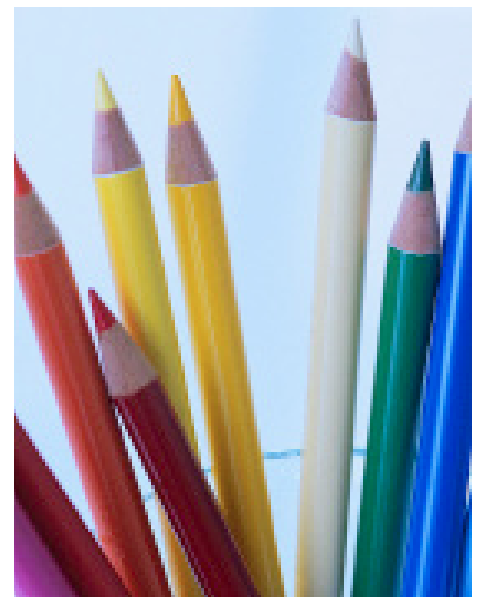
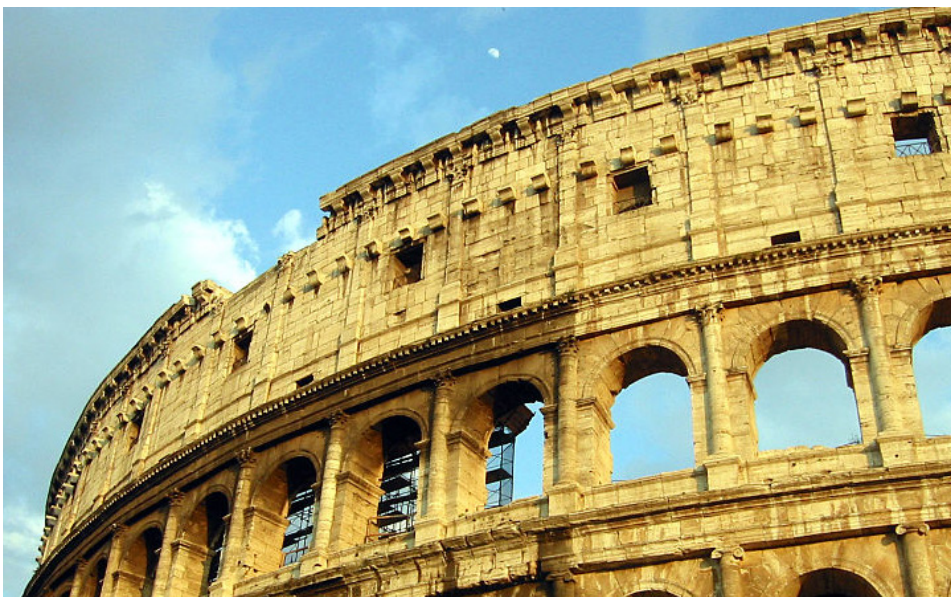


# BACCALAUREATE

## PATHWAY 2019





## DUDLEY

For information, advice and guidance visit:

**[www.connexionsdudley.org](http://www.connexionsdudley.org)**

For a one to one online conversation, log on to **Live Chat**  
Advisors are online Tuesdays and Thursdays 1.30 - 5.30pm

**email:** [connexions@dudley.gov.uk](mailto:connexions@dudley.gov.uk)

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# INTRODUCTION

## The English Baccalaureate Qualification (EBacc)

From 2016 a key performance measure for secondary schools in England is the proportion of a school's pupils sitting the English Baccalaureate qualification (EBacc). Pupils achieve the EBacc if they secure a good GCSE pass in: English, mathematics, sciences, history or geography, and a modern foreign language. In 2014, fewer than a quarter of pupils (22%) entered the EBacc combination of subjects; it is now 39%.

A former Education Secretary commented on the academic rigour offered by the English Baccalaureate Qualification (EBacc): 'Every child, no matter what their background, should receive an education that opens doors to their future and prepares them to realise their potential in adult life. Central to achieving that is ensuring that young people develop the body of knowledge and skills that allows them to succeed not just in modern Britain but in the modern world. At its most basic that means young people leaving school fully literate and numerate, with an understanding of the history and geography of the world they inhabit, its workings as revealed by the findings of science, and a grasp of languages other than their own. This academic core shouldn't be the preserve of an academic elite, it should be the basic right of every single child'.

Your child has been identified, based on recent teacher assessments and discussion with the subject teachers, as a pupil who would benefit from following our Ebacc pathway from September 2019.

## An Individual Pathway is the road to success

At The Link Academy we are firmly committed to raising achievement whilst ensuring our pupils aim high and make the right choices. There have been occasions when pupils do not make the correct selection of subjects for Key Stage 4 and as a result do not reach their potential or achieve the grades of which they are capable.

Our Ebacc curriculum at Key Stage 4 is designed so that pupils selected to follow this pathway have the opportunity to make progress across a range of academically rigorous subjects. Your child will follow an individualised Ebacc pathway based on the following nine subjects:

- » English Language and English Literature
- » Mathematics
- » Combined Science (worth 2 GCSEs)
- » History OR Geography
- » French
- » Plus two other subjects from a range of GCSE subjects and high value vocational qualifications

## National Changes

Our education system is in a very fast changing climate at the moment with a number of recent changes. This includes the way a school's performance is assessed, the removal of controlled assessments in many qualifications as well as exam boards producing new GCSE specifications many with only one tier of entry.

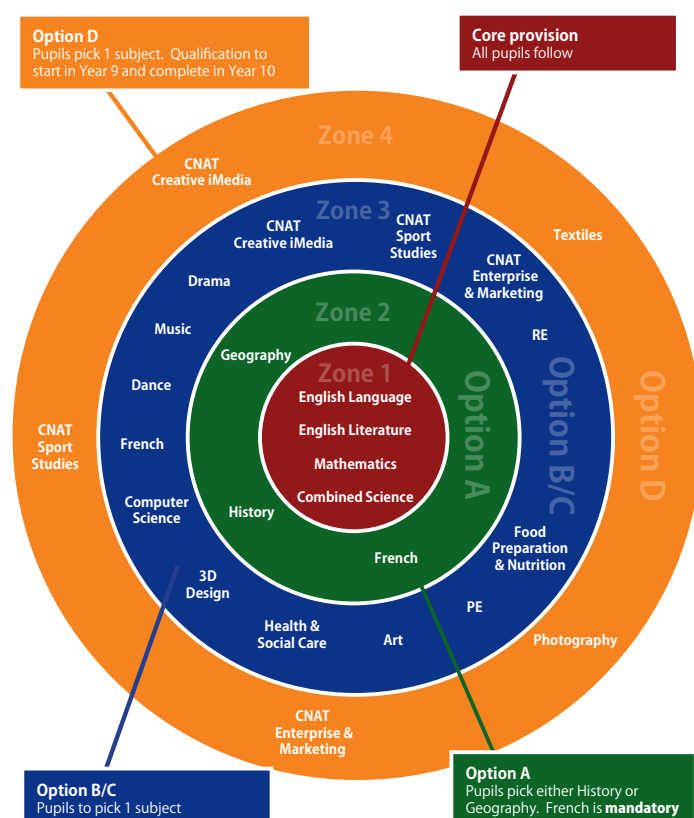
Perhaps the biggest change facing us all was the move away from traditional GCSE grades to numerical grades.

From this core provision of nine subjects their best eight including English and mathematics will determine their Attainment 8 and Progress 8 score which will support their progression into Post 16 education.

From 2017 pupils sitting GCSE in English and mathematics received a numerical grade. From 2018 this numerical grading system applied to all GCSE subjects. The diagram overleaf explains how, in principal, numeric grades compare to the old GCSE grades.

## Baccalaureate Pathway

Pupils will follow all subjects in Zone 1, two subjects in Zone 2, one subject in Zone 3 and one subject in Zone 4. In addition the most able pupils will be given the chance to study Triple Science (GCSE Biology, Chemistry and Physics) instead of Combined Science as part of their Core Science provision. A small proportion of pupils (dependent on ability in maths) may be offered the chance to study GCSE Computer Science in Zone 2 **rather** than History or Geography.



## New GCSE Grading System Explained

NEW GCSE GRADING STRUCTURE										
9	8	7	6	5	4	3	2	1	U	
			<div><div>←</div><div>4 = C and above      and above</div><div>→</div></div>			<ul style="list-style-type: none"><li>Broadly the same proportion of students will achieve a grade 4, and above as currently achieve grade C and above.</li><li>Broadly the same proportion of students will achieve a grade 7 and above as currently achieve grade A and above.</li><li>The bottom of grade 1 will be aligned with the bottom of grade G.</li></ul>				
A*		A	B		C	D	E	F	G	U
CURRENT GCSE GRADING STRUCTURE										

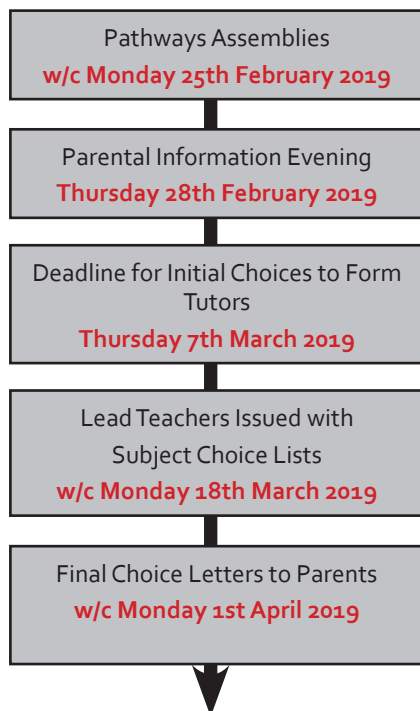
With new numerical grades, pupils will be awarded a grade from 1 to 9, with 9 being the highest. All new GCSEs will be fully linear with assessment at the end of the course and content not divided into modules. Exams are the main method of assessment, except when they can't provide valid assessment of the skills required. Other changes to examinations courses include:

- Examinations including English language/Literature, History and Geography are now un-tiered. This means there is only one level of examination paper (No Higher or Foundation tiers).
- Controlled Assessment (Coursework) has been removed from many academic subjects including English, History, Geography and Science.
- Although it has been made clear the same proportion of pupils will achieve a new 'Grade 4' as the old 'Grade C', the government is referring to a 'Good Pass' as a Grade 5 or above.
- New 'Technical Awards' in vocational subjects have been introduced. These are graded 'Pass', 'Merit' and 'Distinction' and are equivalent to GCSE grades. Unlike GCSEs, pupils are allowed one resit opportunity and examinations may be done at key points through the key stage.

## Post 16 Academic and Vocational Pathways

The subjects your child elects to take from year 9 will ultimately effect their Post 16 options. The table opposite outlines progression into further education and higher education for pupils once they leave school in 2021 based on the GCSE subjects that they take.





## The Pathway Process

Information regarding each subject and its content are included in this booklet. The booklet identifies both academic (GCSE) and vocational (BTEC/CNAT) courses. The recommendation on which type of course is most suitable for your child will be made during the Pathways process.

A series of subject presentations for pupils will take place prior to the individual choices being made. These presentations will complement the information supplied in this booklet whilst also providing an opportunity for all pupils to have their questions answered.

Using the form at the back of this booklet, pupils and parents are asked to identify first and second choices for subjects they would like to study. Failure to choose a second subject will result in one being chosen for your child. Senior members of staff will discuss pupil suitability for their chosen courses.

A summary detailing all the examination courses including exam board and syllabus code will be posted early in the summer term.

## Please Note

Whilst pupil preference is taken into account, a key factor in the formulation of the individual pathway must be prior performance and capability.

We will do everything we can to ensure pupils' preferences are met but ultimately we must have viable pupil numbers for groups, together with staff and resources available for teaching. Where a group is oversubscribed and we are unable to create additional groups, decisions will be based on pupils' effort in that subject.



# CORE

## ZONE 1

**GCSE English Language**

**GCSE Mathematics**

**GCSE English Literature**

**GCSE Combined Science/GCSE Triple Science**

# GCSE ENGLISH LANGUAGE

## Why study English Language?

You will study GCSE language over three years but the two exams will be at the end of year 11. This will be in addition to GCSE literature and speaking and listening will be assessed throughout the two years.

English Language aims to enable students to read fluently and write effectively. They should be able to demonstrate a confident control of Standard English and they should be able to write grammatically correct sentences, deploy figurative language and understand and analyse different types of text.

During the course you will:

- Study selections from a range of prose fiction.
- Study a range of 20th and 21st century non-fiction texts.
- Listen and respond appropriately to spoken language, including to questions and feedback presentations.

Year 9 - 30% of course covered

- Non-fiction and creative writing skills
- Non-fiction reading skills

Year 10 - 40% of course covered

- 19th Century fiction
- Non-fiction and creative writing skills

Year 11 - 30% of course covered

- Revision of all key texts
- Revision of all writing skills

## What will I learn?

- Develop skills to analyse and evaluate 19th century fiction extracts.
- Develop imaginative writing skills to engage the reader.
- Explain, comment on and analyse how writers use language and

structure to achieve effects and influence readers, using relevant subject terminology to support their views.

- Develop skills to analyse, evaluate and compare non-fiction extracts.
- Develop transactional writing skills for a variety of forms, purposes, and audiences.
- Use spelling, punctuation and grammar accurately.
- Demonstrate presentation skills in a formal setting.
- Use spoken Standard English effectively in speeches and presentations.
- Compare writers' ideas and perspectives and how they are conveyed.

## How will I be assessed?

- 100% examination
- Examination 1: Fiction and imaginative writing. 40% weighting, out of 64 marks, 1 hour and 45 minutes.

Section A - Reading: questions on an unseen, 19th century fiction extract

Section B - Writing: a choice of two writing tasks. Tasks linked to the theme in the reading extract.

- Examination 2: Non-fiction and transactional writing. 60% weighting, out of 96 marks, 2 hours.

Section A Reading: questions on two thematically linked, unseen non-fiction extracts.

Section B Writing: choice of two writing tasks. Linked by a theme in reading extracts.

- Both papers un-tiered.

## What can I do after I've completed the course?

English Language is useful for all jobs and careers, and is needed for most college courses. A good grade in English Language demonstrates your ability to read and write effectively, and to engage with the world around you critically.





# GCSE MATHEMATICS

## Why study Maths?

Mathematics gives students lively and enquiring minds and enables each pupil to develop, within their capabilities, the mathematical and numerical skills and understanding required for adult life, for employment and for further study and training. To provide each pupil with such mathematics as may be needed for their study of other subjects and develop 'mathematical thinking'; Help each pupil to develop appreciation of and enjoyment of mathematics itself and their realisation of the role which it has played and will continue to play both in the development of science and technology and of our civilisation and also make each pupil aware that mathematics provides them with a powerful means of communication.

## What will I learn?

Pupils will develop and extend their understanding in the following areas:

- Number - Students will extend their KS3 knowledge and will study structure and calculation, fractions, decimals, percentages as well as measures and accuracy.
- Algebra – Students will extend their KS3 knowledge and will study

notation, vocabulary, manipulation, graphs, solving equations, inequalities and sequences.

- Ratio, proportion and rates of change – Students will use skills from number, algebra to apply to Mathematical, Science and technology problems.
- Geometry and Measure – Students will extend their KS3 knowledge and will study properties and construction of two dimensional shapes, mensuration and calculation and vectors.
- Probability – Students will extend their KS3 knowledge and will looking at theoretical and experimental probability and their applications.
- Statistics – Students will extend their KS3 knowledge and will study a wide range of collection and interpreting data techniques.

## How will I be assessed?

This is a GCSE qualification and is graded from 9 to 1 (Taken at two levels Higher and Foundation). This qualification is 100% examination sat at the end of Year 11, across three 1.5 hour exams (non-calculator first, followed by two calculator exam papers)

- 40% (Higher) and 50% (Foundation) of the marks will be awarded based on using and applying standard techniques on the topics and skills listed above.
- 30% (Higher) and 25% (Foundation) of the marks will be awarded based on reasoning, interpreting and communicating on the topics listed above.
- 30% (Higher) and 25% (Foundation) of the marks will be awarded based on problem solving on the topics listed above.

## What can I do after I've completed the course?

A GCSE in Mathematics is a pre-requisite for a most Post 16 qualifications, and essential for A-level Mathematics, and higher level professions such as teaching, medicine etc.

This GCSE also develops a range of skills that will benefit students in range of related and non-related academic and vocational qualifications at Post-16.



GCSE  
ENGLISH LITERATURE**Why study English Literature?**

The course will take place over three years with the final exam in Year 11. This will be in addition to GCSE Language, gaining you 2 GCSEs.

During the course you will study the following:

Year 9 - 25% of course covered

- Pre-1914 and WW1 poetry
- Macbeth
- Unseen poetry
- Analytical writing skills

Year 10 - 45% of course covered

- Conflict poetry
- 19th Century novel (whole text study)
- An Inspector Calls
- Analytical writing skills

Year 11 - 30% of course covered

- Revision of all key texts
- Revision of analytical writing skills

**What will I learn?**

During the course you will:

- Develop skills to analyse how language, form, structure and context of texts can create meanings and effects.
- A selection of poetry including contemporary poetry.
- Analysing the impact of language, style, structure and form of poetry.
- Selecting appropriate details and evidence from texts to support ideas and interpretations.
- Spelling, punctuating and structuring accurately and appropriately for purpose/effect.

- Communicating about synopsis, characters, themes, dramatic devices and use of language in texts.
- Understanding how texts have been influential over time and relate texts to their social and historical contexts and traditions.
- Develop skills to maintain a critical style and informed personal response.
- Develop comparison skills.

**How will I be assessed?**

- 100% Examination

Examination 1: Shakespeare and post-1914 Literature. 50% weighting out of 80 marks, 1 hour and 45 minutes.

- Section A: Shakespeare, two-part question, with an extract. Second task about how themes are reflected here and explored elsewhere in the play.
- Section B: Post -1914 British play or novel: ONE essay question.

Examination 2: Study of 19th century novel and a poetry collection from the Pearson Poetry Anthology. 50% weighting.

- Section A: 19th-century novel two part question, first part based on extract. Second part is an essay question exploring the whole text.
- Section B: One question comparing a named poem from the anthology with another. Second part, ONE question comparing two UNSEEN contemporary poems.
- Un-tiered.
- No texts allowed in examination.

**What can I do after I've completed the course?**

English literature is often highly regarded by colleges and employers, and an enjoyment and appreciation of English literature gives students the ability to develop this into an interest in books and reading as they move through school and beyond. Reading widely also helps pupils to improve their own writing, as well as giving a fresh and creative angle from which to approach their writing.



# GCSE COMBINED SCIENCE

## Why study Combined Science?

There are six papers: two Biology, two Chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas.

### What's assessed:

- Biology Paper 1

Biology topics 1 – 4: Cell Biology; Organisation; Infection and response; and Bioenergetics.

- Biology Paper 2

Biology topics 5 – 7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.

- Chemistry Paper 1

Chemistry topics 8 – 12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.

- Chemistry Paper 2

Chemistry topics 13 – 17: The rate and extent of chemical change; Organic chemistry; Chemical

analysis; Chemistry of the atmosphere; and Using resources.

- Physics Paper 1

Physics topics 18 – 21: Energy; Electricity; Particle model of matter; and Atomic structure.

- Physics Paper 2

Physics topics 22 – 24: Forces; Waves; and Magnetism and electromagnetism

## What will I learn?

PTopics / Skills studied in Biology:

- Cell Biology
- Organisation
- Infection and Response
- Bioenergetics

- Homeostasis
- Inheritance and Evolution

- Ecology

Topics / Skills studied in Chemistry

- Atomic Structure
- Bonding
- Quantitative chemistry
- Chemical Changes
- Energy Changes
- Rate of reaction
- Organic Chemistry
- Analysis
- Chemistry of the atmosphere
- Resources

Topics / Skills examined in Physics:

- Energy
- Electricity
- Particles of matter
- Atomic structure, Nuclear fission and nuclear fusion
- Forces and their effects
- Waves
- Electromagnetism.

## How will I be assessed?

Written exam - Foundation Tier (1 hour 15 mins) and Higher Tier (1 hour 45 mins).

Six papers. Each paper is 70 marks, 16.7 % of GCSE.

Questions are multiple choice, structured, closed short answer, and open response.

## What can I do after I've completed the course?

Science is a way of helping the brain grow in finding new knowledge and helps us defeat our curiosity of how the world develops and works today. Science is important because it has helped form the world that we live in today. After completing the GCSE course you can then study an A level in Biology, Chemistry or Physics which allows you to go on to work in any of the following careers: Medicine, Radiography, Forensics, Space Exploration, Veterinary Science, Pharmaceuticals.





## Why study Biology?

Students will study and observe the complex and diverse phenomena of the natural world. Biology is the science of living organisms (including animals, plants, fungi and micro-organisms) and their interactions with each other and the environment. The study of biology involves collecting and interpreting information about the natural world to identify patterns and relate possible cause and effect. Biological information is used to help humans improve their own lives and strive to create a sustainable world for future generations.

### What's assessed:

Each of the papers will assess knowledge and understanding from distinct topic areas.

- Biology Paper 1

Biology topics 1 – 4: Cell Biology; Organisation; Infection and response; and Bioenergetics.

- Biology Paper 2

Biology topics 5 – 7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.

## What will I learn?

Pupils studying Biology will develop and extend their understanding in the following areas:

- Cell Biology
- Organisation
- Infection and Response
- Bioenergetics
- Homeostasis
- Inheritance and Evolution
- Ecology

## How will I be assessed?

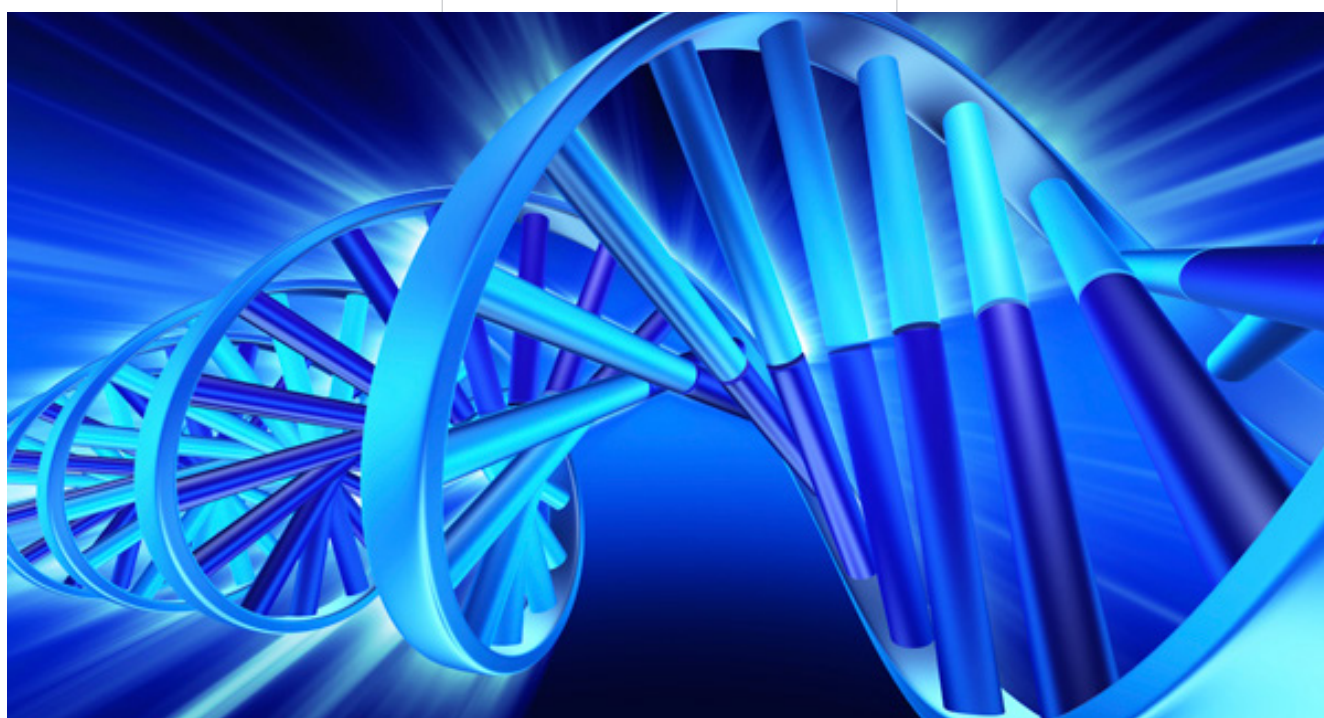
Written exam - Foundation Tier (1 hour 15 mins) and Higher Tier (1 hour 45 mins).

Two papers. Each paper is 100 marks, 50 % of GCSE

Questions are multiple choice, structured, closed short answer, and open response.

## What can I do after I've completed the course?

Science is a way of helping the brain grow in finding new knowledge and helps us defeat our curiosity of how the world develops and works today. Science is important because it has helped form the world that we live in today. After completing the GCSE course you can then study an A level in Biology, Chemistry or Physics which allows you to go on to work in any of the following careers: Medicine, Radiography, Forensics, Space Exploration, Veterinary Science, Pharmaceuticals.



# GCSE CHEMISTRY

## OPTION A BACCALAUREATE PATHWAY 2019

### Why study Chemistry?

Chemistry is the science of the composition, structure, properties and reactions of matter, in terms of atoms, atomic particles and the way they are arranged and link together. It is concerned with the synthesis, formulation, analysis and characteristic properties of substances and materials of all kinds. Students will appreciate the advances made by modern day chemistry.

Each of the papers will assess knowledge and understanding from distinct topic areas.

- Chemistry Paper 1

Chemistry topics 8 – 12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.

- Chemistry Paper 2

Chemistry topics 13 – 17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.

### What will I learn?

Pupils studying Chemistry will develop and extend their understanding in the following areas:

- Atomic Structure
- Bonding
- Quantitative chemistry
- Chemical Changes
- Energy Changes
- Rate of reaction
- Organic Chemistry
- Analysis
- Chemistry of the atmosphere
- Resources

### How will I be assessed?

Written exam - Foundation Tier (1 hour 15 mins) and Higher Tier (1 hour 45 mins).

Two papers. Each paper is 100 marks, 50 % of GCSE

Questions are multiple choice, structured, closed short answer, and open response.

### What can I do after I've completed the course?

Science is a way of helping the brain grow in finding new knowledge and helps us defeat our curiosity of how the world develops and works today. Science is important because it has helped form the world that we live in today. After completing the GCSE course you can then study an A level in Biology, Chemistry or Physics which allows you to go on to work in any of the following careers: Medicine, Radiography, Forensics, Space Exploration, Veterinary Science, Pharmaceuticals.

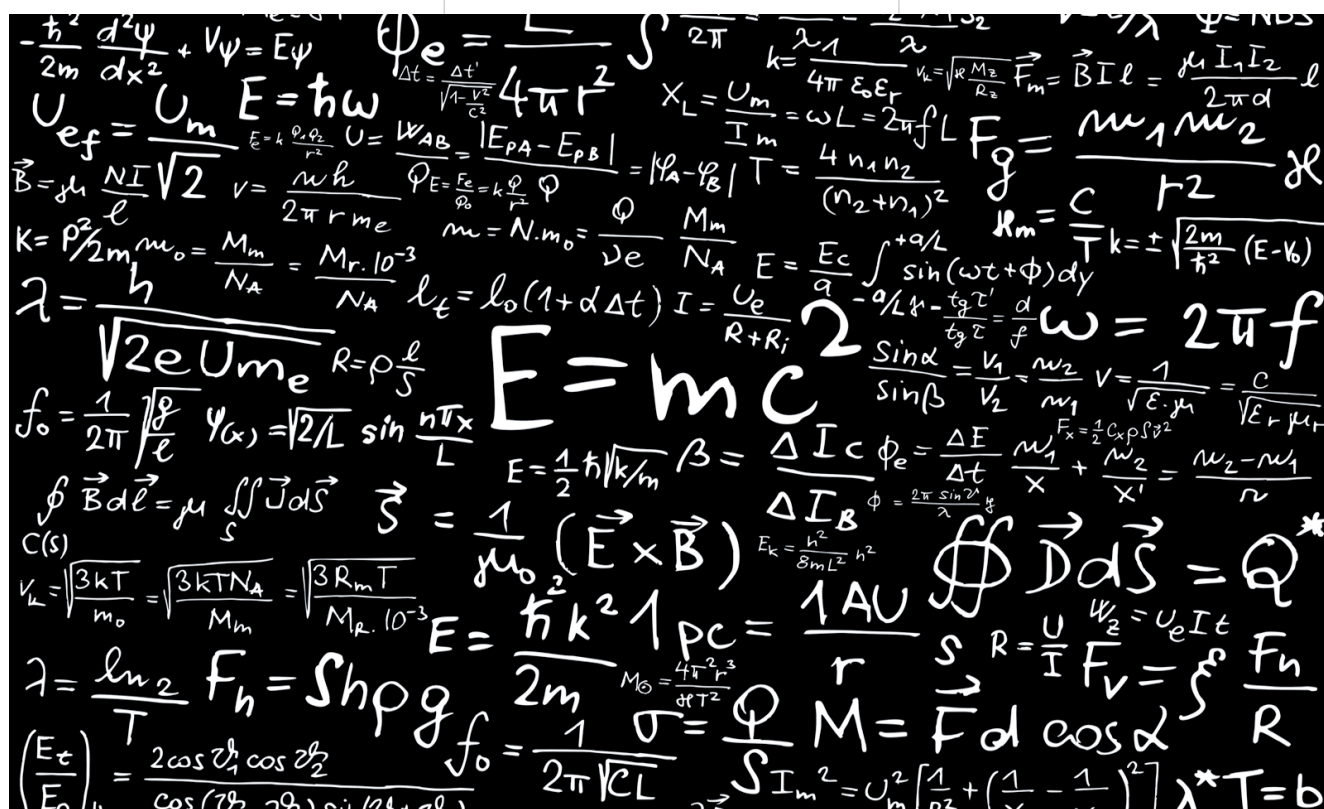




Physics topics 22 – 24: Forces; Waves; and Magnetism and electromagnetism.

Questions are multiple choice, structured, closed short answer, and open response.

Science is a way of helping the brain grow in finding new knowledge and helps us defeat our curiosity of how the world develops and works today. Science is important because it has helped form the world that we live in today. After completing the GCSE course you can then study an A level in Biology, Chemistry or Physics which allows you to go on to work in any of the following careers: Medicine, Radiography, Forensics, Space Exploration, Veterinary Science, Pharmaceuticals.



# OPTION A

## ZONE 2

GCSE French  
GCSE History  
GCSE Geography

\*Pupils are required to choose **either** GCSE History or GCSE Geography. French is **mandatory**.

## Why study French?

Pupils studying French will:

- develop and extend their understanding of the language in a variety of contexts
- develop their knowledge of the language and language learning strategies
- develop their ability and confidence to communicate effectively and with increasing accuracy in both spoken and written French
- develop an awareness and understanding of countries and communities where French is spoken
- develop the skills to be able to manipulate the language with increasing accuracy and fluency
- develop their translation skills from English into French .

## What will I learn?

The aim of the Modern Foreign Languages department is to provide students with a lively, communicative

approach to language learning. The four skills of Listening, Speaking, Reading and Writing are developed and assessed through a variety of topics and activities.

Topics which will be covered during the course are: personal and social life, the local community, social issues and environment, the world of work and the wider world.

## How will I be assessed?

The four skills of Listening, Reading, Speaking and Writing are assessed throughout the three year GCSE course. This is a GCSE qualification and is numerically graded from 9 to 1. This qualification is 100% examination with assessments completed at the end of Year 11.

Students will be expected to develop and apply their knowledge and understanding of the language and grammar as the course progresses. There will be two tiers of entry, Foundation and Higher. The level of entry will be tailored to suit the individual student and students will be entered for the level which is most appropriate for them.

## What can I do after I've completed the course?

Learning a language has specific relevance for many careers such as: the travel industry, journalism and business. As competition increases in the work place, more and more employers are placing greater importance on those who are able to offer an additional language. Employers and Colleges look favourably upon those applicants who are able to offer a foreign language as they recognise the dedication and commitment necessary to succeed. Progression to AS/ A2 Level courses is one of many routes. Opportunities also exist for vocational study in languages.



# GCSE HISTORY

## Why study History?

History is the study of past cultures examining the political, economic and social impacts of key events. The subject develops strong analytical and writing skills through the study of sources, interpretations and information.

## What will I learn?

### Year 9 – Britain: Health and the people: c1000 to the present day

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. Pupils will study; Medieval medicine, the Renaissance, impact of the Industrial Revolution of medicine and Modern medicine in the 20th and 21st Century.

### Year 9/10 - Conflict and tension, 1894–1918

This wider world depth study enables students to understand the complex and diverse interests of

the Great Powers and the causes, nature and conclusion of the First World War. Pupils will study; the long term and short term causes of the War, why there was a stalemate and fighting on the Western Front, key battles on other fronts and how the war ended.

### Year 10 - Germany, 1890–1945: Democracy and dictatorship

This period study focuses on the development of Germany during a time of change. It

was a period where Germany saw the development and collapse of democracy and the rise and fall of Nazism. Pupils will study; the impact of the First World War on Germany and the early problems of the Weimar Government, the impact of the Wall Street Crash on Germany, the rise of Hitler's dictatorship and life under the Nazis.

### Year 11 – Norman England, c.1066–1100

This in depth study focuses on the arrival

of the Normans and the establishment of their rule in England. Pupils will study; the conquest of 1066 including the key battles, life under the Normans, the Norman church and importance of religion. The final part of this unit is the historical environment which is worth 10% of the overall course. Students will be examined on a specific site in depth. This site will change annually but will relate to the content of the rest of this depth study e.g. a Norman Cathedral, Castles or towns.

## How will I be assessed?

This is a GCSE qualification and is graded from 9 to 1. This qualification is 100% examination sat at the end of Year 11.

Four key skills will be tested in two exams.

- Knowledge and understanding of the time period
- Explanations of cause, consequences, change and significance
- Analysis of primary sources
- Analysis of interpretations

## What can I do after I've completed the course?

History GCSE helps demonstrate a high literacy level, critical thinking skills and independent learners that appeal to a wide range of employers and colleges. These skills can be applied to a range of A-Levels including psychology, politics, engineering and law.





# GCSE GEOGRAPHY

## BACCALAUREATE PATHWAY 2019 OPTION B/C

### Why study Geography?

The AQA GCSE Geography Syllabus A will enable learners to:

- Develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.
- Develop their knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world.
- Appreciate the importance of the location of places and environments from local to global.
- Understand the significance of different values and attitudes.
- Develop their responsibility as global citizens and recognise how they can contribute to a future that is sustainable.

### What will I learn?

This qualification is split into three themes, assessed in three different exams:

- Living with the physical environment (35%)
- Living with the human environment (35%)
- Geographical skills and fieldwork (30%)

As part of 'Living with the physical environment' pupils will study the challenge of natural hazards (including plate tectonics and weather events), the living world (including ecosystems, deserts and rainforests) and physical landscapes in the UK (including rivers and coasts).

Within 'Living with the human environment' pupils will study urban issues and challenges, the changing economic world and challenges of resources.

### How will I be assessed?

This is a GCSE qualification and is graded from 9 to 1. This qualification is 100% examination sat at the end of Year 11. There are three exams in total. The third paper on geographical skills will comprise two main parts:

- A pre released resource booklet available 12 weeks before the exam will allow pupils to explore a geographical issue and the exam will ask pupils to provide a reasonable justification for proposed solutions.
- Two fieldwork activities will be undertaken during the course of the GCSE study which will allow pupils to explore both the physical and human environment and explore the interrelationships between them. They will use data collected to formulate a geographical enquiry, select and create appropriate presentation techniques and analyse their findings.

### What can I do after I've completed the course?

A GCSE in Geography is a pre-requisite for a number of Post 16 qualifications including AS/A2 Level in Geography, Geology, Environmental Science and Economics.

This GCSE also develops a range of skills that will benefit students in a range of related and non-related academic and vocational qualifications at Post-16.





# OPTION B/C

## 3 ZONE

GCSE Drama

GCSE Dance

BTEC Music

GCSE Art and Design - Fine Art

GCSE Art and Design - 3D Design

GCSE Food Preparation and Nutrition

BTEC Health and Social Care

GCSE Physical Education

GCSE Computer Science

GCSE Religious Studies

CNAT Sport Studies

CNAT Enterprise and Marketing

CNAT Creative iMedia

\*Pupils are required to choose **one** subject from this section.

Only one Art and Design option can be picked.

## Why study Drama?

Pupils choosing Drama will follow the OCR GCSE syllabus which aims to encourage pupils to:

- Work imaginatively and creatively in groups, generating, developing and communicating ideas.
- Explore a range of performance texts and published plays and developing an understanding of their social, cultural and historical context.
- Acquire skill in devising original drama from a range of stimulus that reflects a view of the world.
- Develop and demonstrate competence in a range of theatrical and performance skills and apply them in performance to a variety of audiences.
- Develop as creative, effective, independent and reflective students able to make informed choices in process and performance.
- Reflect upon, evaluate and review their own work and that of others.
- Engage in the process of dramatic study in order to develop effective and independent learners with enquiring minds.
- Develop a basis for their future role as active citizens in employment and society in general as well as for the possible further study of drama.

## What will I learn?

Key characteristics of performance texts and dramatic works including social, historical and cultural contexts.

How meaning is interpreted and communicated through the use of performance conventions including symbols, space, dialogue and plot.

To develop an understanding of structure of performance.

Theatre terminology used by theatre makers and how to use it appropriately.

How to develop vocal and physical interpretation of character.

Strategies and theories of key theatre practitioners.

## How will I be assessed?

This course is a Full Course GCSE and will be graded from 9 to 1.

Pupils will be assessed throughout their study including 1 centre assessed practical unit, 1 practical externally assessed unit and a written examination studying texts set by the exam board, as well as reviewing a live performance.

- 40% is a written exam
- 40% is controlled assessment
- 20% in practical (performance related) exam

## What can I do after I've completed the course?

This qualification may form part of the entry requirements for progression in education or to employment. Study in Drama encourages greater individual responsibility, confidence, interpersonal and problem solving skills through working in groups to solve problems and meet deadlines.

Pupils who wish to take Drama further can progress on to study a wide range of vocational and academic qualifications including:

- AS/A2 Levels Drama/Theatre Studies
- BTEC Nationals in Performing Arts

We are proud of our pupils' achievements and encourage pupils to go on and study drama at local colleges. Some of our pupils have gone on to university and achieved degrees in drama and other related subjects.



## Why study Dance?

The course enables pupils to develop skills, knowledge and understanding of a range of dance styles through the interrelated processes of performing, creating and appreciating dance. It allows pupils to develop performance and artistry skills, work collaboratively to choreograph dances responding to a variety of stimuli and critically appreciate professional works from different choreographers. It also develops critical self-reflection, analysis skills and professional practice in Dance. It will provide pupils with a solid foundation to develop in Performing Arts further or continue into full-time employment.

## What will I learn?

Pupils studying Dance will develop and extend their understanding in the following areas;

- Component 1 – 60%

**Performance** - Pupils will learn and perform a selection of set dance phrases choreographed by the exam board they will then be assessed on their performance skills. A dance piece is developed in lessons with a focus on developing physical/expressive/technical skills, communicating the choreographic intent and demonstrating safe working practices.

**Choreography** - Pupils choreograph their own dances based on a prescribed list of stimuli, again demonstrating their understanding and application of the choreographic process.

- Component 2 – 40%

**Dance Appreciation** – Pupils will study 6 professional dances in their entirety and be prepared to describe, analyse, interpret, evaluate and reflect on the works in response to short answer and extended writing questions. The written examination is 1 hour 30 minutes.

## How will I be assessed?

This is a GCSE qualification and is graded from 9 to 1. This qualification is 60% practical and 40% written.

- Component 1 is practical work which is assessed internally and moderated by an external moderator.
- Component 2 is a written exam which is sat at the end of the course.

## What can I do after I've completed the course?

GCSE Dance offers progression to further study such as:

- AS/A2 Levels in Dance/Performing Arts (Level 3)
- BTEC National Diploma in Performing Arts
- Level 3 Advanced Diploma in Creative and Media

We are proud of our pupils' achievements and encourage pupils to go on and study Dance at local colleges. Some of our pupils have gone on to university and achieved degrees in Dance and other Arts related subjects.



## Why study Music?

BTEC Music is ideal for anyone who is looking to further their musical skills and knowledge, whilst providing a solid platform to progress onto study A Level Music or Btec Level 3 Extended Diploma in Music. Students will build on their KS3 study of music and develop their performance, compositional and appraisal skills. Students are able to choose which instrument they prefer to use for the compositional and performance tasks and will also get a chance to gain an insight into how the music business works and a host of varied careers and products that are contained within the industry. The course also delves into the world of digital recording and sound reproduction.

## What kind of learner is this course suited to?

BTEC music is well suited to any student who:

- Already has some musical ability on any instrument (including the voice but must have basic keyboard skills)
- Can read basic musical notation
- Can work well independently and as part of an ensemble
- Can meet, manage and organise themselves around CAU deadlines (including after school sessions)
- Has some basic knowledge of music technology and music theory
- Has a passion and appreciation for the music industry
- Is interested in how music is produced, marketed and consumed.

## What will I learn?

You will study the two compulsory course units (1&2) then choose a further two units from 3-7, each unit is worth 25% of the overall qualification

- Unit 1: The music industry

- Unit 2: Managing a music product.
- Unit 3: Introducing live sound
- Unit 4: Introducing music composition
- Unit 5: Introducing music performance
- Unit 6: Introducing music recording
- Unit 7: Introducing music sequencing.

**Please note:** The course will also require students to use a range of music technology software including Sibelius, Sonar, Garageband and Logic. Basic computer literacy is essential.

## How will I be assessed?

This qualification is taught over 120 guided learning hours (GLH). It has mandatory and optional specialist units.

These units include:

- two mandatory units (totalling 60 GLH)
- two optional specialist units (totalling 60 GLH)

This BTEC First Award has units that your centre assesses (internal) and a paper-based examination that Pearson sets and marks (external).

## What can I do after I've completed the course?

Once you have successfully completed the course, students will usually progress onto study A Level Music or Bt Level 3 Extended Diploma in Music, although there are other areas of study that BTEC Music will complement, such as Dance, Drama or Art. Dudley Sixth, Halesowen, BOA and Stourbridge College all offer excellent further education courses and have a wide range of facilities at their disposal that are usually unavailable to schools.

## FAQ's

### • Do I have to play an instrument?

Yes. This can be your voice but you must have some basic keyboard skills/music theory.

### • Will I have to perform in front of anybody?

Yes. You will have to perform in front of the class when necessary although this isn't a large part of the course.

### • Are any of my friends choosing music?

It really doesn't matter if you don't know anyone who has chosen music, you will find that the sort of student who chooses Music GCSE will probably be very similar to you!

### • What happens if I haven't got my own instrument?

No problem! The school has a range of musical instruments that you can use during lessons (and some that are available for you to borrow in certain circumstances).

### • Will there be any trips and/or shows for BTEC Music students?

Yes! There will be trips to see a show, trips to a recording studio and various other visits to musical venues and places of interest. There will be a main school show each year and several smaller shows to take part in although this is not compulsory and will involve other students from around the school.

### • Do I get to choose which units I study?

Yes, but you must choose two units from unit 3 to unit 7 and all pupils have to study Units 1 and 2.

### • Is BTEC Music easier or harder than GCSE Music?

Neither. It is slightly less academic but you will still require a solid basis in literacy and numeracy, especially when studying the computer programming parts of the course.





# GCSE ART AND DESIGN

## FINE ART

### Why study Art and Design?

Art and Design gives students the opportunity to actively engage in the creative process of art, craft and design when exploring and making images, artefacts and products to produce their own portfolio of art and design work.

Students will develop confidence in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques, demonstrating safe working practices. They will develop an awareness of the purposes, intentions and functions of art, craft and design in historical and contemporary contexts, societies and cultures and as appropriate to their own work. Students will gain experience in a broad range of art and design areas, e.g. drawing, painting, printing, ceramics, sculpture, digital and mixed media.

### What will I learn?

#### Knowledge and Understanding

All students will need to:

- Understand how artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures inspire the development of ideas.
- Understand how meanings, ideas and intentions can be communicated through visual and tactile language, using the formal elements of colour, line, form, tone and texture.
- Know the effects of using different media, materials, techniques and processes, and the ways in which they can be used in their own creative intentions.
- Understand the different purposes, intentions and functions of art, craft and design in a variety of contexts.

### Skills

All students must demonstrate the ability to:

- Develop ideas through investigating, selecting and critically analysing sources.
- Apply and understand relevant practices in the creative and cultural industries to their work.
- Refine ideas as work progresses through experimenting with media, materials, techniques and processes.
- Record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses.
- Use visual language critically as appropriate to their own creative intentions.
- Use media, materials, techniques and processes safely in the working environment.
- Use drawing skills for different needs and purposes.

- Realise personal intentions through the sustained application of the creative process.

### How will I be assessed?

This is a GCSE qualification and is graded from 9 to 1.

- 60% portfolio of artwork
- 40% practical examination at the end of Year 11

### What can I do after I've completed the course?

A GCSE in Art and Design is a strong foundation for further progression to Art and Design related courses at college and university.

**\*Please note students should only pick one art and design subject.**





# GCSE ART AND DESIGN

## 3D DESIGN

### Why study Materials Technology?

- Three-Dimensional Design is defined here as the design, prototyping and modelling or making of primarily functional and aesthetic consumer products, objects and environments.
- Learners must explore, acquire and develop skills, knowledge and understanding through the application of techniques and processes specific to their chosen area(s) of study of Three-Dimensional Design.
- Learners must explore practical and relevant critical and contextual sources such as the work of historical and contemporary three-dimensional designers and the different purposes, intentions and functions of three-dimensional design as appropriate to their own work.
- Learners must demonstrate the knowledge, skills and understanding through area(s) of study relevant to Three-Dimensional Design.

### What will I learn?

#### Techniques

Learners must demonstrate the ability to work creatively with processes and tech-

niques appropriate to the chosen area(s) of study such as: computer-aided design, model making, prototyping, constructing, assembling. An understanding of the relationship between form and function is essential.

#### Skills

Learners are required to demonstrate the knowledge:  
Researching, Designing and developing, Making, Evaluating.

### How will I be assessed?

The GCSE (9–1) has TWO components:

Learners should produce:

#### Component 01: Portfolio

A portfolio of practical work showing their personal response to either a centre- or learner-set starting point, brief, scenario or stimulus.

The portfolio is 60% of your overall grade.

#### Component 02: Externally set task

The early release paper will be issued on 2 January each year and will provide learners with five themes, each with a range of written and visual starting points and stimuli.

A response should be based on one of these options. Worth 40% of your overall grade

### What can I do after I've completed the course?

- Any level 3 Art and Design and Course at College
- Apprenticeships
- Following on from college, students have gone on to study applied arts, fine art, graphics, illustration, fashion/textiles, interior & 3D design, photography and visual communication

**\*Please note students should only pick one art and design subject.**



This new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

### What will I learn?

The five core topics:

- » Food, nutrition and health
- » Food science
- » Food safety
- » Food choice
- » Food provenance.

### How will I be assessed?

- » Paper 1 – written exam: 50% of GCSE.

Multiple choice questions (20 marks)

Five questions each with a number of sub questions (80 marks)

- » Non Examined Assessment- 50% of GCSE

NEA Task 1: Food Investigation (30 marks)  
1,500 – 2,000 word essay.

NEA Task 2: Food preparation assessment (70 marks)

Written portfolio and practical exam

### What can I do after I've completed the course?

- » GCSE Food Preparation and Nutrition will equip you to go on to further

study. After taking this course, you could embark on AS or A-level study, begin an apprenticeship or perhaps begin employment in the catering or food industries. You'll also have the knowledge and skills to feed yourself (and others) affordably and nutritiously for life.

- » Potential careers: Chef, baker, caterer, hospitality.



# BTEC HEALTH AND SOCIAL CARE

## What will I learn?

Pupils are given a total of three components over two years:

### Component 1

In this component, you will study how people grow and develop over the course of their life, from infancy to old age, this includes physical, intellectual, emotional and social development and the different factors that may affect them. An individual's development can be affected by major life events, such as marriage, parenthood or moving house, and you will learn about how people adapt to these changes as well as the types and sources of support that can help them.

### Component 2

At some point in your life you will need health care. It is likely that you have already had an appointment with a doctor. If you did, you are described as a 'service user'. That means you have been given health care from a person who was trained to give you care - they are called 'service providers'. You might know someone who needs social care. This is different from health care, although both types of care are very closely linked. People who need social care are not always ill - they may be unable to do everyday activities like getting dressed or feeding themselves, or need help with their day-to-day lives.

Providing good health and social care services is very important and a set of 'care values' exists to ensure this happens. Care values are important because they enable people who use health and social

care services to get the care they need and to be protected from different sorts of harm. This component will give you an understanding of health and social care services and will help you develop skills in applying care values, which are common across the sector (some of which are transferable to other sectors that involve interactions with clients or customers).

### Component 3 (Exam Unit)

In this component, you look at the factors that can have a positive or negative influence on a person's health and wellbeing. You will learn to interpret physiological and lifestyle indicators and what they mean for someone's state of health. You will learn how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short- and long-term targets. Additionally, you will explore the difficulties an individual may face when trying to make these changes.

## How will I be assessed?

#### Component 1:

##### Human Lifespan Development

(level 1/2)

36 learning hours assessed internally.

#### Component 2: Health and Social Care Services and Values

(level 1/2)

36 learning hours assessed internally.

#### Component 3: Health and Wellbeing

(level 1/2)

48 learning hours assessed Synoptic Externally (examination).

## What can I do after I've completed the course?

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

A Levels as preparation for entry into higher education in a range of subjects

Study of a vocational qualification at Level 3, such as a BTEC National in Health and Social Care, which prepares to enter employment or apprenticeships, or to move on to higher education by studying a degree in aspects of health or social care.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- Study at Level 2 post-16 in a range of technical routes designed to lead to work, to progression to employment, apprenticeships or to further study at Level 3. For these learners, the attitudes and the reflective and communication skills covered in the qualification will help them achieve.

- Study of health and social care post-16 through a technical certificate. Learners who perform strongly in this qualification compared to their overall performance should strongly consider this progression route as it can lead to employment in health or social care.



# GCSE PHYSICAL EDUCATION

## Why study PE?

By taking GCSE PE you will enjoy and understand the benefits of living a healthy and active lifestyle. You will acquire the skills to make informed choices about their own physical development, whilst getting involved in physical activities that meet your needs.

If you are good at, at least 3 sports, GCSE PE is the subject for you!

## What will I learn?

Pupils studying GCSE PE will develop and extend their understanding of the following areas:

- Applied anatomy and physiology  
– Key body stems and how they impact on health, fitness and performance.
- Movement analysis – The basic principles of movement in physical activity.
- Physical training – Principles of training and how they are used.
- Sports psychology – Psychological factors that can affect performance.
- Socio-cultural influences – How they affect and impact on sport.
- Health fitness and well-being – Various benefits of participating in sport.
- Practical Performance – Participation in a range of different activities.

## How will I be assessed?

This is a GCSE qualification and is graded from 9 to 1.

- 30% - Practical performance
- 10% - Analysis of performance
- 60% - Examination across two exams

## What can I do after I've completed the course?

Sport & fitness is a huge industry. If you are keen on sport, you can make a healthy living from your passion. GCSE Physical Education students often pursue a sporting pathway when attending College. This subject is challenging however extremely rewarding, content will range from a biology focus on performance to the impact of performance enhancing drugs!

\*A pupils specific PE/sport option will be determined after their pathways interview.





# GCSE COMPUTER SCIENCE

## BACCALAUREATE PATHWAY 2019 OPTION B/C

### Why study Computing?

Computer Science will enable students to understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation. The GCSE course will involve analysing problems in computational terms through practical experience, including designing, writing and debugging programs. Students will be expected to apply their mathematical skills relevant to computer science. The course will encourage students to think creatively, innovatively, analytically, logically and critically. Students will understand the components that make up digital systems, and how they communicate with one another and with other systems.

### What will I learn?

Students studying Computer Science will develop and extend their understanding in the following areas:

#### Knowledge and Understanding:

- Current and developing technologies and how they work.
- How particular computer programs and algorithms work.
- How text, sound, and graphics inside computers are represented by using binary and hexadecimals.
- Solving problems using Boolean logic.
- The purpose and functionality of systems software, including the operating system and utility software.
- Characteristics of computer systems including hardware, storage and networks.
- Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy and cyber security.
- Characteristics and purpose of

different levels of programming language, including low-level language.

### How will I be assessed?

This is a GCSE qualification and is graded from 9 to 1

- Computer systems (40%) – This is assessed by a written paper. Learners will be introduced to the theory behind how computer systems work.
- Computational thinking, algorithms and programming (40%) – This is assessed by a written paper. Learners will be introduced to algorithms and programming, learning about programming techniques.
- Programming Exam (20%) – To be confirmed by the exam board.

### What can I do after I've completed the course?

- With technology ever changing, there is a demand for professionals who are qualified in this area. If you want to go on to higher study and employment in the field of Computer Science, you will find that this course provides a superb stepping stone. Once you have taken a Computing GCSE you can then progress to study the subject at A Level and then university.





# GCSE RELIGIOUS STUDIES

## Why study Religious Studies?

Religious Studies enables students to consider different beliefs and attitudes towards religious and non-religious issues in contemporary British society. The course involves the exploration of range of topics and includes studying religious and non-religious views about a range of ethical issues, such as: abortion, punishments (including the death penalty) and animal testing. Through this, pupils develop their skills in debating and constructing their own reasoned arguments. Students will also explore a range of religious beliefs and practices, with a focus on Christianity and Islam.

## What will I learn?

Students studying Religious Studies will develop and extend their understanding in the following areas:

- Reasoned arguments – Students will gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills.
- Religious and non-religious issues – Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards a range of issues in contemporary British society.
- Religious beliefs and practices – students will learn about a diverse range of Christian and Islamic beliefs and practices.

## How will I be assessed?

This is a GCSE qualification and is graded from 9 to 1. This qualification is 100% examination which is sat at the end of Year 11.

- The marks will be awarded based on knowledge and understanding of a range of religious, ethical and philosophical issues from a range of religious and non-religious perspectives, as well as the beliefs and practices of Christians and Muslims.

## What can I do after I've completed the course?

A GCSE in Religious Studies prepares pupils for their future in many ways. They will be able to discuss the beliefs of others in society and constructively argue their own opinion. They will develop an ability to understand others and to communicate with them respectfully.

The skills and knowledge developed through this course have seen pupils pursue careers in: education, media, the medical and veterinary professions, as well as law, child care, charity work and many more. The range of skills achieved will also benefit students in range of related and non-related academic and vocational qualifications at Post-16.



# CNAT SPORT STUDIES

## Why study Sport?

The Cambridge Nationals in Sport Studies is a vocational qualification that takes an engaging, practical and inspiring approach to learning and assessment. Not only can you improve your practical performance but also have the opportunity to develop your confidence in leading others whilst broadening your understanding of the range of factors influencing the sport.

## What will I learn?

Pupils studying CNAT Sport will develop and extend their understanding in the following areas:

- Contemporary issues in sport – Written exam
- Developing sports skills – Practical assessment/coursework
- Sports leadership – Practical assessment/coursework
- Sport and the media - coursework

## How will I be assessed?

This is the equivalent to a GCSE qualification and is graded from Level 1 Pass to Level 2 Distinction\*

- 25% - Exam
- 75% - Coursework

## What can I do after I've completed the course?

Sport & fitness is a huge industry. If you are keen on sport, you can make a healthy living from your passion. Whether that is working for a football club, as a Personal Trainer at the local gym, or training to be a Physiotherapist, Sports Analyst, or a Sports Journalist. There are lots of opportunities. From professional sport through to amateur teams and individuals who just want to get in shape, sport and fitness is a fast-growing business.

**\*A pupils specific PE/sport option will be determined after the pathways interview.**



## Why study Enterprise and Marketing?

The Cambridge Nationals in Enterprise and Marketing will offer opportunities to develop business skills demanded by employers in the UK today. They will enhance the learner's readiness for the world of work by developing transferable skills such as: planning, research and analysis, working with others and effective communication. It is designed with both practical and theoretical elements, which will prepare students for further study of qualifications in enterprise, marketing or business.

## What will I learn?

Pupils studying Enterprise and Marketing will develop and extend their understanding in the following areas:

- Unit Ro64: learners will understand the main activities that will need to happen to support a start-up business and what the key factors are to consider when starting up a business. Learners will understand how and why customer segmentation is used and how to target a customer market. They will also develop an understanding of how to attract and retain customers, the techniques to use when developing products and how to investigate what makes a product viable. These elements will provide learners with underpinning knowledge and understanding for completion of Units Ro65 and Ro66 within this qualification, as well as developing transferable knowledge

and understanding to allow for progression onto related study.

- Unit Ro65: Learners will be able to identify a customer profile for their own product design, develop market research tools and use these to complete market research for their product. Learners will use their research outcomes to generate product design ideas, assess their strengths and weaknesses and work collaboratively with peers to gain feedback to inform final design decisions. Learners will complete financial calculations to select a pricing strategy and determine whether their proposal is viable. On completion of this unit, learners will have gained some of the essential skills and knowledge required when considering starting a business, but also the transferable skills of self-assessment, providing and receiving feedback, research and evaluation.
- Unit Ro66: They will be able to pitch their product proposal to an external audience after completing a practice pitch, and complete a review of both their pitching skills and product proposal, using their learning from this qualification, self-assessment and feedback generated. By completing this unit, learners will know how to use a combination of branding and promotional methods that complement each other and appeal to a specific customer profile. They will gain the crucial skills of professionally pitching to an unknown audience. This will help to prepare them both for employment

situations such as interviews and for starting up a business in the future, while also developing the transferable skill of presenting information to others in a clear and persuasive manner.

## How will I be assessed?

This is the equivalent to a GCSE qualification and is graded from Level 1 Pass to Level 2 Distinction\*

- 50% of the marks will be awarded for Unit Ro64: Enterprise and marketing concepts. This is a 1 hour 30 minute written examination.
- 25% will be based on Unit Ro65: Design a business proposal. This is assessed internally via externally moderated coursework.
- 25% will be based on Unit Ro66: Market and pitch a business proposal. This is assessed internally via externally moderated coursework.

## What can I do after I've completed the course?

- Vocational qualifications (QCF) Understanding Business Enterprise, Preparing for a Business Venture (Levels 2 & 3)
- Apprenticeship e.g. Business Administration (Levels 2 & 3)
- Cambridge Technical Award in Business (Levels 2 & 3)
- A Level Business; Applied Business; Travel & Tourism (Level 3)





# CNAT CREATIVE IMEDIA

## BACCALAUREATE PATHWAY 2019 OPTION D

### Why study Computing?

Digital Media plays an important part in many areas of our everyday lives and is also an important part of the UK economy. There is a demand from employers for an increasingly skilled and technically literate workforce as more and more media products are produced digitally. The study of creative media provides students with specific and transferable skills and a solid foundation in understanding and applying this subject, whether it is in employment or higher education. The Cambridge Nationals in Creative iMedia is a media sector-focused area of study, which includes film, television, web development, gaming and animation, and all have IT at their heart. They provide knowledge in a number of key areas in this field from pre-production skills to digital animation and have a motivating, hands on approach to both teaching and learning. Cambridge Nationals deliver skills across the whole range of learning styles and abilities, effectively engaging and inspiring all students to achieve great things.

### What will I learn?

Students will complete 4 units in order to achieve the equivalent to 1 GCSE. Two units are mandatory, one of which is an external examination. All other units are optional and will be chosen by the Computing/ICT department. 75% coursework and 25% examination.

#### Mandatory core units:

- Ro81: Pre-production skills (Exam)
- Ro82: Creating digital graphics Creative Units

#### Optional core units:

- Ro83: Creating 2D and 3D digital characters
- Ro84: Storytelling with a comic strip
- Ro85: Creating a multipage website
- Ro86: Creating a digital animation
- Ro87: Creating interactive multimedia products

- Ro88: Creating a digital sound sequence
- Ro89: Creating a digital video
- Ro90: Digital photography
- Ro91: Designing a game
- Ro92: Developing digital games

### How will I be assessed?

Of the four units only one is assessed by a 1 hour 15 minute written examination. All other units are assessed through coursework portfolios and will be marked internally and moderated externally. All controlled assessment work will be submitted to staff who are able to track progress during the unit but cannot provide formal individual feedback to the pupils.

All results are awarded on the following scale:

- Distinction\* at Level 2 (D\*2)
- Distinction at Level 2 (D2)
- Merit at Level 2 (M2)
- Pass at Level 2 (P2)
- Distinction at Level 1 (D1)
- Merit at Level 1 (M1)
- Pass at Level 1 (P1)

### What can I do after I've completed the course?

Studying Creative iMedia will open up many opportunities into the creative and innovative sector. These allow future developments into A Levels, BTEC and apprenticeships in the following areas:

- ICT
- Computing
- Business and Communication Systems
- Manufacturing
- Art and Design
- Media Studies
- Design and Technology





# OPTION D

## ZONE 4

GCSE Art and Design - Photography

GCSE Art and Design - Textiles

CNAT Sport Studies

CNAT Enterprise and Marketing

CNAT Creative Imedia

\*Pupils are required to choose **one** subject from this section.

**Pupils picking the Textiles option cannot also pick an Art and Design subject in option B/C.**

# GCSE ART AND DESIGN

# PHOTOGRAPHY

## Why study Art and Design - Photography?

Art and Design gives students the opportunity to actively engage in the creative process of art, craft and design when exploring and making images, artefacts and products to produce their own portfolio of art and design work.

Students will develop confidence in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques, demonstrating safe working practices. They will develop an awareness of the purposes, intentions and functions of art, craft and design in historical and contemporary contexts, societies and cultures and as appropriate to their own work. Students will gain experience in a broad range of Photography areas, e.g. digital processes, time-lapse photography, stop-frame animation, video, photomontage and digital manipulation.

## What will I learn?

### Knowledge and Understanding

All students will need to:

- Understand the work and approaches of photographers from contemporary and/or historical contexts, periods, societies and cultures.
- Explore contemporary and/or historical environments, situations or issues.
- Know the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements of colour, line, form, tone and texture.
- Know the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in their own creative intentions and chosen area(s) of photography.
- Understand the different purposes, intentions and functions of photography in a variety of contexts.

### Skills

All students must demonstrate the ability to:

- Develop ideas through investigating, selecting and critically analysing sources.
- Apply and understand relevant photographic practices in the creative and cultural industries to their work.
- Refine ideas as work progresses through taking, selecting, editing and presenting image(s) / artefact(s) / personal outcome(s).
- Record their ideas, observations, in-sights and independent judgements, in ways that are appropriate to the photography title such as, recording still and moving images with lens-based media.
- Use appropriate specialist vocabulary, as work progresses.
- Use visual language critically as appropriate to their own creative intentions.
- Use drawing skills for different needs and purposes. Drawing may take the form of recording in light, storyboarding and image manipulation for using appropriate media and materials.

- Realise personal intentions in photography through the sustained application of the photographic process.

## How will I be assessed?

This is a GCSE qualification and is graded from 9 to 1.

- 60% portfolio of artwork
- 40% practical examination at the end of Year 11

## What can I do after I've completed the course?

A GCSE in Art and Design - Photography is a strong foundation for further progression to Art and Design related courses and college and university.



# GCSE ART AND DESIGN

# TEXTILES

## BACCALAUREATE PATHWAY 2019

## OPTION D

### Why study Materials Technology?

- Textile Design is defined here as the creation of designs and products for woven, knitted, stitched or printed fabrics and involves an understanding of fibres, yarns and fabrics.
- Learners must explore, acquire and develop skills, knowledge and understanding through the application of techniques and processes specific to their chosen area (s) of study of Textile Design.
- Learners must explore practical and relevant critical and contextual sources such as the work of historical and contemporary textile designers and the different purposes, intentions and functions of textile design as appropriate to their own work.
- Learners must demonstrate the knowledge, skills and understanding through area (s) of study relevant to Textile Design.
- Learners are required to work in one or more area (s) of Textile Design, such as those listed below. Combinations of these areas are also possible:
- Constructed textiles, Digital textiles, Dyed fabrics, Printed fabrics, Fashion design, Installed textiles, Soft furnishings and Stitched and/or embellished textiles.

### What will I learn?

#### Techniques

Learners will demonstrate the ability to work creatively with processes and techniques, such as:

Weaving, Surface printing (block, screen or digital), Pattern making, Pattern cutting, Embroidery (machine or hand), Knitting, Batik, Appliqué and Collage.

#### Skills

Learners are required to demonstrate the knowledge:

Researching, Designing and developing, Making, Evaluating

### How will I be assessed?

The GCSE (9–1) has TWO components:

Learners should produce:

#### Component 01: Portfolio

A portfolio of practical work showing their personal response to either a centre- or learner-set starting point, brief, scenario or stimulus.

The portfolio is 60% of your overall grade.

#### Component 02: Externally set task

The early release paper will be issued on 2 January each year and will provide learners with five themes, each with a range of written and visual starting points and stimuli.

A response should be based on one of these options 40% of your overall grade

### What can I do after I've completed the course?

- Any level 3 Art and Design and Course at College
- Apprenticeships
- Following on from college, students have gone on to study applied arts, fine art, graphics, illustration, fashion/textiles, interior & 3D design, photography and visual communication





# CNAT SPORT STUDIES

## Why study Sport?

The Cambridge Nationals in Sport Studies is a vocational qualification that takes an engaging, practical and inspiring approach to learning and assessment. Not only can you improve your practical performance but also have the opportunity to develop your confidence in leading others whilst broadening your understanding of the range of factors influencing the sport.

## What will I learn?

Pupils studying CNAT Sport will develop and extend their understanding in the following areas:

- Contemporary issues in sport – Written exam
- Developing sports skills – Practical assessment/coursework
- Sports leadership – Practical assessment/coursework
- Sport and the media - coursework

## How will I be assessed?

This is the equivalent to a GCSE qualification and is graded from Level 1 Pass to Level 2 Distinction\*

- 25% - Exam
- 75% - Coursework

## What can I do after I've completed the course?

Sport & fitness is a huge industry. If you are keen on sport, you can make a healthy living from your passion. Whether that is working for a football club, as a Personal Trainer at the local gym, or training to be a Physiotherapist, Sports Analyst, or a Sports Journalist. There are lots of opportunities. From professional sport through to amateur teams and individuals who just want to get in shape, sport and fitness is a fast-growing business.

**\*A pupils specific PE/sport option will be determined after the pathways interview.**





## Why study Enterprise and Marketing?

The Cambridge Nationals in Enterprise and Marketing will offer opportunities to develop business skills demanded by employers in the UK today. They will enhance the learner's readiness for the world of work by developing transferable skills such as: planning, research and analysis, working with others and effective communication. It is designed with both practical and theoretical elements, which will prepare students for further study of qualifications in enterprise, marketing or business.

## What will I learn?

Pupils studying Enterprise and Marketing will develop and extend their understanding in the following areas:

- Unit Ro64: learners will understand the main activities that will need to happen to support a start-up business and what the key factors are to consider when starting up a business. Learners will understand how and why customer segmentation is used and how to target a customer market. They will also develop an understanding of how to attract and retain customers, the techniques to use when developing products and how to investigate what makes a product viable. These elements will provide learners with underpinning knowledge and understanding for completion of Units Ro65 and Ro66 within this qualification, as well as developing transferable knowledge

and understanding to allow for progression onto related study.

- Unit Ro65: Learners will be able to identify a customer profile for their own product design, develop market research tools and use these to complete market research for their product. Learners will use their research outcomes to generate product design ideas, assess their strengths and weaknesses and work collaboratively with peers to gain feedback to inform final design decisions. Learners will complete financial calculations to select a pricing strategy and determine whether their proposal is viable. On completion of this unit, learners will have gained some of the essential skills and knowledge required when considering starting a business, but also the transferable skills of self-assessment, providing and receiving feedback, research and evaluation.
- Unit Ro66: They will be able to pitch their product proposal to an external audience after completing a practice pitch, and complete a review of both their pitching skills and product proposal, using their learning from this qualification, self-assessment and feedback generated. By completing this unit, learners will know how to use a combination of branding and promotional methods that complement each other and appeal to a specific customer profile. They will gain the crucial skills of professionally pitching to an unknown audience. This will help to prepare them both for employment

situations such as interviews and for starting up a business in the future, while also developing the transferable skill of presenting information to others in a clear and persuasive manner.

## How will I be assessed?

This is the equivalent to a GCSE qualification and is graded from Level 1 Pass to Level 2 Distinction\*

- 50% of the marks will be awarded for Unit Ro64: Enterprise and marketing concepts. This is a 1 hour 30 minute written examination.
- 25% will be based on Unit Ro65: Design a business proposal. This is assessed internally via externally moderated coursework.
- 25% will be based on Unit Ro66: Market and pitch a business proposal. This is assessed internally via externally moderated coursework.

## What can I do after I've completed the course?

- Vocational qualifications (QCF) Understanding Business Enterprise, Preparing for a Business Venture (Levels 2 & 3)
- Apprenticeship e.g. Business Administration (Levels 2 & 3)
- Cambridge Technical Award in Business (Levels 2 & 3)
- A Level Business; Applied Business; Travel & Tourism (Level 3)



# CNAT CREATIVE IMEDIA

## BACCALAUREATE PATHWAY 2019 OPTION D

### Why study Computing?

Digital Media plays an important part in many areas of our everyday lives and is also an important part of the UK economy. There is a demand from employers for an increasingly skilled and technically literate workforce as more and more media products are produced digitally. The study of creative media provides students with specific and transferable skills and a solid foundation in understanding and applying this subject, whether it is in employment or higher education. The Cambridge Nationals in Creative iMedia is a media sector-focused area of study, which includes film, television, web development, gaming and animation, and all have IT at their heart. They provide knowledge in a number of key areas in this field from pre-production skills to digital animation and have a motivating, hands on approach to both teaching and learning. Cambridge Nationals deliver skills across the whole range of learning styles and abilities, effectively engaging and inspiring all students to achieve great things.

### What will I learn?

Students will complete 4 units in order to achieve the equivalent to 1 GCSE. Two units are mandatory, one of which is an external examination. All other units are optional and will be chosen by the Computing/ICT department. 75% coursework and 25% examination.

#### Mandatory core units:

- Ro81: Pre-production skills (Exam)
- Ro82: Creating digital graphics Creative Units

#### Optional core units:

- Ro83: Creating 2D and 3D digital characters
- Ro84: Storytelling with a comic strip
- Ro85: Creating a multipage website
- Ro86: Creating a digital animation
- Ro87: Creating interactive multimedia products

- Ro88: Creating a digital sound sequence
- Ro89: Creating a digital video
- Ro90: Digital photography
- Ro91: Designing a game
- Ro92: Developing digital games

### How will I be assessed?

Of the four units only one is assessed by a 1 hour 15 minute written examination. All other units are assessed through coursework portfolios and will be marked internally and moderated externally. All controlled assessment work will be submitted to staff who are able to track progress during the unit but cannot provide formal individual feedback to the pupils.

All results are awarded on the following scale:

- Distinction\* at Level 2 (D\*2)
- Distinction at Level 2 (D2)
- Merit at Level 2 (M2)
- Pass at Level 2 (P2)
- Distinction at Level 1 (D1)
- Merit at Level 1 (M1)
- Pass at Level 1 (P1)

### What can I do after I've completed the course?

Studying Creative iMedia will open up many opportunities into the creative and innovative sector. These allow future developments into A Levels, BTEC and apprenticeships in the following areas:

- ICT
- Computing
- Business and Communication Systems
- Manufacturing
- Art and Design
- Media Studies
- Design and Technology





# CORE PROVISION

All pupils will study the core subjects of English and Mathematics. The importance of these subjects is represented by them having a double weighting in school performance tables. A such they have the largest allocation of teaching time at GCSE.

## GCSE English Language

## GCSE Mathematics

## GCSE English Literature

All pupils must also study English Literature alongside English Language with both counting for entry into Post-16 pathways.

An enjoyment and appreciation of Literature will give pupils the ability to develop an interest in books and reading as they move away from their studies and into their adult lives. They will have the confidence to approach and tackle new forms of books and writing.

When studying Literature, students can learn not only language aspects such as vocabulary but also that language can be used for specific purposes.

Finally, the study of Literature can provide students with a fresh and creative angle with which to approach their studies in particular and their lives in general.

Please choose **one** of the below:

## OPTION A

Pupils will study the disciplines of Biology, Chemistry and Physics. They will sit a Combined Science qualification worth 2 GCSEs.

For the most academic pupils, the English Baccalaureate has been created to give a broad range of academic GCSEs consisting of sciences, languages and humanities.

This pathway fully prepares young people for the rigours of study at A Level and for progression into university and high quality apprenticeship programs.

A small proportion of the most able pupils will be offered Triple Science as their core provision.

### GCSE Combined Science

Please choose **one** of the below:

## OPTION B/C

- » GCSE Drama
- » GCSE Dance
- » BT/EC Music
- » GCSE Art and Design - Fine Art
- » GCSE Art and Design - 3D Design
- » GCSE Food Preparation and Nutrition
- » BT/EC Health and Social Care
- » GCSE Physical Education
- » GCSE Computer Science
- » GCSE Religious Studies
- » CNAT Enterprise and Marketing
- » CNAT Sport Studies
- » CNAT Creative iMedia

\*Please note students should only pick one art and design subject.

It is vitally important that you identify second choices in case your first choice is unavailable. If no second choice is identified you may be allocated to a subject.

Write your 1st choice:

Write your 2nd choice:

Please choose **one** of the below:

## OPTION D

Pupils are able to choose one subject from the list below to start in Year 9 and complete by the end of year 10:

- » GCSE Art and Design - Photography
- » GCSE Art and Design - Textiles\*
- » CNAT Sport Studies
- » CNAT Enterprise and Marketing
- » CNAT Creative iMedia

\*Pupils picking the Textiles option cannot also pick an art and design subject in option B/C.

Write your 1st choice:

# PATHWAYS 2019 INITIAL CHOICES FORM

## BACCALAUREATE

Full name:

Form:

Pupil signature

Parent signature

School signature

Date

Date

Date

## YOUR DETAILS

It is important that this form is completed and handed to Pupil Services no later than 2.45pm on **Thursday 7th March 2019**. Failure to do so may affect the options available to your child.