



Southam  
College

# CURRICULUM GUIDE

KS4

2020 - 2022

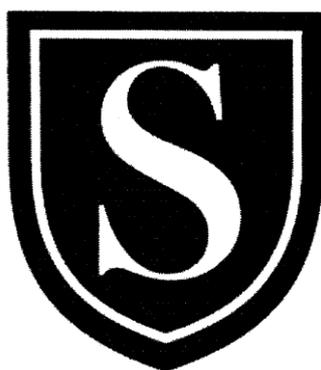


**SOUTHAM COLLEGE**

**KEY STAGE 4**

**CURRICULUM GUIDE**

**2020-2022**



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February 2020

Dear Parents/Carers and Students,

Welcome to our 2020-2022 Key Stage 4 Curriculum Guide. Our aim at Southam College is to provide students with a broad and balanced curriculum that enables them to enjoy their studies and be successful, both now and in their future endeavours. To achieve this, we have enabled Year 9 students to study an increased number of subjects this year. To ensure there is sufficient time to study the content of the GCSE qualifications, Year 9 students will now begin the process of selecting the Option subjects they wish to continue into Year 10 and 11.

The booklet contains brief descriptions of the courses offered for Key Stage 4 but remember that teachers are only too pleased to discuss these and the options with both students and parents. I hope that you will find the guide informative and that it will help you to make important decisions about the next stages of the education process.

I hope too, that you will take the opportunity to come into our **Subject Information Evening on Thursday 12<sup>th</sup> March 2020** and speak to your son / daughter's teachers about their progress in Year 9 and find out more about the Key Stage 4 qualifications on offer.

At Key Stage 4, all students will study qualifications in English Language, English Literature, Maths, Science and take part in non-examined lessons in P.E. and Character and Culture.

Students undertaking the Combined Science GCSEs will also sit GCSE Religious Studies which they will study for in their Philosophy & Ethics lessons. Students taking 3 separate Science GCSEs will take part in Philosophy & Ethics lessons but not be examined in the subject.

Students must study Geography or History and there is the option to continue with both subjects if they have been studied in Year 9. It is our expectation that all students who have studied French, Spanish or German in Year 9 will continue with this subject and undertake a qualification in it.

In addition to the qualifications outlined above, students will select 2 more subjects to study from the 3 Option subjects they have studied in Year 9.

If you have any queries please contact the school via the email address [southamcollege@welearn365.com](mailto:southamcollege@welearn365.com). I will also be available at the Year 9 Subject Information Evening on Thursday 12<sup>th</sup> March. Please email the school at the above address to make an appointment.



Mrs Kaye

# Y10 Options Form 2020-22

Name: \_\_\_\_\_ Tutor Group: \_\_\_\_\_

**Subjects can only be selected if they have been studied in Year 9**

CORE Subjects – all students will take these:

English  
Maths  
Biology  
Chemistry  
Physics

Character & Culture  
Philosophy & Ethics  
Physical Education

Please choose **ONE** from:

- History
- Geography

Please choose **ONE** modern language from:

- French
- German
- Spanish

Please choose **TWO** Subjects from:

- |  |   |
|--|---|
| <input type="checkbox"/> GCSE Fine Art               | <input type="checkbox"/> BTEC Health & Social Care          |
| <input type="checkbox"/> GCSE Business               | <input type="checkbox"/> GCSE History                       |
| <input type="checkbox"/> CNAT Marking & Enterprise   | <input type="checkbox"/> CNAT Information Technology        |
| <input type="checkbox"/> GCSE Computer Science       | <input type="checkbox"/> GCSE Media Studies                 |
| <input type="checkbox"/> GCSE Drama                  | <input type="checkbox"/> GCSE Music                         |
| <input type="checkbox"/> CNAT Engineering            | <input type="checkbox"/> GCSE Photography                   |
| <input type="checkbox"/> GCSE Food & Nutrition       | <input type="checkbox"/> GCSE Resistant Materials           |
| <input type="checkbox"/> GCSE French                 | <input type="checkbox"/> GCSE Spanish                       |
| <input type="checkbox"/> GCSE Geography              | <input type="checkbox"/> GCSE Physical Education            |
| <input type="checkbox"/> GCSE German                 | <input type="checkbox"/> BTEC Sport                         |
| <input type="checkbox"/> GCSE Graphics               | <input type="checkbox"/> GCSE Art & Design: Textiles        |
| <input type="checkbox"/> L1/2 Hospitality & Catering | <input type="checkbox"/> GCSE Design & Technology: Textiles |

Students can select to study both History and Geography if both have been studied in Year 9.

Students can select to study a second Modern Foreign Language if both have been studied in Year 9.

Signed by Parent/Carer \_\_\_\_\_ Date: \_\_\_\_\_

**PLEASE COMPLETE AND RETURN THIS FORM BY FRIDAY 20<sup>th</sup> MARCH**

**SPARE COPIES OF THIS FORM ARE AVAILABLE AT THE SUBJECT INFORMATION EVENING OR FROM YOUR FORM TUTOR.**

# **CORE SUBJECTS**

## **ENGLISH LANGUAGE** - GCSE Examination Board: AQA English Language

### **AIMS OF THE SUBJECT**

This is a core subject and all students follow the Linear AQA course. Studying English Language will develop reading, writing and speaking and listening skills that are important for doing well in all of your subjects. Also, a good qualification in English Language will allow you to study further qualifications and open up a wider range of career options.

### **COURSE OUTLINE**

The course is designed to ensure students read a wide range of texts. You will develop reading and critical thinking skills in responding to these texts in a variety of ways. You will also have to write analytically and creatively and demonstrate competent spelling, punctuation and grammar.

You will be assessed through two written examinations and a spoken language component throughout the year. In both examinations you will answer questions on extracts of literary and non-fiction texts and produce original writing (both fiction and non-fiction).

### **FIVE WORKPLACE SKILLS YOU'LL LEARN IN ENGLISH:**

Communication, Creativity, Critical Thinking, Textual Analysis & Essay Writing

### **WHAT CAN YOU DO NEXT WITH THIS SUBJECT?**

All employers will expect you to have a good level of written and verbal communication and have a good GCSE pass in English.

There are many career paths which relate to the subject, including publishing, advertising, journalism and teaching.

<https://www.bbc.co.uk/bitesize/tags/zfmnwty/jobs-that-use-english-and-drama/1>

## **ENGLISH LITERATURE - GCSE Examination Board: AQA English Literature**

### **AIMS OF THE SUBJECT**

This is a core subject and all students follow the Linear AQA course. Studying English Literature will develop reading skills as well as skills of analysis and evaluation. These are essential skills for doing well in all of your subjects.

### **COURSE OUTLINE**

The course is designed so that students take a skills-based approach to English Literature. You will read a wide range of poems, novels and plays throughout the course and develop skills of analysis to respond to these texts. You will learn to write an effective essay to express your ideas and you will learn to form original interpretations of literary texts.

You will be assessed through two examinations. In the first examination you will answer questions about a Shakespeare play and a novel written in the 19<sup>th</sup> century. In the second examination you will answer questions about a modern play or novel and a collection of poems. You will study these texts in class in preparation for the examinations but there will also be questions on a poem you won't have seen before.

### **FIVE WORKPLACE SKILLS YOU'LL LEARN IN ENGLISH LITERATURE**

Communication, Creativity, Critical Thinking, Textual Analysis & Essay Writing

### **WHAT CAN YOU DO NEXT WITH THIS SUBJECT?**

Many employers look for a good GCSE qualification in English Literature as it demonstrates that you have analytical skills and a good level of written and verbal communication.

There are a number of careers which link well with English Literature, including work in publishing, theatre and teaching.

<https://www.bbc.co.uk/bitesize/tags/zfmnwty/jobs-that-use-english-and-drama/1>

## **MATHEMATICS - GCSE Examination Board: Edexcel Specification 1MA1 (Linear)**

Students study at either: Foundation tier (GCSE Grades 1-5) or Higher tier (GCSE Grades 4-9).

### **AIMS OF SUBJECT**

- to give all students a sense of achievement
- to make mathematics relevant and enjoyable
- to encourage the study of mathematics at A- Level and beyond
- to help students acquire mathematical skills and knowledge required for other subject areas and in adult life
- to ensure that all students achieve the best possible exam grades

### **COURSE OUTLINE**

Students will continue to study all aspects of Mathematics: Number, Algebra, Geometry, Ratio, Probability and Statistics. In this GCSE they will also learn to apply the functional elements of mathematics in everyday and real-life situations. Students will work with textbooks from the Edexcel GCSE Series for both Higher and Foundation Tier.

### **ASSESSMENT**

Students will be constantly assessed by their teachers through questioning, class work and Home Learning.

There will be regular formal tests to check students' understanding of what has been covered in lessons. An estimated GCSE grade will be given after each of these tests.

There is no coursework element to the Mathematics GCSE course. Students are assessed by three written papers (one non-calculator and two calculator), of 1½ hours each. Approximately 50% of each paper will assess the functional and problem-solving elements of the course.

### **FIVE WORKPLACE SKILLS YOU WILL LEARN IN MATHS:**

Problem Solving, Numeracy, Data Analysis, Presentation Skills & Determination

### **WHAT CAN YOU DO NEXT WITH THIS SUBJECT?**

Many employers look for a good GCSE qualification in Mathematics as it demonstrates that you have numerical skills required in a lot of different workplaces.

<https://www.bbc.co.uk/bitesize/tags/zrsg6v4/jobs-that-use-maths/1>

<https://www.mathscareers.org.uk/>

## **BIOLOGY, CHEMISTRY AND PHYSICS - GCSE Examination board: AQA**

### **AIMS OF THE SUBJECTS**

- A learning experience which will develop and enhance scientific skills as well as foster lifelong appreciation, understanding and knowledge of the Sciences.
- Strong qualifications supporting further studies at Level 3 and beyond.

### **COURSE OUTLINE**

You will study Biology, Chemistry and Physics separately over the next 2 years, just as you have up until now. At the end of Year 11 you will take 2 exams in each subject. For most students, the exams will be 75 minutes long and lead to a double GCSE in Combined Science (Trilogy) (i.e. 2 GCSEs graded from 1,1 to 9,9). For some students, the exams will be 105 minutes long and lead to separate GCSEs in Biology, Chemistry and Physics (i.e. 3 GCSEs graded from 1 to 9).

You will carry out practical work throughout the courses to develop scientific skills which are assessed as part of these exams. There is no 'course work'.

The specific route will mainly be decided during Year 9, reflecting performance in Year 7, 8 and 9. The department will place students on the courses most conducive to their attainment at GCSE and may in a small number of cases move students between routes in order to optimise attainment. Both 'routes' support further study in the Sciences at Level 3.

Teaching Time: **Combined Science** - 10 hours in Years 10 and 11  
**Separate Sciences** - 12 hours in Years 10 and 11

### **HOW CAN I GET THE MOST OUT OF GCSEs IN THE SCIENCES?**

- Take an interest in Science around you – On TV, in newspapers and online as well as in your surroundings. Link this to your existing knowledge.
- Take the Science courses very seriously at all times, ask lots of questions and bear in mind that the knowledge and skills you acquire from the beginning of Year 7 could well be tested at the end of Year 11 and enhance your life in the years beyond, whether you follow a Science related career or not.

### **FIVE MOST WORKPLACE SKILLS YOU'LL LEARN IN SCIENCE:**

Analytical Skills, Research, Collating, Presentation and Critical Thinking

### **WHAT CAN YOU DO NEXT WITH THIS SUBJECT?**

<https://www.bbc.co.uk/bitesize/tags/zjb8f4j/jobs-that-use-science/1>

- Further Science qualifications: Level 3, Degree, Research.
- Health professions: Medicine, Veterinary Science, Dentistry, Nursing, Physiotherapy, Pharmacy, Optometry, Podiatry, Midwifery, Pathology.
- Science-related professions: Engineering, Chemical engineering, Food technology, Forensic Science, Teaching, Conservation, Laboratory technician.
- Science Qualifications also demonstrate transferable skills for a range of other professions and are welcomed by employers as evidence of a solid educational background.

# CHARACTER & CULTURE

## AIMS OF THE SUBJECT

Character and Culture at Southam College provides students with a diverse programme of learning which covers both PSHE (Personal, social, health and economic) and Citizenship topics. The Character and Culture curriculum aims to help students' spiritual, moral, social and cultural (SMSC) development. In addition, we are passionate to help students develop the skills and knowledge necessary for healthy, safe, fulfilling and responsible lives. We feel it is important for students to have the awareness and understanding on current, topical issues that may arise as they are growing up in a rapidly changing world but also how to develop empathy and appreciation for each other as they become active members of a society. Our department also aims to support students to develop an understanding of how to work with others but also how to manage risk and make informed decisions independently. Additionally, we feel it is important for students to learn to recognise their strengths and weaknesses in a variety of fields and to develop the self-esteem and confidence needed to face the personal challenges they may come across in life.

## CURRICULUM OUTLINE

What is particularly special about Character and Culture at Southam College is that all students are taught Character and Culture, both within KS3 and KS4. In lessons, students cover all aspects of PSHE and Citizenship in line with the previously recognised 2014 National Curriculum. We regard Sex and relationship education (SRE) as an important part of our Life Skills curriculum and we refer to the Secretary of State's guidance when delivering these lessons.

Students will study the following topic areas going forward into KS4:

### Year 10:

- Personal health and social wellbeing.
- Preparation for working life- Work Skills
- The Employability Skills program- Character education award

### Year 11:

- Sex education and personal wellbeing- health matters
- Exam, study and revision Skills- personal development
- Active Citizenship and Current Affairs

**ASSESSMENT:** Although students do not have an external examination, we feel that assessment is just as necessary and valid in Character and Culture as in all other subject areas. Therefore, students have regular opportunities to reflect on and identify to what extent, learning outcomes have been achieved, and to know how to make further progress, in particular through the use of regular end of topic assessments.

## LANGUAGES

The following languages are offered at GCSE:	
<b>FRENCH</b>	AQA Specification 8658
<b>GERMAN</b>	AQA Specification 8668
<b>SPANISH</b>	AQA Specification 8698

### COURSE OUTLINE

The course builds on Key Stage 3 skills and understanding of the language. The topics and contexts relate to the student's own lifestyle and that of others at home and in the foreign country.

There are three main themes in which to develop these skills across the GCSE course:

Theme 1 – identity and culture

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

Theme 3 – Current and future study and employment

### ASSESSMENTS

**Paper 1** – Listening skills 25% - two sections, one of which to be answered in English and the other in the target language.

**Paper 2** – speaking 25% - This is an exam which will last between 7 – 12 minutes and will include a role play, photo card and general conversation.

**Paper 3** – reading 25% - An exam containing three sections similar to the listening exam with the inclusion of translation activities from the target language into English.

**Paper 4** – writing 25% - Students will answer up to 4 questions including structured and unstructured writing tasks and translation from English into the target language.

### EXAMS

All of the assessments above will take place at the end of the GCSE course for all Languages. All exams are tiered either Foundation or Higher and students through discussion with their class teacher will be entered for the tiered course which is most appropriate to the ability they have demonstrated across the GCSE course.

### FIVE WORKPLACE SKILLS YOU'LL LEARN IN LANGUAGES:

Communication, Critical Thinking, Resourcefulness, Independence & Adaptability

### WHAT CAN YOU DO NEXT WITH THIS SUBJECT?

The main aim of the language GCSE course is to develop a broad range of different skills which students are able to apply across subject areas and topics. These can include presentation skills, research skills as well as communicative and independent learning skills. At the end of the course students should feel confident in their ability to tackle the A level courses as well as being able to communicate in the target language with greater confidence and ease.

A GCSE grade of a 6 or above is needed at Higher Tier GCSE for further study of the language to AS/A2 level. GCSE needed for further study to AS/A2 level as well as sound base for work and leisure.

# PHILOSOPHY AND ETHICS

Examination Board: GCSE AQA - Religious Studies A Specification No: 8062

## AIMS OF THE SUBJECT

- To provide an opportunity to explore a wide range of fundamental issues one might experience in life looking at your own and others responses.
- To develop knowledge, skills and understanding of religion by exploring the significance, impact of beliefs, teachings and practices have on our attitudes and beliefs.
- To enable students to develop their own attitudes towards religious beliefs.

## COURSE OUTLINE

This course allows all students to become aware of issues of local, national and global concern and placing them within a spiritual and moral context. It supports students to develop as reflective and responsible citizens in a plural society and global community with an emphasis on ethical diversity and two key religious practices; particularly Christianity and Islam.

### Year 10

Students will cover here the second world religion, Islam. Again, students will explore the key religious beliefs and practices in depth. They will study the influence of beliefs, teachings and practices on individuals, communities and societies. Debate and discussion will form a large part of the lessons, with lots of group learning. Students will develop skills on how to objectively look at issues and portray different viewpoints. Once students have explored Islamic beliefs and practices, they will then apply these to their second theme of Life. Here students explore ethical views on abortion, euthanasia and the origins of the universe.

### Year 11

Now students have covered both Christianity and Islam in depth, they will then apply these beliefs and practices to the last two themes, peace and conflict, crime and punishment. Students are required to delve deep into a philosophical and ethical world, deploying a range of different views, ensuring knowledge, understanding and application of the religious views studied in Years 9 and 10 are applied here. Students are expected not only to appreciate their own views but those of others too. Students are required to ask 'big' questions and debate social, moral and cultural issues from our everyday lives.

Paper 1: The Study of religions: beliefs, teachings and practices (Christianity and Islam) 1hr 45 minutes

Paper 2: Thematic Studies (Themes A, B, D, E) 1hr 45 minutes

## WHAT CAN YOU DO NEXT WITH THIS SUBJECT?

A GCSE course in Philosophy and Ethics can lead to 'A' level Philosophy and Ethics, Politics and Sociology in the 6<sup>th</sup> Form. This could lead one into a career of teaching, the police force, law, the government, journalism and the media for example.

## **PHYSICAL EDUCATION (Core)**

All students have three compulsory Core Physical Education lessons over the fortnightly timetable. In Key Stage 4, students are provided with the opportunity to personalise their learning by selecting specific activity pathways aligned to their personal interests and sporting ability.

### **AIMS OF THE SUBJECT**

- To encourage students to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and to develop an awareness and appreciation of their own and others' cultures in relation to physical education
- To encourage creativity, independent learning and decision-making skills to enable students to plan effectively for performances and to respond to changing situations.
- To use a programme of PARTICIPATION, PROGRESSION & PERFORMANCE to enable all students to become actively engaged and increasingly physically competent in a range of activities and roles.
- To enable students to develop their ability to successfully engage independently in different types of physical activity, and to develop and maintain an increased involvement in physical activity as part of a healthy, active lifestyle.

Students can also choose to take GCSE Physical Education or BTEC Sport as part of their Option blocks.

### **FIVE WORKPLACE SKILLS YOU'LL LEARN IN PE**

Communication, Leadership, Motivation, Teamwork & Strategic Thinking

### **WHAT CAN YOU DO NEXT WITH THIS SUBJECT?**

<https://careersinsport.co.uk/>

<https://www.bbc.co.uk/bitesize/tags/zjcwvk7/jobs-that-use-pe/1>

# OPTION SUBJECTS

## **FINE ART**

GCSE Examination Board: AQA GCSE Art & Design: Fine Art (4202)

### **AIMS OF THE SUBJECT**

As part of this GCSE, all students will be expected to record ideas, observations and insights relevant to their intentions in visuals or other forms. They will then need to develop and refine their own ideas through experimenting with different media, materials, techniques and processes, informed by contextual sources. Finally, they will need to present a personal, informed and meaningful response in the form of a final creative outcome and demonstrate an analytical and critical understanding of visual art.

### **COURSE OUTLINE**

An enjoyable and stimulating programme for anyone who likes drawing, painting & print-making and work in three dimensions using a wide range of materials. You will work on a range of scales but most of your ideas will be explored from first hand studies in the form of a work journal/sketchbook. You will work on a given theme and be encouraged to interpret it in a personal way, documenting how your own ideas have evolved.

### **ASSESSMENT**

Component 1 (60%): Personal portfolio developed over three years that incorporates work produced under controlled conditions.

Component 2 (40%) Externally set assignment in Year 11 under exam conditions. This is internally assessed and then externally moderated by the board.

- You need to be interested in and like drawing.
- Be prepared to explore and experiment with a wide range of media, techniques, painting, printing, construction, modelling.
- Be organised and prepared to use a sketchbook to research, explore and develop ideas both in class and at home.
- Be interested in finding out about other artists and their work.
- Be committed to working hard in an organised and independent way.

### **FIVE WORKPLACE SKILLS YOU'LL LEARN IN ART:**

Research, Confidence, Independence, Resourcefulness & Project Management

### **WHAT CAN YOU DO NEXT WITH THIS SUBJECT?**

A GCSE course in Art can lead to 'A' level Art in the 6<sup>th</sup> Form. This could lead toward a career in art, architecture, film-making, animation, teaching, conservation/restoration, interior design, photography, model making, printmaking, graphic design or product design.

# **BUSINESS STUDIES**

GCSE in BUSINESS STUDIES (OCR examination board – specification J204)

## **AIMS OF THE SUBJECT**

To develop the students understanding of the dynamic environment in which businesses operate, and appreciate the many and varied factors which impact on business activity and business behaviour, including:

- Interests of different stakeholders in business
- Need for sustainability in business
- Effect of business activity on the environment
- Increasing importance of ethics in business decision making
- Globalisation of business activity

## **COURSE OUTLINE**

**There are two units of study:-**

1. Business activity, marketing and people

- Market research and data
- The marketing mix
- Marketing in the wider business environment
- The structure of business activity
- Ownership, size and scale
- Employment and retention
- Organisation and communication

2. Operations, finance and influences on business.

- Using and managing resources to produce goods and services
- Production methods
- Financial information and decision making
- External influences on business activity
- Ethical and environmental considerations

## **ASSESSMENT**

This course is 100% assessed through external assessment which will occur at the end of the course. There are two exams both worth 50% of the final GCSE, both 90 minute exams and both marked out of 80.

## **FIVE WORKPLACE SKILLS YOU'LL LEARN IN BUSINESS:**

Decision Making, People Skills, Critical Thinking, Commercial Awareness & Time Management

## **WHAT CAN YOU DO NEXT WITH THIS SUBJECT?**

A GCSE course in Business can lead to A Level Business or A Level Economics in the sixth form. This could then lead to a wide range of courses at University and opens up many career opportunities.

<https://www.bbc.co.uk/bitesize/tags/zd7fqp3/jobs-that-use-business/>

# **ENTERPRISE & MARKETING - Cambridge National Certificate**

Examination Board: OCR (J819)

## **AIMS OF THE SUBJECT**

Students will develop understanding and skills related to how businesses market a product, create a business proposal and pitch a business idea to an external visitor.

## **COURSE OUTLINE**

There are 3 units of study:-

1. Enterprise and marketing concepts (R064) – exam based
  - How to target a market
  - How to make a product financially viable
  - Product development
  - How to attract and retain customers
  - Factors to consider when starting a business
  - Functional activities to support a business (HR, marketing, finance)
  
2. Design a business proposal (R065) – portfolio of work
  - Customer profiles and segmentation
  - Carry out market research
  - Design a business proposal
  - Review whether a business proposal is viable
  
3. Market and pitch a business proposal (R066) – portfolio of work and practical tasks
  - Branding
  - Promotional methods
  - Planning a pitch
  - Pitch a business proposal to an external visitor
  - Reviewing performance

## **ASSESSMENT**

There is one 90 minute external written exam which accounts for 50% of the qualification. The other 2 units account for 25% each and are a mix of written tasks and practical tasks.

## **FIVE WORKPLACE SKILLS YOU'LL LEARN IN ENTERPRISE & MARKETING:**

Decision Making, People Skills, Critical Thinking, Commercial Awareness & Time Management

## **WHAT CAN YOU DO NEXT WITH THIS SUBJECT?**

This course will lead you on to Level 3 courses at school/college or an apprenticeship in a Business-related area.

<https://www.bbc.co.uk/bitesize/tags/zd7fq3/jobs-that-use-business/>

# COMPUTER SCIENCE - Examination Board: OCR (J276) GCSE

## AIMS OF THE SUBJECT & ASSESSMENT

Computer Science will, above all else, be relevant to the modern and changing world of computing. Computer Science is a practical and theoretical subject where pupils can apply their knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement. Computer Science will value computational thinking, helping pupils to develop their skills to solve problems and design systems that do so. These skills will be the best preparation for pupils who want to go on to study Computer Science at AS and A Level and beyond. The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills. This qualification is provided in three key assessment areas:

### Computer Systems (J276/01)

Examined component set and externally moderated by the exam board.

The focus of this component is on computer systems covering the physical elements of computer science and the associated theory.

Short answer questions and essay type questions

1.5 hours

50% of total GCSE

### Computational Thinking, Algorithms and Programming (J276/02)

Examined component set and externally moderated by the exam board.

The focus of this component is on the core theory of computer science and the application of computer science principles. You will be expected to demonstrate your programming knowledge and will be asked to write a programme and comment existing program code

Short answer questions and essay type questions

1.5 hours

50% of total GCSE

To be successful in Computer Science pupils must be able to design a solution to a problem, create and implement the solution, test, debug and evaluate independently. Pupils must have the ability to solve problems quickly and efficiently. Pupils must be able to learn a new language; programming is all about learning how to communicate with a computer! Pupils must be highly literate and numerate as writing the wrong programming syntax can result in a program not working therefore a minimum **Level 4 maths grade is required** for this option.

## FIVE WORKPLACE SKILLS YOU'LL LEARN IN COMPUTER SCIENCE:

Problem Solving, Mathematical Skills, Data Analysis, Creativity & Logical Thinking

## WHAT CAN YOU DO NEXT WITH THIS SUBJECT?

This course will lead onto A levels or 2 year vocational course at school/college.

<https://www.bbc.co.uk/bitesize/tags/zhj692p/jobs-that-use-computing-and-ict/1>

## DRAMA - GCSE Examination Board: GCSE OCR – J316

### AIMS OF THE SUBJECT

- Develop confidence, team work and independence
- To refine ability to study and analyse literature in a creative manner
- To hone skills such as thinking out of the box
- Develop artistic skills through practical exploration and realisation
- Engage with themes and issues extending to wider worlds and cultures

### COURSE OUTLINE

**Year 10** - Will see you complete 30% of the course assessment, typically through practical and creating work-shops and accompanying assessment.

**Year 11** - Will focus on the final examination unit and performance exam unit- (70% total) which will consist of written exam based on a set text and evaluation of a theatre production seen with school.

### FIVE WORKPLACE SKILLS YOU'LL LEARN IN DRAMA:

Creativity, Teamwork, Communication, Presentation and Evaluation

### WHATY CAN YOU DO NEXT WITH THIS SUBJECT?

Students of Drama develop creative skills, as well as knowledge and understanding of the Arts thus preparing them to study subjects such as: Performance Studies, Drama & Theatre Studies, Performing Arts, Media Studies, English Language and Literature, Philosophy, Sociology and Psychology, Dance, Music and Art. Additionally, students develop generic skills that feed into all courses: speaking and listening, research and investigation, analysis and evaluation, public speaking and presentation, social skills, confidence, as well as literacy.

The study of GCSE Drama paves the way to a **wide range of career possibilities**, including those involving public speaking and presenting, leadership and management, group co-operation and interaction, performing and communicating, teaching and learning, problem solving and investigation, and analysis and evaluation.

<https://www.bbc.co.uk/bitesize/tags/zfmnwty/jobs-that-use-english-and-drama/1>

<https://www.allaboutcareers.com/careers/career-path/acting-drama>

# **ENGINEERING: Cambridge National Certificate**

Examination Board: OCR

## **AIMS OF THE SUBJECT**

It is aimed at students who wish to study the processes involved in manufacturing new engineered products. It provides students with the knowledge and skills required to operate manufacturing tools and equipment used to make products in accordance with a design specification, and develops their understanding of the processes and systems required to transfer a design concept into a mass produced quality product.

## **COURSE OUTLINE & ASSESSMENT**

### **Unit R109: Engineering Materials, Processes and Production 25%**

#### **Written paper OCR set and marked 1 hour – 60 marks**

Students will Study basic engineering processes (there's the opportunity to take a practical approach to their experience). Look at types of engineering materials such as ferrous and non-ferrous metals, alloys, polymers, thermosetting plastics, ceramics, composites, smart materials, and new and emerging materials

### **Unit R110: Preparing and Planning for Manufacture 25%**

#### **Centre assessed tasks OCR moderated approx. 10–12 hours – 60 marks**

Another practical unit, this gives your students an opportunity to understand and be able to apply the processes for making pre-production products, using a range of hand tools and measuring and marking equipment safely.

### **Unit R111: Computer-Aided Manufacturing 25%**

#### **Centre assessed tasks OCR moderated approx. 10–12 hours – 60 marks**

In this unit, students will learn how to use computer applications to manufacture engineered products and produce CAD drawings of a product. They'll understand how computer control is used to produce engineered products in high volume.

### **Unit R112: Quality Control of Engineered Products 25%**

#### **Centre assessed tasks OCR moderated approx. 10–12 hours – 60 marks**

There are many aspects to ensuring quality control in engineering. This unit will develop students' understanding of the techniques and procedures used to ensure the quality of engineered products. Produce and carry out a detailed set of procedures for the quality control of engineered products that will be used in a 'real-world' situation involving high-volume manufacture of products. Gain an understanding of the principles of lean manufacture and how they are applied to improving the quality of the manufacturing process.

## **FIVE WORKPLACE SKILLS YOU'LL LEARN IN ENGINEERING:**

Problem Solving, Communication, Data Analysis, Numeracy & Research

## **WHAT CAN YOU DO NEXT WITH THIS SUBJECT?**

Students can continue Engineering courses at college or consider Technology A level subjects.

<https://www.tomorrowsengineers.org.uk/career-resources-activities/>

<https://www.stem.org.uk/stem-careers>

# FOOD PREPARATION & NUTRITION - GCSE Examination Board: AQA GCSE

## OVERVIEW

- To understand the science behind what makes food tasty.
- To equip students with a range of kitchen skills and an in-depth understanding of nutrition.
- To learn how different techniques affect the sensory and nutritional properties of food and be trained in setting up taste panels.
- To learn about food origins, sustainability and the impact of food and food security on local and global markets and communities.
- To develop culinary skills including dough-making, reduction and filleting and then hone these techniques using recipes chosen from British and international cuisine.

## COURSE OUTLINE

This course develops food preparation skills – these are intended to be integrated into the five sections: Food, nutrition and health, food science, food safety, food choice, and food provenance.

### Assessment

Written exam: 1 hour 45 minutes - 50% of GCSE

### Controlled Assessment

(Food Science Investigation and Food Preparation Assessment) - 50% of GCSE

Practical investigations are a compulsory element of both controlled assessment tasks. For the food science investigations, students will complete experiments linked to a given task such as the function of fats in shortcrust pastry. For the Food Preparation task, students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

## FIVE WORKPLACE SKILLS YOU'LL LEARN IN FOOD:

Creativity, Communication, Teamwork, Time Management & Attention to Detail

## WHAT CAN YOU DO NEXT WITH THIS SUBJECT?

<https://www.bbc.co.uk/bitesize/tags/zvty7nb/jobs-that-use-food-and-nutrition/1>

## **Level 1/2 HOSPITALITY AND CATERING - Examination Board: WJEC**

### **AIMS OF THE SUBJECT**

The WJEC Level 1/2 Award in Hospitality and Catering has been designed to support learners in schools who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study, providing learners with a core depth of knowledge and a range of specialist and general skills that will support their progression to further learning and employment.

### **COURSE OUTLINE**

#### **Unit 1:**

In this unit, you will learn about the different types of providers within the Hospitality and Catering industry, the legislation that needs to be adhered to and the personal safety of all of those involved in the business, whether staff or customers. You will learn about the operation of Hospitality and Catering establishments and the factors affecting their success. The knowledge and understanding you gain will enable you to respond to issues relating to all factors within the hospitality and catering section and provide you with the ability to propose a new provision that could be opened in a given location to benefit the owner and the local community.

#### **Unit 2:**

In this unit you will gain knowledge of the nutritional needs of a range of client groups in order for you to plan nutritional dishes to go on a menu. You will learn and develop safe and hygienic food preparation, cooking and finishing skills required to produce nutritional dishes.

### **ASSESSMENT**

The WJEC Level 1/2 Vocational Award in Hospitality and Catering is made up of two mandatory units:

- ▶ Unit 1 The Hospitality and Catering Industry (Exam) – 40% 1hr 30mins
- ▶ Unit 2 Hospitality and Catering in Action (Coursework) – 60%

Students will complete an assessed piece of coursework within 9 hours including written work and a 3 hour practical assessment of 2 dishes plus accompaniments.

### **FIVE WORKPLACE SKILLS YOU'LL LEARN IN CATERING:**

Creativity, Communication, Teamwork, Time Management & Attention to Detail

### **WHAT CAN YOU DO NEXT WITH THIS SUBJECT?**

<https://www.bbc.co.uk/bitesize/tags/zvty7nb/jobs-that-use-food-and-nutrition/1>

## **GEOGRAPHY - GCSE Examination Board: AQA GCSE Geography (8035)**

### **AIMS OF THE SUBJECT**

- to develop a sense of place and an appreciation of the environment
- to understand the significance and efforts of people's values and attitudes
- to develop communication skills, graphical and cartographical skills, interpersonal skills, problem solving skills and entrepreneurial skills

### **COURSE OUTLINE**

The GCSE course builds upon Key Stage 3 Geography by dealing with a range of issues which affect people, places and the environment. Topics are dealt with at a variety of scales including local, national and global.

Geography is also a very practical subject and gives students skills they are likely to find useful in the future. This is especially true in fieldwork, which is an integral part of the course. All students will have the opportunity to attend a residential fieldtrip to collect their own fieldwork data for use in the Geographical Applications exam.

In choosing Geography, students will have the opportunity to equip themselves with ideas, knowledge and skills which will be of importance in our rapidly changing world.

A mix of human and physical topics will be taught, including: Hazards, Ecosystems, UK landscapes, Urban Issues and Managing Resources.

### **ASSESSMENT**

Students will be assessed throughout the course via written work, completed both at home and in school. Formal tests based on previous examination questions will take place at regular intervals during the course in order to monitor progress.

The final examination will consist of written papers assessing knowledge of the human and physical topics, along with core geographical and fieldwork skills.

### **FIVE WORKPLACE SKILLS YOU'LL LEARN IN GEOGRAPHY**

Data Analysis, Critical Thinking, IT, Research and Teamwork

### **WHAT CAN YOU DO NEXT WITH THIS SUBJECT?**

Aside from going on to study Geography at A-level, a GCSE in Geography will prepare students for a wide variety of education and employment options. The knowledge and skills gained will be of use in many Science or Humanities A-levels. Students will also be prepared for employment in any field that requires analysis and interpretation of evidence.

A grade '6' or above in GCSE Geography is required to study Geography at A-Level at Southam College.

<https://www.bbc.co.uk/bitesize/tags/zbp3mfr/jobs-that-use-geography/1>

<https://www.geography.org.uk/careers-in-geography-useful-websites>

<https://www.rgs.org/geography/>

# GRAPHIC COMMUNICATION - Examination Board: AQA GCSE Art & Design

## OVERVIEW

Students should choose this course if they have a genuine interest in graphic design and drawing techniques. The course combines the diverse areas of artistic flair, precision drawing and the creation of a 3D artefact in graphic materials.

## COURSE OUTLINE

Graphic communication is the process of designing primarily visual material to convey information, ideas, meaning and emotions in response to a given or self-defined brief.

## AREAS OF STUDY

Communication graphics	Interactive design (including web, app and game)
Design for print	
Advertising and branding	Signage
Packaging & design	Exhibition graphics

## SKILLS

Within the context of graphic communication, students must demonstrate the ability to: use graphic communication techniques and processes, appropriate to students' personal intentions, for example:

- typography
- illustration
- digital and/or non-digital photography
- hand rendered working methods
- digital working methods
- use media and materials, as appropriate to students' personal intentions, for example:
- pencil, pen and ink, pen and wash, crayon, and other graphic media
- watercolour, gouache and acrylic paint
- layout materials
- digital media
- printmaking
- mixed media

## ASSESSMENT

There are TWO assessment elements to the course:

Component one: Portfolio	60% of the final mark
Component two: Externally set assignment	40% of the final mark

## FIVE WORKPLACE SKILLS YOU'LL LEARN IN GRAPHICS:

Problem Solving, Communication, Creativity, Research & IT Skills

## WHAT CAN YOU DO NEXT WITH THIS SUBJECT?

Students who follow this qualification can continue their academic development through to A level with Art and Design – Graphic Products, (which is coursework based), college or employment in a relevant industry.

# HEALTH AND SOCIAL CARE - BTEC Level 1/Level 2 Tech award

Examination Board: Edexcel/Pearson (equivalent to 1 GCSE grade)

## OVERVIEW

- To know the range of Health, Social Care and Early Years services that are available to meet the individual needs of clients.
- To understand the main roles, responsibilities and skills required for a range of Health, Social Care and Early Years services.
- To understand human development across the different life stages from infancy to later adulthood.
- To know how people cope with expected and unexpected life events and understand the effect this has on human life and development.

## COURSE OUTLINE

This is a course that is quite different to any other subject you have studied so far. Students will cover a range of topics related to the Health and Social Care sector including: the life stages and factors affecting the growth and development of individuals, and the role of care workers in promoting beneficial change in an individual's environment. They will also gain an understanding of the set of care values used within health and social care.

## ASSESSMENT

The course is assessed through one examination (40%) and coursework (60%). There will be one unit (component 3) which is assessed externally by a written examination. The other units will be assessed internally by completing a range of assignment tasks.

## FIVE WORKPLACE SKILLS YOU'LL LEARN IN HEALTH & SOCIAL CARE:

Communication, People Skills, IT, Research and Teamwork

## WHAT CAN YOU DO NEXT WITH THIS SUBJECT?

Students can go on to study Health and Social Care at A-level or enter the Health and Social Care sector, a qualification in Health and Social Care will prepare students for a variety of education and employment opportunities. If you wish to enter into any one of the following careers a background in Health and Social Care would be advantageous; Midwifery, Nursing, Paramedics, Counselling, Social Work, Occupational Therapy, Physiotherapy and Early Years.

<https://www.healthcare.nhs.uk/working-health/working-social-care>

<https://www.skillsforcare.org.uk/careers-in-care/job-roles/job-role-in-social-care.aspx>

## **HISTORY** - GCSE Examination Board: WJEC: 9 – 1 spec

### **OVERVIEW**

- To encourage an interest, curiosity and enjoyment of a wide range of history, including British and inter-national topics.
- To develop a range of cross-curricular skills that will benefit work in other subject areas (for example: communication, analysis, debate and developing reasoned judgements / arguments).
- To develop understanding of a series of history-based skills (for example: source analysis, change and continuity, interpretation).
- To develop a wider subject knowledge in support of specific history topics (for example: political concepts including democracy and dictatorship).
- To develop the ability to develop independent opinions and viewpoints.

### **COURSE OUTLINE**

Students will cover a range of topics in a mix of **depth or breadth studies**. The topics cover a **range of time periods**, spanning from early medieval history to the 20<sup>th</sup> century, for example: **Nazi Germany, Crime and Punishment 500 – present day, Medieval England and the USA from 1929.**

The GCSE course is examined entirely in the summer of Year 11 – all topics are exam units, there is no element of coursework / controlled assessment. The exams will include a variety of question styles that will assess a range of historical skills (including interpretation - how historical opinions about key events have changed over time – and source analysis) and more general literacy and communication skills. Students will build on the preparatory work completed in Year 9 across the GCSE course, with regular in class assessments to develop students' confidence in how to approach different styles of history exam questions.

### **FIVE WORKPLACE SKILLS YOU'LL LEARN IN HISTORY:**

Critical Thinking, Time Management, Communication, Research and Argumentation

### **WHAT CAN YOU DO NEXT WITH THIS SUBJECT?**

The wider skills that students develop in GCSE History mean that it is a highly respected subject that can lead to wide choice of further education or career options, including roles in media, publishing, education or politics.

<https://history.org.uk/student/resources/2914/careers-in-history>

# INFORMATION TECHNOLOGY

Examination Board: OCR Level 1/2 Cambridge National Certificate in Information Technologies J808

## COURSE OUTLINE & ASSESSMENT

This qualification is about applying understanding and skills to use technologies to select data, manipulate, store, analyse and present it as information, and follow a project life cycle to structure how it's done.

The learning outcomes (LO) and teaching content are not separated into individual units of teaching. There are two assessments to be taken and we refer to these as units of assessment. This is not linear assessment; each assessment can be taken in different series and there are no terminal rules.

### **Assessment Unit R012 - Understanding tools, techniques, methods and processes for technological solutions (50% of total GCSE)**

Learners will sit an exam (1.45 hours) to assess their knowledge and understanding of different technologies (hardware and software applications), and tools and techniques used to select, store, manipulate and present data and information.

They will also be assessed on what the phases of the project life cycle are, the interaction between the phases and the inputs and outputs within each phase. Using this understanding of the project life cycle, together with their knowledge of various information technologies, they will be prepared to develop technological solutions.

They will need to understand the different risks associated with the collection, storage and use of data and how the legal, moral, ethical and security issues can have an impact on organisations and individuals. They also need to understand how such risks can be mitigated.

This knowledge and understanding will help them to make decisions and appropriate choices when developing a technological solution which they will be asked to do in the practical assignment.

### **Assessment Unit R013 – Developing technological solutions (50% of total GCSE)**

This assessment focuses on how effectively learners use their skills when developing a technological solution. They will be given a project to develop a technological solution that processes data and communicates information. They will follow the project life cycle phases of initiation/planning, execution, communication and evaluation, demonstrating the practical skills they have acquired such as carrying out a SWOT analysis, creating GANTT charts, developing online surveys, and/or presenting data through web-based technologies; keeping their project on track through on-going, iterative reviews. They will use different hardware and software technologies to create an integrated technological solution for data processing and communication of information.

## **FIVE WORKPLACE SKILLS YOU'LL LEARN IN IT:**

Problem Solving, Communication, Data Analysis, Logical Thinking & Presentation

## **WHAT CAN YOU DO NEXT WITH THIS SUBJECT?**

Students can continue to study A levels or a two year course at school/college.

## **MEDIA STUDIES - Examination Board: Eduqas WJEC GCSE**

### **COURSE OUTLINE**

Component 1: Exploring the Media (written exam worth 40%)

Questions will focus on four areas of the theoretical framework: media language, representation, media industries and audiences. There will be a balanced approach to these four areas of the theoretical framework in that Section A will focus on exploring media language and representation, and Section B will focus on exploring media industries and audiences. The exam responses require a mixture of short paragraphs and extended, essay style questions.

Component 2: Understanding Media Forms and Products (written exam worth 30%)

Questions will focus on answering questions relating to all aspects of the framework. Three set products will be given to study for this exam which could range from television series, websites, advertisements, magazines, newspapers and all other media forms.

Component 3: Non-exam component (NEA Coursework worth 30%)

Students will be able to apply their knowledge and understanding of theoretical framework by creating a production piece. Students will be able to choose what product they make, but it must fit the theme set by the exam board.

### **IS THIS QUALIFICATION RIGHT FOR ME?**

Media Studies develops a range of creative and analytical skills which lay a strong foundation for the study of a variety of creative subjects. In addition, the critical thinking skills developed through the course prepare students well to consider a vast range of societal issues and write academically about them.

You should consider Media Studies if you enjoy the following: researching new and existing media products, analysing and writing about media products, learning and applying theory, exploring media corporations and considering how people, places and ideas are represented in the media. Furthermore, if you enjoy being creative and enjoy learning new software including Adobe Photoshop, then this combination exploring both written and creative skills is the right choice for you!

### **FIVE WORKPLACE SKILLS YOU'LL LEARN IN MEDIA STUDIES:**

Creativity, Communication, Presentation, IT & Research

### **WHAT CAN YOU DO NEXT WITH THIS SUBJECT?**

<https://www.bbc.co.uk/bitesize/tags/z4ychbk/jobs-that-use-media-studies/1>

<https://www.screenskills.com/careers/>

## **MUSIC** - Examination Board: OCR (J536) GCSE

### **OVERVIEW**

This engaging course is suitable for students wanting to develop their skills in performing, composing and listening. The 3 strands, along with the necessary music theory, are taught in an integrated and largely practical way. Year 9 projects act as a bridge between KS3 and GCSE music, so there is time for students to develop confidence in their skills. At GCSE, students develop skills across 5 areas of study as outlined below.

### **COURSE OUTLINE**

#### **Area of Study 1 - My Music**

You will learn about your own instrument *or* your voice (singing, rapping or beat-boxing) *or* a sequencing programme such as GarageBand.

#### **Area of Study 2 - The Concerto Through Time**

You will learn about this musical style and trace its development through the Baroque, Classical and Romantic eras of music.

#### **Area of Study 3 - Rhythms of the World**

You will learn about the traditional rhythms from four areas of the world; India and Punjab, Eastern Mediterranean and Middle East, African, Central and South America.

#### **Area of Study 4 – Film Music**

You will learn about how composers create music to express moods and enhance characters and emotions within films.

#### **Area of Study 5 – Conventions of Pop**

You will learn about a range of Pop music from the 1950's to the present day.

### **ASSESSMENT – a combination of course work and an examination.**

#### **Unit 1 – Integrated Portfolio (30%)**

- A performance on your chosen instrument
- A composition to a brief that you set

#### **Unit 2 – Practical Component (30%)**

- An ensemble performance
- A composition to a brief set by the exam board (Choice of 5)

#### **Unit 3 – Listening and Appraising (40%)**

- A 90 minute exam to assess your listening skills and your knowledge of the music styles studied within Areas of Study 2 – 5.

### **FIVE WORKPLACE SKILLS YOU'LL LEARN IN MUSIC**

Composition, Communication, Teamwork, Creativity and Critical Thinking

### **WHAT CAN YOU DO NEXT WITH THIS SUBJECT?**

This course can lead you to 'A' level Music or Level 3 Btec Music, which could in turn lead towards a career as a performer, composer, producer, sound engineer, music technician, music journalist, music therapist or music teacher. It also shows that you are a dedicated learner and creative individual, which is beneficial for any future career.

<https://www.careersinmusic.com/>

<https://careersinmusic.co.uk>

<https://www.bbc.co.uk/bitesize/tags/zdg8f4j/jobs-that-use-music/1>

## **PHOTOGRAPHY-** Examination Board: AQA GCSE

### **OVERVIEW**

Photography is about looking, learning, thinking and communicating ideas. It inspires creative thinkers. You will develop creativity and independent thought, learn to express yourself visually and let your imagination flourish. Photography is a great companion to all other options because creativity, imagination and problem-solving skills can give you great ideas for your other subjects.

### **COURSE OUTLINE**

Photography is a practical course in which you learn by doing, so you will be able to create imaginative personal work. You will find out about a whole range of techniques and processes, both traditional and contemporary. You will learn the technical aspects of taking photographs as well as exploring a range of processes, such as darkroom work as well as digital manipulation of images. You will investigate the work of other artists and photographers as stimulus for your own idea development. You will learn how to analyse and evaluate images using subject specific language; written analysis and annotation is a vital aspect of the course so being able to communicate effectively is important.

### **ASSESSMENT**

Component 1 (60%): Personal portfolio of practical and written work developed over three years that incorporates work produced under controlled conditions.

Component 2 (40%): Externally set assignment in Year 11 with final outcomes being produced under exam conditions.

Both components are internally assessed and then externally moderated by AQA.

- You need to be interested in taking photographs
- Be prepared to explore and experiment with a wide range of media within the discipline of photography and to write clearly about your ideas and experiments
- Be organised and prepared to use a sketchbook to research, explore and develop ideas both in class and at home
- Be interested in finding out about other artists and photographers and their work
- Be committed to working hard in an organised and independent way.

### **FIVE WORKPLACE SKILLS YOU'LL LEARN IN PHOTOGRAPHY:**

Research, Confidence, Independence, Resourcefulness & Project Management

### **WHAT CAN YOU DO NEXT WITH THIS SUBJECT?**

A GCSE course in Photography can lead to 'A' level Photography in the 6<sup>th</sup> Form. This could lead towards a career in photography for publications such as advertising, fashion, corporate, editorial, photojournalism, and catalogues. Commercial photography such as weddings, portraits and events. Service Photography such as real-estate, forensic, med/scientific, fine art and stock photography. Natural history and wildlife photography, filmmaking, sports photography. Picture editing or researching, photograph writer/blogger, photo editor and curator. The transferable skills learned in studying photography will also support you in many careers across the creative industries and other sectors.

## EDEXCEL GCSE PE (9-1) PHYSICAL EDUCATION

Please note students can select Physical Education as an option in addition to Core PE.

### AIMS OF THE SUBJECT

GCSE PE is designed to enable all students to further their understanding of the subject through theory and practical application. We have designed the GCSE to build on and embed the physical development and skills learned in key stage 3, encouraging learners to become more competent, confident and expert in their techniques, and apply them across different sports and physical activities whilst deepening their knowledge of content studied. Students will be encouraged to engage in physical activity and sport by contextualising the theory and applying their knowledge to their practical performance. GCSE PE reflects today's global world and allows students to engage with key issues and themes relating to contemporary global influences on physical education and sport. Students will receive a well-rounded and full introduction to the world of PE, sport and sport science through the combination of physical performance and academic challenges.

### Course Content

Component	Content	Exam	%	Marks
1	Fitness & body systems	Written – external 1hr 45min	36	90
2	Health & performance	Written – external 1hr 15min	24	70
3	Practical performance 3 sports/activities	Internal assessment (externally moderated)	30	105
4	PEP (personal exercise programme)	Internal assessment (externally moderated)	10	20

<b>Component 1: Fitness and Body Systems</b> <u>Content overview</u>	<b>Component 2: Health and Performance</b> <u>Content overview</u>
<ul style="list-style-type: none"><li>● Topic 1: Applied anatomy and physiology</li><li>● Topic 2: Movement analysis</li><li>● Topic 3: Physical training</li><li>● Topic 4: Use of data</li></ul>	<ul style="list-style-type: none"><li>● Topic 1: Health, fitness and well-being</li><li>● Topic 2: Sport psychology</li><li>● Topic 3: Socio-cultural influences</li><li>● Topic 4: Use of data</li></ul>

Both exams consist of multiple-choice, short-answer, and extended writing questions. Students must answer all questions. Calculators can be used in the exams.

Students will also need to devote time outside their allotted lessons to practise their chosen sporting activities during the extracurricular sporting sessions that the PE department provide.

### Person Specification:

- Must play **competitive** sport outside of school (team/individual)
- High motivation levels
- Good literacy skills

### FIVE WORKPLACE SKILLS YOU'LL LEARN IN P.E

Communication, Leadership, Motivation, Teamwork & Strategic Thinking

### WHAT CAN YOU DO NEXT WITH THIS SUBJECT?

<https://careersinsport.co.uk/>

<https://www.bbc.co.uk/bitesize/tags/zjcwvk7/jobs-that-use-pe/1>

## **BTEC in SPORT - Examination Board: Edexcel**

### **AIM AND DESCRIPTION OF THE COURSE**

This course provides an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, the psychology of sport and sports leadership. It enables you to develop and apply your knowledge, while also developing a range of relevant research, communication and technical skills.

BTEC Sport will enhance skills you already have and encourage you to think about relating your learning to real-life situations. If you have a keen interest in learning more about the sports environment; are considering a sports related career or further studies in sport beyond Southam College then BTEC Sport will be appropriate for you.

Throughout the course students will be required to complete **four units, one of which is an online examination.**

**The Core Mandatory Units are as follows:**

- Unit 1 - Health and Fitness for Sport and Exercise (Externally Assessed examination)
- Unit 2 - Practical Sports Performance (Internally Assessed)
- Unit 3 - Applying the Principles of Personal Training (Internally Assessed)

**The one specialist unit is:**

- Unit 4 – The Sports Performer in Action (Internally Assessed)

**\* It is essential that students considering the course have an active interest in P.E/Sport and it would be highly beneficial for students to have competitive sporting experience in a range of sports.**

### **ASSESSMENT**

Learners must complete three Core Units plus one further Unit (total = 4).

Unit 1 is externally examined by EDEXCEL through an online exam and all other Units will be assessed and marked internally.

Due to the high content of coursework and written work required throughout the course pupils must have **high motivation levels** and the capability of **meeting deadlines**. Good literacy skills will also be very important.

**Teaching staff will, where appropriate use practical lessons to embed theoretical understanding.**

**Person Specification:**

- Keen interest in sport
- High motivation levels
- Competitive sporting experience

### **FIVE WORKPLACE SKILLS YOU'LL LEARN IN SPORT:**

Communication, Leadership, Motivation, Teamwork & Strategic Thinking

### **WHAT CAN YOU DO NEXT WITH THIS SUBJECT?**

<https://careersinsport.co.uk/>

<https://www.bbc.co.uk/bitesize/tags/zjcwvk7/jobs-that-use-pe/1>

# GCSE Design & Technology: RESISTANT MATERIALS

GCSE Examination Board: AQA 8552

## OVERVIEW

The Design and Technology GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth alongside applying applied scientific and mathematical principles. The GCSE will be taught mainly through the study of resistant materials but will also embrace the use of other material areas, it encourages the use of imagination, experimentation and develops the core skills of designing. The course is made up of 50% developing knowledge/theory and 50% Designing and manufacturing through a range of tasks generating a portfolio of evidence of your work.

## COURSE OUTLINE

The course is aimed at students who are keen to develop their knowledge and understanding of a wide range of materials and processes. A large proportion of lessons will require the use of note taking, worksheets and designing. Of course, there will be opportunities to use your manufacturing skills, but this will only be part of the course. The GCSE in Design & Technology will enable you to:

- Learn how to develop realistic design proposals as a result of the exploration of design opportunities
- Learn about materials, making techniques, tools and equipment.
- Learn how to plan and organise time to deliver project work.
- Develop skills which will enable you to design and make creative prototypes.
- Learn about manufacturing processes and techniques including CAD/CAM
- Investigate, test and analyse existing products and understand how products are manufactured commercially.
- Investigate and consider the work of designers to inform their own designing.

## ASSESSMENT

There are TWO assessment elements to the course:

NEA Design and Make project 50% of the final mark

Written paper 50% of the final mark

Knowledge and understanding will be examined at the end of Year 11 in the form of an externally set paper.

## FIVE WORKPLACE SKILLS YOU'LL LEARN IN RESISTANT MATERIALS:

Creative, Problem Solving, Communication, Attention to Detail & Research

## WHAT CAN YOU DO NEXT WITH THIS SUBJECT?

Students who follow the Design and Technology GCSE (Resistant Materials) can continue their academic development through to A-Level with Design and Technology – Product Design (3D Design), which has a similar format of written examination and coursework project, alternatively they could progress onto college or employment in a relevant industry.

## **GCSE Design and Technology: TEXTILES - GCSE Examination Board: AQA 8552**

### **OVERVIEW**

The Design and Technology GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth alongside applying applied scientific and mathematical principles. The GCSE will be taught mainly through the study of textiles but will also embrace the use of other material areas, it encourages the use of imagination, experimentation and develops the core skills of designing.

### **COURSE OUTLINE**

The course is aimed at students identified as suitable for the course and consists of the following areas of study:

- Learn how to develop realistic design proposals as a result of the exploration of design opportunities
- Learn about materials, making techniques, tools and equipment.
- Learn how to plan and organise time to deliver project work.
- Develop skills which will enable you to design and make creative prototypes.
- Learn about manufacturing processes and techniques including CAD/CAM
- To investigate, test and analyse existing products and understand how products are manufactured commercially.
- Investigate and consider the work of designers to inform their own designing.

### **ASSESSMENT**

There are TWO assessment elements to the course:

NEA (Non- Examined Assessment) design and make project	50% of the final mark
Written paper	50% of the final mark.

Knowledge and understanding will be examined at the end of Year 11 in the form of an externally set paper.

### **FIVE WORKPLACE SKILLS YOU'LL LEARN IN DESIGN & TECHNOLOGY:**

Problem Solving, Methodical Thinking, Creativity, IT & Teamwork

### **WHAT CAN YOU DO NEXT WITH THIS SUBJECT?**

Students who follow the Design and Technology GCSE (Textiles) can continue their academic development through to A-Level Fashion and Design or A Level Art and Design Textiles, alternatively they could progress onto college or employment in a relevant industry.

<https://www.bbc.co.uk/bitesize/tags/zn7h8xs/jobs-that-use-design-and-technology/1>

## **TEXTILES (Art & Design) - GCSE Examination Board: AQA Art & Design**

### **OVERVIEW**

Students should choose this course if they have a genuine interest in Fashion and Textiles. The course combines the diverse areas of artistic flair, Textiles and Artist technique, experimenting with colour and textures. Research and study of different Artists, Textiles and Fashion designers.

### **COURSE OUTLINE**

Textile design is defined here as the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose.

### **AREAS OF STUDY**

In Component 1 and Component 2 students are required to work in one or more area(s) of textile design, such as those listed below:

Art textiles	Surface pattern
Fashion design and illustration	Stitched and/or embellished textiles
Costume design	Soft furnishings and/or textiles for interiors
Constructed textiles	Digital textiles
Printed and dyed textiles	Installed textiles

### **SKILLS**

Within the context of textile design, students will gain the ability to: Use textile design techniques and processes, for example:

Weaving	Use media and materials
Felting	Inks
Stitching	Yarns and threads
Appliqué	Fibres and fabrics
Construction methods	Textile materials
Printing	Digital imagery

### **ASSESSMENT**

There are TWO assessment elements to the course:

Component one: Portfolio	60% of the final mark
Component two: Externally set assignment	40% of the final mark

Component two is a practical based exam, at the start of year 11 students will be given a choice of briefs from the exam board to pick their chosen theme to investigate and respond to. Student will have until the May of year 11 (approximately) to complete their research in preparation for the 10 hour practical exam.

### **FIVE WORKPLACE SKILLS YOU'LL LEARN IN TEXTILES:**

Creative, Communication, Attention to Detail, IT & Research

### **WHAT CAN YOU DO NEXT WITH THIS SUBJECT?**

Students who follow this qualification can continue their academic development through to A level with Art and Design – Textile Design, A level with Art and Design – Graphic communication, A Level Product Design, college courses or employment in a relevant industry.

## Employability Skills and Personal Attributes

Employability skills are skills that allows us to perform jobs well. Students will develop these skills through their learning experiences both inside and outside of the classroom.



<b>Communication</b>	Able to express your ideas clearly and confidently.
<b>Team work</b>	The ability to work well with others and to work confidently within a group.
<b>Analysing &amp; investigating / Problem solving</b>	Examining things in detail so you can explain results and patterns to establish facts and principles.
<b>Initiative and enterprise</b>	Working out answers to problems on your own and identifying new tasks
<b>Drive</b>	Determination to get things done. Make things happen and constantly looking for better ways of doing things.
<b>Planning and organising</b>	Making arrangements for the future and making sure you have all the things necessary to carry out your plan
<b>Flexibility</b>	Being able to make changes to when, where, how you work and easily switch between tasks
<b>Time Management</b>	Using the time you have at work effectively and productively to meet deadlines.
<b>Learning</b>	Quickly picking up new skills and knowledge
<b>Self-management</b>	Taking responsibility for and organising your own work and the way you do it
<b>Perseverance</b>	Continuing to work hard towards a goal despite difficulties and problems and staying motivated
<b>Technology</b>	Being good with computers/phones etc. and showing the ability to learn how to use new things quickly

Personal attributes are qualities that help to build up students' character and personality. A vast range of experiences will develop and strengthen students' attributes and encourage them to do their best.

<b>Ability to deal with pressure</b>	Not getting too stressed when you have a lot of work or particularly difficult work
<b>Adaptability</b>	Being able to change the way you work/ behave to work in certain situations/ with certain people/ when conditions change for the better or worse
<b>Balanced attitude to work and home life</b>	Knowing how to relax properly as well as working hard
<b>Commitment</b>	Sticking to a course of action to achieve a particular goal regardless of any difficulties or problems
<b>Enthusiasm</b>	Showing yourself to be cheerful and upbeat and keen to work
<b>Honesty and integrity</b>	Being honest and sticking to your beliefs, principles and values
<b>Loyalty</b>	Committing to work and supporting colleagues
<b>Motivation</b>	Keeping yourself interested in work, reminding yourself of the reasons for your work and your purpose
<b>Personal presentation</b>	How you appear to others in terms of your actual appearance and behaviour to how you present yourself through your work
<b>Positive self-esteem</b>	Having confidence in yourself, your personality and characteristics and skills and not putting yourself down unnecessarily
<b>Reliability</b>	Maintaining your standards so that you will be expected to produce high quality work on a regular basis
<b>Sense of humour</b>	Staying positive and seeing the funny side of things which can really help you and others in difficult situations

*Be the best you can be!*