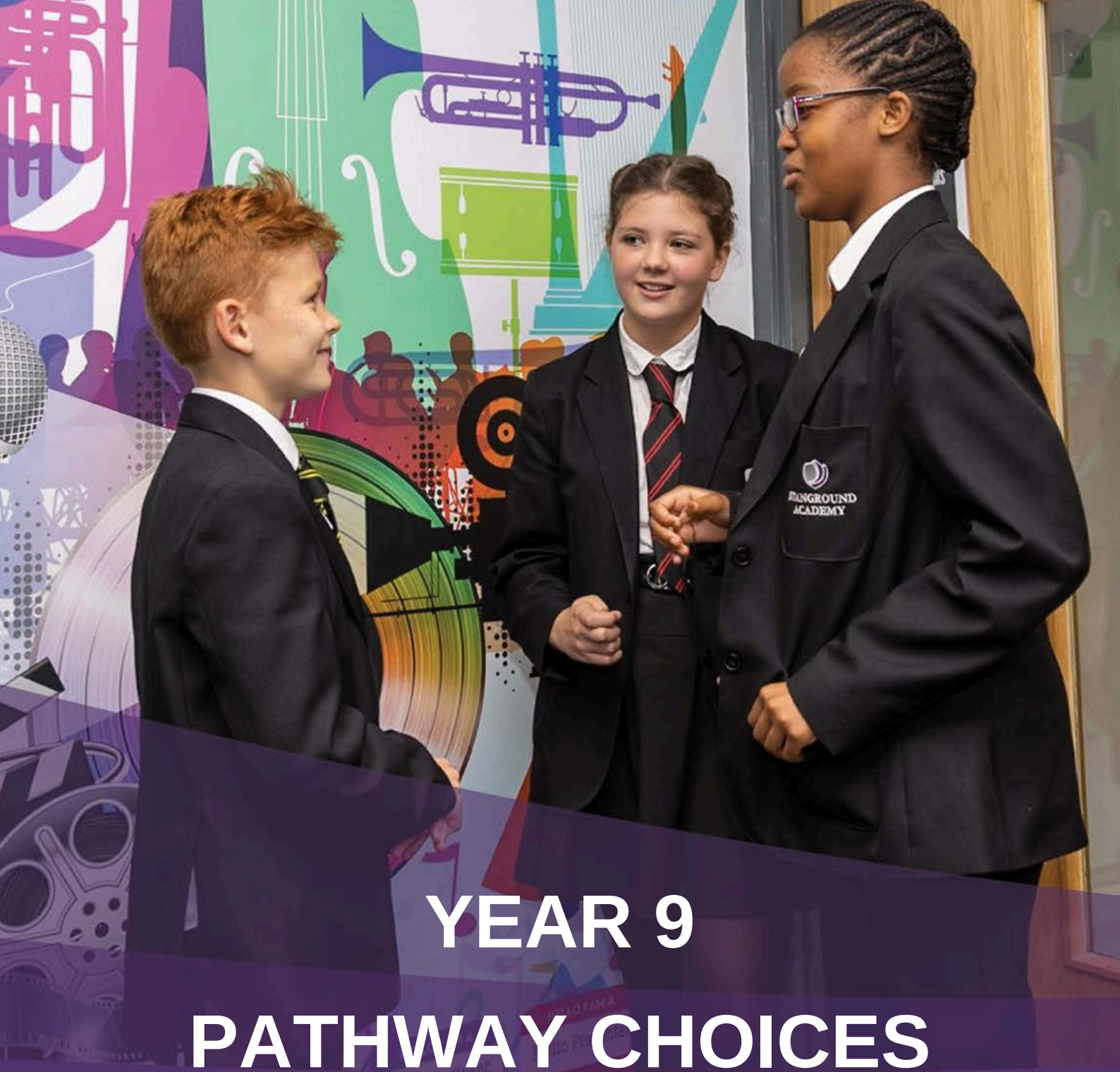

YEAR 9

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 subject should you choose?
Good reasons for choosing a subject include: you're good at it, it will help you in your 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 teacher, form tutor, your life skills teacher, your Head of Year. You will complete your options 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 options 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 the 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.

#ASPIRE

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 citizens of the future

Choose **four** subjects in total but **one** must be from the Ebacc section.
You will be allocated three of these choices.

Ebacc

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

Computer Science	Geography	History
Modern Languages (French)	Modern Languages (German)	Triple Science

Open

- Developing students social, financial, and digital understanding of the world we live in
- Equip students with the skills to navigate competitive employment
- Experiences that inspire possible future career roles
- Understanding the wider breadth of employment pathways

Citizenship	Child Development	Sports Science
Creative iMedia	Fine Art	Sports Studies
Enterprise & Marketing	Health & Social Care	Religious Education
Graphic Communications	Hospitality & Catering	Sociology
Information Technology	Music	Performing Arts

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 need to achieve a grade 5 or higher in GCSE:

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

CORE SUBJECT: ENGLISH LANGUAGE & LITERATURE

GCSE English

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.

AQA GCSE English Language

The course encourages you to enjoy and appreciate language, teaching your 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 an examination in Year 11.

AQA GCSE English Literature

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.

This course will be assessed by examination in Year 11. From your study of literature, it is hoped that you will gain the benefits of enjoying books, of being exposed to writing from difference 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 friction or drama

CORE SUBJECT: MATHEMATICS

GCSE Mathematics & Statistics

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, be admitted to colleges and universities, and to have a wide range 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

Examinations 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 9-3) or foundation tier (Grades 5-1) papers.

Edexcel GCSE Statistics

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

CORE SUBJECT: COMBINED SCIENCE

AQA GCSE Combined Science

From deepest space to the smallest module, 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 sciences GCSEs that cover all three Sciences. Progression to study A-Level Sciences or related courses at the academy and at college is possible with these qualifications.

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

COMPUTER SCIENCE

OCR GCSE Computer Science

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 predicated 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

GEOGRAPHY

AQA GCSE Geography

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 shear 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 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. You will also make use of your science when we write up our fieldwork using scientific methods.

Your fieldwork will most likely be based on a trip to Hunstanton looking at coastal processes and management techniques.

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 accessed 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
Geography graduates are some of the most widely employable people. As well as the obvious progression on to A-Level or BTEC courses, there are distinctive links with the sciences.

Many geography GCSE student have the skills to go onto study and have careers in: science, engineering, construction, civil service, armed forces, tour guide, volcanologist, meteorologist, National Trust, local and national government, creative arts, oceanographer, National Statistics Office, journalism, aircraft crew, and much more.

HISTORY

OCR GCSE History

This course explores significant historical periods, aiming to provide students with a comprehensive understanding of both British and global history. A key focus is crime and punishment in Britain from 1250 to the present, analyzing changes and continuities over time, connecting to societal features from the Middle Ages to the 20th century.

Students delve into various aspects, including the role of the Church, witch-hunts, the police force, and the impact of the Stephen Lawrence case. Over two years, additional topics include Elizabethan England, Queen Elizabeth's governance, threats to her throne, and the effects of exploration.

Students also learn about the Viking world, exploring reasons behind exploration and settlement, trade, technology, religious beliefs, and Viking kingship's long-term consequences. They study life in Nazi Germany and occupied Europe from 1933 to 1945. Exploring Peterborough's history through the Cathedral from 654 AD to the present day allows examination of its involvement in significant historical events.

How will I be assessed?
Assessment for this course is through three examinations; there is no coursework or controlled-assessment component. Each topic covered makes up 20% of the overall GCSE grade. The assessments include:

- Paper 1 (40%) British Thematic Study and British Depth Study: Crime and Punishment, c.1250-Present and The Elizabethans, 1580-1603
- Paper 2 (20%) History Around Us: Peterborough Cathedral c.654-Present
- Paper 3 (40%) World Period Study and World Depth Study: Viking Expansion c.750-1050 and Living Under Nazi Rule, 1933-1945

Achieving at least a grade 6 opens the door to A-Level History. A GCSE qualification in history signals analytical and organizational skills to employers. If pursuing higher education, history, a traditional humanities subject, can be particularly beneficial, leading to careers in business, law, education, journalism, management, and the heritage industry.

MODERN FOREIGN LANGUAGES

AQA GCSE French / German

This is a linear course which is studied for two years at GCSE. Four key skill areas are assessed: reading, listening, writing and speaking.
In GCSE MFL we will study the important ways that languages foster communication, broaden perspectives, introduce new cultures and develop pupils into global citizens.

The course allows pupils to develop their ability to communicate in French/ German/ Spanish in both speech and writing. Pupils will study language within a variety of thematic contexts relevant to their age and interests and will develop a greater awareness of the culture of French/ German/ Spanish-speaking communities and countries. They will need to develop and use their knowledge and understanding of French/ German/ Spanish vocabulary and grammar progressively through their course of study.

Course Content:
· My personal world
· Lifestyle and wellbeing
· My neighbourhood
· Media and technology
· Studying and my future
· Travel and tourism

Assessment
Pupils will be examined in four skills;
· Speaking,
· Listening and understanding,
· Reading and understanding
· Writing.

· Speaking exam - 7 to 12 minutes plus 15 minutes preparation time* - (25% of the GCSE)
· Listening & understanding exam - 45 or 60 minutes*- (25% of the GCSE)
· Reading & understanding exam - 45 or 60 minutes* - (25% of the GCSE)
· Writing exam - 75 or 80 minutes* - (25% of the GCSE)
*depending on the tier taken

Translation to and from French/German/Spanish is also assessed, as is dictation and the study of French/German/Spanish literary texts.

TRIPLE SCIENCE

AQA GCSE Triple Science

Triple Science in 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 the fields such as:

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

OPEN - **CITIZENSHIP**

AQA GCSE Citizenship

For those interested in current affairs in the UK and aspiring to make a difference, the GCSE Citizenship course offers an engaging and educational exploration of civic participation.

Aims and Objectives:
This course focuses on democracy, government, and law, aiming to develop your ability to create balanced arguments, present various viewpoints, and plan practical citizenship actions for societal benefit. Skills acquired include recognising bias, critically evaluating arguments, weighing evidence, and seeking alternative interpretations - a valuable set for higher education and employers.

Course Overview:
The central theme is 'How citizens can try to make a difference,' supported by three content themes:

1. Life in Modern Britain: Explores contemporary society, British identity, media's role, and the UK's global influence.
2. Rights and Responsibilities: Examines UK laws, rights, responsibilities, and the global dimension of international laws and treaties.
3. Politics and Participation: Provides an understanding of the political process, skills for issue resolution and change, emphasising the role of empowered citizens.

Active Citizenship Section:
Students investigate a self-selected citizenship issue, conducting research, taking action, and reflecting on the experience. Examples include community cleanup, food donation schemes, or addressing local litter and pollution.

Exams:
- Paper 1 (1 hour 45 minutes, 80 Marks):
  - Section A: Active Citizenship
  - Section B: Politics and Participation

- Paper 2 (1 hour 45 minutes, 80 Marks):
  - Section A: Life in Modern Britain
  - Section B: Rights and Responsibilities

Question Types:
Multiple-choice, short answer, source-based questions, extended answer.

OPEN - **CREATIVE IMEDIA**

OCR Cambridge National Certificate in Creative iMEDIA

Who is this qualification for?
The 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

OPEN - **ENTERPRISE & MARKETING**

OCR Cambridge National in Enterprise & Marketing

The OCR Cambridge National in Enterprise and Marketing is a qualification that equips students with comprehensive knowledge and practical skills, fostering independence and creativity. It engages with challenging aspects of the National Curriculum Reality prototype, allowing students to delve deeper into their areas of interest.

Course Highlights:

- Challenging content and skills that align with the National Curriculum Reality prototype.
- Encourages independence, creativity, and real-life application of learning.
- Appeals to those seeking an engaging qualification.

Practical Applications:

- Students engage in practical tasks, including:
- Conducting market research.
- Developing a business proposal for a new product and presenting it to experts.
- Evaluating the financial viability of a business proposal.

Qualification Structure:

Unit R067: Enterprise and Marketing Concepts

- Assessment: Exam
- Topics include enterprise characteristics, risk, reward, market research, financial viability, and business operation factors.

Unit R068: Design a Business Proposal

- Assessment: Set assignment
- Topics include market research techniques, customer profile identification, product proposal development, financial viability evaluation, and assessing potential success.

Unit R069: Market and Pitch a Business Proposal

- Assessment: Set assignment
- Topics include creating a brand identity, designing a promotional campaign, planning and delivering a business proposal pitch, evaluating proposal effectiveness, and self-assessment.

Key Skills Developed:

- Market research and analysis.
- Developing comprehensive business proposals.
- Pitching skills for presenting proposals to external audiences.
- Evaluating financial viability and potential success of business proposals.

OPEN - GRAPHIC COMMUNICATIONS

OCR GCSE Graphic Communications

Graphic communications is a form of art that uses art techniques and skills to create: advertising and branding, games art, web and app design, illustration, product design, typography, package design, multimedia and signage.

Programme Overview

GCSE Graphic Communications consists of 2 components:

- Component 1 - comprises of a portfolio of work
- Component 2 - is an externally set assignment, consisting of a portfolio, culminating in a 10-hour exam to complete their final design in the Spring term of Year 11.

The Portfolio (Component 1 - 60% of the grade)

The portfolio is where you develop, explore, and record your ideas. You will learn skills, whilst developing your knowledge and understanding of a range of media/ mediums and will have the opportunity to create a personal visual response to starting points and will work in a range of chosen media/ mediums to show and highlight your skills in 2D or 3D media.

The Externally Set Assignment (Component 2 - 40% of the grade)

You will be able to choose a starting point to develop a response using the skills, knowledge and understanding you have gained through your chosen course of study.

You will be given a period of preparation from January-April to complete your portfolio and then a 10-hour period of sustained focused study in which to realise your intentions (complete a final piece).

This course will allow you to improve and adapt your knowledge, techniques and skills through artist, movements, and media/ mediums; for example: drawing, painting, installation, mixed media, digital media, and 3D forms.

Final Grading

The grading for this course will be 100% portfolio work - both components will be marked internally by your teacher and moderated externally by OCR.

Students will obtain a final grade from 9*-1.

OPEN - **INFORMATION TECHNOLOGY**

OCR Cambridge National in IT

The OCR Cambridge National in IT is a qualification that will help you develop knowledge, understanding and practical skills that can be used in the IT sector. This qualification is designed for individuals who want to gain a qualification that is engaging and applicable to real-life situations.

Throughout this course, you will have the opportunity to use various applications and tools to design, create and evaluate IT solutions and products. You will also learn how to create a data manipulation solution and an Augmented Reality prototype.

In addition to gaining skills relevant to the IT sector, this qualification will also help you develop independence and confidence. The skills you acquire can be applied to other areas of life and work, such as planning and designing IT solutions, problem-solving using different software application tools, and completing tasks in an organised manner.

The course consists of three mandatory topics. Two of these will be assessed by your centre, while the third topic will be externally set and marked. Here is an overview of the units:

R050 IT in the digital world (written external paper):
This unit covers design and testing concepts for creating IT solutions or products, as well as the uses of IT in the digital world. Topics include design tools, human-computer interface (HCI), data and testing, cyber-security and legislation, digital communications, and the Internet of Everything (IoE).

R060 Data manipulation using spreadsheets (Centre-assessed tasks, OCR moderated):
In this unit, you will learn how to plan, design, create, test, and evaluate a data manipulation spreadsheet solution according to client requirements. You will also be able to assess your solution based on user requirements.

R070 Using Augmented Reality to present information (Centre-assessed tasks, OCR moderated):
This unit focuses on designing, creating, testing, and reviewing an Augmented Reality model prototype to meet specific client requirements. You will explore topics such as Augmented Reality (AR) and the process of developing an AR model prototype.

OPEN - **PSYCHOLOGY**

AQA GCSE 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.

OPEN - **RELIGIOUS STUDIES**

AQA GCSE Religious Studies

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

OPEN - **SOCIOLOGY**

AQA GCSE Sociology

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.

Here are some of the careers that this course can lead you to:

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

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.

OPEN - **CHILD DEVELOPMENT**

OCR Cambridge National 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.

OPEN - **FINE ART**

OCR GCSE Fine Art

Fine art is the practice of conveying an experience, idea or emotion in the response to a theme or issue of personal significance, through individual, social, historical, environmental, cultural, ethical and/ or issue-based contexts through your personal ideas.
Through images 2D or 3D, you will show how these ideas, themes, forms, feelings, and concerns can inspire personally determined responses that are primarily aesthetic, intellectual or conceptual.

Programme Overview:

GCSE Fine Art consists of 2 components:

- Component 1 - comprises of a portfolio of work, 60% of GCSE grade.
- Component 2 - is an externally set assignment, 40% of GCSE grade, consisting of a portfolio, culminating in a 10-hour exam to complete their final design in the Spring term in Year 11.

The two components will be made up of practical responses and practical studies with annotations of your works.

The Portfolio (Component 1 - 60% of the grade)
The portfolio is where you will develop, explore and record your ideas. You will learn skills, whilst developing your knowledge and understanding. You will have the opportunity to create a personal visual response to sharing points and will work in a range of chosen media/ mediums to show and highlight your skills in drawing and other 2D or 3D media.

The Externally Set Assignment (Component 2 - 40% of the grade)
You will be able to choose a starting point to develop a response using the skills, knowledge and understanding you have gained through your chosen course of study.
You will be given a period of preparation from January-April to complete your portfolio and then a 10-hour period of sustained focused study in which to realise your intentions (complete a final piece).

OCR GCSE Fine Art will allow to improve and adapt your knowledge, techniques and skills through artist, movements, and media/ mediums; for example: drawing, painting, installation, mixed media, digital media and 3D forms.

Final Grading
The grading for this course will be 100% portfolio work - both components are marked internally by your teacher and moderated externally by OCR.

Students will obtain a final grade from 9*-1.

OPEN - **HEALTH & SOCIAL CARE**

OCR Cambridge National in Health and Social Care

The OCR Cambridge National in Health and Social Care is designed to enrich knowledge, understanding, and practical skills applicable in the health and social care sector. Ideal for those seeking an engaging qualification with real-life applications, this course offers opportunities to apply learning in areas such as using applications and tools for IT solutions, developing data manipulation solutions, and building Augmented Reality prototypes.

Course Highlights:

- Application of learning in real-life situations.
- Utilization of various applications and tools for designing, creating, and evaluating IT solutions and products.
- Development of transferable skills applicable in other areas of life and work.

Transferable Skills Developed:

- Effective communication with individuals or groups.
- Research skills for documenting, interpreting findings, and presenting evidence.
- Planning creative activities or health promotion campaigns with a focus on time management, goal identification, resource allocation, and method selection.
- Creation and delivery of information to groups or individuals in an organized and timely manner.
- Innovative approaches to resolve IT-related issues.

Qualification Structure:

R032: Principles of Care in Health and Social Care Settings

- Evaluation: Examination
- Topics include the rights of service users, person-centered values, effective communication, and protecting service users and providers.

R033: Supporting Individuals Through Life Events

- Assessment: Set Assignment
- Topics cover life stages, impacts of life events, and sources of support.

R034: Creative and Therapeutic Activities

- Evaluation: Set Assignment
- Topics include therapies and their benefits, creative activities and their benefits, planning and delivering creative activities, and self-evaluation.

The course focuses on developing valuable transferable skills that contribute to effective communication, research, planning, and innovative problem-solving.

OPEN - **HOSPITALITY & CATERING**

WJEC Level 2 Vocational Award in Hospitality and Catering

The WJEC Award in Hospitality and Catering is intended for students aged 14-16 in schools. It establishes the basis for further study and builds up general and specialist skills that will aid students in their future careers.

This course enables students to gain knowledge about the hospitality and catering sector, which includes planning, preparing and cooking dishes. Its purpose is to equip them with practical skills that they can apply in the industry.

Employing around 10% of the nation's workforce, the hospitality and catering sector is one of the UK's biggest employers. It encompasses a wide range of businesses such as restaurants, hotels, pubs and bars, as well as other establishments where food and drink are served, such as airlines, hospitals and sports venues.

The course provides students with fundamental insight into the skills necessary for a career in this field, or they can pursue further study after leaving school.
The course consists of two parts: a written examination and a coursework project. For the project, students carry out research on different aspects of the industry and prepare a final dish. Their teachers assess this work, while the examination is evaluated externally.

Throughout the course, students will spend a considerable amount of time cooking various dishes and taking them home. They will be required to provide most of the ingredients themselves, although the school will supply some basic items. In case there are any issues with this arrangement, parents should contact the school to explore alternative options.

OPEN - **MUSIC**

EDUQAS GCSE Course in Music

The EDUQAS GCSE Music course is divided into three main areas: performing, composing and appraising. In the performing component, students are required to perform music individually and as part of a group. The style, instrument and voice used can be of their choosing, including options involving music technology.

In the composing component, students explore the construction of great musical works and then create their own compositions. This may involve the use of computer software, writing for specific purposes, songwriting, and so on.

The appraising component involves listening to a variety of music and learning how to identify key facts about what is heard. Students will build upon their existing knowledge of the elements of music from Key Stage 3 lessons and focus on how these elements are employed for different purposes.

Assessment of the course is carried out through a combination of coursework and final exams.
By studying this course, students will refine their practical skills in composition and performance, demonstrating creativity, reflection and resilience, as well as developing confidence and presentation abilities. They will engage in higher order thinking by exploring ideas that go beyond language, which will benefit them in other areas too. Students will develop a deep understanding of various transferable skills and learn to apply these to new situations, fostering analytical and problem-solving capabilities.

There is no minimum entry requirement; however, students should have a strong interest in music as they will study pieces from different cultures, styles and time periods.

Performing music represents a significant portion of the course. Therefore, students who do not already play an instrument or sing must be willing to develop their performance abilities. They will also need to choose one particular instrument and have the option to combine this with music technology.

This course is suitable for students who are interested in exploring all aspects of music and wish to build upon their knowledge from KS3. Students should be motivated, hard-working and eager to learn about a range of musical styles and traditions.

Successful completion of the course opens up further study in Music at a higher level (e.g. A Level or equivalent) and it also provides a foundation for those aspiring to a career in the music industry. Additionally, students will develop valuable transferable skills that are sought after by employers, colleges and universities.

OPEN - **PERFORMING ARTS**

BTEC Technical 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 assignments
- 40% of the total course

Explore

Component 1
Exploring the Performing Arts

Aims: 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

Aims: 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.

Aims: consider how practitioners adapt their skills and 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.

OPEN - **SPORT SCIENCE**

OCR 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:

R041: 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.

R042: 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.

OPEN - **SPORT STUDIES**

OCR Cambridge National in Sport Studies

You should only consider this option if you enjoy sport and PE, and have a genuine interest in pursuing this subject area in greater detail. You will be assessed on your practical performance in two sports and then asked to apply different concepts into an exam and written coursework tasks.

The two mandatory units are:

R184: Contemporary Issues in Sports
This is assessed by an exam. By completing this unit, you will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. You will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport.

R185: Performance and Leadership in Sport Activities
This is assessed by a set coursework assignment. In this unit you will have an opportunity to develop your skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions. Finally, you will deal with rapidly changing conditions and situations.

Optional unit

R187: Increasing Awareness of Outdoor and Adventurous Activities
This is assessed by a set assignment. In this unit you will understand how to find out information about what opportunities there are in your local area as well as nationally in the UK for all different types of outdoor/ adventurous activities. You will learn how to enjoy the activities safely by finding out about equipment, clothing, facilities and technology you need, as well as completing planning to help keep you safe.

Key Information

Timeline

Deadline for options submission	Friday 1 March 2024
Final confirmation of options	Term 6

Key Staff

Senior Assistant Principal	Mr A Stocks	astocks@stangroundacademy.org
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Further Support

If you have any questions, please scan the QR code!

Notes

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The information in this brochure is correct
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