

Welcome to your Key Stage 4 course guide for September 2018

Here you will find guidance on making a decision for your Key Stage Four subjects. By reading the booklet, talking to your teachers, attending presentations and events, speaking to your tutor, your family and by researching potential career routes into the future - you will be in a position to finalise the courses you want to study for Years 10 and 11.

We are keenly aware that each one of our students has invested a great deal of their lives to-date in education and we now want to ensure that each and every one of you will leave SBL with the qualifications that will give the best possible chance of progression and employment in the future. I am pleased to say that we are able to offer considerable choice to you and to maximise the possibility of progress for you when you leave education. We have also offered guidance to the pathway that we feel will offer the right route for each one of you.

You and your parents may be aware of the “English Baccalaureate” and how this standard can be met. We will encourage a high proportion of our students to follow the English Baccalaureate pathway by choosing to study a modern foreign language (i.e. French or German), plus either history or geography in addition to English, mathematics and science. All of these subjects are studied as part of our core offer.

You may be aware that there have been several recent changes in GCSE qualifications, not least the gradual reduction of coursework. In most subjects (especially GCSEs) assessment is carried out through end of course examinations in the main. Alongside this, students may also complete lesson-based assessments that contribute to the overall grade you receive.

We also offer qualifications that are a little more practical in content. These qualifications still require students to sit final exams but may have coursework elements. The type of course you choose really depends on how you learn, what interests you most and how you can select the right balance of subjects to ensure that you are successful in English, Maths and Science at the end of Year 11.

All pathways allow almost all students to achieve at least eight good passes (grade 5 or better) at GCSE or equivalent, including English and mathematics, therefore meeting the expectations of Sixth Form, employers and universities. The vast majority of our students should be able to achieve considerably more than this. We will give all of our students every encouragement to do so.

Once we have received returns from each student, we will go through each of them individually to make sure that your subject choice gives you the best chance of success into the future. We will confirm final choices during Term 6.

Best wishes



Mr D Anderson, Principal

Key Dates for Year 9

| | |
|--|---|
| w/c 22 January 2018 | <ul style="list-style-type: none">• Year group assembly• Subject presentations week – looking at KS4 options in each curriculum team. |
| Thursday 1st February 2018 | Year 9 Parents/Guided Choices evening <ul style="list-style-type: none">• Parent Talk at 7.00pm and 7.30pm in the main hall• A chance to talk to teachers |
| By Monday 19th February 2018 | <ul style="list-style-type: none">• Forms handed back to tutor |

The Current National Situation

For courses that begin in September 2018, there will not be as many examinations or assessments taken during the course. Previously, students would have had a different experience. For example, current Year 9 students will generally take a significant number of written exams at the end of Year 11. In some subjects, controlled conditions coursework or other practical assessments will continue – we will publish a calendar for the main dates as soon as we possibly can in Year 10.

1. More end of course exams

Into the future, students will have a heavy exam commitment at the end of Year 11 in the summer of 2020. There will not be opportunities to re-sit papers as there might have been in previous years.

2. English Baccalaureate

Students are being encouraged to follow courses in subject areas that lead to the English Baccalaureate. The subjects are:

- GCSE English Language or GCSE English Literature
- GCSE Maths
- GCSE Double or Triple Science (GCSE Computer Science can also be counted)
- GCSE Foreign Language
- GCSE Geography or GCSE History

In order to gain the [English Baccalaureate](#) qualification, students must gain a pass in **all of these 5 subject areas**. This pathway is now regarded as the ‘gold standard’ nationally and contains an excellent balance of subjects.

Our advice is that students who have been recommended to study this pathway should strongly consider the intellectual and progression benefits of doing so.

3. Vocational courses

These courses (typically BTECs, CNAT and NCFE V-Certs) now have examination content in the main and are more challenging than they were in previous years. The project work element of some of the courses means that they are suitable for a broad range of students. For September, these courses will contain an externally assessed examination. Vocational courses will be equivalent to one GCSE.

Controlled Conditions Assessments

These have replaced coursework in most subjects. These assessments are done in school although students can, and should, prepare for them at home.

Our Three Suggested Pathways:

1. English Baccalaureate Pathway

| Core Offer | | |
|--|---|--|
| <ul style="list-style-type: none"> English Language and English Literature Maths Science Core PE PSHE | | |
| Option Block 1 Choose one GCSE from: | Option Block 2 Choose one GCSE from: | Option Block 3 Choose four subjects from the following list and we will endeavour to allocate your top two preferences: |
| French or German | History or Geography | GCSE Art & Design: Art, Craft & Design GCSE Art & Design: Textiles Art GCSE Computer Science L1/2 Award in Creative & Media GCSE Product Design L1/2 Engineering Manufacture CNAT Enterprise and Marketing VCERT Food & Cookery GCSE Geography BTEC Health & Social Care GCSE History GCSE French or German GCSE Physical Education GCSE Religious Studies GCSE Triple Science |
| Choose four subjects from block 3. We will try to give you your <u>top two</u> preferences from this list. | | |

2. Academic Pathway

| Core Offer | | |
|--|--|--|
| <ul style="list-style-type: none"> English Language and English Literature Maths Science Core PE PSHE | | |
| Option Block 1: Choose one GCSE from: | Option Block 2 Choose four from the following list and we will endeavour to allocate <u>three</u> : | |
| French or Spanish or History or Geography or Computer Science | GCSE Art & Design: Art, Craft & Design GCSE Art & Design: Textiles Art GCSE Computer Science L1/2 Award in Creative & Media GCSE Product Design L1/2 Engineering Manufacture CNAT Enterprise and Marketing VCERT Food & Cookery | GCSE Geography BTEC Health & Social Care GCSE History GCSE French or German GCSE Physical Education GCSE Religious Studies GCSE Triple Science |
| Choose four subjects from block 2. We will allocate <u>three</u> preferences from this list. | | |

3. Our Vocational Pathway

| Core Offer | |
|---|--|
| <ul style="list-style-type: none"> English Language and English Literature Maths Double Science | <ul style="list-style-type: none"> Core PE PSHE |
| Option Block 1 <i>Choose one GCSE from:</i> | Option Block 2 <i>Choose four in preference order from:</i> |
| French or German or History or Geography or Computer Science | GCSE Art & Design: Art, Craft & Design GCSE Art & Design: Textiles Art L1/2 Award in Creative & Media GCSE Product Design L1/2 Engineering Manufacture CNAT Enterprise and Marketing VCERT Food & Cookery BTEC Health & Social Care GCSE Physical Education GCSE Triple Science |
| <i>Choose four subjects from option block 2 above. We will allocate <u>three preferences</u> from your selection.</i> | |

How do we help you choose a 'Pathway'?

At SBL, we give you a selection of subjects and suggested pathways from which you can state your preferences. While we want you to make your own choices as far as possible, there may be some choices you make that we may feel are not appropriate for you. In cases such as this, we will meet with you and possibly your parents or carer(s) to discuss your choices and consider what might be a more appropriate selection. In this way, we will try to maximise your chances of attaining your full potential across a good range of qualifications recognised by sixth form, colleges, universities and employers. Ultimately, your course choices will be up to you.

How will I know if a particular choice of subjects is not appropriate for me?

Based on the evidence of your progress so far, we will consider how appropriate a particular subject would be for you, based on your past performance in lessons, exams and in classwork. We will consider whether the choices you have made are appropriate based on your past performance and measured against what people with similar grades to you have achieved nationally.

What if I don't like the pathway you have suggested for me?

You do not have to follow the pathway we have suggested. We have chosen a pathway that will maximise your chances in a range of subjects which will, in our belief, lead to future success and fulfilment for you. If, in our opinion, your choices may not push you enough, or that you may find the choices you have chosen too difficult, we will contact your parents/carers to discuss this. In most cases this will not become an issue.

How can I decide what subjects are best for me?

'What do you enjoy most?' is your first question. 'What am I best at?' is your next. You will also want to strongly consider what you want to do post 16 and post 18.

Who can help me decide what to choose?

Listen to advice from your parents/carers, teachers, friends, older brothers and sisters, but at the end of the day make sure you make the final decision.

Don't pick a subject just because . . .

- ... your friend is doing it. You may not be in the same group and they are very likely to have different tastes to you.
- ... you like a teacher. You may not get the same teacher in KS4.
- ... you haven't fully researched the subject and you are unclear what the subject will demand of you.

Am I guaranteed to get the subjects that I choose?

Unfortunately, if there are not enough students choosing a course, we cannot run it - therefore, you **may not** get your first choice. Normally this doesn't happen to many students. We could limit the number of subjects we offer and make sure they all run but then we would limit your choice. It may be the case, that two of the subjects you choose have to run on the timetable at the same time and this will mean you will have to choose between them. Again, this doesn't happen often.

- All courses need enough students to run.
- There are limited places in some subjects.
- As a result, we cannot guarantee that students will automatically be given all of their first preferences.
- Information in the booklet is accurate at the time of writing but the introduction of new national regulations may mean that amendments are made at a later stage. This is out of our control.
- Once your forms have been returned they will be checked individually to see that each student has chosen courses which are challenging and that offer a chance of success.
- This process does take some time and final confirmation of choices will be made in Term 6.

What happens after the options evening?

After the deadline for the return of option forms to your tutor on **Monday 19th February**, each student will be interviewed by a member of staff to ensure that the choices they have made are appropriate to their abilities and aspirations. Students will receive confirmation of their choices in June.

Other factors to consider:

Reformed GCSEs:

Reformed GCSEs in maths, English Language and English Literature were sat for the first time in 2017. Other subjects will be reformed for exams in 2018 onwards.

Vocational Reforms:

Vocational courses now include at least 25% - 50% external assessment (usually an examination). This is a change from the past.

First Entry Only:

To discourage resits, where students have more than one attempt at an exam, only the first entry can be counted towards a school's performance measures.

Assessment Changes:

Most subjects will have examinations at the end of Year 11. The end of Key Stage Four will be quite a pressured time therefore and must be prepared for a long time in advance.

Students are now required to remember lots of facts, ideas and information. Committing this to memory takes time and cannot be left until the end of Year 11. In fact, this process needs to begin now. Homework has a very important part to play in examination success.

Accuracy in spelling and grammar is also important. This will also be an important factor in most courses and will gain extra marks.

Why are GCSEs being reformed:

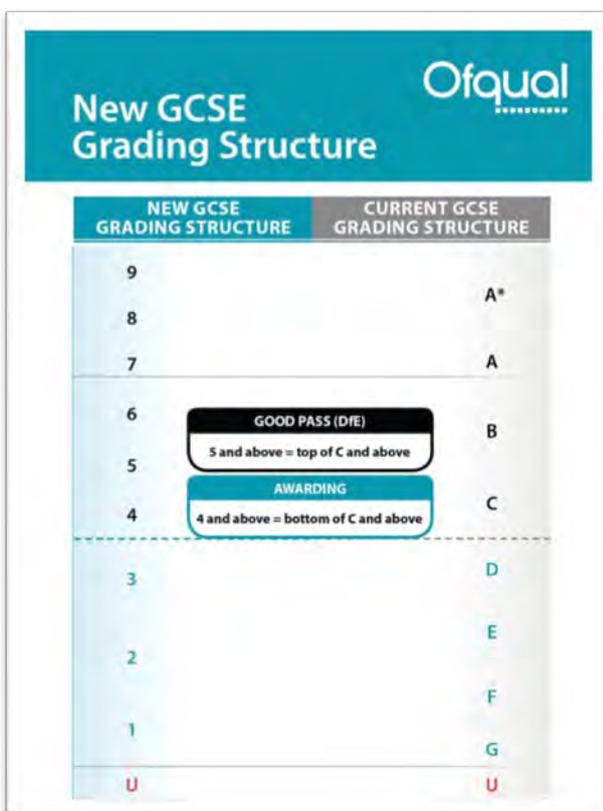
1. To provide a stronger foundation for further study and employment, keeping pace with the demands of universities and employers.
2. To support students in developing the knowledge, skills and values they need for life in Modern Britain.
3. To match the standards of the best education systems in the world.

How will reformed GCSEs be different?

These qualifications will make more demands of students, to ensure that our children's education is ultimately comparable with students in countries with the best education systems.

GCSEs will be taken by the same range of students who take GCSEs currently, across a range of abilities.

Students will be awarded in grades from 9 to 1, with grade 9 being the highest grade.



The chart shows the mapping between the new GCSE grading structure (grades 9-1 and U) and the current GCSE grading structure (grades A*-G and U). A dashed line separates the 'AWARDING' range (grades 4 and above) from the 'GOOD PASS (DfE)' range (grades 5 and above). The 'GOOD PASS (DfE)' range is defined as '5 and above = top of C and above', and the 'AWARDING' range is defined as '4 and above = bottom of C and above'.

| NEW GCSE GRADING STRUCTURE | CURRENT GCSE GRADING STRUCTURE |
|----------------------------|--------------------------------|
| 9 | |
| 8 | A* |
| 7 | A |
| 6 | |
| 5 | B |
| 4 | C |
| 3 | D |
| 2 | E |
| 1 | F |
| | G |
| U | U |

For students taking examinations in 2020, a 'good' pass will be considered to be a Grade 5 or above.

Examinations will become the main way of assessing. Almost all exams will be at the end of courses.

It is most likely that there will **only** be ability setting in maths, science and languages.

There will only be retake opportunities in November (post Year 11) and only for English and maths re-sits.

Other forms of assessment will only be allowed where this is essential in order to assess specific skills (e.g. in art and design or PE).

Science

The science team will write to you to inform you whether they recommend Triple Science (Biology, Chemistry and Physics) or Combined Science. Students for whom Triple Science is suggested **can choose** to take Combined Science if they prefer. If Triple Science is selected then it **must** also be selected as one of the option choices in the English Baccalaureate and Academic Pathways.

Changing courses:

Students will not be allowed to change courses after week 2 of Term 1 in Year 10. Students cannot usually 'drop courses' in Years 10 or 11. This will only happen in highly exceptional circumstance such as the need to meet a student's medical requirements.

9-1 grading for GCSEs

Students will start 'new specification' GCSEs in all subjects with a new grading system, 9 being the highest grade and 1 the lowest.

The details of these GCSEs are outlined in subsequent subject pages but broadly these are designed to be 'more challenging' than some GCSE course which may have run previously. Almost all GCSE's will be assessed by external exam only in the summer of 2018.

What is Controlled Assessment?

Controlled Assessment has replaced coursework. This is done in school although students can and should prepare at home. Some GCSE, VCERT, CNAT, BTEC and OCR Certificate courses enable students to take examinations during the year but the vast majority of assessment takes place as 'terminal' examinations in the summer of 2020.

What are VCERT, BTEC, CNAT and OCR Certificate qualifications?

These are vocational qualifications. These courses are designed to offer a more practical approach to examinations. Each of the qualifications is of equal value to a GCSE qualification and has been approved by the Department for Education as being of equal value.

Careers Information:

Use these fantastic websites to do your own research:

1. A careers site with information on university studies: <https://www.prospects.ac.uk/>
2. Planning choices at age 14: <http://www.careerpilot.org.uk/>
3. A careers site: <http://icould.com/>
4. National careers service: <https://nationalcareersservice.direct.gov.uk/home>

Final Information

- ✓ You will be guided towards a pathway.
- ✓ Make your curriculum choices based on the pathway.
- ✓ Choose subjects you will do well in where you feel motivated to try your best.
- ✓ Consider your future plans after the age of 16.
- ✓ Talk to parents / carers, teachers and tutors.
- ✓ The behaviour of each student will be taken into account when allocating courses in the summer.

CORE SUBJECTS

ENGLISH

Examination Board: AQA

Staff Contact: Mrs C Slocombe

In years 10 and 11, all students will take two GCSE courses in English Language and English Literature. They are expected to read widely, undertake a range of written responses and to speak in a range of formal situations. Reading outside of the classroom will be essential to identify a range of writing styles, formats and audiences.

Controlled Assessment

There is no coursework in English

Examinations

Both subjects are linear, have 2 exams and will be examined at the end of Year 11.

ENGLISH LANGUAGE

Paper 1: Explorations in creative reading and writing

1 hour 45 minutes

- a) Answering 4 questions on an extract of fiction writing
- b) Writing creatively through description or narrative

Paper 2: Writers' viewpoints and perspectives

1 hour 45 minutes

- a) Compare 2 pieces of non-fiction writing from different time periods
- b) Writing to present a viewpoint

Speaking and Listening

A formal presentation that is assessed and awarded separately from the GCSE grade.

ENGLISH LITERATURE

Paper 1: Shakespeare and the 19th Century Novel

1 hour 45 minutes

- a) A Shakespearean play ('Macbeth')
- b) A novel from the 19th century ('A Christmas Carol')

Paper 2: Modern Texts and Poetry

2 hours 15 minutes

- a) A modern prose or drama text from the 20th century ('An Inspector Calls' or 'Blood Brothers')
- b) The Poetry Anthology: A selection of 15 poems
- c) Unseen poetry comparison

MATHEMATICS

Examination Board: Edexcel – Course 1Ma1

Staff Contact: Mr C Smy/Mr J Rossiter, or your child's current Maths teacher.

Traditionally mathematics has involved knowing the rules to deal with numbers, percentages, areas, equations, etc. This course will demonstrate that mathematics can be used to solve practical problems in everyday situations. An important aim of the course is to help you to talk about mathematics and use mathematical language correctly. Helping you to read and understand mathematical information given in tables, graphs and diagrams, building your confidence to enable you to pass on your knowledge to others, in a clear, concise and logical way. Students have already started studying the course in Year 9, and will continue to use the Kerboodle resources through years 10 and 11.

Controlled Assessment

There is no coursework or controlled assessment for mathematics. However the course is designed with opportunities for developing problem-solving techniques and building confidence and skills for tackling unfamiliar challenges.

Examinations

The GCSE consists of 3 exams, two calculator and one non-calculator paper. Each paper is 1 hours 30 minutes and will have questions to test the full Content of the course ie Number, Algebra, Shape, Space and Measure, and Statistics and Probability.

You will be grouped according to your ability and will follow either the Foundation or Higher Tier course. Both tiers of entry will take the examinations at the end of Year 11. The new GCSE will be graded from 9 to 1 rather than A*-G.

As at KS3, an appropriate scientific calculator, such as the Casio FX83 GT Plus or Casio FX85GT Plus will be required.

COMBINED SCIENCES

Examination Board: AQA (Trilogy)

Staff Contact: Mr B Golledge

Under the new GCSEs from 2016 students will sit all exams terminally at the end of year 11. Students will gain the equivalent of two GCSEs for sitting the course. They will cover aspects of Biology, Chemistry and Physics as well as investigative skills. The GCSE qualification encourages students to be inspired, motivated and challenged by following a broad, coherent and practical course of study. It provides an insight into and experience of how science works, stimulating students' curiosity and encouraging them to engage with Science in their everyday lives.

Required Practical Activities

There is no longer controlled assessment or coursework requirements for the new GCSE course (the same as any new science GCSE) there are practicals which students must complete throughout the two years. Student's knowledge of these practicals will be tested in the exam.

Examinations

Biology 1

Biology 2

Chemistry 1

Chemistry 2

Physics 1

Physics 2

Each paper last 1 hour and 15 minutes long. They are out of 70 marks and each paper is worth 16.7% of the GCSE.

Papers can be sat at either a higher 4-9 or foundation 1-5 level.

CORE PHYSICAL EDUCATION

Examination Board: Non-examined course

Staff Contact: Miss S Mitchell/Mr M Shiells

At key stage 4 the aim of core Physical Education is to engage students in physical activity that will see them continue to develop a love of lifelong participation. Students are given the opportunity at the start of the academic year to select a 'Pathway' that best suits them and their area of interest.

* Students who have opted for GCSE Physical Education will be required to follow the Sports Performance pathway in order to support the practical component of their course (40% of their final GCSE examination grade).

Pathways

1. **Sports Performance** - students are given the opportunity to improve their level of performance across a wide range of activities (association football, badminton, basketball, cricket, handball, hockey, lacrosse, netball, rugby, table tennis, tennis and volleyball). Students following this pathway will be assessed against AQA examination criteria for their practical performance.

2. **Healthy Active Lifestyles** - students are given the opportunity to follow a variety of activities that will enable them to focus on their general level of fitness as well as the importance of diet and nutrition. Examples include use of the well-equipped fitness suite for weight and cardiovascular training and the activity studio for circuit training and H.I.I.T/cross fit type activities.

3. **Lifelong Participation** - students are given the opportunity to undertake a variety of activities that will encourage fun, engagement and lifelong participation. Examples include badminton and dodgeball.

OPTION COURSES

GCSE ART & DESIGN: ART, CRAFT AND DESIGN

Examination Board: AQA

Staff Contact: Mr P Corkish

GCSE Art, Craft and Design is offered as a two-year course that looks at both traditional and contemporary art and promotes learning across a variety of creative disciplines. Students are assessed over four assessment objectives, which include researching and analysing artists, experimenting with practical elements, developing ideas and presenting a final response. Students will participate in workshops introducing them to a range of disciplines and will then specialise in 2 of these for the remainder of the course. Possible disciplines include: fine art, graphic communication, textile design, three-dimensional design, and photography. There will be opportunities throughout the course to attend local and national galleries as well as attend artist-led workshops.

Controlled Assessment

All work produced, including homework, will go towards the final body of work that is assessed. Homework is set weekly and students are expected to spend at least one hour on this to support ongoing coursework.

All students complete two compulsory units:

- Unit 1: Portfolio of Work (60% of the overall grade)
- Unit 2: Externally Set Task (40% of the overall grade)

Examinations

All coursework is internally marked against a set of assessment objectives, which are regularly shared with students. The exam board then moderates a sample of work at the end of the course. All work is graded from 9-1.

Progression

This course provides a strong foundation for A-level studies as well as vocational pathways. Further studies could include A-level: fine art, photography, graphic communication, textile design.

GCSE ART & DESIGN: TEXTILES ART (Vocational)

Examination Board: AQA

Staff Contact: Miss R Shand

Art Textiles is a combination of Art and Textiles. It is a subject that encourages creativity, use of imagination and development of a variety of skills, resulting in expressive outcomes.

Controlled Assessment

The coursework is 60% of the final grade and consists of sketchbook work, display boards and final outcomes. Students are introduced to a variety of experiences that explore a range of textile media, techniques and processes, including both traditional and new technologies. In each project students are assessed against four areas: Artist research, experiment sampling, developing ideas, and final outcomes.

Homework is an essential part of the course and students are expected to complete this on a regular basis using independent research skills to support and build on their classwork.

Examinations

The exam is 40% of the final grade and consists of 8-10 weeks of preparation and a 10 hour 'studio' exam. All coursework is internally marked against a set of assessment objectives, which are shared with students. All work is graded from 9-1.

GCSE COMPUTER SCIENCE

Examination Board: OCR

Staff Contact: Mr D Morgan

For students who want to build computers and software, taking the **developer** pathway. You will study a range of practical and theoretical concepts that will allow you to create computer programs and understand the problem solving involved in developing software. This is a difficult qualification, but one of the most interesting and rewarding that is currently offered.

Component 01 – Computer Systems: Computer systems and programming covers the body of knowledge about computer systems looking at programming concepts and the structure of a computer system.

Component 02 – Computational Thinking, Algorithms and Programming: This theoretical unit is focused on the core theory of computer science and the application of computer science principals. You will learn to program and be able to break that skill down into substantial written explanations and methodologies.

Component 03 – Programming Project: Programming Project will teach you standard programming techniques allowing you to develop a coded solution to a problem including developing suitable algorithms, variables and data structures. This is a non-exam assessment which gives you around 20 hours of class time to produce work to a specific brief. You will use your programming knowledge to develop a piece of software that solves a problem.

Examinations

There are two theory exams worth 80% of the overall grade; this covers everything from programming theory, hardware, software and networking. You'll learn how a CPU works and the basics of Von Neumann architecture. It's absolutely fascinating, but does require a certain amount of mathematics to be able to work with the binary, hexadecimal and logic-based questions. These examinations, as well as the course, will be graded using the new 9-1 levels.

If you are concerned about your level of mathematical ability (less than set 2) then please see a member of the Computer Science department where we can perform a 20-minute assessment that will identify if you are suitable.

Programming

There is a significant focus on developing your skills as a programmer; we will be focusing on the Python and JavaScript programming languages through this course; pre-reading or practice with any of these would be a very good idea.

Computer Science is graded 9-1.

ENGINEERING MANUFACTURE LEVEL 1/2 OCR AWARD/ CERTIFICATE (Vocational)

Examination Board: OCR

Staff Contact: Mr A Fletcher

This qualification is part of the new Cambridge nationals in engineering suite. It is aimed at students who wish to study the processes involved in manufacturing new engineered products. It provides you with the knowledge and skills required to operate manufacturing tools and equipment used to make products in accordance with a design specification, and develops your understanding of the processes and systems required to transfer a design concept into a mass produced quality product.

Controlled Assessment

There are three centre-assessed units:

- Preparing and planning for manufacture
- Computer-aided manufacturing
- Quality control of engineered products

Examinations

There is one exam-assessed unit that is 1 hour long; the content focuses on engineering materials, processes and production.

This course is graded Pass, Merit or Distinction.

ENTERPRISE AND MARKETING (Vocational)

Examination Board: OCR

Staff Contact: Miss L Armes/Mr S Downes

If you are interested in the world of business then our Cambridge national in Enterprise and Marketing is the subject for you. During the course you will investigate actual businesses from birth to maturity, you will:

- learn about and understand the world of business
- develop skills in the financial aspects of business
- carry out market research, both within and away from the classroom
- learn how to work in a team with other members of the class
- learn through investigation in addition to listening and reading.

Year 10

Examined Unit

You will learn about the techniques businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers. You will also learn about key aspects of small businesses, including ownership and functional activities.

Year 11

Unit 2

In unit 2, you will be provided with a business challenge. From this you will create a researched and costed business proposal. You will need to undertake activities such as conducting market research, presenting data, using idea generation tools, seeking and acting on feedback, and costing proposals.

Unit 3

In unit 3, you will prepare for and pitch your own business proposal that you developed in unit 2. Alongside developing a brand identity, you will investigate how to best promote your product and then plan and prepare your pitch.

Examination

Unit 1 is assessed by external examination at the end of year 10.

Units 2 and 3 are assessed through coursework in year 11.

FOOD & COOKERY VCERT LEVEL 2 (Vocational)

Examination Board: NCFE

Staff Contact: Miss R Shand

This course is designed for students who have an interest in food and cookery. It will provide you with experience of using different cooking techniques and methods to enable you to use these within further education or apprenticeships. It will give you a broad understanding of the skills required for a career in food.

Controlled Assessment

There are three centre assessed units:

- Preparing to cook
- Understanding food
- Plan and prepare dishes in response to a brief

Examinations

There is one exam assessed unit that is 2 hours long; the content focuses on exploring balanced diets and nutrition. This exam is in November of Year 11.

This course is graded Pass, Merit or Distinction.

GCSE GEOGRAPHY

Examination Board: AQA

Staff Contact: Mrs K Oldfield

During years 10 and 11 students will cover three units 'Living with the Physical Environment', (covering topics such as natural hazards and the UK's Physical Geography) 'Challenges in the Human Environment', (covering topics such as resource management and the changing economic world) and Geographical applications (covering topics such as field works and statistical analysis).

Students are expected to read/watch the news to ensure they are keeping up to date with geographical events on a local, national and global scale. Two pieces of fieldwork are compulsory during this course; however there is no controlled assessment within this new specification. Students are examined on the findings of their investigations.

Examinations

There are three examinations for Geography. Unit 1 focuses 'Living with the Physical Environment', Unit 2 covers 'Challenges in the Human Environment' and Unit 3 covers the fieldwork section of the course. Units 1 and 2 are 90 minutes long and Unit 3 is 75 minutes long.

Geography is graded 9-1.

HEALTH & SOCIAL CARE BTEC (Vocational)

Specification: Pearson BTEC

Contact Teacher: Ms L Sharp/Mrs S Kauser/Mrs H Pedley-Webb

This course will appeal to students who are interested in health and social care careers such as nursing, midwifery, education, childcare, youth work or social work with vulnerable adults, children, families, the elderly and disabled people of all ages. The course will explore human development over the lifespan, a range of influences on health and wellbeing, and the application of care values such as dignity and respect.

a) Core programme of studies:

Unit 1: Human Lifespan Development

- How we grow and change from infancy to old age
- The physical, intellectual, emotional and social aspects of development
- How human development is affected by life events and experiences

Unit 2: Health and Social Care Services and Values

- Health, social care and early years services
- Health, social care and early years jobs
- The care values and how we use them

Unit 3: Health and Wellbeing

- A case study of an individual with specific needs
- The development and wellbeing of one individual
- Services and care workers for the individual

b) Assessment framework

All three units are assessed through coursework in controlled conditions.

c) Skills

Essential skills you will develop through this course:

- A deeper understanding of your own life and self
- Empathy for others who may be very different to yourself
- Respect for diversity in society and differences between us
- Literacy for learning, including reading, writing and research
- Mathematical and scientific skills to make sense of data
- ICT skills for research, and the production of high quality coursework
- Cooperation and team-working skills

This course is graded Pass, Merit or Distinction.

GCSE HISTORY

Examination Board: Eduqas

Staff Contact: Miss L Tilley

You will study:

Changes in Health & Medicine in Britain from c500 to the present day. Thematic Study.

Exam 1 hour 15 minutes.

- What were the causes of illness and disease?
- How did people try to prevent illness and disease?
- What treatments and cures were tried?
- How has medical knowledge improved over time?
- How has patient care improved?
- How effective have improvements in public health & welfare been?
- A detailed study of the village of Eyam in the Great Plague of 1665.

Austerity, Affluence and Discontent: Britain 1951-1979. Study in Depth.

Exam 1 hour.

- How did British people recover from the effects of the Second World War in the early 1950s?
- Why were British families so well off by the end of the 1950s?
- How did the British pop explosion change music and fashion in the sixties?
- Why did women's lives change so much as a result of such things as the pill, education and women's liberation?
- How did young people rebel against authority in the sixties and seventies?
- How did immigration change Britain in this period?
- Why did the seventies see so many strikes and protests? Why did Northern Ireland become such an explosive problem?

The Development of the USA, 1929-2000. Period Study.

Exam 45 minutes.

- How did the Wall Street Crash and the Depression affect the USA?
- Why did Americans become so wealthy after the Second World War?
- How did black Americans overcome so many obstacles in their fight for civil rights?
- How did US presidents from Kennedy to Clinton change the USA?
- Why did the lives of young people and women change as a result of new music and attitudes?
- How did the Cold War bring the USA and USSR close to war?
- How has the USA found a new role in the world since the Cold War?

The Voyages of Discovery and Conquest of the Americas, 1492-1522. Study in Depth.

Exam 1 hour.

- Why did European explorers set out to new lands in the late fifteenth century?
- How did Christopher Columbus discover America?
- How did other explorers reach new lands?
- What was the Aztec Empire like before Europeans reached Mexico?
- Why was Cortez able to conquer Mexico?
- What was the terrible impact of the Spanish conquest of the Aztecs?

There is a field trip to London in Year 10.

Examinations. There are four exams. History is graded 9-1.

GCSE MODERN FOREIGN LANGUAGES: FRENCH OR GERMAN

Examination Board: AQA

Staff Contact: Ms C Saunders

The GCSE qualification in either French or German requires students to:

- develop the ability to listen to and understand spoken French or German in a range of contexts
- communicate in speech
- read and respond to different types of written language
- communicate in writing for a variety of purposes
- understand and apply a range of vocabulary and structures

Assessment AND Examinations

100% external assessment

Students will sit all their exams at the end of the course at either Foundation or Higher level. There are 4 exams graded 9-1

Unit 1: (25% of the total GCSE) **Listening** – understanding and responding to different types of spoken language

Unit 2: (25% of the total GCSE) **Speaking** – communication and interaction in the target language

Unit 3: (25% of the total GCSE) **Reading** – understanding and responding to different types of written language

Unit 4: (25% of the total GCSE) **Writing** – communication in writing in the target language

Speaking, listening, reading and writing assessments will focus on 3 main themes:

1. Identity and culture
2. Local, national, international and global areas of interest
3. Current and future study and employment

Students will be expected to spend time at home throughout the two year course: learning vocabulary; developing listening and reading skills through practice activities and exercises; practising speaking and pronunciation using online recording and completing regular writing tasks including translation activities to and from the target language.

Students will be expected to have studied the relevant language at KS3 and assessment and content will build on the skills and language learnt in KS3, as well as introducing new topics and enhancing grammatical understanding.

Why Study French or German?

If you enjoy communicating with other people, finding out how languages work and learning about different cultures, studying GCSE French or German is an excellent choice for you. You will add an international dimension to your choice of GCSE subjects, which is something many future employers and higher education providers look for. You will create greater for yourself to work abroad or for companies in the UK with international links. This course is graded 9-1.

LEVEL 1/2 AWARD IN CREATIVE & MEDIA (Vocational)

Examination Board: WJEC

Staff Contacts: Miss F Harland & Mr G Lyle

This qualification allows students to specialize in either Music or Performing Arts, or work across both disciplines. The focus is on applied learning – acquiring and applying knowledge, skills and understanding through tasks placed in a real world context.

Students will explore a range of genres, techniques and skills in their chosen specialism(s) of Music and/or Performing Arts, applying their knowledge in a range of workshops, performances, research tasks and practical assessments. All practical work is supported by written work in the form of research, rehearsal diaries, schedules, plans and evaluations, etc. The choice of optional unit studied will be based on the interests and skills of the students taking the course.

This course is graded: Level 1

Level 2 – Pass, Merit, Distinction, Distinction*

Students have to study two mandatory units and one optional unit:

| Unit number and title | Mandatory/optional | Assessment |
|---|--------------------|---|
| Unit 1 – Creating a proposal in response to a brief Applying knowledge of professional practice gained during the course to produce a creative proposal in response to a given brief | Mandatory (25%) | Externally assessed Term 4 Yr 11 (2 hour written paper based on 20 hours preparation) |
| Unit 2 – Creating an outcome in response to a brief Creating the outcome of the Unit 1 proposal and refining it in response to feedback given | Mandatory (25%) | Internally assessed assignment involving both practical and written tasks Term 4 & 5 Yr 11 (30 hours) |
| Optional unit (to be decided) Developing the learner's skills in a specific aspect of the Creative & Media industries e.g. Stage Acting, Physical Theatre Performance, Solo or Ensemble Musical Performing, Musical composition | Optional (50%) | Internally assessed portfolio of evidence Yr 10 & 11 (60 hours) |

This course supports progression to further study in Music and/or Performing Arts. It also equips students with a range of skills that support further study/career progression in: education (all sectors), public services, law, health related industries, as well as other creative industries.

Transferable skills developed during the course include: confidence, cooperation, communication (written and verbal), creative and critical thinking, self-reflection, cultural understanding, empathy, emotional awareness, self-discipline, organisation and resilience.

GCSE PRODUCT DESIGN

Examination Board: AQA

What do you study?

During Year 10, you develop your independent skills using the laser cutter, 3D printers as well as improving your hand manufacturing skills. The key is to improve the quality and accuracy of your practical work.

Additionally a significant amount of time will be spent using IT, developing skills in CAD (Computer Aided Design) and using presentation tools to show your portfolio of ideas, detailing design briefs, specifications, research, design ideas, modelling, planning and evaluations.

Why is it Important to Study a Design and Technology Subject?

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

Our GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

If you are considering a career in any of the following: engineering, manufacturing, construction, design, catering, hospitality, electronics, robotics, dietician, nutrition, health, education, pneumatic, hydraulic, environmental, architecture (amongst others) you should consider studying a Design and Technology subject to keep your options open at A Level.

How is the course assessed?

Product Design is assessed by producing an element of coursework and studying for a final examination: Coursework = 50%, Examination = 50%

What are the progression routes at A Level and beyond?

It is beneficial to study GCSE Product Design to access A Level Product Design or BTEC Level 3 Engineering. Both of these Sixth Form options are recommended by universities if you intend to study for any engineering, construction, architecture, electronic etc degree.

GCSE PHYSICAL EDUCATION

Examination Board: AQA

Staff contact: Miss S Mitchell/Mr M Shiells

The GCSE Physical Education specification involves assessment based on both practical performance as well as theoretical knowledge. The practical aspect of the course is assessed during core Physical Education lessons (through the Sports Performance pathway) as well as during GCSE practical lessons. Students are prepared for the theoretical component over the two years, which will culminate in two examination papers at the end of Year 11.

Theory: 60%

Subject content will include:

Applied Anatomy and Physiology

Movement Analysis

Physical Training

Use of Data

Sports Psychology

Socio-cultural Influences

Health, Fitness and Well-being

Practical Performance and Evaluation of Performance: 40%

Students will be assessed in 3 chosen activities. At least **one** must be a team activity and **one** an individual activity. The third can come from either category. Some sports cannot be taken together (e.g. rugby union and rugby league) and a student cannot be assessed in the same sport for both team and individual (e.g. doubles and singles tennis). Students will also complete an analysis and evaluation of performance which forms their coursework.

The lists of available activities are below:

| | |
|------------|---|
| TEAM | Football, badminton, basketball, camogie, cricket, dance, Gaelic football, handball, hockey, hurling, lacrosse, netball, rowing, rugby league, rugby union, squash, table tennis, tennis and volleyball. |
| INDIVIDUAL | Boxing, athletics, badminton, canoeing/ kayaking, cycling, dance, diving, golf, gymnastics, equestrian, rock climbing, sculling, skiing, snowboarding, squash, swimming, table tennis, tennis and trampolining. |

Students who wish to take GCSE Physical Education are strongly advised to attend SBL Academy sports clubs as well as community sports clubs.

GCSE RELIGIOUS STUDIES (PHILOSOPHY AND BELIEF)

Examination Board: Eduqas

Staff Contact: Mr P Hill

Are you interested in the world and the people who live in it? Do you like discussion and debate? Do you like challenging other people's views and ideas? Do you like thinking about why things happen? Are you interested in religion and why people have beliefs? Do you understand the challenges of the modern world? If you answered yes, then this is the course for you.

The course is divided into three units -

Unit 1: The Study of Philosophical and Ethical Issues with a focus on Christianity *(50% of final grade)*

- * The Problem of Evil and Suffering
- * Life after Death
- * Relationships
- * Human Rights

Unit 2: Study of Christianity – Beliefs and Teachings and Practices *(25% of final grade)*

Unit 3: Study of Islam – Beliefs and Teachings and Practices *(25% of final grade)*

The course will enable you to develop -

- * The ability to communicate clearly.
- * The ability to think clearly about difficult and challenging ideas and theories.
- * The ability to research topical and up-to-date information from a variety of sources.
- * The ability to empathise. The ability to see complicated and complex issues from other people's perspectives and points of view.
- * The ability to learn and work independently and to manage private study.
- * The ability to think about fundamental issues and challenges facing people in the modern world.

Examination: Three exam papers are taken at the end of Year 11.

GCSE TRIPLE SCIENCE (SEPARATE SCIENCES)

Examination Board: AQA

Staff Contact: Mr B Golledge

All students on this pathway will take three separate GCSEs in Biology, Chemistry and Physics. This pathway enables each subject to be explored in more detail when compared with the Combined Sciences route and it enables an easier transition for further study at A Level. The GCSE qualification encourages students to be inspired, motivated and challenged by following a broad, coherent, practical course of study. It provides an insight into and experience of how science works, stimulating students' curiosity and encouraging them to engage with Science in their everyday lives.

The course is more demanding and to make sure that students make a success of it the Academy has an entry requirement of a level of 6b; this needs to have been consistently met or exceeded by the middle of year 9.

Required Practical Activities

There is no longer controlled assessment or coursework requirements for the new GCSE course (the same as any new science GCSE) there are practicals which students must complete throughout the two years. Students' knowledge of these practicals will be tested in the exam.

Examinations

Biology

Biology 1

Biology 2

Chemistry

Chemistry 1

Chemistry 2

Physics

Physics 1

Physics 2

Each paper lasts 1 hour and 45 minutes.

For each Science each of the papers are out of 100 marks and worth 50% of the GCSE.

Papers are available at both foundation 1-5 and higher 4-9 level although most triple science students will be entered for the higher level.

GCSE Triple Science is graded 9-1. You will get a grade for each separate Science.

Students wishing to study Triple Science (separate sciences) please choose this under Option Courses

IKB ACADEMY

SBL students also have the option to apply to IKB Academy located on the Wellsway campus in Keynsham.

IKB students have an interest and enthusiasm for one or more of the IKB specialist areas of: Science, Technology, Engineering or Maths (STEM) and this STEM curriculum is focused on delivering pathways into further study (University and College degrees) or apprenticeships in:

- Architecture and the built environment
- Design Engineering
- Digital Engineering or
- Science and Medicine

In Year 10 the core curriculum is English GCSE (Language and Literature), Maths GCSE, Triple Science GCSEs (Biology, Chemistry and Physics), PSHE (including citizenship) and core PE. In addition students choose 3 option subjects and take part in work placements that relate to and support their studies (currently one day per fortnight). Students also have the option to study one or two subjects in Wellsway classes where they wish to continue subjects such as a language or humanities (eg to obtain the English Baccalaureate).

The curriculum can be academic or vocational and offers students the flexibility to choose a route most suited to their aspirations and strengths. The following table gives more details of the subjects on offer in Year 10 2018

| | |
|---|-------------------------|
| CORE OFFER: | |
| English Language and English Literature | Core PE |
| Maths | PSHE |
| Triple Science | Work Placement |
| Employability Skills | Coaching |
| CHOICE OF 3 SUBJECTS FROM: | |
| Computing GCSE | Physical Education GCSE |
| Engineering Level 2 BTEC | French GCSE |
| Construction Level 2 BTEC | Geography GCSE |
| Health & Social Care Cambridge National | German GCSE |
| Product Design GCSE | History GCSE |
| Product Design (with an electronics focus) GCSE | Business Studies GCSE |
| ICT GCSE | |

We will attempt to allocate your top 3 preferences and if an enquiry or application is made an interview will be arranged to discuss your choices.

All lessons are delivered in brand new purpose built laboratories and workshops in the IKB building. If you wish to find out more about IKB please visit the website where you can find details of upcoming information evenings or make an enquiry or application. Applications for IKB can be made from now until June 2018 (although early application is encouraged) and students wishing to take this option should do this in addition to completing the SBL option form.

OPTIONS COURSES

Choose 4 subjects and a reserve from this list (EBacc subjects are in bold text)

- GCSE Art & Design: Art, Craft and Design
- GCSE Art & Design: Textiles Art
- **GCSE Computer Science**
- Level 1/2 Award in Creative & Media
- GCSE Design Technology (Product Design)
- Engineering Manufacture Level 1 / 2 OCR Award/Certificate
- Enterprise and Marketing
- Food & Cookery VCERT Level 2
- **GCSE Geography**
- Health & Social Care BTEC
- **GCSE History**
- **GCSE Modern Foreign Languages: French or German**
- GCSE Physical Education
- GCSE Religious Studies (Philosophy and Ethics)
- **GCSE Triple Science (separate sciences)**

Please return this form to Student Services: Monday 19th February 2018

OPTIONS REPLY FORM (Academic Pathway)

Name

Tutor Group

Which subjects have you chosen?

Reserve Subject

| |
|---------------------------------|
| EBacc Subject Preference |
|---------------------------------|

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| Preference 1 |
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| Preference 2 |
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| Preference 3 |
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| Preference 4 |
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OPTIONS REPLY FORM (EBacc pathway)

Name

Tutor Group

Which subjects have you chosen?

Modern Languages (French or German)

History or Geography

Separate Science or Computer Science

Preference 1

Preference 2

Please return this form to Student Services: Monday 19th February 2018

OPTIONS REPLY FORM (Vocational Pathway)

Name

Tutor Group

Which subjects have you chosen?

| |
|----------------------|
| History or Geography |
|----------------------|

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| Preference 1 |
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| Preference 2 |
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| Preference 3 |
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| Preference 4 |
|--------------|

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