



# **Lode Heath School**

High Performing Academy  
[www.lodeheath.org.uk](http://www.lodeheath.org.uk)

# **Key Stage. 4 Curriculum**

## **Course Options 2021-2023**

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Dear Parent / Carer

We recognise what a difficult process choosing subjects to study in Years 10 and 11 can be, and so we have put together this booklet along with a host of other resources to support you and your child in making these significant decisions. Contained within you will find information on each of the subjects available to choose from, as well as information about the wider curriculum, so you have a clear understanding of how it all fits together.

## **The Curriculum**

The world in which we all live and work is rapidly changing and so we have comprised a curriculum which aims to maximise the opportunities available to students who leave Lode Heath. We offer a wide range of high-quality qualifications across a broad, balanced range of subjects with choices which allow some specialisation. This means that no one can unwittingly close off career routes at this stage.

We are also very pleased to be able to announce the introduction of four new courses into our Key Stage 4 curriculum: we are now offering BTEC's in Performing Arts (with a dance focus), Travel and Tourism, and GCSE Citizenship. We also continue to offer our more recent GCSEs in Health and Social Care, Media Studies and Statistics. We hope these are well received by the students, despite them not having studied these in Years 7-9; some students will have received sessions to experience a sample taste of what the subject is about.

## **Citizenship, Personal, Social Development (PSD) Economic and Financial Wellbeing**

Citizenship, PSD and Economic and Financial wellbeing are delivered to all students at KS4 as part of the curriculum through Life Ready Days and individual subjects.

## **Sources of Help**

In previous years we have hosted Options Evening events and had fully planned to repeat this again this year. Unfortunately, events outside of our control will mean that this is not possible this year. We will however be doing everything possible to support your child in making these decisions. In addition to the information contained within this booklet we will provide:

1. A pre-recorded presentation from Ms Summers, Deputy Headteacher, to explain the Options structure and choices.
2. Pre-recorded videos for every subject being offered from each of the subject leads to explain the content and assessment structure along with an information leaflet and links for further information.
3. Webinars to allow the opportunity for parents to ask questions online and answer them direct to provide any further information required (dates to follow).
4. Frequently Asked Questions sheets along with a link for parents to use to ask any further questions they may have.
5. Year 9 Online Option Team for pupil use to ask any questions for subject teachers they may have.
6. Individualised phone calls and discussions with each Year 9 student to ensure they have made the best choices to suit their career needs.

Continued...

7. Individualised phone calls and discussions with each Year 9 student to ensure they have made the best choices to suit their career needs.
8. Individual pathway guidance from subjects that offer two qualification options of GCSE and Vocational and some brief information as to which one may be more appropriate for your child e.g. iMedia or Computer Science.
9. A dedicated Options Email address to send any questions or queries you may have. [options@lodeheath.org.uk](mailto:options@lodeheath.org.uk)
10. Access to careers information and discussions online if required with our Independent Careers Advisor who can provide wider advice and guidance on various careers.

We advise you to make the most of the services on offer and encourage you, if you have any queries, to please ask. Senior staff will be available online and, of course, we are contactable by telephone and email. Students are advised to keep an open mind about all subjects on offer and then make the option choice deadline on **Thursday 11<sup>th</sup> March**.

For your information, we also host a curriculum event early in Year 10 as a follow up to options. We will provide further details of this nearer the time.

### **The Importance of these choices for life after Year 11**

Further education providers, like Solihull VI Form, only accept students on their standard A level programme (or other level 3 courses) when they have achieved 2 GCSEs at grade 6/ B or above, plus a further 3 GCSEs at grade 4/ C or higher, including English and Mathematics. Places are expected to continue to be competitive, so it is recommended, where applicable, students aim for at least a grade 6/ B in subjects they wish to study.

Level 1 and 2 courses (the equivalent of GCSE grades 1-3/ G-D and 4-9/ C to A\* respectively) do offer places with lower entry requirements as a result of the lower level qualification being offered.

You also need to be aware that **all** students are required to re-sit English and/or Mathematics until the age of 18, if they have not yet secured a grade 4 or above. Often the courses offered for this re-sit are equivalent qualifications and so are not actual GCSEs. It is, therefore, most important to obtain these grades BEFORE your child leaves Lode Heath if this is possible.

Three of the most important subjects are English, Mathematics and Science, since these are considered facilitating subjects and are essential for all employment and career paths. Therefore, students should aim to maximise their grades in these subjects regardless of what they plan to do after they leave Lode Heath School.

### **Studying a Modern Foreign Language & Pathways**

The choice to study French or German is available to all students and is one that we recommend to a significant number of students. This is because a good qualification in a Modern Foreign Language is seen as a distinct advantage, and allows students to secure the English Baccalaureate, or the EBacc, which is a complement of qualifications seen as enabling successful candidates to have the opportunity to enter the best universities.

- Green Pathway students are those who have made at least good progress in either French/ German, and for whom we recommend continued study.
- Yellow Pathway students are those who are free to choose to study French/ German as part of the options process.

Continued...

Your child has received a pathway based on our recommendations which best fits our understanding of your child. Should you wish to discuss making a change to this, you should speak with Ms Summers or email on [ssummers@lodeheath.org.uk](mailto:ssummers@lodeheath.org.uk)

Pathway	Option: Humanities	Option A:	Option B:	Option C:
Green (EBacc)	✓	GCSE French/ German only	✓	✓
Yellow	✓	✓	✓	✓

The pathway is detailed on your student's personalised record on the INSIGHT options form online.

### Studying GCSE History or Geography

The choice to study either GCSE Geography or History is also available to all students. However, we recommend GCSE Geography specifically to a number of students since the examination of GCSE History is particularly literacy based in comparison to Geography, and some students who experience difficulties in this area will find it difficult to meet their full potential in this subject.

### Vocational Options

We are also offering a Hairdressing & Beauty Therapy course as an additional vocational qualification. If this is a viable option, invited students would study this course at Arden School; this would obviously involve some travel from Lode Heath to their on-site professional salon.

### Important points to note:

Whilst everything will be done to ensure your child studies their first choice subjects, there may be instances where this cannot be granted. If this occurs, an alternate/ reserve choice will be guaranteed and you will be informed via phone call or email – if you do not hear, no news is good news! **It is vital, therefore, that choices, including alternate/ reserve choices, are made very carefully.**

- Courses will only run when group sizes are viable.
- When a course is oversubscribed, we will consider future pathways, Attitude to Learning and Behaviour for Learning scores to help us decide which students will be offered a place and who will be given their alternate/ reserve choice.

Please note that timetabling, after the collection of option preferences, is a long process and so final choices are not likely to be **confirmed before July 2021**. Depending on the circumstances, we will do this via a letter/ email or Insight.

To summarise, we recommend your child chooses subjects by thinking about:

- Your child's current 'Working at Grades' and Attitude to Learning (AtL) and Behaviour for Learning (BfL) scores
- What subjects he/ she is good at and enjoys
- What subjects will help particular career, employment or study routes or will maximise your child's opportunities in the future
- The wide range of advice and guidance available.

I wish you and your child all the best at this exciting stage in their education and look forward to seeing you all at the forthcoming events.

**Ms S Summers**  
Deputy Headteacher

## Key Stage 4 Curriculum (YEARS 10 AND 11)

All students will study the following subjects as part of our core curriculum:

GCSE English Language and GCSE English Literature		
GCSE Maths		
GCSE Sciences*		
Separate Sciences (triple)	OR	Combined Science
Physical Education**		

Students can choose to study:

### Option: Humanities

GCSE Geography	OR	GCSE History
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### **Option A:**

### **Option B:**

### **Option C:**

GCSE French/ German	GCSE French/ German	
OR	BTEC Performing Art in Dance***	BTEC Performing Arts in Drama***
Cambridge National Certificate in Marketing & Enterprise***	Cambridge National Certificate in Marketing & Enterprise***	GCSE Business Studies***
	GCSE Computer Science***	
Cambridge National Certificate in iMedia***	Cambridge National Certificate in iMedia***	Cambridge National Certificate in iMedia***
GCSE Computer Science***	GCSE Media Studies	GCSE Design & Technology
		GCSE Music
GCSE Art & Design (Fine Art)	GCSE Art & Design (Fine Art)	GCSE Art & Design (Fine Art)
GCSE Geography/ History		GCSE Statistics
GCSE Statistics		GCSE Food and Nutrition
	GCSE Physical Education***	
BTEC First Award in Sport***	BTEC Health and Social Care	BTEC First Award in Sport***
BTEC Travel and Tourism	GCSE Philosophy & Ethics	GCSE Philosophy & Ethics
	GCSE Citizenship	
Hairdressing & Beauty Therapy^		

### **Points to note:**

\*GCSE Sciences: the majority of students will gain two GCSEs in science – Combined Science. Separate/ triple science places will **only** be offered to the highest performing students. This is defined as those who achieve highly in the end of year test *and* demonstrate high grades and Attitude to Learning and Behaviour for Learning scores throughout the entirety of year 9. \*\*Physical Education (core) - all students will participate in PE (1 lesson per week).\*\*\* Students cannot study two qualifications in the same family e.g. they cannot study Sport & PE or Computer Science & iMedia or Business Studies and Marketing and Enterprise.

^ Vocational Curriculum - there is a possibility of studying a vocational curriculum. This will be by invitation only.

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## **GCSE English and GCSE English Literature**

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All students will undertake GCSEs in both English Language and English Literature resulting in two GCSEs. Both courses are statutory. The GCSEs are in the form of linear courses, meaning that the examinations are taken at the end of the course in Year 11. GCSE English provides students with critical life skills that will help them understand the rest of the curriculum as well as the world around them. Furthermore, it provides them with core skills that are crucial in helping them to obtain a place at college and university. Moreover, it develops the key skills needed in lots of different careers ranging from law to administration to journalism. As English covers such a wide range of core reading and writing skills and literature from across centuries, students should start to see and question the world with a new understanding.

Students are also given the opportunity to study GCSE English Literature and are able to engage with a wide variety of texts and poetry.

### **English Language**

The GCSE syllabus will balance knowledge, understanding and skills to enable students to become effective learners and to provide a solid foundation for their continuing educational journey. The course will allow students to:

- develop the ability to communicate clearly, accurately and effectively when speaking and writing
- learn how to use a wide range of vocabulary and how to use correct grammar, spelling and punctuation
- develop a personal style and an awareness of the audience being addressed.

Assessment of the English Language course is by external examinations of two papers, with a total weighting of 100% consisting of:

- Responding to non-fiction and fiction texts (50%)
- Two writing tasks (50%)

In addition, students must also undertake:

- One Speaking and Listening Oral Assessment (this will be assessed in school, and the mark will appear on your examination certification, but will not count towards the final GCSE mark/grade).

### **English Literature**

English literature will focus on four areas of classic literature, including a Shakespeare play, an aspect of a modern work of fiction in the English Literary Heritage, poetry, and there will be also be a requirement to respond to unseen poetry.

Assessment of the literature course is through the external examination of two papers consisting of:

- One response to a modern drama text
- One response to a Shakespeare text
- One response to a pre-1914 novel
- One comparative response to seen poetry
- Two responses to unseen poems.



Throughout the next two years students will be working towards a final GCSE assessment.

They will study the Edexcel syllabus matched to their ability, following on from the work done in previous years. It will extend knowledge of, and improve skills, in: number, algebra, and ratio, and proportion, rates of change, geometry, probability and statistics.

Students will develop skills in using and applying mathematics, as there will be a big emphasis on problem solving.

At the start of Year 10 students will be put into a class based on their mathematical ability. They will have four mathematics lessons and one homework task per week.

### **Assessment**

GCSE Mathematics is a linear course which means the examinations are at the end of the course in Year 11. They will test knowledge, understanding and use of all the aspects of mathematics stated above.

There will be three papers of 1.5 hours each:

- one non-calculator paper
- two calculator papers

All of these aspects will be assessed at Key Stages during Years 10 and 11. This will enable your child to not only experience GCSE questions but enable them to track their progress throughout this time.

### **Equipment**

It is important that your child has their own equipment available for use in school, for homework and for examinations. This should include a ruler, protractor, pair of compasses and a fractional scientific calculator, as well as pens, pencils, rubber and pencil sharpener.

Students are expected to bring this equipment to all mathematics lessons.

**GCSE Sciences****AQA**

All students in Year 10 and 11 will continue to study science at Lode Heath. We offer two pathways through Key Stage 4, as outlined below. Students will follow the most appropriate course based on their previous experiences and ability demonstrated at Key Stage 3.

**GCSE Combined Science (Trilogy) Double Award (x2)**

Students studying Combined Science: Trilogy will cover the three science disciplines in the traditional fashion, much like the current Core and Additional Science GCSEs. Combined Science: Trilogy takes a logical and coherent journey through the familiar and new content.

Students will follow the syllabus provided by the AQA examination board. The course will be taught on a linear basis with all examinations at the end of Year 11.

**Combined Science Assessment**

- Six papers – two Biology, two Chemistry and two Physics. Each will assess different topics.
- Duration – all papers are 1 hour 15 minutes.
- Tiers – foundation and higher
- Weighting – the papers are equally weighted. Each is worth 16.7 % of the grade and has 70 marks.
- Question types – multiple choice, structure, closed, short answer and open response.

**Practical Work**

There is no longer controlled assessment in Science. There are however 16 required practicals set out in the specification that students must experience and be familiar with the apparatus and techniques.

Students will conduct this practical work in lesson time and the written exams will include questions that draw specifically on students' practical science experience. At least 15% of marks for each GCSE will be allocated to these questions.

**GCSE Biology, Chemistry and Physics Triple Award (x3) (Separate Sciences)**

We are also offering some students the opportunity to study separate sciences at Lode Heath. This course is to target and motivate our highest achieving students at Key Stage 3. These students must be very hard working and have a genuine interest in Science. They may already have a career in mind that is Science based.

This course will lead to three separate GCSE qualifications in Biology, Chemistry and Physics by the end of Year 11.

Whilst Combined Science is the foundation to Advanced level study, the Separate Science course has a greater breadth as it covers a greater number of topics.

**Assessment****Biology**

- Two papers - each paper will assess knowledge and understanding from different topics.  
Paper 1 covers cell biology; organisation; infection and response, and bioenergetics.  
Paper 2 covers homeostasis and response; inheritance, variation and evolution and ecology.
- Duration- both papers are 1 hour 45 minutes.
- Tiers - foundation and higher.
- Weighting - the papers are equally weighted. Each is worth 50% of the grade and has 100 marks available.
- Question types - multiple choice, structured, closed short answer and open response.

## Chemistry

- Two papers - each paper will assess knowledge and understanding from different topics.  
Paper 1 covers atomic structure and the periodic table; bonding, structure, and the properties of matter; quantitative chemistry; chemical changes; and energy changes.  
Paper 2 covers the rate and extent of chemical change; organic chemistry; chemical analysis, chemistry of the atmosphere and using resources.
- Duration- both papers are 1 hour 45 minutes.
- Tiers - foundation and higher.
- Weighting - the papers are equally weighted. Each is worth 50% of the grade and has 100 marks available.
- Question types - multiple choice, structured, closed short answer and open response.

## Physics

- Two papers - each paper will assess knowledge and understanding from different topics.  
Paper 1 covers energy; electricity; particle model of matter and atomic structure  
Paper 2 covers forces; waves; magnetism and electromagnetism and space physics
- Duration- both papers are 1 hour 45 minutes.
- Tiers - foundation and higher.
- Weighting - the papers are equally weighted. Each is worth 50% of the grade and has 100 marks available.
- Question types - multiple choice, structured, closed short answer and open response.

## Practical Work

There is no longer controlled assessment in science. There are however 8 required practicals for **each** discipline (Biology, Chemistry and Physics) set out in the specification that students must experience and be familiar with the apparatus and techniques. Students will conduct this practical work in lesson time and the written exams will include questions that draw specifically on students' practical science experience. At least 15% of marks for each GCSE will be allocated to these questions.

Students are awarded their Biology, Chemistry and Physics GCSEs at the end of Year 11. Students will be graded from 1-9, with 9 being the highest.

This is not a course for the faint-hearted, as we will be covering a lot of ground over the course of Key Stage 4, with all of the material taken from the high-level sections of the syllabus.

Consequently, this course will only be offered to our highest achieving students from Key Stage 3.

**It must be noted that the Separate Science course needs an additional hour in order to cover the topic material thoroughly.**

Here is a summary to show how the various pathways link together as the students move through Years 10 and Year 11.

Year 10 Science	<b>GCSE Combined Science</b> (Double Award)	<b>Separate Science</b> GCSE Biology GCSE Chemistry GCSE Physics
Year 11 Science		

**Hard work will be rewarded with excellent results.**

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**Physical Education**

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Students will be required to complete one CORE PE lesson per week to fulfill the statutory requirements of the National Curriculum. Here students will tackle a wide range of complex and demanding physical activities that develops their personal fitness and promotes an active, healthy lifestyle.

Students will be taught to:

- use and develop a variety of tactics and strategies to overcome opponents in team and individual games.
- develop their technique and improve their performance in other competitive sports.
- evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best.

This will be achieved through a variety of sports and activities including football, rugby, badminton, table tennis, dance, aerobic activities, netball, circuit training and handball.

Students will travel the world from their classroom, exploring case studies in the United Kingdom, higher income countries (USA), newly emerging economies (India) and lower income countries (The Philippines). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are encouraged to understand their role in society by considering different viewpoints, values and attitudes.

Geography is a subject that will allow students the access to a huge range of relevant careers for their future and is valued greatly by employers.

All students entered for the examinations will complete three units as detailed below:

### Unit 1: Living with the Physical Environment

Exam	1 hour 30 min	35% of the total marks
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The sections will consist of:

- The challenge of natural hazards - earthquakes, volcanoes, hurricanes and tropical storms.
- The Living World - tropical rainforests, desert environments.
- Physical Landscapes - rivers and coasts and the management of these landscapes.

### Unit 2: Challenges in the Human Environment

Exam	1 hour 30 min	35% of the total marks
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Students are required to answer three questions:

- Urban issues and challenges - squatter settlements, slums, urban planning and urban regeneration.
- The changing economic world – tourism, industrial change and links between wealth and development.
- The challenge of resource development - how modern industry can be sustainable with the focus on food.

### Unit 3: Geographical Skills

Fieldwork (two visits) & exam	1 hour 15 min	30% of the total marks
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- Pre-released resource booklet to learn about in lessons - and then examined on.
- Field skills – **two focus areas in the same location: Rhyl. The physical focus is on how hard engineering helps the coastline and the human focus is on urban decline in the area.**
- Geographical skills - maps, graphs, photos.

### Exam Structure

The exam will be structured to include a range of question types:

- Multiple choice
- Short answer
- Levels of response

The GCSE course follows the Edexcel GCSE (9-1) History syllabus.

GCSE History students will prepare for the following exams and units:

<p><b>Paper 1</b> <b>(British thematic study with Historic environment)</b></p> <p>1 hour 15mins</p> <p>30% of final grade</p>	<p><b>Crime &amp; Punishment in Britain, c.1000 to Present (20%) with Whitechapel, c1870-1900: crime, policing and the inner city (10%)</b></p> <p>What has developed or stayed the same in the different time periods relating to:</p> <ul style="list-style-type: none"> <li>● The nature and extent of crime</li> <li>● The enforcement of law and order</li> <li>● The punishment of offenders</li> <li>● Specific focus on Whitechapel as an example of causes and types of crime, policing methods and the issues of the inner city during the late Industrial era</li> </ul> <p>Questions on this paper are based on knowledge and recall as well as source analysis and interpretation skills.</p>
<p><b>Paper 2</b> <b>(Period study and British depth study)</b></p> <p>1 hour 45mins</p> <p>40% of final grade</p>	<p><b>The American West c1835-c1895 (20%) and Anglo-Saxon and Norman England, c1060-88 (20%)</b></p> <p><u>American West</u> unit will cover:</p> <ul style="list-style-type: none"> <li>● The Plains Indians: their beliefs and way of life</li> <li>● Migration and early settlement</li> <li>● Conflict and tension</li> </ul> <p><u>Anglo Norman</u> unit will cover:</p> <ul style="list-style-type: none"> <li>● Anglo-Saxon society</li> <li>● The Norman Invasion</li> <li>● William in power and Norman England 1066-88</li> </ul> <p>Questions on this paper are based on knowledge and recall.</p>
<p><b>Paper 3</b> <b>(Modern world study)</b></p> <p>1 hour 20mins</p> <p>30% of final grade</p>	<p><b>Weimar and Nazi Germany, 1918-1939</b></p> <p>This unit will look at:</p> <ul style="list-style-type: none"> <li>● The Weimar Republic 1918-29</li> <li>● Nazi Rise to Power 1919-1933</li> <li>● Control and Opposition 1933-1939</li> <li>● Life in Nazi Germany 1933-1939</li> </ul> <p>Questions on this paper are based on knowledge and recall as well as source analysis and interpretation skills.</p>

***A high level of literacy is required to do this subject - please speak to your child's class teacher if you have any concerns.***

## Why study History at GCSE?

- You enjoy it.
- You need to be able to, and want to, learn, retain, remember, revise key facts and key features across several topics within each course.
- You enjoy finding out about new topics and being able to analyse and understand them.
- You want to develop your skills of **critical thinking** combining **analysis, research, essay writing** and **communication** skills to help you to solve problems and form arguments for debate.
- It will help you with other GCSE and A-level essay subjects like [English Literature](#), Languages, Media Studies, Law, Politics, Philosophy, [Psychology](#), Economics and Sociology. It helps you develop both writing and analysis skills, so it can also be really useful alongside a science subject or [Maths](#) to broaden your knowledge and abilities.
- It prepares you very well for careers in areas such as: [Law](#), politics, public sector, business, [marketing](#), journalism, economics, teaching, academia, insurance, social research, archaeology and curation (museums, galleries, archives and libraries).

## Want to know more?

Look at this website for even more reasons and support ideas:

<http://www.history.org.uk/student/categories/490/info/2582/studying-history-14-16>

## Thinking beyond GCSEs...

If you are considering going onto higher education then remember, according to the Russell Group website, an A Level in History after a GCSE in History would be very useful:

***“We call these subjects (including History A Level) ‘facilitating’ because choosing them at advanced level leaves open a wide range of options for university study.”***

Students will be able to acquire knowledge and skills in tourism by exploring the aims of different travel and tourism organisations, the features of popular tourist destinations, how organisations meet the needs of customers and what influences global travel and tourism. They will also have the opportunity to complete project work such as investigating customer trends and the provisions of customer needs and the impact of tourism on worldwide destinations.

This qualification can broaden the students understanding, knowledge and skills of the tourism job sector. The KS4 BTEC can also allow progression into Level 3 vocational qualification at a post-16 stage.

All students entered for the assessments will complete three components as detailed below:

### Component 1- Travel and Tourism Organisations and Destinations

Internal Assessment	Written Assignment	From a Level 1 Pass, up to a Level 2 Distinction
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This component will focus on:

- Investigating the aims of UK travel and tourism organisations.
- How different organisations work together in tourism.
- Exploring the different types of travel and tourism and popular tourist destinations.

### Component 2- Global Influences on Travel and Tourism

External Assessment	2-hour exam paper	Total of 70 marks available
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This component will focus on:

- Factors that can influence travel and tourism, such as economic and environmental factors.
- The impact of travel and tourism and the idea of sustainable tourism.
- How tourism is being managed by local and national governments in different destinations.

### Component 3- Customer Needs in Travel and Tourism

Internal Assessment	Written Assignment	From a Level 1 Pass, up to a Level 2 Distinction
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This component will focus on:

- Investigating how organisations identify the trends in travel and tourism.
- How companies meet the needs and preferences of travel and tourism customers.

### Assessment Structure

The qualification consists of three components that give learners the opportunity to develop broad knowledge and understanding of the travel and tourism sector, and specialist skills and techniques in research and communication at Levels 1 and 2.



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The internal assessment will be structured to focus on:

- the development and application of skills such as researching types of tourist destinations and holidays
- reflective practice through carrying out research on travel and tourism products and services to make recommendations to meet customer needs
- the ability to apply knowledge and understanding of travel and tourism to a variety of contexts, including factors influencing tourism and the impact of tourism on a variety of destinations.

The external assessment focuses on Component 2: Global Influences on Travel and Tourism requires the students to apply their knowledge and understanding of the factors influencing tourism, the impact of tourism on destinations and destination management to travel and tourism contexts. The external assessment will be set and marked by Pearson and completed under supervised conditions. It will be completed in two hours within the period timetabled by Pearson. It is worth 70 marks.

## GCSE French or German

The Modern Languages Department offers courses in French and German, and you will continue the language you started in Year 7 and study it to GCSE level.

Students who can offer a foreign language will always impress all employers, and there are other great reasons for taking a language at GCSE:

- English is not enough! Not everyone speaks, or wants to speak, English.
- A language will always be useful, no matter what you do. In class, you get to study a wide range of topics all about different people and cultures, not just how to speak.
- Languages mean business – being able to speak a language will make you really stand out.
- It is really impressive to be able to speak a foreign language. It is a real achievement that employers will love!
- You can understand and talk to lots more people when you go abroad.
- Using a language at work could raise your salary by 8-20%.
- Learning languages really improves your communication skills.

(see: <http://www.whystudylanguages.ac.uk/> for more information on where languages can take you.)

An increasing range of jobs require a language, as does any area of employment in the ever expanding tourism industry. Almost every application form you will ever fill in asks for details of languages spoken – make sure you can fill yours in!

**“Seven in 10 businesses (70%) value foreign language skills among their employees, particularly in helping build relations with clients, customers and suppliers. French (49%) and German (45%) are the leading languages in demand.”**

“Changing the Pace” (CBI/Pearson education and skills survey produced in 2013)

Please note that The Russell Group Universities (see list at bottom of page) value language skills. They state:

**“Our institutions very much value language skills...”**

(<http://russellgroup.ac.uk/for-students/school-and-college-in-the-uk/subject-choices-at-school-and-college/>) – see p57 on the publication “A Russell Group guide to making decisions about post-16 education”

Languages form part of the English Baccalaureate (E-Bacc) **“The English Baccalaureate includes academic subjects highly valued by the Russell Group.”**

In addition, many university courses have the option of studying a language alongside the main subject, or sometimes the course offers the opportunity for study abroad. The experience of how to learn a language will be of great use when continuing with the same language or when learning a brand new language.

**Russell Group Universities:** *University of Birmingham, University of Bristol, University of Cambridge, Cardiff University, Durham University, University of Edinburgh, University of Exeter, University of Glasgow, Imperial College London, King’s College London, University of Leeds, University of Liverpool, London School of Economics and Political Science, University of Manchester, Newcastle University, University of Nottingham, University of Oxford, Queen Mary University of London, Queen’s University Belfast, University of Sheffield, University of Southampton, University College London, University of Warwick, University of York.*

Students will follow the same AQA linear course in French or German and they will be assessed in four skills

- Speaking
- Listening
- Reading
- Writing

### Summary of course for French and German:

25%	<b>Listening examination</b>
25%	<b>Speaking examination</b> (role-play, picture description, conversation 2 topics, one topic is chosen in advance by the pupil and teacher)
25%	<b>Reading examination</b> (this includes reading comprehension, short texts to translate)
25%	<b>Writing examination</b> (this involves writing about a picture, a short writing task and a longer writing task with a choice of topic for the longer writing task)

The syllabus will cover the following themes:

- **Identity and Culture** (Me, family and friends, Technology in everyday life, Free time activities, Customs and festivals)
- **Local, national, international and global areas of interest** (Social issues – charity work, healthy living, Global Issues – the environment, poverty and homelessness, Travel and Tourism)
- **Current and future study and employment** (My studies, Life at school/college, Education post-16, Jobs, career choices and ambitions)

Grammar is a very important part of the course and is delivered according to ability. Pupils will definitely need to understand present, past and future tenses, express opinions and give justifications. High frequency vocabulary is also essential to all elements of the examination, and regular vocabulary tests will help encourage pupils to learn vocabulary throughout the course.

As in KS3, extensive use will be made of ICT, Foreign Language assistants and DVD material to enhance the curriculum.

### Summary of new curriculum changes:

- The course no longer has any controlled assessments
- All elements have equal weighting (each skill is worth 25% of the final grade)
- Everything is examined at the end of Year 11
- There is more emphasis on understanding the culture of the country
- Role-plays have been reintroduced to the speaking examination
- There is one final speaking exam with 12 minutes preparation time
- All elements are marked by the exam board
- Pupils must be entered for Foundation tier or Higher tier (**the same tier for all elements**)
- The Reading and Writing examinations include some translation

This two-year course is designed to offer students the opportunity to work in a range of materials both 2-D and 3-D, experiment with their own personal ideas and develop a range of creative processes. Students will develop skills learnt in Key stage 3 and will also investigate different themes and subjects from the work of other artists to aid in their creative process. Year 10 is an opportunity for students to develop their skills and learn new techniques.

Assessments are based on the recording, development, refinement and presentation of an idea. Student success at Art GCSE can be attributed to skills in handling materials and a disciplined approach to productivity, ensuring work is produced to the highest of standards and the deadlines met.

The course is made up of two components; a Portfolio (60%) and an externally set task (40%). Pupils will be expected to: develop artefacts and personal outcomes in relation to their chosen area of study. The Portfolio is made up of practical work, which explores the skills, knowledge and understanding in the learner's chosen practical area of study. This specification is **100% non-exam** assessment; all components are internally marked and externally moderated by visit.

A GCSE in Art & Design (Fine Art) can lead to further studies and potential employment in fields such as:

- Graphic Design
- Illustration
- Fine art
- Fashion
- Interior Design
- Theatre Design
- Film Making
- Architecture
- Photography
- Animation

The course offered has high expectations in terms of the work produced both in terms of quantity and quality, but the personal rewards are well worth the hard work!

Any questions regarding GCSE Art & Design please speak to Mr Everson or Miss Pearce.

***Business is a hard but rewarding subject – it helps you learn about the wider world.***

If you look around your home you can hardly fail to notice the influence which business has had on your life. The goods you possess, such as food or clothes, will have been produced by a business. If you watch TV, read a newspaper or listen to the radio you will find it difficult to escape advertisements about goods and services which business provide. Many of you, once you have finished your education, will earn your living from working in a business. So, it makes sense to study a topic which plays such a major part in our lives.

Business Studies will provide you with the knowledge and skills relating to the world of work. The course is designed to encourage you to consider the practical application of business and economic concepts.

**GCSE (1BS0/01 & 1BS0/02)** This is assessed through two external examinations – both at the end of Year 11.

<b>Unit 1</b>	<p><b>Investigating Small Business (1 hour and 30 minute exam – 50% of Grade)</b></p> <ul style="list-style-type: none"> <li>• Enterprise and entrepreneurship</li> <li>• Spotting a business opportunity</li> <li>• Putting a business idea into practice</li> <li>• Making the business effective</li> <li>• Understanding external influences on business</li> </ul>
<b>Unit 2</b>	<p><b>Building a Business (1 hour and 30 minute exam – 50% of Grade)</b></p> <ul style="list-style-type: none"> <li>• Growing the business</li> <li>• Making marketing decisions</li> <li>• Making operational decisions</li> <li>• Making financial decisions</li> <li>• Making human resource decisions</li> </ul>

**A high level of literacy and numeracy is required to be successful in this subject due to the nature of assessment. In both these exams students will be required to carry out financial calculations and write essay answers.**

**What can you do with a Business Studies qualification?**

Many of the students who enjoyed studying GCSE Business Studies have gone on to study an A Level and BTEC Business courses, with Business Studies being one of the most popular courses studied by students at colleges and universities.

If post-16 is not for you, employers/apprenticeships will value the GCSE Business Studies qualification as it will give you a broad overview of how the commercial world operates, as well as developing essential transferable skills; critical thinking and analytical skills, problem solving skills, effective and persuasive written and oral communication skills and the ability to research, interpret and use business data.

A Business Studies GCSE examination course provides a useful background and qualification for a huge range of careers in many fields, as every job that students go on to gain will be in some sort of business, so the qualifications will give them a valuable insight into how businesses are run.

**OCR Enterprise & Marketing**

This is a vocationally related subject that develops students' applied knowledge and practical skills in enterprise and marketing.

The breakdown of the course is 50% exam and 50% coursework (2 pieces of coursework).

All learners will study three mandatory topics as follows:

- Enterprise and marketing concepts
- Design a business proposal
- Market and pitch a business proposal

<b>RO64</b>	<p><b>Enterprise and marketing concepts (1 hour and 30 minute exam – 50% of Grade)</b></p> <ul style="list-style-type: none"> <li>• Understand how to target a market</li> <li>• Understand what makes a product or service financially viable</li> <li>• Understand product development</li> <li>• Understand how to attract and retain customers</li> <li>• Understand factors for consideration when starting up a business</li> <li>• Understand different functional activities needed to support a business start-up</li> </ul>
<b>R065</b>	<p><b>Design a business proposal (coursework – 25% of Grade)</b></p> <ul style="list-style-type: none"> <li>• Be able to identify the customer profile for a business challenge</li> <li>• Be able to complete market research to aid decisions relating to a business challenge</li> <li>• Be able to develop a design proposal for a business challenge</li> <li>• Be able to review whether a business proposal is viable</li> </ul>
<b>RO66</b>	<p><b>Market and pitch a business proposal (coursework – 25% of Grade)</b></p> <ul style="list-style-type: none"> <li>• Be able to develop a brand identity and promotional plan to target a customer profile</li> <li>• Be able to plan a pitch for a proposal</li> <li>• Be able to pitch a proposal to an audience</li> <li>• Be able to review the strengths and weaknesses of a proposal and pitch</li> </ul>

**A high level of literacy is required to be successful in this subject due to the nature of assessment, as the coursework involves a lot of writing.**

Many of the students who enjoyed studying OCR Enterprise and Marketing have gone on to study an A Level and BTEC Business courses, with Business Studies being one of the most popular courses studied by students at colleges and universities.

If post-16 is not for you, employers/apprenticeships will value the OCR Enterprise and Marketing Studies qualification, as it will give you a broad overview of how the commercial world operates, as well as developing essential transferable skills; critical thinking and analytical skills, problem solving skills, effective and persuasive written and oral communication skills and the ability to research, interpret and use business data.

A Business Studies GCSE examination course provides a useful background and qualification for a huge range of careers in many fields, as every job that students go on to gain will be in some sort of business, so the qualifications will give them an insight in to how businesses are run.

**GCSE Citizenship Studies**

Citizenship is at the heart of everyday debates about the kind of society we are striving to build and our role in the process. During this GCSE course, you will learn about your rights, roles and responsibilities as a young citizen in Britain and in the world. You will develop in your knowledge and understanding of how different communities and society works. Citizenship education will equip you with the skills you need to participate as a responsible and active citizen of our democracy and of wider society. Citizenship thus ensures your personal, intellectual, spiritual and social development as a young citizen in Britain.

Students will be required to study a variety of issues that together creates a qualification that is both broad and coherent and will cover the following issues:

The four themes that you will study are:

- 1) **Active Citizenship\*** – this is where you will work either individually or within a group to investigate, research and collect information about a specific issue. Your active citizenship work will be examined in one of the final exams and will contribute 15% of the final marks.
- 2) **Life in Modern Britain** – you will learn about your identity within the UK, the reasons for migration, the UK’s cultural diversity, as well as the role rights and responsibilities of the media. You will also consider the UK’s role within international organisations such as NATO, the UN and the Commonwealth and discuss the benefits and problems associated with the UK’s foreign aid programme.
- 3) **Rights and Responsibilities** – you will learn about the role and powers of the Police, how criminal and civil law courts work and different types of crime and punishment. You will also learn about human rights and international law.
- 4) **Politics and Participation** – you will learn about different types of government eg dictatorship and democracy, how and why it is important to vote, different types of elections, how an MP is elected and what their role entails, the difference between parliament and government, the role of the Prime Minister, a look at the Houses of Parliament, how new laws are made and how ordinary citizens can bring about change.

To be successful in **GCSE Citizenship Studies**, you should be able to:

- **work cooperatively** as a member of a group of students by sharing ideas and committing to your fair share of work
- **contribute confidently** to discussions during lessons
- have a **passion for exploring and getting involved** in current **local, national and global issues**
- **write fluently detailed and well explained** response



**How will I be assessed?**

You will be assessed in the following way:

- Paper 1 Section A (Active citizenship) & B (politics & participation).  
1 hour 45 mins written exam with 80 marks (50% of GCSE)
- Paper 2 Section A (life in modern Britain) & Section B (Rights and responsibilities).  
1 hour 45 mins written exam with 80 marks (50% of GCSE)

**What can I do after GCSEs from this course?**

You may choose to pursue A-levels in Citizenship, Law, Politics and related subjects. This full course will however be welcomed by any further education option and the knowledge, understanding and skills developed throughout Citizenship will be fundamental in your future progression in education.

**What career opportunities are there from this course?**

A good GCSE grade in Citizenship provides the backbone and skills necessary for any career in life. It will allow you to choose A Levels and a degree that can lead to careers in law, journalism and teaching. A good qualification in Citizenship also speaks volumes about your character as a responsible, aware and active citizen in society.

\*Citizenship in Action: All learners completing the qualification will participate in action in a real out-of-classroom context. Citizenship Actions are carefully planned practical activities that address a citizenship issue or question of concern, which aim to deliver a **benefit or change** for a particular community or wider society.



**BTEC Performing Arts**

BTEC Performing Arts offers pupils the opportunity to develop as individuals; exploring ideas and issues to gain a fuller understanding of their world. Please be aware of the written requirements – to achieve in Drama you need to be competent in analytical, evaluative writing, as well as feel confident to develop performance or technical skills for examination. It is a challenging yet rewarding subject, where you will have to dedicate time, effort and energy to succeed.

**Qualification aims and objectives:**

The aims and objectives of this qualification are to enable students to:

- apply knowledge and understanding when making, performing and responding to drama
- explore performance texts, understanding their social, cultural and historical context, including the theatrical conventions of the period in which they were created
- develop a range of theatrical skills and apply them to create performances
- work collaboratively to generate, develop and communicate ideas
- develop as creative, effective, independent and reflective students, able to make informed choices in process and performance
- contribute as an individual to a theatrical performance
- reflect on and evaluate their own work and that of others
- develop an awareness and understanding of the roles and processes undertaken in contemporary, professional theatre practice
- adopt safe working practices

Further skills developed in this qualification are:

- the ability to recognise and understand the roles and responsibilities of performer, designer and director
- the study and exploration of texts and extracts must include the relevant social, historical and cultural contexts
- the ability to analyse and evaluate their own work and the work of others
- the ability to understand how performance texts can be interpreted and performed.

**Course Structure**

<b>Component 1</b>	<b>Understanding Drama</b>	<p><b>Written exam (1 hour 45 mins) 40%</b> of the qualification 80 marks</p> <p>Section 1: Knowledge and understanding of drama and theatre Section 2: Study of one set play from a choice of six Section 3: Analysis &amp; evaluation of the work of live theatre makers</p>
<b>Component 2</b>	<b>Devising</b>	<p><b>Practical exam (Spring Yr11) 40%</b> of the qualification 80 marks – Internally assessed</p> <p>Process of creating devised drama Performance of devised drama (students may contribute as performer or designer) = 20 marks Analysis and evaluation of own work: Devising Log = 60 marks</p>
<b>Component 3</b>	<b>Text in Practice</b>	<p><b>Practical exam (Summer Yr11) 20%</b> of the qualification 40 marks – Visiting Examiner</p> <p>Performance of two extracts from one play (students may contribute as performer or designer) Free choice of play but it must contrast with the set play chosen for Component 1</p>

**GCSE Food Preparation and Nutrition (formerly Catering)**

Food Preparation and Nutrition qualification aims to equip learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. The OCR qualification will encourage learners to cook and make informed decisions about a wide range of further learning, opportunities and career pathways, as well as develop life skills that enable learners to feed themselves and others affordably, now and in later life.

**Content Overview**

The content of the GCSE is divided into four sections

- Nutrition
- Food Provenance and Food Choice
- Cooking and Food Preparation
- Skills requirements: Preparation and Cooking Technique

**Assessment**

Assessment will take place through two non-examined assessments (controlled assessments) and one written examination.

<b>Assessment method</b>	<b>% of GCSE qualification</b>
1 hour 30 minutes Written Exam paper sat in Year 11	Worth 50% of total GCSE mark
Food Investigation Task	Worth 15% of total GCSE mark
Food Preparation Task	Worth 35% of total GCSE mark

A qualification in Food Preparation and catering can lead pupils in a number of career route options including:

- Catering
- Hospitality
- Medical / NHS
- Nutritionist
- Science
- Purchasing - Retail
- Childcare
- Home Economist
- Travel & Tourism
- Journalism
- Media
- Sport
- Leisure

***The details provided for this subject are subject to change.***

GCSE Design Technology covers the fundamental issues of design:

- Identify a product that solves a problem from the context provided before investigating existing products, the needs of the end user and any sustainability issues.
- Review how different materials, components, processes and techniques can be used to address the design brief before clearly communicating and justifying the winning design.
- Apply practical skills to produce a prototype that meets the requirements of the design brief, showing a wide range of making skills with precision and accuracy.
- Test the prototype under realistic conditions, analyse the results and carry out a Life Cycle Assessment to evaluate fitness for purpose and impact on the environment.

The 'Timber' specialism will place emphasis on the development of both practical skills and subject knowledge concerning the resistant material of wood.

Over the course of two years students will develop a whole range of creative designing and making skills, technical knowledge and understanding relating to design technology and invaluable transferable skills such as problem solving and time management.

The focus of Year 10 is to familiarise students with different aspects of practical work, allowing them to explore a range of skills. During this period, they will also study the theoretical aspects of the course in preparation for their written examination at the end of Year 11.

The exam paper will assess the breadth of design and technology knowledge in the Core section, and assess the depth of knowledge in the chosen material area for the Specialist section to enable students to fully demonstrate their own particular strengths or specialism.

- Students will develop and apply design skills that will help to prepare them for modern contexts in the world today.
- New and emerging technologies will be explored to support design expertise now and in the future.
- Innovation and creativity is encouraged, adding the confidence to take design risks.

Year 11 Exam will contain 2 sections; section A core will cover 15% maths, using mechanical calculation and formulas / equations to solve problems.

Year 11 will involve the students participating in a design and make activity that is submitted as part of their controlled assessment unit. This will be undertaken independently to assess the skills they have learnt throughout their previous year. Once this is complete, students will participate in a revision programme to prepare for their final exam.

The course is assessed in the following areas:

<b>Component</b>	<b>Overview</b>	<b>Assessment</b>
<p>Component 1</p> <p>Examination 50% of qualification</p>	<p>The paper includes calculations, short-open and open-response questions, as well as extended-writing questions focused on:</p> <ul style="list-style-type: none"> <li>• analysis and evaluation of design decisions and outcomes against a technical principle for prototypes made by others</li> <li>• analysis and evaluation of wider issues in design technology, including social, moral, ethical and environmental impacts.</li> </ul> <p>The paper is split into section A “core” and section B “material” categories.</p>	<p>Written exam, externally assessed Exam</p> <p>TIME: 1hour 45mins</p> <p>Total of 100 marks</p> <p>Students must answer all questions in section A (40 marks), 15% covering Maths and Science equivalent to grade 5. Students must choose one specialism in section B – either Metals, Papers and Boards, Polymers, Systems, Textiles or <b>Timbers</b> (60 marks).</p>
<p>Component 2</p> <p>Design &amp; make project 50% of qualification</p>	<p>Three contextual challenges will be provided by the board on 1<sup>st</sup> June each year, from which students must choose one to respond to. Students will produce a project which consists of a portfolio and a prototype. There are four parts to the assessment:</p> <ul style="list-style-type: none"> <li>• Part 1: Investigate</li> <li>• Part 2: Design</li> <li>• Part 3: Make</li> <li>• Part 4: Evaluate</li> </ul>	<p>Non-examined assessment internally assessed and externally moderated.</p> <p>Total of 100 marks</p>

**Cambridge Nationals Certificate in Creative iMedia**

This is a vocationally related qualification that takes an engaging, practical and inspiring approach to learning and assessment. Digital Media is a key part of many areas of our everyday lives and vital to the UK economy. Production of digital media products is a requirement of almost every business, so there is huge demand for a skilled and digitally literate workforce. This qualification will help you develop specific and transferable skills such as research, planning, and review, working with others and communicating creative concepts. The qualification’s hands-on approach has strong relevance to the way people use the technology required in creative media.

The breakdown of this course is 25% external assessment (exam) and 75% internal assessment (3 pieces of coursework).

**Units students will study**

<b>Unit R081: Pre-production skills</b>	Examination (25%)
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Mandatory examined unit. Students will learn pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.

<b>Unit R082: Creating digital graphics</b>	Controlled Assessment (25%)
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This builds on the previous unit and is a mandatory unit. Students will understand the basics of digital graphics editing for the creative and digital media sector and will learn where and why digital graphics are used and what techniques are involved in their creation. This unit will develop their understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process.

<b>Unit R085: Creating a multipage website</b>	Controlled Assessment (25%)
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In this unit, students will understand the basics of creating multipage websites. It will enable you to demonstrate your creativity by combining components to create a functional, intuitive and aesthetically pleasing website. It will allow you to interpret a client brief, and to use planning and preparation techniques when developing a multipage website

<b>Unit R087: Creating interactive multimedia products</b>	Examination (25%)
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In this unit, students will understand the basics of interactive multimedia products for the creative and digital media sector and will learn where and why interactive multimedia is used and what features are needed for a given purpose. It will enable students to interpret a client brief, and to use time frames, deadlines and preparation techniques as part of the planning and creation process when creating an interactive multimedia product.

**Students are NOT permitted to study both Cambridge National Certificate in Creative iMedia and GCSE Computer Science.**

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**GCSE Computer Science (J277)**

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Students have the opportunity to study Computer Science at GCSE level, which is advisable for those wishing to pursue a career in Computing and studying Computer Science at A Level.

By studying Computer Science, students will have the opportunity to understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms and data representation. Students should be a keen problem solver and mathematician, as they will develop their skills of computational thinking by analysing problems through practical experience, including designing, writing and debugging programs. This course is for students who want the opportunity to be able to think creatively, innovatively, analytically, logically and critically.

There are 2 exams, which each make up 50% of their final grade. Students will also complete a 20 hour programming project in your lessons. At the end of the course they will gain a GCSE 9-1 grade in an academically challenging subject, which is included in the EBacc.

Students will study the following units:

**Computer Systems – 1hr 30 mins  
Examination – 50% of final grade**

- Systems Architecture
- Memory
- Storage
- Wired and wireless networks
- Network topologies, protocols and layers
- System security
- System software
- Ethical, legal, cultural and environmental concerns

**Computational thinking, algorithms and  
programming – 1hr 30 mins Examination –  
50% of final grade**

- Algorithms
- Programming techniques
- Producing robust programs
- Computational logic
- Translators and facilities of languages
- Data representation

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**We recommend that, in order to succeed on this course, students need to be working to at least a grade 4 and above in Mathematics. This is due to the high degree of mathematical problem-solving skills that are required for computational thinking.**

**Students are NOT permitted to study both GCSE Computer Science and Cambridge National Certificate in iMedia.**

**GCSE Media Studies**

GCSE Media Studies gives students the chance to develop a critical understanding of how the media play a central role in contemporary society. It encourages an understanding of how to use key media concepts to **analyse media products** and the opportunity for **hands-on practical work**.

Students are required to study media products (set by the exam board) from all of the following media forms:

<b>Television</b>	<b>Film</b>	<b>Radio</b>	<b>Newspapers</b>
<b>Video games</b>	<b>Online, social and participatory media including music video</b>	<b>Advertising and marketing</b>	<b>Magazines</b>

<b>Content Overview</b>	<b>Assessment Overview</b>
<p><b>Component One:</b></p> <p><b>Section A</b> will focus on Media Language and Media Representations. Questions in this section can test any two of the following forms:</p> <ul style="list-style-type: none"> <li>• magazines</li> <li>• advertising and marketing</li> <li>• newspapers</li> <li>• online, social and participatory media and video games.</li> </ul> <p><b>Section B</b> will focus on Media Industries and Media Audiences. Questions in this section can test any two of the following forms:</p> <ul style="list-style-type: none"> <li>• radio</li> <li>• newspapers</li> <li>• online, social and participatory media and video games</li> <li>• film (industries only).</li> </ul>	<p>Written exam: 1 hour 30mins 80 marks 40% of GCSE</p>
<p><b>Component Two:</b></p> <p><b>Section A</b> will be an in-depth response based on a screening from an extract of one of the television Set Products (Crime Drama or Sitcoms) and can test any area of the theoretical framework.</p> <p><b>Section B</b> will be an in-depth response to music videos and online media based on two Music Video Set Products and can test any area of the framework.</p>	<p>Written exam: 1 hour 30mins 60 marks 30% of GCSE</p>
<p><b>Creating a Media Product (Non-Exam Assessment):</b> Students are assessed on their:</p> <ul style="list-style-type: none"> <li>• Application of knowledge and understanding of the theoretical framework.</li> <li>• Ability to create media products. <u>For example:</u></li> </ul> <p><i>Film - Create a DVD front and back cover and a main theatrical release poster for a new film in the crime genre aimed at an audience of 16-24 year olds (maximum 15 certificate). You may choose to produce marketing material for a film in a sub-genre of the crime genre.</i></p> <p><i>Magazines - Create a front cover and a double page spread article for a new music <b>or</b> sport magazine in a subgenre of your choice, aimed at an audience of 16-24 year olds.</i></p>	<p>Brief set by EDUQAS 60 marks 30% of GCSE  Assessed by teachers and moderated by EDUQAS.</p>

**Why choose OCR GCSE (9-1) Music?**

Our GCSE (9-1) Music qualification provides a contemporary, accessible and creative education in music, with an integrated approach to the three main elements – performing, composing and appraising.

It is a course that is particularly suited to those students who wish to take greater control over the subject that they are studying, as they can choose the style of music to perform and compose on their own instrument. It is expected that students taking this course will take part in school assemblies and concerts as an aid to developing their performing skills.

**Inspires creativity** – students are encouraged to broaden their musical horizons and understanding with areas of study that motivate and challenge.

**Offers choices to appeal to you and your students** – the range of topics will allow for practical and musical teaching and is designed to cater for a wide range of interests, instruments, personalities and directions.

**Combines the traditional and modern** – there are exciting opportunities for students to study diverse and traditional fields, as well as develop interest in all aspects of their musical heritage.

**Encourages students to experiment** – there is plenty of opportunity to work on their own performing, composing and listening.

**Comes with support and guidance** – our focus is on high-quality creative resources built on best practice. They are designed to support creative teaching approaches and progression for all students.

**Course Structure**

<b>Content Overview</b>	<b>Assessment Overview</b>	
Performance on the learner’s chosen instrument.  Composition to a brief set by the learner.	<b>Integrated portfolio (01 or 02)</b>  60 Marks  Non-exam assessment	<b>30%</b> of total GCSE
Ensemble performance.  Composition to an OCR set brief.	<b>Practical component (03 or 04)</b>  60 Marks  Non-exam assessment	<b>30%</b> of total GCSE
Listening and appraising.  A written paper, with CD.  Aural recognition and context unheard / unfamiliar music from within the Areas of Study 2, 3, 4 & 5.	<b>Listening and appraising (05)</b>  80 Marks  1 hour and 30 minutes written paper	<b>40%</b> of total GCSE

Instrumental lessons play a vital role in supporting a students’ musical development, and we recommend this subject for students already participating in some form of musical tuition. We currently enjoy a wide range of visiting music teachers from the Solihull Music Service, and the school pays a considerable amount towards the cost of tuition. However, we ask for a contribution which this year was £66.00 per term (but this may alter dependent on Music Services charges for forthcoming years) and you would be expected to pay this. Please see Miss Stewart for more details.



**Why study this subject?**

From the beginning of time, humans have engaged in activities that we now call religion, such as worship, prayer, and rituals marking important life passages. Moreover, religions have always asked fundamental questions, such as: What is the true meaning of life? What happens to us after death? How do we explain human suffering and injustices? These questions are still relevant today.

Religious Studies is a lively and stimulating GCSE subject that provides a great opportunity for students to engage with current issues, developing social, cultural, political and historical awareness. It encourages philosophical thought and decision-making skills, enabling students to discuss and analyse topics they encounter in society and through the media. RS helps students to develop an understanding of their own values and beliefs, gaining a greater sense of their own identity, learning how to respect the rights and responsibilities of others. The study of religion helps students to learn how to think critically, listen empathetically, speak thoughtfully, and write clearly - all skills that will be of great use no matter what students go on to do in life.

**Content Overview**

**1. Beliefs, Teachings and Practices**

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|----------------|--|-------------------|
| • Christianity | The study of a first religion<br>1 hour written paper  | 25% of total GCSE |
| • Islam        | The study of a second religion<br>1 hour written paper | 25% of total GCSE |

**2. Religion, Philosophy and Ethics in the Modern World from a Religious Perspective**

50% of total GCSE

Four themes to be studied:

- Relationships and Families
- The existence of God, Gods and the ultimate reality
- Religion, Peace and Conflict
- Dialogue between religious and non-religious beliefs and attitudes

**GCSE Physical Education (OCR)**

**OCR**

Studying GCSE Physical Education will open students' eyes to the amazing world of sports performance. Not only will they have the chance to perform in many different sports through the non-exam assessment component, they will also develop wide-ranging knowledge into the how and why of physical activity and sport.

Through an introduction to all areas of PE, they will receive a well-rounded and full introduction to this fascinating world of PE, physical activity and sport. This GCSE study provides everything they need for their future move on to further education, higher education, employment or further training.

Content Overview	Assessment Overview	
Applied anatomy and physiology Physical training	Physical factors affecting performance (01)  60 marks 1 hour EXAM	30% of total GCSE
Socio-cultural influences Sports psychology  Health, fitness and well-being	Socio-cultural issues and sports psychology (02)  60 marks 1 hour EXAM	30% of total GCSE
Practical activity assessment Evaluating and Analysing Performance (AEP)	Performance in physical education (03)*  80 marks non-exam assessment (NEA)	40% of total GCSE

Within the GCSE (9–1) in PE, learners are assessed in all activities they complete, and the final grade is their three strongest practical activity grades. The sports are limited and students must participate in either:

- Two team activities and one individual practical activity
- OR
- One team and two individual practical activities

The performance must be from the list below:

Amateur Boxing	Dance	Hurling	Squash
Association Football	Diving	Lacrosse	Swimming
Athletics	Equestrian	Netball	Table Tennis
Badminton	Gaelic Football	Rowing	Tennis
Basketball	Golf	Rugby League	Trampolining
Canoeing	Gymnastics	Rugby Union	Volleyball
Cricket	Handball	Skiing	
Cycling	Hockey	Snowboarding	

To study GCSE Physical Education, it is an expectation that students attend at least one extracurricular activity alongside their strongest sport. Completing one sporting activity is not enough to meet the practical requirements for the subject.

Staff will be able to provide a more extensive recommendation based on their extensive knowledge of students' abilities.

**Students are NOT permitted to study both GCSE PE and BTEC First Award in Sport.**

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**BTEC First Award in Sport****Pearson**

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On completion of the course students will be submitted for this qualification, which is equivalent to GCSE at either level 1 (grades 1-3/ G-D) or level 2 (grades 4-9/ C-A\*).

BTEC qualifications are designed to provide specialist work-related qualifications. Students are assessed entirely through coursework, including written projects, presentations, posters and case studies. BTECs provide students with practical skills that will aid them in any aspect of their career. The course is aimed at pupils who have a passion for sport and enjoy a more practical approach to their learning. It must be noted that unit 1 is an externally assessed exam and forms 30% of their final grade. The course is outlined below:

**Unit 1: Fitness for Sport and Exercise****Assessment: Exam**

Fitness for sport and exercise is core to the programme of study. This unit has links to, and underpins, the other units for sport. In Learning Aim A students will cover the components of physical and skill-related fitness and the principles of training.

Learning Aim B explores different fitness training methods for developing components of fitness, and for Learning Aim C students will gain knowledge and skills in undertaking and administering fitness tests.

**Unit 2: Practical Sport****Assessment: 3 written assignments supporting video evidence of playing and officiating sport**

In Learning Aim A, students will investigate the rules and regulations of a sport and apply the knowledge gained through observing officials in action. Students might also decide to take part in National Governing Body coaching and leadership awards to reinforce and extend their knowledge and qualifications in this area.

For Learning Aim B, students will take part in a variety of sports. These may be sports in which they excel or have a particular interest. Students are required to demonstrate the skills, techniques and tactics within each of the sports selected for assessment.

For Learning Aim C, students will review their performance in the sports in which they participated. This review will look at the strengths and areas for development within their own performance. Students will also be encouraged to consider plans to develop their performance within the selected sports.

**Unit 3: Applying the principles of personal training****Assessment: power point presentations**

Learning A students will design a fitness training programme. This will include looking at the principles of training and how they can train in different ways to improve sporting performance.

For learning aim B students will learn about the cardio-respiratory system and the musculoskeletal system and the effects on the body during training programmes. Students will look at the short and long-term effects of exercise on the body systems, and learn how they adapt, in order to perform to the highest level.

For learning aim C students will implement a self-designed personal fitness training programme, to achieve their own fitness goals.

**Unit 6: Leading Sports Activities****Assessment: Coaching and leading other pupils**

For Learning Aim A, students will be introduced to the attributes required to be a successful sports leader, giving them knowledge of the skills, qualities and responsibilities associated with success in sports leadership.

Learning Aim B enables students to consider the planning and leadership requirements for delivering sports activities and will be given the opportunity to develop their ability and knowledge of sports leadership through developing knowledge of the requirements of planning and target setting for sports performers.

For Learning Aim C, students will evaluate their own effectiveness as a sports leader within the session they planned and delivered. They will need to consider their strengths within the process of sports leadership and plans for further developing their ability as a sports leader.

**Students are NOT permitted to study both BTEC First Award in Sport and GCSE PE.**

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## **BTEC Performing Arts (Dance)**

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On completion of the course students will be submitted for this qualification, which is equivalent to GCSE at either level 1 Pass, Level 1 Merit or Level 1 Distinction (grades 1-3) or level 2 Pass, Level 2 Merit, Level 2 Distinction or Level 2 Distinction\* (grades 4-9).

BTEC qualifications are designed to provide specialist work-related qualifications. Students are assessed through practical workshops and coursework, including written projects, presentations and case studies. BTECs provide students with practical skills that will aid them in any aspect of their career. The course is aimed at pupils who have a passion for dance and enjoy a more practical approach to their learning.

### **Component 1: Exploring the Performing Arts**

#### **Assessment: Two written assignments**

Learners will develop their understanding of the performing arts by examining practitioners work and the processes used to create performance. In Learning Aim A students will examine professional practitioners work and discuss the themes of the piece and how this is communicated to the audience.

Learning Aim B explores the interrelationships between constituent features of existing performance material and approaches that contribute to performance repertoire.

### **Component 2: Developing Skills and Techniques in the Performing Arts**

#### **Assessment: Three written assignments with supporting video of dance skills and techniques**

Learners will develop their performing arts skills and the techniques through the reproduction of dance as performers. In Learning Aim A, students will develop skills and techniques for a specific genre and will document this with a focus on performance skills.

For Learning Aim B, students will apply skills and techniques in rehearsal and performance with reference to existing performance types, styles and repertoire.

For Learning Aim C, students will review their performance in the dance which they performed. They will review their own development and their contribution to the performance.

### **Component 3: Responding to a brief**

#### **Assessment: Externally assessed performance**

Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as a performer in response to a given brief and stimulus. For Learning A students will show their understanding of how to respond to a brief through discussion and practical exploration activities.

For learning Aim B students will demonstrate how to select and develop skills and techniques that are needed to realise the creative ideas in response to a brief.

For learning Aim C students will contribute to a workshop performance showing their teamwork and communication as well as demonstrating performance skills and techniques.

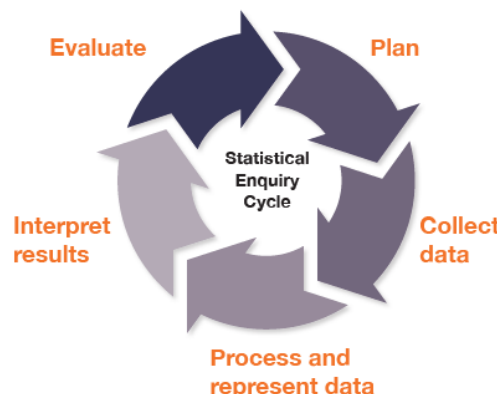
For learning Aim D students will reflect on the workshop development process and their overall outcome.

**GCSE Statistics**

The GCSE (9-1) Statistics qualification incorporates numerous examples of real-life data and contexts, which build skills that students will use in other subjects, such as Science and Geography.

Based on the principles of the statistical enquiry cycle, students gain a rounded understanding of how to interpret and apply data, and data collection methods to a number of scenarios, both across subjects and in the real world.

The **Edexcel GCSE (9–1) Statistics** qualification consists of **two** examination papers at each tier. Students must complete all assessments at the same tier in May/June in any single year, and students can be entered for either Foundation tier or Higher tier.



<b>Paper 1 and Paper 2 are equal in time, weighting and assessment objectives</b>	
Two 1 hour 30 minute written examination papers (80 marks each). Each paper is worth 50% Both papers focus on the same content and assessment objectives	
<b>Range of content</b>	<b>Assessment overview</b>
<ol style="list-style-type: none"> <li>1. The collection of data.</li> <li>2. Processing, representing and analysing data.</li> <li>3. Probability.</li> </ol>	<p>The papers contain short, medium and extended response questions.</p> <p>Questions cover statistical methods, familiar and unfamiliar contexts and the component parts of the statistical enquiry cycle.</p> <p>Calculators may be used in both examinations.</p>

This GCSE Statistics qualification develops skills that students will use in other subjects such as Science and Geography, and reinforces techniques needed for GCSE Maths, as well as supporting progression to A level Maths and A level Statistics. Real-life scenarios will capture interest and give insight into the importance of statistics in the real world.

**Is GCSE Statistics right for you?**

- *You want to take an A Level in Maths, Chemistry, Biology, Physics or Psychology. Statistics at GCSE is also useful for students who are planning on taking A Levels in Geography or Business Studies because these subjects also require you to handle and interpret statistics.*
- *If you enjoy subjects that have a clear relevance to the working world you will probably find GCSE statistics very rewarding.*
- *You enjoy problem solving and decision making.*
- *You're great at Maths.*
- *You have a good memory for mathematical rules and methods.*
- *If you aspire to work in a role that requires handling statistics, then GCSE Statistics is an obvious choice for you. There are plenty of jobs that involve handling statistics including epidemiologist, public affairs manager, biostatistician, research psychologist, marketing and many more!*

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## VTCT L2 Certificate: Hairdressing & Beauty Therapy

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**Are you interested in a career in the Hair and Beauty Industry?** Arden Hairdressing Academy offers a national recognised vocational qualification which Lode Heath Students have been invited to register their interest for.

Should the course be viable, selected students will travel to Arden School from Lode Heath to study for this qualification several times a week. It is likely that travel (10mins approx.) organised by LHS) will be outside of normal school hours to ensure lesson time is not lost.

### The Course:

Students will work in Arden's professional quality salon, completing a wide range of practical and written tasks relating to the Hair and Beauty Industry. Activities range from developing interpersonal skills through reception work, answering calls and booking clients; to shampooing, blow-drying and styling hair. You will also develop knowledge of the theory that accompanies practical skills and will be building this into this engaging and popular course which has the equivalence to GCSE.

### Assessment:

The Level 2 course at Arden hair Academy comprises four units:

- Understanding the hair and beauty sector
- Hair and beauty research project
- Hair and beauty science
- Responding to the hair and beauty design brief

### The Future:

Students move onto post-16 training in the Hair or Beauty sector where you can gain further qualifications as a Hair Stylist or Beautician. They may eventually want to work in a salon, in television, fashion or theatre. Students could also work in the care industry, a spa hotel or on a cruise ship, and could go on to run their own business and become their own boss.

### Progression:

There are a variety of options for progression on completing this qualification, such as level 2 and 3 in the Hair and Beauty industry or specialising in Nail Technology, Barbering or Aromatherapy for example. If preferred students can undertake work-based apprenticeship education; there are numerous hair and beauty options such as Hairdressing, Beauty Therapy and Beauty Therapy Make-Up.

**For further information:** Speak with Miss Hyett (available on Options Evening) or contact Ms Suddon. Please note this subject will NOT appear on the options choices within INSIGHT. You must register your interest on the evening or with Ms Suddon via [office@lodeheath.org.uk](mailto:office@lodeheath.org.uk) before the options deadline to be considered.

**BTEC Health & Social Care**

**Pearson**

Health and Social Care is an exciting qualification that allows you to explore and develop your knowledge, skills and understanding of the Health, Social Care and the Children & Young People's Sector. It will give you a real understanding and feel for what it entails to work in these sectors, and it will prepare you for work in a wide range of disciplines. Health and Social Care also involves gaining an in-depth knowledge of human growth and development, including factors which affect them. The knowledge gained will be of great advantage to anyone who would like to work and deal with people.

The three components focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and, therefore, learners need to achieve all components in order to achieve the qualification.

The components are inter-related, and they are best seen as part of an integrated whole rather than as totally distinct study areas.

**Unit 1- Human Lifespan Development**

Internal Assessment x 2 (30%)	Written Assignment	From a Level 1 Pass, up to a Level 2 Distinction
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Learners will:

- Choose a client and assess their development across three life stages and consider factors that have impacted on their development.
- Consider and compare the impact of life events on two individuals.

**Unit 2- Health and Social Care Services and Values**

Internal Assessment x 2 (30%)	Written Assignment	From a Level 1 Pass, up to a Level 2 Distinction
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Learners will:

- Investigate different types of Health and Social Care Services and any barriers to accessing these.
- Demonstrate care values and review their own practice.

**Unit 3- Health and Wellbeing**

External assessment (40%)	Exam	A marked unit paper
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Learners will:

- Develop and design a Health and Wellbeing plan and reflect and improve their plan by drawing on prior knowledge.

**Why study Health and Social Care?**

Health and Social Care prepares students for progression into further studies and employment as well as enhancing student's research, extended writing and evaluative skills. Health and Social Care is a current and well-respected subject, which can be further studied at university, as well as on a vocational basis. It is also well regarded by employers, especially those who deal directly with people.