ORCHARD PARK HIGH SCHOL

GUIDE TO KEY STAGE 4 COURSES

2021 - 2023



Proud to be part of:



KS4 Curriculum and Option Booklet 2021

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Dear Parents and Carers,

Please find enclosed within, the details regarding the options available to your child as she/he prepares to enter Key Stage 4.

Ensuring students are placed on the right courses and studying options that are challenging, will help them to achieve their potential and prepare them for future life, is crucial to this process.

We want every student to undertake a programme of study at Key Stage 4 that is aspirational, accessible and engaging, thus keeping as wide a range of Post 16 options available. We have therefore increased the GCSE offer to 9 subjects, broken down as follows (All courses are GCSE unless stipulated):

Group A	Compulsory Core	English Language
5 GCSEs	Subjects	English Literature
		Mathematics
		Combined Science (2 GCSEs)
		Core PE (non-examined)
		Core RE (non-examined)
Group B	Compulsory	Geography or History
1 GCSE	Humanities	
Group C	Option subjects – 3	Art
3 GCSEs	choices	Business Studies OR Business and Retail WJEC
		Computer Science
		RSL Dance OR Acting
		French
		Geography
		History
		RSL Music
		Photography
		Physical Education BTec
		Religious Education
		Separate Science (entry examination)
		Sociology or Citizenship
		Spanish

RSL: Rock School London – a BTec style award WJEC: Vocational level 2 – a technical award

I hope you will find this booklet and the support in place helpful. Please do not hesitate to contact the school if you have any questions.

gsmyrk@orchardparkhigh.net

Ms G Smyrk Associate Head Teacher

2021 Options Choices at Orchard Park High School

This booklet aims to outline the options available and all the component subjects ensuring students have a comprehensive guide to support them with the important process of making their Key Stage 4 choices.

WHEN MAKING THEIR OPTION CHOICES, STUDENTS SHOULD:

- Consider which subjects they enjoy
- Consider which subjects they are good at
- Seek advice and direction from their teachers and Subject Leaders
- Think about possible careers they are interested in or courses they want to do (find out what the course entry requirements are at 6th form/ college/ apprenticeships)
- Think about which skills they want to develop for employment
- Not base their choices on what their friends are doing or because they could not think of anything else

WILL STUDENTS GET THEIR FIRST CHOICES?

We will work towards students getting their first choices and have been very successful with this in the past. However, there are three main reasons why some students may not get their first choice:

- 1. The courses chosen are not appropriate for that student and professional advice is that it would not provide them with outcomes or options for the future that they themselves would like.
- 2. Some courses have limits on the number of students that can be enrolled. We will then have to close those classes once the limits have been reached
- 3. Subjects may not run due to low numbers of students choosing them for their options.

In all cases, a conversation will be had with the student in the first instance (and with parent/carer where necessary). The likely outcome is that the next choice which the student has put down on their original form will take its place.

Things to know about the Key Stage 4 curriculum which impact directly on the learning experience of students.

These include:

- 1. Linear Learning and Examinations students are tested at the end of the course
- 2. High Level Controlled Assessments
- 3. Examinations in BTEC Courses
- 4. Students who do not achieve a pass grade (grade 4) or higher in English or Maths are required to continue to study for these GCSEs in Key Stage 5 until they secure a pass grade.

WHAT HAPPENS NEXT?

This list of events is to guide parents/carers through the stages involved in making choices:

Thursday 4 th February 2021 5-6pm:	Crowdcast Meeting - Please use the link below to join the meeting: https://www.crowdcast.io/e/options-process-for-year Here initial information will be shared regarding the timeline of events relating to the options process.
Friday 12 th February 2021	The OPTIONS' BOOKLET, the OPTION FORM, VIDEOS from Heads of Departments and GUIDANCE documentation will be shared with you at this time. Over the half term break, please read this information carefully and discuss appropriate choices with your son/daughter.
	his link to complete the form online. an only be accessed by the students, using their Google log-in:
https://docs.google.com/for	rms/d/e/1FAIpQLSfERjJgjrtgKpEJ4wEBHdl1ZAHDtfcqBcZMq2flmwD0EpgntQ/viewform
Week beginning 22 nd February 2021	Special assemblies will take place this week where students can ask specific questions regarding their subjects.
Week beginning 1 st March 2021:	a. Parents to email the subject Help Desk for advice about subject specific matters EG HistoryDept@orchardparkhighschool.net b. Parents should email to request a 1:1 meeting with me to discuss any issues or concerns they may have regarding general option choices. gsmyrk@orchardparkhigh.net
Thursday 11 th March 2021	Parents Evening – more details to follow
Monday 15 th March 2021	Deadline for submission of the options form
Post Easter:	A letter will be sent home detailing each student's allocation to courses

Please complete this form on line, using the link for the Google Form. Deadline for return – 15th March 2021

Option Form 2021	
Student Name:	
SLT Check	

- All students must study nine subjects.
- Students follow the core curriculum comprising the following subjects: English Language, English Literature, Mathematics, Separate Science, Core RE and Core PE.
- Students must select either Geography or History
- Students must select then select 3 further and two reserve choices. Subjects are not guaranteed and students may be given their reserve choice/s. All courses are dependent upon size to ensure viability and some subjects may only offer one group.

Group A: 5 GCSEs. Compulsory subjects – subjects that everyone will study

	Compulsory	GCSE/Equivalent
English Language	✓	1 GCSE
English Literature	✓	1 GCSE
Maths	✓	1 GCSE
Combined Science	✓	2 GCSEs

Group B: 1 GCSE. Please choose one of the two subjects below

	Student selection – tick one
Geography	
History	

Group C: 3 GCSEs. Select 3 subjects and two reserve choices, (ranked 1-5) So 1st choice put 1, 2nd choice, 2 etc

	Student Selection Rank 1-5
Art	
Business Studies/Retail Business WJEC	
Citizenship	
Computer Science – must be a Higher Maths student	
French	
Geography	
History	
Music RSL	
Performing Arts Acting RSL OR	
Performing Arts Dance RSL	
Photography	
PE BTec	
Religious Studies	
Separate Science (There will be a test for suitability for this course)	
Sociology	
Spanish	

KS4 Compulsory Subjects





Exam Board	AQA	Qualification		GCSE	HOD	Ms Cooper		
Content Overview	This specification allows candidates to demonstrate their ability in functional English; to investigate and analyse language and structure; and to use language creatively.							
Key Features	The specification offers a skills-based approach to the study of English. This enables candidates							
.,	to make perceptive and individual responses to each element of assessment.							
Assessment Overview	Two linear examinations and a non-examination assessment (Spoken Language)							
Units	Paper 1: Explo	rations in	Paper	2: Writers'	Non-ex	amination Assessment:		
	Creative Readi		-	oints and	Spoken Language			
	Writing	ing and	-	ectives	эроксп	Language		
Assessment Criteria	Section A: Rea	ding -		n A: Reading:	Assesse	ed on the following skills:		
7.55-55e.it Criteria	One single tex	_		on-fiction text and	•	presenting		
	(40 marks) (25			terary non-fiction	•	responding to questions		
	single text	70, 0110	text	iciary non necion		and feedback		
	• 1 short form	auestion (1 v		arks) (25%) – two		use of standard English		
	4 marks)	question (1 x	linked			use of standard English		
	• 2 longer forn	n questions (2		ort form question				
	x 8 marks)	1 4465110113 (2		marks) • 2 longer				
	• 1 extended o	uestion (1 x						
	20 marks)	acstion (1 x						
	20 marks) 12 marks) • 1 extended question (1							
	Section B: Wri							
	Section B: Writing – (40 x 16 marks) marks) (25%)							
	• 1 extended writing question (24 marks for (40 marks) (25%)							
		content, 16 marks for technical accuracy) • 1 extended writing question (24 marks for						
	l ccommon accar	40,7		nt, 16 marks for				
				ical accuracy)				
				icai accai acy,				
Assessment methods	Written exam:	1 hour 45	Writte	en exam: 1 hour 45	Teache	r set throughout course,		
	mins		mins			by the teacher.		
Weighting	50%		50%		0% - Se	parate endorsement		
Assessment Dates	May/June 202	3	May/.	une 2023	June 20)23		
Entry Criteria	All students ar	e required to ta	ke this	subject. There is no n	ninimum	expected entry criterion to		
	be met.				ı			
Equipment	-	ting equipment						
Higher Education				d university course.				
Careers		_		_	-	reparation for careers in		
		-	sitivity	to, language will be r	required,	such as journalism,		
	translating and teaching.							
Course Specification link	Course Specification link http://filestore.aqa.org.uk/resources/english/specifications/AQA-8700-SP-2015.PDF							



English Literature



Exam Board	AQA	Qualification	GCSE	HOD	Ms Cooper		
Content Overview	This specification will enable students of all abilities to develop the skills they need , understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structure						
Key Features	tiered, closed		ne use of ext		glish Literature in an nor tions in the assessment		
Assessment Overview	2 x linear exan	ninations					
Units	Paper 1: Shake century novel	espeare and the 19th-	Pape	er 2: Modern tex	ts and poetry		
Unit Topics	Section A: Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole. Section B: The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole. Section A: Modern texts: students will answer one essay question from a chot two on their studied modern prose or drama text. Section B: Poetry: students will answer comparative question on one named printed on the paper and one other paper and one other paper and one other paper and one of their chosen anthology cluster. Section C: Unseen poetry: Students will answer one question on one unseen paper and one question comparing this poet.						
Assessment Criteria	maintain a critinformed pers references, inc support and ill AO2: Analyse the structure used meanings and subject termin AO3: Show un relationships the contexts in whe AO4: Use a rar sentence structure.	derstand and respond to should be able to: ical style and develop a conal response, use text cluding quotations, to ustrate interpretations the language, form and by a writer to create effects, using relevant ology where appropriates derstanding of the petween texts and the ich they were written.	o AO1 text: n Maii ual info refe and AO2 strue mea subj AO3 relat cont	with a second unseen poem. AO1: Read, understand and respond to texts. Students should be able to: Maintain a critical style and develop an informed personal response, use textual references, including quotations, to support and illustrate interpretations. AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3: Show understanding of the relationships between texts and the contexts in which they were written.			
Assessment methods	Written exam: (64 marks)	1 hour 45 minutes		ten exam: 2 hou marks)	r 15 minutes		
Weighting	40%		60%				
Assessment Dates	June 2023			2023			
Entry Criteria	All students ar be met.	e required to take this	subject. The	re is no minimum	n expected entry criterio	on to	
Equipment	Dictionaries, to	exts and writing equipm	nent				
Higher Education		lated or language-base		course.			
Careers	English Literature is relevant to a wide range of careers. It is good preparation for careers in which knowledge of, and a sensitivity to, language will be required, such as journalism, translating and teaching.						
Course Specification link	http://filestore	e.aqa.org.uk/resources/	langlich /cna	· · · · · / · · · ·			





Exam Board	Edexcel	Qualification GCSE (9-1)		HOD Mr Shah				
AIM	Our aim is to encourage students to develop mathematical behaviour and as such our curriculum encourages students to develop deeper understanding to make links across curriculum areas and foster a mastery approach							
Content Overview	Number, Algebr	a, Ratio and Proportior	n, Geometry, Sta	tistics, Probability				
Key Features	Fundamental co logic and analyt	oncepts which are appli ical processes.	cable to all cours	es and careers such	as problem solving,			
Assessment Overview	Two Calculator	papers: each contribute and one non-calculator oundation Tier grades	paper	_	3-9			
Units	Number	Algebra		Ratio and proport	ion Geometry			
Unit Topics	Integers Operations Prime numbers Factors Multiples Powers Indices Standard Form Fractions Decimals Percentages Units of mass Estimation Rounding Limits of accura Surds	Manipulation Substitution Rearranging formulae Identities Inequalities Expanding products of binomials Factorising quadratics Gradients Turning points Sketching graphs Functions Solving linear equations Simultaneous equations cy Solving quadratic equations		Unit conversion Scale Factors Ratio Direct, inverse proportion Speed, distance, ti Density Financial Mathema Growth and decay Compound interes Ratio of area and volume	Congruence and similarity Pythagoras			
Units	Probability			Statistics	-			
Unit topics	Experimental probability Theoretical probability Mutually exclusive events Venn Diagrams Tree Diagrams Independent Events Combined Events Experimental probability Sampling Charts and diagrams Histograms Averages Experimental probability Charts and diagrams Histograms Combined Events Experimental probability Charts and diagrams Histograms Complete Succession Cumulative Frequency Graphs Scatter Graphs							
Assessment Criteria	AO1: Use and apply standard techniques AO2: Reason, interpret and communicate mathematically AO3: Solve problems within mathematics and other contexts							
Assessment methods	100% Examinat	on made up of three p	apers each taking	g 1 hour 30 minutes				
Weighting	Paper 1F/H Non-Calculator (One third of total mark/80 marks). Paper 2F/H Calculator (One third of total mark/80 marks). Paper 3F/H Calculator (One third of total mark/80 marks).							
Assessment Dates	May/June 2023							
Entry Criteria	All students are required to take this subject. There are no minimum expected entry criteria to be met.							
Learning activities	Individual problem solving, team and group problem solving, practise of Exam papers, tackling of graded Mathematics questions and investigation.							
Equipment	Pen, Pencil, Ruler, Rubber, Compasses, Protractor, Green Pen, Black Marker Pen, Scientific Calculator (we recommend Casio fx-85GT)							
Trips	Intermediate Maths Challenge, STEM Activities							
	The state of the s							

Careers	Every career can be underpinned by Mathematics. In particular careers include: Financial sector,
	Teaching, Engineering, Science and Research Statistician
Ensuring Success	Engage with all support material, practice on regular basis and seek teachers advice outside the classroom
Course Specification link	http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html



Combined Science



Exam Board	Edexcel	Qualification		GCSE Combined	HOD	Mr Ramnarain			
Content	This course to a	thor with its sore		Science	nco loarning to life	It is shaped to			
Content Overview	This course, together with its core practicals designed to help bring science learning to life. It is shaped to encourage all students to best show what they know and can do.								
Key Features	understanding is essential aspects how the complex	GCSE study in the sciences provides the foundation for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. All students should learn essential aspects of the knowledge, methods, processes and uses of science. They should gain appreciation of how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas that relate to the sciences and that are both inter-linked and of universal application.							
Assessment Overview	papers. These ar	e available at foun	dation tier and	Combined Science co higher tier. Students n May/June in 2021.		•			
Units	Paper 1: Biology 1 (Paper code: 1SCO/1BF, 1SCO/1BH)	Paper 2: Biology 2 (Paper code: 1SCO/2BF, 1SCO/2BH)	Paper 3: Chemistry 1 (Paper code: 1SCO/1CF, 1SCO/1CH)	Paper 4: Chemistry 2 (*Paper code: 1SCO/2CF, 1SCO/2CH)	Paper 5: Physics 1 (Paper code: 1SCO/1PF, 1SCO/1PH)	Paper 6: Physics 2 (Paper code: 1SCO/2PF, 1SCO/2PH)			
Unit Topics	Topic 1 – Key concepts in biology, Topic 2 – Cells and control, Topic 3 – Genetics, Topic 4 – Natural selection and genetic modification, Topic 5 – Health, disease and the development of medicines	Topic 1 – Key concepts in biology, Topic 6 – Plant structures and their functions, Topic 7 – Animal coordination, control and homeostasis, Topic 8 – Exchange and transport in animals, Topic 9 – Ecosystems and material cycles	Topic 1 – Key concepts in chemistry, Topic 2 – State of matter and mixtures, Topi 3 – Chemical changes, Topic 4 – Extracting metals and equilibria	Groups in the periodic table, Topic 7 – Rates	Topic 1 – Key concepts of physics, Topic 2 – Motion and forces, Topic 3 – Conservation of energy, Topic 4 – Waves, Topic 5 – Light and the electromagnetic spectrum, Topic 6 – Radioactivity	Topic 1 – Key concepts of physics, Topic 8 – Energy - Forces doing work, Topic 9 – Forces and their effects, Topic 10 – Electricity and circuits, Topic 12 – Magnetism and the motor effect, Topic 13 – Electromagnetic induction, Topic 14 – Particle model, Topic 15 – Forces and matter			
Assessment Criteria	Students must in AO1: Demonstrate knowledge and understanding of scientific ideas, scientific techniques and procedures. AO2: Apply knowledge and understanding of scientific ideas, scientific ideas, scientific	Students must in AO1: Demonstrate knowledge and understanding of scientific ideas, scientific techniques and procedures. AO2: Apply knowledge and understanding of scientific ideas, scientific ideas, scientific	Students must in AO1: Demonstrate knowledge and understanding of scientific ideas, scientifit techniques and procedures. AO2: Apply knowledge and understanding of scientific ideas, scientific ideas, scientifit	in AO1: Demonstrate knowledge and understanding of scientific ideas, scientific techniques and procedures. AO2: Apply knowledge and understanding of scientific	Students must in AO1: Demonstrate knowledge and understanding of scientific ideas, scientific techniques and procedures. AO2: Apply knowledge and understanding of scientific ideas, scientific ideas, scientific	Students must in AO1: Demonstrate knowledge and understanding of scientific ideas, scientific techniques and procedures. AO2: Apply knowledge and understanding of scientific ideas, scientific			

	ı	I	I	I	ı	1	
	enquiry,	enquiry,	enquiry,	enquiry,	enquiry,	enquiry,	
	techniques and	techniques and	techniques and	techniques and	techniques and	techniques and	
	procedures.	procedures.	procedures.	procedures.	procedures.	procedures.	
	AO3: Analyse	AO3: Analyse	AO3: Analyse	AO3: Analyse	AO3: Analyse	AO3: Analyse	
	information	information	information	information	information and	information and	
	and ideas to	and ideas to	and ideas to	and ideas to	ideas to	ideas to	
	interpret and	interpret and	interpret and	interpret and	interpret and	interpret and	
	evaluate, make	evaluate, make	evaluate, make	evaluate, make	evaluate, make	evaluate, make	
	judgements	judgements	judgements	judgements	judgements and	judgements and	
	and draw	and draw	and draw	and draw	draw	draw	
	conclusions,	conclusions,	conclusions,	conclusions,	conclusions,	conclusions,	
	develop and	develop and	develop and	develop and	develop and	develop and	
	improve	improve	improve	improve	improve	improve	
	experimental	experimental	experimental	experimental	experimental	experimental	
	procedures	procedures	procedures	procedures	procedures	procedures	
Assessment	A mixture of	A mixture of	A mixture of	A mixture of	A mixture of	A mixture of	
methods	different	different	different	different	different	different	
	question	question	question styles,	question	question styles,	question styles,	
	styles,	styles,	including	styles,	including	including	
	including	including	multiple-choice	including	multiple-choice	multiple-choice	
	multiple-	multiple-	questions,	multiple-	questions, short	questions, short	
	choice	choice	short answer	choice	answer	answer	
	questions,	questions,	questions,	questions,	questions,	questions,	
	short answer	short answer	calculations	short-answer	calculations and	calculations and	
	questions,	questions,	and extended	questions,	extended open-	extended open-	
	calculations	calculations		calculations	-	· ·	
	and extended	and extended	open-response questions.	and extended	response questions.	response questions.	
			questions.		questions.	questions.	
	open-response	open-response		open-response			
Mainhtin n	questions Written	questions Written	Written	questions. Written	Written	Written	
Weighting			examination: 1				
	examination: 1	examination: 1		examination: 1	examination: 1	examination: 1	
	hour and 10 minutes	hour and 10 minutes	hour and 10	hour and 10 minutes	hour and 10	hour 10 minutes	
			minutes		minutes 16.67%	16.67% of the	
	16.67% of the	16.67% of the	16.67% of the	16.67% of the	of the	qualification 60	
	qualification	qualification	qualification 60	qualification	qualification 60	marks	
	60 mark	60 marks	marks	60 marks	marks	NA /I 2024	
Assessment	May/June	May/June	May/June2021	May/June	May/June 2021	May/June 2021	
Dates	2021	2021		2021			
Entry Criteria	All students are required to take combined science. A selected group of students will be taking the Separate						
	Sciences instead.						
Equipment		Resources and equipment would be provided.					
Sixth Form		•	ry, Biology or the A	applied sciences.			
Higher	Any science relat	ed university cour	se. eg BSc				
Education					r ·		
Careers	Science related of	Science related careers such as engineering sciences or in the medical profession.					





Subject	CORE Physical Education					
		HOD	Miss Hansford			
Content Overview	Physical Education lessons remain compulsory for all addition to those students who have opted for an exporting this time all students will keep active, develop importance of physical activity and progress sporting years 7-9.	aminatio underst	n PE course. anding on the			
Units	Topic 2: CORE PE					
Unit Topics	Continue with the sporting activities covered in KS3 le of content taught will reflect the move into KS4 and of Sports included: • Football, • Basketball, • Rugby, • Netball, • OAA, • Table tennis, • Tennis, • Cricket, • Rounders, • Softball, • Leadership activities, • Officiating activities.					
Assessment Criteria	No assessment					
Assessment methods	No assessment					
Assessment Dates	No assessment					
Equipment	All students would need to wear the full and correct trainers) in every lesson.	school Pi	kit (including own			

KS4
Option
Subjects







Exam Board	Edexcel	Qualification	GCSE	HOD		Mr Rapsey
Content	This course will enable stu	idents to develop a dea	per un	derstanding o	f Fine Art th	rough the development
Overview	of technical as well as crit					
	– and in studying it studer	nts will work with a wid	e variet	ty of to create	personal a	nd meaningful artworks.
	The course covers a wide	range of artistic styles i	nspired	l by many arti	sts, cultures	and movements.
	Students learn to make in	dividual personal respo	nses to	themes, cont	exts and id	eas by developing their
	ideas by presenting their of					
Key Features	Students explore a variety	•	-			_
	painting, printmaking, scu					
	evaluate their work and the		_			
	art galleries including Tate own exhibition in 2023.	e Modern and the Sout	n Lonac	on Gallery in C	amberweii,	as well as putting on our
Assessment	All units are assessed inte	rnally and then are sub	mittad	to ovtornal m	odoration	
Overview	All utilits are assessed lifte	illally, allu tileli ale sui	milleu	to external ii	ioueration.	
Units	Ident	ity		Ext	ernally set	assignment.
Unit Topics	Under the broad theme of		Alor			nwide, Students develop
	explore the following sub-			_		tarting points. The
	Personal Objects		star	ting point is a	word them	e chosen by the Exam
	Portraiture					de 'Reflections', 'Conflict',
	Cultural Identity					nt'. Students will select
	Inner Self & Psychology				•	ir choice to develop their
	Political Belief & Protest		idea	is towards a fi	nal artwork	made in a 10-hour exam.
	Students explore these th	emes by exploring the	The	two year culn	ninate in a p	oublic exhibition where
	works of artists and design	ners to develop their	pare	ents and mem	bers of the	community will be invited
	own personal ideas leadin	g towards highly	to g	ather and cele	brate stude	ent achievement.
	personal outcomes in a ra	nge of media.				
Assessment	AO1 Develop ideas throug	gh investigations, demo	nstratii	ng critical und	erstanding	of sources.
Criteria	AO2 Refine work by explo	ring ideas, selecting an	d exper	imenting with	appropria	te media, materials,
	techniques and processes					
	AO3 Record ideas, observ					
		nd meaningful response	e that r	ealises intenti	ons and dei	monstrates understanding
	of visual language.		1.			
Assessment methods	Component 1: Personal Po	ortfolio	Con	iponent 2: 10-	-nour practi	ical exam & preparation
Weighting	60%		40%	,		
Assessment	June 2023					
Dates						
Entry Criteria	Previous commitment to					
Equipment	Students are expected to					
Higher	Any art-related foundatio	_	nsferra	ble skills are r	ecognised i	n other related fields eg.
Education	Architecture, Engineering					
Careers	_			_		games designer, illustrator,
	advertising, stage and the	atre design, exhibition	curator	, costume des	igner, carto	onist, animator, book
Course	illustration, art therapist.		!a.a.e./- !	avaal e/	ا - ا- امیرمیدس	201C between
Course	https://qualifications.pea	rson.com/en/qualificat	ions/ed	excei-gcses/a	rt-and-desi	gn-zu16.ntmi
Specification link						
IIIIK						



Exam Board	Edexcel	Qualification	GCSE	HOD	Mrs Baatjies		
Content Overview	This specification is engaging and inspiring and reflects the demands of a truly modern and evolving business environment – a qualification that enables students to develop as commercially minded and enterprising individuals and helps them to succeed in their chosen pathway.						
Key Features	The aims of this qualification are to enable students to know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society. They will learn how to apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts. They will develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen and draw on evidence to make informed business decisions and solve business problems. They will develop as effective and independent students and as critical and reflective thinkers with enquiring minds. They will use an enquiring, critical approach to make informed judgements. They will investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business. They will develop and apply quantitative skills relevant to business, including using and interpreting data.						
Assessment Overview	2 x linear examinations						
Units	Theme 1: Investigating	small business	٦	Theme 2: Building a	a business		
Unit Topics	Topic 1.1 Enterprise and entrepreneurship Topic 1.2 Spotting a business opportunity Topic 1.3 Putting a business idea into practice Topic 1.4 Making the business effective Topic 1.5 Understanding external influences on business Topic 2.1 Growing the business Topic 2.2 Making marketing decisions Topic 2.3 Making operational decisions Topic 2.4 Making financial decisions Topic 2.5 Making human resource decisions						
Assessment Criteria	AO2 Apply knowledge a (35%) AO3 Analyse and evalua	vledge and understandin and understanding of bus ate business information judgements and draw co	siness cor	ncepts and issues t es to demonstrate	o a variety of contexts		
Assessment methods	Written examination: 1 marks)	hour and 30 minutes (90		Written examinatio minutes (90 marks)			
Weighting	50% of the qualification	ı	5	50% of the qualifica	ation		
Assessment Dates	June 2023		J	une 2023			
Entry Criteria	Entrants are expected to have a high proficiency in Maths – Scaled Score 106+						
Equipment	Students will be require	ed to purchase a revision	guide, w	orkbook and calcu	lators		
Sixth Form	Level 3 courses in Busin	ess					
Higher Education	Any Business related university course. Many students go on to study Accounting, Marketing and International Business						
Careers	Business is relevant to a Marketing, Finance, Ma	a wide range of careers. Inagement and HR.	t is a goo	d choice for caree	rs in Accounting,		
Course Specification link		earson.com/content/dar CSE Business Spec 201	•	CSE/Business/2017	/specification-and-		

Retail Business 😽



Exam Board	WJEC	Qualification	Level 1/2 Award	HOD	Mrs Baatjies	
Content Overview	This course has been world of business. The may wish to explore a	e qualification builds	in engaging and on learning fro	m Key Stage		
Key Features	The WJEC Level 1/2 Vocational Award in Retail Business offers a learning experience that focuses acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work. The applied purpose will also enable learners to learn in such a way that they develop: • skills required for independent learning and development; • a range of generic and transferable skills; • the ability to solve problems; • the skills of project based research, development and presentation; • the fundamental ability to work alongside other professionals, in a professional environment; • the ability to apply learning in vocational context The qualification has been devised around the concept of a 'plan, do, review' approach to learning. This approach mirrors many work related activities in retail business and retail operations and also provides for learning in a range of contexts thus enabling learners to apply and extend their learning. As such, the qualification provides learners with a broad appreciation of work in retail business related industries and wider opportunities for					
Assessment Overview	The students will all b Unit 2 the students w	_			k for Units 1 and 3.	
Unit Topics	Unit 1 Customer Experien Customer service standards of retai businesses Understand how re businesses meet to expectations of customers Be able to investige the quality of customer experience in retail businesses	retail the Retail Forms of r businesses retail businesses businesses How the U environme businesses Effect of lo characteri businesses	ownership for nesses of retail of K business ent affect retail ocation stics on retail	 How re organi Under betwe retail a Under busine change enviro Be able change operat 	en customers and activities stand how retail esses prepare for es in the retail nment e to propose es to retail store cions	
Assessment methods	Internal non-examina coursework.	1 hour 15 min	utes	coursewo		
Weighting	33% of the qualification		alification		e qualification	
Assessment Dates	June 2023	June 2023	d =£	June 2023		
Entry Criteria Equipment	All students will be expected to pass an end of year theory examination, be on or above target in practical areas and achieve at least an equivalent of grade 4 in English. Students needs USB and writing tools for theory lessons. Access to a computer will be					
-4aibinent	beneficial.	Withing tools for th	1001 y 10000113.		opater will be	
Sixth Form	Level 3 courses in Bus	iness				

Higher Education	Any Business related university course.
Careers	Business is relevant to a wide range of careers. It is a good choice for careers in Retail, Marketing, Management and HR.
Course Specification	https://www.wjec.co.uk/uploads/publications/wjec-level-1-2-award-in-retail-business-
link	spec-from-2014-e-051218.pdf?language_id=1



Exam Board	AQA	Qualification	GCSE	HOD	Mr Hyde	
Content Overview	GCSE Citizenship Studies is designed to inspire and empower students to become thoughtful, active citizens. Students will gain a profound understanding of democracy, government and the law; as well as, to foster and develop skills to create sustained and reasoned arguments, present various perspectives and plan and implement practical citizenship actions beneficial to society. Citizenship Studies will develop students' ability in recognising bias, critically evaluate arguments, evaluate evidence and look for alternative explanations and sources of evidence, all of which are essential skills valued by higher education and employers.					
Key Features	-				nship Studies allowing ving it to everyday social	
Assessment Overview	Students studying	Citizenship Studies wil	l sit two (2) lin	ear examinati	ons.	
Units	Paper 1:		F	Paper 2:		
Unit Topics	citizenship — What in society. Action i Politics and partici understanding of t knowledge and sk to resolve issues, I	esses the nature of active citizens do to make a cresearch and research repation: Facilitate in-dethe political process, entills necessary to understoring about change, and is at the heart of socionis at the heart of socionis as the heart of soci	difference comethods repth nable the stand how do how the ety.	contemporary role of the me nfluence on the Rights and resultions it is constituted in the UK and hand the UK and hand the of interest in the UK and hand the UK and in th	Britain: diversity and dynamics of Britain, British identity, the dia and the UK's role and he world stage. ponsibilities: Examines the ution and the nature of laws, and responsibilities within s a global aspect due to the mational laws, treaties and y which the UK abides	
Assessment Criteria	 understanding and issues. AO2: Apply kn citizenship co contexts and an analyse relating to citizenship to citizenship actions, included develop reason 	trate knowledge and g of citizenship concept nowledge and understancepts, terms and issue actions. and evaluate a range of izenship issues, debateding different viewpoin oned, coherent argume tiated judgements.	nding of es to of evidence s and ts, to	understanterms, and AO2: Applunderstanterms and actions. AO3: Analevidence debates a viewpoint coherent actions.	ding of citizenship concepts, dissues. It knowledge and ading of citizenship concepts, dissues to contexts and the concepts are lating to citizenship issues, and actions, including different s, to develop reasoned, arguments and make atted judgements.	
Assessment methods	1 hr 45 mins (80 m	narks)	1	L hr 45 mins (8	30 marks)	
Weighting	50%			50%		
Assessment Dates	May/June 2023		1	May/June 202	3	

Entry Criteria	Students wishing to do Citizenship Studies are likely to have followed a Key Stage 3 programme of study; therefore no prior knowledge of this subject is required; however a good English score is recommended.
Equipment	Text book, revision guide, dictionary pens, pencils, ruler and highlighters and exercise book
Sixth Form	A Level courses in Citizenship Studies, Sociology, Philosophy, Law or Health and Social Care.
Higher Education	Any Social Science/ Humanities based university course.
Careers	Citizenship Studies is a gateway subject that will suitable prepare students for a number of career pathways – such as: Politics, Law, Law enforcement, Social Work, Probation Services, Civil Services, Community Work, Environment Conservation, Business, Journalism, Education, Local Government Administration, Research, Charity Organising and Religion to name a few.
Course Specification	https://filestore.aqa.org.uk/resources/citizenship/specifications/AQA-8100-SP-2016.PDF
link	

Computer Science



Exam Board	OCR	Qualification	GCSE	HOD	Mr Spero		
Content Overview	This new GCSE Computer Science specification is intended to develop students' understanding of the principles of computer science and their ability to apply computational thinking to problem solving. It will prepare students for real-world computer challenges and build their ability to think computationally within the context of a single scenario.						
Key Features	solving and cor Computer Scien supported. Foll further develop	mputational thin nce/IT, while als lowing on from r oed using high-le	king. This builds on slooensuring that stude more visual programrevel textual programr	kills learned i ents new to th ming environr ming languago	nd develop skills in problem n Key Stages 1 to 3 in ne subject are appropriately ments, programming skills are es.		
Assessment Overview	2 x examination	ns and Non-exar	nination assessment	(coding)			
Units	Component 1: systems	Computer	Component 2: Computational thin algorithms and programming		omponent 3: Project		
Unit Topics	Understand the requirements of program code. • Understandin representation and compression and compression and components of systems; ability truth tables, prostatements and interpret pseude. • Understandin computer netwinternet and the web. • Awareness of trends in computernologies, to computing on its society and the environment, if ethical, legal arrissues.	ng of binary , data , data storage on, I databases. ng of computer to construct coduce logic d read and do-code. ng of vorks, the ne worldwide f emerging outing he impact of individuals, e ncluding	The main focus of the component will be: Programming fundamentals (Python Producing robust programs Understanding of algorithms are, whate are used for and how work; ability to interfamend and create algorithms. Understanding how develop program conconstructs, data type structures, input/our operators and subpromotion operators and subpromotion of the component may draw on: Understanding of the components of components of components of components of components of components and read interpret pseudo-components of components and read interpret pseudo-contracts.	what t they w they pret, w to de and es, tput, rograms. y also binary sssion, bases. puter construct e logic d and	udents will develop a omputer program. The content of this component will draw in: algorithms, decomposition ind abstraction design, write, test and refine program data.		
Assessment Criteria	This paper consider multiple-choice response, oper and extended considerations and All questions are all questions and all questions are all questions and all questions are a	e, short open n response open er questions.	This paper is based of scenario. It consists of short of response; open respond extended openresponse answer qui All questions are mandatory.	pen onse eations.	The project will be set by CR. Project details are released ach September. Internally assessed and atternally moderated. The assessment will be arried out at a computer under spervision.		

	1		The assessment may take			
	1	1	place over multiple sessions up			
	1		to a combined duration of			
	1	1	20 hours.			
	1		 Students will produce a 			
	<u> </u>		report on the development of			
	1	1	their project.			
	1	1	Students will produce a			
	4		computer program.			
Assessment methods	Written examination: 1 hour	Written examination: 1 hour	Non-examined assessment: 20			
	and 30 minutes	and 30 minutes	hours			
	80 marks	80 marks	0 marks			
Weighting	50% of the qualification	50% of the qualification	0% of the qualification			
Assessment Dates	May/June 2023	May/June 2023	May/June 2023			
Entry Criteria	Entrants are expected to have	a high proficiency in Maths				
Equipment	Access to a computer preferab	oly with the internet				
Sixth Form	BTEC and A-Level in Computer	Science				
Higher Education	Degree level Computer Science	e				
Careers	Although this subject is deeply	rooted in technological progre	ess of the last 50 years, Computer			
	Science has become the backbone in global manufacturing, commerce, transportation and					
	trade.					
Course Specification link	http://qualifications.pearson.c	com/en/qualifications/edexcel-g	gcses/computer-science-			
	2016.html					



Exam Board	Edexcel	Qualification	GCSE	HOD	Mr Sonan			
Content Overview	cultural knowl	The course is concerned with providing high levels of linguistic competence in French and increased cultural knowledge of French speaking countries across the world. It gives a solid foundation for the future study of French at any level and the necessary skills required to study another modern foreign language.						
	who studies a can be challed employers. A combined with	Communication and listening skills will be improved and higher order thinking skills developed. A pupil who studies a modern foreign language shows motivation and commitment to an area of study which can be challenging. These are qualities which are highly desirable to higher education and future employers. A qualification in French is an excellent complement to a range of subjects and can be combined with other qualifications in the future.						
	under increas language qual	ed pressure to fication is a rea	o ensure that they ca al asset and is likely to e	n communicate effec earn more and have gr	at businesses in all areas are tively. An employee with a eater opportunities to travel.			
Key Features	contemporary They are organ The five theme Identity and o Local area, ho School Future aspira	and cultural the seare: culture to bliday and travitions, study and travitions.	nemes. :hemes, each broken d el d work		ressing a range of relevant ub-topics.			
Assessment		and global din		Il accessments are ex	cternally assessed. All units			
Overview	(listening, spea	aking, reading		sed equally at 25%. All	Units will be taken at either			
Units	Paper 1: Lister understanding	-	Paper 2: Speaking in French	Paper 3: Reading ar understanding in French	Paper 4: Writing in French			
Unit Topics	●A range of q formats such multiple-choi response and target langua questions. ●A range of a and interestir that help to b of the target culture into a estraightforw questions in F with answers	as ce, open some ge uthentic ng contexts ring more language ssessment. vard french in French.	Task types provide scaffolding and support for foundation tier learners and allow them to use familiar and core grammatical structures. Candidates are rewarded for their ability to produce unrehearsed and spontaneous answers. Contexts set in realistic scenarios to show how language is used in authentic situations.	range of question formats such as multiple choice, open response a some target language questions requiring short or one word responses. short translation each tier ngaging and agerelevant texts se in the culture of the target language country. Straightfor ard questions in	foundation and higher tier candidates that encourage spontaneity and creativity. Translation: short sentences at foundation that start simple and slowly increase in demand. Translation from and into French. ther paper broken into small, shorter tasks with a gradual			

			French with				
			answers in French.				
Assessment	AO1: Understand spoken	AO2: Communicate in	AO3: Understand	AO4: Communicate in			
Criteria	language:	speech.	written language	writing			
Assessment methods	Foundation tier: 35 minutes including 5	Foundation tier: 7–9 minutes plus 12	Foundation tier:	Foundation tier: 1 hour 10 minutes; 60			
methods	minutes' reading time;	minutes' preparation	45 minutes; 50 marks. Higher tier:	marks.			
	50 marks	time; 72 marks	1 hour; 50 marks	Higher tier:			
	Higher tier:	Higher tier:	Thou, so marks	1 hour 20 minutes; 60			
	45 minutes including 5	10–12 minutes plus 12		marks			
	minutes' reading time;	minutes' preparation					
	50 marks	time; 72 marks					
		Internally conducted &					
		externally assessed					
Weighting	25%	25%	25%	25%			
Assessment Dates	May/luna 2022	May/luna 2022	May/luna 2022	May/luna 2022			
Assessment Dates	May/June 2023	May/June 2023	May/June 2023	May/June 2023			
Entry Criteria	N/A: Depends on choices a	t KS3		<u> </u>			
•							
Equipment	Bi-lingual dictionary						
	French verbs dictionary						
Sixth Form	A level French						
	Students could opt for a linguistic course (study of the language) or a combination course (e.g. French						
Higher Education		iguistic course (study of th	ne language) or a combina	ation course (e.g. French			
	and Law)						
Careers	Travel and tourism						
	International Law and Politics						
	Teaching abroad						
	Medicine						
Course	http://qualifications.pea	rson.com/content/dam	n/pdf/GCSE/French/20:	16/specification-and-			
Specification link	sample-assessments/Sp	ecification-Pearson-Ede	xcel-Level-1-Level-2-G	CSE-9-1-French.pdf			
	<u>sample-assessments/Specification-Pearson-Edexcel-Level-1-Level-2-GCSE-9-1-French.pdf</u>						



Geography



Exam Board	AQA	Qualification		GCSE	HOD	Mrs Sommerville
Content Overview	Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes					
Key Features		_		se studies geograpl nd investigates the	-	alanced framework of veen them.
Assessment Overview	Three writ	ten exams				
Units	Living wit	h the environment		enges in the an environment	_	phical applications/ phical Skills
Unit Topics	with the dy of physical and system interaction a variety or a range of aims of thi develop and understand tectonic, geomorphobiological ameteorological ameteo	ns, and human with them in f places and at scales. The sunit are to ding of the cological, and gical and features to the sanagement governed by ity and ion of the indirect human with the che	with I system and h both stemp studie places of devel under factor diversenvire change place sustain mana areas future opportunity in the system of the system of the system opportunity in the system of the system opportunity in the system of the system opportunity in the system of the syst	anit is concerned numan processes, ms and outcomes ow these change spatially and orally. They are ed in a variety of s and at a range of s and must include in various states evelopment, such as a rincome countries (LICs) and emerging omies (NEEs). The of this unit are to op an estanding of the	is designed student together understand their brand and der geografications with their study. Student and der geografications state their strong strong state their strong strong state strong strong state strong	ographical applications unit ned to be synoptic in that its will be required to draw er knowledge, canding and skills from the rise of study. It is an unity for students to show leadth of understanding and uative appreciation of the ationships between int aspects of geographical its are required to develop monstrate a range of phical skills, including aphic, graphical, numerical tistical skills, throughout udy of the specification. If it is assessed in all three exams. Ordnance Survey aps or other map extracts used in any of the three
Assessment Criteria	AO1: Dem knowledg locations, processes	e of places,	geog unde	Demonstrate raphical rstanding of: epts and how	unders analyse	apply knowledge and standing to interpret, e and evaluate phical information and

	environments and different scales (15%).	they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).	issues to make judgements (35%, including 10% applied to fieldwork context(s)). AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context)		
Assessment methods	Paper 1: Living with the physical environment What is assessed 3.1.1	Paper 2: Challenges in the human environment What is assessed 3.2.1	Paper 3: Geographical applications What is assessed 3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4		
	The challenge of natural hazards, 3.1.2 The living world, 3.1.3 Physical landscapes in the UK, 3.4 Geographical skills	Urban issues and challenges, 3.2.2 The changing economic world, 3.2.3 The challenge of resource management, 3.4 Geographical skills	Geographical skills. How it is assessed • Written exam: 1 hour 15 minutes • 76 marks (including 6 marks for SPaG)		
	 How it is assessed Written exam: 1 hour 30 minutes 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPAG) 	How it is assessed • Written exam: 1 hour 30 minutes • 88 marks (including 3 marks for SPAG)	Pre-release resources booklet made available 12 weeks before Paper 3 exam		
Weighting	35% of GCSE	35% of GCSE	30% of GCSE		
Assessment Dates	May/June 2023	May/June 2023	May/June 2023		
Higher Education	Geography has been defined amongst the key 'facilitating' or 'hard' subjects in a guide compiled by the Russell Group (20 leading UK universities).				
Careers	 Cartographer Commercial/residential surveyor Environmental consultant Geographical information systems officer Planning and development surveyor Secondary school teacher Town planner 				
Course Specification link		ubjects/geography/gcse/geo	ography-8035/introduction		



Key Features The cou Assessment Overview Units Paper 1 Unit Topics Crime a Britain, Whitech crime, p city. 3 knowless	It is a strong academic strength. Over the three years ences and in field visits. Urse is made up of four users and punishment crime, policing and the Early Elizabethan Englishe Cold War 1945-19 Depth Study Germany	subject that is well respected res, students will have the op units, assessed in 3 examinatin Britain, c1000–present are inner city. and 1558-88	lect on the past and prepare for the d by colleges, universities and portunity to take part in historical tions. and Whitechapel, c1870–c1900: Paper 3 Depth Study Germany 1918-1945
Assessment Overview Units Paper 1 Unit Topics Crime a Britain, Whitech crime, p city. 3 knowled	Crime and punishment crime, policing and the Early Elizabethan Englisher The Cold War 1945-19 Depth Study Germany ar examinations and punishment in c1000–present and hapel, c1870–c1900:	t in Britain, c1000–present a e inner city. and 1558-88 191 1918-1945 Paper 2 Early Elizabethan England 1558-88	and Whitechapel, c1870–c1900: Paper 3
Units Paper 1 Unit Topics Crime a Britain, Whitecl crime, p city. 3 knowled	and punishment in c1000–present and hapel, c1870–c1900:	Early Elizabethan England 1558-88	•
Unit Topics Crime a Britain, Whitech crime, p city. 3 knowle	nd punishment in c1000–present and hapel, c1870–c1900:	Early Elizabethan England 1558-88	•
Britain, Whitech crime, p city.	c1000-present and hapel, c1870-c1900:	England 1558-88	Depth Study Germany 1918-1945
	ledge questions and 2		
sources	ns based on provided	4 questions assessing knowledge and understanding	1 knowledge question, 2 questions based on provided sources and 3 questions based on provided interpretations
knowled underst features of the p AO2 – E historica studied historica (causati similarit continu AO3 – A use sou to the p substan the continual	Demonstrate dge and tanding of the key s and characteristics periods studied. Explain and analyse al events and periods using second-order al concepts ion, consequence, ty, difference, change, ity and significance) Analyse, evaluate and irces (contemporary period) to make itiated judgements, in itext of historical studied.	AO1 – Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 – Explain and analyse historical events and periods studied using second-order historical concepts (causation, consequence, similarity, difference, change, continuity and significance)	AO1 – Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 – Explain and analyse historical events and periods studied using second-order historical concepts (causation, consequence, similarity, difference, change, continuity and significance) AO3 – Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. AO4 – Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ in the context of historical events studied)
Assessment methods 1 hour 2	15 minutes	1 hour 45 minutes	1 hour 20 minutes
Weighting 30%		40%	30%

Assessment Dates	May/June 2023	May/June 2023	May/June 2023
Higher Education	History, law, politics, American	studies etc.	
Careers	Studying history can support a Journalism Politics Law Social work Civil Service Working for heritage organisat	Historical Rese Archaeology Publishing Insurance and Media	risk
Course Specification link	https://qualifications.pearson.c	com/en/subjects/history.htr	nl



Exam Board	EDEXCEL	Qualification	RSL H	OD	Mr Schmauss/Mr Wright	
Content Overview	The Music BTEC is geared towards students who wish to undertake a career in the music industry while laying the groundwork for further academic study post 16. Contemporary music education tends to be delivered in BTEC/Vocational format at specialist institutions so learners will get a good grounding in the widespread mode of study. The course is modular in nature, there are two core units (The Music Industry & Managing a music product) and two optional units (from a choice of five) that make up the qualification. The Music Industry unit is assessed by a written exam while all other units are assessed on project work.					
Key Features	workplace as an inti vocational sector. To studying a BTEC will workplace in due co	BTEC First qualifications were originally designed for use in colleges, schools and the workplace as an introductory Level 2 course for learners wanting to study in the context of a vocational sector. This is still relevant today. The knowledge, understanding and skills learnt in studying a BTEC will aid progression to further study and prepare learners to enter the workplace in due course. Entry-level employment opportunities in music include roles such as runner, roadie (backline technical support), stage crew, venue staff, music promotion, and				
Assessment Overview	marked) and the otl	n four modules, one is ner three are based on % of the overall mark. alent to one GCSE.	_		· · · · · · · · · · · · · · · · · · ·	
Units	The Music Industry	Managing a music product	Introducing mus composition		oducing music uencing	
Unit Topics	This unit will allow you to gain a good understanding of the scope of the music industry with a view to getting work in and using the organisations that exist. You will investigate music organisations to find out about the work they do and how they relate to and rely on one another. You will also be given the opportunity to find out about the people who work in these organisations, from performers to people who work in technical, production and administrative roles.	This unit will enable you to manage the planning, delivery and promotion of a live concert, CD, or other music product. The success of your music product will rely heavily on the planning and development process. It is important that different types of audience are understood and successful promotion is able to effectively engage these audiences. Your research should introduce you to elements of industry practice.	This unit will require you to develop a portfolio of idea some of which will be developed, a one of which will be completed. You will discoverange of compositional techniques and produce contrasting musical ideas to develop your compositional expertise. An idea might take the form of a short melodic motif, a chord progression or a rhythmic idea. Ideas can be short or long — you will conside the different wain which these ideas could form the basis for a	is no high received with hard line for contral avail you must soul soft.	will learn how software ow capable of producing an equality music that even ently was only possible an large and expensive dware-based systems. Instance, mobile devices tain more powerful sic creation software and was commercially allable even a decade ago. Will learn how to create sic using a variety of crees, including loops and ware instruments.	

			complete piece of music.			
Assessment Criteria	See specification lin	k below		•		
Assessment methods	Written exam 90 minutes	Project submission	Project submission	Project submission		
Weighting	30 out of 120 marks 25% overall	30 out of 120 marks 25% overall	30 out of 120 marks 25% overall	30 out of 120 marks 25% overall		
Sixth Form	Music A level BTEC music perform	Music A level BTEC music performance/production/technology				
Higher Education	BA Hons Popular m BA Hons Music	BA Hons Popular music practice/production/business BA Hons Music				
Careers	Musician, compose	Musician, composer, writer, performer, music teacher				
Course Specification link	https://qualification	ns.pearson.com/en/qu	alifications/btec-firsts	/music-2013-nqf.html		



Exam Board	RSL	Qualification L2	Acting	HOD	Ms Ongley		
Content Overview	The level 2 provides learners with skills, knowledge and understanding within the sphere of the creative and performing arts. The qualifications aim to offer practical structured learning with the flexibility to specialise in the disciplines directly relevant to the creative and performing arts industry. Students will get the opportunity to: Iearn acting repertoire and spend time analysing their own technique and skill in order to make improvement Study text from both pre 1930's and modern scripts Analyse professional theatre works Work within their own company to devise and develop their own devised performance Explore wider skills related to work in the performing arts industry including health and safety regulations, project planning and marketing. Learners apply a range of skills, knowledge and understanding that will be of value to further studies. For example units provide learners with the basic understanding of concepts such as events planning, repertoire, rehearsal schedules, image and health and safety. This Award complements the learning in other GCSE programmes such as GCSE Drama by broadening experience and skills participation in different types of performance activities, with the opportunity to apply knowledge and skills practically, through project work such as developing ideas and performing for specific audiences.						
Assessment Overview	The qualification contains 50% Externally assessed (Core unit) and an internally assessed optional unit. Externally assessed core units include timed assessments under controlled conditions based on assignments set and marked by RSL. The remaining unit can be selected from a set of optional units and internally assessed. Learners must pass both the core and the optional unit to be awarded the certificate.						
Units	212- Performing 201E- Live Perfor			··/			
Assessment Dates	June 2022 and Ju	ne 2023					
Entry Criteria	You must have enthusiasm about the subject, a high level of commitment and the ability to work independently and with other people. You must have the ability to perform in front of others with confidence. You must be aware that this course will require some out of class commitments including visits to the theatre, rehearsals outside of lesson time and performances at school shows.						
Sixth Form	Develop essential skills and attributes prized by employers, further education colleges and higher education institutions. This suite of qualifications provides opportunities for learners to progress to either academic or more specialised vocational pathways.						
Careers Course Specification link		performing artist, Project pla wards.com/vocational/vocati					



Exam Board	RSL	Qualification L2	Dance	HOD	Ms Ongley		
Content Overview	The level 2 provides learners with skills, knowledge and understanding within the sphere of the creative and performing arts. The qualifications aim to offer practical structured learning with the flexibility to specialise in the disciplines directly relevant to the creative and performing arts industry. Students will get the opportunity to: • learn dance repertoire and spend time analysing their own technique and physical skill in order to make improvement • Analyse professional dance works • Work within their own company to devise and develop their own choreographed performance • Explore wider skills related to work in the performing arts industry including health and safety regulations, project planning and marketing. Learners apply a range of skills, knowledge and understanding that will be of value to further studies. For example units provide learners with the basic understanding of concepts such as events planning, repertoire, rehearsal schedules, image and health and safety. This Award complements the learning in other GCSE programmes such as GCSE Dance by broadening experience and skills participation in different types of performance activities, with the opportunity to apply knowledge and skills practically, through project work such as developing ideas and performing for specific audiences.						
Assessment Overview	Externally assesse set and marked by assessed. Learner	contains 50% Externally assessed core units include timed assed RSL. The remaining unit can be smust pass both the core and ands of assessment (pass, mericans)	essments under co be selected from a the optional unit t	ntrolled cond set of optiona	itions based on assignments Il units and internally		
Units	227- Dance Techn 201E- Live Perforr	ique and Performance, 229-En nance	semble Group Per	formance (Hig	ghest grade chosen)		
Assessment Dates	June 2022 and Ju	ne 2023					
Entry Criteria	You must have enthusiasm about the subject, a high level of commitment and the ability to work independently and with other people. You must have the ability to perform in front of others with confidence. You must have the ability to perform with good dance technique. You must be aware that this course will require some out of class commitments including visits to the theatre, rehearsals outside of lesson time and performances at school shows.						
Sixth Form	theatre, rehearsals outside of lesson time and performances at school shows. Develop essential skills and attributes prized by employers, further education colleges and higher education institutions. This suite of qualifications provides opportunities for learners to progress to either academic or more specialised vocational pathways.						
Careers		apher, teaching, performing ar		ng.			
Course Specification link	https://www.rslav	wards.com/vocational/vocation	nal-syllabus/				



Photography



Exam Board	Edexcel	Qualification	GCSE	HOD	Mr Rapsey		
Content Overview	In Year 9 you explored Photography from its historical beginnings as the camera obscura over 1000 year ago, up to the present day. GCSE Photography enables you to go deeper into questioning what Photography is, and how it relevant as an artform in the 21 st Century. Using our photography studio and full set of Digital SLR cameras you will take charge of your own photoshoots, developing series of photographs that explore a theme and express your individual ideas. Just like a professional photographer you will use the latest Adobe Photoshop technology to edit and manipulate your digital photographs and present your work in a final exhibition at the end of the course in 2023. As you develop your ideas in a sketchbook (full of photographs!), you will reflect on the work of contemporary Photographers as well as great photographers of the past. Doing this will not only inform your work but give you an idea of the world of photography: the differences between a freelance commercial photographer, a photographer who is a fine artist, or a fashion photographer or photojournalist. You will visit exhibitions at the Photographer's Gallery in London and Tate Modern.						
Key Features	 Use of brand-new Photography studio and digital cameras Exploration of new media (e.g. using smartphones & tablets; social media platforms) Image manipulation using Photoshop Experimental photography (using scanners & photocopiers and physical manipulation – sewing into photographs, tearing etc.) Collage, photomontage and mixed media. Installation Making and using pin-hole cameras Animation; stop-frame and 3D modelling Exploring different film and video formats and conventions (sound, narration and storyline, storyboarding) Exploring different photographic genres such as street, documentary, fashion, photojournalism, landscape, forensic, portrait and panoramic 						
Assessment Overview	All units are assessed internall	y, and then are submitted	to external mode	eration.			
Units	Unit 1: Me and I	My World	Component	2: Externally Se	t Assignment		
Unit Topics	can construct narrativ Portraiture: exploring expanding the idea of could be by thinking of Creating a Photo Essa an issue close to your	ent, exploring how we ves by studying surfaces gour own identities by f what a self-portrait conceptually ay, exploring a theme or heart	by the Exam Boa 'Reflections', 'Co 'Event'. Students of their choice to final artwork ma- facing exhibition	I ideas from a ging point is a word. Previous the offict', Apart and will select med o develop their ide in a 10-hour complete the c	iven starting ord theme chosen emes include d/or Together', ia and techniques deas towards a exam. A public- ourse in July 2023		
Assessment Criteria	AO1 Develop ideas through investigations, demonstrating critical understanding of sources. AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media. AO3 Record ideas, observations and insights relevant to intentions as work progresses. AO4 Present a personal and meaningful response that realises intentions.						
Assessment		Component 1: Personal Portfolio Component 2: 10-hour practical exam & prep					
Weighting	60%		40%				
Assessment Dates	May 2023						
Equipment	You will have access to digital	cameras and a personal p	rinting budget tha	it can be topped	l up via ParentPay		



Subject	BTEC Level 2 Award in Sport					
Exam Board	Pearson's Qu	alification	BTEC	HOD	Miss H	ansford
Content Overview	introduction to the w wish to explore a voca learners in post-16 e	orld of sport. The qu tional route through ducation, and brings taking	alification bu nout Key Stag s together lea the qualificat	ilds on learning f ge 4. It also provi arning at levels 1 tion completes it	from Key St des a good and 2 to er	ngaging and stimulating tage 3 for those who may introduction to Sport for nsure that every learner
Key Features	applying their learn because they engag	ing and skills in a wo e learners to take re essential	rk-related co sponsibility fo for the mode	ontext. Additiona or their own lear ern-day workpla	lly, they are ning and to ce.	e and understanding by e popular and effective o develop skills that are
Assessment Overview	reviewed internally	_	Physical Edu	cation departme	ent and for	5 2, 3 and 6 that will be unit 1 the students will ners.
Units	Unit 1: Fitness for Spor		al Sports	Unit 3: Apply Principles of P Training	ing the ersonal	Unit 6: Leading Sports Activities
Unit Topics	Unit 1: Components of fitness fitness training method and fitness testing	, , ,	ations, tems, ctics and	Unit 3: Fitness training programmes, physiology and anatomy of the body and principles of training		Unit 6: Sports leadership, planning an activity, leading an activity, reviewing the activity
Assessment Criteria	The computer based exam will be externall marked and awarded pass (equivalent to a grade C/5), a merit (equivalent to a grade B/6), a distinction (equivalent to a grade A/7) or a distinction* level (equivalent to a grade A*/8or9). This w be dependent on the number of correct mariawarded by the exam board.	students will of tasks that we assessed internated assessed work awarded a (equivalent to C/5), a merit (extra a grade for a grade A, a grade A	sports, complete vill be nally. The k will be pass a grade equivalent 8/6), a quivalent /7) or a * level a grade	Each student we to create a tree programme that assessed intermorelate to the phand anatomy body. The assess will be awarde (equivalent to C/5), a merit (equivalent to a grade A/distinction* (equivalent to A*/80r9	vill need raining at will be nally and nysiology of the sed work d a pass a grade quivalent /6), a uivalent /7) or a level a grade	Within a scheduled period of time each student will lead a sporting activity that will be assessed internally. The assessed work will be awarded a pass (equivalent to a grade C/5), a merit (equivalent to a grade B/6), a distinction (equivalent to a grade A/7) or a distinction* level (equivalent to a grade
Assessment methods	Externally marked computer based exam	Internal r examina coursew	tion	Internal ne examinati	on- ion	Internal non- examination coursework.
Weighting Assessment Dates	25% Ongoing until June 202	25% 3 Ongoing until J	une 2023	25% Ongoing until Ju	une 2023	25% Ongoing until June 2023
Entry Criteria	All students will be ex	areas and achieve a	nt least an eq	uivalent of grade	e 4 in Englis	
Equipment Higher Education	Any sports related	•	r example, Sp		orts Coachi	ng, Sports Psychology,
Careers	This course could I	ead into many caree	rs such as PE		coaching,	Physiotherapy, leisure
Course Specification link	https://qu	alifications.pearson.c	com/en/quali	ifications/btec-fi	rsts/sport-2	2012-nqf.html



Religious Studies



Exam Board	Eduqas	Qualification	GCSE Religious Studies	HOD	Miss Ferigan	
Content Overview	Religious Studies is the perfect opportunity to gain an insight into the world around you, to celebrate diversity and to understand people that are different from yourself. Studying RS aids in developing your communication skills, your evaluation skills, and provides you with a space to voice your opinions and take part in debates related to controversial, global issues. Religious Studies gets you to think critically, to analyse arguments and discover the similarities and differences between different religious beliefs and practices, as well as identifying non-religious beliefs about world issues and arguments both for and against the existence of God.					
Key Features	The specification covers a number of different sensitive world issues, which are looked into in detail, and evaluated against the views of religious believers, non-religious believers and the students. A key feature of Religious Studies is that it is a platform for looking at the world from different world views and perspectives, and gaining knowledge and understanding of cultures and lifestyles that students may, to start with, be unfamiliar with.					
Assessment Overview	3 papers (2 x 1	hour, 1 x 2 hou	ırs)			
Units	Paper 1: Religi Philosophical a Issues in the M	and Ethical	Paper 2 – A Study Christianity	of Paper (Islam)	3 – A Study of a World Faith	
Unit Topics	Issues of Relationships Issues of Life and Death Issues of Good and Evil Issues of Human Rights		Christian Beliefs a Teachings Christian Practices	Islam F	Beliefs and Teachings Practices	
Assessment Criteria	AO2: o d t t t d a u o p	religious beliefs, such as atheism and humanism develops learners' knowledge and understanding of religious beliefs, teachings, practices, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying develops learners' ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject provides opportunities for learners to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life				
	a	 challenges learners to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contributes to their preparation for adult life in a pluralistic society and global community. 				
Assessment methods	2 hours		1 hour	1 hour		
Weighting	50%		25%	25%		

Assessment Dates	May/June 2023	May/June 2023	May/June 2023					
Entry Criteria	N/A	-						
Equipment	Revision guide is encouraged	d (more info during the co	ourse)					
Sixth Form	A Level RE, Philosophy	A Level RE, Philosophy						
Higher Education	Religious Studies, Philosophy	, Social Work and Social (Care.					
Careers	Studying Religious Studies can support a number of career paths, including:							
	Teaching							
	Community worker							
	Charity worker							
	Human Resources							
	Youth support worker							
	Social worker							
	Journalist							
	Culture management							
Course Specification link	https://www.eduqas.co.uk/i	media/wpojjvm0/edugas-	gcse-rs-spec-full-from-2016-e-14-05-					
	2020.pdf							



Separate Science



Exam Board	Edexcel	Qualification	GCSE S		-	Mr Ramnarain	
Content Overview	The three GCSE Science qualifications enable students to develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics. Each of the sciences consists of two externally-examined papers and students will achieve 3 GCSEs from the course.						
Key Features	GCSE study in the sciences provides the foundation for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. All students should learn essential aspects of the knowledge, methods, processes and uses of science. They should gain appreciation of how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas that relate to the sciences and that are both inter-linked and of universal application.						
Assessment Overview	Six linear exams with higher tier. Students assessment in May/Ju	must complete all a	ssessments in the				
Units	Paper 1 (*Paper code: 1BI0/1F, 1BI0/1H)	Paper 2 (Paper code: 1BIO/2F, 1BIO/2H)	Paper 1 (*Paper code: 1CH0/1F and 1CH0/1H)	Paper 2 (Paper code: 1CH0/2F and 1CH0/2H)	Paper 1 (*Paper code: 1PH0/1F and 1PH0/1H)	Paper 2 (Paper code: 1PH0/2F and 1PH0/2H)	
Unit Topics	Topic 1 – Key concepts in biology Topic 2 – Cells and control Topic 3 – Genetics Topic 4 – Natural selection and genetic modification Topic 5 – Health, disease and the development of medicines	Topic 1 – Key concepts in biology Topic 6 – Plant structures and their functions Topic 7 – Animal coordination, control and homeostasis Topic 8 – Exchange and transport in animals Topic 9 – Ecosystems and material cycles	Topic 1 – Key concepts in chemistry Topic 2 – States of matter and mixtures Topic 3 – Chemical changes Topic 4 – Extracting metals and equilibria Topic 5 – Separate chemistry 1	Topic 1 – Key concepts in chemistry Topic 6 – Groups in the periodic table Topic 7 – Rates of reaction and energy changes Topic 8 – Fuels and Earth science Topic 9 – Separate chemistry 2	Topic 1 – Key concepts of physics Topic 2 – Motion and forces Topic 3 – Conservation of energy Topic 4 – Waves Topic 5 – Light and the electromagne tic spectrum Topic 6 – Radioactivity Topic 7 – Astronomy	Topic 1 – Key concepts of physics Topic 8 – Energy - Forces doing work Topic 9 – Forces and their effects Topic 10 – Electricity and circuits Topic 11 – Static electricity Topic 12 – Magnetis m and the motor effect Topic 13 – Electrom agnetic induction	

						Topic 14 - Particle model Topic 15 - Forces and matter
Assessment Criteria	Students must in AO1: Demonstrate knowledge and understanding of scientific ideas, scientific techniques and procedures. AO2: Apply knowledge and understanding of scientific ideas, scientific enquiry, techniques and procedures. AO3: Analyse information and ideas to interpret and evaluate, make judgements and draw conclusions, develop and improve experimental procedures.	Students must in AO1: Demonstrate knowledge and understanding of scientific ideas, scientific techniques and procedures. AO2: Apply knowledge and understanding of scientific ideas, scientific enquiry, techniques and procedures. AO3: Analyse information and ideas to interpret and evaluate, make judgements and draw conclusions, develop and improve experimental procedures.	Students must in AO1: Demonstrate knowledge and understanding of scientific ideas, scientific techniques and procedures. AO2: Apply knowledge and understanding of scientific ideas, scientific ideas, scientific enquiry, techniques and procedures. AO3: Analyse information and ideas to interpret and evaluate, make judgements and draw conclusions, develop and improve experimental procedures.	Students must in AO1: Demonstrate knowledge and understanding of scientific ideas, scientific techniques and procedures. AO2: Apply knowledge and understanding of scientific ideas, scientific ideas, scientific enquiry, techniques and procedures. AO3: Analyse information and ideas to interpret and evaluate, make judgements and draw conclusions, develop and improve experimental procedures.	Students must in AO1: Demonstrate knowledge and understandin g of scientific ideas, scientific techniques and procedures. AO2: Apply knowledge and understandin g of scientific ideas, scientific enquiry, techniques and procedures. AO3: Analyse information and ideas to interpret and evaluate, make judgements and draw conclusions, develop and improve experimental procedures.	Students must in AO1: Demonst rate knowledg e and understa nding of scientific ideas, scientific techniqu es and procedur es. AO2: Apply knowledg e and understa nding of scientific ideas, scientific ideas, scientific enquiry, techniqu es and procedur es. AO3: Analyse informati on and ideas to interpret and evaluate, make judgeme nts and draw conclusio ns, develop and improve experime ntal procedur es.

Assessment	A mixture of	A mixture of	A mixture of	A mixture of	A mixture of	A mixture	
methods	different question	different	different	different	different	of	
methous	styles, including	question styles,	question styles,	question styles,	question	different	
	multiple-choice	including	including	including	styles,	question	
	questions, short	multiple-choice	multiple-choice	multiple-choice	including	styles,	
	answer questions,	questions, short	questions,	questions,	multiple-	including	
	calculations and	answer	short answer	short answer	choice	multiple-	
	extended open-	questions,	questions,	questions,	questions,	choice	
	response	calculations and	calculations	calculations	short answer	questions	
	questions.	extended open-	and extended	and extended	questions,	, short	
	4	response	open-response	open-response	calculations	answer	
		questions.	questions.	questions	and extended	questions	
		questions	44.654.61.61	40.000.0	open-		
					response	calculatio	
					questions.	ns and	
					4	extended	
						open-	
						response	
						questions	
						. [']	
Weighting	Written	Written	Written	Written	Written	Written	
	examination: 1	examination: 1	examination: 1	examination: 1	examination:	examinati	
	hour and 45	hour and 45	hour and 45	hour and 45	1 hour and 45	on: 1	
	minutes 50% of the	minutes 50% of	minutes 50% of	minutes 50% of	minutes 50%	hour and	
	qualification 100	the qualification	the	the	of the	45	
	marks	100 marks	qualification	qualification	qualification	minutes	
			100 marks	100 marks	100 marks	50% of	
						the	
						qualificati	
						on 100	
						marks	
Assessment	May/June 2023	May/June 2023	May/June 2023	May/June 2023	May/June	May/Jun	
Dates					2023	e 2023	
Entry	A selected group of students would be taking the separate sciences based on attainment at KS3.						
Criteria	December and comin		.; al a al . A . a a . a . a . a . a . a			الم ما	
Equipment	Resources and equipment would be provided. A non-programmable scientific calculator is required.						
Sixth Form	A level courses in Physics, Chemistry, Biology or the Applied Sciences.						
Higher	Any science related university course eg. BSc						
Education	Colones related careers such as engineering sciences as in the modified profession						
Careers	Science related careers such as engineering sciences or in the medical profession https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html						
Course Specificatio	nttps://qualificatio	ns.pearson.com/e	n/qualifications/	euexcei-gcses/sc	ierices-zuib.hti	<u>III</u>	
n link							
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Exam Board	AQA	Qualification	GCSE	HOD	Mr Hyde	
Content	GCSE Sociology aims to broad	den students' minds, h	elping them to	see their wo	rld from different	
Overview	GCSE Sociology aims to broaden students' minds, helping them to see their world from different perspectives and in new and thought-provoking ways. Students will develop their analytical, assimilation and communication skills by recognising bias, critically evaluating arguments, evaluating evidence and look for alternative explanations and sources of evidence, all of which are essential skills valued by higher education and invaluable to employers and to one's life-long learning.					
Key Features	The specification offers a theoretical and practical approach to Sociology allowing students to synthesise their knowledge and understanding and applying it to everyday social issues. The study of sociology will give enviable transferable skills such as effectively: investigating facts and make reasoned deductions and sustained judgements developing rational perspectives and new ideas on social issues analysing and better understand the social world 					
Assessment Overview	Students studying Sociology	will sit two (2) linear ex	kaminations.			
Units	Paper 1: The sociology of Far	nilies and Education			ociology of crime and social stratification	
Unit Topics	 The sociology of families The sociology of education Relevant areas of social theory and methodology As this is a liner course students will be required to synthesise their knowledge and understating of all content area of the subject to demonstrate mastery of the topics in the unit The sociology of crime and deviance The sociology of social stratification Relevant areas of social theory and methodology As this is a liner course students will be required to synthesise their knowledge and understating of all content area of the subject to demonstrate mastery of the topics in the unit 				logy of social stratification areas of social theory and logy er course students will be nthesise their knowledge and of all content area of the nonstrate mastery of the	
Assessment Criteria	 AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods. AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods. AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions. AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods. AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods. AO3: Analyse and evaluate sociological theories, concepts, evidence and methods. AO3: Analyse and evaluate sociological theories, concepts, evidence and methods. 			nding of sociological theories, evidence and methods. ly knowledge and nding of sociological theories, evidence and methods. lyse and evaluate sociological concepts, evidence and in order to construct cs, make judgements and draw		
Assessment methods	1 hr 45 mins (100 marks)		1	hr 45 mins (:	100 marks)	
Weighting	50%		50)%		
Assessment Dates	May/June 2023		M	ay/June 202	23	

Entry	Students wishing to do Sociology are likely to have followed a Key Stage 3 programme of study; therefore no
Criteria	prior knowledge of this subject is required; however a good English score is recommended.
Equipment	Text book, revision guide, dictionary pens, pencils, ruler and highlighters and exercise book
Sixth Form	A Level courses in Sociology, Psychology, Citizenship Studies, Philosophy, Law, History, Economics, English Language and English Literature or Health and Social Care.
Higher Education	Any Social Science, Business Studies or Humanities based university course.
Careers	Sociology is a gateway subject that will suitably prepare students for a number of career pathways – such as: Politics, Law, Law Enforcement, Counselling, Nursing, Social Work, Probation Services, Civil Services, Community Work, Environment Conservation, Business, Journalism, Education, Local Government Administration, Research, Charity Organising and Religion to name a few.
Course Specificatio n link	https://filestore.aqa.org.uk/resources/sociology/specifications/AQA-8192-SP-2017.PDF



b					#	
Exam Board	Edexcel	Qualification	GCSE	HOD	Mr Sonan	
Content Overview	The course is concerned with providing high levels of linguistic competence in Spanish and increased cultural knowledge of Spanish speaking countries across the world. It gives a solid foundation for the future study of Spanish at any level and the necessary skills required to be able to study another modern foreign language.					
	Communication and listening skills will be improved and higher order thinking skills developed. A pupil who studies a modern foreign language shows motivation and commitment to an area of study which can be challenging. These are qualities which are highly desirable to higher education and future employers. A qualification in Spanish is an excellent complement to a range of subjects and can be combined with other qualifications in the future.					
	under increase language quali	ed pressure to ensure fication is a real asset a	e that they can and is likely to ear	communicate effe n more and have g	nat businesses in all areas are ctively. An employee with a reater opportunities to travel.	
Key Features	Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics. The five themes are: · Identity and culture · Local area, holiday and travel · School · Future aspirations, study and work · International and global dimension.					
Assessment	The specificati	on follows a tiered s			xternally assessed. All units	
Overview		dation tier. There is no		equally at 25%. Al	I Units will be taken at either	
Units	Paper 1: Listen understanding Spanish		eaking in	Paper 3: Reading a understanding in Spanish	Paper 4: Writing in Spanish	
Unit Topics	 A range of question for such as much as much as much as a some targer language questions. A range of authentic a interesting contexts the to bring much the target language of into assess. Straightfor questions Spanish with answers in Spanish. 	scaffold supported supported foundated learner them to and constructure and constructure spontated for the spontated sulture sment. Show how how and in situation in situation supported supported for the supported	tion tier s and allow o use familiar re grammatical res. ates are ed for their to produce arsed and neous answers. ts set in c scenarios to ow language is authentic	 A range of question form such as multichoice, open response and some target language questions requiring shoor one word responses. A short translation in each tier Engaging and age-relevant texts set in the culture of the target languacountry. Straightforwaquestions in Spanish with answers in Spanish. 	foundation and higher tier candidates that encourage rt spontaneity and creativity. Translation: short sentences at foundation that start simple and slowly ge increase in demand.	

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				into small, shorter tasks		
				with a		
	!	!		gradual		
				progression		
				in demand.		
Assessment Criteria	AO1: Understand	AO2: Communicate in	AO3: Understand	AO4: Communicate in		
	spoken language:	speech.	written language	writing		
		!				
		!				
Assessment	Foundation tier:	Foundation tier:	Foundation tier:	Foundation tier:		
methods	35 minutes including 5	7–9 minutes plus 12	45 minutes; 50 marks.	1 hour 10 minutes; 60		
	minutes' reading time;	minutes' preparation	Higher tier:	marks.		
	50 marks	time; 72 marks	1 hour; 50 marks	Higher tier:		
	Higher tier:	Higher tier:		1 hour 20 minutes; 60 marks		
	45 minutes including 5 minutes' reading time;	10–12 minutes plus 12 minutes' preparation		marks		
	50 marks	time; 72 marks				
	30 marks	Internally conducted and				
		externally assessed				
Weighting	25%	25%	25%	25%		
Assessment Dates	May/June 2023	May/June 2023	May/June 2023	May/June 2023		
Entry Criteria	N/A: Depends on KS3 cho	pice of language				
Equipment	Bi-lingual dictionary					
	Spanish Verbs dictionary					
Sixth Form	A level Spanish					
Higher Education	Students could opt for a	linguistic course (study of the	language) or a combinat	ion course (e.g. Spanish		
	and Law)					
Careers	Travel and tourism International Law and Politics					
	Teaching abroad					
	Medicine					
Course						
Specification link sample-assessments/Specification-Pearson-Edexcel-Level-1-Level-2-GCSE-9-1-Span						