



PARKSIDE  
CURRICULUM




# GCSE and Vocational **Options** 2023-2025

**Which direction will you choose?**

# Which direction will you choose?

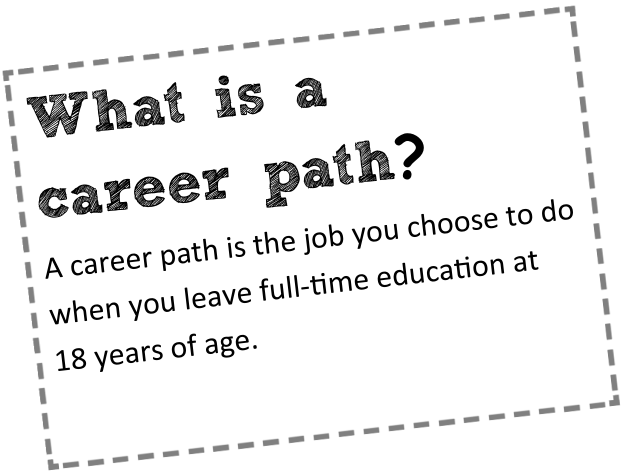
This booklet is to help you and your parents and carers know more about the subjects on offer in Years 10 and 11. You have the responsibility, for the first time, of choosing some of your subjects. We hope that this information, and your teachers, will help you make the best choices.



**Where do you see yourself in five, ten or even twenty years' time?**

Making the right choices at this stage of your school life will determine the career paths you may take in the future.

Your career path can go in whatever direction you want it to. It's a big wide world and opportunities are out there ready for you to explore.



## What is a career path?

A career path is the job you choose to do when you leave full-time education at 18 years of age.



**Time to start your journey...**



**CARING**  
**ABOUT THE**  
**CHOICES**  
**THAT WILL SHAPE YOUR**  
**FUTURE**



# Timeline of the Options Process

**20 March**

**Attend your  
Options Launch Assembly.  
Wednesday 15 March 2023, 8.40am.**

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**20 March**

**Attend your  
Year 9 Options Evening.  
Monday 20 March 2023,  
4.00pm - 7.00pm.**

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**21 March  
to  
22 March**

**Read every page of this booklet in  
Mentor Time so you can make  
the best possible  
choice for your future.**

**Please make sure you discuss this with  
your parents/carers.**

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**23 March  
to  
31 March**

**Attend your one-to-one options  
interview to finalise your  
option choices.**

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# A summary of the subjects you can study

## Remember

You should make your choices bearing in mind your individual needs, talents and interests. You should, however, try to ensure that you make a well-balanced choice; do not select two subjects of a similar type.

You will study the following **COMPULSORY GCSE** subjects

English Language

English Literature

Mathematics

Double Award Combined Science

In addition, all students will study the **Core PE and PD** curriculums but no qualifications are accredited.

You must make **ONE** choice from the **OPTION** blocks below

### Block 1

**Geography**

**History**

### Block 2

**Separate Sciences**

**BTEC Sport**

**Art**

**Health and Social Care**

**Engineering**

### Block 3

**Spanish**

**Creative iMedia**

**Photography**

**BTEC Sport**

**Health and Social Care**

### Block 4

**Enterprise**

**Performing Arts**

**Art**

**Photography**

**Engineering**

## Important

Please choose a second subject from each block as well, in case your original choices cannot be accommodated in the timetable or not enough students select the subject.



# What is the English Baccalaureate and why is it important?

The English Baccalaureate (EBacc) is not a qualification in itself. It is a particular group of GCSE subjects usually looked on favourably by universities.

The EBacc recognises the success of those young people who attain GCSEs at grades 9-4 across a core of academic subjects - English, Mathematics, Geography or History, the Sciences and a Language. To fulfil the EBacc, you would need 9-4 in English, Mathematics, two Sciences, a Humanities subject and a Language.

To achieve the Science element of EBacc, you need to be examined in either Combined Science or **three of the Separate Sciences: Biology, Chemistry and Physics** and achieve 9-4 in two of these subjects.

**Can I still go to university if I do not study the EBacc group of subjects?**

You do not need to have studied all of these subjects to go to university **but having your GCSE mix steered towards the English Baccalaureate subjects will help to keep your options open.**

Think about...



# Assessments

All students will be taking the General Certificate of Secondary Education (GCSE) **examination at the end of Year 11 in all their GCSE subjects**. All courses on offer lead to recognised qualifications except for Core PE and PD. There will not be any modular examinations, nor will there will be any opportunity to resit.

**Portfolio work, non-examination assessment, or coursework** is an important part of practical subjects. Regular attendance, keeping to deadlines and being prepared to respond to feedback are essential to success. Portfolio work, non-examination assessment, or coursework can be researched, written and improved at home as well as in school.

Subject	Number of Pieces of Coursework/Controlled Assessments	Non-Exam Assessment/Centre Assessment Task %	Length of Written Exam	Level of Entry
English Language	0	0	Paper 1: 1hr 45min (50%) Paper 2: 1hr 45min (50%)	One Entry 9-1
English Literature	0	0	Paper 1: 1hr 45min (40%) Paper 2: 2hr 15min (60%)	One Entry 9-1
Mathematics	0	0	Paper 1: 1hr 30min (1/3) Paper 2: 1hr 30min (1/3) Paper 3: 1hr 30min (1/3)	Higher 9-4 Foundation 5-1
Combined Science	0	0	Paper 1: 1hr 10min (16.7%) Paper 2: 1hr 10min (16.7%) Paper 3: 1hr 10min (16.7%) Paper 4: 1hr 10min (16.7%) Paper 5: 1hr 10min (16.7%) Paper 6: 1hr 10min (16.7%)	Higher 9-4 Foundation 5-1
Separate Sciences	0	0	Biology Paper 1: 1hr 45min (50%) Biology Paper 2: 1hr 45min (50%) Chemistry Paper 1: 1hr 45min (50%) Chemistry Paper 2: 1hr 45min (50%) Physics Paper 1: 1hr 45min (50%) Physics Paper 2: 1hr 45min(50%)	One Entry 9-1
Geography	0	0	Paper 1: 1hr 45min (40%) Paper 2: 1hr 30min (30%) Paper 3: 1hr 30min (30%)	One Entry 9-1
History	0	0	Paper 1: 1hr 15min (1/3) Paper 2: 1hr 45min (1/3) Paper 3: 1hr 20min (1/3)	One Entry 9-1
Spanish	0	0	Listening—35min(F) & 45 min(H) Speaking—30min(F) (H) Reading— 45min(F) 1hr(H) Writing— 1hr(F),1hr 15min(H)	Higher 9-4 Foundation 5-1
Creative iMedia	3	75%	1hr 15min (25%)	Level 2 and Level 1
Engineering	3	60%	1 hr (40%)	Level 2 and Level 1
BTEC Sport	2	60%	1hr 45min(40%)	Level 2 and Level 1
Enterprise & Marketing	2	60%	1hr 15min (40%)	Level 2 and Level 1
Fine Art	1	60%	Externally set task (40%)	One Entry 9-1
Health & Social Care	2	60%	2hr (40%)	Level 2 and Level 1
Performing Arts	2	60%	Externally set task (40%)	Level 2 and Level 1
Photography	1	60%	Externally set task (40%)	One Entry 9-1

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**We want you to have exciting  
outside of the classroom**

# Experiences

Our intent is to give students exciting real world experiences in order to enrich their learning experience and prepare them for their next destination after Parkside.

Experiences can include:

- A two-week work experience placement
- Visits to employers related to the subjects you are studying
- CV writing work shops
- World Of Work experience day
- Sports Leaders Programme
- Sport Clubs
- Supporting our local feeder primary schools **and so much more...**

**The Duke of Edinburgh's Award gives all young people aged 14-24 the chance to develop skills for life and work, fulfil their potential and have a brighter future.**



Parkside offers students the chance to be part of the D of E Awards Programme. Students in Year 10 work towards the Bronze Award, however, if students have already achieved their Bronze Award they will work towards their Silver Award.

Young people between 14 and 24 can follow programmes at one of three levels, Bronze, Silver or Gold, each one leads to the Duke of Edinburgh's Award. There are four sections at Bronze and Silver level and five at Gold. Completing the Bronze, Silver or Gold D of E Award can be a life-changing adventure. An exciting and challenging programme of activities helps you reach your full potential. Those who participate learn new skills, actively help others, have fun, make new friends, as well as gain a great sense of achievement.

Employers, colleges and universities value the D of E Award. It is highly regarded if it features on a personal statement or CV. The D of E Award is not something that can be achieved through a short burst of enthusiasm over one weekend! However, you can easily fit your D of E activities in around your schoolwork and other commitments. A range of activities take place at lunch time or after school. It is possible that something you are already engaged in can count as a D of E activity, although many students opt for something completely new.

### **Where can you find out further information?**

Contact Miss K Smith - D of E Manager or Mr M Gould - D of E Manager

# Summary of Careers Education...

Careers Education, Information, Advice and Guidance (CEIAG) is an essential part of the support we offer to students at Parkside Community School. Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. As a result, the careers programme has a whole-school remit designed to complement the rest of the school curriculum.



## **Raising Aspirations**

We are delighted to have secured the support of the **Derbyshire Education Business Partnership**.

**Every student in Year 10 and Year 11 will receive:**

- A one-on-one interview to identify an appropriate career path.
- A Career Action plan that will state the specific qualifications and experiences needed to enter your desired profession.
- Support with applying for your Post-16 next destination when you finish Year 11.
- On-demand support when visiting Post-16 destinations including colleges, sixth form schools, apprenticeship and/or training providers.





## Think about...

# What can I do if I study...

**Art/Photography** Graphic Artist, Theatre Designer, Fashion Designer, Textile Designer, Marketing, Advertising/Brand Manager, Illustrator, Photographer (commercial and journalism), Animation, Architect, Fine Artist, Art Buyer, Museum Curator

**Biology** Doctor, Physician, Nurse, Dentist, Paramedic, Pharmacologist, Scientific Sales or Technical Service Representative, Medical Research, Laboratory Technician (medical, microbiological, biotechnological), Sports Scientist, Sports Coach, Health and Lifestyle Coach, Dietician, Food (dairy, brewery production), Food Inspector, Nutritionist, Veterinarian, Animal Technician (looking after animals in zoo, pet store, vivarium, veterinary hospital), Greenhouse/Garden Curator (botanical technician), Horticulturist, Agricultural or Wildlife fields, Environmental Technician/Consultant

**Chemistry** Agriculturalist, Analytical Chemist, Biochemist, Biotechnologist, Chemical Education, Chemical Engineer, Chemical Sales, Chemical Technologist, Consultant, Environmental Chemist, Food and Flavour Chemist, Forensic Chemist, Geochemist, Inorganic Chemist, Materials Scientist, Medicinal Chemist, Organic Chemist, Science Writer, Textile Chemist, Water Chemist

**Creative iMedia** Web designer, Web Developer, Information Architect, Graphic Artist, Art Worker, Art Director, Animator, Producer, Product Developer, Database Developer/Manager, Software Developer, Business Development Manager, Product Manager, Brand Manager, Account Manager, Project Manager, Journalist, Web Editor, Advertising Copywriter

**Engineering** Engineer, Architect, Automotive Designer, Set Designer, Industrial Designer, New Product Developer, Ergonomics Designer, Exhibition Designer, Furniture Designer, Carpenter, Cabinet Maker, Business Manager

**Enterprise** Management Consultancy, Teacher, Chartered Accountant, Advertising, Investment Banker, Bank Manager, Retail Buyer, Distribution and Logistics Manager, Insurance Underwriter, Marketing Executive, Consumer Products, Market Research Executive, Personnel Officer, Public Relations Officer, Retail Manager, Sales Representative, Corporate Financial Analyst, Imports and Exports Manager, Foreign Currency Investment Advisor, Licensing Officer, Accountant/Auditor, Entrepreneur, Healthcare Administrator

**Health and Social Care** Nursery Assistant, Crèche Assistant, Child Minder, Play Leader, Teachers' Assistant, Special Needs Assistant, Holiday Company Employee, Teacher, Nurse, Midwife, Social Worker, Child Psychologist, Private Nanny, Outdoor Activity Centre Worker, Childcare Practitioner

**Geography** Explorer, Geologist, Tourism, Travel Writer, Town Planner, Urban Geographer, River and Coastal Engineer, Oceanographer, Environmental Scientist/Consultant/Management, Conservationist, Meteorologist, Agriculturalist, Disaster Management, Chartered Surveyor, Renewable Energy Researcher, Gardener, Wildlife Warden, Mapping (OS), Criminology, Economist, Teacher

**History** Historian, Art Historian, Teacher, Politician, Archaeologist, Genealogist, Lawyer, Museum Curator, Records Office and Archivist, Librarian, Charity Worker, Foreign Office/Civil Servant, Heritage Worker (The National Trust), Architect, Horticulture and Nature Conservation, The Armed Forces, Security Service (MI5)

**Mathematics** Accountant, Banker, Actuary, Economist, Financial Consultant, Statistician, Stock Market, Scientific Researcher, Tax Lawyer, Engineer, Teacher, Analyst, Corporate Fund Raiser, Estate Agent, Computer Games Programmer, Aerodynamics

**Performing Art** Actor, Community arts worker, Choreographer, Dancer, Drama Therapist, Music Producer, Music Therapist, Theatre Director, Teacher, Talent Agent, Special Effects Technician, Film Director, Broadcast Presenter

**Physics** Physicist, Astrophysicist, Aeronautical Engineer, Automotive Engineer, Medical Physicist, Research Scientist, Laboratory Technician, Nuclear Engineer, Software Engineer, Scientific Journalist, Optometrist, Forensic Scientist, Energy Explorer, Patent Attorney, Satellite Data Analyst, Business Manager, Physics Consultant, Clinical Psychologist, Telecommunications Engineer, Air Traffic

**Spanish** Bilingual Interpreter/Translator, Bilingual Technical Writer, Teacher, Air Steward, Airline Sales Representative, Air Traffic Controller, Tour Guide, Tour Operator, Travel Representative, Customs Officer, Company Sales Representative, Computer Programmer, Credit Controller, Customer Support Adviser, Cultural Briefing Consultant, Engineer, Banker, Civil Servant, Secretary/ PA, Marketing, Public Relations, Journalist/Travel Writer, Transport and Distribution Worker, Imports/Exports Manager, Foreign Office Ambassador, Local Government Worker, Medical Interpreter, Pharmacologist, The Armed Forces, Police Officer

**BTEC Sport** Sports Coach/Manager, Sports Instructor, Teacher, Sports and Exercise Scientist, Sports Therapist, Sports Technologist, Sports Biomedical Scientist, Sports Rehabilitation, Nutritionist, Dietician, Health and Fitness Instructor, Physiotherapist, Athlete, Personal Trainer, Medical Researcher, The Armed Forces, Police Officer

## Careers Support

The Derbyshire Education Business Partnership (DEBP) will meet with all students to support you with careers.



## Ask yourself these Questions

- Which subjects am I good at?
- Do I need a particular subject for a higher educational course or the career I have in mind?
- Do I like practical subjects and will I organise materials for them?
- Am I good at exams?
- Which subjects do I know enough about to make a good choice?
- Which subjects do I need to find out more about?
- Have I discussed my choice(s) with my parents or carers and with my mentor?



## How will I be supported if I struggle...

### Help yourself

You need to help yourself by:

- Working hard, eating a healthy balanced diet and sleeping routinely 8 hours per night to keep yourself in the best possible condition for learning.
- Attending school every day because if you are not in school you are not learning.
- Completing all work to the best of your ability because we will know how to accurately support you.
- Completing all Knowledge Builder and Creativity Builder tasks in your own time so you can build your knowledge and help it stick meaning you will achieve the grades you deserve.



The Parkside Support Centre Team is there to support students with any issues both inside and outside of school. Support offered to students can include:

- Support all students to meet school expectations and therefore learn to the best of their ability.
- Listen to any problems students may have, no matter how small.
- Structured support meetings to identify the root cause of the problems students have and action appropriate support.
- Support and repair broken relationships both inside and outside of school.
- Put students in contact with other agencies who can support their wellbeing.
- A Senior Leadership Team mentor who will support exam organisation and emotional wellbeing.
- Support with your next destination after Parkside.

# COMPULSORY

## Subjects



**Each student  
will take these  
subjects**

**English Language**  
**English Literature**  
**Mathematics**  
**Science (Combined or Separate)**  
**Core Physical Education**  
**Personal Development**

# COMPULSORY subject

## GCSE English Language AQA 8700

### What you will learn

In GCSE English Language, you will be given the opportunity to read a wide range of texts both non-fiction and fiction. You will also perfect your writing skills so that you can write accurately for a variety of purposes, audiences and formats.

The writing skills you will develop will enable you to be a competent and effective writer. You will build upon the following skills that you have studied in Key Stage 3:

- adapting your language for purpose, audience and a range of formats;
- choosing effective vocabulary;
- using a variety of sentence structures and punctuation marks accurately and for effect;
- using both persuasive and descriptive language techniques.

Your competence will also be developed in the following reading skills:

- reading for meaning;
- making inferences;
- analysing writers' language choices;
- summarising, synthesising and making thoughtful comparisons.

In addition, GCSE specifications in English Language will assess your ability to use spoken language and listening skills to communicate with others. This will be reported on as part of the qualification, but it will not form part of the final mark and grade.

### How you will be assessed

Your assessment will take place at the end of the course when you will sit two exam papers.

Paper 1: Reading and Writing— 1 hour and 45 minutes

Paper 2: Reading and Writing— 1 hour and 45 minutes

### What can you do at the end of the course?

GCSE English Language ensures progression from Key Stage 3 National Curriculum requirements and provides the foundations for studying English Language at 'A' Level. The skills gained will also help you with any other course where competency in literacy is important. English Language is essential for **all** further study at post-sixteen colleges and schools with sixth forms; most employers will also ask you to report the grade you achieved for English Language. Therefore, it is essential that you fulfil your potential in your studies.

### Where can you find out further information?

Please contact Miss S Boak or any member of the English Department.

# COMPULSORY subject

## GCSE English Literature AQA 8702

### What you will learn

In GCSE English Literature, you will encounter a variety of diverse texts from the Nineteenth, Twentieth and Twenty-First Centuries. The study of these texts will broaden your horizons and allow you to understand and evaluate many interesting moral dilemmas and viewpoints. To be successful at this course you need to be able to:

- read a wide range of classic literature fluently and with good understanding, and make connections across your reading;
- read in depth and critically evaluate so that you are able to discuss and explain your understanding and ideas;
- understand the contexts in which different texts were written and the ideas that influenced the writers;
- develop the habit of reading widely and often;
- appreciate the depth and power of the English literary heritage;
- write accurately, effectively and analytically about your reading, using Standard English;
- acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms you need to criticise and analyse what you read.

### How you will be assessed

Your assessment will take place at the end of the course when you will sit two exam papers based on a combination of extracts from the texts you have studied in class and unseen poems that will require you to apply the analytical skills you have learnt.

Paper 1: 19<sup>th</sup> Century Novel and Shakespeare - 1 hour 45 minutes

Paper 2: Modern texts and Poetry - 2 hours 15 minutes

### What can you do at the end of the course?

Studying GCSE English Literature should encourage you to read widely for pleasure and is preparation for studying literature at A Level or at University. The essay writing skills you will learn will help you to write analytically when studying A Levels in other subjects.

### Where can you find out further information?

Please contact Miss S Boak or any member of the English Department.



# COMPULSORY subject

## GCSE Mathematics OCR J560

### What you will learn

This specification is designed to be holistic, with a clear structure, and to encourage and motivate you. The content of our GCSE Mathematics specification has been grouped into the topic areas of Number, Algebra, Ratio, Proportion and Rates of Change, Geometry and Measures, Statistics and Probability.

### How you will be assessed

GCSE Mathematics is linear - this means that all the examinations are taken at the end of the course, at the end of Year 11. GCSE Mathematics has a Foundation Tier (grades 1—5) and a Higher Tier (grades 4—9). Throughout the course you will learn to:

Develop knowledge, skills and understanding of mathematical methods and concepts, including:

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

Use your knowledge and understanding to make connections between mathematical concepts and apply the functional elements of mathematics in everyday and real-life situations. You must complete three written papers: each is worth 33.3% of the final grade.

Paper 1: Calculator paper, 1 hour 30 minutes

Paper 2: Non-calculator paper, 1 hour 30 minutes

Paper 3: Calculator paper, 1 hour 30 minutes

You will be assessed entirely by written examinations, which means that no coursework will be expected from you. The exams consist of a mix of question styles from short, single-mark questions to multi-step problems. The mathematical demand increases as you progress through the paper.

### What can you do at the end of the course?

A pass in GCSE Mathematics is often vital for entrance to training for any number of professions or careers. It is also very valuable as a supporting subject to many courses at GCSE, AS and A Level and at Degree Level, especially in the Sciences: for example, Biology, Physics, Chemistry, Geography, Psychology, Sociology, and medical courses.

### Where can you find out further information?

Contact Mr J Havard - Director of Mathematics.

# COMPULSORY subject

## GCSE Combined Science AQA 8465

### What you will learn

This qualification identifies the activities and experiences you will come across in everyday life and links these to scientific ideas and their implications for society. It provides the opportunity to acquire the scientific skills, knowledge and understanding necessary for modern life.

### How you will be assessed

Combined Biology: Modules 1 - 6 will be delivered from Year 9 through to Year 11. Modules 1 – 3 will be assessed at the end of Year 11 (Biology Paper 1). Modules 4 - 6 will also be assessed at the end of Year 11 (Biology Paper 2).

Combined Chemistry: Modules 1 - 6 will be delivered from Year 9 through to Year 11. Modules 1 – 3 will be assessed at the end of Year 11 (Chemistry Paper 1). Modules 4 - 6 will also be assessed at the end of Year 11 (Chemistry Paper 2).

Combined Physics: Modules 1 - 6 will be delivered from Year 9 through to Year 11. Modules 1 – 3 will be assessed at the end of Year 11 (Physics Paper 1). Modules 4 - 6 will also be assessed at the end of Year 11 (Physics Paper 2).

Students will therefore sit a total of six examinations at the end of Year 11. The duration of each examination is 1 hour 10 minutes and is worth 16.6% of the Combined Science GCSE (X2 GCSEs).

### What can you do at the end of the course?

Achieving Grade 6+ in Combined Science should allow access Level 3 Science qualifications. Please check with your preferred post 16 provider.

### Where can you find out further information?

Contact Mrs S Welsh - Head of Science.

# COMPULSORY subject

## Core Physical Education(PE)

All students in Key Stage 4 are required to have core PE lessons. Classes are often mixed depending on the requirements of the curriculum and the student.

For Key Stage 4 PE students, the learning process is a continuation of the activities introduced in Key Stage 3, but with practical tasks added.

The change in emphasis to physical activity is a way of embedding a healthy and active lifestyle fostered in KS3, with the aim of forming a foundation for a life time of healthy living. In Year 10 and 11, students are taught a variety of team and individual activities throughout the year.

Students at Key Stage 4 participate in a number of activities during their physical education lessons, the main ones include:

athletics	health related fitness	badminton	hockey
basketball	netball	dance	rounders
rugby	rowing	football	softball
gymnastics	table tennis	handball	tennis

Each sporting activity will be assessed to give an overall grade. Teachers track and monitor throughout. When reporting this information to parents and carers, teachers will give one grade that represents the average; this grade will be representative of the qualities a student shows across a range of disciplines.

Year 11 core lessons include team games. The following criteria is applied:

- Students will be put into teams that are fair.
- Each team member will be given different roles to participate in for example as a coach or warm up leader.
- Students will take responsibility for leading their lessons.
- Teams will compete against each other in league and cup competitions in the different sporting disciplines; there will be game play each lesson (game play is when students compete in a match format, not in isolated drills).

### **Students have the opportunity to develop:**

- learning – because they have an increased understanding of different sports. In addition, a deeper knowledge of skills, tactics and strategies evolve because there is interaction between students.
- personal skills – because the PE department provides opportunities to socialise and have fun with other team members.
- responsibility – because they become more skilful when given responsibility. Many students enjoy the freedom of being able to make decisions without the teacher's input; as a result, students become more able to manage themselves and others.
- leadership – because through leading activities they learn to develop leadership skills.

### **Where can you find out further information?**

Contact Mrs K O'Sullivan - Lead Teacher of PE or Mr M Gould - PE Teacher.

# OPTION

## Subjects

### Remember

Please make a second choice from each block as well, in case your original choices cannot be accommodated in the timetable or not enough students choose them.

Each student  
will choose one  
subject per block

**Block 1**  
**Geography**  
**History**

**Block 2**  
**Separate Sciences**  
**BTEC Sport**  
**Art**  
**Health and Social Care**  
**Engineering**

**Block 3**  
**Spanish**  
**Creative iMedia**  
**Photography**  
**BTEC Sport**  
**Health and Social Care**

**Block 4**  
**Enterprise**  
**Performing Arts**  
**Art**  
**Photography**  
**Engineering**

# OPTION subject

## GCSE Fine Art OCR J171

### What you will learn

GCSE Fine Art gives you knowledge of a wide variety of materials, processes and skills using both traditional and contemporary media. You will develop critical, analytical and problem solving skills through studying art work from different times and places. You will use this to develop individual pieces of art.

### How you will be assessed

#### **Unit 1: Fine Art Portfolio (60% of the qualification)**

Portfolio - a collection of work based on themes set by your teacher. This is produced during Year 10 and term one of Year 11.

You will produce 2 projects. You will research ideas on the internet, collect information about artists' and designers' styles and analyse their work. You will be expected to experiment with a range of materials and techniques and show development of your ideas. You will also be expected to take your own photographs and use photo shop to develop ideas for your final outcomes. Your research work will be presented in a sketchbook / folder. You will then produce 2 final pieces based on your research.

#### **Unit 2: OCR set Task (40% of the qualification)**

Set Task - a collection of work based on a theme set by OCR. The paper will come into school in the Spring term of Year 11 (2 January 2023).

You will be given 5 themes set by OCR. You will select one starting point. You will research ideas, collect information about artists' and designers' styles and analyse their work. You will be expected to experiment with a range of materials and techniques and show development of your ideas. You will also be expected to take your own photographs and use photo shop to develop ideas for your final outcome. Your research work will be presented in a sketchbook / folder.

You will be given approximately 6 weeks to develop ideas for your final piece.

You will then produce your final piece in 10 hours, in a supervised classroom environment.

### What can you do at the end of the course?

The course provides excellent preparation for higher study and employment in the jobs which require imagination, artistic skills and problem solving. You may also choose to continue to develop your artistic skills as a hobby.

### Where can you find out further information?

Contact Mr S Cook - Lead Teacher of Art and Photography.



# OPTION subject

## Cambridge National in Engineering OCR

### What you will learn

Engineering Design will give you the opportunity to study the processes involved in designing new engineered products and the requirements of a design specification. Through research and practical activities, learners will understand how market requirements and opportunities inform client briefs and will use practical skills such as drawing, computer modelling and model making to communicate design ideas.

### How you will be assessed

The course consists of one external exam which is taken at the end of Year 11, this equates to 40% of the overall grade and two units of coursework both worth 30% of the final grade.

**R038— External exam — 1 hour and 30 minutes (40%)**

**R039—Internally assessed coursework (30%)**

**R040—Internally assessed coursework (30%)**

### **Unit R038: Principles of engineering design**

In this unit you will learn about the different design strategies and where they are used, as well as the stages that are involved in iterative design, which is currently one of the most widely used design strategies. You will learn about the type of information needed to develop a design brief and specification, and the manufacturing and other considerations that can influence a design. You will develop knowledge of the types of drawing used in engineering to communicate designs, as well as the techniques used to evaluate design ideas and outcomes, including modelling methods.

### **Unit R039: Communicating designs**

In this unit you will learn how to develop your techniques in sketching, and gain industrial skills in engineering drawing using standard conventions that include dimensioning, line types, abbreviations, and representation of mechanical features. You will enhance your confidence and capabilities by using computer aided design (CAD), 2D and 3D software, to produce accurate and detailed drawings and models that visually communicate your designs.

### **Unit R040: Design, evaluation and modelling**

In this unit you will learn how designers can quickly create and test models to develop a working prototype of a design. You will develop your virtual modelling skills using computer aided design (CAD) 3D software, to produce a high-quality model that will be able to simulate your design prototype. You will also develop your physical modelling skills using modelling materials or rapid prototyping processes to produce a physical prototype.

### **What can you do at the end of the course?**

The course provides excellent preparation for further vocational study for those wishing to have career in the Engineering or Design Industry.

### **Where can you find out further information?**

Contact Miss G Wharton - Director of Technology.

# OPTION subject

## Cambridge National in Enterprise and Marketing OCR

### What you will learn

The course enables you to gain knowledge and practical skills in an engaging way. You will develop thorough knowledge of the key aspects of running a small business.

### How you will be assessed

#### **Unit R067: Enterprise and marketing concepts**

You will explore the techniques businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers.

#### **Unit R068: Design a business proposal**

You will be presented with a business challenge from which you will create a researched and costed business proposal. You will carry out market research, present data, use idea generation tools, seek and act on feedback, and cost your proposals. In your work on this unit you will develop your self-assessment, collaborative working, creativity, numeracy, research and evaluative skills.

#### **Unit R069: Market and pitch a business proposal**

You will prepare for and pitch the business proposals that you developed in the previous unit. You will develop a brand identity and investigate how best to promote your product and then plan, practise and finally deliver your pitch. Afterwards you review both your performance and your business proposal. This will help develop your analysis and self-evaluative skills as well as those relating to self-presentation.

### How you will be assessed

The course consists of one external exam which is taken at the end of Year 10, this equates to 50% of the overall grade and two units of coursework both worth 25% of the final grade.

**R067— External exam — 1 hour and 15 minutes (40%)**

**R068— Internally assessed coursework (30%)**

**R069— Internally assessed coursework (30%)**

### What can you do at the end of the course?

Cambridge Nationals provide a strong base for progression to further education, whether it is on to Level 3 qualifications, apprenticeships or employment.

### Where can you find out further information?

Visit the OCR website or please contact Miss V Wheeldon, Teacher of Enterprise and Marketing.

# OPTION subject

## Creative iMedia OCR

### What you will learn

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 a huge demand for a skilled and digitally literate workforce. This qualification will help students 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 a strong relevance to the way young people use the technology required in creative media.

### How you will be assessed

#### **Unit RO81: Pre-production skills**

Pupils will learn about how to plan pre-production effectively including understanding of client requirements and reviewing pre-production briefs. This unit provides excellent transferable skills such as project planning which will be useful in a wide variety of contexts.

#### **Unit RO82: Creating digital graphics**

Digital graphics are a key part of most digital products and this unit will help pupils learn how to edit graphics for the creative and digital media sector.

#### **Unit RO85: Creating a multipage website**

This unit enables pupils to understand the basics of creating multipage websites. Pupils will use their creativity to combine components to create a functional, intuitive and aesthetically pleasing website against a client brief.

#### **RO91: Designing a game concept**

Pupils will identify core features of digital games in order to create a game design concept proposal that can be presented to a client for critical review.

### How you will be assessed

This qualification consists of four units which each contribute to 25% of the marks for the overall qualification.

#### **Unit RO81: Pre-production skills**

This theory unit is externally assessed through an OCR set and marked 1 hour 15 minute exam. Students will sit the exam at the end of Year 10.

#### **Unit RO82, RO85 and RO91**

All of these units are controlled assessed tasks that are moderated by OCR. Unit RO82 will be completed in Year 10, RO85 and RO91 are both taken during Year 11.

### What can you do at the end of the course?

Creative iMedia provides a strong base for progression to further education, whether it is on to Level 3 qualifications, apprenticeships or employment.

### Where can you find out further information?

Visit the OCR website or please contact Miss G Wharton - Director of Technology.

# OPTION subject

## GCSE Geography WJEC C112QS

### What you will learn

GCSE Geography gives you a real, in-depth understanding of the world we live in. You will develop critical thinking, analysis and problem-solving skills through issue-based geographical enquiries. The specification provides coverage of physical, environmental and human aspects of the subject and the linkages that exist between them.

The course consists of three themes:

**Theme 1:** Changing Places - Changing Economies

**Theme 2:** Changing Environments

**Theme 3:** Environmental Challenges

### How you will be assessed

#### **Unit 1: Investigating Geographical Issues (30%)**

**Written Exam Paper: 1 hour 45 minutes**

Three compulsory structured questions, one from Theme 1, Theme 2 and Theme 3. The final part of each question will require an extended response.

#### **Unit 2: Problem Solving Geography (30%)**

**Written Exam Paper: 1 hour 30 minutes**

This component will assess content from across the themes using a variety of structured data response questions.

**Part A** will introduce an issue and set the geographical context.

**Part B** will outline a number of possible solutions to the issue.

**Part C** will provide an opportunity for the candidates to choose a solution and justify their choice in an extended response.

#### **Unit 3: Applied Fieldwork Enquiry (30%)**

**Written Exam Paper: 1 Hour 30 minutes**

A written examination in three parts using a variety of structured data response questions some of which will require extended responses.

**Part A** will assess approaches to fieldwork methodology, representation and analysis.

**Part B** will assess how field work enquiry may be used to investigate geography's conceptual frameworks.

**Part C** will assess the application of broad geographical concepts to a wider UK context and assess the ability to make and justify a decision.

### What can you do at the end of the course?

The course provides excellent preparation for higher study and employment in the field of Geography.

### Where can you find out further information?

Contact Miss H Carpenter - Lead Teacher of Geography.

# OPTION subject

## BTEC Health and Social Care PEARSON

### What you will learn

Through investigation of a range of services and organisations, Health and Social Care gives you opportunities to understand aspects of personal development. You will develop a critical and analytical approach to problem solving within the health, social care and early years sectors. You will examine issues which affect the nature and quality of human life, including an appreciation of diversity and cultural issues.

### How you will be assessed

**Component 1 Human lifespan development. Internal written assessment, completed in May of Year 10. This contributes to 30% of the overall qualification.**

In this component, you will study how people grow and develop over the course of their life, from infancy to adulthood, this includes PIES development and the different factors that may affect this. An individual's development can be affected by major life events, such as marriage, parenthood or moving to a new house and you will learn about how people adapt to these changes, as well as the types and sources of support that can help them. You will develop transferable skills, such as written communication skills to support your progression to Level 2 or 3 vocational or academic qualifications.

**Component 2: Health and social care services and values. Internal written assessment, completed in January of Year 11. This contributes to 30% of the overall qualification.**

In this component, you will study health and social care services and how they meet the needs of real service users. You will look at the different types of services available to people and why they access them at different times of their lives. This component will give you an understanding of health and social care services and will help you to understand the skills, attributes and values that are common across the sector (some of which are transferable to other sectors that involve interactions with clients or customers).

**Component 3: Health and well being. Externally marked 2 hour examination, 40% of the overall qualification. This exam is taken at the end of the course in May of Year 11.**

In this component, you will explore the factors that can have a positive or negative influence on a person's health and wellbeing. You will learn to interpret physiological and lifestyle indicators and what they mean for a person's state of health. You will learn how this information is used to recommend appropriate actions for improving a person's health and wellbeing. Additionally, you will explore the difficulties an individual may face when trying to make these changes.

### What can you do at the end of the course?

Health and Social Care is one of the fastest growing sectors in the UK with demand for both health and social care employees continuously rising. This course provides excellent preparation for higher study and employment in the field of Health and Social Care, including childcare, care of the elderly and nursing.

### Where can you find out further information?

Contact Mrs H Wilson - Teacher of Health and Social Care.

Visit [www.edexcel.com](http://www.edexcel.com) and search for BTEC Tech award Health and Social Care.



# OPTION subject

## GCSE History PEARSON 1H10

### What you will learn

Pearson Edexcel GCSE (9-1) History is an exciting course that will fire learners' enthusiasm for studying history. It encourages learners to become curious, to develop their own opinions based on a respect for evidence, and to build a deeper understanding of the present by engaging with and questioning the past. The specification is based on content which helps learners to address fundamental issues in human history. It brings together people, events and issues that learners will find fascinating and that will stimulate a desire to explore the similarities and differences between people's lives in the past and their own lives now.

In Year 10, you will start the course by studying Anglo-Saxon and Norman England. Explore Saxon society. Choose who deserves to be the next King of England. Battle it out to understand the events of Hastings in 1066. Learn how to dominate a country, and fight off rebels. See how England was changed forever.

You will then cross the Atlantic and enter the American West. Find out if all those cowboy films are correct and how 'wild' the west really was. Discover how native Americans survived the harsh conditions of the Plains, and how a discovery of gold in a small river in California was felt around the world. See the immense efforts people went to, to settle the west, and destroy a people's culture.

In Year 11, you study the development of medicine in Britain from 1250 to the present day. From the Black Death and its curious cures, to injecting yourself with someone else's oozing pus. From rebuilding the faces of soldiers blown apart by war, to understanding the human genome. This topic covers all the changes and continuities in medicine right up to the present day, and you might even learn how to amputate a limb!

Finally, we will be looking at Weimar and Nazi Germany. Delve into the depths of this fascinating part of the 20th century; understanding how the problems of interwar Europe gave the Nazis the chance to dominate Deutschland. See how life changed for ordinary Germans, and how the Nazi's relentlessly persecuted the Jewish population. Terror, propaganda, and the steady march to the world's most destructive war.

### How you will be assessed

Paper 1: Medicine in Britain - 1 hour 15 minutes

Paper 2: The American West and Anglo-Saxon and Norman England - 1 hour 45 minutes

Paper 3: Weimar and Nazi Germany - 1 hour 20 minutes

### What can you do at the end of the course?

The course provides many transferable skills that can be used for further study and come in useful in the world of work. Forming arguments, assessing evidence, justifying decisions, and writing essays, means that this course can complement many A level choices, and can be particularly useful for those wanting to study law, journalism, politics and the humanities.

### Where can you find out further information?

Contact Mr Hoben – Director of Humanities.

# OPTION subject

## Performing Arts Tech Award WJEC

### What you will learn

Performing Arts will make you a better communicator, team player and increase your confidence. It's not just for those interested in a career in the performing arts - but it will give you a grounding in the basics of performance - if that's the direction you want to go in. The course does involve elements of writing, however, video and audio can also be used as evidence.

### How you will be assessed

There are 3 units including a practical performance and written controlled assessment. You will study professional actors and musicians, and depending on which pathway you choose you will have to either act or perform music. You will perform each lesson and discuss other people's work in detail.

### Unit 1 Exploring the Performing Arts (30%)

This is a practical study of other actors' or musicians' work. **You will perform a version of an existing play or piece of music.** It is assessed through the production of a video blog and performance. Written and photographic evidence are used to show that you have an understanding of how the performing arts work in practice.

### Unit 2 Developing Skills and Techniques in the Performing Arts (30%)

You will create an original piece of music or a play. It is assessed through practical work and keeping a blog or journal. **You have to perform to an audience.**

### Unit 3 Responding to a Brief (40%)

You will be set a practical task and given 20 hours to complete it. This task will involve planning a performance and will also involve some business, management, marketing and evaluation skills. Each element of the task will be externally assessed through the production of video, blog and **performance.**

### What can you do at the end of the course?

The course provides excellent preparation for further vocational study for those wishing to have a career in the performance industry. It also has many transferrable skills that employers, colleges and universities value highly.

### Where can you find out further information?

Contact Mr Chipp - Director of Arts or Mrs Collin—Teacher of Music

# OPTION subject

## GCSE Photography OCR 173

### What you will learn

You will be introduced to a variety of experiences exploring a range of lens-based and media techniques and processes, including both traditional and new technologies. You will explore photographers, artists, designers and different cultures and use your findings to develop your own ideas through practical and critical activities. You will learn how to take your own photographs and manipulate your images to produce original outcomes.

### How you will be assessed

#### **Unit 1: Photography Portfolio (60% of the qualification)**

Portfolio - a collection of work based on themes set by your teacher. This is produced during Year 10 and term one of Year 11.

You will produce 2 projects. You will be expected to research photographers and analyse their work. You will develop your ideas using both photo shop and practical artistic techniques. You will present your work as an e-sketchbook / folder showing development of your ideas and a final outcome. You will need to take your own photographs in and out of school to use as a starting point.

#### **Unit 2: OCR set Task (40% of the qualification)**

Set Task - a collection of work based on a theme set by OCR. The paper will come into school in the Spring term of Year 11 (2 January 2023).

You will be given 5 themes set by OCR. You will select one starting point and you will develop your ideas using both photo shop and practical artistic techniques. You will present your work as an e-sketchbook / folder and produce a final outcome. You will need to take your own photographs in and out of school to use as a starting point.

You will have approximately 6 weeks to develop ideas for your final piece.

You will then produce your final piece in 10 hours, in a supervised classroom environment.

### What can you do at the end of the course?

This specification provides an appropriate foundation for further study of Art and Design or related subjects at A Level. It would also be beneficial if you wanted to continue photography as a hobby.

### Where can you find out further information?

Contact Mr S Cook - Leader of Art and Photography.

# OPTION subject

## GCSE Separate Sciences AQA 8461 8462 8463

### What you will learn

Separate Science is a pathway that will best suit more able students wanting to take Biology, Chemistry or Physics at AS / A2 level because it is a pathway that will encourage learners to:

- develop scientific knowledge and conceptual understanding of biology, chemistry and physics;
- develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them;
- develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills;
- develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions.

**This option is open to pupils who have achieved an overall 'secure' report grade throughout their science studies.**

### How you will be assessed

You will sit six examinations at the end of Year 11

Biology Paper 1 - 1 hour 45 minutes

Biology Paper 2 - 1 hour 45 minutes

Chemistry Paper 1 - 1 hour 45 minutes

Chemistry Paper 2 - 1 hour 45 minutes

Physics Paper 1 - 1 hour 45 minutes

Physics Paper 2 - 1 hour 45 minutes

### What can you do at the end of the course?

Achieving Grade 6+ in Biology, Chemistry and Physics will definitely allow you to access Level 3 Science qualifications.

### Where can you find out further information?

Contact Mrs S Welsh - Head of Science.

# OPTION subject

## GCSE Spanish AQA 8698F

### What you will learn

GCSE Spanish encourages you to derive enjoyment and benefit from language learning and helps you to recognise that your linguistic knowledge, understanding and skills help you take your place in a multilingual global society. It also provides you with a suitable basis for further study and practical use of the language. Everything that you have studied so far will be needed for GCSE. The nine topics that you will study include Youth Culture; Lifestyle; Customs and Traditions; Home and Locality; Countries where the language is spoken; Global Sustainability; Current Study; World of Work; Jobs and Future Plans.

### GCSE Spanish will enable you to:

- develop understanding of the language in a variety of contexts and knowledge of the language and language learning skills
- develop the ability to communicate effectively in Spanish and awareness and understanding of countries and communities where Spanish is spoken.

### How you will be assessed

The GCSE is assessed via exams in listening, reading, speaking and writing taken at the end of the course in the summer of Year 11.

Unit 1: Listening - Foundation paper, 35 minutes; Higher paper, 45 minutes

Unit 2: Speaking - 1 speaking exam conducted with your class teacher, 9-12 mins

Unit 3: Reading - Foundation paper, 45 minutes; Higher paper, 1 hour

Unit 4: Writing - Foundation paper, 1 hour; Higher paper, 1 hour 15 minutes

All of these exams have the option of a higher or foundation tier depending on your target grade, and each of the four components above comprises 25% of the final mark.

### What can you do at the end of the course?

GCSE Spanish counts towards the EBACC qualification, which is regarded as an advantage when applying to some of the country's best universities.

The course provides excellent preparation for studying further languages as well as for higher study and employment, with many employers looking very favourably on potential employees with a language qualification. Apart from the obvious ones - translation, interpreting, secretarial work, diplomatic work, travel and tourism, work in the armed forces, journalism, teaching etc. there are very few careers in which knowledge of a language is not useful and potentially financially rewarding in an increasingly globalised world.

### Where can you find out further information?

Contact Mr D Nolan - Lead Teacher of Spanish.



# OPTION subject

**BTEC Sport** PEARSON

## What you will learn

BTEC Sport gives you the opportunity to learn how the body works and how this impacts performance. The course also focuses on knowledge of the rules of sports, performance analysis and gives every pupil the opportunity to be a sports leader—essential skills for your career development. The purpose of the course is to give you a wider understanding and appreciation of health related exercise and sport.

## How you will be assessed

**Component 1 – Preparing participants to take part in sport and physical activity fitness for sport and exercise. This component is assessed through non-exam internal assessment.**

In this unit you will:

- Explore types and provision of sport and physical activity for different types of participant.
- Examine equipment and technology required for when taking part in sport and physical activity.
- Be able to prepare participants to take part in sport and physical activity.

**Component 2 – Taking part and improving other participants' sporting performance.**

**This component is assessed through non-exam internal assessment.**

In this unit you will:

- Understand how different components of fitness are used in different physical activities.
- Be able to participate in sport and understand the roles and responsibilities of officials.
- Demonstrate ways to improve participants' sporting techniques.

**Component 3 – Developing fitness to improve other participants' performance in sport and physical activity. This component is assessed through external assessment.**

In this unit you will:

- Explore the importance of fitness for sports performance.
- Investigate fitness testing to determine fitness levels.
- Investigate different training methods.
- Investigate fitness training programming to improve fitness and sports performance.

## What can you do at the end of the course?

The course provides excellent preparation for further vocational study for those wishing to have a career in the sports industry, including in roles such as a PE teacher, a physiotherapist, a sport nutritionist, a journalist, a coach, a referee, a gym instructor and any role within the armed forces.

## Where can you find out further information?

Contact Mrs K O'Sullivan - Head of Physical Education.

# Need Support ?

If you have any questions please  
email or ask a member of staff  
to contact

**Mrs Asher**

**Assistant Headteacher—Curriculum**



Notes...

Notes...



**CARING**  
ABOUT THE  
**CHOICES**  
THAT WILL SHAPE YOUR  
**FUTURE**