



**YEAR 9 PREFERENCES
INFORMATION BOOKLET
MARCH 2023**

Moving Up to Key Stage 4

Year 9 Preferences Process

March 2023

Year 9 will now begin the process of selecting the courses they wish to study in years 10 and 11, known as Key Stage 4. We have developed a curriculum for every student, designed to meet their individual needs and interests and supports them to reach their potential. The aim of this evening, and this booklet, is to ensure that you are in a position to make an informed decision.

This evening will begin with a short presentation in the Hall at 5:00pm followed by an opportunity for you to meet with staff from individual departments, local colleges and our careers advisor to find out more about the courses on offer.

Please take the time together to look at the information in this booklet. Every subject on offer to students from September 2023 is represented here with information to support students when making their choices.

I advise you to read through the information on the following pages which gives details on key staff involved in the process and a time frame which will give you information about important dates and deadlines.

If you have any questions about this process at any time, senior leaders, Mr Davany, Tutors and Mr Henser will be available should you need us.

If there are further queries which arise after this evening, please do not hesitate to contact us through the school office or info@westonsecondary.co.uk.

Year 9 Students

Making your decision

During your first three years at Weston Secondary School, you have studied a wide range of subjects. At the end of Year 11, students take public examinations, and gain qualifications in order to progress on to further education, higher education and ultimately their chosen career path. Examination subjects require more time each week than you now spend, so it is necessary to reduce the number of subjects you follow.

During this process, you will select a maximum of four subjects to build your Key Stage 4 curriculum.

This booklet contains information, which will help you choose your subjects so read it carefully. Talk to subject teachers if you need advice and listen carefully to all the information you are given. You can then decide which subjects you would like to take in Key Stage 4.

How do I get a good balance?

Whether you feel the choice will be hard or easy, there are some important points to bear in mind before you make your decision:

- Try to get a good blend of subjects from different areas so that there is variety.
- Which subjects are you good at?
- Which subjects do you enjoy?

You should consider the advice you have received from subject teachers, your careers interview and from your parents/carers.

Do not worry if you are not certain which career path you may wish to follow at this stage. If you are uncertain, try to select subjects you enjoy. The most important thing is to be ready to work hard for the next two years.

Do not choose a subject on the basis that your friend is choosing it; this process is about your future and there will always be time to spend with your friends.

Do not choose a subject based on how well you get on with a teacher as that person may not be your teacher next year, as we cannot guarantee any particular teacher.

As a rule, choose a broad and balanced curriculum. However, if you are clearly set on a particular course beyond 16 or a particular career, it would be sensible to make sure that you choose subjects which are relevant.

Please note that you will not be able to change subjects once the courses have started other than in exceptional circumstances. Therefore, choose your subjects with care.

Who can help me decide?

There are many sources of help and information available but you should talk to at least some of the following:

- Your parents/carers
- Your teachers
- Your tutor
- Your Head of Year
- Careers advice and guidance- Mr Robinson and Mr Henser

Will I be allocated all the subjects I choose?

We always try to give you your preferred subjects, but this may not be possible in every case. There are several reasons why this may happen:

- There may be too few students wishing to follow a subject to make up a class.
- There may be too many students in a group.
- A student may make unrealistic choices in relation to a combination of subjects.
- It may not be possible to timetable a particular combination of subjects

Careers information

What are your plans for when you leave Weston Secondary School? Remember, you will have to stay in education or employment with training until you are 18 years old.

Where can you get information on careers?

Your first points of reference are Mr Robinson, Director of Careers and Mr Henser, our Careers Adviser and you can find more information on the the National Careers website:

www.nationalcareersservice.direct.gov.uk

To support you with your post -16 education or training decisions, you will have access to the following:

- A one to one Careers interview with Mr Henser, Careers Adviser.
- Preferences Information Evening - colleges & training providers will be on site to answer questions.
- College Assemblies – colleges highlight what they offer.
- Careers Education through PSHE lessons
- Access to apprenticeship activities & application information.
- The opportunity to take up an one- week Work Experience placement in Year 10

If you have any questions about careers, please contact Mr Robinson. If he cannot help you, he will know someone who can.

The Key Stage 4 Curriculum

The core curriculum refers to the subjects which all students study. These are:

- English, English Literature, Mathematics, and Science (5 GCSE qualifications)

All students in Year 10 and 11 are also required to have lessons in PSHE (Personal, Social and Health Education) and Core PE.

Pathways

There are three preference different routes to enable all students to access a broad and balanced curriculum, which meets and supports their needs and interests. You will find a letter in your pack explain these in more detail.

Blue pathway:

In addition to the core curriculum, most students will select a further **four** subjects. This adds up to a potential minimum award of 9 GCSE (or equivalent) grades in Year 11.

Orange pathway:

Students will select a further **three** subjects from column B (including one reserve) and follow an additional English/Maths option to support their progress in these two crucial subjects.

Purple pathway:

Students will select a further **three** subjects from column B (including one reserve) and follow a study skills option to support their learning across the curriculum.

The Preferences Curriculum: subjects you can choose to study

Blue pathway – choose **one** from **column A** and **four** from **column B**

Orange and Purple pathways – choose **one** from **column A** and **three** from **column B**

A: choose one	B: choose up to four (including one reserve)
French	Art and Design
Geography	Computer Science
History	Dance
	Drama
	Engineering
	Food and Nutrition
	French
	Geography
	Health and Social Care
	History
	iMedia
	Media Studies
	Music
	Photography
	RE
	Sports Studies

Please note that the students cannot choose the following combinations of subjects together:

Computer Science and iMedia

Art and Photography

Dance and Drama

Timeline:

March 2023

- Preferences process begins with assembly for Year 9 Students
- Assembly from Solent University
- Careers education through careers lessons
- One to one interviews with Mr Henser

Wednesday 1st March

- In person Preferences Evening 5.00– 6:30pm

Thursday 16th March

- Deadline for completed form submission

March/April

- Follow up meetings, if needed
- Timetabling begins

June/July

- Confirmation of courses for September 2023

Key staff:

Ms V Keyse	Deputy Headteacher
Mr S Robinson	Director of Careers Education
Mr J Davany	Head of Year 9
Mr I Henser	Careers Advisor

Year 9 Tutors:

9AHU	Mr A Hutchinson
9IBR	Mrs I Brown
9JTA	Mr J Tankard
9RTE	Mr R Tembo
9SBY	Mr S Byres
9TPA	Mr T Patten

Subject Leaders:

Core subjects

English/ Media	Miss R Connery
Mathematics	Mr A Dyer
Science	Mr K Booth
PSHE	Mrs I Brown
PE	Miss R Rennison

Other subjects

Art	Miss Fellerman
Computer Science	Mr K Brown
Dance	Miss R Floyd
Drama	Mrs T Saunders
Engineering	Mr A Murrell
Food	Mr A Murrell
French	New Subject Leader after Easter
Geography	Mrs S Smart
Health and Social Care	Ms V Keyse
History	Mr B Brown
Music	Mr W Cardy
Photography	Miss E Fellerman
RE	Miss L Whitworth
Sports Studies	Miss R Rennison

GCSE

English Language

Subject Leader: Miss R Connery

Specification: AQA 8700

Paper 1: Explorations in Creative Reading and Writing (1 hour 45 minutes)

Paper 2: Writers' Viewpoints and Perspectives (1 hour 45 minutes)

All texts in the examination will be unseen.

Non-examination Assessment: Spoken Language

Apart from Spoken Language, there is no coursework or controlled assessment; all assessment is through examination in Year 11.

Summary of Course Content (Skills and Knowledge):

Both examinations assess how well students can read into texts, how the writers have used language and structure and they are asked to evaluate the meanings behind a text, needing to consider what the writer is trying to get across and how they do this. Students will then be asked to put these strategies into place themselves, and complete a writing task at the end of each exam.

Students will study English Literature alongside English Language and these skills are transferable, to some extent. Our curriculum will enable students to apply the skills needed in English Language to improve their ability to analyse a wide variety of literature.

Further Study and Career Opportunities:

English Language is a core subject. You must secure a Grade 4 or above in either English language or English Literature to progress onto a course at College. If you do not secure a Grade 4 for either subject, the College have to ensure that you take the subject again. This is not down to the College – this is a government initiative.

English Language underpins our understanding of the world around us. Not only does it enable you to read into how effects are created in fiction, it also enables you to read media texts critically. Studying this subject in depth will make you question everything in front of you so you don't just believe everything that is 'fed' to you.

Having a good command of the English language is also incredibly important. Whatever job you want to do in the future, you will not be able to achieve your ambitions if you cannot communicate effectively, in the spoken form as well as the written form.

GCSE

English Literature

Subject Leader: Miss R Connery

Specification: AQA 8702

Paper 1: Shakespeare and the 19th -Century Novel (40%)

Paper 2: Modern Texts and Poetry (60%)

All texts in the examinations will be studied in class but students are not allowed to bring in any of the texts to the examination itself. Texts will be provided at school but we strongly advise that students buy the texts themselves, with the exception of the poetry anthology, so they can make notes in them and study them in depth. They will need to be read and re-read.

Summary of Course Content (Skills and Knowledge):

Students will study a total of 3 texts (a Shakespeare play, a modern novel or play, and a 19th Century novel) and 15 poems from the Poetry Anthology, provided by the exam board.

For Paper 1, students will answer one question on the novel studied in class, and one question on the play studied in class. They will be required to write in detail about an extract and then to write about the text as a whole

For Paper 2, students will have a choice of two questions for the modern text they have studied and they will have to answer one of their choice. They will have to remember key phrases and words from the novel to enable them to do this effectively. For the poetry section, students will be given one poem, printed, in the exam paper and they will need to compare this poem to one of their choice, which they will not have access to. They will then have to comment on a previously unseen poem and then compare that poem to another previously unseen poem.

Further Study and Career Opportunities:

English Literature is a core subject. You must secure a Grade 4 or above in either English Language or English Literature to progress onto a course at College. If you do not secure a Grade 4 for either subject, the College have to ensure that you take the subject again. This is not down to the College – this is a government initiative.

If you have ambition to go to University after College, studying English Literature at A- Level will help you get into one of the top Universities in the country. Reading a variety of literature unlocks many different skills: linking a text to the historical influences of the time it was written, analysing the effect of language and narrative voice, evaluating the meanings and ideas behind great writers of our time and in our literary heritage. It will help you become more culturally aware. And, it's really enjoyable!

GCSE

Mathematics

Subject Leader: Mr A Dyer

Specification: Edexcel 1MA0

Three equally weighted written papers:

Paper 1 non-calculator 1hr.30 (33.3%)

Paper 2 calculator 1hr.30 (33.3%)

Paper 3 calculator 1hr.30 (33.3%)

Summary of Course Content (Skills and Knowledge):

Developing knowledge, skills and understanding of mathematical methods and concepts in the following areas:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Statistics
- Probability

Assessment:

Three equally weighted written papers; 1 non-calculator and 2 calculator papers, each are 1 hour 30 minutes in length.

There are 2 tiers; Foundation with grades 1 - 5 and Higher with grades 4 – 9

Further Study and Career Opportunities:

Students can go on to study Mathematics at AS and A Level Mathematics. GCSE Mathematics is also specifically required for some technical and engineering courses.

GCSE

Combined Science: Trilogy

Subject Leader: Mr K Booth

Specification: AQA

What is combined science?

Combined Science (also known as 'Double Award Science' or 'Trilogy') is where students study all three sciences (Biology, Chemistry and Physics) but end up with two GCSEs. The majority of GCSE students in England follow the combined course, which covers approximately two thirds of the content covered by Triple Award Science students. They are awarded two GCSE grades based on their overall performance across all three science subjects.

What to expect:

6 x Written exam: 1 hour 15 minutes (70 marks per paper)

Each exam features Foundation tier and Higher tier papers. Foundation tier is designed for students who are aiming for grades 1-5, and Higher tier is designed for students who are looking for grades 4-9.

The exams will consist of a mix of question types including multiple choice questions requiring short answers and questions requiring longer, more complex answers. The questions get progressively more difficult as the student works through the exam.

What is assessed:

- Biology Paper 1 Topics 1–4: Cell biology; Organisation; Infection and response; and Bioenergetics.
- Biology Paper 2 Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.
- Chemistry Paper 1 Topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes.
- Chemistry Paper 2 Topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and using resources.
- Physics Paper 1 Topics 1-4: Energy; Electricity; Particle model of matter; and Atomic structure.
- Physics Paper 2 Topics 5-8: Forces; Waves; Magnetism and electromagnetism; and Space physics.

How important is Science?

Whether it is chemistry, physics, biology or a mixture of the three, science sparks and develops our natural curiosity to explore and learn about the world around us. As we encounter science in our everyday lives, understanding basic studies develops our awareness of different climates, forces, and a true essence of how things work. As science is a very hands-on subject, it teaches and

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strengthens research, observation and analysing skills through conducting experiments and forming conclusions, and this encourages the brain to think independently and outside the box.

GCSE

Art & Design: Fine Art

Subject Leader: Miss E Fellerman

Specification: AQA Art & Design: Fine Art

There are two components:

Component 1

Portfolio: produce a sustained project and a selection of further work that represents the course of study. This is worth 60% of your overall marks.

Component 2

Externally set assignment: there's a separate externally set task paper for each title. It features seven tasks and you have to complete one of them. You get preparation time, plus ten hours of supervised time. This is worth 40% of your total marks.

Summary of Course Content (Skills and Knowledge):

Fine art explores ideas, conveys experiences or responds to a theme or issue of personal significance. The areas of study are very broad and cover drawing, painting, sculpture, installation and mixed media.

Alongside improving your practical expertise, you'll learn how to:

- develop, refine and record your ideas
- present a personal response that realises your intentions
- improve your creative skills through the effective and safe use of media, materials, techniques, processes and technologies
- successfully use visual language and the formal elements e.g. colour, line, form, shape, tone, texture
- use drawing skills for different needs and purposes.

Further Study and Career Opportunities:

You can continue your art and design studies at AS and A-level, where the same titles are available. You'll also be able to choose areas of study to specialise in within a particular title. If you don't want to take your art and design studies any further, the transferable skills you gain will still be valuable. You'll develop problem solving, creative thinking, investigation, research, communication and teamwork skills, and gain the ability to develop, refine and present ideas. Employers and universities regard all of these highly.

Employment

Art and design opens the door to lots of exciting careers Try these for starters:

Fashion design	Designer	Architecture	Publishing
Graphic design	Illustrator	Product design	Retail design
Theatre designer	Museum Curator	Textiles design	Visual Media
Animator	Photographer	Ceramics	Artist
		Advertising	

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GCSE

Computer Science

Subject Leader: Mr K Brown

Specification: OCR J277 Computer Science

Component 1:

Computer Systems examination (1 hour 30mins) 50% of qualification

Component 2:

Computational Thinking, Algorithms and Programming examination
(1 hour 30mins) 50% of qualification

Content overview

Component 01: Computer systems

Introduces students to the central processing unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

Component 02: Computational thinking, algorithms and programming Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic, translators and data representation.

Careers opportunities:

Computer Science is used in many jobs ranging from the creative, such as web or game design to technical such as software developer or systems security. Virtually every job in the future will involve the use of computers and technology in some way.

BTEC Tech Award in Performing Arts (Dance)

Subject Leader: Ms R Floyd

Specification: Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts

Summary of Course Content (Skills and Knowledge):

The Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts (Dance) is ideal for you if you would like to develop practical skills and find out more about dance. This course offers a practical introduction to life and work in the dance industry. The qualification, which is 120 Guided Learning Hours (GLH) is the same size and level as a GCSE.

What does the qualification cover?

This course will give you the opportunity to develop knowledge and technical skills in a practical learning environment. You will also develop key skills, such as creating performance or design content for a real vocational scenario.

Students will study three components, covering the following content areas:

- Exploring Dance - developing an understanding of dance including practitioners' work and the processes used to create performance
- Developing Skills and Techniques in Dance - development of dance skills and techniques through the reproduction repertoire as performers or choreographers.
- Responding to a Brief - contributing to a workshop performance as either a performer or choreographer in response to a given brief and stimulus.

Further Study and Career Opportunities

Once you have completed the qualification at WSS, you will have developed a practical understanding of the dance industry, and the roles and responsibilities of the people involved in the dance industry. Because you will be building useful skills, which are not generally covered in GCSE courses, you will have a better understanding of whether the dance industry is for you. This will allow you to decide whether this is an area you want to continue to study. The course will also help you to develop specific skills and knowledge, such as self-evaluation and group work, which will benefit you wherever you progress to next. If you decide to go on to further study of dance, the best option for you will depend on the grades you have achieved in this and the other qualifications you have taken, and what you enjoy doing. You could progress to a Level 2 Technical Certificate or to a Level 3 programme, such as A Levels, a T Level or a BTEC National, either on its own or in combination with A levels.

GCSE

Drama

Subject Leader: Mrs T Saunders

Specification: EDEXCEL GCSE (9-1) 1DRO

There are three components:

Component 1 - Devising Drama - students create a group performance using their own ideas. Technical options for lighting and sound are optional in this unit.

Component 2 - Texts in Practice - students direct and perform scripted plays –technical options for lighting and sound are optional in this unit.

Component 3 - Understanding Drama – students study a set play text for the exam and answer questions as an actor, director and designer.

Summary of Course Content (Skills and Knowledge):

GCSE Drama is an exciting and innovative approach to creating theatre and developing an understanding of theatre arts from the perspective of an actor, director and designer. Students will have the opportunity to explore ideas, themes and texts through **practical** drama and will utilise the knowledge and the skills they gain to create and direct their own **performance work** for assessment. This includes planning and organising **sound, costume and lighting**. Students will have the opportunity to present performance work in front of live audiences and will gain experience of some of the most prolific drama practitioners and drama skills which will deepen their knowledge and understanding of the subject. Students will demonstrate their practical knowledge and understanding of drama and theatre arts through a written examination at the end of year 11.

Assessment:

Component 1 - Devising Drama (Practical Performance and Written Portfolio) (40%)

Component 2 - Texts in Practice (Practical Performance) (20%)

Component 3 - Understanding Drama (Written exam) (40%)

Further Study and Career Opportunities:

A Level Drama and Theatre Studies

BTEC Level 3 Performing Arts

Level 3 Technical Theatre Production

Drama is an excellent choice for those students who wish to pursue a career in the performing arts industry and It is also a vital subject for developing confidence and communication skills.

Communication skills and confidence are the key to success, which makes drama a viable choice for all students.

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Cambridge National Engineering Subject Leader: Mr A Murrell

Specification: OCR Cambridge National: Engineering Manufacture Level 1 / Level 2

The Cambridge National in Engineering Manufacture course will inspire and equip students with the confidence to use skills that are relevant to the engineering, manufacturing, process and control sector.

It covers manufacturing processes, engineering materials, manufacturing requirements and developments in engineering manufacture.

Qualification Structure

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

Unit R014:
Externally Assessed Set Examination paper.

Unit R015:
Manufacturing a one-off product.

Unit R016:
Manufacturing in quantity.

Units R015 and R016 are made up of 10 internally assessed assignments.

The course has four Performance Objectives:

PO1

Recall knowledge and show understanding

PO2

Apply knowledge and understanding

PO3

Analyse and evaluate knowledge, understanding and performance

PO4

Demonstrate and apply skills and processes relevant to the subject area

In addition to Units R014, R015 and R016 students will have the opportunity to create products such as a mobile phone tablet stand, adjustable lamp and toolbox.

GCSE

Food Preparation and Nutrition

Subject Leader: Mr Murrell

Specification: WJEC 601/8093/6

Assessment 1: Plan and conduct a food science investigation which shows the learner's understanding in the preparation and cooking of food. (15% of final mark)

Assessment 2: Research, prepare, cook and present 3 dishes based on a question from the examination board. (35% of final mark)

Assessment 3: Examination (50% of final mark) assessing understanding of different areas of the Food Preparation and Nutrition syllabus.

Summary of Course Content (Skills and Knowledge):

A GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

By studying food preparation and nutrition learners will:

- be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes

Further areas of study:

Understanding food and health

Diploma in Food Cooking

Hospitality and Catering

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GCSE French

Subject Leader: New subject leader from Easter 2023

Specification: AQA French 8658

There are four exams at the end of the course, in Listening, Speaking, Reading and Writing. Each exam is worth 25% of the overall grade. Students will be entered for the same tier (Foundation or Higher) for all four papers.

Paper 1 Listening (Written exam) 25% of GCSE

Paper 2 Speaking (Oral exam) 25% of GCSE

Paper 3 Reading (Written exam) 25% of GCSE

Paper 4 Writing (Written exam) 25% of GCSE

Summary of Course Content:

Over the two years of your GCSE course, students will study the following themes:

Theme 1: Identity and culture

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

Theme 3: Current and future study and employment

Knowledge: Students will work independently and collaboratively to demonstrate their understanding; they will create in the target language: role-plays, telephone Conversations, film reviews, stories and animations, menus, diaries and much more!

Skills: Students will apply linguistic knowledge and skills in order to understand and communicate effectively:

Listening – to practise understanding French in a variety of different contexts.

Speaking – to practise communicating with French speakers.

Reading – to practise understanding a wide range of texts in French.

Writing – to practise producing self-written texts in clear and accurate French.

Further study and career opportunities:

Students can continue to study French at AS and A Level where they will further develop their cultural awareness, language and communication skills. Studying French at University is also an option, on its own or combined with other subjects.

Possible career paths:

Business services	Media	Tourism	Teaching	You tuber
Engineering	Translator	Fashion	Tour Guide	Transport

GCSE

Geography

Subject Leader: Mrs S Smart

Specification: EDUQAS Specification B

The course is assessed by 3 examinations:

Investigating geographical issues (1 hour 45 minutes) 40% of the qualification

Problem solving geography (1 hour 30 minutes) 30% of the qualification

Applied fieldwork enquiry (1 hour 30 minutes) 30% of the qualification

Summary of Course Content (Skills and Knowledge):

You will study the three key themes of this qualification through local, national and international case studies. The themes are:

Changing places – Changing economies (urban and rural processes, changing levels of international development) Changing environments (coasts, rivers, weather and climate) Environmental challenges (ecosystems, water supplies, and desertification)

You will be expected to attend two fieldtrips to use your geographical skills in a practical setting. There is also likely to be an optional residential fieldtrip in Year 11.

Assessment:

The three exams assess your skills through four assessment objectives;

AO1 Knowledge: Short answer questions that assess key terms.

AO2 Understanding: Longer written explanations.

AO3 Application: Extended written answers in the form of balanced arguments and letters justifying decisions.

AO4 Skills: Map, graph and statistical skills will be tested.

Further Study and Career Opportunities:

Further Study – Geography is a bridging subject between the arts and the sciences. At A-level it can be taken alongside biology, chemistry, physics and maths but equally fits with history, religious studies, sociology or English. Geography also links strongly with subjects like business and economics and is recognised by universities as a facilitating subject.

Employment – Geography is a challenging GCSE and employers recognise that a good grade in Geography means good numeracy and literacy skills. It is therefore useful on any CV. The study of physical geography can lead to jobs in organisations such as the Environment Agency, Forestry Commission or working in weather reporting or land management. Human geography links to jobs in planning, international aid work or waste management. Local employers include Ordnance Survey and schools.

BTEC Tech Award Health and Social Care Subject Leader: Ms V Keyse

Specification: Pearson BTEC Level 1/Level 2 Tech Award

Mandatory Units:

- 1 Human Lifespan Development -Internal assessment
- 2 Health and Social Care Services and Values - Internal assessment
- 3 Health and Wellbeing - External assessment

Summary of Course Content (Skills and Knowledge):

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove your aptitude in health and social care such as interpreting data to assess an individual's health
- process that underpins effective ways of working in health and social care, such as designing a plan to improve an individual's health and wellbeing
- attitudes that are considered most important in health and social care, including the care values that are vitally important in the sector, and the opportunity to practise applying them
- knowledge that underpins effective use of skills, process and attitudes in the sector such as human growth and development, health and social care services, and factors affecting people's health and wellbeing.

Further Study and Career Opportunities:

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification. Students who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Health and Social Care, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in aspects of health or social care.

GCSE

History

Subject Leader: Mr B Brown

Specification: EDUQAS History (9-1)

There are four units of study:

The Elizabethan Age, 1558-1603

The USA: A Nation of Contrasts, 1910-29

The Development of Germany, 1919-1991

Changes in Health and Medicine in Britain, c500 to the present day

Summary of Course Content (Skills and Knowledge):

GCSE History (9-1) allows students to study a World History Study, a European History Study and two British History Studies. They range in different time periods in history from the Middle-Ages to the 21st century.

The units will cover a large amount of historical content, which will include two depth studies over a short amount of time and two breadth studies covering a larger amount of time. Students will then be tested on their historical skills and knowledge.

Each unit will be focusing on different key skills and knowledge, which includes the analysis and evaluation of historical sources and interpretations. There will also be questions testing historical understanding of change and continuity, cause and consequence, significance, similarity and difference.

Assessment:

The course is divided into two components:

Component 1: Studies in Depth. Written examinations: 2 hours (split into two papers of 1 hour duration each) 50% of qualification.

The Elizabethan Age, 1558-1603

The USA: A Nation of Contrasts, 1910-29

Component 2: Studies in Breadth. Written examinations: 2 hours (split into two papers Of 45 minutes for the Period Study and 1 hour 15 minutes for the Thematic Study) 50% of qualification.

The Development of Germany, 1919-1991

Changes in Health and Medicine in Britain, c500 to the present day

Further studies and career opportunities:

History GCSE provides an excellent grounding for most A - Levels, particularly History, Law, Politics, Sociology, Art and English. History is still considered a 'gold standard' GCSE and will look good on any CV. History supports most career choices but notably archival work, heritage and museums, law, policing, journalism, working in the media and even teaching.

Cambridge National in Creative iMedia

Subject Leader: Mr K Brown

Specification: OCR Cambridge National in Creative iMedia

Summary of Course Content (Skills and Knowledge):

Cambridge Nationals in Creative I-Media is media sector focused, including film, television, web development, gaming and animation, and has IT at its heart. It provides students with the knowledge in a number of key areas, from pre-production skills to digital animation, and has a motivating, hands-on approach to both teaching and learning.

The qualification structure, including the range of units available, allows students the freedom to explore the areas of creative media that interest them, as well as providing good opportunities to enhance their learning in a range of curriculum areas.

The qualification is for students who wish to develop practical skills in creative use of IT and Media Studies. It is broken down into 3 key areas.

RO93: EXAM Creative iMedia in the media industry (mandatory) In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences

.RO94: Visual identity and digital graphics (mandatory) This is assessed by completing a set assignment. In this unit you will learn how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences.

RO99: Digital games (optional) This is assessed by completing a set assignment. In this unit you will learn how to plan, create and review digital games.

Further study and career opportunities:

Communication, software, creative technologies and project management skills are useful and often essential in today's workplace. You will be able to progress into many areas including, graphic designer, web developers, engineers, ICT technicians, animators and any general career that uses computers.

GCSE

Media Studies

Subject Leader: Miss R Connery

Specification WJEC Eduqas GCSE in Media Studies

Summary of Course Content (Skills and Knowledge):

Students will learn how to explore media language and representation through the analysing of different media forms such as magazines, film posters, newspapers and print advertisements. They will also gain valuable skills which will allow them to understand how media industries and target audiences influence the media in our society.

Students will also be required to design and produce a media product for an intended audience in response from a set of chosen briefs set by the examination board. This product will need to demonstrate their full understanding of media language and representation

Assessment:

Component 1: Exploring the Media - Written Examination – 1 hr 30mins

Component 2: Understanding Media Forms and Products- Written Examination – 1hr 30mins

Component 3: Creating Media Products – Non-exam assessment – 30% of qualification.

Further Study and Career Opportunities:

Further Study in Creativity and Media, Film and Media, Theatre Studies, Technical Theatre Visual and Media Arts, Creative Media Production Broadcast, Music Technology, Photography, Journalism, TV and Film Studies, Performing Arts, Management Studies

Careers: Television, Newspaper editor, Reporter, Media Planner, Multimedia Specialist, Public relations Officer, Runner –broadcasting/film/TV/video, Producer – TV/film/video, Magazine Journalist Market Research, Writer

BTEC Tech Award in Music Practice

Subject Leader: Mr W Cardy

Specification: Pearson BTEC Level 1/Level 2 Tech Award in Music Practice

Rock School Level 2 Certificate for Music Practitioners – Performance pathway

Summary of Course Content (Skills and Knowledge)

The Pearson BTEC Level 1/Level 2 Tech Award in Music Practice is ideal for you if you would like to find out more about the music industry. This course offers a practical introduction to life and work in the music industry. The qualification, which is 120 GLH, is the same size and level as a GCSE.

This course will give you the opportunity to develop knowledge and technical skills in a practical learning environment. You will develop key skills, ranging from rehearsing to experimenting with technology, equipment and instruments. You will also develop an understanding of the music industry.

Students taking this qualification will study three components, covering the following content areas:

- Exploring Music Products and Styles - exploration of the techniques used in the creation of different musical products and investigation of the key features of different musical styles and genres.
- Music Skills Development - development of two musical disciplines through engagement in practical tasks, while documenting your progress and planning for further improvement.
- Responding to a Music Brief - developing and presenting music in response to a given music brief.

Further Study and Career Opportunities:

Once you have completed the qualification at WSS, you will have developed valuable knowledge, practical skills and a wider understanding of the music industry. This qualification will allow you to develop your knowledge and skills through practical and creative application in a vocational context, and by responding creatively to a commercial brief. Since you will be developing skills across a number of disciplines – such as music creation, production and performance – you will have a better understanding of whether the music industry is for you and, if so, which part of it you might want to study further.

If you decide to go on to further study of music, the best option for you will depend on the grades you have achieved in this and the other qualifications you have taken, and what you enjoy doing. You could progress to a Level 2 Technical Certificate or to a Level 3 programme, such as A Levels, a T Level or a BTEC National, either on its own or in combination with A levels.

GCSE

Photography

Subject Leader: Mrs E Fellerman

Specification: AQA 8206 Art and Design (Photography)

Component 1: Portfolio

No time limit, 96 marks, 60% of GCSE grade

Component 2: Externally set assignment

Preparatory period followed by 10 hours of supervised time, 96 marks, 40% of GCSE grade.

Summary of Course Content (Skills and Knowledge):

The GCSE Photography course is an exciting practical and theory based course ideal for students who wish to pursue a new skill and higher qualifications or a career in Photography. Students will develop a wide range of photographic skills including taking and developing their own photographs using both traditional and digital methods. Students will be expected to regularly complete homework and independently study to extend their learning and the content of their portfolio. During the course there will be opportunities to visit galleries and museums to study the work of other photographers.

The GCSE is made up of two units. The first unit is developing a portfolio of individual projects worth 60% of your final grade. The second unit is the externally set assignment worth 40% of your final grade. Due to the exam element of this unit students will have ten hours to produce their final response. Your work will be continually assessed, regularly marked and feedback given to you to inform you of your progress throughout the course. The overall grade for the qualification will be a GCSE grade 9 to 1 and will depend on how well you perform in the coursework and exam.

GCSE

Religious Studies

Subject Leader: Miss L Whitworth

Specification: EDUQAS Specification A

There are three units of study:

- Religious, Philosophical and Ethical Studies in the Modern World
- Christianity
- Islam

Summary of Course Content (Skills and Knowledge):

The three units cover a range of ethical issues and the religious, non-religious and philosophical approaches to these issues. Students are also expected to develop and articulate their own beliefs in response to the different topics.

In the first year of the course, you will study religious, philosophical and ethical studies in the modern world. There are four themes which will explore a range of topics, examining religious and non-religious approaches to each:

- Relationships
- Life and death
- Good and evil
- Human rights

In the second year of the course, you will study the beliefs, teaching and practices of Christianity and Islam.

Assessment:

The course is assessed by three written examinations:

- Religious, Philosophical and Ethical Studies in the Modern World: 2 hours (50%)
- Christianity: 1 hour (25%)
- Islam: 1 hour (25%)

Further Study and Career Opportunities:

During the two years of the course students should develop skills in research, gathering and collating information, evaluating opinions and arguments, and expressing views clearly and confidently in oral and written form. Discussion is an important part of lessons and students learnt to form their own opinions after careful consideration of the various viewpoints. The skills developed during the Religious Studies GCSE equip students for a range of A Levels, in particular History, English, Psychology and Geography.

Religious Studies is a useful GCSE for those considering careers which involve working with people, being able to make decisions and express views about significant issues, including law, journalism, medicine, teaching and social services.

OCR Cambridge Nationals

We work hard, we respect our community, we are kind and we take responsibility for our own actions.

Sports Studies (CNAT)

Subject Leader: Miss R Rennison

Specification: OCR Cambridge Nationals Sports Studies (CNAT)

Summary of Course Content (Skills and Knowledge):

The award gives learners the opportunity to develop independence and confidence in using skills that are relevant to the Exercise, Physical Activity, Sport and Health sector and more widely. The course is 70% theoretical and 30% practical.

The main focus is on three areas, which cover the following:

- Sport and the media
- Performance and leadership in sports activities
- Contemporary issues in sport

This award gives learners a broader and more holistic understanding of the sports sector. The award provides an ideal grounding for progression to post- 16 academic learning, and the skills learned in the first award remain relevant as a grounding for learners taking the academic route, but also support those learners who want to progress to technical study.

Assessment:

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

The three components that will be assessed are:

- Sport and the media - (Coursework, externally verified)
- Performance and leadership in sports activities - (Coursework, externally verified)
- Contemporary issues in sport (externally assessed exam – 1hr 15 minutes)

Students will be expected to commit to helping lead extra-curricular activities and Inter-School competitions as part of their qualification.

Further Study and Career Opportunities:

The number of sport- related jobs in the UK is estimated at over 400, 000. The sports sector also has a large number of sport- related volunteers throughout the UK. The CNAT Sport Studies qualification would lead onto further study either through A - level or additional higher level BTEC/ CNAT qualifications in sport.