



The Bromfords School
and Sixth Form College

KS4 Course Choices 2021-2024



Introduction

Year 8 is an important point in your education as it is here that you begin to further develop and understand the skills and content in the subjects that you may study through to the end of Year 11. This booklet and the options process are designed to help you and your parents to start making decisions about your learning and to choose subjects that suit your aspirations, skills and needs.

All of you should be ambitious with aspirations for what you wish to do after Year 11. You should be aware that the government expects students to stay in a form of education until at least their 18th birthday.

This does not necessarily mean staying in school; you have a choice about how you continue in education or training post-16, which could be through:

- full-time study in a school, college or with a training provider
- full-time work or volunteering combined with part-time education or training
- an apprenticeship

Many of you will want to go to Sixth Form or college after Year 11. A significant number of students will want to give themselves a chance of going to university or college after Sixth Form. Some of you will do this by staying on in the Sixth Form and studying 'A' Level subjects or other similar qualifications.

You may also want to go to one of the colleges in the area. If you want to do this then you will also need to get the best grades possible in your courses here at Bromfords as there will be a great deal of competition for these college places from other young people in other schools across the local area.

The courses offered in Years 9, 10 and 11 have been designed to ensure that students receive the maximum benefit from their studies and are provided with the breadth of curriculum and widest opportunities in terms of progression into Post-16 education or into work. It must also be stressed that whilst success in your studies is very important, employers and college admissions officers also look for other qualities, such as good attendance, punctuality, a positive attitude to work and high self-esteem, as demonstrated by smart appearance and self-discipline.

What does the curriculum look like after Year 8?

In September 2021 all students entering Year 9 will study English Language and Literature, Mathematics and Science. At the end of Year 9, some students will progress to separate GCSEs in Biology, Chemistry and Physics but the majority will progress to Combined Science (worth 2 GCSEs). Students will also access one period of PE every week even if they do not choose it as a GCSE option. We also strongly believe that the knowledge students gain from their lessons must be supported with important moral values and respect for others. This will be delivered through one period a week of Values, Ethics and Beliefs (VEB). These subjects and lessons form what we call the '*Core Curriculum*'

Away from the Core Curriculum, students have a number of subjects they can pick from to make up the rest of their Year 9 timetable. We refer to Year 9 as a 'gateway' year and aim to offer as much individual choice as we can, so that students can experience a range of courses for interest and their future career paths. There are, however, certain constraints and requirements that govern some students' choices and the majority will need to study at least one subject from a combination of History, Geography and French. Despite these requirements, we ensure that all students are able to access a broad and balanced curriculum through their other 'free' choices.

At the end of Year 9, having experienced a range of subjects in their 'gateway year', students will make a further choice which will involve them not continuing with one of their 'free' Year 8 choices and focusing on their remaining subjects through to examination the end of Year 11. In allowing students to make this further decision, we believe we are keeping their education broad and balanced for as long as possible and helping students and parents to make an informed choice based on their experience in Year 9.

The majority of students will an additional qualification in financial literacy at the end of Year 10 with their remaining qualifications sat at the end of Year 11.

Details regarding all of the courses available to students can be found in this booklet. Whilst all courses have equal status, they do stress different skills and ways of learning. When making choices students must balance their skills and learning styles in order to keep options open for later life, such as choosing college or A Level courses.

Details regarding all of these courses can be found in this pack.

There will be a small number of students for whom a full pathway of courses may not be appropriate and parents/carers of those students will be contacted by Mr Upward, our SENCO prior to half-term.

What should students bear in mind when making their choices?

1. Let the choices be yours

You may have already found that many people will have opinions about your choices. You will receive advice from parents and teachers - do listen but in the end go for what you would like to do. You may also have friends suggesting you do the same subjects as them - choose for yourself. Ultimately, we suggest you choose subjects that you will enjoy. Further down the line when workload is heavy you will appreciate enjoying a subject and looking forward to rather than dreading lessons.

2. Think about your future

This is a simple one but very important. It is almost certain that subjects you take post-16 will have to be part of your subject choices now. If you want to go on that far, what subjects do you see yourself taking? This long-term thinking also applies to university and careers. It can be scary to think that far ahead but spend a little time dreaming. What would you like to do with your life?

3. Strike a balance

Good subject choices will look balanced. If you love the Arts, find a subject like History or a language alongside it. The reason for this is it keeps your options open. As your school career progresses you may find you have gifts you never dreamed of. Try to not shut too many doors too soon.

4. Choose the subject not the teacher

We all know sometimes a relationship with a teacher can be hard. You may be tempted to avoid a topic because the teacher is one you find difficult. Try hard not to let that put you off. Similarly you may choose a subject because of a great teacher - but think hard. In the long-term teachers will change but it is the subject that will carry you through.

Key Dates

The process of Year 8 students making their choices involves tight deadlines and it is essential that students meet these deadlines. Please note, it is not a “first come, first served” process, so take your time to make considered decisions. **However failure to return the form by Friday 26th March could reduce your chance of being offered your chosen subjects.**

Important dates in the process are listed below.

- Key Stage 4 Course Choice booklets released: Tuesday 23rd February
- Virtual Parents’ Information Evening: Thursday 25th February (online)
- Year 8 Parents’ Consultation Evening: Thursday 4th March (online)
- Course Choices forms returned by: Friday 26th March

Both students and parents are encouraged to speak with staff if they have any questions during the process of choosing subjects. This is particularly important during the current climate; all staff can initially be contacted via email. In addition, you may find the following websites useful:

<https://tutorful.co.uk/guides/a-parent-s-guide-to-gcse>

<http://www.careerpilot.org.uk/information/your-choices-at-14>

<https://www.youthemployment.org.uk/choosing-gcse-options-19-questions-ask/>

<http://university.which.co.uk/advice/gcse-choices-university>

Mr Jochen Tree
Deputy Headteacher
Quality of Education

Course Details

The Core Curriculum		Optional Subjects	
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Core PE	Page 12	Dance	Page 19
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BTEC Technical Award in Business Enterprise*	Page 13	Film Studies	Page 22
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<p>* These subjects are part of an alternative curriculum designed to support a small number of students in Years 9, 10 and 11</p>			



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The Core Curriculum



GCSE English Language

Head of Department:	Miss Carter
What will happen in Year 9?	In Year 9 students will learn and develop key skills they will need to access the English Language qualification. They will do this through the study of literature texts and thematically linked writing tasks. They will be able to read and respond to key details in a text and secure the development of key analysis skills. They will also be tested on their ability to write creatively for both fiction and non-fiction writing with a focus on structure, technical accuracy and the use of language devices. Both the skills and the content will help prepare students as they take this subject into Years 10 and 11.
What will happen in Years 10 & 11?	<p>In Years 10 & 11 students will follow the AQA exam board and cover the following content:</p> <p><u>Explorations in Creative Reading and Writing</u> - in section A, reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers. In section B, writing their own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image.</p> <p><u>Writers' Viewpoints and Perspectives</u> - in section A, reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader. In section B, producing a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in section A.</p> <p><u>Spoken Language</u> – students will develop their skills in using spoken Standard English effectively in speeches and presentations.</p> <p><u>Students should regularly read a wide range of texts, both fiction and non-fiction, in order to be well prepared for their English GCSEs.</u></p>
Assessment:	<p>Students will sit their exams at the end of Year 11. There will be two exams and it is a requirement that all students do both language and literature.</p> <p><u>Paper 1</u> Weighting: 50% Time Allowed: 1 hour 45 minutes <u>Paper 2</u> Weighting: 50% Time Allowed: 1 hour 45 minutes</p> <p>Students will also take non-Examined assessment in the preparation and use of Spoken Language. This is a compulsory requirement of the course of study. It will appear on all students' certificates as a separately reported grade, alongside the overall English grade issued as Pass, Merit, Distinction or Not Classified.</p>
In the future:	This course would help students prepare for post-16 qualifications in all subjects; particularly those wishing to study A Level English Literature, Sociology, History and Film Studies. It would be useful for students considering a future career pathway in all careers due to its value as a subject.



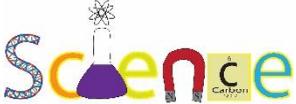
GCSE English Literature

Head of Department:	Miss J Carter
What will happen in Year 9?	In Year 9 students will learn key skills such as how to demonstrate a clear understanding of texts, using and embedding quotations, analysing language, using subject terminology and linking texts to the context in which they are written. They will explore a range of key themes relating to the human condition and the world around them to ensure they have a firm understanding of issues relating to society and culture.
What will happen in Year 10 and 11?	<p>In Years 10 & 11 students will follow the AQA exam board and cover the following content:</p> <p><u>Shakespeare</u>: Students answer one question on the play they have studied. They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p><u>The 19th Century Novel</u>: Students will answer one question on the novel they have studied. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p> <p><u>A Modern text</u>: Students will answer one of two essay questions about characterisation or a key theme developed throughout the novel/play</p> <p><u>Poetry</u>: Students will explore a collection of poems based on the theme of Power and Conflict</p> <p><u>Students should regularly read a wide range of texts, both fiction and non-fiction, in order to be well prepared for their English GCSEs.</u></p>
Assessment:	<p>Students will sit their exams at the end of Year 11. There will be two exams and it is a requirement that all students do both language and literature.</p> <p><u>Paper 1</u> Weighting: 40% Time Allowed: 1 hour 45 minutes <u>Paper 2</u> Weighting: 60% Time Allowed: 2 hour 15 minutes</p> <p>The GCSE Literature exams are closed book therefore students will not have copies of the text in the exam.</p>
In the future:	This course would help students prepare for post-16 qualifications in all subjects; particularly those wishing to study A Level English Literature, Sociology, History and Film Studies. It would be useful for students considering a future career pathway in all careers due to its value as a subject.



GCSE Maths & Certificate in Financial Education

Head of Department:	Mrs J Hurst
What will happen in Year 9?	<p>In Year 9 students will begin to learn the key skills and concepts based around the following content required for GCSE Mathematics: number, algebra, ratio, proportion and rates of change, geometry and measure, probability and statistics.</p> <p>Students will have five lessons a week, one of which is used to deliver an additional qualification, the Level 2 Certificate in Financial Education (CeFE). The CeFE introduces the student to the impact of finance on the economy and encourages them to consider how this can affect business and the individual.</p>
What will happen in Years 10 & 11?	<p>In Year 10 students will continue with five lessons a week, one of which is used to complete the Level 2 Certificate in Financial Education (CeFE) with two short examinations taken at the end of the academic year. They continue to develop the skills required for GCSE Mathematics and are supported by our online learning platform, Hegarty Maths.</p> <p>In Year 11, students access five lessons of Mathematics a week and complete the GCSE Mathematics course. A decision will be made in the Spring Term of Year 11 as to whether students are entered for either the Higher or Foundation tier of entry (see below).</p>
Assessment:	<p>The GCSE Mathematics examinations will be assessed through three papers with a new grading system 1 to 9 (9 being the highest). There are two tiers of entry, Higher & Foundation. The Foundation tier will cover grades 1 to 5. The Higher tier will cover grades 4 to 9. There is a much greater emphasis on problem solving through drawing together varied mathematical skills and this will be reflected in the classroom. The examination board for GCSE Mathematics is Pearson (Edexcel).</p>
In the future:	<p>Problem solving skills are valued highly by employers and will also prepare students well for A Level Mathematics and University. A Level Mathematics is suitable for those who have achieved at least grade 7 at GCSE. Students choose to study Mathematics at A Level for a variety of reasons. Some use it as a stepping stone to a degree involving Mathematics. Others choose the subject because it will support their study in other A Level subjects. Many students find that it is a requirement for their career or degree course. Therefore, achievement in Mathematics at all levels is advantageous and often essential for a wide variety of scientific, business and technological vocations.</p>

	<h1>Science</h1>
Head of Department:	Mr R Marshall
What will happen in Year 9?	Students will have 4 hours of Science a week where we start the year by building upon the practical and thinking skills developed in Years 7 and 8. They will then make a start on the specific content required for their GCSE Trilogy Science Qualification or the specific content required for their Separate Science qualifications in all three sciences.
What will happen in Years 10 & 11?	<p>In Years 10 & 11, students will have 6 lessons of Science per week. Students studying the AQA GCSE Trilogy Science Qualification or the AQA Separate Science course cover the following content:</p> <p>Biology Topics: 1a – Cell Structure and Cell Division, 1b – Transport in Cells, 2a – Tissues, Organs and Organ Systems, 2b – Health and Disease, 2c – Enzymes and Digestion, 3a – Infection and Responses, 4a – Bioenergetics, 5a – The Nervous System, 5b – The Endocrine System, 6a – DNA and Reproduction, 6b – Genetics, 6c – Evolution and Classification, 7a – Organisms and Their Environment, 7b – Human Impacts on the Environment</p> <p>Chemistry Topics: 1a – Atoms, Elements, Compounds and Mixtures, 1b – The Periodic Table, 2a – Bonding and Structure, 2b – States of Matter, 3a – Quantitative Chemistry, 4a – Chemical Changes, 5a – Energy Changes, 6a – Rates of Reaction, 6b – Reversible Reactions, 7a – Organic Chemistry, 8a – Chemical Analysis, 9a – Chemistry of the Atmosphere, 10a – Using Resources</p> <p>Physics Topics: 1a – Energy Transfers, 1b – Energy Resources, 2a – Circuits, 2b – Domestic Electricity, 3a – Particle Model of Matter, 4a – Atomic Structure, 5a – Force Basics, 5b – Forces and Elasticity, 5c – Forces and Motion, 5d – Car Safety and Momentum, 6a – Properties of Waves, 6b – Electromagnetic Waves, 7a – Magnetism and Electromagnetism, 8a – Space Physics (Separate Science only)</p> <p>The depth of understanding and level of detail on the Separate Science course is greater than that of the Trilogy Science.</p>
Assessment:	<p>In Year 11, students will complete 6 exams for The Trilogy Course, 2 for each of the subjects. Each one lasts 1 hour and 15 minutes and are worth 16.7% of the final double award. Paper 1 for Biology and Physics will focus on topics 1-4 with Chemistry focusing on topics 1-5. Paper 2 for each subject will then examine the remaining content. In all papers, students will be assessed on their Mathematical skills and content covered through the required practical work. Students will gain two GCSE passes.</p> <p>Students sitting the separate Sciences of Biology, Chemistry and Physics will complete two exams for each of the Sciences (6 in total). Each of the exams are for 1 hour and 45 minutes and will make up 50% of each GCSE. The paper breakdown is the same format as the Trilogy Science Course. For students completing this route, they will gain three separate GCSE qualifications.</p>
In the future:	We believe that Science has something to offer every student of all abilities. Problem-solving and critical thinking are two of the most important skills students learn in school. Science would help students prepare for post-16 qualifications in any subject due to its diversity of curriculum content. BTEC Science is offered in the Sixth Form alongside the separate A-Level Sciences in Biology, Chemistry and Physics.

	<h2>Core PE</h2>
<p>What will happen after Year 8?</p>	<p>Physical Education remains a compulsory subject in Years 9, 10 and 11 and all students have one hour of curriculum time dedicated to Physical Education. The emphasis in KS4 is on participation and enjoyment to promote a prolonged interest in sport and physical activity and aims to encourage students to pursue active and healthy lifestyles A variety of indoor and outdoor activities are included within lessons.</p> <p>Students who opt for GCSE PE can use this additional lesson to develop the practical elements of their course.</p>

	<h2>Values, Ethics and Beliefs</h2>
<p>What will happen after Year 8?</p>	<p>Throughout Years 9, 10 and 11 all students will have the opportunity to consider current moral issues and various ultimate questions. Content covered includes a number of contemporary moral issues. Students may explore ideas about the causes of crime and how society responds; the arguments for and against abortion; the arguments for and against the existence of God and attitudes towards sexuality, divorce and marriage.</p> <p>The lessons develop logical thinking and the ability to construct rational arguments but will also cover content surrounding student well-being and mindfulness.</p>



BTEC Technical Award in Business Enterprise

Head of Faculty:	Mr M Pearson
What will happen in Year 9?	In Year 9, students will learn a range of key skills involved in setting up and running a business enterprise. They will learn about how and why business ideas come about, what makes a successful business, and look at local small and medium enterprises that have been successful in their industry.
What will happen in Years 10 & 11?	<p>Students continue to work towards the BTEC Technical Award in Enterprise during Years 10 and 11 and will follow the Pearson (Edexcel) examination board which covers the following content:</p> <p><u>Component 1</u> - examine different enterprises to develop knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs.</p> <p><u>Component 2</u> - select an enterprise idea to plan, pitch for and run</p> <p><u>Component 3</u> - explore promotional methods, financial records, planning and forecasting</p>
Assessment:	This course is 40% external examination in the form of a written paper for component 3. Students are provided with a case study and then complete a series of activities. The students will first sit the examination in January of Year 11. The other two components are internally assessed coursework.
In the future:	This course would help students prepare for post-16 qualifications in Business related subjects. It would be useful for students considering a future career pathway in accountancy, marketing, human resources, finance, or in running their own business.



Prince's Trust

What will happen in Year 9?

The Prince's Trust Achieve Programme Curriculum promotes a flexible approach, using relevant experiential learning to support young people to achieve a range of personal and employability skills and gain qualifications. There is a focus on achievement, support, flexibility and personal development. There are a variety of approved activities that the students can undertake.

Choice of Modules: Skills for School, Personal Social Development, Life Skills, Active Citizenship, Enterprise Project, and Preparation for Work.

Year 9 will be an introduction to the course, with students completing the first level of qualification.

What will happen in Years 10 & 11?

Students continue to work towards The Personal Development and Employability Skills Qualification.

Students will have the opportunity to:

- Improve their literacy, language, and numeracy skills
- Work as team, experiencing different roles within the team
- Develop their problem-solving skills
- Extend their ICT skills

Assessment:

When a Module is completed, the portfolio of evidence is submitted to The Prince's Trust for moderation.

Qualifications:

PDE Award: 6 credits

PDE Certificate: 21 credits

PDE Diploma: 39 credits

In the future:

Students who achieve the awards will have developed highly desired core skills and attributes, which can be transferred across a wide spectrum of employers and/or higher and further education. As well as developing skills that are required to live a successful and fulfilled adult life.



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Optional Subjects

	<h1>Art</h1> <p><i>*students in Year 9 can opt for Art and Photography but may be advised to continue with only one of the two subjects going into Year 10.</i></p>
Head of Department:	Mrs E Shaw
What will happen in Year 9?	In Year 9, students will learn key skills such as painting, drawing, printmaking, 3D design, graphic communication and alternative media. They will learn how to present a portfolio of extended creative responses inspired by artists and different areas of knowledge, skills and understanding. Both the skills and content will help prepare students should they decide to take this subject into Years 10 and 11
What will happen in Years 10 & 11?	For students who continue with the subject into Years 10 and 11 they will follow AQA GCSE Art and Design and cover the following content: <p><u>Component 1: Portfolio</u> Two sustained projects developed in response to a theme evidencing the journey from initial engagement with ideas to the realisation of a final piece. Students will extend their skills from activities such as experiments; skills-based workshops; responses to gallery and museum visits and independent study.</p> <p><u>Component 2: Externally Set Assignment</u> AQA will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to one starting point from their chosen title. The preparation period in January is followed by 10 hours of supervised unaided work in the form of a final piece.</p> <p>The content is used to cover core skills based around the following assessment objectives:</p> <p>AO1 – Develop their ideas through investigations AO2 – Refine their ideas through experimenting AO3 – Record ideas, observations and insights relevant to their intentions in visual and/or other forms. AO4 – Present a personal, informed and meaningful response</p>
Assessment:	Coursework comprises of 60% of the overall grade and the externally set assignment comprises of 40% of the overall grade. A final piece 10-hour examination is carried out over 2 days. All work is marked by the art staff and verified by a visiting moderator.
In the future:	This course would help students prepare for post-16 qualifications in A level Art, Craft and Design and Photography. It would be useful for students considering a future career pathway in Design including Fashion Design, Interior Design, Graphic Design, Illustration, Publishing, Architecture and Advertising
<i>*The information above is based on the DfE Performance Tables up to and including 2022 and may be subject to change.</i>	



Business Studies

Head of Faculty:	Mr M Pearson
What will happen in Year 9?	In Year 9, students will learn a range of key skills involved in starting and running a small business. They will learn about how and why business ideas come about, what makes a successful business, and how to develop an idea and turn it into a successful business. Both the skills and content will help prepare students should they decide to take this subject into Years 10 and 11.
What will happen in Years 10 & 11?	<p>There will be two options available should students decide to continue with Business Studies into Years 10 and 11.</p> <p>GCSE Business This course will follow the Pearson (Edexcel) examination board and cover the following content: <u>Theme 1</u>- Investigating Small Business - concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. <u>Theme 2</u> – Building a Business - examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows.</p> <p>BTEC Technical Award in Business Enterprise This course will also follow the Pearson (Edexcel) examination board but cover the following content: <u>Component 1</u> - examine different enterprises to develop knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs. <u>Component 2</u> - select an enterprise idea to plan, pitch for and run <u>Component 3</u> - explore promotional methods, financial records, planning and forecasting/</p>
Assessment:	<p>The GCSE course is assessed by two written examinations: one for Theme 1 and one for Theme 2. Both are 90 minutes long and consist of 90 marks. The examinations are taken at the end of Year 11.</p> <p>This BTEC Technical Award course assessed by one external examination in the form of a written paper for component 3 worth 40% of the overall grade. Students are provided with a case study and then complete a series of activities. The students will first sit the examination in January of Year 11. The other two components are internally assessed coursework.</p>
In the future:	<p>The GCSE Business course would help students prepare for post-16 qualifications in Business or Economics. It would be useful for students considering a future career pathway in accountancy, marketing, human resources, finance, law, or in running their own business.</p> <p>The BTEC Technical Award will help students prepare for post-16 qualifications in Business related subjects. It would be useful for students considering a future career pathway in accountancy, marketing, human resources, finance, or in running their own business.</p>



Computer Science

**students in Year 9 can opt for either Computer Science or creative iMedia but not both courses.*

Head of Faculty:	Mr M Pearson
What will happen in Year 9?	<p>Computer Science has become a very high-profile subject over the last few years. The ability to program computers is a very valuable skill. Computing is of enormous importance to the economy, and the role of Computer Science as a discipline itself and as an 'underpinning' subject across Science and Engineering is growing rapidly. In Year 9 students will develop their programming skills using Python, developing their competence and knowledge of how to apply this language to different situations. They will also learn about how computers work and the functionality of the components inside the computer. Finally, they will also look at the impact computing is having on the world today. Both the skills and content will help prepare students should they decide to take this subject into Years 10 and 11</p>
What will happen in Years 10 & 11?	<p>For students who continue with the subject into Years 10 and 11 they will follow the OCR GCSE Computer Science course which includes the following content:</p> <p>Component 01: Computer systems - Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.</p> <p>Component 02: Computational thinking, algorithms and programming - Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.</p> <p>Practical programming - Students will be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language - Python. Students will be assessed on these skills during the written examinations, in particular component 02 (section B).</p>
Assessment:	<p>The GCSE course is assessed by two written examinations – both are written papers consisting of 80 marks each. Each paper is 90 minutes.</p>
In the future:	<p>The GCSE Computer Science course would help students prepare for post-16 qualifications in Computer Science, Engineering and IT. It provides a clear progression into higher education, as the course was designed after consultation with members of BCS, CAS and top universities. It would be useful for students considering a future career pathway in engineering, science, programming, networks, data analytics, games design, or any computing based profession.</p>

**The information above is based on the DfE Performance Tables up to and including 2022 and may be subject to change.*



Dance

**students in Year 9 can opt for Dance and PE but may be advised to continue with only one of the two subjects going into Year 10.*

Head of Department:	Mr K Ford
What will happen in Year 9?	Students will develop their dance skills through performance of set dances and choreography of dances. These skills will be developed through individual and group dances, working with others to evaluate and analyse performances of themselves and others. Theoretical elements of the course will also be covered to allow students a full understanding of how and why dances are performed.
What will happen in Years 10 & 11?	<p>For students who continue with GCSE Dance into Years 10 and 11 they will follow the AQA syllabus and cover the following content:</p> <p>Performance Set phrases through a solo performance (approximately 1 minute in duration) Duet/trio performance (3 minutes in a dance which is a maximum of 5 minutes in duration)</p> <p>Choreography Solo or group choreography – a solo (2, to 2 ½ minutes or a group dance for two to five dancers (3 to 3 ½ minutes) Internally marked and externally moderated</p> <p>Component Dance Appreciation Questions based on students' own practice in performance and choreography and the GCSE Dance Anthology* Knowledge and understanding of choreographic processes and performing skills.</p> <ul style="list-style-type: none"> •Critical appreciation of own work. •Critical appreciation of professional works. <p>Throughout all of these studies, a variety of dance styles and influences will be undertaken.</p>
Assessment:	The GCSE Dance course is assessed at the end of Year 11 with a 90 minute written exam worth 40% of the final grade. In addition there is one practical performance assessment and one practical choreography assessment, each worth 30% of the final grade.
In the future:	This course would help students prepare for post-16 qualifications in Dance, Performing Arts or Sport in particular. However, the nature of this course and its learning content will stand all students in good stead on any post-16 qualifications. Vocationally students studying this course will be able to progress onto jobs within the performance industry.

**The information above is based on the DfE Performance Tables up to and including 2022 and may be subject to change.*



Design & Technology

*students in Year 9 can opt for D&T and Food but may be advised to continue with only one of the two subjects going into Year 10.

Head of Department:	Mrs C Robinson
What will happen in Year 9?	Design & Technology is a dynamic, varied and exciting subject leading to a huge variety of employment opportunities both in the UK and abroad. Lessons are exciting and challenging. This is a design based course and requires strong drawing /design skills, decent problem solving skills and a good level of maths, science and ICT skills. In Year 9 students will learn about the very latest products, designs and production methods. Our aim is to educate students to be able to live and work in our fast moving technological world. This course builds on the all of the work studied at KS3 and involves focused practical tasks such as clock making. Both the skills and content will help prepare students should they decide to take this subject into Years 10 and 11.
What will happen in Years 10 & 11?	During Year 10 we will design and make a wide range of small projects using a wide variety of materials and techniques including the laser cutter, and other CAD CAM machinery such as the 3D Printer. A neat, well presented design folder showing a full range of presentation techniques will also be completed with each practical task. The course will also study the theory of the subject with an emphasis on designing for sustainability. We will study smart materials and skills in graphic communication will be developed and packaging and labelling and instructions are encouraged as part of the complete design proposal, in order to prepare for Year 11.
Assessment:	GCSE Design and Technology Product Design (WJEC) 50% coursework; 50% examination during Year 11: Unit 1: Design and Technology in the 21st Century Written examination: 2 hours in length - A mix of short answers, structured and extended writing questions assessing candidates' knowledge and understanding of Product Design. Unit 2: Design and make task non-exam assessment: approximately 35 hours of coursework. A design and make task, chosen by the students from a list of challenges set by WJEC, assessing the students ability to identify, investigate, analyse and outline design possibilities and design and make prototypes, evaluating their fitness for purpose.
In the future:	GCSE Product Design, Engineering, Electronics and Manufacturing are part of the biggest employment sector in the world. Recent reports from industry have reported a huge shortage of engineers and designers for the future. Technology is moving at an incredible pace and new products and materials are being developed at a speed never seen before. Many of the jobs our pupils will do in the future have not yet been developed. Students may continue their studies in the 6th Form with A Level Product Design and/or Level 3 BTEC Engineering at college. Product Design is good preparation for a wide range of practical career paths, including carpentry, joinery or engineering and it is also excellent preparation for any design-based career.

**The information above is based on the DfE Performance Tables up to and including 2022 and may be subject to change.*



GCSE Drama (OCR)

Head of Department:	Mrs G Atkins
What will happen in Year 9?	<ul style="list-style-type: none">• In Year 9 students will learn key skills including core drama skills, devising and the roles that exist within the theatre.• Students will look at a variety of texts, performance and staging styles and complete both a devised and scripted performance towards the end of year 9. Key drama terminology and drama theory is delivered throughout the course.• Both the skills and content will help prepare students should they decide to take this subject into Years 10 and 11.
What will happen in Years 10 & 11?	<p>For students who continue with Drama into Years 10 and 11 they will follow OCR Drama and cover the following;</p> <p><u>Year 10</u></p> <ul style="list-style-type: none">• Exploring styles and skills. Narration and physical theatre mock assessment. Mock devised assessment (component 1)• Component 1 – Group devised performance - stimulus materials is issued from the exam board for the devising component – supported by a working portfolio. <p><u>Year 11</u></p> <ul style="list-style-type: none">• Study of set text (Blood Brothers) – Theatre visit to support this.• Component 2 assessment by a visiting examiner• Exam section A workshop and exam section B practice and summer written exam <p>The content is used to cover core skills based around the following assessment objectives: AO1 Create and develop ideas to communicate meaning for theatrical performance. AO2 Apply theatrical skills to realise artistic intentions in live performance. AO3 Demonstrate knowledge and understanding of how drama and theatre is developed and performed. AO4 Analyse and evaluate their own work and the work of others.</p>
Assessment:	<p>OCR's GCSE (9–1) in Drama consists of two components that are externally assessed and one component that is internally assessed by the centre and externally moderated by OCR.</p> <p>'Devising drama' (01/02) is internally assessed - It is worth 30% of the qualification.</p> <p>'Presenting and performing texts' (03) is externally assessed - It is worth 30% of the qualification.</p> <p>'Drama: Performance and response' (04) is an examined component - - It is worth 40% of the qualification.</p>
In the future	<p>This course would help students prepare for post-16 qualifications in the Performing Arts – including A- Level drama and BTEC Performing Arts Qualifications. It would be useful for students considering a future career pathway in Teaching, Performing, Theatre Technician, Arts Administration and most performance related opportunities.</p>



Film Studies

Head of Department:	Miss H Williamson
What will happen in Year 9?	In Year 9 students will learn key skills such as filming and screenwriting and will gain a broad knowledge of film from different historical periods. Students will also be introduced to film form (sound, camerawork, editing etc), which will give them the building blocks for the technical exploration of film as well as the opportunity to create and edit filmed sequences and write interesting and effective screenplays. Both the skills and content will help prepare students should they decide to take this subject into Years 10 and 11.
What will happen in Years 10 & 11?	<p>For students who continue with Film Studies into Years 10 and 11, they will follow the Eduqas GCSE specification and cover the following content:</p> <p>Key Developments in US Film - This will delve more deeply into the history of Hollywood, building on knowledge gained in Year 9. Students will explore classical and contemporary film through a comparative study. They will also explore independent film and consider how this differs in style to mainstream Hollywood.</p> <p>Global Film - This will give students an insight into films made outside of Hollywood. Students will study contemporary British film, and a mix of English language and non-English language films.</p> <p>Non-exam assessment - Students will either film and edit or write the screenplay for an extract from a genre film and then evaluate it. This will build on skills originally learnt in Year 9 and provide an opportunity to be creative</p> <p>The content of the course is used to cover core skills based around the following assessment objectives:</p> <p>AO1: Demonstrating knowledge and understanding of elements of film AO2: Applying knowledge and understanding of elements of film to analyse and compare films and analyse and evaluate own work in relation to other professionally produced work AO3: Applying knowledge and understanding of elements of film to the production of film or screenplay</p>
Assessment:	Students will sit two exams at the end of Year 11, which are each 90 minutes long. Together, these are worth 70% of the overall grade. These exams are externally assessed. In Year 10, students will complete their non-exam assessment, which is worth 30% of the overall grade. This is internally assessed and externally moderated.
In the future:	This course would help students prepare for post-16 qualifications in Film Studies, English Literature, History, Sociology and Media Studies. It would be useful for students considering University study in a written subject as it builds extensive analytical, evaluative and critical thinking skills. It would benefit those with an interest in a future career pathway in Film or Media such as journalism, production, advertising and broadcasting, but the skills gained are transferrable into a wide-ranging number of careers which require an analytical mind.

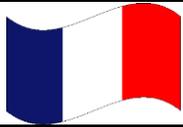


Food & Nutrition

**students in Year 9 can opt for Food and D&T but may be advised to continue with only one of the two subjects going into Year 10.*

Head of Department:	Mrs C Robinson
What will happen in Year 9?	The Food Preparation and Nutrition course equips students with a wide range of culinary techniques as well as knowledge of nutrition, food traditions and kitchen safety. The course focuses on setting out the knowledge, and understanding required to cook exciting, nutritious meals using practical lessons each week. In Year 9 students will learn key skills such as making bread and fresh pasta and they will study about seasonal foods, farming methods and Fairtrade. Both the skills and content will help prepare students should they decide to take this subject into Years 10 and 11.
What will happen in Years 10 & 11?	<p>For students who continue with Food and Nutrition into Years 10 and 11 they will follow Eduqas and cover the following content: Food Preparation skills are broken down into topics: Food commodities, Principles of nutrition, Diet and Good Health, The Science of Food, Where are food comes from and Cooking and food preparation.</p> <p>This is a creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. The course applies the principles of food science, nutrition and health eating to support a healthy, balanced lifestyles especially for teenagers and the elderly and because of these elements the course links well with PE and Science. Students will also take the Food and Hygiene Certificate.</p> <p>A financial commitment to this course is essential. Students will be expected to cook a range of products and components on a weekly basis. Students should be under no illusions - this is not an easy subject at GCSE level and will involve large amounts of theory and written work. The course is academically challenging. It is both an interesting and engaging subject but one that is suited to students with an enjoyment of sciences as well as cooking</p>
Assessment:	<p>Controlled Assessment 1 (15%) involved students planning and undertaking a science experiment to investigate the chemical changes that occur in different food preparation / cooking processes.</p> <p>Controlled Assessment 2 (35%) The food Preparation Assessment – students undertake a research project (both theory and practical cooking) making dishes of their choice based on a brief from the exam board. This culminates in a ‘MasterChef’ style cooking practical exam.</p> <p>Written theory exam for 1 hour 45 mins (50%) which covers the theory content learnt throughout the course.</p>
In the future:	This course would help students prepare for post-16 qualifications in A level Food or Catering. Studying food preparation and nutrition can lead to exciting and well paid career options. This course could lead you into roles such as a Chef, Food Product Developer, Buyer (who travels the world sourcing new food products for manufacturers), Food Safety Inspectors, Nutritionists, Dieticians, Quality Managers, Teacher, Food Engineer, Food Scientist, Food Technologist, Food Photographer, Food Stylist, Home Economist, Hotel and Restaurant Manager, Microbiologist, working in food magazines. For more information on food careers please visit www.tastycareers.org

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French

Head of Department:	Miss R Stephens
What will happen in Year 9?	In Year 9 students will build on the basic skills of listening, reading, writing and speaking acquired during Years 7 & 8. The course gives students the opportunity to learn the French language within the context of a number of relevant and interesting settings such as school life, home town and free-time activities.
What will happen in Years 10 & 11?	<p>In Years 10 and 11 students will follow (AQA) and cover the following content:</p> <p>Theme 1- Identity and culture Theme 2- Local, national, international and global areas of interest Theme 3- Current and future study and employment</p> <p>The content is used to cover core skills based around the following assessment objectives:</p> <p>AO1: Listening – understand and respond to different types of spoken language. AO2: Speaking – communicate and interact effectively in speech. AO3: Reading – understand and respond to different types of written language. AO4: Writing – communicate in writing.</p>
Assessment:	<p>There are four exams: Speaking, Listening, Reading and Writing. Each exam is equally weighted at 25%.</p> <p>Students are entered for either Higher or Foundation tier.</p> <p>Students are assessed at the end of Year 11 in each skill area.</p>
In the future:	This course would help students prepare for post-16 qualifications in languages. It would be useful for students considering a future career pathway in travel and tourism, finance, marketing, media, international business, journalism, law, the civil service and technology to name but a few. Many of the Russell Group Universities require a language GCSE from prospective graduates as it is considered an important qualification to have in Higher Education.



Geography

Head of Department:	Mr M Goodlad
What will happen in Year 9?	In Year 9 students will study a range of Physical and Human Geography starting with Key Geographical Skills. Changing Urban Environments and The Challenge of Natural Hazards will follow.
What will happen in Years 10 & 11?	<p>In Years 10 and 11 students will study a range of physical and human geography starting with 'Resource Management, UK Physical Landscapes (Rivers and Coasts), The Changing Economic World and The Living World.</p> <p>In March of Year 11, the exam board will release a topic evaluation to be studied as part of Paper 3.</p> <p>The content is used to cover core skills based around the following assessment objectives:</p> <p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales (15%). AO2: Demonstrate geographical understanding of: concepts, environments and processes (25%). AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues (35%). AO4: Select, adapt and use various skills and techniques to investigate questions and issues and communicate findings (25%).</p> <p>In Year 10 students will be participating in fieldwork at Southwold to study coastal environments and the Olympic Park in Stratford to study urban regeneration</p>
Assessment:	<p>There are three exams, all of which are at the end of Year 11, following the new AQA GCSE Geography A specification:</p> <p>Paper 1: Living with the physical environment – 1 hour and 30 minutes – 35% of total marks Paper 2: Challenge in the human environment – 1 hour and 30 minutes – 35% of total marks Paper 3: Geographical applications – 1 hour 15 minutes – 30% of total marks</p>
In the future:	This course would help students prepare for post-16 qualifications in Geography. It would be useful for students considering a future career pathway in a range of topic areas town-planning, hazard management, surveying or environmental management.



Health & Social Care

Head of Department:	Mr R Holton
What will happen in Year 9?	Being a front-line professional in Health and Social Care has probably never been so valued or required as it is currently, if you are an empathic, caring young person who wants to learn the skills to make a positive difference in the lives of the most vulnerable people in society... this is the course for you. The BTEC Technical Award in Health and Social Care Level 1-2 gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus in year 9 is to explore the attitudes that are considered most important in health and social care, including the care values that are vital in the sector, and the opportunity to practise applying them. Students will gain knowledge that underpins effective use of skills, process and attitudes in the sector such as human growth and development, health and social care services, and factors affecting people's health and wellbeing.
What will happen in Years 10 & 11?	<p>In Years 10 & 11, students who continue in this subject will begin their assessments within the three components in the qualification giving learners the opportunity to develop broad knowledge and understanding of health and social care at Levels 1 and 2.</p> <p>Each component is divided into 2 learning aims. Learners will be required to complete their internal assessments in year 10 and 11 beginning their external assessment practice in preparation for year 11:</p> <p><u>Internal Assessment</u></p> <p><i>Component 1: Human Lifespan Development</i> A: The development of core knowledge and understanding of human growth and development B: How people deal with major life events, health and social care services</p> <p><i>Component 2: Health and Social Care Services and Values</i> A: Health care services and Barriers to accessing services B: The development and application of skills such as: practical demonstration of care values, together with the ability to reflect on own performance</p> <p><u>External Assessment</u></p> <p><i>Component 3: Health and Wellbeing</i> The external assessment is based on a key task/key tasks that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way</p>
Assessment:	The qualification consists of 3 components; 1, 2 and 3. Components 1 and 2 are internally assessed via coursework, practicals and assignments. Component 3 is an externally set and marked exam. Component 1 – internally assessed coursework/assignments = 30%; Component 2 – internally assessed coursework/assignment/practical = 30%; Component 3 – externally marked and assessed exam = 40%
In the future:	Successful students would be able to enter initial employment as a healthcare assistant, support worker or similar. Students achieving a Level 2 could consider Level 3 at A level and/or BTEC in Health and Social Care at sixth form/F.E. Upon achieving a level 3 qualification in the subject students can consider working in the sector in a hands on role and it provides a good base to move up to degree (level 5) to study health and social professional qualifications such as nursing, midwifery, social work, paramedic sciences, psychology or other diverse industry areas.



History

Head of Department:	Mr M Read
What will happen in Year 9?	<p>In Year 9, students will begin to study some of the content and skills that would be preparation for continuing on to GCSE History. They will cover the following content:</p> <p>The British Sector of the Western Front, 1914-18: injuries, treatment and the trenches Medicine in Britain, c1250 – present</p> <p>The content is used to cover core skills based around the following assessment objectives:</p> <p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2: Explain and analyse historical events and periods studied using second-order historical concepts. AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p>
What will happen in Years 10 & 11?	<p>Students will study GCSE History following the Edexcel (9-1) syllabus and cover the following content:</p> <p>The American West, c1835 – c1895 Henry VIII and his Ministers, 1509 – 1540 Weimar and Nazi Germany, 1918 – 1939</p> <p>The content is used to cover core skills based around the following assessment objectives:</p> <p>AO1 – AO3: As above. AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>
Assessment:	<p>The course assessment is 100% written examination. There are 3 exam papers all of which are sat at the end of Year 11:</p> <p>Paper 1: Medicine in Britain, 1250-present and The British Sector of the Western Front 1914-18. (1hr 15mins) Paper 2: The American West, c1835-c1895 and Henry VIII and his Ministers, 1509-40. (1hr 45mins) Paper 3: Weimar and Nazi Germany 1918-39. (1hr 20mins)</p>
In the future:	<p>This course would help students prepare for post-16 qualifications in Law, Government and Politics, Economics, Psychology, Sociology, Philosophy and Media Studies. It would be useful for students considering a future career pathway in Law, Archaeology, Economics, Politics, Marketing, Journalism, Insurance, Business or the Public Sector.</p>



Information Technology – Creative iMedia

**students in Year 9 can opt for either Computer Science or creative iMedia but not both courses.*

Head of Department:	Mr M Pearson
What will happen in Year 9?	In Year 9, students will learn a range of key creative media skills such as web design skills, graphic creation and editing skills, movie creation and animation skills, as well as providing opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. They will learn about creating fit-for-purpose creative iMedia products, from inception and planning, through implementation to evaluation and improvement. Both the skills and content will help prepare students should they decide to take this subject into Years 10 and 11.
What will happen in Years 10 & 11?	<p>For students who continue with Creative iMedia into Years 10 and 11 they will follow the OCR examination board and cover the following content:</p> <p><u>Pre-Production Skills</u> - This unit will enable learners to understand pre-production skills used in the creative and digital media sector;</p> <p><u>Creating Digital Graphics</u> - The aim of this unit is for learners to understand the basics of digital graphics editing for the creative and digital media sector;</p> <p><u>Creating Interactive Multimedia Products</u> - This unit will enable learners to understand the basics of interactive multimedia products for the creative and digital media sector;</p> <p><u>Creating Multipage websites</u> – This unit will enable learners to understand the basics of multipage websites and how they are used in this technology driven world by organisations.</p> <p>The content is used to cover core skills based around the following learning objectives: LO1 – Understanding the purpose and content of products/documents LO2 – Being able to plan products/documents LO3 – Being able to produce/create documents/products LO4 – Being able to review products</p>
Assessment:	There is one examination in the form of a written paper which is 1 hour 15 minutes in length. The examination will be taken in Year 10. The remainder of the course is assessed through coursework, making up 75% of the overall grade.
In the future:	<p>Digital Media is a key part of many areas of our everyday lives and vital to the UK economy. Production of digital media products is a requirement of almost every business, so there is huge demand for a skilled and digitally literate workforce. Studying Information Technology can lead to a range of exciting careers, including social media, marketing, e-commerce, architecture, engineering, games design, graphic design and fashion.</p> <p>This qualification will help students develop specific and transferable skills such as research, planning, reviewing, working with others and communicating creative concepts. The software, design and development skills that students will develop lend themselves particularly well to those considering a future career pathway in engineering, web design, animation, media, graphic design and advertising. The qualification’s hands-on approach has strong relevance to the way people use the technology and help prepare students for post - 16 qualification in ICT, Computing and Media.</p>
<i>*The information above is based on the DfE Performance Tables up to and including 2022 and may be subject to change.</i>	

	<h1>GCSE Music (OCR)</h1>
Head of Department:	Mrs G Atkins
What will happen in Year 9?	<p>In Year 9, students will learn key skills such as performance (solo and ensemble), composition techniques and appraising music. They will study a variety of genres and learn to identify a range of traditional, modern and world instruments. Key musical terms and music theory will also form part of the lesson delivery.</p> <p>Both the skills and content will help prepare students should they decide to take this subject into Years 10 and 11</p>
What will happen in Years 10 & 11?	<p>For students who continue with Music into Years 10 and 11 they will follow the OCR exam board and cover the following content:</p> <p>My Music (Spotlight on My Instrument); The Concerto through time; Rhythms of the World; Film Music; Conventions of Pop.</p> <p>Students will also continue to study performance and composition through a variety of tasks.</p>
Assessment:	<ul style="list-style-type: none"> • Listening and Analysing (written exam with a CD, 1 ½ hours) 40%. Taken in the summer of year 11 • Integrated Portfolio (a solo performance on the learners chosen instrument and composition to a brief set by the learner) 30%. • Practical Component (an ensemble performance and a composition to a brief set by OCR) 30% • Examination elements of the course take place in both years 10 and 11.
In the future:	<p>This course would help students prepare for post-16 qualifications in both Music and Music Technology.</p> <p>It would be useful for students considering a future career pathway in performance, DJ-ing, composing/songwriting, live sound, artistic management, venue management, studio management, promotion, marketing, A&R, events security, recording companies, producing, CD manufacturing, distribution, music journalism, broadcasting, teaching, music therapy.</p>



PE

**students in Year 9 can opt for PE and Dance but may be advised to continue with only one of the two subjects going into Year 10.*

Head of Department:	Mr K Ford
What will happen in Year 9?	In Year 9 students will learn key skills showing the ability to research and analyse data, justify the effect of different factors which can affect sports performance. They will develop these through learning about the human body and how training can affect sporting performance both within elite and untrained individuals. Whilst investigating the effect of different lifestyle choices on an individual's overall health & well-being. Both the skills and content will help prepare students should they decide to take this subject into Years 10 and 11
What will happen in Years 10 & 11?	Some students who continue with GCSE PE into Years 10 and 11 will follow OCR GCSE PE and cover the following content: Physical factors affecting performance Health, fitness & well-being, Socio-cultural issues & sports psychology Performance in physical education The content is used to cover core skills based around the following assessment objectives: Apply knowledge and understanding of the factors that underpin performance and involvement in sport. Analyse and evaluate factors that underpin performance and involvement in sport. Demonstrate and apply relevant skills and techniques in physical activity and sport. Some students may have the option of following OCR Cambridge National Certificate Level 2 in Sport Studies into Years 10 and 11 and they will cover the following content: contemporary issues in sport, sports leadership, sport and the media and developing sports skills. For both courses, there is the expectation that students attend extra-curricular clubs both inside and outside of school.
Assessment:	The GCSE PE course is assessed at the end of Year 11 with two, 1 hour exams both weighted 30% of final grade. In addition, there is one controlled assessment worth 10% of the final grade and one external practical moderation worth 30% of the final grade. The OCR Cambridge National Certificate Level 2 in Sport Studies is assessed through three coursework based assignments and one external exam which is an hour long in length.
In the future:	GCSE PE would help students prepare for post-16 qualifications in A-level PE & BTEC sports. It would be useful for students considering a future career pathway in science or the sports industry e.g. physiotherapist, coach, PE teacher, strength & conditioning, exercise physiologist, sports development officer. The OCR Cambridge National Certificate Level 2 in Sport Studies would be useful for students considering a future career pathway in sports and the health and fitness industry e.g. PE teacher, coach, official, sports development officer, sports facility manager, sports management, sports journalist.

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Photography

**students in Year 9 can opt for Photography and Art but may be advised to continue with only one of the two subjects going into Year 10.*

Head of Department:	Mrs E Shaw
What will happen in Year 9?	In Year 9, students will learn key skills such as camera craft, photographic techniques and processes, digital editing and presentation skills. They will learn how to present a portfolio of extended photographic responses inspired by professionals and different areas of knowledge, skills and understanding. Both the skills and content will help prepare students should they decide to take this subject into Years 10 and 11.
What will happen in Years 10 & 11?	<p>For students who continue with photography into Years 10 and 11 they will follow AQA GCSE Art and Design (Photography) course and cover the following content:</p> <p><u>Component 1: Portfolio</u> Two sustained projects developed in response to a theme evidencing the journey from initial engagement with ideas to the realisation of a final piece. Students will extend their skills from activities such as experiments; skills-based workshops; responses to gallery and museum visits and independent study.</p> <p><u>Component 2: Externally Set Assignment</u> AQA will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to one starting point from their chosen title. The preparation period in January is followed by 10 hours of supervised unaided work in the form of a final piece.</p> <p>The content is used to cover core skills based around the following assessment objectives: AO1 – Develop their ideas through investigations AO2 – Refine their ideas through experimenting AO3 – Record ideas, observations and insights relevant to their intentions in visual and/or other forms. AO4 – Present a personal, informed and meaningful response</p>
Assessment:	Coursework comprises of 60% of the overall grade and the externally set assignment comprises of 40% of the overall grade. A final piece 10-hour examination is carried out over 2 days. All work is marked by the art staff and verified by a visiting moderator.
In the future:	This course would help students prepare for post-16 qualifications in A level Art, Craft and Design and Photography. It would be useful for students considering a future career pathway in Advertising, Journalism, a Freelance Photographer, Publishing, Fashion and Retail.

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GCSE Religious Education

Head of Department:	Mr A Bennett
What will happen in Year 9?	In Year 9, students will study an introduction to Buddhism and a range of moral and ethical issues.
What will happen in Years 10 & 11?	<p>In Years 10 & 11 students will study two religions: Buddhism and Christianity. They will learn about the beliefs, traditions and customs of these two faiths.</p> <p>Students will also study a range of ethical and philosophical issues. These will include medical ethics, crime, family and relationships. We will also consider the 'big questions' like is there a God? What happens when we die? How was the universe created?</p> <p>The subject will develop students' literacy skills as they learn to explain and evaluate complex ideas. Students will be graded according to the following criteria.</p> <p>.AO1: Demonstrate knowledge and understanding of religion and beliefs including:</p> <ul style="list-style-type: none"> •• beliefs, practices and sources of authority •• influence on individuals, communities and societies •• similarities and differences within and/or between religions and beliefs. <p>•• AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>
Assessment:	<p>There are two exams, all of which are at the end of Year 11, following the new AQA Religious Studies GCSE</p> <p>Paper 1: Christian beliefs and practices. Buddhist beliefs and practices. 1 hour 45 minutes- 50% of exam</p> <p>Paper 2: Ethical issues. 1 hour 45 minutes- 50% of exam</p>
In the future:	This course would help students prepare for post-16 qualifications in Religious Studies, it also provides useful skills and context for subjects such as History, Sociology and English. It will be of use to any student interested in working in public services, education or the media.

	<h1>Statistics</h1>
Head of Department:	Mrs J Hurst
What will happen in Year 9?	In Year 9, students who opt for this subject will learn key skills that will be use in other subjects such as Science and Geography. The skills learnt also reinforce techniques needed for GCSE Mathematics and could support progression to A Level Mathematics. Real-life scenarios will capture their interest and give them an insight into the importance of statistics in the real world. Both the skills and content will help prepare students should they decide to take this subject into Years 10 and 11.
What will happen in Years 10& 11?	<p>Students who continue with Statistics into Years 10 and 11 will follow the Pearson (Edexcel) GCSE syllabus and cover the following content:</p> <ul style="list-style-type: none"> • The collection of data • Processing, representing and analysing data • Probability <p>The content is used to cover core skills based around the following assessment objectives:</p> <ul style="list-style-type: none"> • AO1 (55%): Demonstrate knowledge and understanding, using appropriate terminology and notation, of standard statistical techniques used to collect and represent information and calculate summary statistics and probabilities. • AO2 (25%): Interpret statistical information and results in context and reason statistically to draw conclusions. • AO3 (20%): Assess the appropriateness of statistical methodologies and the conclusions drawn through the application of the statistical enquiry cycle. •
Assessment:	The examination is split into two evenly weighted papers that focus on the same content and skills. Both papers are sat at the end of Year 11.
In the future:	This course would help students prepare for post-16 qualifications in Mathematics, Biology, Geography, Economics, Psychology and Business Studies. It would be useful for students considering a future career pathway in industry, management, healthcare, accountancy, finance, economics, insurance, medicine, law, social work, communications, veterinary science and engineering.



The Bromfords Sixth Form College

Head of Sixth Form:

Ms L Petch

What will happen after Year 11?

It is important that students consider their future career or further education pathway after Year 11 when choosing their GCSE options. Each compulsory and option subject at GCSE provides the basis for further study post-16.

The Bromfords Sixth Form College offers a wide range of AS and A2 qualifications, and an ever increasing range of vocational courses and Level 3 courses which include BTEC & Technical qualifications. There is also an opportunity for students to re-sit English and Mathematics if they did not secure a grade 4 at GCSE.

We provide the opportunity for our students to continue studying subjects in which they are interested and have performed well. It is therefore essential that students make sensible decisions now in order to allow themselves the freedom of choice at the end of Year 11.

The Bromfords Sixth Form College offers a caring and supportive environment where students are encouraged to become independent learners. Students receive guidance from staff and their tutors to help them succeed in their chosen subjects and ultimately in their university, apprenticeship and employment applications.

Please contact Ms Petch if you require any further information.

Courses currently offered in the Sixth Form:

Art, Biology, Business Studies BTEC, Chemistry, Dance, Drama and Theatre Studies, Economics, English Literature, Film Studies, Food Technology, French, Further Mathematics, Geography, Health & Social Care, History, Information Technology (Cambridge Technical), Mathematics, Photography, Physical Education/Sports BTEC and A Level, Physics, Religious Education, Science BTEC and Sociology.