknowledged that this may not be appropriate for a small number of students with specific educational needs but for the rest the EBacc is to be encouraged.

Are Home Language GCSEs available?

The school is able to facilitate students achieving a GCSE in a number of home languages. Students will be advised of this opportunity at the appropriate time in the year.

Combined Science or Triple Science?

All students study Combined Science (2 GCSEs). Triple Science is available for those wishing to gain separate GCSEs in Biology, Chemistry and Physics (3 GCSEs). However, it is not necessary to study Triple Science in order to study Sciences at A Level. In order to study sciences at A Level, students must achieve a grade 6 in the relevant single sciences, or a grade 66 in Combined Science. Both are equally relevant routes into A Level science. courses

Triple Science is aimed at **high performing** students who are passionate about Science. Applications for Triple Science must be approved by the Science department. Students should speak to their science teachers before choosing this option. Remember that Triple Science takes up one of the three free choices available and means students have fifteen hours of science lessons per fortnight for two years.

How are vocational subjects assessed?

Vocational subjects such as BTEC are assessed through 75% coursework and 25% external exam. Students can achieve a Pass, Merit or Distinction(*).

Vocational Subjects have equivalence of one GCSE.

A pass is the equivalent to a GCSE grade 4

A merit is the equivalent to a GCSE grade 6

A distinction is the equivalent to a GCSE grade 7. (Distinction* is equivalent to grade 8)

OPTIONS—The process

OPTIONS INFORMATION MADE AVAILABLE: **Friday 12th February**

Information about the options process, the different subjects on offer and the way to apply will be made available to students on the website from Friday 12th February. Students should view this information with their parents/carers and discuss thoughts together.

SUBJECT INFORMATION: **In lessons and Friday 12th February**

Information about the different subjects on offer in Key Stage 4 (year 10-11) will be made available in two ways.

- 1) Where students already study a subject, information will be made available during live lessons over the coming few weeks.
- 2) Where subjects are new, a video or recording will be available on the website, giving details and information about this subject.
- 3) If you have any specific questions about a subject, you may email your subject teacher or the Head of Department to ask.

INTERVIEWS: **Thursday 4th March**

Every student with their parents/carers will be given an interview at which they will discuss their Options Application Form. These interviews will be held using our School Cloud System, remotely. The interviewer will confirm that students are planning to apply for courses appropriate to their needs and ability. Interviews will be conducted by experienced members of staff who have knowledge of the student and of the Options available. Students must be able to explain their applications and ideally have some idea of their future plans in terms of Post-16 education.

It is hoped that students will have their applications approved at these interviews.

FORMS HANDED IN: **Thursday 11th March**

An assignment will be set on TEAMS via the registration groups. It will include an options application form that must be filled in. It is important that application forms are filled in by the above date. If students are having a problem meeting this deadline, they should let Mrs Logan know. Where students do not have access to TEAMS a paper copy of the application form will be made available.

Option groups will be compiled after this date. If numbers are low then a course may not run. If a course becomes very full, late applications may not be considered.

Warning: The choices are offered in good faith on the basis that the school expects to have the teachers and other resources required to run them.

OPTIONS—The process

It is essential that students read this Booklet with an open mind. The Year 9 Options Assembly and subject information will be made available on the website on Friday 12th February. As students are reading this booklet, they may have questions that they need answered in order to make their decisions. They should bring these questions to their interview to discuss if necessary.

| Students will choose from the following subjects | |
|--|---|
| <u>Languages</u> Chinese (Spoken Mandarin) GCSE French GCSE German GCSE Italian GCSE Latin GCSE Ancient Greek GCSE | <u>GCSEs</u> Art & Design: Fine Art & Ceramics GCSE Business Studies GCSE Computer Science GCSE Drama GCSE Economics GCSE Design and Technology GCSE Food Preparation and Nutrition GCSE Media Studies GCSE Philosophy, Religion and Ethics (PRE) Physical Education GCSE Triple Science GCSE (Third GCSE) Sociology GCSE |
| <u>Humanities</u> Geography GCSE History GCSE | |
| <u>Other Qualifications</u> Additional English Personal Development | <u>Vocational Qualifications</u> Health & Social Care BTEC Creative Digital Media Production BTEC ICT OCR National Music BTEC |

Students will make four choices in total.

All students will do at least two GCSEs in Science so those opting for Triple Science will use one of their four option choices for their third Science.

Every student must pick a language and a humanity, (unless you have been allocated to a booster group) as we expect that the majority of our students will do both. Students can only choose a language they are already studying in Year 9.

What will students learn? (course outline)

Students will read and be assessed on high-quality, challenging fiction and non-fiction texts from the 19th, 20th and 21st centuries. Each text studied in the classroom will represent a substantial piece of writing, making significant demands on students in terms of content, structure and the quality of language. The texts, across a range of genres and types, will support students in developing their own writing by providing effective models. The texts will include literature and extended literary non-fiction, and other writing such as essays, reviews and journalism (both printed and online).

How will students be assessed?

This is a two year linear course and is made up of two externally based assessments: Component 1 and Component 2 and one internally non-examination based assessment: Component 3.

| | |
|---|---|
| <p>COMPONENT 1: 20th Century Literature Reading and Creative Prose Writing Written examination: 1 hour and 45 minutes 40% of qualification</p> | <p>COMPONENT 2: 19th and 21st Century Non-Fiction Reading and Transactional/Persuasive Writing. Written examination: 2 hours 60% of qualification</p> |
| <p>Section A (20%) – Reading Understanding of one prose extract (about 60-100 lines) of literature from the 20th century, assessed through a range of structured questions. Section B (20%) – Prose Writing One creative writing task selected from a choice of four titles.</p> | <p>Section A (30%) – Reading Understanding of two extracts (about 900-1200 words in total) of high-quality non-fiction writing, one from the 19th century, the other from the 21st century, assessed through a range of structured questions. Section B (30%) – Writing Two compulsory transactional/persuasive writing tasks.</p> |
| <p>COMPONENT 3: Spoken Language Non-exam assessment Unweighted</p> | <p>One presentation/speech, including responses to questions and feedback</p> |

Controlled coursework/homework:

This course is 100% exam based. In preparation for the externally based assessments students will complete a series of regular mini assessments as classwork and homework. These are aimed to provide opportunities to consolidate and refine their learning, familiarise themselves with the style of exam questions and the examination success criteria.

What skills are required to be successful in this subject and beyond?

CRITICAL READING AND COMPREHENSION

- Identify and interpret explicit and implicit information and ideas
- Select and synthesise evidence from different texts
- Explain, comment on analyse how writers use language and structure to achieve effects and influence readers using relevant subject terminology to support their views
- Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
- Evaluate texts critically and support this with appropriate textual references

WRITING

- Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences
- Organise information and ideas, using structural and grammatical features to support coherence of texts.
- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

SPOKEN LANGUAGE

Demonstrate presentation skills in a formal setting.

- Listen and respond appropriately to spoken language, including questions and feedback to presentations.
- Use spoken Standard English effectively in speeches and presentations.



What will students learn? (course outline)

Students will study the following texts;

'Romeo and Juliet' – William Shakespeare

'An Inspector Calls' – J.B Priestley

'A Christmas Carol' – Charles Dickens

Poetry 1789 – present day

How will students be assessed?

This is a two year linear course and is made up of two externally based assessments: Component 1 and Component 2.

| | |
|---|---|
| Component 1: Shakespeare and Poetry Written examination: 2 hours 40% of qualification. | Component 2: Post 1914 Prose/Drama, 19 th Century Prose, Unseen Poetry. Written examination: 2 hours 30 minutes 60% of qualification. |
| Section A: 'Romeo and Juliet' – One extract based question and one essay based question. | Section A: 'An Inspector Calls' – source based question. |
| Section B: Poetry 1789 – present day. Students will be assessed on two poems from the selected Anthology. | Section B: 'A Christmas Carol' – source based question. |
| | Section C: Unseen poetry. |

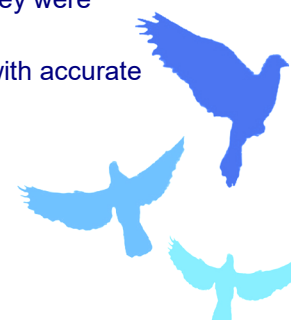
Both components allow learners to show their depth and breadth of knowledge through varied assessments. Students will be awarded a grade of 1-9, where 9 is the highest grade.

Controlled coursework/homework:

This course is 100% exam based. In preparation for the externally based assessments students will complete a series of regular mini assessments as classwork and homework. These are aimed to provide opportunities to consolidate and refine their learning, familiarise themselves with the style of exam questions and the examination success criteria.

What skills are required to be successful in this subject and beyond?

- To read, understand respond to texts maintaining a critical style and developing an informed personal response.
- Use textual references, including quotations, to support and illustrate interpretations.
- Analyse language, form and structure used by the writer to create meanings and effect.
- Show understanding of the relationships between texts and the contexts in which they were written.
- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.



Maths is a compulsory GCSE for all students. A minimum of Grade 5 is required to progress to A Levels and a grade 4 for many other qualifications and the majority of jobs. The government has said that all students must continue to study Maths until a minimum of Grade 4 is achieved. Those who don't achieve this qualification in Year 11 continue to study it in post 16 studies.

What will students learn? (course outline)

In the foundation tier, students learn the key mathematical skills required to operate effectively as an adult.

In the higher tier, students learn the mathematical skills required for further study in subjects such as Maths, the Sciences and Psychology.

The course content is based on the six areas of:

- Number
- Algebra
- Shape
- Data Handling
- Probability
- Ratio and Proportion

How will students be assessed?

100% of the assessment is by examination at the end of the course.

- Paper 1 — Non-calculator Paper
- Paper 2 — Calculator Paper
- Paper 3 — Calculator Paper

Each paper is one and half hours long and is worth 80 marks.

There are two tiers of entry. Students can earn grades 1-5 via the Foundation papers or grades 4-9 via the Higher papers.

Controlled coursework/homework:

There is no coursework.

Homework will be set every week and will be a mix of written tasks and online tasks. Students will be encouraged and supported to undertake an ongoing programme of consolidation throughout the course.

What skills are required to be successful in this subject and beyond?

- The ability to set solutions out logically and clearly.
- Accuracy and precision in calculations.
- The ability to apply knowledge to different situations in order to solve problems.
- To be organised and bring the required equipment to every lesson.



COMBINED SCIENCE GCSE

Exam Board: OCR Gateway

(2 GCSEs)

Head of Department: Ms S. Rahman

Students earn two GCSEs with the same grade in each.

Who is it suitable for?

- All students who can achieve grade 9 — 1 at GCSE.
- All students who want to study at post 16
- All students who want to do a post 16 science course

What will students learn? (course outline)

| Biology | Chemistry | Physics |
|--------------------------------------|---|-------------------------------|
| B1: Cell level systems | C1: Particles | P1: Matter |
| B2: Scaling up | C2: Elements, compounds and mixtures | P2: Forces |
| B3: Organism level systems | C3: Chemical reactions | P3: Electricity and magnetism |
| B4: Community level systems | C4: Predicting and identifying reactions and products | P4: Waves and radioactivity |
| B5: Genes, inheritance and selection | C5: Monitoring and controlling chemical reactions | P5: Energy |
| B6: Global changes | C6: Global challenges | P6: Global Challenges |

How will students be assessed?

There are two tiers of entry:

- Higher tier: Grades 9 — 4
- Foundation tier: Grades 5 — 1

Assessment will be broken down into:

⇒ Internal assessment of a minimum of sixteen practical activities.

⇒ Six external exams each testing three of the eighteen topics e.g. B1 — B3, C4—C6 etc.

Each examination is one hour and ten minutes in length and is a mixture of recall, explanation and analysis. Section A is made up of multiple choice questions (10 marks on each paper) and Section B is made up of structured questions including extended response (50 marks on each paper).

Controlled coursework/homework:

Homework will be set once per week and should be about an hour's duration.

What skills are required to be successful in this GCSE and beyond?

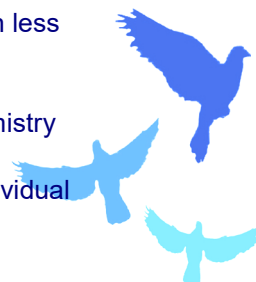
Students are expected to be able to write in good English. Some science, especially physics, requires maths skills, but all science requires the ability to draw tables and draw and interpret graphs. Students need to be independent workers in order to be successful.

Additional Information:

Students studying for Combined Science will have ten hours of lessons per fortnight. The students broadly study the same topics as in the individual sciences that make up Triple Science but in less depth.

Students who complete Combined Science do not receive separate grades for Biology, Chemistry and Physics, instead they earn two GCSEs with the same grade for Combined Science.

Students who achieve the required grade for Combined Science can go on and study the individual sciences at A Level (This is usually Grade 6 for Rooks Heath).



Biology GCSE can only be done as part of Triple Science.

Who is it suitable for?

- All students who can achieve grade 9 — 5 at GCSE as one part of Triple Science.
- All students who want to do a post 16 Biology course

What will students learn? (course outline)

| Topic | Includes |
|--------------------------------------|---|
| B1: Cell level systems | Cell structures; what happens in cells; respiration; photosynthesis |
| B2: Scaling up | Supplying the cell; the challenges of size |
| B3: Organism level systems | Coordination and control – the nervous system; coordination and control – the endocrine system; maintaining internal environments |
| B4: Community level systems | Ecosystems |
| B5: Genes, inheritance and selection | Includes variation, genetics and evolution |
| B6: Global challenges | Monitoring and maintaining the environment; feeding the human race; monitoring and maintaining health |

How will students be assessed?

There are two tiers of entry:

- Higher tier: Grades 9 — 4
- Foundation tier: Grades 5 — 1

Students can be entered for different tiers in the different GCSEs that make up Triple Science.

In each subject the assessment will be in three parts.

⇒ Internal assessment of a minimum of eight practical activities.

⇒ External exam testing Topics B1 — B3

⇒ External exam testing Topics B4 — B6

Each examination is a mixture of recall, explanation and analysis. Section A is made up of multiple choice questions (15 marks on each paper) and Section B is made up of structured questions including extended response (75 marks on each

Controlled coursework/homework:

Homework will be set once per week and should be about an hour's duration.

What skills are required to be successful in this GCSE and beyond?

Students are expected to be able to write in good English. Science requires the ability to draw tables and draw and interpret graphs. Students need to be independent workers in order to be successful.

Additional Information:

Students planning to do Triple Science will do individual GCSEs in Biology, Chemistry and Physics. Triple scientists will have 15 hours of science per fortnight for two years. For students who are hoping to study A level science, it is useful but not essential to study the individual sciences that make up Triple Science.



Chemistry GCSE can only be done as part of Triple Science.

Who is it suitable for?

- All students who can achieve grade 9 — 5 at GCSE.
- All students who want to do a post 16 Chemistry course

What will students learn? (course outline)

| Topic | Includes |
|---|--|
| C1: Particles | The particle model; atomic structure; atoms; molecules |
| C2: Elements, compounds and mixtures | Separating mixtures; bonding; properties of materials |
| C3: Chemical reactions | Chemical reactions; energy changes; types of chemical reactions; electrolysis |
| C4: Predicting and identifying reactions and products | Predicting chemical reactions; identification of products of chemical reactions |
| C5: Monitoring and controlling chemical reactions | Yield; atom economy; rate of reactions; equilibria |
| C6: Global challenges | Improving processes and products; organic chemistry; composition of the atmosphere |

How will students be assessed?

There are two tiers of entry:

- Higher tier: Grades 9 — 4
- Foundation tier: Grades 5 — 1

Students can be entered for different tiers in the different GCSEs that make up Triple Science.

In each subject the assessment will be in three parts.

⇒ Internal assessment of a minimum of eight practical activities.

⇒ External exam testing Topics C1 — C3

⇒ External exam testing Topics C4 — C6

Each examination is a mixture of recall, explanation and analysis. Section A is made up of multiple choice questions (15 marks on each paper) and Section B is made up of structured questions including extended response (75 marks on each paper).

Controlled coursework/homework:

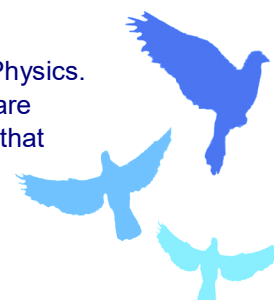
Homework will be set once per week and should be about an hour's duration.

What skills are required to be successful in this GCSE and beyond?

Students are expected to be able to write in good English. Some Chemistry requires maths skills and the ability to draw tables and draw and interpret graphs is also essential. Students need to be independent workers in order to be successful.

Additional Information:

Students planning to do Triple Science will do individual GCSEs in Biology, Chemistry and Physics. Triple scientists will have 15 hours of science per fortnight for two years. For students who are hoping to study A level science, it is useful but not essential to study the individual sciences that make up Triple Science.



Physics can only be done as part of Triple Science.

Who is it suitable for?

- All students who can achieve grade 9 — 5 at GCSE.
- All students who want to do a post 16 Physics course

What will students learn? (course outline)

| Topic | Includes |
|-----------------------------------|--|
| P1: Matter | The particle model; changes of state; pressure in gases and liquids |
| P2: Forces | Motion; Newton's Laws; fields and forces causing changes |
| P3: Electricity | Static and charge; simple circuits; electrical current, potential difference and resistance |
| P4: Magnetism and magnetic fields | Magnets and magnetic fields; uses of magnetic fields |
| P5: Waves in matter | Behaviour of mechanical and electromagnetic waves; the electromagnetic spectrum |
| P6: Radioactivity | Radioactive emissions; radioactive decay |
| P7: Energy | Work done; power and efficiency |
| P8: Global challenges | How objects are affected by external factors; electricity production; characteristics of planets |

How will students be assessed?

There are two tiers of entry:

- Higher tier: Grades 9 — 4
- Foundation tier: Grades 5 — 1

Students can be entered for different tiers in the different GCSEs that make up Triple Science.

In each subject the assessment will be in three parts.

⇒ Internal assessment of a minimum of eight practical activities.

⇒ External exam testing Topics P1 — P4

⇒ External exam testing Topics P5 — P8

Each examination is a mixture of recall, explanation and analysis. Section A is made up of multiple choice questions (15 marks on each paper) and Section B is made up of structured questions including extended response (75 marks on each paper).

Controlled coursework/homework:

Homework will be set once per week and should be about an hour's duration.

What skills are required to be successful in this GCSE and beyond?

Students are expected to be able to write in good English. Some Physics requires good maths skills and the ability to draw tables and draw and interpret graphs is also essential. Students need to be independent workers in order to be successful.

Additional Information:

Students planning to do Triple Science will do individual GCSEs in Biology, Chemistry and Physics. Triple scientists will have 15 hours of science per fortnight for two years. For students who are hoping to study A level science, it is useful but not essential to study the individual sciences that make up Triple Science.



Who is it suitable for?

- Students may apply for this course if English is not their first language. Some students will be specifically selected for the course.
- Students should have a desire to improve their confidence in communicating through the English language.
- Students should be keen to improve their spoken and written English.

What will students learn? (course outline)

Upon completion of the course the students should be able to:

- Read and understand a range of straightforward texts.
- Write a range of texts to communicate information, ideas and opinions using suitable formats and styles for their purpose.
- Take full part in formal and informal discussions.
- Listen and respond to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face-to-face and on the telephone.

Most tasks are based on a range of real life texts and scenarios. The preparation for the AQA's Adult Literacy and Functional English qualifications provides students with additional support in many of the skills necessary for English GCSE, and might therefore lead to improved English grades as a result.

How will students be assessed?

Students will take an Additional English Exam and a Speaking and Listening assessment.

AQA's Functional English qualifications have three clear assessment objectives: reading, writing and speaking, listening and communication. All three components are equally weighted and are marked externally.

Controlled coursework/homework:

There is no controlled coursework. One piece of homework is set each week based on the topics covered in the lessons.

What skills are required to be successful in this subject and beyond?

Students should be keen to improve their spoken and written English. They should also have a desire to improve their confidence in communicating through the English language. They should be able to concentrate during listening exercises and make calculated decisions.

Additional Information:

AQA Functional English Level 1 and 2 are equivalent to GCSE passes.

There are re-sit opportunities for candidates who do not achieve the required level at the first attempt.



Who is it suitable for?

Ancient Greek is suitable for those students who enjoy learning languages and are interested in Ancient Greek culture. Ancient Greek will be open to those students who have studied it in Year 9.

What will students learn?

Students will learn how to read and translate Ancient Greek, as well as looking at links between Ancient Greek, English and other modern foreign languages. Students will learn about the Greek myths, Greek gods, Greek art and Ancient Greek philosophy, as well as some ancient Greek history. Students will also have the opportunity to read some of the first pieces of literature ever written in Europe which have inspired English and European literature and culture since then. These Ancient Greek texts will include poetry on the adventures of the ancient Greek hero Odysseus, and an Ancient Greek account from the very first piece of history on the rise and fall of the rich king Croesus. There may be opportunities for theatre and museum visits during the course to enhance students' learning.

How will students be assessed?

Students will sit three written examinations:

Paper 1: Classical Greek Language (1 hour 30 minutes)

This is worth 50% of the total qualification and will involve translating passages of Ancient Greek into English. Students will also answer short comprehension questions which will test their understanding of the storyline of the Ancient Greek passage. The Ancient Greek passages will be about heroes and Greek myths or about Ancient Greek history.

Paper 2: Classical Greek Verse Literature (1 hour 15 minutes)

This is worth 25% of the qualification and will involve answering questions on the Ancient Greek tragedy that students have read in lessons. Students will answer short questions showing their understanding of the Ancient Greek text which is about a cycle of tragic revenge in an Ancient Greek myth. Students will also analyse the literature and will give their own opinions on the story and characters.

Paper 3: Classical Greek Civilisation (1 hour)

This is worth 25% of the qualification and will involve answering questions on the Ancient Greek art, buildings and sources on Greek society. The themes of this paper are the famous Olympic Games and Athenian democracy.

Controlled coursework/homework:

Students will be set a mixture of written tasks such as translation and learning tasks such as revising vocabulary.

Prior knowledge/skills/interests recommended to apply for this course:

Students need to be able to think logically as translating Ancient Greek sentences can be a bit like fitting together a jigsaw puzzle. Good literacy skills will be required in order to successfully access and appreciate the Ancient Greek literature which will be studied. Most importantly, students need to have determination; this is a challenging course, but with the right attitude, it should be a rewarding and enjoyable experience.

Pathways to future education and employment:

Ancient Greek is highly regarded by universities and employers and could lead you to many different future education or career choices. Learning a language with a structure such as that of Ancient Greek is a transferable skill: the reasoning and logic you put into practice while studying Ancient Greek can be applied to other subjects as well.

Ancient Greek could be particularly helpful for those interested in sciences and medicine. All modern science started developing at a time when scientists knew Latin and Ancient Greek, which is why many scientific and medical terms come directly from Ancient Greek. It provides root words for the specialised vocabularies of most modern sciences. Medicine uses a lot of Ancient Greek terms, and the doctors' Hippocratic Oath was originally written in Ancient Greek.

Many students of Classical subjects such as Ancient Greek can choose to have a career related to Classics (such as in teaching or academic research), but could also become authors, museum curators, politicians, work in finance, marketing, accounting, civil service, central and local government, computing, HR or media. Famous people who studied Classical subjects include J.R.R. Tolkien (author of *The Lord of the Rings*), J.K. Rowling (author of *Harry Potter*), Chris Martin (lead singer of band Coldplay), Boris Johnson (politician), Tom Hiddleston (actor) and Mark Zuckerberg (founder of Facebook). The character of Alex Hunter in the FIFA videogame is played by actor Atedomiwa Edun, who studied Ancient Greek at University.

Additional Information:

Did you know that Ancient Greece was the origin of comedy, tragedy, history and democracy? All of these words come from Ancient Greek and all of the concepts originated 2,500 years ago in Greece.

What will students learn?

Students will develop their visual language skills working on set themes. They will experiment with a range of media and processes including drawing, painting, print and ceramics. They will explore the work of artists in connection with the set themes. Past themes have included; The Circus, Rivers of London, Reflection and Sea Life.

Over the course students will build up a comprehensive portfolio of work to enable them to progress to further courses or employment.

How will students be assessed:

| | |
|---|--|
| UNIT ONE – 60% Coursework <i>Internally set themes, internally marked and externally moderated in a final exhibition.</i> | UNIT TWO – 40% Exam <i>Externally set theme, internally marked and externally moderated in a final exhibition.</i> |
| Assessment Objectives: AO1 – To develop ideas through investigations, demonstrating critical understanding of sources AO2 – To refine work by exploring ideas, selecting and experimenting with appropriate media and techniques. AO3 – To record ideas, observations and insights in line with the theme. AO4 – To present a personal and meaningful response, demonstrating understanding of visual language | |

Controlled coursework/homework:

Students will have approximately 2-3 hours of homework a week. This will include research tasks as well as completing and extending class tasks. In order to do this students will need access to a range of art materials at home and for research purposes they will need access to the internet and a colour printer. These are also available in the Art study area and the School library.

Prior knowledge/skills/interests recommended to apply for this course:

Students will enjoy art and working independently. They will have some experience of using art materials and processes, and they will enjoy researching and generating ideas, while working through projects based on set themes, to produce final pieces.

Pathways to future education and employment:

Employment opportunities in the art world are wide ranging and include a huge variety of industries such as fashion, web and gaming, film, architecture, interior design, textiles, knitwear, graphic design, window display, theatre and costume design, hair and make up, illustration and advertising, furniture design, ceramic design.

The Art economy generates over £90bn for the UK and 1:8 jobs in London are in the creative industries and this number is growing.

The spin off to other forms of employment include the following:

- The importance of visual information to design
- Manual dexterity
- Knowledge and experience of a variety of media and materials
- Researching need and function and finalising designs.
- Art and Design is an expanding, viable and relevant career option for today's students.



For examples of work please visit the Rooks Heath Instagram [art_rooksheath](#)



Who is it suitable for?

This course is suitable for students who have a keen interest in Business and would like to understand how businesses are structured and operated. We teach the GCSE Business course and, as such, it is good for students who can remember a lot of information and who are good at essay writing in exams.

What will students learn?

The course includes the following topics:

Aims and Organisation, Marketing, Finance, People in Business, Production and the Business Environment.

How will students be assessed?

The whole course is assessed by two written exam papers at the end of the 2 year course, each 90 minutes in length.

Controlled coursework/homework:

GCSE homework is given once a week.

Pathways to future education and employment:

Studying Business helps to develop the following skills: communication, team building, determination, time keeping, organisation and independence. It can lead to sixth form courses such as 'A' levels and BTEC Level 3 in Business as well as university courses such as Finance and Accounting, Business Management, Business and Globalisation and Business and Marketing. It can also lead to apprenticeships in industries such as retail, accountancy and automotive. Current employment opportunities where a qualification in Business would be advantageous include finance related jobs, management, human resources, teaching and many others.

Additional Information:

The Business Department aim to deliver excellent education to all our Business students and prepare them with the business skills needed in life and work. Everything in life involves business and so anybody who has a good idea about how businesses work has an advantage in the future.

Vocational Trips: Thorpe Park- Students will be given a seminar to see how Thorpe Park operates as a business.



CHINESE GCSE (Spoken Mandarin)

Exam Board: AQA

Head of Department: Ms N Christensen

Who is it suitable for?

Students who enjoy communicating with others, have a good level in their current year and are interested in languages and other cultures.

Students who want to go to obtain the EBacc and go on to University.

Aims and learning outcomes:

The study of Chinese (Mandarin) will develop the students' ability to communicate effectively with native speakers. The course will also encourage students to step beyond familiar cultural boundaries and develop new ways of seeing the world.

What will students learn?

Students will study three themes in depth over the two year course, then their assessment will be based on these:

Theme 1. Identity and culture: Me, my family and friends, Hobbies, Technology in everyday life and Customs and festivals in Chinese-speaking countries/communities.

Theme 2. Local, national, international and global areas of interest: Home, town, neighbourhood and region, Social issues, Global issues, Travel and tourism.

Theme 3. Current and future study and employment: My studies, Life at school/college, Education post-16, Jobs, career choices and ambitions.

How will students be assessed?

GCSE Chinese (Spoken Mandarin) has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. Each paper is worth 25% of their overall GCSE grade.

Paper 1: Listening. Understanding and responding to passages that you will hear in Chinese.

Paper 2: Speaking. Communicating and interacting effectively in Chinese, eg. having a conversation, doing a role play.

Paper 3: Reading. You will see a passage written in Chinese, then will need to answer questions to demonstrate your understanding of it (the questions and answers will be in English)

Controlled coursework/ homework:

Students will be expected to learn vocabulary, grammar rules and to redraft written work. In order to prepare well for their exams, students will be expected to answer a number of questions on various topics. Students need to work hard to complete all tasks set by the teacher and need to be prepared to revise regularly at home in order to achieve the highest possible grade.

Prior knowledge/skill/interests recommended in order to apply for this course:

Students need to have a keen interest in learning Chinese and be interested in learning about the Chinese culture. This is a challenging course, so students need to be prepared to work hard in lessons and at home but with the right attitude it will be fun, rewarding and interesting course!

Pathway to future education and employment:

Studying Chinese helps to develop your listening skills as well as boost your memory. It will boost your nonverbal intelligence as well as your lateral thinking. Learning Chinese will develop transferable skills and will complement most subjects. It can lead to the full A level (two year) sixth form course as well as university courses in Chinese. Chinese is highly regarded by universities and employers and could lead to many different options for future education and career choices.

It can also lead to various job opportunities, such as international business, teaching English in China and other Chinese speaking countries, event organising, journalism, finance, law, medicine and many more.

Out of 1,154 senior decision makers surveyed in February 2018, 77% said that speaking a high level of Mandarin would be beneficial to school pupils in their future careers. International businesses prefer to hire people who speak more than one language. China has become a huge market and business leaders are looking for people who can speak Chinese and operate successfully in a Chinese cultural context.

Who is it suitable for?

Computer Science is suitable for students who want to learn how to analyse, design and develop simple computer programs using Python and those who want to gain an understanding of computing and the concepts around creating software applications. **Students must have studied Computing in Year 9.**

What will students learn?

The course will give students a real, in-depth understanding of how computer technology works. In addition it will give students an insight into what goes on 'behind the scenes', including programming, algorithms, data representation, computer systems, computer networks, cyber security and computing legislations, which many students find absorbing.

How will students be assessed?

Assessment consists of three components:

Paper 1: Computer Systems (50%) 1 hour 30 minutes (80 marks)

Paper 2: Computational thinking, algorithms and programming (50%) 1 hour 30 minutes (80 marks)

The students' progress will be monitored through regular checks of their non-examined assessment, end of unit tests and mock examinations in preparation for the final written examinations at the end of the year 11.

Homework:

Approximately one hour of homework will be set each week throughout the course.

Prior knowledge/skills/interests recommended to apply for this course:

Students must have completed the Entry Level Computer Science course and they **should have a keen interest in Maths.**

They will be required to combine their knowledge of computing and their technical skills with an understanding of the use of algorithms in computer programs, to solve problems using programming. They must have the ability to evaluate the effectiveness of computer programs/solutions and the impact of, and issues related to, the use of computer technology in society.

Pathways to future education and employment:

Studying Computer Science helps to develop skills such as: to analyse and problem solve, to plan, to be creative in the solution of problems and in the development of designs.

It can lead to sixth form courses such as A Level Computer Science and A Level Maths as well as university courses such as Software Engineering, Cloud Computing, Robotic Engineering and Computer Science Information Security. It can also lead to apprenticeships in industries such as Aerospace Software Development Engineers, Software Developers, Digital and Technology Solutions Professionals, Cyber Security Technologists and Infrastructure Technicians.

Current employment opportunities where a qualification in Computer Science would be advantageous include Multimedia Programmer, Database administrator, Information System Manager, IT consultant and Software Developer.



Who is it suitable for?

This subject has been designed to encourage students who want to be able to design and make products creatively and with originality. Students will have the opportunity to use a range of materials from the different Material Areas within Design and Technology. They include Graphics, Product Design, Resistant Materials and Textiles. They will be encouraged to learn through using new equipment and resources considering manufacturing and industrial settings as well as designing for new client groups. Projects will include a Textiles Children's Book, perfume/aftershave bottle and packaging, storage, lighting and flat pack/knock down furniture.

What will students learn?

During the course students will be given the opportunity to design in two and three dimensions, using three dimensional modelling. They will learn in more depth about materials including smart and modern materials and how they might incorporate them into their design work. Students may use traditional and new technologies and processes manufacture and produce their products. They will learn more about the impact design has on social, cultural, moral, health and safety and environmental issues. Students will be expected to design, make, analyse, and evaluate products considering their impact on these issues. This course encourages students to develop skills to critically assess their own products and also those of others. Students will also be taught about **designers Marcel Breuer, William Morris, Alexander McQueen, Louis Comfort Tiffany, Aldo Rossi, Ettore Sottsass and Vivienne Westwood and design brands Gap, Zara and Under armour** in preparation to build up knowledge for year 11 part of the GCSE.

How will students be assessed?

Assessment consists of two components:

- **Written examination paper worth 50%** on general knowledge of all the design areas
- **Component Coursework non examinable 50%** comprising of a written work /design work folder and a completed 3D product

The students' progress will be monitored through regular checks on the progress of design projects, assessment of short focussed practical tasks, examinations at the end of Year 10 and the mock examination in Year 11.

Controlled coursework/homework:

In Year 10, students will be given design projects aimed at developing their knowledge and understanding of the above areas preparing them for Year 11 where they will be asked to produce one piece of 3D coursework and a supporting folder. There will also be a series of focused tasks that are aimed at developing specific knowledge and understanding.

This coursework component known as the Non Examinable Component covers all aspects of designing and making. The major project is set just before the summer holiday in Year 10 and will be completed by Easter in Year 11. There will be short term deadlines for parts of the project to ensure students are progressing at the required rate. Presentation of the folders and clear well laid out information has been emphasised by the exam board and design folders should reflect this. The two hour examination will consist of a combination of short structured questions and questions requiring more lengthy answers.

Prior knowledge/skills/interests recommended to apply for this course:

- Students should like to be creative and innovative when designing.
- Students should be keen to further understand the position of design and the creative industry in society.
- Students should want to develop an understanding of how the Graphics, Product Design, Resistant Materials, and Textiles industries work.

Pathways to future education and employment:

Studying Design & Technology helps to develop the following skills: designing, product development, evaluation, production/manufacturing, costing independence and teamwork.

It can lead to sixth form courses at Rooks Heath such as Product Design or Fashion & Textiles at A Level and university courses such as Aeronautical Engineering, Architecture and Product Design. It can also lead to apprenticeships in industries such as Film /Set design, Fashion retail, Production or Management.

Current employment opportunities where a qualification in Design and Technology would be advantageous include Teaching, Civil Engineering, Fashion Marketing, Graphic Design, Mechanical Engineering and Pattern Cutting.

Additional Information:

Canvas holds exemplar work and course notes from previous years. This is a valuable source of reference for students who are interested in this subject. Students are expected to buy their own text books and materials for the practical work in Year 11. The specification can be found on the AQA website.

Who is it suitable for?

Students who enjoy practical drama, performing and creating drama and who like to read plays, explore them practically and analyse the way they could be presented to an audience.

What will students learn?

Component 1 (Understanding Drama: Written Exam)

Assessed by exam. Section one is a series of short answer questions on theatre roles and stage positioning. Section two is based on a text that has been studied. Section three is an evaluation of some live theatre that has been seen.

Component 2 (Devising Drama)

Students will create their own piece of theatre based on a stimulus. They will keep a log of the process and evaluate the work they do. It can be a mixture of written work, pictures/diagrams or videos.

Component 3 (Texts in Practice)

Students carry out a practical exploration of a whole play and then perform two sections in groups to a visiting examiner.

How will students be assessed?

Component 1 (Understanding Drama) Written exam - a mixture of short and long questions (40%)

Component 2 (Devising Drama) Teacher assessed - written or recorded log and performance (40%)

Component 3 (Texts in Practice) Practical exam assessed by a visiting examiner (20%)

Controlled coursework/homework:

Students will complete homework tasks on a regular basis; some written and some practical. Learning lines is an absolutely essential skill which we will develop over the course.

Prior knowledge/skills/interests recommended to apply for this course:

Teamwork, confidence, expression, verbal and non-verbal communication, drama skills, line learning, note taking, written expression and knowledge of theatre practitioners. Drama GCSE helps to develop self-reflection, evaluation and teamwork.

Pathways to future education and employment:

Studying Drama GCSE can directly link with A Level Drama & Theatre and further opportunities such as: Drama School, acting, directing, technical theatre design, drama therapy, theatre production, stage and theatre management.

Current employment opportunities where a qualification in Drama and the transferable skills you develop would be advantageous are: teaching, nursing, law, marketing, counselling and journalism.

Additional Information:

- **You MUST be prepared to stay after school for rehearsals**
- Good attendance is very important; once missed it is IMPOSSIBLE to 'catch up'. During group projects, absence can directly affect other students.
- Students will have to see live theatre so attendance on at least one theatre trip is essential. Regular visits to the theatre is a bonus and would be highly recommended.



Who is it suitable for?

This course is suitable for students who have a keen interest in the way the UK, and international countries, operate. The UK economy affects the country's wealth and our way of life and economics looks at how we generate income and how it affects us. The UK economy is worth about £2.2 trillion, which means we produce £2.2 trillion worth of goods and service. The question is how we generate this amount of money and what affects it. Covid-19 is having a massive negative effect of the economy. The government has been paying 9 million people's salaries since March 2020 as many industries have shut down during lockdown. In the period from April to June 2020, the UK economy shrunk by 21%. This all cost the government an extra £400 billion to pay for it. The question economists are asking is how can this drop in income be sorted out and how can the borrowed money be paid back? Covid-19 has already created another 1.4 million unemployed people. How long will they stay unemployed? How many more may lose their jobs as Covid-19 continues to impact on the UK economy? What effect does it have on us and the economy, when fewer people are earning wages, fewer are buying goods and fewer are paying tax – the money the government needs to pay for the economy? Consider also the second biggest factor currently affecting the UK, namely Brexit. On 31st December 2020, we officially left the European Union. How will that affect the wealth of the UK and our well-being? How will businesses and employment be affected? Will we be better off or worse off? Economics is the subject you need to study, to answer all these questions.

What will students learn?

1) Introduction to Economics (1 hour 30 minute paper. 50% of total GCSE.)

Introducing what economics is all about, identifying the problems the government faces. Understanding what markets are, how products are priced and the various roles money plays.

2) National and International Economics (1 hour 30 minute paper. 50% of total GCSE.)

Understanding what the economic objectives are and the policies the government uses to achieve them.

Understanding what generates income and wealth in the UK and how government expenditure from taxes and borrowing can be spent. Considering whether trade between countries is a good thing and whether globalisation generates wealth and generates economic development.

How will students be assessed?

- Both papers are written, based on case studies.
- All questions are to be answered and are externally assessed.

Controlled coursework/homework:

No coursework.

Homework will be set every week (maximum 1 hour) and ongoing revision will be expected.

Prior knowledge/skills/interests recommended to apply for this course:

High levels of literacy and numeracy are required along with an ability to apply theoretical solutions to real life economic scenarios. You must be able to understand and replicate diagrams which demonstrate economic theories. To be successful on this course students need to be hardworking, organised and committed. They must show an interest in the UK and the world outside. Students need to watch the news on social media, TV or read newspapers.

Pathways to future education and employment:

Economics is a highly regarded subject, studied at GCSE, A Level and Degree level. Having an understanding of economics is well looked upon by any future employer. In the UK there are about 6 million businesses and a knowledge of economics gives you an advantage. Businesses can have great ideas, products or plans, but without a healthy economy, generating high levels of income and expenditure, little can be achieved. On that basis, economics looks great on your CV when you apply for jobs in business, finance, government or indeed in the media (check out the 'Economics Editor' the next time you watch the BBC news!).

My fellow students in economics at university all went in different directions, gaining jobs in corporate law, investment banking, accountancy, media, marketing and advertising. If you understand the economic environment you can pursue a career in virtually any profession, where the state of the economy affects their potential success.



FOOD PREPARATION & NUTRITION GCSE

Exam Board: AQA

Head of Department: Mrs Bennett

Who is it suitable for?

All students who have a passion for preparing and cooking food and finding out about functions of different foods.

What will students learn? (course outline)

Theory work is learnt through a series of practical assignments. Through our practical cooking lessons students will learn about :

- Nutrition and Health
- Basic Food Science
- Food Safety
- Choosing food for different occasions
- Food and the environment

How will students be assessed?

Written exam: 1 hour 45 minutes, 100 marks, 50% of GCSE

- Multiple choice questions (20 Marks)
- Five questions each with a number of sub questions (80 marks)

Non-exam assessment (NEA) Set by the exam board. (50% of the GCSE)

Task 1: Food investigation. Students will provide evidence of their understanding of the working characteristics, functional and chemical properties of ingredients.

Task 2: Students will prepare, cook and present a final menu of three dishes within a three hour assessment. Planning time will be in addition to the practical session.

Prior knowledge/skills/interests recommended to apply for this course:

Students who have completed the Year 9 Bridging course in Home Cooking Skills have found this beneficial but other students have also been successful at GCSE without completing the Year 9 course so, providing your organisation is good, you enjoy practical cookery and you have the ability to research and write up information as evidence, you will be a successful Food student.

Pathways to future education and employment:

Studying Food Preparation and Nutrition helps to develop the following skills: Planning, practical skills, analysis, evaluation, research and independence to name but a few. It can lead to 6th Form courses such as A Level Food Studies and BTEC in catering or hospitality. It can also lead to apprenticeships industries such as catering and other practical apprenticeships. Current employment opportunities where a qualification in Food would be advantageous include, Catering, event management, teaching, hospitality and in the military services.

Additional information:

All students are expected to provide ingredients for weekly practical lessons and exam work.



Who is it suitable for?

Students who enjoy communicating with others, have a good level in their current year and are interested in languages and other cultures.

Students who want to go to obtain the EBacc and go on to University.

What will students learn?

Students study all of the following themes (over 2 years) on which the assessments are based.

Theme 1: Identity and culture (family, technology, free time, customs and festivals)

Theme 2: Local, national, international and global areas of interest (home, town, social issues, environment, tourism)

Theme 3: Current and future study and employment (studies, life at school, education post-16, career choices and ambitions)

How will students be assessed?

GCSE French and German have Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9). Students must take all four question papers at the same tier. All question papers must be taken in the same year and each paper is worth 25% of the GCSE grade.

Paper 1: Listening (understanding and responding to different types of spoken language)

Paper 2: Speaking (communicating and interacting effectively in speech for a variety of purpose e.g. role play, photocard and conversation)

Paper 3: Reading (questions to be answered in English or French/German and translation)

Paper 4: Writing (translation, structured and open-ended writing tasks)

Controlled coursework/homework:

There is no coursework but students will be expected to answer a number of questions on various topics as preparation for the GCSE. Students will be expected to learn vocabulary after every lesson as well as grammar rules and to redraft written work. They need to know how to work independently and complete all tasks set by the teacher in order to achieve the highest possible grade in their GCSE.

Prior knowledge/skills/interests recommended to apply for this course:

Students need:

- To adhere to deadlines and be pro-active
- To be hardworking and resilient
- To be focussed in lessons
- To be organised in their work.

Pathways to future education and employment:

Studying French or German helps to develop your listening skills as well as boosting your memory. It improves your Maths skills as proven by the 2007 study in Massachusetts and it will boost your nonverbal intelligence as well as your lateral thinking. It can lead to sixth form courses such as a self-contained AS level (one year) or a full A level (two years) as well as university courses such as a university degree in French or German as a main course of study or as an additional component in combination with other disciplines.

The study of Languages develops transferrable skills, they are highly versatile and complement most subjects. It can also lead to apprenticeships in industries such as aviation operations managers, international trade and logistics operations (which deals with goods being imported and exported), nurse, events, HM forces. Current employment opportunities where a qualification in Languages would be advantageous include journalism modelling, Research Analyst, personal assistant, international banking, finance, law, medicine and many more.

Additional Information:

- Students will be expected to catch up with any missed lessons when absent by going to see their teacher on their return, going to the homework club or going onto Canvas.



Who is it suitable for?

Geography will appeal to those who have an interest in and concern for the environment, and to those who are interested in current affairs. Students will learn about many contrasting places, events and landscapes around the world. They should enjoy finding out their own answers – not just being told them!

What will students learn?

Paper 1 (Living with the Physical Environment): The challenge of natural hazards; Physical landscapes in the UK; The living world (37.5% of GCSE)

Paper 2 (Challenges in the Human Environment): Urban issues and challenges; The changing economic world; The challenge of resource management (37.5% of GCSE)

Paper 3 (Geographical Applications): Issue evaluation; Geographical skills (25% of GCSE).

All students will do one day of rural fieldwork and one day of urban fieldwork. There will also be an opportunity for students to attend a residential field trip to Swanage.

How will students be assessed?

The Paper 1 and Paper 2 exams will each last for 1 hour 30 minutes. The Paper 3 exam will last for 1 hour and 15 minutes and will be based on pre-release resources which will be made available from 15th March in the year of the exam.

Controlled coursework/homework:

One hour of homework will be set each week throughout the course. There is no controlled coursework.

Prior knowledge/skills/interests recommended to apply for this course:

There is more to Geography than maps! Geography is the study of places and people so students should be genuinely interested in the world around them.

Students should enjoy working both in groups and independently.

There will be opportunities for active learning through fieldwork and debating key issues.

Pathways to future education and employment:

- GCSE geography can lead to Sixth Form courses such as A Levels in geography, biology, sociology and psychology.
- Geography is a 'facilitating' subject, which means that it can be useful for a whole range of university courses and will help students keep their options open.
- Geography is great for any kind of career that involves the environment, planning, or collecting and interpreting data. Popular careers for people with geography qualifications include: town or transport planning, surveying, conservation, sustainability, waste and water management, environmental planning, tourism and weather forecasting.
- The army, police, government, research organisations, law and business world also value the practical research skills that geographers develop.
- Because geographers learn about human and population development, geography can be useful for jobs in charity and international relations too.



Who is it suitable for?

This course is suitable for the vocational learner, who enjoys completing coursework and can work independently. The course is designed for those considering a career in the health and social care sector or continuing their study to BTEC Level 3 in the Sixth Form. This sector covers a vast range of employment opportunities, including statutory, private and voluntary provision of care services. Skilled health and social care professionals are always needed to ensure people who are vulnerable through health or social issues are given the help and advice they need. If students want to make a real difference, the health and social care sector could hold the right career for them.

What will students learn? (course outline)

- Human Lifespan development
- Health and Social Care Services and Values
- Empowering and promoting independence
- Safeguarding and duty of care in health and social care
- Investigation into health and well-being
- Barriers to accessing identified services
- BMI, blood pressure and peak flow
- Handling information in health and social care settings
- Implementing person centred approaches in health and social care
- Contribution to health and safety in health and social care

How will students be assessed?

| Component | Component Title | Level | How assessed |
|-----------|--|-------|--------------------------|
| 1 | Human Lifespan Development | 1/2 | Internal |
| 2 | Health & Social Care Services and Values | 1/2 | Internal |
| 3 | Health and Wellbeing | 1/2 | Synoptic (External Exam) |

Controlled coursework/homework:

There is no homework in BTEC Health and Social Care, all exam preparation and coursework is done in class time.

Prior knowledge/skills/interests recommended to apply for this course:

- Students must be independent learners, who enjoy a challenge and can work to deadlines.
- They will be responsible for their own coursework, printing and filing of units.
- They will be well-organised and focused.
- Drive and determination are essential.

Pathways to future education and employment:

Studying Health and Social Care helps develop skills such as communication, research, analytics, team building, organisation and independence. These skills will help you transfer to sixth form courses such as A Levels and Level 3 BTEC Courses (A Level Equivalent). This can then lead you to university where you are able to apply for courses in the Health and Social Care field such as Social Work, Psychology, Nursing, Midwifery, and Physiotherapy. Taken along with BTEC Science you are able to apply for courses in the Bio-medical field. Previous Health and Social Care students have also applied for courses such as Criminology at university!

Additional Information:

Students will be required to carry out a number of vocational activities and attend a number of vocational seminars such as:

- Carry out a questionnaire on someone who has two illnesses and prepare a plan to improve their health.
- Carry out a risk assessment of a health and social care setting.
- Visit health and social care settings.
- Attend a seminar with a social worker, a child protection officer and other health and social care professionals.



Who is it suitable for?

Anyone who is interested in past key historical events and who enjoys listening to and presenting evidence-based discussion points orally and in writing.

What will students learn?

Paper 1 - Crime and Punishment c.1000– Present including a case study on Whitechapel 1870-1900 and the case of Jack the Ripper.

Paper 2 - Superpower Relations and the Cold War 1941-1991 and The reigns of King Richard I and King John 1189-1216

Paper 3 - The USA 1954-1975: Civil Rights and the Vietnam War

How will students be assessed?

Examination papers: Paper 1 = 25%
 Paper 2 = 40%
 Paper 3 = 35%

Controlled coursework/homework:

As with all GCSE subjects, homework will be set regularly. Students will be expected to keep up to date with all assignments. There is no coursework.

Prior knowledge/skills/interests recommended to apply for this course:

An interest in people, an interest in the past, a preparedness to listen to others and share their own ideas and a preparedness to write extended answers.

Pathways to future education and employment:

Studying History helps you to develop the following skills:

- A Questioning nature
- Research skills
- The ability to compare and contrast
- The ability to reach a balanced judgement
- The ability to present an argument orally and in writing

It can lead to Sixth form courses such as A Level History, English, Law, Politics and Sociology as well as university courses in these subjects and many others including Journalism, Anthropology and Archaeology.

Current employment opportunities where a qualification in History would be advantageous include, Barrister, Media Researcher, Politician, Museum Curator or Conservator and Business CEO.



Who is it suitable for?

Creative iMedia will equip students with sound ICT skills for everyday use and provide opportunities to develop in context those desirable, transferable skills such as planning, research and analysis, working with others or communicating technical concepts effectively. This will enhance their employability and contribute to their personal development and economic well-being. This qualification will also challenge all students, including high attaining learners, by introducing them to demanding material and skills; encouraging independence and creativity.

What will students learn?

UNIT RO81 Pre Production Skills

This unit will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.

UNIT RO82 Creating Digital Graphics

This unit builds on unit RO81 and learners will be able to apply the skills, knowledge and understanding gained in that unit and vice versa. The aim of this unit is for learners to understand the basics of digital graphics editing for the creative and digital media sector. They will learn where and why digital graphics are used and what techniques are involved in their creation.

There are two optional units:

UNIT RO87 Creating interactive multimedia products

Interactive multimedia products are used in computer games, mobile phone applications, online advertising and many other areas. This unit will enable learners to understand the basics of what interactive multimedia products are, including how they are made and their purpose, features and properties.

UNIT RO91 Designing a game concept

This unit will enable learners to understand the capabilities and limitations of a range of platforms. They will be able to identify core features of digital games and gain the knowledge to create a games design concept proposal that can be presented to a client for critical review.

How will students be assessed?

25% - one and a quarter hour written exam

75% - three centre assessed units

Controlled coursework/homework:

Approximately one hour a week.

Prior knowledge/skills/interests recommended to apply for this course:

Students must be independent learners, hardworking and committed to their studies. They must be able to work to deadlines. Students will need to be well-organised and focused. They should have a keen interest in technology and have good ICT skills.

Pathways to future education and employment:

Studying Creative iMedia helps to develop skills including planning, analysing and reviewing client briefs. It can lead to sixth form courses such as BTEC Level 3 National Extended Certificate in Information Technology as well as university courses such as Creative Digital Media and Interactive Media. It can also lead to apprenticeships in industries such as Creative Digital Designer. Current employment opportunities where a qualification in Creative iMedia would be advantageous include Multimedia Consultant, Design Assistant and Digital Designer.

Who is suitable for?

Students who enjoy communicating and are an interest in other languages and cultures.

What will students learn?

Students will study the following themes over 2 years:

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

How will be students assessed?

The Italian GCSE exams consists of 4 papers, which are each worth 25% of the GCSE grade. Students can take either the Foundation tier or the Higher Tier.

Paper 1: Listening, Paper 2: Speaking, Paper 3: Reading, Paper 4: Writing

Homework

Students will be expected to answer a number of questions on various topics in preparation of their GCSE exam.

Vocabulary and written homework will be set after each lesson. The ability to work independently is crucial to achieve the highest possible grade.

Prior knowledge/skills/interests recommended for the course

- To carry out homework consistently

- To respect deadlines

- To be focused in lessons

- To expose oneself to the Italian language and culture as much as possible by watching shows in Italian, listening to Italian music or using language apps etc.

Pathways to future education and employment:

Academics

A UNESCO report states that over 60% of the world's art treasures are to be found in Italy. Italian language is key to studying and researching in the fields of art history, literature, archaeology, philosophy and music.

Of all the romance languages, Italian is the closest to Latin and it is estimated that 50% of English words derive from Latin. Learning Italian will make any other romance language, including Spanish, French, Portuguese and Romanian, easier to learn.

Studies show that learning a new language increases analytical thinking skills, boosts problem solving skills and improves memory.

Working opportunities

A study by KPMG has shown that "Made in Italy" is the third most recognized brand in the world after Coca Cola and Visa. Italian brands such as Benetton, Barilla, Ferrari, Lavazza, Armani, and many more are renowned for the exceptional quality of their products. Italy is today one of the top economies in the world, with many employers seeking people who speak Italian.

Italy is the world's hub when it comes to fashion and design. A knowledge of Italian allows you to study the original work of renowned Italian designers such as Versace, Gucci, Armani, Benetton and Prada, and find employment at one of Italian fashion houses.

Italy is one of the culinary leaders of the world: Italian food and cuisine is exported all around the world, creating innumerable working opportunities.

Who is it suitable for?

Latin is suitable for those students who enjoy learning languages and are interested in ancient Roman culture.

What will students learn? (course outline)

Students will learn how to read and translate Latin, as well as looking at links between Latin, English and other modern foreign languages. Students will learn about the Roman history from the Trojan War, Roman myths and heroes and the Roman emperors. Students will also have the opportunity to read Latin literary texts written over 2,000 years ago. These Latin texts will include letters and poems on ancient Roman education. There may be opportunities for theatre and museum visits during the course to enhance students' learning.

How will students be assessed?

Paper 1: Latin Language (1 hour 30 minutes) 50%

Section A: A range of short comprehension questions testing understanding of the storyline (55% of Paper 1).

Translation of a passage from Latin into English (35% of Paper 1).

Section B: Translation from English into Latin or the permitted alternative, (10% of Paper 1).

Paper 2: Latin Verse Literature B (1 hour 15 minutes) 30%

Students will answer short questions showing their understanding of the Latin text using material from across the chosen theme which is about superstition and magic in Ancient Rome. Students will also analyse the literature and will give their own opinions, using material from across the chosen theme.

Paper 3: Roman Civilisation (1 hour) 20%

Students will answer questions on Roman art, buildings and from sources on topic 'Daily Life in a Roman Town'.

Controlled coursework/homework:

Students will be set a variety of homework including written tasks such as translation and learning tasks such as revising vocabulary.

Prior knowledge/skills/interests recommended to apply for this course:

Students need to be able to think logically as translating Latin sentences can be a bit like fitting together a jigsaw puzzle. Good literacy skills will be required in order to successfully access and appreciate the Latin literature which will be studied.

Most importantly, students need to have determination; this is a challenging course but with the right attitude it should be a rewarding and enjoyable experience.

Pathways to future education and employment:

Latin is highly regarded by universities and employers and could lead you to many different future education or career choices. Learning a language with a structure such as that of Latin is a transferable skill: the reasoning and logic you put in practice while studying Latin can be applied to other subjects as well.

Latin could be particularly helpful for those interested in Law, because Ancient Roman law has inspired English Law: many legal words are in Latin and in the 19th century, English judges and lawyers started borrowing rules and ideas directly from Roman law.

The same could be said for disciplines such as sciences and medicine. All the modern sciences started developing at a time when scientists knew Latin (and Ancient Greek): these languages provide root words for the specialised vocabularies of most modern sciences.

Many students of Classical subjects like Latin choose to have a career related to Classics (such as in teaching or academic research), but could also become authors, museum curators, politicians, work in finance, marketing, accounting, civil service, central and local government, computing, HR or media.

Famous people who studied Classical subjects include J.R.R. Tolkien (author of The Lord of the Rings), J.K. Rowling (author of Harry Potter), Chris Martin (lead singer of band Coldplay), Boris Johnson (politician), Tom Hiddleston (actor), Frank Lampard (footballer) and Mark Zuckerberg (founder of Facebook). The character of Alex Hunter in the FIFA videogame is played by actor Atedomiwa Edun, who studied Classics at University.

Additional information:

Did you know that English is over 50% Latin? Therefore, by studying Latin vocabulary and grammar, students will gain a greater understanding of English and English literacy. Roman languages (Italian, French, Spanish, Portuguese and Romanian) all come from Latin. Studying Latin could help you later in life, should you choose to learn any of these languages.

Who is it suitable for?

Media Studies encourages creativity and analytical skills and introduces students to critical ways of thinking about the world around them. If students relish variety, seek out challenges and thrive on a creative buzz, then GCSE Media Studies could be for them.

What will students learn?

GCSE Media Studies is designed to teach students about the different media forms currently available to us including Music Video, Newspapers, Film, Video Games, Radio, Magazines, Advertising and Marketing, Television, Online, Social and Participatory Media, allowing them to understand the media and its role in our daily lives.

Students will investigate a variety of media products over the period of the course; they will be analysing and evaluating them in terms of the way they construct representations, communicate a message and are sold to specific audiences. Students also consider issues surrounding the media industries and are given the opportunity to create their own media products, following pre-set briefs.

How will students be assessed?

Component 1 (Written Exam 35%): Students will need to demonstrate knowledge and understanding about media language and representation in relation to: magazines, marketing, newspapers, or print advertisements. They will also need to demonstrate knowledge and understanding about media industries and audiences in relation to: film, newspapers, radio and video games.

Component 2 (Written Exam 35%): Students will need to demonstrate knowledge and understanding about media language, representation, industry and audience in relation to television and music videos.

Component 3 (Non-Exam Assessment 30%): Students will create an individual media production. The production will be for one of the following media forms: Television, Magazines, Film Marketing or Music Marketing.

Controlled coursework/homework:

Homework will be set around further investigation and understanding of coursework.

Non-exam assessment (NEA) is worth 30% of the course and is based on students applying their knowledge and understanding of media language and representation to create a media product for an intended audience.

Prior knowledge/skills/interests recommended to apply for this course:

- An interest in, knowledge of and a desire to learn more about a variety of media products including: Music Video, Newspapers, Film, Video Games, Radio, Magazines, Advertising and Marketing, Television, Online, Social and Participatory Media
- The ability to work creatively.
- Critical thinking and decision-making skills.

Pathways to future education and employment:

Studying GCSE Media Studies helps students to develop an informed, critical understanding of the media and mass communication. It can lead to sixth form courses such as A Level Media Studies and Level 3 BTEC in Creative Media Production as well as university courses such as Media, Communication, Film, Journalism, Cultural Studies, Public Relations and Marketing. It is a subject that can also help to lead students onto studying in other subject areas, such as English, History, Politics, Psychology and Sociology. It can also lead to apprenticeships in industries such as television, radio and events. Current employment opportunities where a qualification in GCSE Media Studies would be advantageous include jobs in the media, cultural and creative industries. Areas of work include (but are not limited to) television and radio, film and video, digital media, computer games, journalism, writing and publishing, public relations, advertising, marketing and media practice.

Additional Information: Trips will be arranged (contributions may be required by students).

CREATIVE MEDIA PRODUCTION BTEC

Exam Board: PEARSON

Head of Department: Mrs L. Hyde

Who is it suitable for?

BTEC Tech Award in Creative Media Production is a hands-on, practical course. Students are given the opportunity to develop valuable skills and techniques in different disciplines such as filming and sound, and produce practical productions in response to a digital media brief. Students also have the opportunity to explore potential careers in the media industry.

What will students learn?

There are three components of study:

Component 1 involves learning about the media sector and investigating media products such as: audio/ moving image (TV programmes, films, video shorts, animations, radio broadcasts); publishing (newspapers, magazines, books, e-magazines, comics); interactive (websites, mobile applications, mobile games, video games, online games). Students will explore the content and purpose of digital media products, the style and the use of digital design principles, idea generation and the production process, industry regulations and professional practices.

Component 2 involves developing technical skills and techniques in audio/ moving image, publishing and interactive media. Students will experiment with a variety of media production skills and techniques (such as camerawork, lighting, sound and video editing); apply the technical skills that they learn; reflect on their progress and use of skills, as well as how they could improve.

Component 3 involves applying digital skills and techniques by responding to a digital media brief. Students will learn how to respond to a media brief; plan their response to the brief; apply skills and techniques to a production; justify the process and outcome that they have developed; reflect on their application of skills, time management and use of resources.

How will students be assessed?

Component 1: Exploring Media Products—internally assessed coursework: 30%

Component 2: Developing Digital Media Production Skills—internally assessed coursework: 30%

Component 3: Create a Media Product in Response to a Brief—externally assessed project: 40%

Controlled coursework/ homework:

Homework will be set around further investigation and understanding of classwork and coursework. Component 3 involves creating a media production under supervised conditions.

Prior knowledge/skills/interests recommended to apply for this course:

- An interest in, knowledge of and a desire to learn more about a variety of media products including: Moving image and audio products such as Film, TV and radio; Interactive products such as video games, apps and websites; Published products such as newspapers, magazines and posters.
- Critical thinking, decision-making and planning skills.
- The ability to work creatively and collaboratively.
- An ability to meet deadlines.

Pathways to future education and employment: Studying the BTEC Tech Award in Creative Media Production enables students to develop hands-on experience using digital audio/video recording and editing equipment, so they will have a grasp of skills such as planning a shoot, lighting and filming a scene, directing actors, filming an interview, recording dialogue and editing together a final product. It can lead to sixth form courses such as Level 3 BTEC in Creative Media Production and A Level Media Studies, as well as university courses such as Media, Communication, Journalism, Film, Cultural Studies, Public Relations and Marketing. It is a recognised course that can also help to lead students onto studying in other subject areas such as English, History, Politics, Psychology and Sociology. It can also lead to apprenticeships in industries such as television, radio and events. Current employment opportunities where a qualification in BTEC Tech Award in Creative Media Production would be advantageous include jobs in the media, cultural and creative industries. Areas of work include (but is not limited to) television and radio, film and video, digital media, computer games, journalism, writing and publishing, public relations, advertising, marketing and media practice.

Additional Information: Trips will be arranged (contributions may be required by students).

Who is it suitable for?

This course is suitable for students who are interested in learning about the music industry and roles within the industry, learning about music across a broad range of musical styles, who enjoy singing, rapping, playing an instrument and/or music technology and, for students who have an interest in writing songs or learning how to do so.

What will students learn?

The BTEC course is structured into 5 units of work, which are delivered sequentially over the two-year course.

1. · Unit 1: The Music Industry
2. · Unit 2: Managing a Music Product
3. · Unit 4: Introducing Music Composition
4. · Unit 5: Introducing Music Performance
5. · Unit 7: Introducing Music Sequencing

How will students be assessed?

There is one external assessment for Unit 1 which comprises 25% of the total grade and takes the form of a written exam paper. This external assessment will be completed in the first year of the course. The remaining units of work are assessed through internal assessment comprising 75% of the total grade, where tasks are modelled on real life industry projects to enable students to explore potential career pathways in the music **industry**.

Controlled coursework/homework:

All coursework will be completed during class time. Students will have the opportunity to make use of scheduled lunch time and after school sessions should they require extra support in completing their coursework. There is an expectation that students will be practising their performance skills on their chosen instrument at home.

Prior knowledge/skills/interests recommended to apply for this course:

Students will be responsible for the organisation of their own coursework, need to be willing to put in effort and, be persistent in wanting to improve their work and performing ability. Students will be expected to be organised, focused, manage their class time well and meet all given deadlines. They should have ideally been learning an instrument previously, although it is possible to complete the course through singing or rapping if they haven't already been having lessons on another instrument.

Pathways to future education and employment:

The BTEC Level 1/Level 2 First Award in Music provides a solid foundation for students who may wish to pursue the AS/A2 Levels in Music and Music Technology as well as building on their BTEC qualification with BTEC Level 3 Nationals courses in Music or Music Technology. Throughout the completion of the BTEC Level 1/Level 2 First Award in Music students will gain knowledge, skills and experiences in real life, music industry driven tasks and projects. They will learn about the different career pathways available to them in the music industry and how the skills developed during the course may be utilised in the varying job roles. Alongside these industry-specific skills, this course will enable students to develop key skills in communication, teamwork and, information technology, which can be useful whatever they wish to do after the completion of the course. As a result, students will be well prepared to gain employment where it is useful to have had experience of music or where they will need to use some of the skills developed during the course. These could very well include careers in the music industry, publishing, entertainment and teaching or any job that involves communication and expressive skills.

Additional Information:

Students will have the chance to go on trips into London to see musical productions and will be invited to musical performances that we have on site. There are lots of opportunities for students to be involved in extra-curricular musical activities and these can be used as part of the student's coursework (e.g. string group/guitar group/choir performances). Students will also have greater opportunities for performing in and helping to manage musical concerts as part of their coursework. Students are encouraged to be having weekly lessons on their 'instrument' (can be singing lessons or instrumental lessons) either at school or privately.



Personal Development

This is a non qualification subject

Head of Dept: Ms A. Madlani

Who is it suitable for?

Students will often be selected for this course but if you enjoy working in a small group and want to improve the skills listed below then this course is suitable for you.

What will you learn? (course outline)

Personal Development is a non qualification subject that gives students the opportunity to gain essential skills to prepare for their future. The course credits independence and key skills including communication, ICT, health and safety and general life skills. The key skills reflect the programmes of study for Personal Development from personal well-being to economic well-being.

How will you be assessed?

Students will be assessed by the subject teacher and will complete end of unit re-caps. There is no formal examination for this subject.

What skills do you need to be successful in this course and beyond?

Students should be keen to improve their key skills .

A positive attitude to leaning and a commitment to teamwork.

Additional Information:

Students work as members of a small group. There are not usually more than 12 students in the class. Often there are additional members of staff available to support students during lessons.

An opportunity in year 11 to work specifically on extra Maths, English and Science and supports achievement in other subjects. It also helps to develop students employability skills such as communication and IT skills.

Students have a chance to catch up on any work that needs to be completed.



Philosophy, Religion & Ethics (PRE) GCSE

Exam Board: AQA

Head of Department: Dr G Donkor

Who is it suitable for?

This course enables you to build upon the foundations established in Religious Studies at Key Stage 3. If you enjoy understanding the world that we live in and having debates/discussions about what is right and wrong, then this could be the course for you.

This course enables you to develop your knowledge and understanding on a wide range of philosophical, religious and ethical issues. You will also develop your understanding of the beliefs and practices of two world religions. You need to enjoy debating moral issues and exploring concepts where there is often no right or wrong answer.

What will students learn?

This course investigates beliefs and practices of two world religions, as well as looking at philosophical and ethical issues of the two religions.

- Beliefs and practices of two main world religions
- Relationships and families
- Religion, peace and conflict
- Religion, crime and punishment
- Religion, human rights and social justice

How will students be assessed?

Two written examinations each worth 50% of the GCSE and 1 hour and 45 minutes in length.

Component One: The study of religions

- 1) Islam: Beliefs and teachings & practices
- 2) Christianity: Beliefs and teachings & practices

Component Two: Thematic studies

Students are assessed on four themes.

Controlled coursework/homework:

Two hours of homework will be set per week for the duration of the course.
There is no coursework.

Pathways to future education and employment:

Studying Philosophy, Religion and Ethics can provide invaluable life skills, offer opportunities to further education and enhance careers. It gives students a chance to develop an understanding of different cultures and empathy for people from all walks of life. It teaches the principles of debate, philosophy and ethics and also provides a vital lesson in understanding human differences and, most importantly, our similarities since religion is so intertwined in our history, society and culture.

Students of this course can develop critical thinking, research analysis and presentation skills which are valued by employers in a range of sectors.

It can lead to sixth form courses such as Philosophy, Politics, Sociology and Psychology as well as university courses such as Law, Medicine, Philosophy, Politics and Economics (PPE).

Current employment opportunities where a qualification in Philosophy, Religion and Ethics would be advantageous include Medical Doctor, Lawyer, Journalist, Teacher, Police Officer, Charity worker, Counsellor and a Civil Service Administrator.



Who is it suitable for?

GCSE PE should attract both boys and girls who already have a good background and ability in PE. However, excellence in physical activities should not be seen as the only reason for choosing this subject. The opportunity to take part in more PE is obviously a great incentive but students who choose this option are expected to put as much effort into the theory work as they do the practical sessions. This course is not for students who regularly forget their PE kit.

What will students learn?

- Applied anatomy and physiology
- Physical training
- Socio-cultural influences
- Sports psychology
- Health, fitness and wellbeing
- Practical activity
- Analysing and evaluating performance

How will students be assessed?

30% Practical Assessment of 3 sports.

60% Theory (2 x 1 hour papers)

10% analysing and evaluating performance

Prior knowledge/skills/interests recommended to apply for this course:

Students who select this subject will need to show enthusiasm, evaluation, communication, confidence and practical sporting ability in at least 2 sports. They will have an interest in the human body and how it responds to exercise. Finally they will be able to work well in a team and stick to strict deadlines.

Pathways to future education and employment:

Students who complete the PE GCSE course will have the opportunity to study A level PE or BTEC Level 3 PE and eventually use these qualifications to go to university and study many sports related courses such as: Sports science, physical education, nutrition, strength and conditioning, sports coaching and physiotherapy. They will then be able to enter employment in the Sport and Fitness industry.

Careers include: Fitness Instructor, Personal Trainer, PE Teacher, Sports Coach, Physiotherapist, Sports Scientist and Nutritionist.

Additional Information:

Students will also have an opportunity to purchase a GCSE PE top which can be worn in all PE lessons. Learning experiences include: lower school coaching, trips (HOAC and Stadium tours), guest speakers and sporting fixtures.



Who is it suitable for?

This course is suitable for students who have a natural interest in how society works. Sociology provides an opportunity to develop a better understanding of the social world, by examining social influences such as families, schools, the criminal justice system and the state. Sociology is a thought provoking subject that challenges everyday experiences. It is the study of the relationship between the individual and society. Have you ever wondered why people exhibit certain behaviour? How do we become the people we are? Why do schools mirror prison with its routines and persistence of punctuality? What is the 'perfect' family structure? If so, Sociology is the subject for you.

What will students learn? (course outline)

- Families — roles of men and women in the family.
- Education — boys v girls; social class and ethnic differences.
- Crime and Deviance — who commits the most crime?
- Social Stratification — inequality, discrimination, poverty and crime.
- Sociological Research Methods — how do we study society?

How will students be assessed?

- Examination: 100%.
- Students will sit two exams in the summer term of Year 11

Homework:

- Students will be set two pieces of homework per week, totalling a maximum of one hour.

Prior knowledge/skills/interests recommended to apply for this course:

- Appreciating the complexity and diversity of social situations.
- Researching and evaluating complex phenomena.
- Creating well balanced arguments.
- Working collaboratively during discussions.
- Public issues and the effects of social policies.
- Good written English skills.

Pathways to future education and employment:

Sociology can lead to sixth form courses such as: Sociology, Psychology, Criminology, Politics and Health and Social Care. It may also lead to university courses such as: Sociology, Social Work, Social Science, Psychology, Criminology, Law, Teaching, Nursing, Politics, Philosophy and Ethics. It can also lead to apprenticeships in industries such as: human resource management, learning and development, legal services, activity leadership, coaching, community safety, witness care and perioperative support.

Current employment opportunities where a qualification in Sociology would be advantageous include: advice worker, analyst, community development worker, detective, human resources officer, family support worker, life coach, probation officer, public relations officer, teacher, international aid worker, social researcher, social worker and youth worker.



PATHWAYS

It is never too early to start researching jobs and careers. All young people in the UK must now stay in education or training until they are 18 and it is important that the skills and knowledge they develop during this time leads them in the direction they want to go. The diagram below shows the main pathways.

In the fast paced, technological times that we live in, it is a widely recognised fact that many of the jobs the teenagers of today will do in the future have not been developed yet.

Therefore, students must build a portfolio of employability skills and qualifications that demonstrate the ability to learn and adapt in our changing world.

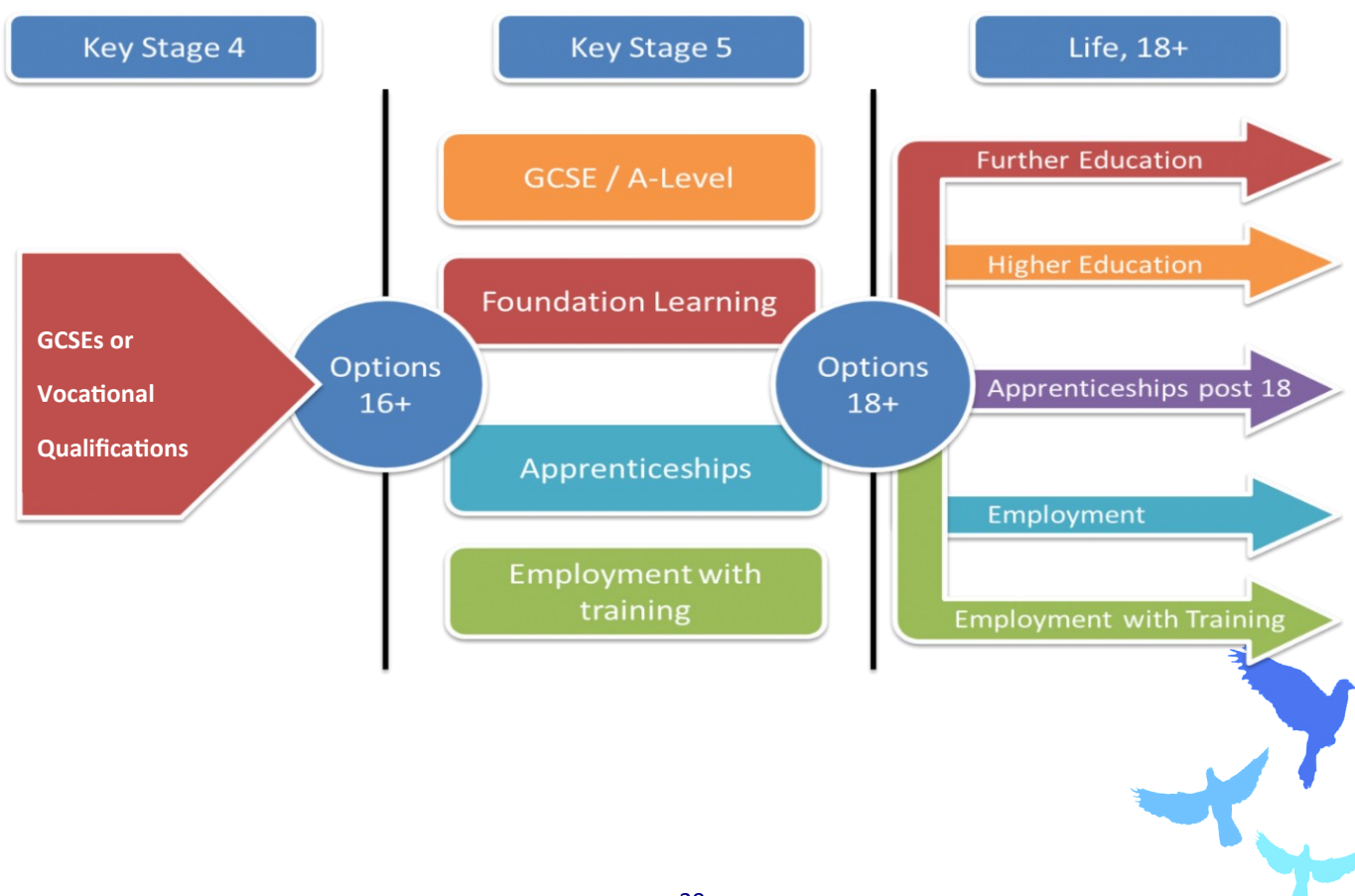
There are some useful links for exploring careers on the Rooks Heath School website.

Please visit the Careers and Employability section via the Student and Parent 'Quick-Links' button to access them.

Key contacts in school are:

Mrs S. Subra
AHT STEM and Careers

Mrs R. Howells (EDT)
Independent Careers Advisor
Available all day Thursdays and Fridays in MF8
Drop in Surgeries during lunch break 12.25pm—1.10pm in MF8





Grading new GCSEs from 2017

| New grading structure | Current grading structure |
|------------------------|---------------------------|
| 9 | A* |
| 8 | |
| 7 | A |
| 6 | B |
| ⑤ STRONG PASS | C |
| ④ STANDARD PASS | |
| 3 | D |
| 2 | E |
| 1 | F |
| | G |
| U | U |

