



**The Key Stage 4 Curriculum**  
For academic year September 2020

**KS4 Option Choice Booklet**  
for Year 8 Students



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# Introduction

When your child begins Year 9 in September 2020 they will be embarking on a very important phase of their education, namely the three years to GCSE (Key Stage 4). This booklet will give you an overview of the Key Stage 4 curriculum and details about the individual subjects that students are able to study.

The majority of time for a Key Stage 4 student is spent on the Core Curriculum. It includes English, Mathematics, Science, Religious Studies, Physical Education and Personal, Social and Health Education (including Citizenship, Careers and Work Experience). Some students may also have a modern foreign language as a compulsory subject.

The options curriculum takes up most of the rest of the time and here students will choose either Geography or History in order to be eligible for the English Baccalaureate as well as choosing 2 or 3 additional options from an extensive range of subjects, dependent on the pathway they follow. Many of the subjects continue from Key Stage 3, but some new subjects such as Business Studies, Health & Social Care and Sociology also become available.

In order to best support our students, achieve their full academic potential we have developed a pathway system. Families will be advised which pathway we feel best suited to your child's learning.

<p><b>Pathway L</b></p> <ul style="list-style-type: none"> <li>• <b>Physical Education</b> <i>(Non examination)</i></li> <li>• <b>PSHCE</b> <i>(Non examination)</i></li> <li>• <b>Archbishop Young Leaders Award</b></li> </ul>	<p><b>English</b> <b>Maths</b> <b>Science</b> <b>Religious Studies</b> <b>French or Spanish</b></p>	<p><b>Geography</b> <b>or</b> <b>History</b></p>	<p><b>Two other option choices</b></p> <p><i>(this can include both Geography or History and a second language French or Spanish)</i></p>
<p><b>Pathway O</b></p> <ul style="list-style-type: none"> <li>• <b>Physical Education</b> <i>(Non examination)</i></li> <li>• <b>PSHCE</b> <i>(Non examination)</i></li> <li>• <b>Archbishop Young Leaders Award</b></li> </ul>	<p><b>English</b> <b>Maths</b> <b>Science</b> <b>Religious Studies</b></p>	<p><b>Geography</b> <b>or</b> <b>History</b></p>	<p><b>Three other option choices</b></p> <p><i>(this can include both Geography or History and a language French or Spanish)</i></p>

Whilst we endeavour to ensure that we meet the choices of each individual student, this cannot be guaranteed and will be dependent upon the combination of choices made and, if only small numbers of students opt for particular subjects, the viability of the course. Potentially not all the options subjects described in this booklet will be able to run – this will depend on the numbers of students that are interested in them.

I wish your son/daughter every success in Key Stage 4.



J Norden  
Principal

# The Key Stage 4 Curriculum

The curriculum at Key Stage 4 (Years 9 to 11) is made up of Core Subjects, Option Subjects and EEP (Enrichment and Empowerment Programme). All students study Core Subjects and EEP, while some freedom of choice is offered in the range of Option Subjects that are available.

## The Core Subjects

All students must study these courses in years 9, 10 and 11:

English	Dual Award	Full course (2 GCSEs)
Mathematics	Single Award	Full GCSE course
Science	Combined Award	Full course (2 GCSEs)
OR Science	Triple Award	Full course (3 GCSEs)
*French/Spanish (if Pathway L)	Single Award	Full GCSE course
Religious Studies	Single Award	Full GCSE course
Physical Education		Non-examination
PSHCE		Non-examination

*\*A pathway O curriculum offer for some students who find studying an additional language challenging will be offered.*

## The Option Subjects

Students are required to choose the equivalent of THREE subjects, **one of which must be Geography or History.**

<b>Art</b>	<b>Business Studies with Economics</b>	<b>Design and Technology</b>
<b>Computer Science</b>	<b>Drama</b>	<b>Engineering</b>
<b>Food Preparation and Nutrition</b>	<b>French</b>	<b>Geography</b>
<b>Health and Social Care (Cambridge National Certificate)</b>	<b>History</b>	<b>Music</b>
<b>Physical Education</b>	<b>Digital Information Technology (BTEC)</b>	<b>Spanish</b>
<b>Sports Studies (Cambridge National Certificate)</b>	<b>Sociology</b>	<b>NCFE Technical Award in Business and Enterprise</b>
<b>Dance (BTEC)</b>		

# Options Advice

The choice of subjects to be followed in Key Stage 4 is an important and occasionally difficult decision. There are several ways in which we seek to help to support students and parents/carers in this process:-

- Students should choose a broad range of subjects (subject to where they appear within the option blocks), hopefully ones they are interested in and ones they are good at or have had some success in.
- New subject areas that are available in the KS4 curriculum. Information from these should be studied to see if they are possible choices.
- The use of assessment information when making choices as certain methods suit some students more than others, i.e. check what % of the final mark is for coursework and how much is assessed by examination.
- Finally students should **NOT** be influenced by the choices of their friends. They might not end up in the same group anyway!

The main sources of information for students and parents/carers are:

- This "Key Stage 4 Pathways Booklet" gives written information on all the available subjects. It is a very important document and parents/carers and students are encouraged to study it in detail.
- The Parents' Moving On Evening (KS4 Pathways) is on **Wednesday 12 February**. Subject staff will be available to discuss the content of their GCSE course and offer advice with regard to a student's suitability for that course in Key Stage 4.

A summary of the key dates is therefore:

**WEDNESDAY 22 JANUARY** : Year 8 Parents' Evening

**THURSDAY 6 FEBRUARY** : Individual student interviews

**WEDNESDAY 12 FEBRUARY** : Key Stage 4 Pathways Evening

**WEDNESDAY 26 FEBRUARY** : **DEADLINE** for Choices Forms to be completed online.

The academy will do its very best to ensure that students get their first choice of subjects, **but not all combinations can be guaranteed (these are dictated by the option blocks), and sometimes courses may have to be withdrawn if insufficient numbers of students choose them.** A Choices Form will be sent out and should be returned, once completed, to the Form Tutor.

***There are many difficulties involved in making these important option choices, and if you would like any further help in this process, please do not hesitate to contact Mr Norden.***

# The Core Curriculum

## English Language and English Literature

Subject Leader: Miss E Jackson

Exam Board: AQA

Course title and type of qualification: English Language and English Literature GCSE (9 – 1)

### What will I learn?

In English Language and Literature, you will read a wide range of texts, fluently and with good understanding and making connections by comparing meaning and language. You will study 2 plays, a novel and a selection of poetry, all from different periods of the English Literary canon, which build upon your exploration of challenging texts at KS3. These texts will involve consideration, analysis and evaluation of concepts and ideas which underpin human nature and our role within society. You will use knowledge gained from wide reading to inform and improve your own writing and learn how to adapt language to suit different purposes and audiences, with a focus on using Standard English appropriately. You will acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology. You will greatly benefit from the transferable skills learnt across the two subjects.

### How will I be assessed?

There are two distinct GCSE qualifications and no coursework to complete. A spoken language assessment is conducted which does not contribute to the qualification.

English Language				English Literature	
Paper 1		Paper 2		Paper 1	Paper 2
Reading section		Reading section		Shakespeare	Modern text
Question 1	Find 4 things	Question 1	True/false	Question on Shakespeare extract and then whole play	Essay question on An Inspector Calls
Question 2	Language analysis	Question 2	Summary		
Question 3	Structure	Question 3	Language		
Question 4	Evaluation	Question 4	Comparison		
40 marks		40 marks		34 marks	30 marks
Writing section		Writing section		Victorian Novel	Poetry
Question 5	Story writing/description	Question 5	Argument writing	Question on a Victorian novel extract and then whole novel	Question on the anthology Question on the unseen poem Comparison with unseen poem
40 marks		40 marks		30 marks	96 marks

# Mathematics

Subject Leader: Miss F Martini

Exam Board: AQA

Course title and type of qualification: Mathematics GCSE (9 – 1)

## What will I learn?

Mathematics is a compulsory subject at KS4 and is compulsory for all students at KS5 who do not achieve at least a grade 4 at GCSE.

All students will take exams in GCSE Mathematics. It is the aim of the Mathematics department to prepare students for life, to improve their problem solving skills, and to extend their Mathematical knowledge.

You will study a mixture of units containing mostly Number, Algebra, Geometry, Ratio and Proportion and Probability.

GCSE Mathematics is now assessed with grades 9 (highest) to 1 (lowest) and the course is taught and examined in two tiers, Foundation and Higher. Since the reformed curriculum, there has been a slight increase in the proportion of non-structured questions in the exam which, for most students, has represented an increase in difficulty. There has been a small increase in content too, both at Foundation and Higher tier.

We also offer Additional Maths to our most able students, which is a course that is designed to bridge the gap between GCSE and A Level.

## How will I be assessed?

**Paper 1:** Non-Calculator 1.5 hrs (33.3%)

**Paper 2:** Calculator 1.5hrs (33.3%)

**Paper 3:** Calculator 1.5hrs (33.3%)

## What could I move onto?

Most courses after GCSE require a grade 5 in Maths or above at GCSE.

The GCSE exam will provide a good platform to study AS- or A-level mathematics and the most able students can study Further Mathematics A/AS level.

A good grade in GCSE Mathematics is widely valued by all employers as it tells them you are good at problem solving, have strong analytical skills and can provide logical and coherent arguments.



# Science

Subject Leader: Mr R Fell

Exam Boards: AQA

Course title and type of qualification: GCSEs (9 – 1) in Combined Science, or in Biology, Chemistry and Physics.

## What will I learn?

The Science curriculum offers two pathways which enable **all** students to excel. Each pathway covers the prescribed programme of study for Science at KS4, as set out by the National Curriculum.

Both the Combined Science (Trilogy) and separate science courses commence in year 9 and are completed in Year 11. There is no coursework element, so assessment is entirely by terminal examinations. The Combined Science (Trilogy) specification is subset of the specifications for the separate sciences so much of the material covered is common to both courses. All courses have both Foundation and Higher tiers of entry.

**Both** of these courses provide a suitable basis for students to progress to A-levels in Biology, Chemistry and Physics, or Btec Applied Science.

Whilst we try to take student's and parental wishes into account in making decisions about relevant courses, we would ask that you respect our professional judgement in these issues.

## How will I be assessed?

Every course consists of written examinations, including written assessment of practical work and how science works. For separate science GCSEs, the assessment plan is as follows:

Biology paper 1: Topics B1-B4

Biology paper 2: Topics B5-B7

Chemistry paper 1: Topics C1-C5

Chemistry paper 2: Topics C6-C10

Physics Paper 1: Topics P1- P4

Physics Paper 2: Topics P5-P8

Each paper is 100 marks and is 1 hour 45 minutes in length

For Combined Science (Trilogy) the assessment plan is as follows:

Biology paper 1: Topics 1-4 (B1-B4 above)

Biology paper 2: Topics 5-7 (B5- B7 above)

Chemistry Paper 1: Topics 8-12 (C1- C5 above)

Chemistry paper 2: Topics 13-17 (C6- C10 above)

Physics Paper 1: Topics 18-21 (P1- P4 above)

Physics Paper 2: Topics 22-24 (P5-P7 above)

Each paper is 70 marks and 1 hour 15 minutes in length

## What could I move onto?

Studying science will broaden your understanding of the world around you, may allow you to influence and develop accepted scientific knowledge, and will give you the skills needed to approach most matters in a reasoned and analytical manner. As such it is a highly valued subject, helping students develop sought after, transferrable skills applicable to a huge range of areas. Both routes through Key Stage Four Science will provide students with the opportunities required for them to access A Level Science subjects and/or alternative Post-16 courses.

# French/Spanish

Subject Leader: Miss S Barker

Exam Board: AQA

Course title and type of qualification: French/Spanish GCSE (9 - 1)

## What will I learn?

The topics covered in GCSE French/Spanish are as follows:

Theme 1: Identity and culture

- Me, my family and friends
- Technology in everyday life
- Free-time activities
- Customs and festivals in French speaking countries/ communities

Theme 2: local, national international and global areas of interests.

- Home town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism

Theme 3: Current and future studies and employment

- My studies
- Life at school
- Education post-16
- Jobs, career choices and ambitions

You will gain a wide range of vocabulary and structures. You will be able to understand and discuss issues and opinions and give full descriptions and accounts.

## How will I be assessed?

All exams will take place at the end of Year 11 and students can be entered either for either Foundation or Higher papers.

Unit 1: Listening exam. 25% of the marks. Foundation 40 minutes. Higher 50 minutes.

Unit 2: Reading exam. 25% of the marks. Foundation 45 minutes. Higher 1 hour.

Unit 3: Speaking exam. 25% of the marks. The Speaking consists of a role and a general conversation about all the topics covered at KS4. Students speak between 7-9 minutes for Foundation and 10-12 for Higher.

Unit 4: Writing 25% of the marks. Foundation 1 hour. Higher 1 hour 15 minutes.

## What could I move onto?

With languages the world is your oyster and Britain is desperately short of linguists. GCSE can lead to A Level study after which you can go to university and study the language(s) you have studied at A level or start a new one like Russian/ Chinese or Arabic from scratch. Alternatively, you can combine a non-language subject with a language (e.g. Chemistry and French) thus enabling you to spend a year abroad studying Chemistry at a French university and broadening your skill set.

Languages are also an incredible asset in Business, Law and Tourism. They will give you excellent career options in today's international market. Knowledge of another language makes you more employable and stands out on a job application.

# Religious Studies

Subject Leader: Miss C Dodgeon

Exam Board: AQA

Course title and type of qualification: Religious Studies GCSE (9 – 1)

## What will I learn?

Religious Studies is an ever popular and relevant GCSE course, which covers a range of contemporary moral issues as well as addressing the fundamental questions of life. It is a subject that enables you to think for yourself about religious and moral issues in a critical and enquiring way.

Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues, reflect on their own faith and support the Christian ethos of the school. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

All students follow a compulsory GCSE course in Religious Studies, elements of which are begun in Year 9. The course is taught in 3 lessons per fortnight and involves the study of 2 units:

**Paper 1: The study of religions: beliefs, teachings and practices** is taught from Year 9.

Students will explore the beliefs, teachings and practices from a Christian and an Islamic perspective. Students will learn about the nature of God, the problem of evil and suffering, beliefs about the afterlife and their importance to religious believers today, as well as exploring different forms of worship, religious festivals and the role of the Church/Mosque in the local and worldwide community.

**Paper 2: Religious, Philosophical and Ethical Issues** is taught in Years 10 and 11. Students will study Christian and Muslim religious teachings to matters such as the nature and purpose of marriage, the origins of the universe, animal experimentation, medical issues (abortion and euthanasia), and war and violence in the contemporary world.

## How will I be assessed?

There is no coursework in GCSE Religious Studies. You will sit two exams at the end of year 11. Each exam will last for one hour 45 minutes.

## What could I move onto?

Religious Studies is an acceptable academic subject at all the major universities. At AS and A2 Religious Studies is of interest to both Arts and Science students. It compliments other humanities subjects whilst providing a useful contrast to others, by introducing the ethical and philosophical issues and helping develop an enquiring, critical and reflective approach to the student's studies.

Students find the skills and knowledge gained in Religious Studies useful in careers such as law, journalism, social care, the army, childcare, the police, probation work, counselling, teaching, nursing and leisure and tourism.

# **Additional Core Subjects**

## **Physical Education**

All students follow a compulsory core programme of Physical Education in years 9, 10 and 11, covering a wide range of games and sporting activities. Students will have three lessons a fortnight and will be able to choose from a variety of options which include more traditional sports such as Football and Netball, as well as alternative sports such as Trampolining, Handball and Rock-it Ball.

In Year 11, students will be able to stay on-site or choose an off-site option with a range of activities available in each block of lessons. Activities this year have included bowling, ice-skating, Powerleague 5-a-side football and use of the driving range at Cookridge Hall.

## **Personal, Social, Health & Citizenship Education**

Students will continue with PSHCE in years 9, 10 and 11, through Drop Down Days when the usual school timetable is suspended. Students cover areas such as careers education, personal finance, discrimination, emergency life support (Heartstart), radicalisation and online abuse. The academy also provide a diverse range of aspects within the PSHCE curriculum to develop our students confidence and educate them about all aspects and issues which they may encounter and face in daily their lives.

# Option Subjects

## Art

Subject Leader: Mr McGinty

Exam Board: AQA

Course title and type of qualification: Fine Art GCSE (9 – 1)

### **What will I learn?**

At Abbey Grange we follow the AQA GCSE Fine Art specification which allows students to develop their ideas in drawing, painting, sculpture, printmaking, photography and collage/assemblage as their primary mediums. Students are very much encouraged to tailor their project ideas to their individual strengths and interests, resulting in work of a highly personal nature.

In years 9 and 10, students will be given the opportunity to extend their art skills by undertaking a series of practical workshops and assignments under several project themes. Students will be expected to support their classwork with regular homework assignments. Later in year 10 and moving into year 11, students will be developing their own projects based on broad starting points giving students the opportunity to develop their ideas into areas of strength and interest. Examples of previous projects have included:

The Everyday, Portraiture, Music, Natural forms, Emotions, Dance, Conflict, Urban Landscapes etc.

### **How will I be assessed?**

Students are assessed against four equally weighted (25%) assessment objectives.

Assessment Objective 1 = DEVELOP – Develop your ideas relating your work to the work of other artists, designers or crafts people.

Assessment Objective 2 = REFINE – Refine your ideas through the experimentation and selection of appropriate materials and resources.

Assessment Objective 3 = RECORD – Record your ideas in form that are appropriate to your artistic intentions including drawing, painting, photography, printmaking, sculpture etc.

Assessment Objective 4 = PRESENT – Present your ideas in the form of a final piece(s). This can be in any art material or combination of art materials.

### **Course Structure**

The GCSE AQA Fine Art specification is split into two parts. Part 1 (Coursework) and Part 2 (Externally Set Task).

**Coursework** (60% of final grade) – Students must complete more than one project of work covering all four assessment objectives and present a selection of this work for internal and external moderation (AQA). The coursework unit is on-going from September in year 10.

**Externally Set Task** (40% of final grade) – Students are presented with a range of starting points to use as inspiration for their own art project. Students must ensure that they cover all four assessment objectives in the development of their project ideas. Students complete their final piece (PRESENT) over a two-day period where they are off timetable working in the Art department. The Externally Set Task Exam Paper can be given out to students from January 1<sup>st</sup>.

**What could I move onto?**

Whether you chose to pursue a career in art or not, the subject offers much in terms of skills that you acquire and develop which are highly sought after by colleges and employers alike. In a world where even the most complex factual information is merely a click away, the ability to conceive and develop an idea with originality is highly prized.

The traditional pathway for students wishing to pursue their interest in Art and Design is to enrol in an A-Level course and then onto an Art Foundation course post-18 before starting and undergraduate degree. At Abbey Grange we offer both A-level Art and Design and A-level Photography.

The skills that students gain from studying Art lead naturally to career paths including: Artist, Art Teacher, Fashion Designers, Web Designers, Illustrators, Photographers, Jewellery designers, Arts therapist, Arts worker, Animators, working in the film industry, careers in Marketing and Advertising and many more.

# Business Studies with Economics

Subject Leader: Miss D Rigby

Exam Board: Edexcel

Course title and type of qualification: Business GCSE (9 – 1)

## What will I learn?

GCSE Business is a popular GCSE subject at Abbey Grange. It is also a new subject to choose if you want a change from some of the subjects that you are used to.

**Business Studies** is an examination of the business world. If you choose to study this, you will look at real businesses and see how they operate. You will learn what it takes to be an entrepreneur, how to set up a business and make it a success.

**Economics** is an examination of how we allocate scarce resources, asking many different questions such as: should we encourage the development of offshore wind farms; why do we have rising levels of child poverty in an economy as rich as the UK and why do some people like professional footballers get paid a great sum of money, whilst refuse collectors are paid much less? The economics course also covers how the national economy works; what causes inflation; how to cure unemployment; and, how to stimulate growth and move from recession to recovery.

During this course you will study the following topics:

- How to be an entrepreneur.
- How to put a business idea into practice.
- How businesses meet customer needs.
- How to manage business finance
- How to manage people in business.
- How the global economy affects UK businesses.
- What we import and export, why we import and export and what happens when exchange rates change.
- What the European Union is and how it affects us.

## How will I be assessed?

Examination: You will sit two written papers at the end of Year 11.

Paper 1 – Investigating Small Business - 50% Weighting - 1 hour and 30 minutes

Paper 2 – Building a Business - 50% Weighting - 1 hour and 30 minutes

## What could I move onto?

If you are contemplating a career in Accountancy; Banking; Local or Central government; Law; Journalism or something similar, then you will find the economics element of this course useful. Or if you can see yourself setting up your own business one day, then having knowledge of how businesses work coupled with a basic knowledge of how the economy works is invaluable.

You could choose to continue your study of Business at A Level or you could choose to continue your study of Economics at A Level in the sixth form. You could use your knowledge of how businesses work to support your studies in other subjects at GCSE and Post 16.

Also, because any organisation you will work in can be classed as a business, any knowledge you have of how businesses are run, how the different departments in a business are organised, the people who work in a business and what they do are all valued by employers. So you could use your business skills to get straight into work; onto an apprenticeship scheme or simply to get a part time job when you are old enough.

# NCFE Technical Award in Business and Enterprise

Subject Leader: Miss Danielle Rigby

Exam Board: NCFE

Course title and type of qualification: Business & Enterprise Level 1/2 Technical Award

## What will I learn?

This Business Qualification is designed for students who might prefer a more “real world” approach to studying. The course is assessed over three years through one piece of coursework plus one tested unit. It would suit those students who prefer and do better in project work rather than exams. The course is also designed for those students who would rather “go out” and find out how a business is run in the real world and present what they have found in different ways. This qualification is awarded with Pass, Merit and Distinction (\*) grading equal to one 5 - 9 GCSE grade.

The Level 1/2 Technical Award in Business & Enterprise route provides you with a more practical introduction to business. You will have an opportunity to experience a wide range of business skills, including running a business enterprise in school; performing business presentations and role plays and developing advertising and promotion materials – all of which are assessed as part of the course.

You will complete the following units:

1. Introduction to Business and Enterprise
2. Understanding Resources for Business and Enterprise Planning

## How will I be assessed?

The course is assessed mostly through assignments and activities based on realistic work situations throughout the three years (60% coursework which teachers will help you with, plus 40% tested unit). The coursework is completed in lessons in the Business ICT suite.

## What could I move onto?

If you would like a career in advertising, banking, retail, management, ICT, Law or even setting up your own business one day then this is a good choice for you now.

You could choose to continue your study of Business at A Level and Applied A Level in the sixth form. You could use your knowledge of how businesses work to support your studies in other subjects at GCSE and Post 16.

Also, because any organisation you will work in can be classed as a business, any knowledge you have of how businesses are run, how the different departments in a business are organised, the people who work in a business and what they do are all valued by employers. So you could use your business skills to get straight into work; onto an apprenticeship scheme or simply to get a part time job when you are old enough. Business produces a lot of young people with skills and knowledge which can help them to move in to a variety of areas in the future.



# Computer Science

Subject Leader: Mrs I Shergill

Exam Board: OCR

Course title and type of qualification: Computer Science GCSE (9 -1)

## What will I learn?

The UK is experiencing a lack of well qualified computing professionals; businesses today require an ever-increasing number of technologically-aware individuals. This is even more so in the gaming, mobile and web related industries and this specification has been designed with this in mind.

The GCSE Computer course will encourage learners to:

- understand and apply understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to Computer Science.

### Unit 1: Computer Systems

This component will introduce you to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software.

### Unit 2: Computational Thinking, Algorithms and Programming

You will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation.

## How will I be assessed?

Examination: You will sit 2 papers at the end of Year 11. They will count towards 100% of your final mark

## What could I move onto?

This course will provide excellent progression to A Level Computer Science and into Vocational ICT courses. These provide progression to degree level courses in the areas of computing, engineering and science. Whilst this specification is not specifically mapped to any particular industry standard IT qualifications it will provide a sound preparatory basis of study for them. In addition the course provides the knowledge, skills and understanding that a growing number of employers are demanding.

# Food Preparation and Nutrition

Subject Leader: Mrs C Onourah

In charge of Food: Ms J Harris

Exam Board: AQA

Course title: Food Preparation and Nutrition GCSE (9 – 1)

## What will I learn?

This is an exciting opportunity for students to build upon KS3 and continue to regularly make delicious dishes and food products. The main focus of this GCSE course is to equip students with the knowledge, understanding, and skills required to cook and apply the principles of food science, nutrition and healthy eating. Students will be able to make informed decisions about a wide range of further learning opportunities and career pathways as well as develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life.

Students will be able to:

- frequently demonstrate effective and safe cooking skills by planning, preparing and cooking using a wide variety of food commodities, cooking techniques and equipment
- develop knowledge and understanding of the functional properties and nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the effects of poor diet and health
- develop 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 in practice, a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes

Students must be organised to bring ingredients at least once a week and be prepared to take part in group practical activities and tasting sessions. For their GCSE, students will complete coursework involving practical investigations, demonstration of a wide variety of food preparation skills and research into food and society.

## How will I be assessed?

Unit 1: a one hour 45-minute written examination paper will be sat in June of Year 11 and equates to 50% of the overall GCSE.

Unit 2: Food Preparation and Nutrition in Practice – Two Coursework Tasks worth 50% in total and completed in Year 11. Topics from AQA at the start of Year 11.

The Food Investigation (15%) involves experimenting with different ingredients and carrying out sensory analysis. Students also need to write a 2000-word report.

The Food Preparation coursework (35%) involves carrying out research and show casing technical practical skills. This also includes a 3-hour practical exam where students will plan cook and serve 3 dishes related to the AQA theme.

## What could I move onto?

Students can study Diploma Level 3 in Food Science and Nutrition at KS5 and then go onto degrees and careers in one of a wide range of different Catering, Food Science or Nutrition disciplines.

# Design and Technology

Subject Leader: Mrs C Onourah

Exam Board: AQA

Course title: Design & Technology GCSE (9-1)

## What will I learn?

Students have the opportunity to build upon the work of KS3 and further develop their knowledge and practical skills through designing and making exciting quality products in a range of materials and disciplines. In Year 9, students will be able to work on a wide variety of design and make projects which will develop their knowledge of working with graphics, textiles, electronics, mechanisms, wood, plastic and metal using a wide range of equipment. In Year 10 they will be able to focus on an area of interest from the above list and complete a substantial design and make project as part of their coursework unit in Year 11.

Students will be able to:

- Develop knowledge and designing and making skills through a range of enjoyable, fast-paced and challenging mini-projects using a wide range of materials and components safely.
- Develop a creative approach to their design development and take calculated risks whilst using technical and practical expertise to participate confidently and successfully in an increasingly technological world.
- Develop important skills in investigation, problem solving, decision making, planning, time management, resource organisation.
- Use new technology - computer aided designing and manufacturing techniques (including laser cutting and 3D printing) to complement traditional hand tools and workshop machinery.
- Develop skills to clearly communicate their ideas through annotation, sketching and 3D modelling.
- Develop the ability to take into account design considerations and industrial practices.
- Develop the skills to critically analyse, evaluate, test and refine their own ideas and final products.

Midway through Year 10 students will start their GCSE coursework project, completing a concise design folder, containing analysed research, development of ideas, planning and on-going evaluations. They will then manufacture the product and carry out tests and a final evaluation.

The final examination enables students to demonstrate the application of their skills and knowledge within a design context set by the examination board.

## How will I be assessed?

What's assessed

Paper 1

- Core technical principles
- Specialist technical principles
- Designing and making principles

How it's assessed

- Written exam: 2 hours
- 100 marks
- 50% of GCSE

Questions

Section A – Core technical principles (20 marks) A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B – Specialist technical principles (30 marks) Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

Section C – Designing and making principles (50 marks) A mixture of short answer and extended response questions.

Non-exam assessment (NEA)

What's assessed Practical application of:

- Core technical principles
- Specialist technical principles
- Designing and making principles

How it's assessed

- Non-exam assessment (NEA): 30–35 hours approx.
- 100 marks
- 50% of GCSE

Task(s)

- Substantial design and make task
- Assessment criteria:
  - Identifying and investigating design possibilities
  - Producing a design brief and specification
  - Generating design ideas
  - Developing design ideas
  - Realising design ideas
  - Analysing & evaluating
- In the spirit of the iterative design process, the above should be awarded holistically where they take place and not in a linear manner
- Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the NEA
- Students will produce a prototype and a portfolio of evidence
- Work will be marked by teachers and moderated by AQA

**What could I move onto?**

Students can study A Level Applied Engineering, A Level Product Design (3D Design) or A Level Product Design (Textiles) at KS5 and then go onto degrees and careers in one of a wide range of different Design, Engineering and Manufacturing disciplines. These include Product Design, Engineering, Electronics, Architecture, Fashion Design, Graphics, Media Design.

# Design and Technology - Textiles

Subject Leader: Mrs C Onourah

Exam Board: AQA

Course title: Design & Technology GCSE (9-1) - Textiles

## What will I learn?

Students have the opportunity to build upon the work of KS3 and further develop their knowledge and practical skills through designing and making exciting quality products in a range of materials and disciplines. In Year 9, students will be able to work on a wide variety of design and make projects which will develop their knowledge of working with graphics, textiles, electronics, mechanisms, wood, plastic and metal using a wide range of equipment. This pathway will allow students to follow the GCSE in Design Technology with a specialism in Fashion and Textiles. The core subjects will be included but students will have the opportunity to gain a broader material knowledge of Textiles. In Year 10 they will be able to focus on an area of interest and complete a substantial design and make project as part of their coursework unit in Year 11.

Students will be able to:

- Develop knowledge and designing and making skills through a range of enjoyable, fast-paced and challenging mini-projects using a wide range of materials and components safely.
- Develop a creative approach to their design development and take calculated risks whilst using technical and practical expertise to participate confidently and successfully in an increasingly technological world.
- Develop important skills in investigation, problem solving, decision making, planning, time management, resource organisation.
- Use new technology - computer aided designing and manufacturing techniques (including laser cutting and 3D printing) to complement traditional hand tools and workshop machinery.
- Develop skills to clearly communicate their ideas through annotation, sketching and 3D modelling.
- Develop the ability to take into account design considerations and industrial practices.
- Develop the skills to critically analyse, evaluate, test and refine their own ideas and final products.

Midway through Year 10 students will start their GCSE coursework project, completing a concise design folder, containing analysed research, development of ideas, planning and on-going evaluations. They will then manufacture the product and carry out tests and a final evaluation. The final examination enables students to demonstrate the application of their skills and knowledge within a design context set by the examination board.

## How will I be assessed?

What's assessed

Paper 1

- Core technical principles
- Specialist technical principles
- Designing and making principles

How it's assessed

- Written exam: 2 hours
- 100 marks
- 50% of GCSE

## Questions

Section A – Core technical principles (20 marks) A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B – Specialist technical principles (30 marks) Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

Section C – Designing and making principles (50 marks) A mixture of short answer and extended response questions.

## Non-exam assessment (NEA)

What's assessed Practical application of:

- Core technical principles
- Specialist technical principles
- Designing and making principles

## How it's assessed

- Non-exam assessment (NEA): 30–35 hours approx.
- 100 marks
- 50% of GCSE

## Task(s)

- Substantial design and make task
- Assessment criteria:
  - Identifying and investigating design possibilities
  - Producing a design brief and specification
  - Generating design ideas
  - Developing design ideas
  - Realising design ideas
  - Analysing & evaluating
- In the spirit of the iterative design process, the above should be awarded holistically where they take place and not in a linear manner
- Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the NEA
- Students will produce a prototype and a portfolio of evidence
- Work will be marked by teachers and moderated by AQA

## What could I move onto?

Students can study A Level Applied Engineering, A Level Product Design (3D Design), A Level Fashion and Textiles or A Level Product Design (Textiles) at KS5 and then go onto degrees and careers in one of a wide range of different Design, Engineering and Manufacturing disciplines. These include Product Design, Engineering, Electronics, Architecture, Fashion Design, Graphics, Media Design.

# Engineering

Subject Leader: Mrs C Onuorah

Exam Board: AQA

Course title and type of qualification: Engineering GCSE (9 – 1)

## What will I learn?

The sky's the limit. Engineering is an increasingly innovative and exciting area to work in. It affects every aspect of modern life – from skyscrapers to smart phones, cars to carrier bags. This new GCSE will introduce students to a host of new technologies, helping them to gain practical skills and understanding to inspire a lifelong interest in engineering. It will particularly appeal to those who enjoy being creative, with an affinity for drawing, design, Maths and problem-solving. In Year 9 you will complete a foundation course, which will prepare you for your GCSE assessed work. You will develop your engineering skills by undertaking focused practical tasks. This will involve getting a hand on experience of using the tools and equipment relevant to engineering, including the use of CAD/CAM (Computer Aided Design, Computer Aided Manufacture). You will work in a range of materials, to manufacture items using the Brazing Hearth, Hand tools, Lathe and Milling machine.

Students will also learn about:

- Pneumatic and Mechanical Systems
- Engineering Materials, including calculating Stress, Strain and failure points
- Systems (Electrical, Mechanical and Pneumatic)
- Testing and Investigation
- Manufacturing processes
- The impact of Modern Technologies.

## What will I need to succeed?

To succeed in this course students should have:

- An enjoyment of practical work and exploring different solutions in different contexts and materials.
- An enjoyment of exploring ideas and modelling them using ICT as well as hands on construction.
- Self-motivated and organised.
- You need to be inspired and motivated to gain an insight into related sectors, such as manufacturing.
- A good understanding of Science and Mathematical principles. (15% of the course will be about the theoretical and practical application of Mathematics in Engineering)

## How will I be assessed?

### Question paper: Externally assessed

- Written exam: 2 hours
- 120 marks
- 60% of GCSE

Sections 1–6 from the subject content. Though the 'Practical engineering skills' section will predominantly be assessed through the NEA, some questions in the written exam will relate to practical contexts and students will need to apply their understanding within these contexts.

#### Questions

- Multiple choice questions assessing breadth of knowledge.
- Short answer questions assessing in depth knowledge, including calculations.
- Multiple choice questions related to the application of practical engineering skills.
- Extended response questions drawing together elements of the specification.

#### **Non-exam assessment: Practical engineering**

- A brief set by AQA released on 1 June in the first year of study.
- 80 marks
- 40% of GCSE

#### What's assessed

- Application of skills, knowledge and understanding in a practical context.
- Analysis and evaluation of evidence.

#### Questions Students produce:

- engineering drawings or schematics to communicate a solution to the brief
- an engineering product that solves a problem.

#### **What could I move onto?**

Students can study A Level Applied Engineering or A Level Product Design (3D Design) at KS5 and then go onto degrees and careers in one of a wide range of different Engineering disciplines. Engineering, Civil Engineering, Aerospace Engineering, Electrical Engineering, Manufacturing Engineering, Material Science, Mechanical Engineering, Manufacturing Engineering, Industrial Engineering, Structural Engineering, Architectural Engineering and lots more.



# Drama

Subject Leader: Ms R Greaves

Exam Board: Edexcel

Course title and type of qualification: Drama GCSE (9 – 1)

## What will I learn?

Throughout the course students will develop their understanding of drama techniques and how they can be used to explore the drama. They will develop skills in performance by being challenged in new ways than before, for example looking at the work of established practitioners to find new ways of presenting performance. They will work on both devising performance work and scripted plays.

The course covers 3 components:

### 1. Devising

Part	Title	Content
A	<b>Devised Performance</b>	Using a given stimulus to create an original piece of theatre as part of a group.
B	<b>Portfolio</b>	2000 words written, or 4-5 minutes filmed covering the creation process and analysis.

### 2. Performance from Text

Part	Title	Content
A	<b>Scripted Performance 1</b>	Either a monologue, duologue or group performance from a given text.
B	<b>Scripted Performance 2</b>	Either a monologue, duologue or group performance from the same text.

### 3. Theatre Makers in Practice

Section	Title	Content
A	<b>Bringing Texts to Life</b>	Five questions about 'DNA' by Dennis Kelly covering performance, directing and designing.
B	<b>Live Theatre Evaluation</b>	Two questions asking students to evaluate and analyse a live theatre performance.

## What could I move onto?

For students wishing to continue their studies in Drama the next step is A Level Drama and Theatre Studies, which we offer at Abbey Grange. In terms of pairing with other GCSE subjects, Drama goes well with Languages, History, Religious Studies, English and Music.

Also, due to many of the skills mentioned above, Drama has many transferable skills to aid progression with various education/career choices as it also develops skills for work requiring a high level of confidence, presentation, and group sensitivity. Previous students have found careers in Advertising, Design, Law, Health Promotion, Medicine, the Police Force, Radio, TV, Teaching and, of course, Theatre.

# Geography

Subject Leader: Mr R Cattrall

Exam Board: AQA

Course title and type of qualification: Geography GCSE (9 – 1)

## What will I learn?

This exciting course is based on a balanced framework of physical and human geography. It allows students to investigate the link between the two themes, and examine the battles between the man-made and natural worlds. Students will cover a variety of the key social, economic and environmental issues facing our world and then look at how these could be solved in the future.

The course covers 3 units:

### 1. Living with the physical environment

Section	Title	Content
A	<b>The challenge of natural hazards</b>	Tectonic hazards, Tropical storms, Extreme weather in the UK and Climate change.
B	<b>The living world</b>	Ecosystems, tropical rainforests and hot deserts.
C	<b>Physical landscapes in the UK</b>	Coastal landscapes, River landscapes.

### 2. Challenges in the human environment

Section	Title	Content
A	<b>Urban issues and challenges</b>	World population growth, Challenges and opportunities of Urban growth and change.
B	<b>The changing economic world</b>	Global variations in economic development, Strategies for reducing the development gap.
C	<b>The challenge of resource management</b>	Resource management of food, water and energy. Detailed study of Water management.

### 3. Geographical applications

Section	Title	Content
A	<b>Issue evaluation</b>	Critical thinking and problem solving of particular issues derived from secondary sources.
B	<b>Fieldwork</b>	Collection of primary data in 2 contrasting geographical enquiries. Human Geography – Salford Quays, Manchester Physical Geography – River study, Kettlewell.

## How will I be assessed?

In all papers the question types include; multiple choice, short answer, and extended writing. Geographical skills will be assessed in all papers.

### Paper 1: Living with the physical environment

Written exam : 1hour 30 minutes

35% of GCSE

**Paper 2: Challenges in the human environment**

Written exam : 1hour 30 minutes

35% of GCSE

**Paper 3: Geographical applications**

Written exam: 1 hour

30% of GCSE

Pre-release resources available from March in the year of the exam

**What could I move onto?**

Geography is a fantastic subject for developing a breadth of skills including literacy, numeracy, teamwork, independent learning, problem solving, presentation, analysis, evaluation, graphical and cartographical skills. This combined with the fact it cultivates a world view and a certain cultural sensitivity makes it especially sought after by employers.

The subject content and skills can help you study Geography at A level and also many other subjects in the Humanities and/or Science. As a result, geographers go on to study a wide range of subjects.

Geography can be used as a stepping stone to a variety courses in Higher Education and has one of the largest ranges of careers from any subject. These include but are not limited to environmental management, planning, law, surveying, education, accountancy, business social services, meteorology, engineering and GIS. The truly fantastic thing about geography is that some of the future jobs that it can lead on to haven't even been invented yet!



# Health & Social Care

Subject Leader: Mr M Nicholson

Exam Board: OCR

Course title and type of qualification: Level 1/2 Cambridge National Certificate Health & Social Care

## **What will I learn?**

This course is designed for students who have an interest in health and social care and wish to develop skills and learn the theory that can prepare them for further study and employment within this sector. It will particularly appeal to students who are looking for a course that is practical in nature.

### **R021: Essential values of care for use with individuals in care settings**

This mandatory unit focuses on the rights of individuals and will instil the values of care to be used when working in a health, social care or early years' environment. The unit also provides an overview of legislation and its impact on the care settings and covers the hygiene, safety and security matters that relate to promoting a healthy and safe environment.

### **R022: Communicating and working with individuals in health, social care and early years' settings**

This unit will provide learners with the underpinning knowledge and understanding of how to communicate effectively and what personal qualities will contribute to the creation of a caring environment when working with individuals in a health, social care and early years setting.

### **R025: Understanding life stages**

This unit will allow learners to investigate the main life processes that will occur with each life stage: develop an awareness and understanding of the key events that may happen and the effects of these during the lifespan of an individual, helping to identify the need for additional support. A sensitive approach as to why progress through a life stage(s) may be different will allow thoughtful debate. On completion of this unit learners will be able to produce suitable support plans for individuals in different stages of life.

### **R029: Understanding the nutrients needed for good health**

This unit gives learners an overview of the importance of diet throughout the life stages, giving them the knowledge and skills to enable them to make choices which will affect their body throughout their lives. Food is essential to our health and social well-being, throughout our daily lives from birth to old age. What we eat is often determined by a considerable number of factors, such as work-life balance, finance, where we live, food preparation skills, our health and religion

## **How will I be assessed?**

Unit R022, R025 and R029 are coursework based and are internally assessed; the coursework is worth 75% of the final mark.

Unit R021 is a one hour written exam and is worth 25% of the final mark.

This course is included in the 2019 performance tables.

**What could I move onto?**

Health and Social Care is a subject that enables students to gain the knowledge and understanding that will open up a range of career opportunities including childcare, teaching, midwifery, nursing, occupational health, dietician, paramedic, social work, mental health services, and counselling. You could also choose to continue your study of Health & Social care in the sixth form.

# History

Subject Leader: Mr J Wilkinson

Exam Board: Edexcel

Course title and type of qualification: History GCSE (9 - 1)

## What will I learn?

This course that will allow students to learn about events from three different eras – Medieval, Early Modern and Modern. We will study the following periods:

### **Paper 1:** Thematic study and historic environment:

Option 11: Medicine in Britain, c1250–present *and* The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.

### **Paper 2:** Period study and British depth study:

Option 26/27: Superpower relations and the Cold War, 1941–91

Option B3: Henry VIII and his ministers, 1509–40

### **Paper 3:** Modern depth study: Option 31: Weimar and Nazi Germany, 1918–39

## How will I be assessed?

**Paper 1:** Thematic study and historic environment (Paper codes: 1HI0/10–12)

*Written examination: 1 hour and 15 minutes.*

*30%\* of the qualification. 52 marks (16 for the historic environment, 36 for the thematic study).*

**Paper 2:** Period study and British depth study (Paper codes: 1HI0/20–29)

*Written examination: 1 hour and 45 minutes*

*40%\* of the qualification*

*64 marks (32 for the period study and 32 for the British depth study)*

**Paper 3:** Modern depth study (Paper codes: 1HI0/30–33)

*Written examination: 1 hour and 20 minutes*

*30%\* of the qualification*

*52 marks*

## What could I move onto?

You could choose to continue with the study of History by taking AS in the Sixth form or at college. The skills learnt at GCSE History will also complement the study of subjects such as English Literature, Politics and Sociology. A GCSE in History shows that you have a high level of literacy and that you are able to analyse complex information. These skills are highly valued by colleges and employers. They are particularly useful should you want to pursue a career in law.

# Digital Information Technology

Subject Leader: Mrs I Shergill

Exam Board: EDEXCEL

Course title and type of qualification: Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology

## What will I learn?

The Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology is for learners who wish to acquire knowledge and technical skills through vocational contexts by studying the skills related to data management, data interpretation, data presentation and data protection. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

The course comprises the following components:

### Component 1 – Exploring User Interface Design Principles & Project Planning Techniques

- Explore user interface design and development principles.
- Discover how to develop and review a digital user interface.
- Investigate how to use project planning techniques to manage a digital project.

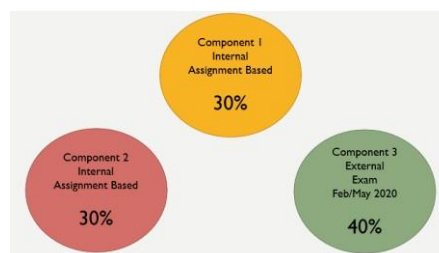
### Component 2 – Collecting, Presenting and Interpreting Data

- Explore how data impacts on individuals and organisations.
- Develop a dashboard using data manipulation tools.
- Draw conclusions and make recommendations on data intelligence.

### Component 3 - Effective Digital Working Practices

- Explore how modern information technology is evolving.
- Understand what cyber security is and how to safeguard against it.
- Consider legal and ethical issues in data and information sharing.

## How will I be assessed?



## What could I move onto?

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.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to A Levels or study of a vocational qualification at Level 3, such as a BTEC National in IT, which prepares learners to enter employment or apprenticeships.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to study at Level 2 post-16 in a range of technical routes designed to lead to work, progression to employment, apprenticeships or to further study at Level 3.



# Music

Subject Leader: Mr J Birch

Exam Board: Eduqas

Course title and type of qualification: Music GCSE (9 – 1)

## **What will I learn?**

GCSE Music is a varied course that encourages students to explore and develop their musical skills in listening, composing and performing. Lessons will cover the areas of study for the qualification, which are Musical forms and Devices, Music for ensemble, Film music, and Popular music. Students will develop listening skills to recognise key musical features and complete composition exercises to give them a range of ideas about how to create an effective piece of music. Performance is a key part of the qualification and students will be required to play as part of a group and perform as a soloist at points during the course. Involvement in extra-curricular music activities to enhance performance skills and develop musical experience is highly recommended.

## **How will I be assessed?**

### **Component 1: Performing – worth 30% of the qualification**

Students will record two or more pieces, one of which must be performed in a group. The total duration of the performance must be between 4 and 6 minutes in length, with at least 1 minute being the group performance. Any style of performance is acceptable.

### **Component 2: Composing – worth 30% of the qualification**

Students will compose two pieces of music, one of which is in response to a brief set by the exam board. The second composition is a free composition, so students can create their own brief and then compose in a style of their choice. The duration of the two compositions must be between 3 and 6 minutes in total.

### **Component 3: Appraising – worth 40% of the qualification**

Students will be assessed for this component with a written examination. Questions will relate to the areas of study taught throughout the course, with candidates asked to recognise and discuss musical features that they can hear in audio excerpts that will be played during the exam.

## **What could I move onto?**

GCSE Music is really useful if you aspire to a career as a performer, producer, composer or teacher. It is also valuable for Music journalism, Musical theatre, Arts administration and to access A Levels and Higher Education courses in Music, Music Technology, Theatre Studies and/or Performing Arts. Former Abbey Grange students have gone on to study at Music Conservatoires and specialist Music & Arts Colleges, or move into careers as professional musicians, DJs, composers and actors. Universities are very interested in candidates who commit to participation in extra-curricular activities and have proved they can express themselves creatively, as well as verbally and in writing. The varied skills such as problem solving, teamwork, presentation, effective planning and analysis that are covered in the course will prove invaluable in all potential career paths.

# Physical Education (PE)

Subject Leader: Mrs M Conroy

Exam Board: AQA

Course title and type of qualification: Physical Education GCSE ( 9 – 1)

## What will I learn?

GCSE Physical Education is an ideal course for students who enjoy physical education and have a strong interest in the world of sport and exercise.

We use AQA syllabus for GCSE PE. It is made up of two main areas: practical and theory. Students submit 4 different practical activities that count towards their final grade. Their practical grades must be taken from two different types of activities: two must be as a player/performer and the other two practical activities can be through the role of a coach, leader, choreographer or official.

The theoretical element is comprised of a variety of different sections including topics. Some examples of the topics we cover are:

- Physical Training – Components of fitness, Training methods, fitness testing
- Sport psychology – Classification of skill, information processing
- Health and wellbeing – Physical and mental well being
- Cultural and social factors – Engagement patterns, media, drugs
- Use of data – methods for collecting data
- Movement analysis – levers, planes and axis
- Anatomy and physiology – Body systems, energy systems, structure of body

Due to the nature of the course, students are expected to have a sound level of understanding and knowledge of rules and tactics of games / activities. Students should also have some level of involvement in extra-curricular sport within, or outside of school.

## How will I be assessed?

Candidates will sit two exams at the end of the course that are 1 hour 15 minutes long and worth a combined 60% of their total mark. The exam is made up of multiple-choice questions, short answer questions and a scenario-based question.

### Paper 1: 30%

#### The human body and movement

- Anatomy and Physiology
- Movement analysis
- Physical Training
- Use of Data

### Paper 2: 30%

#### Socio-cultural influences and well being

- Sport Psychology
- Socio-cultural influences
- Health, fitness and well being
- Use of data

### NEA: 40%

- Practical performance in physical activity

- Analysis and evaluation

**What could I move onto?**

The course has a clear transition route from GCSE PE to A-Level PE or OCR technical Level 3 (Sport) at Sixth Form. This is a fantastic course for students who are thinking about a career in sport or other sports-related careers such as physiotherapy, dieticians and nutritionists, psychologists etc.

Medical degrees value A' level Physical Education due to its high content of anatomy and physiology. Therefore if students are thinking of a career in the medical professions, the GCSE in PE is a good stepping stone.

# The Cambridge National in Sport Studies (PE)

Subject Leader: Mrs M Conroy

Exam Board: OCR

Course title and type of qualification: The Cambridge National in Sport Studies

## What will I learn?

The Cambridge National in Sport Studies enables students to develop and apply knowledge of sports-related activities, with a particular focus on officiating. They explore contemporary issues in sport, different ways of being involved in the sports industry, and the impact of sport on wider society.

The course is assessed over three years through coursework plus tested units. It would suit those students who prefer and do better in project work rather than exams. This qualification is awarded with Pass, Merit and Distinction (\*) grading equal to one 5 - 9 GCSE grade. It is made up of a number of units of which the students will take four:

- Developing sports skills
- Sports leadership
- Sport and the media
- Working in the sports industry
- Developing knowledge and skills

## How will I be assessed?

Candidates will sit one exam on contemporary issues in sport which lasts one hour. The other three units are coursework based and will consist of presentations, power points, leaflets and reports.

## What could I move onto?

The course has a clear transition route from OCR level 2 in sports studies to OCR Technical Level 3 at Sixth Form. This is a fantastic course for students who are thinking about a career in sport or other sports-related careers such as sports coaching, sports development officer etc.

# Dance (BTEC)

Subject Leader:

Miss R Harrison

Exam Board:

Edexcel

Course title and type of qualification: BTEC Level 1/Level 2 Tech Award in Performing Arts (dance)

## **What will I learn?**

BTEC Performing Arts Dance is a vocational course consisting of three main units of study.

### **The 3 units of the BTEC are:**

#### **Component 1- Exploring the performing Arts**

In this unit you will look at elements such as:

- Roles, responsibilities and the application of relevant skills and techniques
- You will develop as a performer and gain a broad understanding of performance work and influences
- Understand the requirements of being a dancer across a range of performances and performance styles.

#### **Component 2- Developing skills and techniques in Dance**

In this component, you will:

- Develop performance skills and techniques.
- Take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process.
- Work from existing performing arts repertoire, applying relevant skills and techniques to reproduce the work.
- Review your own progress and consider how to make improvements.

#### **Component 3- Performing to a brief**

This unit is about starting on your journey to becoming a professional dancer. In this component you will be given a brief that outlines the performance requirements and asks you to consider your target audience and to start the creative process by using the given stimulus included in the brief. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience.

## **How will I be assessed?**

Students will complete the three units with only one submission and will be graded Level 1, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction\* Most of the assessment is marked internally by your teacher, evidenced through process, performance, written evidence and evaluation. Component 3 is externally assessed, and you will complete a written task followed by a practical performance under exam conditions.

## **What could I move onto?**

One of the main purposes of BTEC qualifications is to help learners to progress ultimately into employment. After you have finished the course, you may want to go on to further study such as A levels, BTEC's or a mixture of both. You might want to find work in performing arts, as an apprentice or a trainee. Previous students have found careers in, TV, Teaching, coaching and, of course Theatre Productions Companies.

# Sociology

Subject Leader: Miss C Neville

Exam Board: AQA

Course title and type of qualification: Sociology GCSE (9 – 1)

## What will I learn?

Sociology is a high performing department at Abbey Grange and has been taught at here since 1982 at both GCSE and A level. It is unusual for secondary schools to offer GCSE Sociology, but it is very popular here.

Sociology is the study of society and behaviour (for full list of topics you will study look at the 'how will I be assessed' section). You will study fascinating topics such as: Family – asking questions such as, how does family affect a child's life? Why are some families more common than others?

Education - why do some students underachieve in school? How does your school affect your chances of doing well?

Crime and deviance– what type of people commit crime? Why did the London riots happen? Why do some ethnicities get stopped and searched more than others?

Social stratification – why does poverty exist and what is the government doing about it?

As part of the course you will be doing a number of investigations into society which will comprise of interviews, questionnaires, etc.

Typically, the successful Sociology student likes serious discussion at home and in class.

## How will I be assessed?

You will sit two exams at the end of year 11. Each exam will last for one hour forty-five minutes. The questions range from short mark answers to longer essays.

Exam one will include the following topics: The Family and Education with Research Methods.

Exam two will include the following topics: The Sociology of Crime and Deviance and Social Stratification with Research Methods.

## What could I move onto?

Sociology is an excellent subject to help you develop skills to help you in the future. These skills include: teamwork, independent learning, research, organisation, analysis, evaluation and problem solving skills.

These skills can help you if you decide to study A levels in Sociology, History, Psychology, Geography, Politics and many more subjects.

Some jobs in which Sociology can be very helpful are: teaching, health care, law, police, social work, counselling, local government and politics, journalism, charity, as well as many other areas.

With around 80 – 90% gaining grades 9-4, Sociology produces a lot of young people with skills and knowledge which can help them to move in to a variety of areas in the future.

As a department, we consistently achieve higher results compared to similar schools in the country.

# Careers Education and Guidance

Careers Co-ordinator: Miss J Harris

## **Careers Programme**

Careers modules are included in the PSHCE programme for all year groups. The purpose of careers lessons is to help students consider their own personal and social development, to enhance their decision-making skills and to promote a realistic awareness of the adult world and the changing pattern of work. By the end of Year 11, it is expected that students will have a good grasp of the range of educational, occupational and vocational opportunities available to them.

Careers lessons include the following:-

### **Year 9**

Students will look at personal skills and qualities, subjects available and what the GCSE includes, ways of finding out information about subjects and careers including the careers choices software called Kudos which uses information about individual's skills, qualities, areas of interest etc. and selects 20 suitable occupations taking these areas into account.

### **Year 10**

Students will have the opportunity to attend a careers interview with Glyn Ellis (Careers Advisor). In July, the school organises a Careers Fair where a number of local employers will come into school to talk to students about the range of occupations in their companies. This will enable students to start to think about their future and life after Year 11.

### **Year 11**

The Autumn term of Year 11 includes a module on the exploration of progression routes at 16+. Through careful guidance from teachers, careers advisors and parents/carers, students should be able to make informed decisions about their future after compulsory education. Students will be given information about how to apply for our sixth form including how to write a personal statement and will be shown how to apply for further education at other establishments.

## **Careers Advice**

Our Careers Adviser, Glyn Ellis, is presently in school two days a week and is available at break and lunchtimes to all year groups who may wish to discuss careers ideas. In Years 10 and/or 11 students have an interview with the Careers Adviser who guides them towards realistic careers ideas. He provides up-to-date information and practical help and parents/carers are invited to attend these interviews. In addition, students will be provided with all the information required about choices at Post 16.

## **KS4 Enrichment and Empowerment Programme (EEP)**

Enrichment Subject Leader: Mr F Swarbrooke

During all 2 years of Key Stage 4, students will have some curriculum time every week to undertake the Life Enrichment and Empowerment Programme (LEEP). The programme is designed to give students the opportunity to develop skills, knowledge and experiences that will better equip them for their future post 16. These will include:

### **The Archbishop's Young Leaders Award (years 9 and 10)**

This is an exciting new scheme that focuses on the development of leadership skills linked to various practical challenges. Developed by the Archbishop of York Youth Trust, the Key Stage 4 version of The Young Leaders Award is an excellent way of adding great value to a student's 'leaving school' CV! Spread over two years and covering ten modules about leadership, students build up a portfolio of evidence to achieve an accredited award.

Each module begins with 3-4 skills based teaching sessions before launching into an 'apprentice style' challenge relating to the relevant leadership topic. After the challenge is completed the group review the task and also have one-to-one mentoring sessions with staff in order to help them become reflective practitioners and develop their leadership skills further. Each leadership challenge that the group undertakes will vary in each module and the students should be encouraged to take the lead in this area.

There are no formal papers to take and essays to write but completion of classroom work is essential. Students are expected to be fully involved in the classroom sessions and out of school activities, but what is most important is seeing what it is that they have done in their leadership challenges.

Each student will be provided with a leadership journal for them to use to plan their work in and they will be expected to build up a portfolio of evidence around each leadership challenge and especially the ones which focus on making a positive difference in their local community. This might include photos, diary entries, letters, planning sheets, video footage etc. The school will send the Trust a selection of portfolios as evidence of the students' work before they are awarded with the Young Leaders Award badge and certificate.

As an academy we feel it is crucial to help empower our students to become confident members of a team, develop their leadership skills and confidence with working with others; in order to make them stand out from the crowd during interviews and university applications.



For your notes: