



# YEAR 9 PATHWAY CHOICES

#ASPIRE 

  
STANGROUND  
ACADEMY

# YOUR CHOICES AT KEY STAGE 4

This booklet has been designed to help you choose subjects which you will study in Years 10 and 11.

So far you have been studying a wide range of subjects and now you will have to think carefully about these, so that you can choose a smaller number to study in greater depth over the next two years.

All students will study the following core subjects for 16 out of 25 of their timetabled lessons per week.

Core Curriculum:

ENGLISH	(5 periods)
MATHEMATICS & STATISTICS	(5 periods)
SCIENCE	(5 periods)
PHYSICAL EDUCATION	(1 period)

Everyone will then choose three option subjects (three periods each, nine periods per week in total). These options may be guided to suit your ability.

### **What subjects should you choose?**

Good reasons for choosing a subject include; you're good at it, it will help you in a career you are keen on, or simply that you enjoy it.

### **Bad reasons to choose a subject include;**

Your friend is doing it or you think it will be easy, students who think a subject will be easy are often mistaken!

If you have high Key Stage 2 data from your Year 6 SATs, you will be guided to choose subjects from Pillar 1. (see page 4)

Above all, it is essential that you try to ensure that your education remains broad-based and balanced. In addition to the information included in this booklet, you can ask advice from your subject teachers, form tutor, your life skills teacher, your Head of Year and from Mrs Copland who is in overall charge of the options process. You will complete your option choices using Microsoft Forms Online.

**Please note:** You will be making four choices, in order of preference. You will be allocated three out of your four choices. Please ensure you select four option subjects that you feel strongly about studying.

**Potential subject changes:** Whilst the courses that are offered in this option booklet are what we believe students will undertake, there can be factors that may cause this to change. For example, a course that we believed was available could be removed, or new courses may be approved that we believe suit students better. It could become apparent that a course is not performing as intended and therefore, we may take the view that a change is in the best interests of the students. We will always endeavour to communicate clearly with students and parents in this situation.

# VOCATIONAL QUALIFICATION FAQs

## What is a BTEC?

**BTEC** stands for the Business and Technology Education Council. BTECs are specialist work-related qualifications available in a range of sectors. They combine practical learning with subject and theory content. The BTECs that we offer at Key Stage 4 are equivalent to 1 GCSE and offer the equivalent levels of rigour and challenge to a GCSE. BTECs also have clear progression routes and career pathways beyond Key Stage 4.

## What is a Cambridge National (CNAT)?

Cambridge Nationals are equivalent in size to GCSEs and are available in a range of subject areas. They are considered an excellent start to vocational study and enable progression to Level 3 vocational qualifications. For specific subject details see the relevant subject page later in this booklet.

Both BTEC and CNAT courses follow a modular assessment process. This means, unlike GCSE courses who have one final assessment in year 11, these courses have assessment points throughout the duration of the course. This helps students to 'bank' a percentage of their qualification at different milestone points over the two-year course, rather than one singular exam in year 11. These courses have recently had a structure review from Ofqual, meaning joining these courses late is not an option.



# KEY STAGE FOUR CURRICULUM MODEL

## CURRICULUM INTENT

### Aspiration

providing new opportunities and experiences beyond the curriculum to inspire future career pathways.

### Academic excellence

our broad, balanced, and ambitious curriculum enables all students to flourish.

### Social responsibility

curriculum design nurtures tolerance and kindness building active citizens of the future.

Choose **four** subjects in total but **one** must be from **Pillar 1**.  
You will be allocated three of these choices.

#### PILLAR 1

- All students are exposed to further stretch and challenge knowledge opportunities
- To nurture confidence and resilience
- Supporting their learning in Maths and English
- Improve social mobility

Modern Languages (eg. French)

History

Geography

Triple Science

Computer Science

#### PILLAR 2

- Developing students social, financial, and digital understanding of the world we live in
- Equip students with the skills to navigate competitive employment

Finance

Citizenship

Religious Education

ICT

Sociology

Psychology

#### PILLAR 3

- Experiences that inspire possible future career roles.
- Understanding the wider breadth of employment pathways.

Enterprise and Marketing

Health and Social Care

Hospitality and Catering

Performing Arts

Sport Science

Music

Art

Child Development

Creative iMedia

Although not compulsory, studying one subject from each pillar helps to triangulate the knowledge, skills and acumen to support students to become a successful active citizen of the future.



# ENGLISH BACCALAUREATE

## What is the English Baccalaureate (EBacc)?

The EBacc is made up of the subjects which are considered essential to many degrees and open up lots of doors. Research shows that a student's socio-economic background impacts the subjects they choose at GCSE, and that this determines their opportunities beyond school.

A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a student will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can

help improve a young person's performance in English and maths. The government's ambition is to see 75% of students studying the EBacc subject combination at GCSE by 2024, and 90% by 2025.

To attain a strong pass in the EBacc, students must achieve a grade 5 or higher in GCSE:

- English Language or English Literature, Mathematics
- Triple and/or Combined Science
- Computer Science
- Geography and/or History
- A Modern Foreign Language





# ENGLISH LANGUAGE & LITERATURE

## English GCSE

The English Department offers both Language and Literature courses for the majority of GCSE students, providing you with two GCSEs at the end of the course.

## English Language GCSE

The course encourages you to enjoy and appreciate language, teaching you analytical skills and the ability to communicate accurately, appropriately, confidently and effectively. You will explore how writers influence readers and use these skills in your own writing. This course will be assessed by examination in Year 11.

## English Literature GCSE

GCSE English Literature allows you to explore several aspects of literature through the in-depth study and wider reading genres: prose (novels or short stories); poetry; drama.

The course will be assessed by examination in Year 11. From your study of Literature, it is hoped you will gain the benefits of enjoying books, of being exposed to writing from different cultures and of experiencing emotional and intellectual growth through reading about new experiences and considering different viewpoints. You will develop an appreciation of literary tradition and heritage, develop your powers of analysis and learn to make connections between texts with greater skill, confidence and independence.

You will study:

- A play by Shakespeare
- A nineteenth century novel
- A selection of poetry since 1789
- Post 1914 fiction or drama

# MATHEMATICS

## Mathematics & Statistics GCSE

Understanding mathematics is essential for future opportunities in further education and careers. Students will need to reach certain levels of competency in mathematics to take Sixth Form courses, to be admitted to colleges and universities, and to have a wide variety of career choices.

### We aim as a faculty:

- to provide a broad mathematical learning experience
- to provide the skills required to succeed in higher education and employment
- to promote a positive attitude to Mathematics study and an enjoyment of the subject
- to encourage students to carry on with mathematics post-16 where appropriate
- to play an active role in contributing to the cross-curricular themes of Literacy and Reading.

### Course Details:

Mathematics is a core subject in the National Curriculum and important for many jobs and careers. A good understanding of mathematics will help you with other subjects at Sixth Form. All students will need some specialist equipment for this subject. A ruler, protractor and especially a Casio Scientific calculator are essential for all external exams and will also be required during lesson time.

The course will enable you to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts

- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

### Examination Details:

#### OCR GCSE Mathematics

There are three terminal examination papers; one non-calculator and two calculator exams.

Students will sit either the higher tier (grades 9, 8, 7, 6, 5, 4 and 3) or foundation tier (grades 5, 4, 3, 2 and 1) papers.

#### Edexcel GCSE Statistics

Students may additionally be given the opportunity to study GCSE Statistics at either Higher or Foundation level. This consists of two terminal examination papers. Both are calculator exams.

#### AQA Level 2 Further Mathematics

Selected students will also study further maths. This additional qualification is for learners who:

- are expected to achieve grades 7, 8 or 9 in GCSE mathematics
- are likely to progress to A-Level study in mathematics and possibly further mathematics.

There are two terminal exam papers for this qualification, one non-calculator and one calculator.



# SCIENCE COMBINED

## Science Combined GCSE

From deepest space to the smallest molecule, science affects all that we see and do. Science is full of excitement, wonder and interest which stimulates imaginative and creative thinking.

Whether your plans are to follow a career in the sciences or not, there are many skills that you will learn during your studies of science that will help you throughout life.

The science curriculum at Stanground Academy aims to offer you a variety of options that supports you in your destinations beyond GCSE.

All students embarking on their science GCSE journey will study GCSE Combined Science Trilogy unless they opt in and are chosen to study GCSE Triple Science.

## Combined Science: Trilogy

This course is available to all students and aims to provide you with a challenging and stimulating study of the Sciences in a combined manner. Taking this course, you will have subject teachers over all GCSE years, who will teach Biology, Chemistry and Physics in a combined manner. Successful completion of the course will result in two Science GCSEs that cover all three Sciences. Progression to study A-Level Sciences or related courses at the academy or at college is possible with these qualifications.

**Combined Science: Trilogy leads to the award of two GCSE qualifications.**



# PILLAR 1: TRIPLE SCIENCE

## Triple Science GCSE

Triple Science is 3 separate GCSEs in Biology, Chemistry and Physics. Students will likely study this option within their normal Science curriculum time.

### What will I do?

In Triple Science, you will learn about the uses and applications of each of the sciences; Biology, Chemistry and Physics, in the real world how science has developed alongside current scientific issues. Throughout the units for each of the Sciences there is extra content that supports the development of many key ideas to support progression to Sixth Form Science courses.

### How will I be assessed?

You will be assessed by two written examinations of one hour and 45 minutes duration in each Biology, Chemistry and Physics. You will be awarded separate GCSEs in Biology, Chemistry and Physics.

### Where can I go from here?

If you are looking to progress to A-Level Science Courses at Sixth Form, you should be aiming to achieve at least grade 6 at GCSE. Science uses many skills such as understanding, research, literacy, numeracy, practical application and problem-solving, and so has many career options in fields such as:

- Life sciences and food science and technology (e.g. pharmaceuticals, biotech and crop research)
- Chemical development and manufacturing
- Physical sciences
- Health care and veterinary medicine (e.g. nursing, dietician, dentist, physiotherapy, psychology)
- Engineering (e.g. mechanical, civil, electrical, electronic and chemical)



# PILLAR 1: COMPUTER SCIENCE

## OCR Computer Science GCSE

Computers are changing every part of our lives at an ever-increasing rate – why not drive the future? If you have an interest in how computers work and enjoy programming and problem solving, Computer Science is the subject for you.

### Course contents:

The course is assessed through two external exams and each exam is worth 50%. GCSE Computer Science is about:

- How computers and computer systems work
- Networks, security and protocols
- How computers are designed, built and programmed
- Developing computational thinking
- Making use of technology for real life situations
- It encourages problem solving and gives knowledge and skills to understand and interact in a technological world.

The two exams focus on computer systems and computational thinking.

Component 1: Systems architecture, networks, memory, storage and protocols. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

Component 2: Computational thinking, algorithms, programming techniques and data representation.

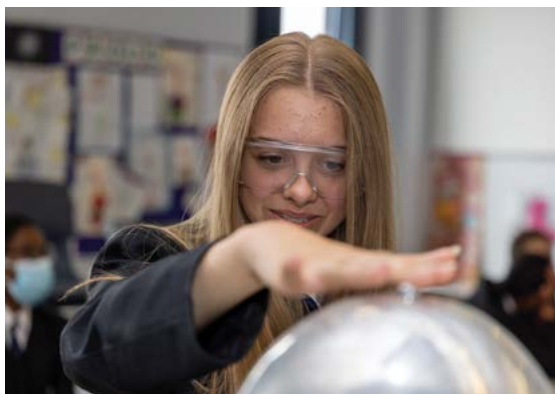
### Progression route:

Students wishing to continue this path into Sixth Form can opt to take the Cambridge Technical Level 3 in IT which offers a variety of IT and Computer Science based units. This qualification is highly regarded by further education establishments, higher level apprenticeships and industry and commerce.

**To study Computer Science you will need to have a predicted Grade of a 5+ in Science and a 6+ in Mathematics.**

### Career Opportunities:

- Systems engineering
- Robotics
- Cyber Security
- Games development
- Software development
- Internet & www
- Programming
- Analyst
- App developer
- Entrepreneur
- Electronics



# PILLAR 1: GEOGRAPHY

## Geography GCSE

### What will I do?

You will study a unique subject that covers a very wide range of topics and skills. Some of these topics will be about places familiar to you, and issues that clearly link to your life. Other topics we study will be for their sheer awe and wonder such as volcanoes and earthquakes in our tectonic hazards topic, but also so that you can understand real issues that affect people in very different places. You will learn a range of map skills and how to interpret a wide range other geographical sources such as graphs, photographs, aerial photographs and diagrams.

Geography will give you opportunities to make use of your English, science and mathematics. You will need to utilise your skills of written English as you will be required to write at length about places and issues. Here you will need to have clear opinions which will need to be expressed. You will make use of your science when we write up our fieldwork using scientific method.

Your fieldwork will most likely be based on a trip to Hunstanton looking at coastal processes and management techniques. You will also have to use mathematics when we analyse our data and use a range of statistical sources within some topics.

Our human geography topics are: The urban world; urban change in the UK; the development gap; Nigeria; a newly emerging economy; The changing UK economy; resource management.

Our physical geography topics are: tectonic hazards; weather hazards; climate change; tropical rainforest; hot deserts.

### How will I be assessed?

Geography is assessed through three exam papers, which are: Living with the physical environment (35%), Challenges in the human environment (35%) and Issues evaluation and fieldwork (30%).

### Careers

Any employer that needs the skills of independent thought, analysis and making judgements loves geography students because you will have been taught these skills.

Some careers that employ geographers directly for their specialist knowledge and skills: town planner, hydrologist, oceanographer, sustainability consultant, environmental impact assessor, GIS analyst, cartographer, nature conservation officer.

Some careers that employ Geographers for their general skills: transport planner, international aid/development worker, logistics and distribution manager, market researcher, tourism officer, transport planner.

# PILLAR 1: HISTORY

## History GCSE

### What will I do?

The course covers different periods of time that shaped the world we know today and will support students in understanding the diverse and broad history of Britain and the wider world. We will cover a thematic study of crime and punishment in Britain, c1250 to the present day, allowing students to understand change and continuity across a broad sweep of history. This unit of work enables us to see how the development of crime and punishment were linked with key features of society, from the influence of Kings in the Middle Ages to the abolition of the death penalty in the 20th Century.

Along the way students will study the influence of the Church on punishment, the importance of individuals such as Matthew Hopkins and the witch-hunts of the 1600s, to the beginnings of the police force and the significance of the Stephen Lawrence case. Over the two years students will also cover units of work on later Elizabethan England, exploring the way that Elizabeth governed England, how she resolved challenges to the throne and the impact of exploration on British society.

They will explore the making of the Viking world, including how and why they explored and settled regions including Ukraine, Constantinople, Baghdad, and areas of the British mainland. They will understand the importance of trade and technology to the expansion of the Viking world, as well as changing religious beliefs over time and the long-term impact of Viking kingship. Students will also learn about life in Nazi Germany and occupied Europe between 1933 and 1945. They will

study the history of Peterborough through the life of the Cathedral, beginning with its foundation in 654 AD and following it through to the present day, looking at how Peterborough has been involved in and affected by events in our history.

### How will I be assessed?

You will be assessed by three examinations; there is no coursework or controlled-assessment element. Each topic is worth 20% of the GCSE. The content of assessment includes:

- **Paper 1 [40%]** British Thematic Study and British Depth Study: Crime and Punishment, c1250-present and The Elizabethans, 1580-1603
- **Paper 2 [20%]** History Around Us: Peterborough Cathedral c654-present
- **Paper 3 [40%]** World Period Study and World Depth Study: Viking Expansion c750-1050 and Living Under Nazi Rule, 1933-1945

Gaining at least a grade 6 will allow you to progress to A-Level history in the Sixth Form. Employers who see that you have a GCSE qualification in history will know that you have a wide range of analytical and organisational skills that can be applied to all sorts of situations. If you are going on to higher education, then a traditional humanities subject might be particularly useful. History remains a highly-valued subject and can lead on to careers in business, law, education, journalism, and management as well as within the heritage industry.



# PILLAR 1: MODERN FOREIGN LANGUAGE

## French GCSE

The GCSE qualification in French requires students to:

- develop the ability to listen to and understand spoken French 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 three main themes:

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

## Why Study French?

If you enjoy communicating with other people, finding out how languages work and learning about different cultures, studying GCSE French 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.



# PILLAR 2: CITIZENSHIP

## Citizenship GCSE

If you are interested in what is going on in the UK, or you want to make a change, Citizenship could be for you.

GCSE Citizenship studies will motivate and educate you to become thoughtful and active citizens who engage intelligently and enthusiastically with public life.

### Aims and objectives:

You will gain knowledge of democracy, government and law, and develop the ability to create sustained, well-balanced arguments, present various viewpoints and plan practical citizenship actions to benefit society.

You will also gain the ability to recognise bias, critically evaluate argument, weigh evidence and look for alternative interpretations and sources of evidence, all of which are essential skills valued by higher education and employers.

### Course overview

The overarching theme of this specification is 'How citizens can try to make a difference'. This aim is supported by three content themes: Life in modern Britain, Rights and responsibilities and Politics and participation.

The first theme, Life in modern Britain, looks at the make-up and dynamics of contemporary society, what it means to be British, as well as the role of the media and the UK's role on the world stage.

The second theme, Rights and responsibilities, looks at the nature of laws, rights and responsibilities within the UK and has a global aspect due to the nature of international laws, treaties and agreements by which the UK abides.

The third theme, Politics and participation, aims to give the student, through an understanding of the political process, the knowledge and skills necessary to understand how to resolve issues, bring about change, and how the empowered citizen is at the heart of our society.

The Active Citizenship section requires students to undertake an investigation into a citizenship issue of their own choice which involves research, action and reflection, ie. How could you help in the community? – some ideas have been how to clean up the playing field, helping with the food donation scheme, or helping tackle litter/pollution in the Stanground area.

### Paper 1

Section A: Active citizenship

Section B: Politics and participation

Written exam: 1 hour 45 minutes

80 marks

### Paper 2

Section A: Life in modern Britain

Section B: Rights and responsibilities

Written exam: 1 hour 45 minutes

80 marks

Question types: multiple-choice, short answer, source-based questions, extended answer

# PILLAR 2: FINANCE

## **LIBF Level 2 Certificate in Financial Education (CeFE)**

The Technical Award, the Level 2 Certificate in Financial Education (CeFe) provides an introduction to, and preparation, for, further study through developing an understanding of the economy, financial management skills, employability, and enterprise.

The Content covered, and skills developed, within the qualification ensure that it is a valuable part of a broad programme of study at Key Stage 4, particularly complementing the study of Business, Finance at KS5 and beyond by broadening and deepening understanding of the financial context of other content areas.

The Level 2 CeFE introduces students to the impact of finance on the economy and this encourages them to consider how this can affect business and the individual. Through this it develops knowledge and a valuable range of applied and transferable skills and provides a foundation for further study in business-related disciplines, as well as a wide range of other fields that are encapsulated in programmes of study related to social enterprise and vocational professional development (eg self-employed hairdressers, taxi drivers and landscape gardeners).

### **What will the learner study as part of this qualification?**

All learners will study three mandatory topics. All 3 of these topics are externally set and marked. The units are as follows:

#### **Unit 1 – Finance, the Individual and Society**

Students will understand the role of the citizen in the UK, and the values held by

citizens, and the impact they have on personal finance.

The Unit 1 Test consists of 20 stand alone multiple choice questions and 5 sets of case studies each with 3 associated questions.

#### **Unit 2 – Practices of Managing Money**

Students will gain an understanding of the concept of financial planning and personal financial budgets. The unit will also provide an understanding of the impact on both the individual and society of spending and borrowing.

The Unit 2 test consists of 15 stand alone multiple choice questions and five sets of case studies each with 4 associated questions.

#### **Unit 3 Financial Capability, Work and Enterprise.**

Students will be provided with an understanding of how businesses manage money and the relationship between personal money management and business money management. It also provides knowledge on the inter-relationship between the individual and business.

Unit 3 is assessed by a pre-release case study requiring written responses. This component of the examination is to be completed in 1 hour.

### **Students are provided with the following learning resources:**

Online access via MyLIBF – [www.myLIBF.com](http://www.myLIBF.com) to a complete set of learning materials, including course texts, activities to consolidate learning and to a Knowledge Bank (virtual library);

- Unit syllabuses
- Study tips
- Specimen, past papers and exemplars
- Testing and reviewing.

# PILLAR 2: INFORMATION TECHNOLOGY

## OCR Level 1/2 Cambridge National in IT

The OCR Level 1/Level 2 Cambridge National in IT will develop knowledge, understanding and practical skills that would be used in the IT sector.

You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as:

- using different applications and tools to design, create and evaluate IT solutions and products
- creating a data manipulation solution
- creating an Augmented Reality prototype

This qualification will also help you to develop independence and confidence in using skills that would be relevant to the IT sector.

The qualification will also help you to develop skills that can be used in other life and work situations, such as: planning and designing IT solutions and products for a given purpose

- selecting the best tools and techniques to solve a problem
- solving problems by exploring different software application tools and techniques
- creating IT solutions and digital products
- use of planning techniques to complete tasks in an organised and timely way
- finding imaginative ways to solve IT problems

### What will the learner study as part of this qualification?

All learners will study three mandatory topics. Two of these topics are centre assessed tasks and one is externally set and marked. The units are as follows:

## R050 IT in the digital world (written external paper)

This is assessed by taking an exam. In this unit you will learn about design and testing concepts for creating an IT solution or product, and the uses of IT in the digital world. Topics include:

- Design Tools
- Human Computer Interface (HCI) in everyday life
- Data and testing of Cyber-security and legislation
- Digital Communications
- Internet of Everything (IoE).

## R060 Data manipulation using spreadsheets (Centre-assessed tasks, OCR moderated)

This is assessed by completing a set assignment. In this unit you will learn how to plan, design, create, test and evaluate a data manipulation spreadsheet solution to meet client's requirements. You will be able to evaluate your solution based on the user requirements.

Topics include:

- Planning and designing the spreadsheet solution
- Creating the spreadsheet solution
- Testing the spreadsheet solution
- Evaluating the spreadsheet solution.

## R070 Using Augmented Reality to present information. (Centre-assessed tasks, OCR moderated)

This is assessed by completing a set assignment. In this unit you will learn how to design, create, test and review an Augmented Reality model prototype to meet a client's requirements. Topics include:

- Augmented Reality (AR)
- Designing an Augmented Reality (AR) model prototype
- Creating an Augmented Reality (AR) model prototype
- Testing and reviewing.



# PILLAR 2: PSYCHOLOGY

Psychology is the scientific study of human thought and behaviour. In this subject we will develop theories about why people think and act the way they do. We will make predictions about how people will act in the future based on what we know now. We will ask whether it is our brains which make us who we are, or our upbringing, or our friendships. This course will ask you to draw on your own experiences, to be experimenters and test your ideas using scientific methods.

GCSE Psychology covers eight topics over two years. The topics are memory, perception, development and research methods in the first year. Then in the second year, the topics are social influence, language, thought and communication, brain and neuropsychology and psychological problems.

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

GCSE Psychology is 100% exam assessed. This means there is no coursework or controlled assessments and both exams are taken at the end of the course. The two exam papers are both 1 hour 45 minutes and ask students multiple choice, short answer and extended essay questions. You will also develop your maths skills (especially being able to read graphs and understand what they show).

## **What careers will this subject prepare me for?**

As a result of the combination of essay writing and mathematical and statistical skills that the subject develops, students who go on to study Psychology at degree level are the most likely graduates to get jobs after graduating.

Psychology leads to careers in counselling, teaching, medicine, advertising, human resources, management, social services, and specific psychology-careers such as clinical or forensic psychology.

Psychology is also a very popular A-Level and degree subject. If you choose this subject bear in mind that this is a challenging and complex subject which requires you to use your Key Stage 3 Maths skills, and English writing skills while using scientific methods of investigation.



# PILLAR 2: RELIGIOUS STUDIES

## Religious Studies GCSE

**If you have an interest in the world we live in, Religious Studies could be for you.**

It helps us understand people – what they think, what they believe, their culture and way of life. The content of the course is outlined below. Many of these issues are often discussed in the media, but this course gives you the chance to have your say and listen to the views of others.

### **Aims and objectives:**

This course will provide opportunities for you to engage with questions of belief, value, meaning, purpose, truth and their influence on human life. It will challenge you to reflect on and develop values, beliefs and attitudes in light of what you learn and contribute. You will have the ability to construct well-argued, well-informed, balanced and structured written arguments.

You will be assessed in two examinations.

### **Why choose GCSE Religious Studies?**

This course will help you gain a better understanding of these key questions:

- **Why do people have beliefs?**
- **How do beliefs influence society?**
- **What do you believe is important in the way you live your life?**
- **What do Christians and other religious groups believe is important in their lives?**

You should seriously consider choosing this course if you respond 'yes' to the following questions:

***Do you want to explore the views of others?***

***Do you like discussing and debating religious and moral issues?***

***Do you want to learn more about the world we live in?***

### **Course overview:**

#### **Component 1: The study of religions: beliefs, teachings and practices:**

- Christianity
- Buddhism

#### **Component 2: Thematic studies:**

Four from below:

- Theme A: Relationships and families.
- Theme B: Religion and life.
- Theme C: The existence of God and revelation.
- Theme D: Religion, peace and conflict.
- Theme E: Religion, crime and punishment.
- Theme F: Religion, human rights and social justice.

# PILLAR 2: SOCIOLOGY

## GCSE Sociology

### Careers...

- probation officer
- youth worker
- teaching
- social worker
- central and local government – civil service
- politics
- prison service
- health and social care
- banking and finance
- business management
- advertising and marketing
- journalism and broadcasting
- accountancy
- law

Sociology encourages you to take a questioning approach to evidence and issues, developing critical and evaluative skills. The course focuses on different aspects of British society including how sociologists research and understand its structures, processes, and issues.

In sociology, you will be studying topics such as the family, education, crime and social stratification. Within each topic you will look at sociological theories and evidence to compare and contrast social issues such as poverty and social class inequality. In 'crime' you will discuss explanations of crime using real world examples.

As part of the research methods topic, you will also explore how sociologists conduct their research and practice their methods by conducting some small-scale research of your own.

### How will I be assessed?

Sociology is examined through two written examinations, which include short answer questions based on stimulus material as well as essays. There is no coursework in this subject.

Sociology is a popular choice at A-Level, and this course provides an excellent basis for those students who wish to progress to this subject at Sixth Form level.

# PILLAR 3: ART AND DESIGN

## BTEC Tech Award in Art and Design

### Programme Overview

The qualification consists of 3 components; components 1 and 2 comprise the portfolio. Component 3 is an externally set assignment where students create their own project in response to a brief. This is completed in the Spring term of Year 11.

### The Portfolio

This will be built up of an investigation into techniques, media and contextual study. You will complete workshops in a range of different materials and processes and produce a piece of work in each, relating to a theme. You will also study and make links with various artists/designers and movements with an importance placed on quality of writing through analysing artists, reviewing techniques and reflecting on your ideas, as well as being able to show an in-depth understanding of art vocabulary.

### The Externally Set Assignment

You will be given a client and a brief set by the exam board. You will be required to create a project independently responding to this brief. This project will use all the skills and knowledge learnt in the first two components and will

culminate in producing a final outcome that realises your intentions. This synoptic assessment gives students the opportunity to experience how arts-based practices work in real-life situations. The set task is assessed, moderated and graded directly by Pearson, whereas the portfolio is assessed by teachers and these grades are moderated externally.

Students can obtain a final grade between a Level 1 Pass and a Level 2 Distinction. This grading weight for this course is in line with its GCSE equivalents and is a recognised course for progression onto a Sixth Form (Level 3) Arts based course for further studies.

**Fine Art** – Investigating and developing skills in traditional Art practices, including working with a variety of artistic materials and techniques such as drawing, painting, printmaking, and sculpture.

You will work to a brief which develops an understanding how artistic skills are applied in real-world contexts.

**Please speak to your Art teacher to determine whether this course is right for you. You will be notified if we think you are suitable for the course.**





# PILLAR 3: ENTERPRISE & MARKETING

## OCR Level 1/2 Cambridge National in Enterprise and Marketing

The Cambridge National in Enterprise and Marketing will equip you with sound specialist knowledge and skills for everyday use. It will challenge all students, including high attaining students, by introducing you to demanding material and skills; encouraging independence and creativity; and providing tasks that engage with the most taxing aspects of the National Curriculum Reality prototype.

This qualification design will allow you to explore more deeply the things that interest you as well as providing a good opportunity to enhance your learning in a range of curriculum areas. You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as:

- Carrying out market research
- Planning a new product and pitching it to a panel of experts
- Reviewing whether a business proposal is financially viable

### What will the learner study as part of this qualification?

All learners will study three mandatory topics. Two of these topics are centre assessed tasks and one is externally set and marked. The units are as follows:

#### Unit R067: Enterprise and Marketing Concepts

This is assessed by an exam. In this unit, you will learn about the key factors to consider and activities that need to happen to operate a successful small start-up business. Topics include:

- Characteristics, risk and reward for enterprise

- Market research to target a specific customer
- What makes a product financially viable
- Creating a marketing mix to support a product
- Factors to consider when starting up and running an enterprise.

#### Unit R068: Design a Business Proposal

This is assessed by a set assignment. In this unit, you will identify a customer profile for a specific product, complete market research to generate product design ideas, and use financial calculations to propose a pricing strategy and determine the viability of their product proposal. Topics include:

- Market research
- How to identify a customer profile
- Develop a product proposal for a business brief
- Review whether a business proposal is financially viable
- Review the likely success of the business proposal

#### Unit R069: Market and Pitch a Business Proposal

This is assessed by a set assignment. In this unit, you will develop pitching skills to be able to pitch your business proposal to an external audience. Finally, you will review your pitching skills and business proposal using self-assessment and feedback gathered.

Topics include:

- Develop a brand identity to target a specific customer profile
- Create a promotional campaign for a brand and product
- Plan and pitch a proposal
- Review a brand proposal, promotional campaign and professional pitch.
- Testing and reviewing.

# PILLAR 3: HEALTH & SOCIAL CARE

## OCR Level 1/2 Cambridge National in Health and Social Care

### Overview:

This qualification introduces students to the biggest employment sector in the UK, which includes elements of the NHS, local authority adult and child care services as well as a range of independent providers which provide care in a variety of settings. It introduces students to this vocational sector and the role it plays in the health, well-being and care of individuals across all age ranges. Students will also develop transferable skills, in particular communication, aspects of team working and the essential life skill of first aid.

As you might expect, both the bulk of learning and assessment is through practical means.

This qualification has two mandatory units and two optional units. Each unit contributes to 25% of the total marks.

### Mandatory units:

**Unit R021:** Essential values of care for use with individuals in care settings. The focus of recruitment to the health and social care sector is values. Applicants must demonstrate they can apply values in their professional practice. This unit introduces students to these core values and the rights of individuals accessing health and social care services. It also introduces some of the legislation that students should be aware of and ways in which individuals that use services are protected. This unit is externally assessed through an OCR set and marked 1-hour examination.

**Unit R022:** Communicating and working with individuals in health, social care and early years' settings. Communication is an essential skill for all individuals working in health, social care or child care/early years' settings. Developing their communication skills will enable students to understand how to work effectively with individuals in these settings.

Students will be introduced to a range of different communication methods and factors that affect communication. They will also explore the impact of personal qualities that contribute to the delivery of effective care, such as patience, empathy and respect. This unit is assessed through an assignment in which students must not only explain communication techniques to others, but demonstrate these in action.

### Optional Unit:

**R029 - Understanding life stages** (Coursework – 25%) Students will need to understand the stages of development experienced by individuals in the transition from young person to adult and into old age. They will learn about some medical conditions and the effect these have on health and well-being. As part of the assessment they will create support plans for individuals.

# PILLAR 3: HOSPITALITY & CATERING

## WJEC Level 1/2 Hospitality and Catering

The WJEC Level 1/2 Award in Hospitality and Catering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study, providing learners with a core depth of knowledge and a range of specialist and general skills that will support their progression to further learning and employment.

- Knowledge and understanding of the hospitality and catering industry
- Develops ability to plan, prepare and cook dishes
- Develops practical skills for the catering industry

WJEC Level 1/2 Hospitality and Catering Award is designed primarily for 14-16-year-old learners in a school environment. The course consists of a 1 hour, 20-minute paper. The course is graded Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction\*, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction.

### Why Study Hospitality and Catering?

The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering is not their primary service but is increasingly important to their success.

According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector with the majority of new roles falling within the 18-24 age group, according to a report by People 1P.

The course will give students a basic understanding of the skills required for a career in food, careers in the hospitality industry, further study at college or simply preparing students for being independent

and maintain a healthy lifestyle.

The WJEC Level 1/2 Vocational Award in Hospitality and Catering is made up of two mandatory units:

Unit 1: The Hospitality and Catering Industry: A Paper based written assessment 90mins, which is an externally assessed.

Unit 2: Hospitality and Catering in Action. This is a course work brief which is given in year 11. Students independently go through a series of research both written and practical, which leads the student to their final food preparation. This is internally assessed.

Each of the units of the WJEC Level 1/2 Vocational Award in Hospitality and Catering has been designed so that knowledge, skills and understanding are developed through tasks that have many of the characteristics of real work in the sector.

Each unit has what is referred to as an applied purpose, which acts as a focus for the learning in the unit. Learners take part in practical activities in different contexts in order to learn the related theories.

This approach mirrors many work-related activities in the hospitality and catering sector and also provides for learning in a range of contexts. As such, the qualification provides learners with a broad appreciation of work in the hospitality and catering sector and wider opportunities for progression into further education, employment or training.

### Important information regarding the course content:

You will spend a large part of your lesson time planning and preparing a wide variety of dishes that you will take home to share with your family. You may cook once a week, and although the school will provide some basic ingredients, you will need to be able to provide most of these from home. If there are any reasons why you think that providing ingredients from home could be difficult it is important that parents/carers contact the school, so we can make alternative arrangements.

# PILLAR 3: PERFORMING ARTS

## Level 1/2 BTEC Tech Award in Performing Arts (specialising in Dance or Drama)

### How does the course work?

The course is made up of three components: two that are internally assessed and one that is externally assessed. Our three-block structure, explore, develop and apply, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned. Our assessment structure is also designed so that students can build on what they learn, and develop their skills, as they move through the course.

Explore

### Exploring the Performing Arts

- Internally assessed assignments
- 30% of the total course

Develop

### Developing Skills and Techniques in the Performing Arts

- Internally assessed assignments
- 30% of the total course

Apply

### Performing to a Brief

- Externally assessed task
- 40% of the total course

## Explore

### Component 1

Exploring the Performing Arts

**Aim:** get a taste of what it's like to be a professional actor, dancer or musical theatre performer.

**Assessment:** internally assessed assignments. 30%

Component 1, students will **explore** performance styles, creative intentions and purpose. **Investigate** how practitioners create and influence what's performed. **Discover** performance roles, skills, techniques and processes.

## Develop

### Component 2

Developing Skills and Techniques in the Performing Arts

**Aim:** develop skills and techniques in the chosen discipline(s) of acting, dance and musical theatre.

**Assessment:** internally assessed assignments. 30%

Component 2, students will **take part** in workshops, classes and rehearsals.

**Gain** physical, interpretative, vocal and rehearsal skills. **Apply** these skills in performance. **Reflect** on their progress, their performance and how they could improve.

## Apply

### Component 3

Performing to a Brief – students pull together all they have learned and apply their knowledge in a performance

**Aim:** consider how practitioners adapt their skills for different contexts and put this into practice in a performance.

**Assessment:** externally assessed task, where students work in groups of between 3 and 7 members to create a performance based on a set brief. 40%.

To achieve this aim, students will:

Use the brief and previous learning to come up with ideas, build on their skills in classes, workshops and rehearsals, review the process using an ideas and skills log, perform a piece to their chosen audience and reflect on their performance in an evaluation report.



# PILLAR 3: SPORTS SCIENCE

## OCR L1/2 Cambridge National in Sport Science

Cambridge National Sport Science consists of four units:

- RO41: Reducing the risk of sports injuries
- RO42: Applying principles of training
- RO45: Sports nutrition

Units RO42, and RO45 will be assessed internally. You will complete a number of written and practical assignments, each with a specific criteria, which must be met in order to successfully complete the qualification. Unit RO42 and RO41 are compulsory. RO41 will be assessed using an externally marked exam, which forms a large part of the overall course qualification. Each unit must be fully completed against the marking criteria in order for you to gain the Cambridge Nationals Sports Science Level 2 award.

For both the Award and the Certificate there are two mandatory units:

### **RO41: Reducing the risk of sports injuries**

Students learn how to prepare participants to take part in physical activity so that they minimise the risk of injuries. They also learn how to respond to common sporting injuries and how to recognise the symptoms of some common medical conditions.

### **RO42: Applying principles of training**

Students develop knowledge and understanding of the principles of training and how to keep performers in peak physical condition. They apply practical skills in fitness testing and in designing bespoke training programmes to suit individual requirements.

### **Optional unit**

We have chosen the following unit because we feel it best represents the interests and strengths of our students and has many links to previous learning.

### **R045: Sports nutrition**

Students explore the role that diet plays in different sports and activities and the importance of a healthy, balanced diet that includes essential nutrients in the correct quantities. They use the knowledge they gain to produce an appropriate and effective diet plan for a performer.

### **Sports Leadership Level 1**

We strongly recommend students who choose to study Sports Science, also apply to join our unique Sports Leaders level 1 course to enhance their knowledge, understanding and experience of a potential future career in the sports industry. The leadership course provides opportunities for students to lead and coach younger students in sporting events and competitions as well as working alongside staff.



# PILLAR 3: MUSIC

## Level 2 Course in Music

Music at Key Stage 4 focuses on three key components:

### Component 1: Performing

Performing music on your own and in a group. This could be in any style, on any instrument or voice, including music technology-based options.

### Component 2: Composing

Exploring how great pieces of music were put together, then composing your own music. This could involve using computer software, writing for a specific purpose, writing songs, and so on.

### Component 3: Appraising

Listening to a variety of music and learning how to identify the facts about what you hear. You will already have heard about the elements of music in your Key Stage 3 lessons. At Key Stage 4, you will focus on how these are used for different purposes.

### Assessment

You will be assessed in each of these components through a combination of coursework and final exams

### What skills will I gain?

Your practical skills of composing music and performing will be refined and will demonstrate creativity, reflection, and resilience, as well as developing confidence and presentation skills.

Studying music will give you opportunities for higher order thinking, by considering ideas which go beyond language. This is great brain-training which will help you in other areas too.

You will gain a deep understanding of various transferable skills and practice applying these to new situations, developing analytical and problem-solving skills.

Through studying music, you will be equipped with the skills to succeed in your next steps.

### Requirements

There is no minimum level required to take Music at Key Stage 4; your Key Stage 3 Music lessons will provide a positive starting point for this course. However, a keen interest in music is required as we will be studying music from different cultures, styles, and time periods

Performing music will account for a significant proportion of the course. If you do not already play an instrument or sing, you must be willing to develop your performance skills. This will include specialising on one instrument (e.g. piano), with the option to combine this with music technology.

### Who should choose this course?

Studying Music at Key Stage 4 is open to students with an interest in exploring all areas of the subject and building upon their learning from Key Stage 3. Students should be enthusiastic, hard-working, and keen to learn about a range of musical styles and traditions.

### Progression Routes

The possibilities are endless. A qualification in Music at Key Stage 4 will help you to study the subject at a higher level (e.g. A-Level or equivalent) and will also assist you if you wish to follow a career in the music industry. You will also develop many valuable, transferable skills which employers, colleges and universities are always looking for.



# PILLAR 3: CHILD DEVELOPMENT

## OCR Level 1/2 Cambridge Certificate in Child Development

This course covers all aspects of child development and parental responsibility, from conception to five years. Students develop the essential theoretical knowledge and practical skills needed to create the best conditions for a child's development and well-being. Students will also develop real-world skills to help prepare them for their future.

### Course content:

There are 3 compulsory units that you will complete:

**1. RO18:** Health and well-being for child development – This unit is assessed through a written exam.

Topics covered in this unit:

- Pre-conception health and Reproduction
- Antenatal care and preparation for birth
- Postnatal checks, postnatal care and the conditions for development

**2. RO19:** Understand the equipment and nutritional needs of children from birth to 5 years – This unit is assessed through coursework.

Topics covered in this unit:

- Creating a safe environment in a childcare setting
- Choosing suitable equipment for a childcare setting
- Nutritional needs of children from birth to five years

**3. RO20:** Understand the development of a child from birth to 5 years old – This unit is assessed through coursework.

Topics covered in this unit:

- Physical, intellectual, and social development norms
- Stages and types of play and how play benefits development.

### Is this course for you?

This course is for students who enjoy working with and studying young children. It is for those who are considering a career where knowledge of the development of a young child could be useful for example teacher, nurse, midwife, doctor, nursery nurse, child care assistant, nanny, child psychologist, play therapist, police officer, family liaison officer and many more.

### What skills will you develop?

This course will include researching, planning and carrying out developmental activities with a child and observing and evaluating these activities.

Students will compare and contrast expected developmental norms and develop their knowledge in Biology and personal, health, and social education.

# PILLAR 3: CREATIVE iMEDIA

## OCR LEVEL 1 / 2 Cambridge National Certificate in Creative iMEDIA J834

### Who is this qualification for?

The Level 1/Level 2 Cambridge National in Creative iMedia is aimed at students aged 14-16 years and will develop knowledge, understanding and practical skills that would be used in the media industry.

You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as:

- developing visual identities for clients
- planning and creating original digital graphics
- planning, creating and reviewing original digital media products.

### The units

You will study 2 mandatory units and choose 1 optional unit.

### The two mandatory units are:

Unit R093: Creative iMedia in the media industry. This is assessed by taking an

exam. In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topics include:

- The media industry
- Factors influencing product design
- Pre-production planning
- Distribution considerations

Unit R094: Visual identity and digital graphics. This is assessed by completing a set assignment. In this unit you will learn how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. Topics include:

- Develop visual identity
- Plan digital graphics for products
- Create visual identity and digital graphics

Optional Unit: Unit R097: Interactive digital media





# Options – Helpful Career Websites



Start is a website offering information and articles on choosing G.C.S.E. Options  
[www.startprofile.com](http://www.startprofile.com)



Read "G.C.S.E.'s explained" and "What subjects should I choose at G.C.S.E.?"  
[www.brightknowledge.org](http://www.brightknowledge.org)



Look at different choices for year 9  
[www.careerpilot.org.uk](http://www.careerpilot.org.uk)



Ask a question on the forums and read existing posts from people seeking help with their career choice  
[www.thestudentroom.co.uk](http://www.thestudentroom.co.uk)

## National Careers Service

Go to the National Careers website for information on job profiles, apprenticeships and a free job health check.  
<https://nationalcareers.service.gov.uk/>



This website allows you to find information about the options available to you in Year 9.  
[www.sacu-student.com](http://www.sacu-student.com)



The Source is a website for young people in Suffolk with information about their G.C.S.E. choices  
[www.thesource.me.uk/learning/choices-at-13](http://www.thesource.me.uk/learning/choices-at-13)



Prospects help to guide students and graduates to a bright future with unrivalled information, advice and opportunities  
[www.prospects.ac.uk](http://www.prospects.ac.uk)

[www.icould.com](http://www.icould.com) is an excellent place to start with its buzz quiz to



think about your future job (s) with the Buzz Quiz. You can also research how to choose your options and watch videos about options.

## Parental Guidance

Careers information and advice from the Careers Writers Association

Parental Guidance is a site for parents to help guide them through the options process. There is information on this website that could be useful when deciding what options you could take.  
[www.parentalguidance.org.uk](http://www.parentalguidance.org.uk)

# Options – Employability Skills

At GCSE level students will learn and analyse a wealth of subject-specific information that can be used within particular jobs or help them progress along a career path. However, our students are now preparing for jobs that might not yet exist and therefore, the employability or personal skills they develop alongside this knowledge will be key for their career success. These are the skills that students will need to demonstrate to an employer and are transferable across a range of jobs. These skills will be developed through learning in subject departments and through the PSHE curriculum from Year 7 to 13.

## **Problem-solving, creativity, enthusiasm and initiative**

Being able to look at a problem and suggesting original, unique ways to overcome it or using well-known methods in innovative ways

## **Communication and literacy (including listening)**

Being able to read a variety of sources of information, communicate verbally with other people, listen and share ideas with others in small groups

## **Personal presentation**

Being able to take information that has been collected and present it to other groups (large and small) so that it is easily understood

## **Time management and organisation**

Making sure that you are on time within the workplace, from the initial interview, the very first day and every business meeting

## **Teamwork**

Working independently is excellent but working together as a team to resolve an issue can be more enjoyable and more efficient / effective within a workplace

## **Numeracy**

Being able to work with numbers, analyse trends and patterns, complete simple calculations and use money and numbers accurately

## **Decision making and negotiation**

The ability to make decisions based on information provided and specific factors. Discussing issues with others and reaching a decision that suits a majority of people

## **Aspiration (aiming high)**

If students do not aim high or do not reach as far as they can imagine is possible, they will restrict their options. This could lead to them taking low paid, local jobs with fewer opportunities

## **Leadership**

Not everyone will reach the position of Managing Director. Leadership is not about being in charge, it is being a role model, helping others to reach their true potential, being a mentor

## **IT / Digital Skills**

Coding, programming and network skills are essential skills that lie behind the word processing, spreadsheets and email programmes used in every workplace





## STANGROUND ACADEMY

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