

A Foreword from the Principal

The Year 9 Pathways Programme is one of the key events of every pupil's school career. It aims to support pupils in making the most appropriate curriculum decisions in relation to their future career aspirations. This means that the information, advice and guidance our young people receive from their parents and school staff is of the utmost importance in order to help them make the 'right' choices.

For us, in our Catholic school, this process of decision making calls to mind the concept of vocation. Through the Pathways Programme we offer an invitation to all our pupils to look to the future and ask themselves the question "What is God calling me to be?"

The Pathways Programme will run throughout the month of March 2018, having initially been introduced at an assembly during this half-term.

The curriculum that all of our pupils will follow is divided into the Core Curriculum and the Optional Curriculum. The Core Curriculum consists of 6 GCSE courses in Religious Education, English Language, English Literature, Mathematics, Combined Science (2GCSE'S). In addition to this, all pupils follow non-examined courses of study in Physical Education, PSHE and Careers. The Optional Curriculum allows pupils to follow three further GCSE (or equivalent) subjects. Our pupils are fortunate to have a wide range of courses to follow, the details of which are summarised in this booklet.

We are currently in a very dynamic period of education. One of the more significant changes in recent years is that all GCSE courses are now assessed through terminal examinations, although some may still contain Non-Examined Assessments (Coursework or Controlled Assessments) This has led to an increase in examined content.

The Government has, over the last two years, made an important change to the benchmark for pupils and schools. There will no longer be an emphasis on the 5 or more A* to C grades including English and mathematics but rather the progress made in eight key subjects. The definition of eight key subjects is a critical development. It will require all pupils to follow our Core Curriculum and, in addition, all pupils will have to follow either Geography or History, along with French for pupils in teaching groups one to three. French will, however, be available as an option for all pupils. Other option subjects on offer are listed in the main body of this booklet.

Our key advice to all of our pupils is to select subjects which ensure they have a breadth and balance to their studies and that will not limit their opportunities in the future. We have always recommended that our pupils choose the subjects they enjoy and in which they have a track record of success. Pupils should also be aware that, in the vast majority of cases, it will NOT be a requirement to have a GCSE in a subject in order to be able to study it at A Level.

Finally, please note also that each of the Options courses will only run if enough pupils opt for them; there are a great number of courses available and a finite number of pupils, so the year group as a whole will shape the final curriculum.

Mrs S Horan

Principal

Introduction

With Year 10 comes the start of National Curriculum Key Stage 4. At this stage of their education, pupils study courses that will lead to nationally recognised qualifications. In the majority of subjects this will still be the General Certificate of Secondary Education (GCSE) but the range of courses is ever-evolving. The curriculum that we have devised for our pupils is designed to enable them to gain experiences and achieve qualifications that will support their futures. For some pupils there is an opportunity to work towards achieving other valuable awards such as vocational courses as part of our links with local colleges.

In Years 10 & 11 some subjects are compulsory and others are optional. Whilst there is a requirement for all students to follow the core curriculum, the optional subjects offer an opportunity for pupils to tailor the curriculum to suit their own needs and preferences and to build a portfolio of qualifications which will help to prepare them for further and higher education.

Key Stage 4 qualifications are generally examined at the end of the two years but the ground work to prepare for these courses starts now. The study habits and approach to learning which pupils develop this year will have a large impact on their ability to succeed in the years to come. Pupils should consider selecting subjects which they will enjoy, be motivated by and which will allow them to demonstrate their strengths and abilities.

In order to support the decisions made by pupils we hold a Year 9 Pathways Evening where you are invited to come to the school and listen to presentations by members of staff on each of the optional subjects. This year, the Pathways Evening will take place on Thursday 1st March 2018 Pupils will need to bring this booklet with them to the Pathways Evening.

We advise that you prioritise the presentations you wish to hear. The rooms fill quickly and the presentations need to start as promptly as possible.

Many decisions about courses are driven by a desire to follow a path into a particular occupation. For this reason, Mrs Tedd, our Careers teacher is always available to meet with children and their parents if they want specific advice. She can offer you and your child practical, impartial information and advice on education, training and careers, should you wish to discuss the options process with her.

It is our firm belief that with support and guidance pupils will make the right choices for their futures. Whilst never complacent, we believe that our school's impressive educational record clearly illustrates that we have gone a long way to getting this important process right.

Mrs O'Loughlin

Head of Year 9

Core Subjects

GCSE Religious Studies

From September 2016, the Government requires that all pupils study a minimum of two religions in all Key Stage 4 courses. In accordance with instruction received from the *Bishops' Conference of England and Wales*, our GCSE course will be based upon Catholic Christianity 50%, Judaism 25% and Themes (moral Issues) 25%. The assessment is 100% exam. Students sit two exams at the end of Year 11.

CATHOLIC CHRISTIANITY			
<i>Beliefs</i>	<i>Practices</i>	<i>Sources</i>	<i>Forms of Expression</i>
<ul style="list-style-type: none">TrinityCreationNature of JesusSalvationGraceEschatology	<ul style="list-style-type: none">PrayerSacramentsPopular PietyLove of NeighbourMissionEvangelism	<ul style="list-style-type: none">BibleMagisteriumVatican IIChurchRole of MaryJesus' Teachings	<ul style="list-style-type: none">ArchitecturePaintingsFrescosStatuaryDrama & MusicSymbolism

JUDAISM	
<i>Beliefs</i>	<i>Practices</i>
<ul style="list-style-type: none">Nature of G-dSanctity of LifeRole of MessiahPromised LandAbrahamMitzvot	<ul style="list-style-type: none">The SynagogueTenakh & TalmudWorship at homePrayerRitualsFestivals

Themes and Moral Issues	
<i>Relationships</i>	<i>Social Justice</i>
<ul style="list-style-type: none">MarriageFamily LifeSexCohabitationDivorce	<ul style="list-style-type: none">EqualityReligious FreedomPrejudiceEqualityWealth & Poverty

Examination Board: AQA

Head of Department: Mrs C Cotterill

Core Subjects

English Language & English Literature

All exams will take place at the end of Year 11. There is no coursework.

1. AQA GCSE English Language (8700)

Paper 1: External Examination (1 hour 45 minutes)

50% of the total GCSE marks: Exam on explorations in creative reading and writing

Paper 2: External Examination (1 hour 45 minutes)

50% of the total GCSE marks: Exam on writers' viewpoints and perspectives

Non Exam Assessment: Spoken Language

2. AQA GCSE English Literature (8702)

Paper 1: External Examination. (1 hour 45 minutes)

40% of the total GCSE marks: Exam on Shakespeare and a 19th Century novel

Paper 2: External examination (2 hours 15 minutes)

60% of the total GCSE marks: Exam on modern texts and poetry

Examination Board: AQA Syllabus Codes: 8700 / 8702

Head of Department: Miss E Butler

Mathematics

The new GCSE Mathematics is a two year course examined at the end of Year 11. There is no coursework component; however, detailed problem solving is embedded in the content. A large proportion of the assessment will be functional Mathematics (i.e. the use of Maths in solving day to day problems.) Therefore thinking skills are essential.

Homework will be regularly given, using both ICT and written pieces. Pupils will be required to own and use a scientific calculator.

Examination Board: OCR linear Specification J560

Head of Department: Miss A Holland

Core Subjects

Combined Science: Trilogy

All pupils will follow a curriculum of Combined Science at GCSE without one of their option blocks being used up. In addition pupils who will be in Maths and English Year 10 sets 1-4, who wish to pursue A levels in the Sciences are also offered the opportunity to study Separate Sciences as one of their option blocks. We begin teaching GCSE in Year 9 after Christmas and all students will take their exams at the end of Year 11.

The Combined Science course covers all three Sciences and is delivered by specialist Biology, Chemistry and Physics teachers, with 2 lessons per fortnight in each subject. We follow the AQA specification. This is a linear course with assessment at the end of Year 11. Students will sit two written papers for each Science.

Combined Science covers the foundations of GCSE Biology, Chemistry and Physics placing an emphasis on not just learning theory but understanding the practical side of Science and its relation to the world we live in. As part of the course pupils will complete 16 required practicals and the written exam papers sat at the end of Year 11 will include questions that draw on pupils' experience of practical Science. There is no coursework in Science.

Combined Science is a double award course, therefore pupils will be awarded two grades based on an average grading system (1-1, 1-2, 2-2 through to 9-9).

Examination Board: AQA **Syllabus Code:** 8464

Head of Department: Mr M Patchett

Careers

Careers Education helps young people develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into work. During the course a variety of careers issues are examined including:

- Application Forms & Curriculum Vitae
- Interview Preparation Techniques
- Health and Safety at Work
- Careers Information & Research
- Stereotyping & Equal Opportunities in the workplace

Careers Guidance enables young people to use the knowledge and skills they develop to make decisions about learning and work that are right for them. Working closely with staff and local employers we provide:

- Further Education & Choices at Post 16 Information
- Careers talks from local employers

Work related learning is a planned activity that uses work as a context for learning. During Year 10 & Year 11 a variety of work related learning activities take place:

- Mock Interviews - Employers are invited into school to give the pupils as “realistic” an interview experience as is possible.
- The pupils engage with ideas, challenges and applications from the business world.
- Work Experience - Direct contact with “the world of work”. This provides a valuable insight into the world of life beyond the classroom. Placements are mutually agreed between pupil, school and local industry.

Enterprise activities are arranged throughout the year and may take place during designated Careers lessons or within curriculum areas.

Subject Coordinator: Mrs K Tedd

Optional Academic Subjects

Art and Design

Why Choose Art and Design?

This course provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in Art and Design in ways that are personally relevant and truly developmental in nature.

GCSE Art and Design will encourage every student to:

- Actively engage in the process of art and design in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds
- Develop creative skills, through learning to use imaginative and intuitive powers when exploring and creating images and artefacts that are original and of value. Becoming confident in taking risks and learning from their mistakes when exploring and experimenting with ideas, materials, tools and techniques.
- Develop personal attributes including self-confidence, resilience, perseverance, self-discipline and commitment.

Students must evidence coverage of the assessment objectives in the Portfolio of Work and their response to the Externally Set Assignment.

Portfolio Requirements for Art and Design (60%)

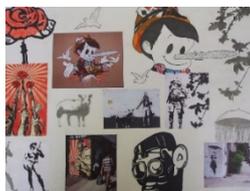
Externally Set Assignment Requirements for Art and Design (40%)

GCSE ART AND DESIGN:

Students are able to work in a wide range of materials and techniques which **may** include:

- **Fine art:** for example drawing, painting, sculpture, installation, lens-/light-based media, photography and the moving image, printmaking, mixed media and land art.
- **Photography:** for example portraiture, location photography, studio photography, experimental imagery, installation, documentary photography, photo-journalism, moving image: film, video and animation, fashion photography.

Students will begin the course with a series of workshops in which they will develop skills through many of the areas of study. They may explore and develop ideas by combining or overlapping these areas of study and they may work in both 2D and 3D.



The Art department would like to invite you to our Annual Exhibition Art Exhibition on the 11th July 2018.

Examination Syllabus: AQA Art & Design.

Head of Department: Mrs. N. Stott

Optional Academic Subjects

CiDA – Certificate in Digital Applications

The new revised Certificate in Digital Applications is designed to engage and enthuse young people with an interest in creative media production and to equip them with the knowledge and skills they need to design and make effective digital products.

They teach young people how to express their creativity in an informed and responsible way and encourage them to reflect on what they produce and strive for excellence. They give young people the skills they need to support future learning and to exploit the creative and commercial employment opportunities on offer in the digital world in which they are growing up.

CiDA pupils should be able to think for themselves and work independently during extended periods of time. This is a challenging but rewarding course which focuses on actually using computer applications.

The course is designed to:

- Develop pupils' ability to select and use digital applications appropriately and produce high quality outcomes.
- Promote the use of digital applications for achieving a goal, rather than for their own sake.
- Enhance creativity and communication.
- Equip pupils with some of the skills that they will need in the workplace or in further education or training.
- Free pupils' work from paper, making it organised, searchable, dynamic and transportable.
- Encourage students to reflect critically on their own and others' use of digital application.

Unit 1: Developing Web Products

When your attention is captured by a web page advertising a competition, promoting an event or launching a new product, what makes you stop and look? This unit aims to give you the knowledge and skills you need to produce attention grabbing web products using web authoring software, multimedia assets and navigation features.

Unit 2: Creative Multimedia

Digital tools can be used to communicate information using any combination of text, images, sound, video and interactive components such as buttons and hyperlinks. Products that use these different components at the same time, such as websites, presentations and games, are multimedia. This unit aims to give you the skills to use the tools and techniques provided by multimedia authoring software to design and create effective multimedia products for specified purposes and audiences.

Assessment

Unit 1 – computer-based tasks (25% external assessment)

Unit 2 – summative project (75% coursework)

Examination Board: Edexcel

Syllabus Code: Level 2 Certificate in Digital Applications 600/6627/1)

Head of Department: Mr A Harmon

Optional Academic Subjects

GCSE Computer Science

Computer Science has now been made part of the EBacc recognising the high standards of intellectual depth and practical value of this qualification. This course enables students to learn computer science and programming skills which high-tech industries need. Many high-tech companies originate as small start-ups founded by Computer Scientists e.g. Facebook, Google and Apple. The founder of Facebook, Mark Zuckerberg, is one of the most innovative and successful champions of Computer Science today.

It is important to note that Computer Science can be very challenging at times due to the nature of the programming, maths and theory involved. Pupils will be expected to attend regular support sessions to improve their knowledge and programming skills.

What's the difference between ICT and Computer Science?

Consider a car. You can learn to drive it and it will make life easier. You can get from A to B quicker and get on with the other things you want to do. ICT is just that, it develops a skill set so you can "drive" your computer. You don't care how it works as long as it helps you write a report or do the accounts. However, some people want to know how it works. They want to get under the bonnet and understand the basic principles. They might design better cars and invent new technologies for greener engines etc. This is the equivalent to studying Computer Science.

Why Choose GCSE Computer Science?

The course will give students an in-depth understanding of how computer technology works and a look at what goes on "behind the scenes". As part of this, pupils will investigate computer programming in Python, which some students find very enjoyable, if sometimes difficult. The course will help students develop critical thinking, analysis and problem solving skills.

Unit 1 Computer systems and programming – Examination (80%)

Pupils will learn about the hardware involved in making the computer work, the functions of operating system software, binary and hexadecimal number systems, communications and networking, algorithms and programming languages. There is a small amount of mathematical content in the exam.

Unit 2 Programming project – Controlled Assessment (20%)

Pupils will create solutions to a stated problem which will involve coding in a programming language. The programming language we currently use is Python. This is done under controlled conditions and pupils will have to be prepared to work independently on the task at hand.

Examination Board: OCR Syllabus Code: J276

Head of Department: Mr A Harmon

Optional Academic Subjects

GCSE Design and Technology

The study of design and technology seeks to prepare students to participate confidently and successfully in an increasingly technological world. It helps students to be aware of, and learn from, wider influences on design and technology, including historical, social or cultural, environmental and economic factors.

This course builds on everything you have learned across the workshop based Design and Technology subjects in Key Stage 3 and will help you to develop your knowledge and abilities as a designer and manufacturer. Design and Technology is a subject where you apply the knowledge and skills you gain across the curriculum and put them to a practical use.

The course has two parts, an exam at the end of year 11 and a piece of non-examined assessment (coursework). These two parts are worth 50% of the marks each. You will spend Year 10 learning the core theory content and specialising in one material area, along with developing your designing and making skills. You will spend most of Year 11 applying that knowledge and experience to the design challenge that the exam board will set during the summer. You will then sit the final exam in June of Year 11. The exam is a 1 hour and 45 minute paper, with 2 sections. Section 1 will cover the core subject knowledge and Section 2 will focus on a specific material area.



The subject content for Design and Technology is varied and interesting and includes sections on new and emerging technologies, developments in modern and smart materials, the functions of mechanical devices, electronic components and the study of designers and their work, such as Alessi, Apple and the architect Zaha Hadid.

This course will prepare you for post-16 learning in a variety of subject areas and would be an ideal preparation for a career in design, manufacturing, engineering, architecture or other D&T related fields.

Examination Board: EDEXCEL **Syllabus Code:** 1DT0

Head of Department: Mr M Button

Optional Academic Subjects

Food Preparation and Nutrition

Food Preparation and Nutrition is an exciting, innovative and broad GCSE that covers a wide variety of topics relating to food preparation, food science, nutrition and wellbeing.

This course teaches you to make connections between theory and practice so that you are to apply your understanding of food science and nutrition to practical cooking. The course involves a mixture of both theory and practical lessons, but most of your theoretical knowledge will be acquired through practical work, practical investigation and experiments.

What will I cover in class?

You will learn a number of challenging techniques, such as how to portion a whole chicken, fillet a fish, cook a variety of complex pastry items, make fresh pasta and bread, how to thicken sauces and many other practical culinary skills. You will also be required to present and style your food, as your skills progress.

Food science is also a key element of this course. You will carry out a series of food science investigations and experiments, to understanding the characteristics and functions of food components and factors which can influence their composition and use.

What skills do I need to have?

You do need to enjoy cooking and have an interest in food and nutrition. You may need to practise dishes at home. Be aware that the course does involve written work as well as practical work. The course is not an 'easy option'. It is fast moving, challenging and demanding, but is exciting and rewarding. If you enjoy science and food preparation, this is the course for you!

How will I be assessed?

You will be assessed through a formal written examination and two non-examined assessments, both which must be completed in Year 11:

Written Examination (worth 50% of your final GCSE grade in total):

The written examination is 1 hour 45 minutes long, and is worth 50% of your final GCSE grade. The exam will assess you on anything covered within component 1 of the course:

- Food commodities
- Principles of nutrition
- Diet and good health
- The science of food
- Where food comes from
- Cooking and food preparation

Non-Examined Assessments (worth 50% of your final GCSE grade in total):

This is component 2 of your course. It consists of two non-examined assessments.

Assessment 1: This is an 8 hour food science investigation where you will be required to carry out a series of food science experiments and produce a report of your findings. This is worth 15% of your final GCSE grade.

Assessment 2: You will be required to plan and prepare a two course meal with accompaniments (side dishes) in 3 hours, to a specific brief. This will also be supported with written work. This element of the course will take 12 hours in total and is worth 35% of your GCSE mark

How will this course help me in the future?

Not only will this course teach you about essential life skills, catering and the hospitality sector, it will allow you to develop a knowledge of nutrition, health and well-being. It can also lead to further studies or experience in:

- Nutrition and Health Studies
- Hospitality and Catering
- Food Science and Technology
- Sports related courses where nutrition is key
- Consumer Management
- Tourism
- Early Years, Youth and Community Work



Is there anything else I need to know?

At KS4 you will be expected to wear chef's whites, a hat and apron when taking part in practical activities. You will be able to purchase these from the school. You will also be required to bring ingredients for all your practical lessons, in order to gain experience of the essential skills that are required for the course.

Examination Board: EDUQAS **Syllabus Code:** C560P1

Head of Department: Mr Button

Optional Academic Subjects

Health & Social Care

What is Health & Social Care?

Health and Social Care is not just about caring for babies or the elderly and the ill. It will provide students with essential knowledge, transferable skills and tools to improve their learning in other subjects. At its core, it aims to enhance employability when they leave education, thus contributing to both their personal development and future economic well-being.

What topics are covered on the course?

Mandatory Units

Essential Values of Care in all settings: This unit focuses on the rights of individuals and instils the values of care to be used when working in a health, social care or early year's environment. Many individuals who use services often feel vulnerable and are lacking in confidence.

Communicating and working with individuals in health, social care and early years setting: This unit will provide students with the underpinning knowledge and understanding of how to communicate effectively, and what personal qualities will contribute to the creation of a caring environment when working with individuals in health, social care and early years settings.

Two of the following optional units:

- (1) Understanding body systems and disorders
- (2) Pathways for providing care in health, social care and early year's settings
- (3) Understanding life stages
- (4) Planning for employment, in health, social care and young people's workforce
- (5) Creative activities to support individuals in a health, social care or early years setting
- (6) Understanding the development and protection of young children in an early years setting
- (7) Understanding the nutrients needed for good health
- (8) Using basic first aid procedures

How will I be assessed?

Written Examination: The 1 hour written examination can be sat either in January or June and is worth 25% of your final qualification.

Controlled Assessments: This accounts to 75% of your final grade, and is a mixture of short tasks:

Short tasks: You will complete three short tasks each taking 10 hours and are worth 25% each of your final grade (75% in total). These will require a mixture of planning, practical work, investigation and evaluation skills.

Qualification Gained: Level 2 Certificate in Health and Social Care (equivalent to GCSE)

Career Links: If you are interested in studying for a career in primary school teaching, nursing, midwifery, occupational therapy, radiography, physiotherapy, social work, nursery nursing, health education/promotion, psychology or caring for the elderly or disabled, or any other roles in health, social care or education, then this is the course for you.

Examination Board: OCR **Syllabus Code:** J811

Head of Department: Mrs S Palmer

Optional Academic Subjects

History

Why Choose History?

- GCSE History is a well-established, hugely valuable qualification. Universities see History as a 'facilitating subject' and consequently it looks impressive when applying to study a wide range of degree courses.
- You will develop a range of essential skills including communication, research and analysis which can lead to a variety of different careers in education, journalism, law and business.
- GCSE History at Hagley is hugely successful. There are currently four groups in Year 10 and three in Year 11. Last year nearly half of all pupils achieved a grade A* or A.
- In the summer term of Year 10 you will have the opportunity to secure a place on a two day trip to London where pupils will visit a range of attractions including The Imperial War Museum South and The British Museum. The tour will also include a 'Jack the Ripper Walk' through the area of Whitechapel where the gruesome crimes were committed. The department are also currently planning an A Level trip to Barcelona, Spain following a successful visit to Normandy, France and the D-Day landing beaches.

You will study:

Year 10	Year 11
<ul style="list-style-type: none">• Medicine and Treatment Throughout Time c1250 to present• The British Sector during World War One.• Hitler and Nazi Germany	<ul style="list-style-type: none">• Early Elizabethan England 1558-88• British America 1713-83: Empire and Revolution

The topics above are covered in three exams:

- In your study of Medicine and Treatment Throughout Time you will begin by studying practices and beliefs within the Greek and Roman Empires before examining the medieval period all the way through to the modern world. This will involve assessing key events and individuals such as the Black Death, Edward Jenner and Florence Nightingale. You will also study WW1 with a focus on The British sector of the Western Front. In this section of the course you will learn about common injuries during the war, the impact of the new weapons that had been developed, treatments that were used and what it was like to live in the trenches.
- You will also study life in early Elizabethan England. This will involve learning about the problems that Elizabeth faced during her reign including the Spanish Armada invasion. You will also develop an understanding of what life was like for ordinary people during this time including what they did to enjoy themselves.
- You will also examine what Germany was like between the wars. This will include exploring the problems that the country faced after WW1 and how it was left in ruin following the Wall Street Crash in 1929. A large focus of this module will be on how Hitler comes to power and what life was like under his dictatorship.
- You will also learn about how Britain developed its control of America as a colony which will include a study of the role of slavery. You will also look at why America successfully fought a war against Britain that ended in the Declaration of Independence.

Examination Board: EDEXCEL, Option B

Head of Department: Mr A Trickett

Optional Academic Subjects

Geography

In year 10

Urban Futures: Never before has the landscape of the planet looked more urban. Cities are growing at unprecedented rates. This topic seeks to explore why, and consider how the global pattern of urbanisation is changing. Urban challenges and opportunities are varied and unique and learners will examine these through studying two cities, one from an advanced country (AC) and one from either an emerging and developing country (EDC) or a low-income developing country (LIDC). Within each city, contrasting ways of life, geographical processes, problems and solutions will be studied in order to gain a holistic understanding of what makes up the urban fabric of each place.

Dynamic Development: We live in an unequal world, where the gap between prosperity and poverty is widening. This topic asks learners to consider the changing nature and distribution of countries along the development spectrum before examining the complex causes of uneven development. The future for LIDCs is uncertain and will be investigated through an in-depth study of one country, considering its development journey so far, how its global connections may influence the future and possible alternative development strategies.

Changing Climate: Climate change is one of the most controversial global issues of the 21st century. In this topic learners will analyse patterns of climate change from the start of the Quaternary period to the present day, considering the reliability of a range of evidence for the changes. Learners will study the theories relating to natural climate change and consider the influence of humans on the greenhouse effect. Social, economic and environmental impacts of climate change at both local and global scales will be examined.

Distinctive Landscapes: The UK contains a diverse and distinct range of landscapes. This topic gives learners the opportunity to unravel the geographical processes that make them distinctive. A deeper understanding of the geomorphic processes that shape rivers and coastal landscapes is developed and consideration of the human influence on these.

Fieldwork: We undertake fieldwork in Birmingham city centre and the Shropshire hills to complete the human and physical fieldwork elements of the course.

In year 11

Global Hazards: This topic allows learners to develop an understanding of a variety of hazards that impact human lives both within the UK and worldwide. Learners investigate how weather can be hazardous, gaining knowledge of the major processes within the atmosphere and their impact in creating extreme weather. This is contextualised through two case studies of natural weather hazard events. Earthquakes and volcanic eruptions are just some of the deadly hazards we face on Earth. Not only do they impact humans but they also shape our land. An understanding of tectonic hazards is developed; exploring the causes, consequences and responses to a tectonic event of choice.

UK in 21st Century: A diverse range of cultures, identities and economies make up the patchwork of the UK. This topic poses questions about the changing nature of people's lives and work in the UK in the 21st century. It asks learners to consider some of the drivers for this change. As new economic superpowers emerge, questions have been posed about the global significance of the UK. This will be investigated through a study of the UK's political and cultural connections with the rest of the world.

Resource Reliance: Supplies of food, energy and water are three of the most challenging issues the world faces. Significant numbers of people are resource poor, whilst others consume more than their fair share. This topic investigates emerging patterns, where demand is outstripping supply, before taking the issue of food security and considering the question ‘can we feed nine billion people?’ Learners will investigate what it means to be food secure, how countries try to achieve this and reflect upon the sustainability of strategies to increase food security.

Ecosystems: Life on Earth is supported by global ecosystems and the link between human wellbeing and ecosystem wellbeing is vital. This topic seeks to explore the distribution and characteristics of the Earth’s ecological wonders. Learners investigate the two contrasting ecosystems of tropical rainforests and polar environments, exploring physical cycles and processes that make these ecosystems distinctive, the threats posed to their existence and how humans are attempting to manage them for a more sustainable future.

How will I be assessed?

We are studying OCR B (9-1 for enquiring minds)

(Component 01) Our Natural World	
35% of the GCSE (9–1) 1 hour 15 minutes Written paper 70 marks*	<p>This question paper has two sections:</p> <ul style="list-style-type: none"> • Section A: Questions on all individual topic areas (Global Hazards, Changing Climate, Distinctive Landscapes and Sustaining Ecosystems) • Section B: Physical Geography Fieldwork. <p>There will be questions on all topics. Learners answer all questions. A separate Resource Booklet is provided with the question paper. The unit is externally assessed. Marks associated with geographical skills will be assessed within this component. *There will be 3 marks for SPaG included in the marks for this component.</p>
(Component 02) People and Society	
35% of the GCSE (9–1) 1 hour 15 minutes Written paper 70 marks*	<p>This question paper has two sections:</p> <ul style="list-style-type: none"> • Section A: Questions on all individual topic areas (Urban Futures, Dynamic Development, UK in the 21st Century and Resource Reliance) • Section B: Human Geography Fieldwork. <p>There will be questions on all topics. Learners answer all questions. A separate Resource Booklet is provided with the question paper. The unit is externally assessed. Marks associated with geographical skills will be assessed within this component. *There will be 3 marks for SPaG included in the marks for this component.</p>
(Component 03) Geographical Exploration	
30% of the GCSE (9–1) 1 hour 30 minutes Written paper 60 marks*	<p>This question paper has a series of questions focusing on synoptic assessment of material from a range of topics across both Our Natural World (01) and People and Society (02) and will feature a decision-making exercise. Learners answer all questions. A separate Resource Booklet is provided with the question paper. The unit is externally assessed. Marks associated with geographical skills will be assessed within this component. *There will be 3 marks for SPaG included in the marks for this component.</p>

What fieldwork is involved?

There will be two days of fieldwork in preparation for the geography fieldwork element of the exam; a day in Birmingham completing human fieldwork and a day in Church Stretton completing physical fieldwork.

Examination Board: OCR

Head of department: Mr N Taylor

Optional Academic Subjects

Modern Foreign Languages: French

The course will cover the four Attainment Targets of Listening, Speaking, Reading and Writing. These will be examined at the end of Year 11 in 4 final exams covering the 3 following themes:

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

Theme 2: Local, National, International and Global Areas of Interests (home, town, social and global issues, travel and tourism)

Theme 3: Current and Future Study and Employment (studies, education, career choices and ambitions)

Here is a brief outline of the 4 exam papers:

Paper 1, Listening, is worth 25% of the total GCSE marks and lasts 35 minutes at Foundation Tier and 45 minutes at Higher Tier.

Paper 2, Speaking, is worth 25% of the total GCSE marks and lasts 7 to 9 minutes at Foundation Tier and 10 to 12 minutes at Higher Tier.

Paper 3, Reading, is worth 25% of the total GCSE marks and lasts 45 minutes at Foundation Tier and one hour at Higher Tier.

Paper 4, Writing, is worth 25% of the total GCSE marks and lasts one hour at Foundation Tier and 1 hour 15 minutes at Higher Tier.

Language graduates score high on employability compared to graduates of other disciplines and studying languages alongside another degree subject can also enhance job prospects.

Here are some examples of jobs for which a language qualification could be used:

- Conference interpreter
- Air cabin crew member, Tourist guide or Resort representative
- Bilingual secretary or Translator
- Journalist
- Export manager
- Information scientist or Medical Translator
- Immigration officer
- International lawyer or Court interpreter
- European Union official

Examination Board: AQA **Syllabus Code:** 8658

Head of Department: Miss Mugnier

Optional Academic Subjects

Music Technology V-Cert NCFE (Level 2 Technical Award in Music Technology)

Rock workshop, film music, new directions and other fun topics.... If you enjoyed these, the Music technology course could be for you! This new vocational course is designed for anyone with an interest in music and music technology. Perhaps you enjoyed learning guitar in Rock Workshop, or creating your film music on the computer. This qualification enables learners to develop skills, knowledge and understanding of the music technology industry. Although there is an element of theory, you will have already covered much of this in KS3 already. The majority of the time will be experimenting with music ideas / sound, creating arrangements and compositions whilst developing your sequencing and recording skills.

Although there are opportunities to perform on this course, you will not be assessed on your performance skills. You do, however need to work hard, be creative at the tasks set and be prepared to develop your own technology skills with the help of the Music team.

Will I enjoy this course?

You will enjoy this course if you want to study a subject that: is largely practical (50% involves practical music-making and creating a portfolio of work); allows you to be creative; gives you the opportunity to play music with others in e.g. pairs, pop/rock groups, bands or vocal groups; and to learn more about and use music technology. You will develop skills in the recording studio as well as composing and creating your own sounds.

What could I do next with V-Cert Music technology?

This V-Cert in Music Technology is equivalent to a GCSE (counting in Attainment 8 / Progress 8). You will be able to achieve the highest GCSE grade (9) if you gain a Distinction Plus in this subject. This new course gives you broader experiences that are valued in many other professions that require you to show good teamwork, communication and expressive skills, as well as commitment, confidence and creativity. It will also prepare you well for AS/A Levels in Music and Music Technology as well as BTEC National Diplomas (in Music, Popular Music and Music Technology) and the Vocational A-Level in Performing Arts. There are also strong links to Media studies, Computing, Mathematics, Science, Economics and Business.

What will I study?

Unit 01 Using a Digital Audio Workstation (D/507/5002)

This unit will allow learners to develop skills in operating a Digital Audio Workstation (DAW) creatively using audio, MIDI, hardware and editing tools. Learners will create a musical project in response to a brief, reflecting industry skills.

- Create a musical project that will include MIDI and audio
- Review a completed musical project

This is similar to the Year 9 module on New Directions / Minimalism.

Unit 02 Creating music (T/507/5006)

Learners will develop skills to analyse stylistic elements of music and develop a piece of music based on a specific style. Learners will engage in a review of technical and creative processes.

- Understand the musical elements of a chosen style

- Create a piece of music in the style identified in learning outcome 1
- Review the musical piece

This is similar to the Year 7 module on Drum & Bass.

Unit 03 Studio recording (J/507/5009)

- Plan a recording session in response to a given scenario
- Undertake a studio recording session
- Mix a multi-track recording
- Review their mixdown

This will include elements similar to the Year 9 module on Rock Workshop.

Unit 04 Sound creation (L/507/5013)

- Learners will explore sound creation and apply their knowledge to a given brief. They will create and review their own original sound creation project.
- Plan and undertake the sound creation for a given brief
- Review their completed sound creation project

This is similar to the Year 8 module on Film Music & Advertising.

The course structure:

	Assessment Component	Description	Duration	Marks	Contribution to final grade:
1	Internal Assessment	Portfolio of evidence covering all learning outcomes.	Duration of the qualification.	N/A	50%
2	External Assessment (Written)	Invigilated exam including a listening task assessing underpinning knowledge and skills drawn from across the qualification.	2 Hours	60	15%
3	External Assessment (Practical Test)	Invigilated exam assessing application of knowledge and skills.	2 Hours	36	35%



Examination Board: NCFE (Level 2 Technical Award in Music Technology)

Syllabus Code: (601/6774/9)

Head of Department: Mr F Mallinson

Optional Academic Subjects

CORE Physical Education

What will I study?

The GCSE Physical Education specification provides an exciting opportunity for our pupils. The combination of practical performance, sports analysis and academic study provides pupils with a challenging and valued qualification. The theoretical aspects of the course enable pupils to explore many aspects of Sport Science, including anatomy and physiology, sport psychology, biomechanics and socio-cultural issues in sport. Pupils also delve into the ethical considerations behind the use of performance enhancing drugs and also gain an understanding of the effect of physical activity and diet on health and sport performance.

Non-Exam Assessment

The non-exam assessment contributes to 40% of the total marks:

- 01: Three practical performances: 30%
- 02: Evaluating and analysing performance: 10%

The practical assessments are ongoing throughout the course. The practical grades and video evidence are then submitted in the Spring Term of Year 11.

Exam Assessment

- 01: Physical factors affecting performance: 30%
- 02: Socio-cultural issues and sports psychology: 30%

A total of two examination papers (2 x 1 hour) taken at the end of the two year course.

Additional Support available to pupils

The Physical Education department provide additional support sessions for pupils who require assistance with the theoretical aspects of the course throughout the academic year. There are also extracurricular clubs, fixtures and sports events across a broad range of the activities covered within the practical specification of the course.

Other useful information

The course is unsuitable for those pupils who do not participate in competitive sport and extracurricular activities in school. The extracurricular sport participation data, academic banding and assessment data in Key Stage 3 Physical Education will be used to inform suitability for the course.

Exam Board: OCR **Syllabus Code:** J587

Head of Department: Mr M Behan

Optional Academic Subjects

Separate Sciences

By choosing Separate Sciences as an option pupils will study for three separate GCSE's in Biology, Chemistry and Physics. We begin teaching in Year 9 after February half-term and all pupils will take their exams at the end of Year 11.

Separate Science covers all the material of Combined Science and then extends these topics further. This option challenges pupils with a more in depth study of the key scientific principles and includes additional content that is not covered in Combined Science. This option provides an excellent bridge between GCSE and A-level Sciences. It is the right choice for naturally inquisitive students who want to be challenged or have a desire to find out more about the scientific fundamentals of the world we live in. It is recommended for pupils who wish to pursue any of the A-level Sciences and / or those who are considering a career in Science.

Separate Science is a more demanding course than Combined Science and is designed for the more academic pupils, therefore pupils opting for Separate Science need to have achieved at least a grade 3 in Science by the end of the KS3 course in year 9. Due to timetabling constraints pupils opting for Separate Science must also be in the upper band in Year 10 and so we are restricted to pupils from Year 10 sets 1-4 in Maths and English.

Similar to the Combined Sciences, this is a linear course with assessment at the end of Year 11. Pupils will sit two written papers for each Science, however these are longer and more rigorous than the Combined Science papers. There is no coursework in Separate Science.

Examination Board: AQA **Syllabus Codes:** 8461, 8462, 8463

Head of Department: Mr M Patchett

Optional Academic Subjects

Performing Arts Btec

The BTEC Level 2 Technical Award in Performing Arts offers a unique opportunity for pupils to study a vocational area and engage in the study of both acting and dance, acquiring technical skills. The aim of the award is to broaden experience and skills participation in different types of performance activities, with the opportunity to apply knowledge and skills practically, through project work such as developing ideas and performing for specific audiences.

Pupils are required to complete assignments within three components, as outlined below. All assignments include practical workshops and/or performances, supported by written work such as log books, extended writing or presentations. Components 1 and 2 are internally assessed, whilst Component 3 is assessed externally. There is no final written examination as part of this qualification.

Unlike GCSE Drama and GCSE Dance, this qualification will enable pupils to develop a broader understanding of performing arts and expand their skill set, establishing links between the two art forms rather than narrowing their experience.

Assessments

Component 1: Exploring the Performing Arts

Pupils will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance. All Pupils will participate in practical acting AND dance workshops, exploring the responsibilities and requirements of these professions, whilst gaining a broad understanding of professional practitioners' work.

Component 2: Developing Skills and Techniques in the Performing Arts

Pupils will develop their performing arts skills and techniques through the reproduction of acting and dance repertoire. Through practical classwork, students will work from existing professional dance and acting productions, developing the relevant technical and interpretative skills required for accurate performance. This component also provides the opportunity for students to review their progress.

Component 3: Performing to a Brief

Pupils will work as part of a group to create a performance in response to a given brief and stimulus. This final component provides students with the opportunity to use skills developed in the two previous units, and work through the entire creative process to produce an original piece of drama and/or dance. Pupils will be able to choose which discipline they are assessed in (acting or dance).

Who should take this qualification?

Pupils who are;

- * Passionate about performing (both acting and dance)
- * Interested in developing technical skills
- * intrigued by careers within the world of performing arts.

Head of Department: Miss A Williams

Optional Academic Subjects

Cambridge National Certificate in Sport Studies

What will I study?

The provision of the Cambridge National in Sport Studies offers an exciting opportunity for our pupils to gain a high quality vocational qualification in sport. Pupils have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skill development and sports leadership of their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Pupils will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry. A combination of the above will provide our pupils with the opportunity to gain a recognised qualification, which will provide the basis for further study within sport and physical education, and career paths within the sports industry.

Two Mandatory Units

Unit R051: Contemporary Issues in Sport – External 1 hour examination – 60 marks.

Unit R052: Developing sports skills – Three practical assessments – one team activity, one individual activity, one officiating role – 60 marks.

Two Optional Units

Unit R053: Sport leadership – Centre assessed tasks – 60 marks.

Unit R054: Sport and the media – Centre assessed tasks – 60 marks.

Unit R055: Working in the sports industry – Centre assessed tasks – 60 marks.

Unit R056: Developing knowledge and skills in outdoor activities – Centre assessed tasks – 60 marks.

Additional support available to pupils

The Physical Education department provide additional support sessions for pupils who require assistance with the theoretical aspects of the course throughout the academic year. There are also extracurricular clubs, fixtures and sports events across a broad range of the activities covered within the practical specification of the course.

Other useful information

The course is unsuitable for those pupils who do not participate in competitive sport and extracurricular activities in school. The extracurricular sport participation data, academic banding and assessment data in Key Stage 3 Physical Education will be used to inform suitability for the course.

Exam Board: OCR

Syllabus Code: J813

Head of Department: Mr M. Behan