



Pathways booklet 2019

Year 9 students



SBL
SIR BERNARD LOVELL
ACADEMY

Welcome to your Key Stage 4 course guide for September 2019.

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, reasonably 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 our students to achieve nine good passes (grade 5 or better) at GCSE or equivalent, including English and mathematics, therefore meeting the expectations of post 16 establishments, employers and universities. The majority of our students should be able to achieve more than this and 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

<i>Thursday 10th January 2019</i>	Year 9 Parents/Guided Choices evening <ul style="list-style-type: none">● Parent Talk in the main hall
<i>Friday 11th January 2019</i>	<ul style="list-style-type: none">● Year group assembly
<i>14th – 25th January 2019</i>	<ul style="list-style-type: none">● Subject presentations fortnight – looking at KS4 options in each curriculum team.
<i>Thursday 24th January 2019</i>	<ul style="list-style-type: none">● Year 9 Parents/Teacher evening. A chance to meet with your child's subject teacher.
<i>By Thursday 7th February 2019</i>	<ul style="list-style-type: none">● Forms handed back to tutor

The Current National Situation

For courses that begin in September 2019, there will not be as many examinations or assessments taken during the course as you may have seen in the past for you elder brothers, sisters or friends. For example, current Year 9 students will generally take a significant number of written exams at the end of Year 11 which students who were studying 3 or 4 years ago, would not have. In some subjects, coursework or other practical assessments will continue, though this might count for fewer marks than in similar courses run previously.

‘Cramming’ revision at the end of the course is not likely to be successful. Doing study at home to supplement learning at school has become a critical part of doing well in this new system.

More end of course exams

Into the future, students will have a heavy exam commitment in the summer of 2021. There will not be opportunities to re-sit papers as there might have been in previous years in the event that a student does not pass.

1. 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 Combined or Triple Science (GCSE Computer Science can also be counted)
- GCSE Foreign Language
- GCSE Geography or GCSE History

In order to meet the [English Baccalaureate](#) standard, 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.

2. 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.

Our Three Suggested Pathways:

1. English Bacallaureate Pathway

Core Offer		
<ul style="list-style-type: none"> ● English Language and English Literature ● Maths ● Science ● Core PE ● PSHE 		
Option Block 1 <i>Choose one GCSE from:</i>	Option Block 2 <i>Choose one GCSE from:</i>	Option Block 3 <i>Choose four subjects from the following list and we will endeavour to allocate your top two preferences:</i>
French or German	History or Geography	<ul style="list-style-type: none"> ● GCSE Art & Design: Art, Craft, Design ● GCSE Art & Design: Photography ● GCSE Art & Design: Textiles Art ● GCSE Computer Science ● BTEC ICT ● Engineering Technical Award (Voc) ● Enterprise and Marketing (Voc) ● Hospitality and Catering (Voc) ● GCSE Geography ● Health & Social Care (Voc) ● GCSE History ● GCSE French ● GCSE German ● Performance Skills (Voc) ● GCSE Product Design ● GCSE PE ● Health and Fitness (Voc) ● GCSE Religious Studies ● GCSE Triple Science
<p><i>Choose four subjects from Block 3.</i> <i>We will try to give you your <u>top two</u> preferences from this list.</i></p>		

2. Academic Pathway

Core Offer	
<ul style="list-style-type: none"> English Language and English Literature Maths 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 from the following list and we will endeavour to allocate <u>three</u>:</i>
French or German or History or Geography or Computer Science	<ul style="list-style-type: none"> GCSE Art & Design: Art, Craft, Design GCSE Art & Design: Photography GCSE Art & Design: Textiles Art GCSE Computer Science ICT Engineering Technical Award (Voc) Enterprise and Marketing (Voc) Hospitality and Catering (Voc) GCSE Geography Health & Social Care (Voc) GCSE History GCSE French GCSE German Performance Skills (Voc) GCSE Product Design GCSE PE Health and Fitness (Voc) GCSE Religious Studies GCSE Triple Science
<i>Choose four subjects from Block 2. We will allocate <u>three</u> preferences from this list.</i>	

3. Our Vocational Pathway

You can also choose courses listed in the 1) EBacc and 2) Academic Pathways (above) but you might find it helpful to balance the amount of coursework and final exams you will have to do in Year 11. The courses in Block 2 (below) have coursework elements which will help to better manage the number of final exams you might need to undertake.

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	<ul style="list-style-type: none"> GCSE Art & Design: Art, Craft, Design GCSE Art & Design: Photography GCSE Art & Design: Textiles Art ICT (Voc) Engineering Technical Award Enterprise and Marketing Hospitality and Catering Health & Social Care Performance Skills GCSE Product Design Health and Fitness GCSE Triple Science
<i>Choose four subjects from option block 2 above. We will allocate <u>three</u> preferences 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 post 16, 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. It could be a different experience in KS4 to your experience in KS3.

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 parents' evening?

After the deadline for the return of option forms to your tutor on **Thursday 7th February**, each Pathways application will be scrutinised by tutors and Heads of House to ensure that the choices that have been made are appropriate for each student. Students will receive confirmation of their choices in term 6.

Other factors to consider:

Reformed GCSEs:

Reformed GCSEs in maths, English Language and English Literature were first sat for the first time in 2017. Other subjects were reformed since then.

Vocational Reforms:

Vocational courses now include at least 25% - 50% external assessment (usually an examination). This is a change from the past and makes these courses considerably more challenging than before.

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 this period 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. Home study 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 have GCSEs been 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 are reformed GCSEs 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.

New GCSE Grading Structure

Ofqual

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

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

For students taking examinations in 2021, 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.

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 GCSEs will be assessed by external exam only.

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 2021.

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

- ✓ Consider your future plans after the age of 16.
- ✓ 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.
- ✓ Talk to parents / carers, teachers and tutors.
- ✓ The behaviour of each student will be taken into account when allocating courses in the summer.
- ✓ Courses can change at short notice, every effort has been made to ensure that content is accurate at the time of writing. We may choose to change courses if we feel that this will be in the best interests of students.

CORE SUBJECTS

ENGLISH

Examination Board: AQA

Staff Contact: Mrs C Slocombe/Ms Martin

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'
- b) The Poetry Anthology: A selection of 15 poems
- c) Unseen poetry comparison

How this course is different from your experience in KS3.

At KS3 you have been taught a combined English Language and Literature course whereas in KS4 there is more of a distinction between the two subjects. In English Literature you will be expected to read and re-read set texts and be prepared to answer essay style questions without copies of the texts in front of you. This requires an ability to recall plot and quotations. The top piece of advice from the Examiner's Report is 'Know your text'. In English Language you will build on the skills that you have been studying already e.g. comparing, analysing and evaluating language and structure so that your answers include more detail and pay attention to the 'why' as well as the 'what' and 'how'.

MATHEMATICS

Examination Board: Edexcel – Course 1Ma1

Staff Contact: Mr J Rossiter/Miss R Withers 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 focus on taking the skills learned in Years 7 - 9 and ensuring students can solve mathematical problems using those skills, and develop confidence in answering longer multi-step questions.

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 fx83GT Plus or Casio fx85GT Plus will be required.

How this course is different from your experience in KS3

At KS4 there will be a dual-focus on learning new skills as well as revisiting and extending many of the skills learnt in KS3 but with a greater emphasis on problem-solving. There will also be an increasing focus on 'exam skills' to increase students' familiarity and confidence with the new, more challenging maths exams.

COMBINED SCIENCES

Examination Board: AQA (Trilogy)

Staff Contact: Mr B Golledge / Miss L Crane

The Trilogy Science 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. 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. Sitting this route instead of Separate GCSEs in Biology Chemistry and Physics is not a bar to A level science.

Required Practical Activities

There is no longer controlled assessment or coursework requirements for the Science GCSEs but 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.

How this course is different from your experience in KS3

There is more of an emphasis on practical work within testing and therefore there is more consideration of how we design and run practical work in lessons (as well as doing it). We will also use more of your maths skills to conclude on and evaluate scientific data. There is also more of a focus on "why" things happen in science and not just the "what" happens.

CORE PHYSICAL EDUCATION

Examination Board: Non-examined course

Staff Contact: Mr M Shiells / Mr T Bowers

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: Ms J Draper

GCSE Art & Design: Fine Art 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 skills workshops introducing them to a range of techniques and materials; they will then go on to produce 2 more independent projects. Possible disciplines include: drawing, painting, sculpture, installation, mixed media and printmaking. There will be opportunities throughout the course to attend local and national galleries as well as attend artist-led workshops.

Assessment

All work produced from the beginning of year 10, including home study, will go towards the final body of work that is assessed. Home study is set weekly and students are expected to spend at least one hour working on this.

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 (the final piece is completed under examination conditions over 10 hrs)

Examinations

Both Unit 1 and Unit 2 are internally marked against the AQA assessment objectives, which are regularly shared with students. The exam board then moderates a sample of work from both units 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 art.

How this course is different from your experience in KS3

Students will study this course for five hours per fortnight; some of this may be in double lessons. Home study is more frequent and more time should be spent on it. Following the skills workshops, students are given more freedom of choice with regards to project themes and contextual references, which leads to more independent work. Students will have regular individual tutorials with their teacher to discuss their own work and ideas.

You can not take both GCSE Art, Craft & Design: Fine Art and GCSE Art & Design: Textiles as these count as the same qualification. You can, however, combine either of these courses with GCSE Art & Design: Photography.

GCSE ART & DESIGN: Photography

Examination Board: AQA

Staff Contact: Ms S Scott Morgan

GCSE Art & Design: Photography is offered as a two-year course that looks at both traditional and contemporary photography and promotes learning across a variety of disciplines. Students are assessed over four assessment objectives, which include researching and analysing photographers, experimenting with practical elements, developing ideas and presenting a final response. Students will participate in workshops introducing them to a range of photographic techniques and materials and will then specialise in one or more of these for the remainder of the course, this will include working with computer based programmes to manipulate and edit images. Possible disciplines include: portraiture, location photography, studio photography, photojournalism, moving image: video, film and animation, fashion photography. There will be opportunities throughout the course to attend local and national galleries as well as attend artist-led workshops.

Assessment

All work produced from the beginning of year 10, including home study, will go towards the final body of work that is assessed. Home study is set weekly and students are expected to spend at least one hour working on this.

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 (the final piece is completed under examination conditions over 10 hrs)

Examinations

Both Unit 1 and Unit 2 are internally marked against the AQA assessment objectives, which are regularly shared with students. The exam board then moderates a sample of work from both units 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: art & design, photography.

How this course is different from your experience in KS3 Art

Students will study this course for five hours per fortnight; some of this may be in double lessons. Home study is more frequent and more time should be spent on it. Following the skills workshops, students are given more freedom of choice with regards to project themes and contextual references, which leads to more independent work. Students will have regular individual tutorials with their teacher to discuss their own work and ideas.

GCSE ART & DESIGN: TEXTILES ART

Examination Board: AQA

Staff Contact: Ms R Shand

Textiles Art 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. Art Textiles is offered as a two-year course that looks at a variety of artist, designers and craftspeople. 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 skills workshops introducing them to a range of techniques and materials; they will then go on to produce 2 more independent projects. Possible areas of study are: art textiles, fashion design and illustration, costume design, constructed textiles, printed and dyed textiles, surface pattern, stitched and/or embellished textiles, soft furnishings and/or textiles for interiors, digital textiles and installed textiles. There will be opportunities throughout the course to attend local and national galleries as well as attend artist-led workshops.

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.

Home study 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.

Assessment

All work produced from the beginning of year 10, including home study, will go towards the final body of work that is assessed. Home study is set weekly and students are expected to spend at least one hour working on this.

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 (the final piece is completed under examination conditions over 10 hrs)

Examinations

Both Unit 1 and Unit 2 are internally marked against the AQA assessment objectives, which are regularly shared with students. The exam board then moderates a sample of work from both units 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: art & design, photography.

How this course is different from your experience in KS3 Textiles

Students will study this course for five hours per fortnight; some of this may be in double lessons. Home study is more frequent and more time should be spent on it. Following the skills workshops, students are given more freedom of choice with regards to project themes and contextual references, which leads to more independent work. Students will have regular individual tutorials with their teacher to discuss their own work and ideas.

You can not take both GCSE Art, Craft & Design: Fine Art and GCSE Art & Design: Textiles as these count as the same qualification. You can, however, combine either of these courses with GCSE Art & Design: Photography.

GCSE COMPUTER SCIENCE

Examination Board: OCR

Staff Contact: Miss R Way

This course is suitable for students who want to take a '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 challenging 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 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. There are some mathematical elements to the course content. 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 discuss and go through some example questions.

Programming

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

How this course is different from your KS3 ICT lessons

Students will study this course for five hours per fortnight. Two of these lessons will be dedicated to programming, the remaining three will be spent on theory for both exams. Theory lessons will mostly include reading and writing of notes alongside independent research tasks, students should expect to spend less time on the computers than they have done so at KS3 due to both exams being written exams. A common misconception is that in GCSE Computer Science students build games and computers, unfortunately this is not the case, however, the course will enhance their programming knowledge and understanding of the computer which will prepare them for specialist courses such as game development in the future. Home study is more frequent and more time should be spent on it. Computer Science is graded 9-1.

ICT

Examination Board:

We are currently reviewing the exam board that we will use as there are several possibilities that we are considering. We will continue to analyse the best course and let parents and students know as soon as possible. The course content is not likely to be radically different from that listed here:

Staff Contact: Miss R Way

For students who want to understand and go on to work in the digital sector. You will study a range of both technical and business skills in data interpretation, data presentation and data protection. Covering aspects of user interface design and development alongside developing a project plan.

Controlled Assessment:

The qualification has three components. In Components 1 and 2 you will carry out tasks or Purpose statement – assignments that your teacher will mark. The internal grading and quality assurance of these two components will give you a clear idea of how well you are progressing in your qualification.

Examination:

Component 3 is externally assessed and assesses the knowledge and skills you have developed across all three components. The external assessment will test your ability to recall the knowledge you have gained and allow you to demonstrate that you can apply that knowledge in realistic scenarios and situations.

ENGINEERING TECHNICAL AWARD (Vocational)

Examination Board: NCFE

Staff Contact: Mr Knowles

Content

This qualification is designed for students who want an introduction to engineering that includes a vocational and project-based element. The qualification will appeal to students who wish to pursue a career in the engineering sector or progress to further study. It is appropriate for students who are motivated and challenged by learning through hands-on experiences and through content which is directly related to those experiences.

The study of engineering is the application of maths and science to solve real world problems. This involves an understanding of the different disciplines of engineering and how they have shaped the products and projects of the modern world. Students will be able to read technical drawings, select appropriate materials along with tools and machinery, and know how to carry out a practical task, working in a safe manner in line with current health and safety legislation.

Assessment

Unit 1 – External Exam – 40%

A variety of assessment styles will be used, including multiple-choice, short-answer and extended-response questions. This will enable learners to demonstrate their breadth of knowledge and understanding of the subject and ensure achievement at the appropriate level, including stretch and challenge. Questions will be written in plain English and in a way that is supportive and accessible to all learners of all abilities.

Content is covered through a practical approach where possible and there are frequent opportunities for students to make cross-curricular links to their work in Maths and Science.

Unit 2 – Controlled Assessment – 60%

The internal assessment will be in the form of a synoptic project, which will be externally set by the exam board. A project brief will be released each December, which will assess students in each of the Assessment Objectives. Students will develop their skills in all aspects of the internal assessment before completing their final project.

AO1 Recall knowledge and show understanding

AO2 Apply knowledge and understanding

AO3 Analyse and evaluate knowledge and understanding

AO4 Demonstrate and apply technical skills and processes

AO5 Manage and evaluate the project

This course is graded Pass, Merit or Distinction.

How this course is different from your experience in KS3 Design Technology

Students will study this course for five hours per fortnight; some of this may be in double lessons. Home study is more frequent and more time should be spent on it. The lessons will be a mixture of theory and practical based activities, which will prepare students to be independent learners and have good time management skills.

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.

HOSPITALITY AND CATERING LEVEL 1/2 AWARD (Vocational)

Examination Board: Eduqas

Staff Contact: Ms R Shand

Content

This qualification is intended for learners who are interested in food preparation in a commercial hospitality and catering environment and wish to develop skills and knowledge that will prepare them for further study and employment within this sector or as a foundation for further study in this area. It will particularly appeal to learners who are looking for a course that is practical in nature.

The Hospitality and Catering course will give learners the opportunity to develop an understanding of:

- The Hospitality and catering industry environment and how it operates
- Health and safety requirements when working within the catering industry
- Know how food can cause ill health
- Preparing and cooking food products using a variety of skills
- Understanding the importance of nutrition when planning menus
- Balanced diets and modification of recipes for health when planning menus
- Planning and producing dishes for a purpose
-

The course will focus on the following transferable skills:

- Planning
- Organisation and time management
- Research Skills
- Communication
- Problem-solving skills
- Health and Safety

What will the learner study as part of the qualification?

UNIT 1 – External Assessment 40% The Hospitality and Catering Industry –learners will apply their learning by considering all aspects of the vocational sector. Takes place end of year 10.

UNIT 2 – Internal Assessment 60% Hospitality and Catering in Action – learners will apply their learning to safely prepare, cook and present nutritional dishes. Take place in spring term of year 11.

This course is graded Pass, Merit or Distinction.

How this course is different from your experience in KS3 Food

Students will study this course for five hours per fortnight; some of this may be in double lessons. Home study is more frequent and more time should be spent on it. The lessons will be a mixture of theory and practical based activities, which will prepare students to be independent learners and have good time management skills.

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 (Vocational)

Specification: Pearson BTEC

Contact Teacher: Ms L Sharp/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:

Component 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

Component 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

Component 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

- Component 1 and 2 are assessed through coursework in controlled conditions.
- Component 3 is externally assessed through a written examination.

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: AQA

Staff Contact: Mrs Stephens

Specification: <https://filestore.aqa.org.uk/resources/history/specifications/AQA-8145-SP-2016.PDF>

You will study:

Paper 1: Exam 1 hour 45 minutes.

Paper 1: Period Study: Germany, 1890–1945: Democracy and dictatorship

This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism.

Paper 1: Conflict and Tension the inter-war years, 1918–1939 Wider World Study.

It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected by and influenced international relations.

- Peacemaking - Treaty of Versailles
- League of Nations and International Peace
- Origins and Outbreak of Second World War

Paper 2: Exam 1 hour 45 minutes.

Health & the People from c1000 to the present day. Thematic Study.

This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place.

- Medicine standing still
- Beginnings of Change
- Revolution in Medicine
- Modern Medicine

Elizabethan England, 1492-1522. British Depth Study

This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.

- Elizabethan Court and Parliament
- Life in Elizabethan Times
- Troubles at home and abroad
- Historical Environment of Elizabethan England (site study)

Examinations.History is graded 9-1.

What is different between Key Stage 3 and 4?

Students at Key Stage 3 will have been taught many of these topics but not in as much depth and breadth as is needed at GCSE. Students will be doing a written assessment at least one in every five lessons, in order to track their own progress and help inform the teacher about their own progress.

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 **every week** 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 opportunities for yourself to work abroad or for companies in the UK with international links. This course is graded 9-1.

Differences between Key Stage 3 and Key Stage 4

At Key Stage 3 you have been introduced to a range of topics throughout the three years, as well as basic vocabulary and grammar. At key stage 4 you will be expected to know how to form past, present and future tenses of regular and irregular verbs **already** and to learn each new grammar point as it is covered. There is a wider range of topics to cover in the two years of the GCSE course (approximately one every two weeks within a wider theme) and you will be expected to learn the new vocabulary as we go along , as well as developing the necessary skills to pass the exam. You will need to spend time at home every week improving your listening skills and to keep a record of what you have done to show your teacher. You will also need to reread texts covered in class and develop your comprehension skills.

Performance Skills (Vocational)

Examination Board: NCFE - V-Cert

Staff Contacts: Miss F Harland

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 detailed written work in the form of research, rehearsal diaries, schedules, plans and evaluations, etc. Those students wishing to specialise in Music should have experience of playing an instrument or singing.

This course is graded: Level 1 - Pass, Merit, Distinction
Level 2 – Pass, Merit, Distinction, Distinction*

Units	Assessment
Unit 1 – Working in the performance industry <ul style="list-style-type: none"> Exploring the different roles, responsibilities, skills and qualities required in the performance industry, and the national organisations related to employment in the performance industry Researching how performers are promoted Understanding the different elements involved in production planning and the rehearsal processes 	40% Externally assessed written examination 1 hr 30 mins Term 2 or term 4 Yr 11
Unit 2 – Planning and performing <ul style="list-style-type: none"> Applying performance skills (drama and/or music) and production skills (playwriting, composition) in developing a performance in response to a brief Demonstrating knowledge and understanding of planning and development documentation, and evaluation of the performance process 	60% Internally assessed assignment (solo & group performances, written portfolio) 21 hrs supervised time Term 2 & 3 Yr 11

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.

How is this course is different from your experience in KS3?

Students will have the time to explore their ideas in much greater depth, extending their knowledge skills in the Performing Arts (Drama and/or Music). They will prepare performance work for real world situations such as the Christmas Concert or a Theatre in Education tour, take part in theatre and concert visits and have the opportunity to meet and work with industry professionals.

GCSE PRODUCT DESIGN

Examination Board: AQA

Staff Contacts: Mr Knowles/Mrs Johnson

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.

How this course is different from your experience in KS3 Design Technology

Students will study this course for five hours per fortnight; some of this may be in double lessons. Home study is more frequent and more time should be spent on it. Learning will focus on the quality of practical work and the presentation of design ideas. This is achieved through an electronic e-portfolio. There is also a significant emphasis on planning for making and understanding design for manufacture.

GCSE PHYSICAL EDUCATION

Examination Board: AQA

Staff contact: Mr M Shiells / Miss A Harriott

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. Suitability for this course will be determined by the PE team and take into account both the academic and practical ability of the student.

How this course is different to your experience at KS3:

Whilst studying GCSE PE you will specialise in 3 sports and the focus will be on technique and game play. Sessions will be filmed to use as evidence for your final grade. The classroom lessons will cover the content listed above and give you an in-depth understanding of the impact of sport on you as an individual and on society. You will do 4 theory lessons, 1 GCSE PE specific practical lesson and 3 core PE lessons that will be with a high performance group.

HEALTH and FITNESS (Vocational)

Examination Board: NCFE - V-Cert

Staff Contact: MR M Shiells / Miss H Bateman

This qualification is designed for learners who want an introduction to health and fitness that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the health and fitness sector or progress onto further study.

Course Assessment

There is one externally assessed unit (examination):

Introduction to body systems and principles of training in health and fitness.

This unit provides learners with the underpinning knowledge and understanding required for health and fitness. Learners will develop their knowledge and understanding of the structure and function of key body systems. Learners will know and understand the short- and long-term effects that health and fitness activities can have on the body. Learners will know and understand the components of fitness and the principles of training.

And one centre assessed project unit:

Preparing and planning for health and fitness.

This unit provides learners with the knowledge and understanding to be able to prepare and plan for health and fitness. Learners will know and understand the impact of lifestyle on health and fitness and be able to apply health and fitness analyses to set goals. Learners will know and understand how to test and develop components of fitness. Learners will know and understand how to structure a health and fitness programme and how to prepare safely for health and fitness activities.

How this course is different to your experience at KS3:

Whilst studying VCERT Health and Fitness you will have classroom lessons that will cover the content above and give you an in-depth understanding what constitutes good health and how you can test, plan for and improve fitness. You will do 4 theory lessons, 1 GCSE PE specific practical lesson and 3 core PE lessons in which you can choose to be part of either the performance, healthy active lifestyles or lifelong participation group. With in your theory lessons you will also do a significant amount of practical fitness based learning that will be used for your project that is 60% of the overall grade.

This course is graded Pass, Merit or Distinction.

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.

How is this course different to Values and Beliefs at Key Stage 3?

Although there will be a focus on ethical themes - such as abortion and crime and punishment - more time at GCSE will be spent learning about the specific beliefs and teachings of Christianity and Islam.

Students will be encouraged to watch the news and follow events at home and around the world to see how religion and belief impacts on people's lives.

At GCSE there will be more focus on learning about religion and its key beliefs and practices than at Key Stage 3.

There will also be the opportunity to learn about the rights and wrongs of controversial issues such as abortion and euthanasia which are not covered at Key Stage 3.

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 requires students to have shown sufficient progress through years 7-9, Students will be written to individually to inform them of which routes are available to them.

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	Chemistry	Physics
Biology 1	Chemistry 1	Physics 1
Biology 2	Chemistry 2	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.

How this course is different from your experience in KS3

There is more of an emphasis on practical work within testing and therefore there is more consideration of how we design and run practical work in lessons (as well as doing it). We will all so use more of your maths skills to conclude on and evaluate scientific data. There is also more of a focus on "why" things happen in science and not just the "what" happens.

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 2019.

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 2019 (although early application is encouraged) and students wishing to take this option should do this in addition to completing the SBL option form.

COURSES

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

- GCSE Art & Design: Art, Craft and Design
- GCSE Art & Design: Photography
- GCSE Art & Design: Textiles Art
- **GCSE Computer Science**
- BTEC ICT
- Engineering Technical Award (Vocational)
- Enterprise and Marketing (Vocational)
- Hospitality and Catering (Vocational)
- **GCSE Geography**
- Health & Social Care (Vocational)
- **GCSE History**
- **GCSE French**
- **GCSE German**
- Performance Skills (Vocational)
- GCSE Product Design
- GCSE PE
- Health and Fitness (Vocational)
- GCSE Religious Studies
- **GCSE Triple Science**

Please return this form to Student Services: Thursday 7th Feb 2019

OPTIONS REPLY FORM (Academic Pathway)

Name

Tutor Group

Which subjects have you chosen?

Option Block 1 Preference (choose 1 only)

Now select 4 subjects from Option block 2 **in preference order**

Preference 1

Preference 2

Preference 3

Preference 4

We will try and allocate three from your four preferences (left) with "preference 1" being the highest preference subject. "Preference 4" is your lowest preference subject.

Please return this form to Student Services: Thursday 7th Feb 2019

OPTIONS REPLY FORM (EBacc pathway)

Name

Tutor Group

Option Block 1

Modern Languages (French or German)

Option Block 2

History or Geography

Select 4 subjects from Option block 2 **in preference order**

Preference 1

Preference 2

Preference 3

Preference 4

We will try and allocate two from your four preferences (left) with “preference 1” being the highest preference subject. “Preference 4” is your lowest preference subject.
--

Please return this form to Student Services: Thursday 7th February 2019

OPTIONS REPLY FORM (Vocational Pathway)

Name

Tutor Group

Which subjects have you chosen?

Option Block 1 Preference (choose 1 only)

Now select 4 subjects from Option block 2 **in preference order**

Preference 1

Preference 2

Preference 3

Preference 4

We will try and allocate three from your four preferences (left) with "preference 1" being the highest preference subject. "Preference 4" is your lowest preference subject.