



Haven High ACADEMY

Welcome to the Haven High Options process. The information in this booklet, combined with the words from subject staff, will be a guide to what each subject offers in terms of content, skills and potential life chances. This is an important time in every student's life, and it is important to take as much advice as possible and we are there to provide it. We hope that it is a positive experience and that everyone is able to make the right choice for them and their interests.

Good luck to everyone.

David Bennett
Acting Headteacher / Trust Secondary Improvement Lead

You will be studying three subjects of your choice in year 10. As well as Maths, English, Science, Social Studies and PE.

Some subjects have limited spaces in them so please **do not pick more than one** from **Motor Vehicles, Construction, Food, Salon**

Option Block 1 - You need to pick one	
Geography	
History	
Spanish	
French	
Home Language -please say which language	

Please pick one subject from this box. If you would like to study your home language, please specify. If there is enough need, we may be able to accommodate this.

Option block 2 - you need to pick two	
Geography	
History	
Spanish	
French	
Sport	
Art	
Performing Arts (Drama)	
Music	
Business Studies	
ICT (iMedia)	
Food	
Health and Social Care	
Construction	
Motor Vehicles	
Salon	
Computer Science	
ESOL	
Statistics	

Please pick two subjects from this box

Reserve options - you need to pick two	
Geography	
History	
Spanish	
French	
Sport	
Art	
Performing Arts (Drama)	
Music	
Business Studies	
ICT (iMedia)	
Food	
Health and Social Care	
Construction	
Motor Vehicles	
Salon	
Computer Science	
ESOL	
Statistics	

Please pick two reserve subjects from this box. These must be different to the blue and purple boxes.

Careers

Here at Haven High Academy, we believe that showing you the almost limitless number of options you have for your future will help you find a goal to aim for, and with this goal in mind, achieve your potential in whichever direction you decide to go. We will support you in your choices, but we will challenge your thinking to ensure you have explored all opportunities available, even some you didn't know existed or thought were 'for somebody else'. We want you to become more than you ever thought you could be, and to grasp more than you ever thought you could reach. We believe in you. We hope you do too.

Making a decision

Where to start? – Your Education and GCSE options

Important questions to ask yourself:

- What career aspirations do you have?
- Which subjects will help you achieve your ambitions?
- Are the courses suited to you?
- Will your choices keep your option open?

Who can help?

Y9 options
booklet

Y9 options
evening –
tomorrow 7th
March

Careers Advisor
– Miss
Gallagher

Unifrog

Form tutors

Subject tutors

Parents

Making Decisions

Do choose a course because:	Don't choose a course because:
It fits your interests and abilities	Your friends have chosen it
You are good at it and think you will enjoy it and do well	Someone else thinks it will be a good idea for you to do it
It links to a career of interest	You think it will be easy
You think you might want to study it further after year 11	You think it's a good course for your gender to take
It will help you meet the entry requirements for post-16 options	You don't have time to research your options so just pick anything
It will give you more choices/option later on	You like the teacher you have now

Other helpful websites...

- [Careerpilot : Get information : Your choices at 14 : Choosing GCSEs: compulsory and optional](#)
- [Choosing your GCSE options - icould](#)
- [Choosing GCSE Options | Studential.com](#)



English Language

Course Title:

GCSE ENGLISH LANGUAGE

Exam Board and Syllabus Number:

AQA 8700

Course Description:

GCSE specifications in English language should enable students to:

- Read a wide range of texts fluently and with good understanding
- Read critically and use knowledge gained from wide reading to inform and improve their own writing
- Write effectively and coherently using Standard English appropriately
- Use grammar correctly, punctuate and spell accurately
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions for reading, writing and spoken language

In addition, GCSE specifications in English language must enable students to:

- Listen to and understand spoken language, and use spoken Standard English effectively.

Spoken language is an essential part of the course and will be reported on as part of the qualification at Pass, Merit or Distinction, but it will not form part of the final mark and grade.

Assessment:

50% READING EXAMINATION

50% WRITING EXAMINATION

Requirements:

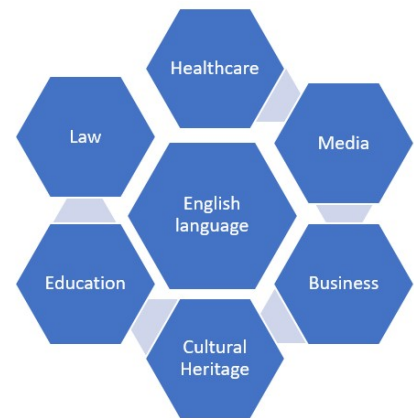
All students will study this course and have an opportunity to achieve the full range of GCSE grades from 9-1.

Who Should Do This Course:

All students will study this course.

Progression Routes:

English Language GCSE is a requirement for many careers and further education courses including Level 3 vocational courses and A Levels.



English Literature

Course Title:

GCSE ENGLISH LITERATURE

Exam Board and Syllabus Number:

AQA 8702

Course Description:

Students will study a range of high quality, intellectually challenging and substantial whole texts in detail. These must include:

- At least one play by Shakespeare- Macbeth
- At least one 19th century novel- A Christmas Carol by Charles Dickens
- A selection of poetry since 1789, including representative Romantic poetry- Power and Conflict Anthology
- Fiction or drama from the British Isles from 1914 onwards- An Inspector Calls by J.B. Priestley
 - Unseen poetry

Students will read widely within the range above to prepare them for the examination.

Assessment:

100% examination on texts studied.

Requirements:

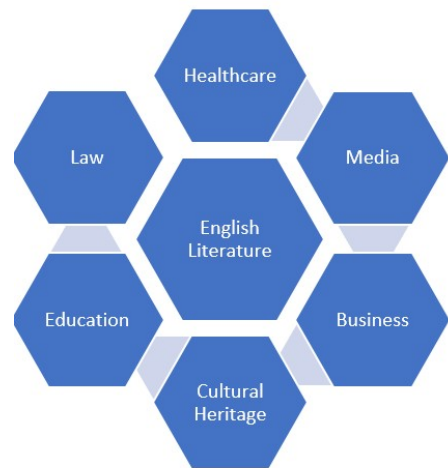
All students will study this course and have an opportunity to achieve the full range of GCSE grades from 9-1.

Who Should Do This Course:

All students will study this course.

Progression Routes:

A Level English Literature.



Maths

Course Title:
GCSE MATHS

Exam Board and Syllabus Number:
OCR J560

Course Description:

All students study the following areas:

- Number
- Algebra
- Ratio, Proportion and Rates of Change
- Geometry and Measures
- Statistics and Probability

Students need to develop mental arithmetic strategies as well as learn to use a calculator competently.

Assessment:

Students are entered for the examination at a level appropriate for their ability Foundation (grades 1-5) or Higher (grades 4-9). Students will then sit 3 exams.

Foundation Paper

- Paper 1 J560/1 (calculator) 1hour 30 mins - 33.3% weighting.
- Paper 2 J560/2 (non - calculator) 1hour 30 mins - 33.3% weighting.
- Paper 3 J560/3 (calculator) 1hour 30 mins - 33.3% weighting.

Or

Higher Paper

- Paper 4 J560/4 (calculator) 1hour 30 mins - 33.3% weighting.
- Paper 5 J560/5 (non - calculator) 1hour 30 mins - 33.3% weighting.
- Paper 6 J560/6 (calculator) 1hour 30 mins - 33.3% weighting.

Requirements:

All students will study this course and have the opportunity to achieve the full range of GCSE grades from 9-1.

Who Should Do This Course:

All students will study this course.

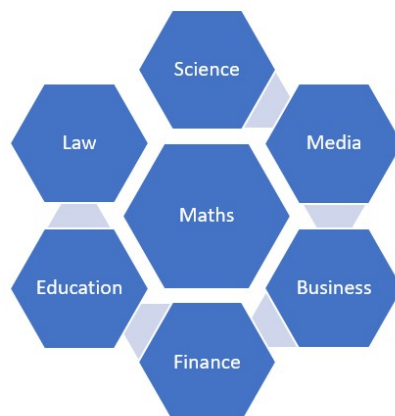
Progression Routes:

A Level Maths.

A Level Economics and other related KS5 topics.

Some KS5 Science courses require a 5+ in maths.

Accountancy, Business, Engineering and some Science careers e.g. Physics.



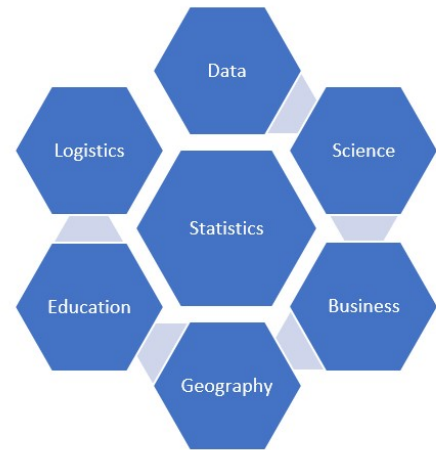
Statistics

Course Title:
GCSE Statistics

Exam Board and Syllabus Number:
EdExcel /Pearson (1ST0)

Course Description:
All students study the following areas:

- Ratio, Proportion and Rates of Change
- Data Handling



Probability

Data will be collected, presented and analysed using techniques such as pie charts, cumulative frequency polygons and histograms. Data will also be analysed by using the mean, mode, median, range, quartiles, percentiles etc. Probability is also part of the syllabus. In addition, students will learn new ways to interpret data looking at topics such as seasonal trends and population.

The course then moves on to look at other uses of statistics such as financial statistics (e.g. cost indices, RPI) and population statistics (birth and death rates).

“Statistics allows you to use Maths in the real world.”

Assessment:

Students are entered for the examination at a level appropriate for their ability Foundation (grades 1-5) or Higher (grades 4-9). Students will then sit 2 exams. Both require a scientific calculator and mathematical geometry set.

- Paper 1 80 marks 1 hour 30 minutes. 50% of grade.
- Paper 2. 80 marks 1 hour 30 minutes. 50% of grade.

Requirements:

Ideally, a grade 3 or higher target in mathematics.

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Who Should Do This Course:

Students going on to study subjects including Science, Geography, Mathematics, Social Sciences and Psychology at sixth form college will find knowledge of Statistics extremely useful.

“Statistics gives you an important insight into how data can be manipulated. I will never look at a survey the same!”

Science

As a minimum all students will follow the Combined Science route with the possibility of taking the Triple Science route for some students.

Combined Science

Course Title:

Trilogy

Exam Board and Syllabus Number:

AQA 8464

Course Description:

Combined Science gives students the opportunity to study all three branches of science - Biology, Chemistry and Physics, working towards achieving 2 GCSE qualifications.

The course will develop their scientific investigation skills through a number of core practicals that will be assessed in the end of course examinations.

Assessment:

This course has 100% external assessment in the form of end of course examinations.

Students will complete 6 examinations (2 each for Biology, Chemistry and Physics). Each examination will be 1 hr and 15 minutes, and will be a combination of multiple-choice questions, short answer questions as well as open response questions.

Students will be assessed on their scientific knowledge, scientific literacy and numeracy as well as their practical skills through these six examinations.

Requirements:

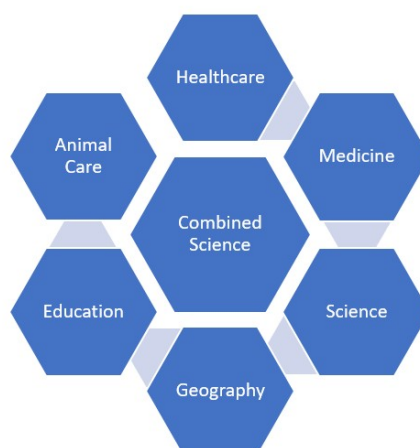
Students should have an enquiring mind, be open to learning new things about the world around them. The course is suitable for all students and will prepare them for a wide range of courses at post 16 and beyond.

Who Should Do This Course:

All students will study this course as a minimum.

Progression Routes:

Completing a Combined Science qualification will allow students to carry on their science studies at KS5 level, either through the A-level route, or through the Level 3 BTEC Applied Science route.



Triple Science

Course Title:

Biology, Chemistry and Physics

Exam Board and Syllabus Number:

AQA 8461, 8462, 8463

Course Description:

Triple science allows students to achieve 3 separate GCSE qualifications - Biology, Chemistry and Physics.

The course will develop their scientific investigation skills through a number of core practicals that will be assessed in the end of course examinations.

Assessment:

This course is 100% external assessment in the form of end of course examinations.

Students will complete 2 examinations for each qualification (6 exams in total for the Triple Science). Each exam will be 1 hr and 45 minutes long, and will be a combination of multiple-choice questions, short answer questions as well as open response questions.

Students will be assessed on their scientific knowledge, scientific literacy and numeracy as well as their practical skills through these six examinations.

Requirements:

It is essential that students have a keen interest in science, are enthusiastic and are dedicated scientists.

Who Should Do This Course:

This course is best suited to those students who have a passion for science and may wish to carry on their science studies beyond GCSE.

Progression Routes:

Completing a Triple Science qualification will allow students to carry on their science studies at KS5 level, either through the A-level route, or through the Level 3 BTEC Applied Science route.

Religious Studies

Course Title:

GCSE RS

Exam Board and Syllabus Number:

AQA 8062

Course Description:

Students will learn about Christianity and Judaism, learning about their beliefs and practices. In addition to this they will study four themes:

- Religion and Relationships
- Religion and Life
- Religion and Conflict
- Religion, Crime and Punishment

Students will develop an understanding of different values to their own and be able to evaluate these different ideas.

At key points during Key Stage 4, Students will have opportunities to gain additional teaching on some elements of PSHEE and careers guidance.

Assessment:

All students are entered for the full GCSE, sitting examinations in Year 11. There is no controlled assessment or coursework for RE.

Requirements:

All students studying the course require an open mind and the willingness to listen to others. The ability to explain a point of view using reasoning and evidence will enable students to secure the top grades at GCSE.

Who Should Do This Course:

All students will study this course.

Progression Routes:

A level Philosophy and Ethics; A level Sociology and A level Theology.

GCSE RE is relevant to almost any post 16 course and career. It shows an understanding of the world around us and the ability to accept ideas and values which are different to our own.



Geography

Course Title:

GCSE GEOGRAPHY

Exam Board and Syllabus Number:

OCR A Geographical Themes - J383

Course Description:

- Unit 1: Living in the UK today: A study of the landscapes, people, and challenges of living in the UK today.
- Unit 2: The world around us: A study of the landscapes, people, and challenges of a range of countries across the globe.
- Unit 3: Geographical Skills: Investigating and applying a range of geographical skills such as map work (cartographic), fieldwork and statistics.

Assessment:

There are 3 exams, one for each unit of the course. Units 1 and 2 are one-hour exams (worth 30% of the course each). Unit 3 (Geographical skills) is a 1 hour 30 minutes exam worth 40% of the course. There are compulsory fieldwork elements of the course including a trip to Peterborough, which is tested in the unit 3 exam. In some fieldwork sessions students will be expected to be outside.

Requirements:

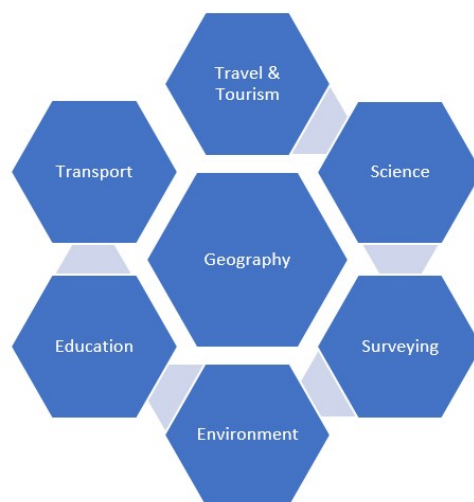
Geography is an extremely popular option at GCSE. You must have proven your interest in Geography at KS3. 10% of the geography course involves mathematics skills, such as analysis of graphs, addition, calculating percentages, plotting data and estimation. Students will be expected to do some simple math in Geography lessons, but the required skills will be taught in their Geography lessons.

Who Should Do This Course:

This course is for everyone who wants to know more about the world and the way it works. Geography is incredibly relevant and has explicit links to a variety of subjects, particularly science and math. Geography is academically challenging with lots of new key terminology but the results of studying this subject are rewarding. Geography complements many other subjects, in particular: History, Applied and Tripe Sciences, Applied mathematics, Social Studies, Statistics, Business and Economics.

Progression Routes:

Geography graduates are some of the most widely employable people. As well as the obvious progression on to A 'Level Geography, Earth science or BTEC Travel and Tourism, there are distinctive links with the sciences. Geography is one of the few subjects at university which allows students to pursue either an Arts or a Science course. Many geography GCSE students have the skills to go onto study and have careers in: science, engineering, construction, civil service, armed forces, teaching, tour guide, volcanologist, meteorologist, farmer, customer services, biodiversity manager, National Trust, local government, national government, creative arts, oceanographer, National Statistics Office, ordinance survey, journalism, air craft crew and many, many more.



History

Course Title: GCSE History

Exam board and syllabus number: AQA History (8145)

Course Description: Students focus on four key areas over the GCSE:

- A. A period study (Germany 1890-1945: Democracy and Dictatorship)
- B. A thematic study (Health and the people: c1000 to the present day).
- C. A wider world depth study (Conflict and tension, 1918-1939).
- D. A British depth study, (Elizabethan England, c1568-1603).

Assessment:

The History GCSE is assessed in the Summer of Year 11 by two examinations.

- Paper 1 - Units A and C - is worth 50% of the total marks available and lasts for 2 hours
- Paper 2 - Units B and D - is worth 50% of the total marks available and lasts for 2 hours

Requirements:

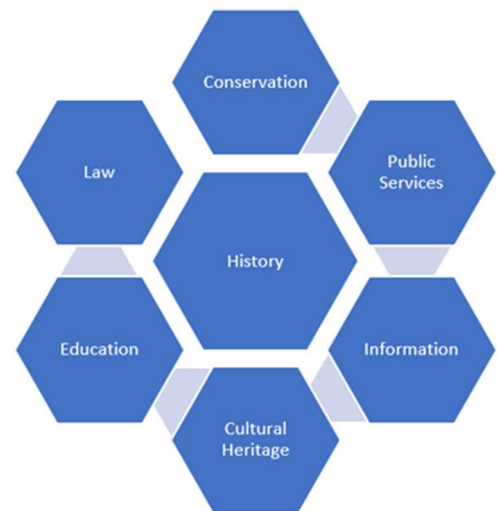
History is a popular subject at GCSE and students must have an interest in the topics studied if they want to perform to the best of their abilities. Though there are no minimum level requirements, you must have demonstrated an interest in the subject at KS3 and must be prepared to face a course that will challenge you! You will be reading documents written by people over a thousand years ago and you will have to use your literacy skills to create detailed explanations and arguments.

Who should do this course?

The topics we study in History are, essentially, about people. You must want to know how and why people reacted to specific issues in certain ways. You will want to be able to empathise with people in the past; to understand their ways of thinking and behaving. If you enjoy making interesting discoveries, creating and supporting an opinion or argument, then History could be for you. You will need to be patient, imaginative, logical and resilient.

Progression routes:

A History GCSE would help you to study the subject at A Level and also assist in applying for other A Levels, such as archaeology, politics, English, law or psychology. History is a useful subject if you want to undertake a career in any of the following - teaching, archaeology, museum curation, journalism, politics or law.



Spanish

Course Title: GCSE SPANISH

Exam board and syllabus number:

Pearson Edexcel (Spanish 1SP0)

Course Description:

Learning a foreign language opens doors to a wider world and improves future job prospects. Moreover, the process of becoming bilingual exercises your brain, challenges you to concentrate, boosts your problem-solving skills and allows you to become more culturally aware.

KS4 students will continue with the language they started learning in

Year 7. Our curriculum has been developed to help them progress and develop a passion for languages through culturally engaging content. Our students are encouraged to practise their speaking, reading, listening and writing skills over the course of the academic year.



Assessment:

Students are required to sit 4 exams, which are now externally assessed and have an equal weighing of 25% towards the final grade:

- Paper 1 Listening (Foundation: 35 minutes, Higher: 45 minutes)
- Paper 2 Speaking (3 tasks, 7 to 9 minutes for Foundation and 10 to 12 minutes for Higher)
- Paper 3 Reading (Foundation: 45 minutes, Higher: 60 minutes)
- Paper 4 Writing (Foundation: 1 hour 10 minutes, Higher: 1 hour 20 minutes)

Requirements:

Our Pearson Edexcel Spanish course allows students to develop their ability to communicate with Spanish native speakers in both speech and writing. They will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of culture of Spanish-speaking communities and countries. Students will need to develop and use their knowledge and understanding of grammar progressively through their course of study.

Who should do this course?

This course is aimed at students who have a passion for languages and wish to acquire a level of fluency that will allow them to communicate effectively in many real-life situations.

Progression routes:

There are languages A Level courses available and having a language at GCSE is sometimes a requirement for other courses. Employers prefer to employ students with languages as they have learned good interpersonal skills and can offer more to their companies, especially if they have business links with other parts of the world. In addition, University graduates are more likely to get a job if they have more than one language.

French

Course Title:

GCSE FRENCH

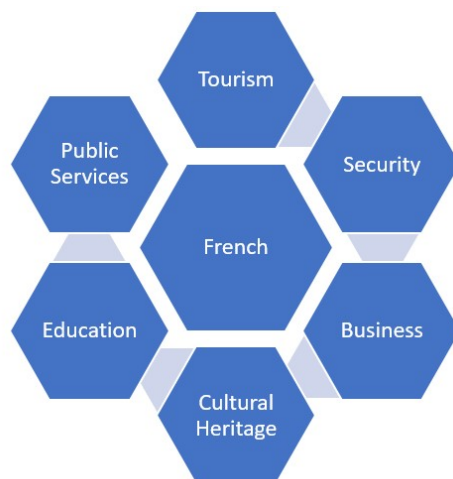
Exam board and syllabus number:

Pearson Edexcel (French 1FR0)

Course Description:

Learning a foreign language opens doors to a wider world and improves future job prospects. Moreover, the process of becoming bilingual exercises your brain, challenges you to concentrate, boosts your problem-solving skills and allows you to become more culturally aware.

KS4 students will continue with the language they started learning in Year 7. Our curriculum has been developed to help them progress and develop a passion for languages through culturally engaging content. Our students are encouraged to practise their speaking, reading, listening and writing skills over the course of the academic year.



Assessment:

Students are required to sit 4 exams, which are now externally assessed and have an equal weighing of 25% towards the final grade:

- Paper 1 Listening (Foundation: 35 minutes, Higher: 45 minutes)
- Paper 2 Speaking (3 tasks, 7 to 9 minutes for Foundation and 10 to 12 minutes for Higher)
- Paper 3 Reading (Foundation: 45 minutes, Higher: 60 minutes)
- Paper 4 Writing (Foundation: 1 hour 10 minutes, Higher: 1 hour 20 minutes)

Requirements:

Our Pearson Edexcel French course allows students to develop their ability to communicate with French native speakers in both speech and writing. They will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of culture of French-speaking communities and countries. Students will need to develop and use their knowledge and understanding of grammar progressively through their course of study.

Who should do this course?

This course is aimed at students who have a passion for languages and wish to acquire a level of fluency that will allow them to communicate effectively in many real-life situations.

Progression routes:

There are languages A Level courses available and having a language at GCSE is sometimes a requirement for other courses. Employers prefer to employ students with languages as they have learned good interpersonal skills and can offer more to their companies, especially if they have business links with other parts of the world. In addition, University graduates are more likely to get a job if they have more than one language.

Art and Design

Course Title:

GCSE ART AND DESIGN (FINE ART)

Exam board and syllabus number:

OCR J170

Course Description:

This is an inspiring GCSE that will encourage you to consider a wide range of approaches to expressing yourself through different materials, media and techniques.

It will help you gain knowledge and understanding of art, craft, design, media and technologies used today and, throughout history, different societies and cultures. You will develop an understanding of the different roles, audiences and consumers for art, craft and design. You'll experience different work practices and look at relevant processes and equipment too.

Assessment:

1. This GCSE has a controlled assessment unit, which will involve you in producing a portfolio of work. Controlled assessment means coursework you do in a supervised environment - which will be in your classroom (60%).
2. There will also be a ten-hour practical exam (40%) that consists of a final piece of work that you will have planned during lesson time. You are allowed your preparation work during exam time.

Requirements

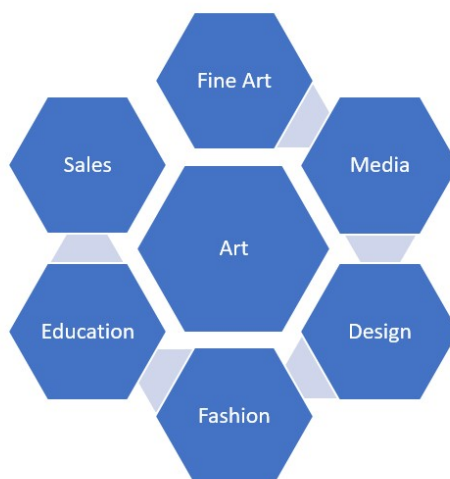
Keen interest in art and design with a good imagination and the ability to draw is an advantage.

Who should do this course?

This GCSE course is designed for anyone with a keen interest in Art and Design which will help you develop your artistic skills and expand your creativity, imagination and independence. What's more, the possibilities for personal expressions are endless.

Progression routes:

The course is good preparation for progression to A Level in Art and Design, or a suitable college/vocational course. Depending on the options you take, it could lead towards a wide range of careers in the Art and Design field, including in Fine Art, Media, Games Development and designer, Architecture, Interior, or Fashion designer. Make up designer or Tattooists.



GCSE Music

Course Title:

GCSE MUSIC

Exam board and syllabus number:

EDUQAS C660QS

Course Description:

This course is aimed at students wanting to follow the GCSE Music because they play an instrument and are already quite confident musicians and/or have a real passion for composing, performing and listening to all types of music.

The GCSE specification consists of three components:

- Performing
- Composing
- Appraising

There are four **Areas of Study**:

1. Musical Forms and Devices (including a set work)
2. Music for Ensemble
3. Film Music
4. Popular Music (including a set work)

Assessment:

60% Coursework; 40% Exam

Component 1: Performing

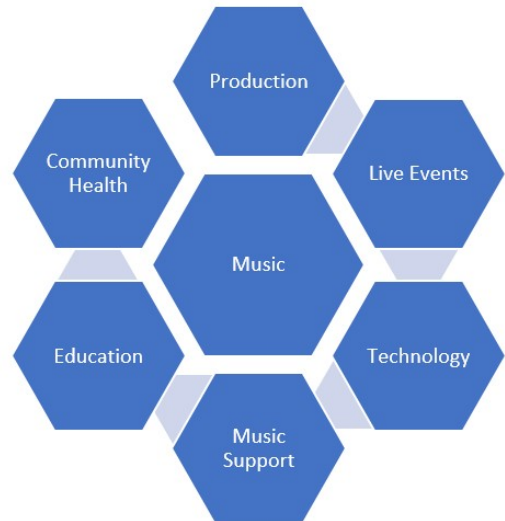
This makes up 30% of the final mark. You will perform a minimum of two pieces, one of which must be as part of an ensemble.

Component 2: Composing

This makes up 30% of the final mark. You must compose two pieces of music. One is composed in response to a brief set by EDUQAS and one is a free composition.

Component 3: Appraising

This makes up 40% of the final mark. You will complete a listening exam at the end of Year 11. This exam assesses your knowledge, understanding and application of the musical elements, musical contexts and musical language.



Requirements:

There is no minimum level required to take GCSE music, however any students who wish to take this course must be a competent performer, preferably having learnt to play an instrument (including singing) during Key Stage 3, Students should be around grade 3. A keen interest in music is also required as we will be studying music from different cultures, styles and time periods.

Who should do this course?

Students should be enthusiastic, hard-working and keen to explore all aspects of music. Students will be expected to attend their weekly instrumental/vocal lessons and to support music-making in the department.

Progression routes:

The possibilities are endless. A GCSE in music will help you to study the subject at a higher level (e.g. A Level or equivalent) and will also assist you if you wish to follow a career in the music industry. You will also develop many valuable, transferrable skills which employers, colleges and universities are always looking for.

GCSE Drama

Course Title:

GCSE DRAMA

Exam board and syllabus number:

Pearson/Edexcel

Course Description:

The course consists of 120 learning hours, during which 3 components are studied.

The components are:

Component 1: Devised Drama

Component 2: Performance from Text

Component 3: Theatre Makers in Practice

Assessment:

Component 1: Devised Drama – 40%. Create a piece of original drama, that is performed and recorded. Alongside a portfolio (written or recorded) charting the creative process.

Component 2: Performance from Text – 20%. Perform two extracts from the same script to a visiting examiner and audience (a combination of Monologue, Duologues, Ensembles and technical support)

Component 3: Theatre Makers in Practice – 40%. Written exam Section A: a prescribed text from the exam board (5 questions). Section B: Live review – reflecting on a piece of live theatre students have seen (2 questions)

Requirements:

We are ideally looking for you to achieve a minimum of a Level 4/5 in Drama in Year 9 to follow this course.

Any involvement in Academy Productions would be to your advantage but NOT essential.

We need you to be able to work in groups constructively.

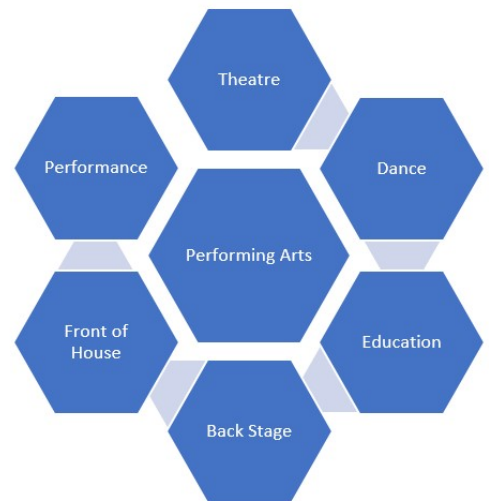
We need you to be confident to perform your work in front of others.

We need you to be reasonably good at English in order to express your ideas and opinions.

We need you to enjoy performing, acting and theatre.

Who should do this course?

If you look forward to your Drama lessons in Year 9 and enjoy Drama and see the value of Drama and don't 'goon' around. This could be the course for you! The essentials of the course have been covered in Key



Stage 3 and we build on these skills in Key Stage 4.

Drama is about communication, collaboration, teamwork, organisation – learning to share your ideas and opinions but also respecting and listening to other ideas. You need to be confident and brave – be happy to perform, reflect and write a portfolio thinking about the creative process and strengths and weaknesses of the performance.

Progression routes:

Many of our students go on to follow Level 3 Performing Arts and A levels. This provides a route to study the subject at university and then to employment in the world of Performing Arts.

Drama teaches transferable skills vital for employment; Collaboration, Confidence, Creativity, Innovation, Enterprising, Critical Thinking, Curious Thinking, Reflective, Self-aware, Resilience and Teamwork.

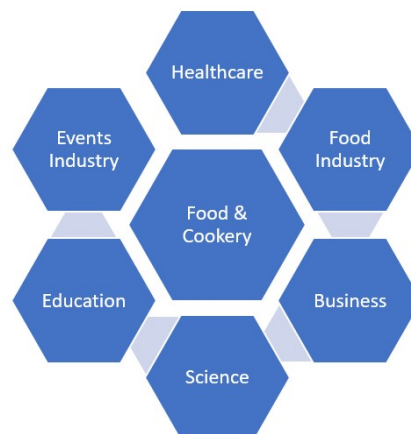
Food

Course Title: NCFE LEVEL 1 / 2 Technical AWARD in Food and Cookery

Exam Board: NCFE

Course Description:

The Level 1/2 Technical Award in Food and Cookery is designed for learners who want an introduction to food and cookery that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the food industry or progress onto further study.



To be awarded this qualification, learners are required to successfully demonstrate the knowledge and skills to meet the requirements of all 7 mandatory content areas.

The qualification has 2 assessments externally set by NCFE: one non-exam assessment and one written examined assessment. Only one attempt at each assessment is permitted.

Requirements:

This course is suited to students of all abilities, those who wish to pursue a career in food production or nutrition, as well as those who simply enjoy cooking but do not wish to take it any further. It has a strong practical element and incurs a financial commitment throughout.

Who should do this course?

This qualification is designed for learners aged 14 to 16 in schools and colleges.

There are no specific prior skills/knowledge a learner must have for this qualification.

Any student who has an interest in cooking and nutrition and who is willing to engage in practical work.

Progression routes:

Upon completion of this course, students will be qualified to go on to further study or embark on an apprenticeship or full-time career in catering or food industries.

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

- GCSE in Food Preparation and Nutrition
- study at level 2 in a range of technical routes that have been designed for progression to employment, apprenticeships and further study

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

- Level 3 Certificate/Diploma in Food Science and Nutrition
- Level 3 Technical Levels including T Level programs (this will support progression to employment and higher education)

Learners could progress into employment or onto an apprenticeship. The understanding and skills gained through this qualification could be useful to progress onto an apprenticeship in the food industry through a variety of occupations that are available within the sector, such as kitchen assistant, catering assistant, chef and sous chef.

ICT

Course Title: Cambridge Nationals Imedia

Exam Board: OCR Specification code: J834

Curriculum Overview:

The Cambridge National qualification in Creative iMedia will equip students with a range of creative media skills and provide opportunities to develop transferable skills – such as research, planning, and reviewing, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products, including interactive PowerPoints, websites and information kiosks. Students will use a number of different creative software applications to enhance their skills including Photoshop, Audacity, Dreamweaver and Movie Maker to create, edit and enhance images, audio, websites and video.

Who Should Consider this Subject:

Anyone with a passion for developing skills, wishing to increase knowledge of digital media and who has an interest in computing will engage with this course. The qualification's practical approach has strong relevance to the way young people use the technology required in creative media.

Course Assessment Breakdown:

The OCR Level 1/2 Cambridge National Certificate in Creative iMedia consists of two mandatory units and one optional unit. The units below are the units we will complete.

R093: Creative iMedia in the Media Industry

In this unit students will learn about the sectors, products and job roles that form the media industry. Focus will be on learning the legal and ethical issues considered and the processes used to plan and create digital media products.

This unit features a written examination paper, set and marked by OCR, and is 1 hour and 30 minutes in length, equating to 70 marks and 40% of the qualification. This is a mandatory unit.

The examination has two sections: Section A includes multiple choice questions and shorter answer responses. Section B includes context-based questions, featuring a short scenario which appears throughout the paper.

R094: Visual Identity and Digital Graphics

In this unit students will learn how to develop visual identities for clients. Students will also learn to apply the concepts of graphic design to create original digital graphics which incorporate their own visual identities to engage a target audience.

This is a centre-assessed task (coursework) which is marked by teachers and moderated by OCR. This response takes approximately 12 hours to complete and is worth 50 marks; it equates to 30% of the qualification. This is a mandatory unit.

R097: Interactive Digital Media

In this unit students will learn to design and create interactive digital media products for chosen platforms. Students will learn to select, edit and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience.

This is a centre-assessed task (coursework) which is marked by teachers and moderated by OCR. This response takes approximately 15 hours to complete and is worth 70 marks; it equates to 30% of the qualification. This is a unit selected by the Academy out of a number of options provided by the examination board.

Students must complete all 3 units.

Equipment Needed:

No equipment is needed as all hardware and software requirements will be provided by the Academy. The centre-assessed units are completed in a controlled environment so must be carried out in the Academy using the equipment offered. The examination board will publish a student revision guide and a student workbook which it is advisable to purchase; any other resources will be made available.

Enrichment Opportunities:

Students will have the opportunity to develop their creative skills further in a number of different extra-curricular clubs – focusing upon the use of Photoshop, website design which will help to develop the skills required for the course.

How Can Parents/Carers Help their Child?

Parents/carers could encourage their child to practice and develop their skills using different software such as Photoshop, Audacity and Movie Making software. In addition, supporting the development of subject knowledge and theoretical understanding, through revision or completing quizzes and testing their child on the knowledge found in knowledge organisers and topic booklets, would be highly beneficial.

Future Pathways:

Education:	Careers:
Media Studies CTECH ; A Levels in Computer Science; BTEC Level 3 in ICT; BTEC Level 3 in Creative iMedia; Apprenticeships.	Web/App Designer; Graphic Designer; Visual Effects Artist; 3D Animator; Cinematographer.

Who to Contact for Further Information:

Mr. A Ratyal.

Computer Science

Course Title: Computer Science GCSE (9-1)

Exam Board: OCR Specification code: J276

Course Description:

Learners that decided to take on Computer Science will learn about the key elements that aid in making sure our computer systems operate in the way that they do. Students will be able to review the internal workings of a computer and program solutions to real world problems using Python and Javascript.



Assessment:

Students will complete 2 examinations at the end of the course.

1. Computer Systems (J276/01) – 50%
 - a. This component will introduce learners to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It is expected that learners will become familiar with the impact of Computer Science in a global context
2. Computational thinking, algorithms and programming (J276/02) – 50%
 - a. This component incorporates and builds on the knowledge and understanding gained in Component 01, encouraging learners to apply this knowledge and understanding using computational thinking. Learners will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. Learners will become familiar with computing related mathematics.

Requirements:

This is a very challenging course that requires learners to work logically to problem solve a range of different problems. Learners will be required to have high levels within Maths and ICT to be able to access this course. Students within Year 8 will all be provided a skills test to support selection onto this course if they feel they want to study computing.

Progression routes:

Students that complete Computer Science can move onto the following areas:

- A Level Computing
- Apprenticeships
- Software Engineering
- IT Managers

Who to Contact for Further Information:

Mr. A Ratyal

Construction

Course Title:

EDUQAS level 1 / 2 Award in Construction in the Built Environment.

Exam board & syllabus number:

EDUQAS (603/7015/4) E819QA

Course Description:

The course is designed to give students an insight into the skills required to follow a career in the construction industry. They will have an opportunity to develop basic skills in brickwork, joinery and electrical installation. The course is 3 hours per week including both practical and theory lessons.



Course content:

This course consists of 2 units:

Unit 1: 1.1 The sector 1.2 The built environment life cycle 1.3 Types of building and structure 1.4 Technologies and materials 1.5 Building structures and forms 1.6 Sustainable construction methods 1.7 Trades, employment and careers 1.8 Health and safety -This will be assessed by a 1.5-hour external exam This assessment contributes 40% to the overall qualification grade.

Unit 3: 3.1 Interpreting technical sources of information 3.2 Planning and organising work 3.3 Identifying resource requirements 3.4 Calculating the materials required 3.5 Writing and setting success criteria 3.6 Prepare for construction tasks 3.7 Carrying out techniques 3.8 Removing and disposing of materials 3.9 Working practices that promote health and safety 3.10 Evaluating construction tasks. This unit is internally assessed through controlled assessment available in January and May each year. This assessment contributes 60% to the overall qualification grade.

Course Assessment:

Assessment will external and internal, and both practical and theory based. Progress will be monitored via completion of the assessments for each component. Evidence will be gathered via photograph and written observation sheets.

Requirements:

Students will be required to complete practical and written based tests. All practical tasks must be completed within Health & Safety guidelines.

Who should do the Course?

Anyone who enjoys learning in a practical environment.

Progression routes:

Employment - local, regional, national.

Further Education - Level Two and Level 3 qualifications

Questions from previous exam papers=

Other than the risk of fire, describe **one** potential hazard resulting from the kitchen equipment not being tested. [2 marks]

An inspector from the Health and Safety Executive (HSE) has visited the site and seen that the gas cylinders are being stored above the canteen and that the electrical equipment in the kitchen has not been tested. State **two** actions the HSE are likely to take. [2 marks]

Calculation of Kitchen area:

Area is 3.3M x 7M, each tile is 200cm x 800cm, you will need to allow 10% extra for breakages. How many tiles will be needed to cover this area? (4 marks)

EAL/ESOL

Course Title:

EDEXCEL ESOL (ENGLISH FOR SPEAKERS OF OTHER LANGUAGES)

Course Description:

This course is aimed at students for whom English is not their first language. Our goal is to ensure they develop the confidence to communicate effectively in English. Our EAL learners will have the opportunity to achieve a level of attainment in English which is appropriate to their needs. This qualification is available from Entry 1 to Level 2. The current version of ESOL is accredited on the QCF (Qualifications and Credit Framework).



Assessment:

All ESOL qualifications are individually assessed by an externally set paper-based test or task. QCF ESOL is internally verified and a Pearson Standards Verifier samples assessment to check for quality assurance and the maintenance of standards. The exam consists of 3 units:

- Speaking and Listening
- Reading
- Writing

Requirements:

Students are expected to engage in class discussions on a wide range of topics, practise their listening, speaking, reading and writing skills and learn the fundamental rules of the English grammar.

Who should do this course?

This course is for our EAL students who want to:

- Develop their confidence to communicate effectively in English
- Improve their knowledge of grammar and vocabulary
- Learn the skills to succeed in everyday life and study in the UK
- Have evidence of their language efficiency in listening, speaking, reading and writing tasks.

Progression routes:

Successful students will be able to use their English language skills confidently in college, at work or in society. Learners can use their learning and achievement to support their employment aims and progression in their chosen career.

Health and Social Care

Course Title:

NCFE CACHE Level 1/2 Technical Award in Health and Social Care

Exam board and syllabus number:

NCEF

QN: 603/7013/0



About the Course

Students will develop an understanding of 8 key units, which consist of:

Unit 1: Provide an understanding of health and social care provision and services in the UK.

Unit 2: Identify job roles within health and social care and the values that underpin professional practice.

Unit 3: Provide an understanding of legislation, policies and procedures in health and social care and their importance for a health and social care practitioner.

Unit 4: Promote understanding of human development across the life span

Unit 5: Identify the individual's care needs.

Unit 6: How the individual accesses health and social care services.

Unit 7: Understand how these are met through working in partnership with other professionals.

Unit 8: Provide an understanding of the purpose of care planning in health and social care to meet the preferences and needs of the individual.

Once the delivery of this theory is complete students will complete their NEA (Coursework) and their External Assessment.

The NEA encourages the learner to combine elements of their learning and to show accumulated knowledge and understanding across the content areas. This is worth 50% of the technical award and is graded out of 84 marks.

The completion time for the NEA is 13 hours, with 2 allocated hours for research.

The External Assessment is a written examination and is worth 50% of the technical award. It is graded out of 80 marks. The examination is 1 hour 30 minutes long and consists of a mixture of multiple choice, short answer and extended-response questions.

Assessment:

Students can achieve grades at:

Level 1 pass/merit/distinction (L1P/L1M/L1D)

Level 2 pass/merit/distinction/distinction* (L2P/L2M/L2D/L2D*)

Requirements:

As well as achieving the academic criteria learners will also be expected to demonstrate the principles and values that are a key area of all work in this field. It is important that learners are able and willing to show respect, responsibility, patience and cooperation. It is essential to have good organisational skills and are prepared to work independently in their own time. It is vital to have good English and language skills due to the nature of the subject, vocabulary used.

Who should do this course?

Those with an interest in the subject and are able to demonstrate the principles and values that are a key area of all work in this field.

Progression:

Learners could progress to level 2 and level 3 qualifications and/or GCSE/A Levels/T Levels.

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

- GCSE Health and Social Care
- GCSE Childcare

Level 2 Technical Certificate in Child Development and Care in the Early Years

Study at level 2 in a range of technical routes that have been designed for progression to employment, apprenticeships and further study.

The understanding and skills gained through this qualification could be useful to progress onto an apprenticeship in the health and social care sector through a variety of occupations that are available within the sector. Such roles may include: Teacher, Physiotherapist, Social worker, Dentist, Nursery worker, Care assistant, Nurse, Midwife, Pharmacist, Paramedic, Surgeon, Occupational Therapist or Optician for example.

Contact Mrs L Allen for further information.

Motor Vehicles

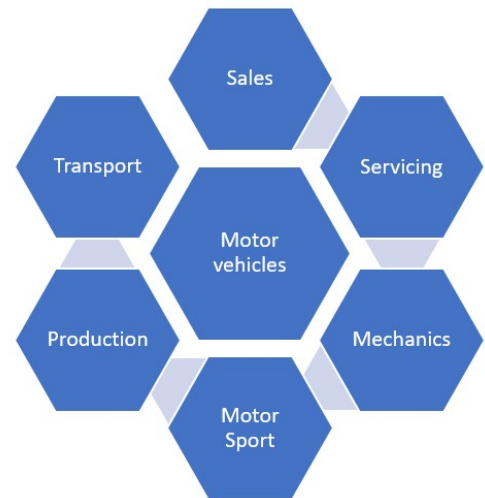
Course Title:

IMI LEVEL 2 CERTIFICATE IN AUTOMOTIVE MAINTENANCE
IMI LEVEL 1 AWARD/CERTIFICATE/DIPLOMA IN AUTOMOTIVE MAINTENANCE

Exam board and syllabus number:

IMI 603/3089/2

IMI 603/7605/3, 603/7606/5, 603/7607/7



Course Description:

The qualification has been designed to be practical, engaging and motivating to support learners in gaining the basic knowledge and skills required by automotive maintenance and repair sector employers. The knowledge and skills learnt can be applied to light vehicles, heavy vehicles, motorcycles and all-terrain vehicles.

Course Content:

The course is broken down into 8 different knowledge areas with a practical task at the end of each one. These knowledge areas include:

- Engines
- Liquid Cooling
- Fuel and Ignition Systems
- Air and Exhaust
- Steering
- Suspension
- Brakes
- Wheels and Tyres

Assessment:

- External online exam on all elements of the course.
- 8 mandatory (1 optional) internal practical assessments to include activities such as changing a tyre. Each of these assessments are observed and graded by the teacher and the students must write a report.
- Synoptic assessment to include identification of faults in both the engine and chassis.

Requirements:

Students who enjoy a practical approach to learning.

Who should do this course?

Students who choose this course should have an interest in motor vehicles, be comfortable working in both a theory and practical environment and have some ability in both maths and physics. All students will be required to have respect and have a responsible approach towards Health and Safety. Students will also need to work safely within a potentially dangerous working environment.

Progression routes:

Once learners have achieved this qualification they can progress to further study in automotive and engineering subjects or to a job role in automotive maintenance and repair as an apprentice technician.

Questions from previous exam papers=

A 4-cylinder engine has a bore of 75mm and stroke of 88.3mm, Using the information given (Show formula used and working out, $\pi=3.14$, answers to 2 decimal places) answer the following:

- a. Calculate the cubic capacity of the engine. (12 marks)
- b. If the clearance volume is 22.95cc what is the compression ratio. (6 marks)
- c. State whether this vehicle is most likely to be petrol or diesel. (2 marks)

Salon

Course Title:

LEVEL 2 TECHNICAL AWARD IN HAIR & BEAUTY STUDIES

Exam board and syllabus number:

City and Guilds 3038-24 award (610/0656/7)

Course Description:

This course is graded Pass/merit/distinction/distinction* and is equivalent to one GCSE grade 4-9

The course is broken down in to 3 main units of study:

UNIT 201 Exploring the world of hair and beauty

UNIT 202 The science of hair and beauty

UNIT 203 Design in the hair and beauty sector

Assessments:

Assessment is carried out continuously throughout the course by means of weekly knowledge check tests, practical assessment, oral and written questioning.

Evidence for synoptic assessment (coursework, worth 60% of the final grade) is gathered and kept online, to be externally marked by City & Guilds. These assignments are graded- Level 2 Pass, Merit, Distinction and Distinction *. In the event of failing to meet the criteria an assignment can be Ungraded.

Exams:

A final written exam covering all above units of work (worth 40% of the final grade, Level 2 Pass, Merit, Distinction and Distinction* graded. In the event of failing to meet the criteria an assignment can be Ungraded.)

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Requirements:

Students should have either a strong interest in Hairdressing & Beauty or feel that they may like to work in a Salon after leaving school. The course will entail verbal assessments and questioning, so students will need a willingness to communicate. They should be happy to complete regular testing and be prepared to complete regular revision.

Students must be responsible, calm and able to work in a Salon based environment.

Who should do this course?

Males or females who have a strong interest in Hairdressing & Beauty.

Progression routes:

Students could then progress to study Hair & Beauty NVQ level 2 & 3. They could also go on to do an apprenticeship in a Salon.

Questions from previous exam papers=



Explain the function of nerve endings found in the skin. (4 marks)

Explain the effects on the hair structure of leaving an alkaline product on for too long. (4 marks)

Salons often use design imagery to promote business growth. State **two** methods of gaining feedback on designs used in a salon. (2 marks)

Business & Enterprise

Course Title:

NCFE LEVEL 1 / 2 TECHNICAL AWARD IN BUSINESS AND ENTERPRISE

Exam board and syllabus number:

NCFE / 603/2955/5

Course Description:

This vocational qualification will enable students to learn about the key components of running, and working in, a business. They will study two units:

1. Introduction to business and enterprise (Externally assessed)
2. Understanding resources for business and enterprise planning

Students will gain an understanding of important aspects of Business and Enterprise such as:

- Types of business, how they operate and human resources
- Marketing, product design and pricing strategies
- Customer service and loyalty
- How to develop and grow a business- and the internal and external factors that impact it
- Financial awareness including: sources of finance, financial documents and calculating profit and loss

Students will also experience marketing research and creating business plans to practically support the theory covered.

Assessment:

All students are internally and externally assessed. Unit 1 covers all content required for the externally assessed exam, marked by the awarding body, and comprises 40% of the final grade. Unit 2 is externally set by the awarding body but internally assessed as a synoptic task (coursework). This is completed during January to March of Year 11 and is 60% of the final grade.

Requirements:

A general interest in Business and how to run a business is the main requirement. An understanding of basic maths functions (percentages, ratios etc.) will be an advantage to support the financial content covered. A basic understanding of IT is also beneficial.

Who should do this course?

Students with a genuine interest and enjoyment of business. If you want to run your own business, or work up within a business to a management position, this is the perfect course for you. Business & Enterprise will help you in any career or industry you choose as all the skills developed are transferable.



Progression routes:

A-Level Business Studies or Economics, Level 2 or 3 Business Studies (depending on the level achieved at the end of Y11), Level 2 or 3 Apprenticeships or Traineeships in Business and Admin, Customer Service, Marketing or Accounting.

Questions from previous exam papers=

1) Isabel runs a small business producing personalised mobile phone cases. Customers can choose their own designs by uploading images onto her website. She also produces a range of ten standard cases, each with a different design that she has produced herself.

Discuss whether Isabel should use job or batch production in her business. (6 marks)

2) Using your knowledge of promotional methods, evaluate why a small business would prefer to use social media to promote their business rather than using local radio and local newspaper advertising. (9 marks)

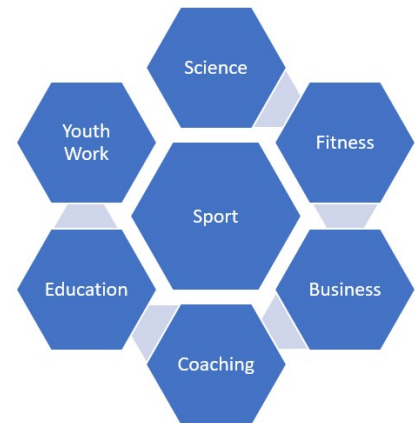
Sport

Course Title:

BTEC FIRST AWARD IN SPORT LEVEL 1/2

Exam board and syllabus number:

Pearson



Course Description:

The BTEC First Award in Sport consists of theory and practical work. The assignment tasks are taken from compulsory and optional units. To complete this course the units covered must total at least 120 credits and these will be:

- Unit 1 Fitness for Sport and Exercise – Online examination
- Unit 2 Practical Sports Performance – Coursework assignments
- Unit 3 Training for Personal Fitness - Coursework assignments
- Unit 6 Leading a Sports Activity - Coursework assignments

Assessment:

Each unit consists of assignment tasks that make up a portfolio of evidence. 75% is assessed internally and 25% is assessed externally via an online test.

Requirements:

A general interest in a range of sports is required to participate fully.

Those wishing to achieve a Level 2 qualification will need a willingness to meet the demands of the written elements of the course. There will be a number of practical sessions to complete as well as your core PE lessons.

Who should do this course?

Students with a genuine interest and enjoyment of sport, who wish to enhance their knowledge, understanding and ability in a range of different sports.

Progression routes:

The Level 2 course leads naturally onto the Level 3 qualification. Several local education providers offer this course. The full Level 3 course is the equivalent of 3 A Levels which can then lead to higher education, such as studying a qualification at University

Potential future careers could include a range of jobs within the sports and leisure industry such as;

Sports Coach

Teacher of Physical Education

Personal Trainer

Gym Instructor