



The Shared Learning Trust
THE STOCKWOOD
PARK ACADEMY

Options 2016-17

MESSAGE FROM THE PRINCIPAL

Dear Year 8 Students

One of the first big decisions that you have to make in your Academy life is choosing your options subjects for Key Stage 4. For some of you this is relatively easy; either because you already know which subjects you enjoy and succeed at, or because you already have a particular career in mind. For most students, however, the options choices are challenging because this is your first move into the adult world.

It is also important to keep these options choices in perspective. You will still study a wide range of subjects in Years 9, 10 and 11 so we are not asking you to decide exactly what you want to do for the rest of your life. Most people carry on studying and learning throughout their working lives.

I hope you will find the information in this booklet interesting and useful. Read it carefully and take every opportunity to discuss your choice of subjects with your teachers, house leader and your parents/carers. Our courses at Key Stage 4 recognise that there are many different routes through the education system and we aim to provide as wide a range as possible.

I hope that during the course of the next two or three years, you will also start to think about staying with us to continue your studies at the Shared Learning Trust Sixth Form.

Finally, the next three years are going to be especially important in your Academy life. Key Stage 4 is challenging and demanding. To achieve your full potential and be the best that you can be, there is no substitute for hard, smart work! Your future success is limited only by the extent of your own desire!

Mrs C Barr
Principal



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TO ALL KEY STAGE 4 STUDENTS

KEY STAGE 4 CURRICULUM OPTIONS – STAGE 1

In September, you will embark on an exciting, challenging and vital stage of your education.

The five to eight terms of study, which go into the Key Stage 4 courses, will be decisive in shaping your future careers, interests, opportunities and lives. It is therefore essential that you listen to the advice given and, with guidance, choose the correct options.

Making the right choices is really important and there is lots of support and guidance available in the Academy to help you. This is an ideal opportunity for you to consider the subjects you are really interested in with a view to studying them further. You need to consider your strengths, interests and future aspirations when finalising your choice for a broad and balanced curriculum at Key Stage 4.

Please take note of the following:

- Do choose subjects that you will enjoy
- Do choose subjects that you are good at
- Do choose subjects that will support your career plans for the future
- Do choose a combination of subjects that give you a broad experience of learning

Remember:

- Do not choose subjects because you want to be with your friends
- Do not choose subjects because you like the teacher
- Do not choose subjects that are all similar to each other

Don't worry about making all these decisions on your own. There are lots of people to help, including your subject teachers, form tutors, house leaders, the Senior Leadership Team and our careers advisor.

Please follow these steps:

1. Read the Options Booklet and talk to teachers to find out as much as you can about the different subjects on offer.
2. Discuss your plans with your parents/carers and other adults who can advise you, such as your form tutor, subject teachers and house leader.
3. Make your first (and where required reserve choices) by filling in the Option Form.
4. Hand in the completed form to your form tutor or to Mrs Roberts by **Monday 21st March 2016**.

The English Baccalaureate and other curriculum reforms

The English Baccalaureate or 'Ebacc' was introduced by the Coalition Government and is now one of the areas on which school performance tables (league

tables) are based. In order to achieve the Ebacc students must gain A* - C grades in the following subjects: English Language or Literature (but examinations in both must be taken); maths; two sciences (including computer science); a modern foreign language (e.g. French or Spanish) and either geography or history. Pathway A, which is designed to suit more 'academic' students, has been set up in order to ensure that students are able to achieve the Ebacc. However, please note that the options block allow all students to study Ebacc subjects if they wish to do so.

It is highly likely that entry into some universities and career pathways will require young people to have achieved the Ebacc. Should you have any questions regarding this or are concerned that you could be at a disadvantage if you are not able to follow the Ebacc please speak to your form tutor, house leader or a member of the Senior Leadership Team as soon as possible.

Please also be aware that the Government have also made a number of other important changes to the Key Stage 4 curriculum/exams. This includes the fact that there are no longer any modular courses, which means that exams will be sat at the end of the two or three years you spend on a course. The content of many GCSE and BTEC courses has/will also change. In addition the grading system for GCSEs will change from A*- G to 9 - 1, the first subjects this will effect are English and maths (from September 2015).

All of the above will be explained in more detail at Options Evening, but once again please speak with a senior member of staff if you are worried about how these changes might affect you.

Enjoy thinking about and planning for your future.

Mr A Hull
Associate Principal

INTRODUCTION

The aim of this booklet is to guide students and their parents/carers through the process of choosing the correct set subjects to study in Key Stage 4 – the subjects to be followed through Years 9, 10 and 11. For the vast majority of students, the subjects studied in Key Stage 4 will be taken to public examination level.

After two years of broadly based study, there is a re-organisation of subjects at Key Stage 4, partly to allow students to choose subjects for which they have an aptitude or interest, partly because the examination syllabus requires more time to be devoted to many of the subjects, and partly to meet the statutory requirements of the National Curriculum.

In order to ensure a broad, personalised and balanced education and to keep options open as far as possible, the course you will study will depend on the pathways you are advised to select.

Core

Most students will follow the subjects in the Core:

- English Language
- English Literature
- Mathematics
- Science (either triple science or the combined science double award)
- PE

Students will then have the opportunity to select four subjects of their choice from the option blocks available to them.

If a student has a definite career in mind, it is important to ensure that the subjects chosen conform to the requirements of career plans. For those intending to continue their studies post-16, the GCSE course studies should normally lead to post-16 education. For those hoping to go on to university or other forms of higher education, the information provided in this booklet will be helpful. The UCAS website also offers useful information on the type of course and grades required for different degree subjects (www.ucas.ac.uk).

Most students will continue in formal education until the age of 18 or 19. The choices made at the end of Year 8 should be considered as the first step in 14–19 education. GCSE grades at A*–C (or 9–5 under the new grading system) indicate that a student has completed Level 2 qualifications and is ready to commence Level 3. Students with mainly D–G grades (or 4–1 under the new system) have completed Level 1 and are ready to move to Level 2 qualification courses.



OPTIONS PATHWAYS

Pathway A:

Pathway A will be recommended to you if:

- You have Level 5 or above in your Key Stage 2 English and maths SATs at Primary School.
- You have a CAT score of 98 or over.
- Your teachers recommend that this is the correct pathway for you, based on your classwork.

Pathway A is built around the English Baccalaureate, but also has two 'open options' to allow breadth and balance. At the end of Year 10 students will potentially sit their exams in some subjects, which will mean that they will then have the opportunity to select new one year courses in Year 11. Early entry will be dependent upon both the progress students make in Years 9 and 10 and government decisions regarding early entry rules.

You will study:

English Language

English Literature

Mathematics

Science:

Triple Science – Chemistry, Biology and Physics

Physical Education

Core PE

Humanities Option: (Select one)

History

Geography

Languages Option: (Select one)

French

Spanish

German

Urdu

Polish

Open Option 1: (Select a first and reserve option)

GCSE Computer Science

GCSE Art & Design (maximum group size 20)

GCSE PE

GCSE Sociology

GCSE Music

GCSE Spanish

Open Option 2: (Select a first and reserve option)

GCSE Psychology

GCSE Dance

GCSE Design & Technology (maximum group size 18)

GCSE Media

GCSE History

Please note that the minimum group size for courses to run in this pathway is 8 students



OPTIONS PATHWAYS (CONTINUED)

Pathway B:

Pathway B will be recommended to you if:

- You have Level 4 or above in your Key Stage 2 SATs at Primary School.
- You have a CAT score of between 77 and 97.
- Your teachers recommend that this is the correct pathway for you, based on your classwork.

Pathway B offers a mixture of Ebacc subjects alongside other academic and practical GCSEs, plus a vocational option block. Pathway B students will study all/the vast majority of their courses for three years, sitting exams at the end of Year 11 in most cases.

You will study:

English Language

English Literature

Mathematics

Combined Science (Double Award)

Physical Education

Core PE

Ebacc Option: (Select one)

GCSE History

GCSE Geography

GCSE French

GCSE Spanish

GCSE German

GCSE Polish

GCSE Urdu

Open Option 1: (Select one)

GCSE Music

GCSE PE/V Cert in Health & Fitness

GCSE History

GCSE Cooking & Nutrition

ECDL/Cambridge Nationals in ICT

BTEC Health & Social Care

GCSE German

GCSE Art & Design (maximum group size 20)

GCSE Drama

Open Option 2: (Select one)

GCSE Dance

GCSE Art & Design (maximum group size 20)

GCSE Religious Studies

GCSE French

GCSE Spanish

GCSE Design & Technology (maximum group size 18)

GCSE Geography

GCSE Media

GCSE Sociology

Vocational Option: (Select one)

BTEC Health & Social Care

V Cert in Health & Fitness

ECDL/Cambridge Nationals in ICT

V Cert in Business & Enterprise

BTEC Media

BTEC Music

V Cert in Engineering Studies

BTEC Dance

Please note that the minimum group size for courses to run in this pathway is 8 students

OPTIONS PATHWAYS (CONTINUED)

Pathway C:

Pathway C will be recommended to you if:

- You have Level 3 or below in your Key Stage 2 SATs at Primary School
- You have a CAT score of 76 or below.
- Your teachers recommend that this is the correct pathway for you, based on your classwork

Pathway C offers a mixture of Ebacc, other academic and practical GCSEs, plus a vocational option block. Pathway C students will study all of their courses for three years, sitting exams at the end of Year 11 in most cases.

You will study:

English Language
English Literature
Mathematics
Combined Science (Double Award)

Physical Education

Core PE

Open Option 1: (Select one)

GCSE History
GCSE Geography
GCSE French
GCSE Spanish
GCSE German
GCSE Polish
GCSE Urdu
BTEC Health & Social Care
ECDL/Cambridge Nationals in ICT
GCSE/BTEC Media

Open Option 2: (Select one)

GCSE Music
GCSE PE/V Cert in Health & Fitness
GCSE History
GCSE Cooking & Nutrition
ECDL/Cambridge Nationals in ICT
BTEC Health & Social Care
GCSE German
GCSE Art & Design (maximum group size 20)
GCSE Drama

Open Option 3: (Select one)

GCSE Dance
GCSE Art & Design (maximum group size 20)
GCSE Religious Studies
GCSE French
GCSE Spanish
GCSE Design & Technology (maximum group size 18)
GCSE Geography
GCSE Media

Vocational Option: (Select one)

BTEC Health & Social Care
V Cert in Health & Fitness
ECDL/Cambridge Nationals in ICT
V Cert in Business & Enterprise
BTEC Media
BTEC Music
V Cert in Engineering Studies
BTEC Dance

Please note that the minimum group size for courses to run in this pathway is 6 students

EXAMINATION BOARDS

As part of the subject descriptions there is a syllabus code given for each examination subject. There are a range of examination boards used by the Academy at Key Stage 4 including: AQA, Edexcel, OCR and WJEC.

OPTION FORM

Option Form

The option form to be submitted is included in your information pack. It should be completed by students and returned to their form tutor or Mrs Roberts by Monday 21st March.

Please note:

As mentioned at the Year 8 Options Evening, on rare occasions it is not possible to accept all of the selections made by some students due to timetabling and class size constraints. The options scheme is constructed on the basis of satisfying the demands of the greatest number of students. Some students may be asked to select an alternative subject should their original choices not fit the options scheme.

YEAR 8 SUBJECT CHOICE TIMELINE

Date	Activity
Wednesday 2nd March 2016	Year 8 Options Evening
Monday 7th – Friday 11th March 2016	Options Assemblies
Monday 21st March 2016	Closing Date for options forms
March/April 2016	One to one options interviews (if required)
April/May 2016	Options Confirmed



MATHEMATICS

GCSE

CONTENT:

This is a core subject which all students are expected to study at GCSE level.

GCSE Mathematics covers a wide range of basic mathematical knowledge and skills, grouped into three areas:

- Number and Algebra
- Geometry and Measure
- Probability and Statistics

We follow the linear specification – students sit two exam papers which both cover all areas of the subject.

EXAMINATION BOARD:

Edexcel GCSE in Mathematics/OCR GCSE in Mathematics

POSSIBLE EXAMINATION OUTCOME:

GCSE Grades 9-1

PROGRESSION TO FURTHER EDUCATION:

GCSE Mathematics is an important foundation for many of the courses you may take in employment or further education, and a requirement for many university courses. If you get a good grade at GCSE you may even decide to take Mathematics A-Level.

Almost all jobs and careers require you to have GCSE Mathematics, but the following careers are some that would enable you to make a lot of use of your Mathematics:

Economics, Medicine, Architecture, Engineering, Accountancy, Teaching, Psychology, Environmental Studies, Computing, Information and Communication Technology, Banking, Insurance, Marketing, Business, Management, Pharmacy, Science

ADDITIONAL INFORMATION:

Further Maths courses can be studied once students have attained their GCSE. These include starting the AS Level early and GCSE Statistics.

Contact: Mr Gibson



V CERT IN BUSINESS & ENTERPRISE

CONTENT:

This qualification is designed for learners who want an introduction to business and enterprise that includes a vocational and hands-on element. It has been developed to enthuse and inspire learners about a career in business and enterprise. The qualification will appeal to learners who wish to either set up their own business, move into employment, or progress onto further study.

This qualification aims to:

- Develop a broad and comprehensive understanding of business and enterprise
- Develop a significant knowledge core which spans the vocational sector
- Provide academic and study skills that will support progression within business and enterprise and more broadly.

ASSESSMENT:

Internally assessed and externally moderated portfolio of evidence

Externally set and marked assignments

Completion of 4 Mandatory assignments

EXAMINATION BOARD:

NCFE

POSSIBLE EXAMINATION OUTCOME:

PROGRESSION TO FURTHER EDUCATION:

A-Level: Business Studies, Economics, and Accounting

BTEC National Certificate/Diploma in Business or Enterprise

Degree in business or enterprise subjects

Contact: Miss Ilyas

ENGLISH LANGUAGE/ ENGLISH LITERATURE

GCSE – exam board AQA (reform specification)

CONTENT:

Students in all sets sit both of these exams and gain GCSE in both English Language and English Literature. Whilst these are two separate qualifications, they are alongside each other to ensure that equal weight is placed on both qualifications.

ASSESSMENT COMPONENTS:

English Language 100% examination

Paper 1: Explorations in Creative writing (50%)

Paper 2: Writers' viewpoints and perspectives (50%)

Paper 3: Spoken Language (non-examination: separate endorsement 0% weighting on GCSE)

English Literature 100% examination

Paper 1: Shakespeare and 19th Century text (40%)

Paper 2: Modern texts and poetry (60%)

The reformed GCSE is designed to be a skills-focused unit of study that will enable students to study Literature in detail. With it being 100% exam based, it allows students to have time to study texts in depth.

The English Language GCSE is also a skill-based programme of study and works well in conjunction with the English Literature specification. The programme of study will explore fiction, non-fiction and the spoken word.

ASSESSMENTS:

English Literature

Paper 1: Shakespeare and 19th Century text (40%)

1h 45 minutes

64 marks

Paper 2: Modern texts and poetry (60%)

2h 15 minutes

96 marks

Grades 9 - 1

English Language

Paper 1: Explorations in Creative writing (50%)

1h 45 minutes

80 marks

ENGLISH LANGUAGE/ ENGLISH LITERATURE (CONTINUED)

Paper 2: Writers' viewpoints and perspectives
(50%)

1 h 45 minutes

80 marks

Grades 9 - 1

Part 3: Spoken Language (non-examination compulsory unit: separate endorsement 0% weighting on GCSE)

Teacher set throughout the course

Marked by teacher

EXAMINATION BOARD:

AQA

POSSIBLE EXAMINATION OUTCOME:

This course will lead to the attainment of an internationally recognised GCSE

ENGLISH LITERATURE TEXTS

Shakespeare

Students will study one play from the list of six set texts. Students should study the whole text.

Choose one of:

- Macbeth
- Romeo and Juliet
- The Tempest
- The Merchant of Venice
- Much Ado About Nothing
- Julius Caesar.

The 19th-century novel

Students will study one novel from the list of seven set texts. Students should study the whole text.

Choose one of:

Robert Louis Stevenson * The Strange Case of Dr Jekyll and Mr Hyde

Charles Dickens * A Christmas Carol

Charles Dickens * Great Expectations

Charlotte Brontë * Jane Eyre

Mary Shelley * Frankenstein

Jane Austen * Pride and Prejudice

Sir Arthur Conan Doyle * The Sign of Four

Modern texts

Students will study one of the following:

Drama

JB Priestley * An Inspector Calls

Willy Russell * Blood Brothers

Alan Bennett * The History Boys

Dennis Kelly * DNA

Simon Stephens * The Curious Incident of the Dog in the Night-Time (play script)

Shelagh Delaney * A Taste of Honey

Prose

William Golding * Lord of the Flies

AQA Anthology * Telling Tales

George Orwell * Animal Farm

Kazuo Ishiguro * Never Let Me Go

Meera Syal * Anita and Me

Stephen Kelman * Pigeon English

PROGRESSION TO FURTHER EDUCATION:

Students can choose to study English and English Literature at A-Level and degree level.

Contact: Mrs Blinkhorne-Mason

SCIENCE

GCSE Combined Science

The combined science GCSE course is designed to provide 'Science for all' and 'Science for Scientists'. It offers flexibility and genuine choice to meet the interests and aspirations of students.

Everyone studies GCSE Combined Science. It aims to develop scientific literacy and views Science from the perspective of a member of the public. It is taught in the context of topics of relevance and interest to the young people. The combined Science leads to two GCSE grades.

CONTENT:

The course is only available as a draft specification for teaching in 2016 but will consist of a number of modules and students study all of them. They are likely to follow the following themes;

BIOLOGY

Paper 1

- Key concepts in biology
- Cells and control
- Genetic
- Natural selection and genetic modification
- Health, disease and the development of medicines

Paper 2

- Plant structure and their functions
- Animal coordination, control and homeostasis
- Exchange and transport in animals
- Ecosystems and material cycles

CHEMISTRY

Paper 3

- Key concepts in chemistry
- States of matter
- Chemical change
- Extracting metals and equilibria

Paper 4

- Key concepts in chemistry
- Groups in the periodic table
- Rates of reaction and energy change
- Fuels and Earth science

PHYSICS

Paper 5

- Key concepts of physics
- Motion and forces
- Conservation of energy
- Waves
- Light and the EM spectrum
- Radioactivity

Paper 6

- Energy
- Forces and their effects
- Electricity and circuits
- Magnetism and the motor effect
- Electromagnetic induction
- Particle model
- Forces and matter

ASSESSMENT COMPONENTS:

The proposal is that assessment of the Combined Science is based on:

- 100% examination of the content consisting of 6 examination papers
- Assessment of the practical skills based on the teachers' observations during the course. These will be recorded as evidence of completion and there will be specific exam questions in the papers to test the knowledge acquired from the tasks.

EXAMINATION BOARD:

TBC

POSSIBLE EXAMINATION OUTCOME:

GCSE 1 - 9

PROGRESSION TO FURTHER EDUCATION:

Students will have covered sufficient scientific content for progression to studies in any A-level Science, or can undertake further vocational qualifications in Science.

ADDITIONAL INFORMATION:

All young people, whatever their future, need a Science education to prepare them to make sense of the world while appreciating what Science has to say about themselves, their environment and the Universe.

Contact: Mr Whittle

TRIPLE SCIENCE

GCSE

All three of the separate Sciences - Biology, Chemistry and Physics - provide an opportunity to further develop an understanding of Science, explain how Science works and the study of elements of Applied Science, with particular relevance to professional scientists.

This course aims to provide students with the scientific understanding needed to progress to further studies of each of the three Sciences, should they choose to undertake them further to A-Level.

The courses are currently in a draft format but will more than likely comprise of teaching modules which are assessed through separate units.

CONTENT:

The Triple Science Award allows students to achieve three separate GCSEs, one in each, of; Biology, Chemistry and Physics. Students study all of the modules from the GCSE combined science and 2 extra separate science modules for chemistry. The content for each module varies in the separate science with added depth to each concept requiring a higher level of scientific application than the combined science.

ASSESSMENT COMPONENTS:

These are to be confirmed but will be likely to consist of 2 examinations for each separate science with an equal 50% weighting. There will be 8 mandatory core practical activities per separate science that must be completed and the knowledge will be examined in the papers. 24 core practical tasks in total for the separate sciences.

EXAMINATION BOARD:

TBC

POSSIBLE EXAMINATION OUTCOME:

GCSE 9 - 1 for each separate Science, resulting in three distinct GCSE grades.

PROGRESSION TO FURTHER EDUCATION:

This qualification allows students to study AS Level Sciences in Further Education.

ADDITIONAL INFORMATION:

GCSE results are awarded on the Scale 9 - 1. Triple Science is beneficial for students wanting to study Science at A-Level. Students develop key skills needed for employment with possible careers in Engineering, Medicine (and other health related jobs), Banking and Pharmaceuticals, to name just a few.

Contact: Mr Whittle



COMPUTING

GCSE

This computer science gives students a real in-depth understanding of how computers technology works. It offers an insight into what goes behind 'behind the scenes', including computer programming, which many students find absorbing.

Through this qualification students will:

- Develop their understanding of current and emerging technologies and how it works.
- Look at the use of algorithms in computer programs.
- Become independent and discerning users of IT.
- Acquire and apply create technical skills, knowledge and understanding of IT in a range of contexts.
- Develop computer programs to solve problems
- Evaluate the effectiveness of computer programs/solutions and the impact of computer technology in society.

Why choose OCR GCSE Computing

- It's a great way to develop critical thinking, analysis and problem solving skills, which can be transferred to the further learning and to everyday life.
- Students who want to go on to higher study and employment in the field of computer science will find it provides a superb stepping stone.
- Exciting new resources with partners such as Raspberry Pi and Computing at School to invigorate the curriculum and develop new resources.
- Computer Science is now part of the English Baccalaureate and is included as one of the qualifications that count towards new school performance measures. Any Computing specifications included in the EBacc have been approved by BCS (The Chartered Institute for IT) and our GCSE Computing has been.

Course overview

J276/01 - Computer systems (exam 40% towards final mark)

J276/02 - Computational thinking, algorithms and programming (exam 40% towards final mark)

J276/03 - Programming Project (controlled assessment 20% towards final mark)

ASSESSMENT COMPONENTS:

J276/01 and J276/02 are externally assessed

J276/03 is internally assessed

POSSIBLE EXAMINATION OUTCOME:

GCSE A*-G or 9 - 1

EXAM BOARD (OCR)

PROGRESSION TO FURTHER EDUCATION:

A Level Computing

Contact: Miss Ahmad

ICT

Cambridge National First Certificate in ICT Level 2

The OCR Cambridge Nationals are vocationally related qualifications that take an engaging, practical and inspiring approach to learning and assessment. They are industry relevant, geared to key sector requirements and are very popular with schools and colleges because they suit such a broad range of learning styles and abilities.

From personal computers to smartphones, from apps to websites, all of our lives, every day, are enhanced through the use of ICT. The new Cambridge Nationals in ICT reflect this and provide students with a solid foundation for understanding and applying ICT in their future working lives. The course carries a weighting of one GCSE at either A*, A, B or C depending on the final award of Distinction*, Distinction, Merit or Pass.

CONTENT:

The OCR Cambridge Nationals Certificate in ICT comprises four units of work:

Unit 1 – Understanding Computer Systems (Mandatory)

As the first core unit and a foundation for others, this unit will give students a solid base to develop knowledge and understanding of computer systems and the implications of working with data to enable them to use computers effectively.

Unit 2 – Using ICT skills to create Business Solutions (Mandatory)

In the second core unit, students will refine their existing knowledge of computers to reflect the working practices of the commercial world. This includes using a wide range of software efficiently.

Two further optional units to be selected from a range of areas including a Business Information Systems strand, a Creative strand and a Technical strand.

ASSESSMENT COMPONENTS:

Unit 1 is assessed by a written examination, Unit 2 by an internally assessed task (OCR set) and the optional units by internal assessment. Unit 2 and the optional units are externally moderated.

EXAMINATION BOARD:

OCR

ENRICHMENT & ADVICE FOR PARENTS:

In most areas, the course is “open-ended” in that the all students are encouraged to use a variety of software tools to work towards professional quality solutions providing the base criteria are met. This allows for individual stretch and challenge where appropriate.

PROGRESSION TO FURTHER

EDUCATION/CAREER PATHWAYS:

There are a vast range of ICT qualifications available at Level 3 and Higher Education. Almost every career pathway will be reliant on ICT so students will be learning crucial skills that will benefit them throughout their lives

Contact: Miss Ahmad/Mrs Parmar

ICT

BCS Level 2 ECDL Certificate in IT Application Skills (QCF)

ECDL is the benchmark for digital literacy in educational systems around the globe. ECDL equips students with the skills to use a computer confidently and effectively, building on existing knowledge and motivating further learning.

Employers need people who can contribute to achieving goals in the most efficient and productive way. ECDL gives you the computer skills to do this. That's why it is recognised and valued by companies around the world as the benchmark in IT user competence.

CONTENT:

There are 4 mandatory units which need to be passed for this course.

The units consist of:

- Word Processing R/502/4628
- Spread sheet software F/502/4625
- Presentation software M/502/4622
- Improving productivity using ICT J/502/4156

ASSESSMENT COMPONENTS:

The qualification grade will be determined by the average score across all units within the qualification. The pass mark across all units, with the exception of Improving Productivity using IT, is 75% and each assessment is pass/fail. The Improving Productivity using IT unit carries a pass mark of 55%.

Once all units have been completed they will be graded as below:

PASS - 70% or above

MERIT- 75% or above

DISTINCTION - 80% or above

DISTINCTION *- 85% or above

EXAMINATION BOARD:

BCS

PROGRESSION TO FURTHER EDUCATION:

Level 3 ICT CLAIT

Contact: Miss Ahmad/ Mrs Parmar

ART & DESIGN

GCSE

CONTENT:

This lively and popular course is suitable for students who are really interested in Art and Design. It is essential that anyone wishing to study from one of our Federation A-Levels in Fine Art/ Textiles/ Photography or Level 3 BTEC Art & Design undertakes this course. Anyone wanting a career in Art, Fashion, Graphics, Architecture, Interior Design, Textile Design, Photography, Illustration, Theatre and Film Design etc. would also need to undertake this course as a basic grounding in Art and Design.

All students work from a given theme, initially exploring this together, working from observation, and researching artists, exploring materials and new techniques. Students then develop their own idea from the theme and produce a finished piece of work on a large scale. Over the three year course, at least two units of coursework are completed. Regular homework will be set. Hardworking, enthusiastic students are welcome on this course. The end of the course is celebrated with an exhibition in our Gallery and is always hugely popular where friends and family come to view your best work.

COURSEWORK:

In Year 9 students will complete a varied and exciting Art & Design Foundation programme that will fully prepare them for Year 10/11. Students are required to submit a portfolio of work from the best of their work in Year 10/11. All their drawing and research is presented in an A3 sketchbook and is assessed with their final pieces. This accounts for 60% of their overall mark.

EXAMINATIONS:

The final exam is worth 40% of the overall mark. Students are given a theme and have from January in Year 11 to prepare for their exam in April. They have 10 hours to produce a piece of work. This might sound daunting but students always produce their best piece of work for the exam and enjoy the experience.

ART & DESIGN (CONTINUED)

ASSESSMENT COMPONENTS:

UNIT 1: PORTFOLIO OF WORK

Controlled assessment – set by the centre

60% of total marks

80 marks

Internally assessed and externally moderated

Students should select and present materials which exemplify work carried out during their course of study. The total portfolio submitted will comprise approximately 45 hours of work.

The Portfolio of Work must include more than one project for the Full Course and one project for the Short Course.

UNIT 2: EXTERNALLY SET TASK

10 hour examination

40% of total marks

80 marks

Internally assessed and externally moderated

Separate question papers will be set for each endorsement, with choice of inspiring starting points.

Question papers can be issued to students from 1st January in the year of the examination. Unlimited preparation time from the issue of papers to give flexibility in curriculum planning

Students respond to their chosen starting point to produce a personal response, and work submitted can take any appropriate form.

EXAMINATION BOARD:

AQA Art & Design (Unendorsed)

POSSIBLE EXAMINATION OUTCOME:

GCSE A*- G or 9 - 1

PROGRESSION TO FURTHER EDUCATION:

A-Level: Art and Design; Photography; Fine Art; Textiles; 3D Design; Graphics
BTEC Level 3: Art & Design

Contact: Mrs Wilson

DESIGN & TECHNOLOGY

GCSE

CONTENT:

This course will provide students with a wide range of creative, exciting and stimulating opportunities to explore their interests in Design and Technology. Students will learn about a variety of different materials and technologies and will develop the skills needed to create interesting 2D or 3D products.

Students will be encouraged to create products that combine materials and will be enthused and challenged by the range of practical activities possible.

The range of materials that students will be encouraged to explore will include:

- Paper and Card
- Timber(wood) based producers
- Metal based products
- Ceramics
- Plastics
- Textiles
- Electronic and electrical components
- Modern and smart materials

ASSESSMENT COMPONENTS:

This course will have a mixed assessment of CW and Exam

EXAMINATION BOARD:

AQA

POSSIBLE EXAMINATION OUTCOME:

This course will lead to one GCSE in Design and Technology.

PROGRESSION:

Student can continue on to "A" levels and level 3 qualifications.

Popular careers for people with Design and Technology qualifications include: fashion designer, tailor, product designer, architect, software engineer, civil engineer and carpenter, architecture and teacher.

Contact: Ms Brown, Ms Williams. Mr Boyle

ENGINEERING STUDIES

Level 2 V Cert

CONTENT:

This qualification is designed for learners with an interest in engineering. This qualification is appropriate for learners who are looking to develop a significant core knowledge and understanding in engineering.

This qualification shows learners how to:

- develop a broad understanding of the engineering sector
- research a new idea
- use tools and equipment
- perform a range of techniques and processes using selected materials
- draw, develop and take part in an engineering project.

ASSESSMENT COMPONENTS:

To be awarded the NCFE Level 2 Certificate in Engineering Studies, learners are required to successfully complete 4 mandatory units. Three units will be assessed by portfolio one unit will be tested by an exam.

The unit topics consist of:

Unit number and title	Mandatory/Optional	Assessment
Unit 01 Introduction to engineering	Mandatory	Internally assessed portfolio of evidence
Unit 02 Introduction to engineering drawing	Mandatory	Externally set and marked assignment
Unit 03 Tools and equipment for engineering	Mandatory	Internally assessed portfolio of evidence
Unit 04 Engineering materials and their properties	Mandatory	Internally assessed portfolio of evidence

EXAMINATION BOARD:

NCFE

POSSIBLE EXAMINATION OUTCOME:

V Cert Level 2 Certificate in Engineering Studies

PROGRESSION TO FURTHER EDUCATION:

Students can move onto level 3 qualifications or apply for an apprenticeship. There are a wide range of careers available to qualified engineers these include Mechanical and Construction engineering, electronic and electrical engineering, telecommunications, space technology and exploration, robotics, and the automotive industry.

Contact: Ms Brown, Mr Boyle



COOKING & NUTRITION

GCSE

CONTENT:

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

Food preparation skills are integrated into five core topics:

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

Exam: Food preparation and nutrition

- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE

Coursework

Task 1: Food investigation

Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.

Task 2: Food preparation assessment

Written or electronic portfolio including photographic evidence and photographic evidence of the three final dishes must be included.

EXAMINATION BOARD:

AQA

POSSIBLE EXAMINATION OUTCOME:

GCSE A*– G or 9 - 1

PROGRESSION TO FURTHER

EDUCATION:

It is possible for you to progress to a higher level qualification such as the AS and A2 Food Technology. Future career paths could include Catering, Chef, Dietician and Nutritionist.

ADDITIONAL INFORMATION:

GCSE Food Technology suits those students who prefer more practical and creative tasks, enjoy seeing a finished product develop, and who enjoy the satisfaction of working with food.

Contact: Ms Gayle

DANCE

GCSE

CONTENT:

This course focuses on a Contemporary dance style; studying performance, choreography and safe practise. It will enable you to develop skills in knowledge and understanding of dance as a choreographer, performer and critic through a number of different components. By the end of this course you will be able to apply and adapt a wide range of skills and techniques effectively when performing and choreographing dance. You will create dance for a range of purposes and in response to different stimuli and you will develop the ability to analyse, evaluate and appreciate dance. You will also appreciate the contribution of dance to your personal and social health, fitness and well-being and be aware of the range of opportunities and pathways available in dance.

To enhance your performance skills and confidence it is compulsory that as a GCSE student you perform in all Stockwood Park Academy shows and audition for the main school production.

ASSESSMENT COMPONENTS:

Component 1:

Performance – 30%

40 marks (15 marks for set phrase and 25 marks for duo/ trio performance)

- Set phrases through a solo performance
- Duet/ trio performance

Choreography – 30%

40 marks

- Solo or group choreography

Component 2:

Critical Appreciation of Dance

Written Paper – 1 hour 30 minutes

80 marks – 40%

EXAMINATION BOARD:

AQA

POSSIBLE EXAMINATION OUTCOME:

GCSE 1 - 9

PROGRESSION TO FURTHER

EDUCATION:

AQA AS/A-Level Dance

OCR AS/A-Level Performing Arts

DANCE (CONTINUED)

ADDITIONAL INFORMATION:

You must ensure that you have a keen interest in Dance. Please note that this course will require you to work within a team outside of the Academy day and therefore you must be committed to put in this time. It is expected that all students taking Dance will participate in the main school production and at least one other show (e.g. Black History Month/Winter Hootenanny).

Contact: Miss Leung/Mrs Pearson



DRAMA

GCSE

CONTENT:

OCR's GCSE (9–1) in Drama will encourage learners to:

- apply knowledge and understanding of drama when making, performing and responding to drama
- explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created (a performance text is one that has been written specifically for theatrical performance)
- develop a range of theatrical skills and apply them to create performances
- develop as creative, effective, independent and reflective students able to make informed choices in process and performance
- contribute as an individual to a theatrical performance
- develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice

ASSESSMENT COMPONENTS:

Component 1:

Research and explore a stimulus, work collaboratively and create their own devised drama.

Non – exam assessment

Devising drama (practical) – 30% (60 marks)

Component 2:

Research and explore a stimulus, work collaboratively and create their own drama. Visiting examination

Presenting and performing text – 30% (60 marks)

Component 3:

Explore practically a performance text to demonstrate their knowledge and understanding of drama

Analyse and evaluate a live theatre performance

Written Paper – 1 hour 45 minutes – 40% (80 marks)

EXAMINATION BOARD:

OCR

POSSIBLE EXAMINATION OUTCOME:

GCSE 1 - 9

PROGRESSION TO FURTHER EDUCATION:

This qualification provides the ideal foundation for learners to progress to OCR's AS level and A level Drama and Theatre or OCR's Level 3 Cambridge Technical in Performing Arts.

ADDITIONAL INFORMATION:

You must ensure that you have a keen interest in Drama. Please note that this course will require you to work within a team outside of the Academy day and therefore you must be committed to put in this time. It is expected that all students taking Drama will participate in the main school production and at least one other show (e.g. Black History Month/Winter Hootenanny).

Contact: Mrs Palmer

MEDIA

GCSE

CONTENT:

The aim of this course is to introduce you to a variety of media types including documentary, film genres, popular music, celebrity, soap opera, sport, advertising, news and video games. You will learn about Media key concepts including Representation, Audience, Narrative, Genre and Organisations, to help you analyse existing works and construct your own.

Media students spend around 40% of lessons on practical work, including research, planning, producing and evaluating products such as short films, adverts, music videos, posters, DVD covers, computer games and newspapers. You will also develop your literacy and critical thinking skills, and your ability to work with others.

ASSESSMENT COMPONENTS:

Unit 1: Thinking about Media: Investigating and Planning

Externally Examined
40% of total GCSE

Unit 2: Creating for the Media: Investigating and Producing

Controlled Assessment Unit
60% of total GCSE

EXAMINATION BOARD:

WJEC

POSSIBLE EXAMINATION OUTCOME:

GCSE 1 - 9

PROGRESSION TO FURTHER EDUCATION:

WJEC AS/A-Level Media

Contact: Mr Allen

MUSIC

GCSE

CONTENT:

This course allows you to explore three key areas within music: The Western Classical Tradition, Popular Music of the 21st Century and World Music. You will choose and study a musical instrument with a private tutor provided through the music program. You will learn the importance of key skills such as rhythm and metre, harmony, tonality, timbre and melody as well as the form and structure, texture and the dynamics of music. These skills will also be developed in order to compose and perform music of your own as well as learn to appreciate the music of others.

We will attend performances of relevant musical groups and participate in workshops and master classes with other local secondary schools. Students who take this course are motivated, excited about music and willing to participate in concerts and shows through the Performing Arts department.

ASSESSMENT COMPONENTS:

Component 1:

Understanding Music
Written Paper – 1 hour 30 minutes
98 marks – 40%

Component 2:

Performing music – 30%

- Performance 1 – solo performance (36 marks)
- Performance 2 – ensemble performance (36 marks)

Component 3:

Composing music – 30%

- Composition 1 – Composition for a brief (36 marks)
- Composition 2 – Free composition (36 marks)

EXAMINATION BOARD:

EDEXCEL

POSSIBLE EXAMINATION OUTCOME:

GCSE 1 - 9

PROGRESSION TO FURTHER EDUCATION:

AS/A-Level Music

Contact: Miss Grigg

DANCE

BTEC Level 1 First Certificate in Performing Arts (Dance)

CONTENT:

The rationale for all qualifications in the BTEC First suite in Performing Arts is to:

- inspire and enthuse learners to consider a career in the performing arts sector, rather than as a hobby or pastime
- give learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, performing arts, e.g. performance, choreography or working in the industry
- give learners the potential opportunity, in due course, to enter employment within a wide range of junior job roles across the sector, including performing in its various forms; stage management, production and set design; related administration and technical roles.
- To enhance your performance skills and confidence it is compulsory that as a BTEC student you perform in all Stockwood Park Academy shows and audition for the main school production.

Learners must complete the two core units, the additional mandatory units, and a choice of optional specialist units either three units from Group A, or two units from Group A plus one unit from Group B) to reach a total of 240 GLH.

ASSESSMENT COMPONENTS:

Core Units

- Individual Showcase
- Preparation, Performance and Production

Mandatory Units – one choice

- Dance skills
- The Performing Arts Industry

Other Optional Units

- Performance in Context
- Movement skills
- Contemporary Dance techniques
- Exploring Urban Dance Styles

EXAMINATION BOARD:

Edexcel

POSSIBLE EXAMINATION OUTCOME:

BTEC Level 1 First Certificate in Performing Arts

PROGRESSION TO FURTHER EDUCATION:

- wish to add breadth to their knowledge and understanding of the sector as part of their career progression and development plans.
- have had some achievement in their Key Stage 4 programme and wish to top-up their Level 2 achievement to progress to employment or other qualifications.
- employment within the performing arts industry.

ADDITIONAL INFORMATION:

You must ensure that you have a keen interest in Dance. Please note that this course will require you to work within a team outside of the Academy day and therefore you must be committed to put in this time.

Contact: Miss Leung/Mrs Pearson

MEDIA

BTEC Level 1 First Award in Creative Digital Media Production

CONTENT:

The aim of this course is to introduce you to a variety of media types including documentary, film genres, popular music, celebrity, soap opera, sport, advertising, news and video games. You will learn about Media key concepts including Representation, Audience, Narrative, Genre and Organisations, to help you analyse existing works and construct your own.

Media students spend around 40% of lessons on practical work, including research, planning, producing and evaluating products such as short films, adverts, music videos, posters, DVD covers, computer games and newspapers. You will also develop your literacy and critical thinking skills, and your ability to work with others.

ASSESSMENT COMPONENTS:

Unit 1: Thinking about Media: Investigating and Planning

Externally Examined
40% of total GCSE

Unit 2: Creating for the Media: Investigating and Producing

Controlled Assessment Unit
60% of total GCSE

EXAMINATION BOARD:

WJEC

POSSIBLE EXAMINATION OUTCOME:

BTEC Level 1 First Award in Creative Digital Media Production

PROGRESSION TO FURTHER EDUCATION:

WJEC AS/A-Level Media

Contact: Mr Allen

MUSIC

BTEC Level 1 First Certificate in Music

CONTENT:

The rationale for all qualifications in the BTEC First suite in Music is to:

- inspire and enthuse learners to consider a career in the music industry, rather than to participate in music only recreationally
- give learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the music industry, e.g. the live sound industry, solo or group professional performance, or music promotion and publishing
- give learners the potential opportunity to enter employment within a wide range of junior job roles across the music industry, for example runner, roadie (backline technical support), stage crew, venue staff, music promotion, and retail and sales roles.

This qualification is built on two core units that form the fundamental knowledge and understanding of music principles.

This qualification includes one additional mandatory unit as well as a choice from twelve optional specialist units, thereby providing an opportunity to develop a broad understanding of the music industry, including an introduction to music analysis, and an opportunity to develop an in-depth knowledge in a range of music topic areas. In addition, it introduces the opportunity to acquire some of the practical skills identified by employers as the fundamental building blocks for future competence in the workplace.

ASSESSMENT COMPONENTS:

Core Units

- The Music Industry
- Managing a Music Product

Mandatory Unit

- Music and Production Analysis

Other Optional Units

- Introducing Music Composition
- Introducing Music Performance
- Introducing Live Sound
- Music Ensemble
- The Development of Music

MUSIC (CONTINUED)

EXAMINATION BOARD:
EDEXCEL

POSSIBLE EXAMINATION OUTCOME:
BTEC Level 1 First Certificate in Music

PROGRESSION TO FURTHER EDUCATION:

- other level 2 vocational qualifications
- level 3 vocational qualifications, such as BTEC Nationals, specifically the Edexcel BTEC Level 3 in Music (QCF)
- related academic qualifications, such as GCE in Music
- employment within the music industry, for example roles in stage crew, music venues, music agencies and promoters, and music retail and sales.

ADDITIONAL INFORMATION:

You must ensure that you have a keen interest in Music. Please note that this course will require you to work within a team outside of the Academy day and therefore you must be committed to put in this time. It is expected that all students taking Music will participate in the main school production and at least one other show (e.g. Black History Month/Winter Hootenanny).

Contact: Miss Grigg



MODERN FOREIGN LANGUAGES

GCSE French, Spanish, German, Polish & Urdu

CONTENT:

GCSE French, Spanish, German, Polish & Urdu will cover the following topics:

1. Identity and Culture

- Who am I?
- Daily Life
- Cultural Life

2. Local Area, Holiday and Travel

- Holidays
- Travel and tourist attractions
- Town, region and country

3. School

- What school is like?
- School activities

4. Future Aspirations Study and Work

- Using languages beyond the classroom
- Ambitions
- Work

5. International and Global Dimension

- Bringing the world together
- Environmental issues

ASSESSMENT COMPONENTS:

Listening and Understanding - 25% of final mark – Exam (Externally marked)

Speaking- 25% of final mark – Speaking Exam including role play (Externally marked)

Reading and Understanding- 25% of final mark – Exam (Externally marked)

Writing - 25% of final mark – Exam (Externally marked)

EXAMINATION BOARD:

Edexcel (French, Spanish & German), AQA (Polish & Urdu)

POSSIBLE EXAMINATION OUTCOME:

GCSE A*– G or 9 - 1

PROGRESSION TO FURTHER EDUCATION:

Taking GCSE Language means you will be able to study AS and A-Level Language courses.

ADDITIONAL INFORMATION:

People with language skills and knowledge are highly thought of in the modern world. They stand out as talented and successful people, with broad and exciting horizons. Taking GCSE Language means you will:

- Add an extra dimension to your personal skills profile which will impress anyone who reads your CV
- Be in a stronger position to get a job in companies with international links
- Improve your chances of getting a job if you would like to work in a foreign country
- Be better prepared when travelling abroad
- Learn about other people and different cultures
- Give you a better chance of getting into top universities

Contact: Mr Evans

PHYSICAL EDUCATION

Edexcel GCSE Physical Education

This course is a combination of practical and theoretical understanding. Students study typically issues in sport and participation as well as how the body is affected during exercise.

ASSESSMENT:

40% of the final grade is based on students practical performance or understanding of the roles of coaches and/or officials. The assessment is based on 3 practical performances, a personal exercise plan and a controlled analysis of performance of a chosen activity.

60% of the final grade is based on a 1 hour 45 minute exam which is sat in the summer of the second year of the course. The content of the exam is based on how the body works, understanding how to improve sporting performance in sport and reasons why people participate in activities.

V Cert Health and Fitness

This qualification is designed for learners with an interest in health and fitness. It will provide learners with experience of using different training techniques and methods to enable them to use these within further education or apprenticeships. It will also provide them with the opportunity to develop and experience their own fitness programme.

To complete the level 2 qualification learners need to successfully complete 4 mandatory units.

- Unit 1 Principles of health and fitness - Internally assessed portfolio of evidence.
- Unit 2 Healthy lifestyles - Internally assessed portfolio of evidence.
- Unit 3 Preparing and planning for health and fitness - Externally set and marked assessment paper.
- Unit 4 Develop a personal health and fitness programme - Internally assessed portfolio of evidence.

The final grade of the course is an aggregate score of all 4 units and graded as Distinction*, Distinction, Merit or pass.

Contact: Miss Nelson



PSYCHOLOGY

GCSE

CONTENT:

GCSE Psychology is made up of three separate units:

Unit 1: Studies and Applications in Psychology 1

Topics include: Sex and Gender, Memory, Attachment, Obedience and Atypical Behaviour (Phobias)

Unit 2: Studies and Applications in Psychology 2

Topics include: Criminal Behaviour, Perception, Cognitive Behaviour, Non-Verbal Communication and The Self

Unit 3: Research Methods

This unit is about planning, doing and analysing psychological research

Due to specification updates, the course content is subject to change.

ASSESSMENT COMPONENTS:

100% Examinations

EXAMINATION BOARD:

OCR

POSSIBLE EXAMINATION OUTCOME:

GCSE 9-1

PROGRESSION TO FURTHER EDUCATION:

A Level Psychology

Further study at University to prepare for a range of careers in the field of Psychology or in other areas where knowledge of Psychology will be a requirement or an asset

ADDITIONAL INFORMATION:

Studying GCSE Psychology will enable students to:

- Learn about carrying out research in Psychology
- Become independent learners and critical and reflective thinkers with enquiring minds
- Develop an understanding of the relationship between Psychology and social, cultural, scientific and contemporary issues and the impact of Psychology on everyday life
- Develop an understanding of ethical issues in Psychology

Contact: Miss Thorman

SOCIOLOGY

GCSE

CONTENT:

Sociology encourages candidates to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study.

The Aims of the Course are

- Encourage candidates to reflect on their own experience of the social world to enhance their ability to play informed roles within different social contexts
- Help candidates to recognise that their sociological knowledge, understanding and skills will allow them to develop an understanding of the interrelationships between individuals, groups, institutions and societies
- Help candidates to analyse critically the nature and sources of information and to base reasoned judgments and arguments on evidence

GCSE Sociology is made up of three separate units:

Unit 1: Investigating society, Collecting and using information and evidence, Culture, Socialisation and Identity

Unit 2: Mass media, Crime and deviance and Youth

Unit 3: Applying sociological research techniques

Due to specification updates, the course content is subject to change.

ASSESSMENT COMPONENTS:

100% Exam: 3 written papers

EXAMINATION BOARD:

OCR

POSSIBLE EXAMINATION OUTCOME:

GCSE 9-1

PROGRESSION TO FURTHER EDUCATION:

A Level Sociology

Contact: Miss Thomas

HEALTH & SOCIAL CARE

BTEC

CONTENT:

The BTEC First qualification is a two-year Level 2 course, with an additional transition year to prepare learners for the qualification. The qualification consists of two core and two optional units.

ASSESSMENT COMPONENTS:

In the BTEC First Level 2 qualification three of the four units are internally assessed, and one is assessed through an external examination. All assessment is criterion referenced, based on the achievement of all the specified learning outcomes. Each unit within the qualification has specified assessment and grading criteria.

EXAMINATION BOARD:

Edexcel

RELIGIOUS STUDIES

GCSE

CONTENT:

Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

Religious Studies encourages candidates to:

- Develop their interest in, and enthusiasm for, a study of religion and its relation to the wider world;
- Develop their knowledge, skills and understanding of religion by exploring the significance, impact of beliefs, teachings, sources and practices.
- Express their personal responses and informed insights on fundamental questions about identity, belonging, meaning, purpose, truth, values and commitments.

POSSIBLE EXAMINATION OUTCOME:

Pass, Merit, Distinction, Distinction*

PROGRESSION TO FURTHER EDUCATION:

- BTEC Level 3 or A Level in Health and Social Care
- Employment within the Health & Social Care sector, in due course, such as junior roles in occupational therapy or social work or as an apprentice.

Contact: Miss Fendick

ASSESSMENT COMPONENTS:

Religious Studies is assessed using examinations only and is divided into two components:

Assessment Route A:

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

- Islam & Christianity
- Written exam: 1 hour 45 minutes
- 96 marks (plus 5 marks for Spelling, punctuation and grammar (SPaG))
- 50% of GCSE

Component 2: Thematic studies

- Theme B: Religion and life.
- Theme D: Religion, peace and conflict.
- Theme E: Religion, crime and punishment.
- Theme F: Religion, human rights and social justice.
- Written exam: 1 hour 45 minutes
- 96 marks (plus 5 marks for Spelling, punctuation and grammar (SPaG))
- 50% of GCSE

EXAMINATION BOARD:

AQA – Specification A

POSSIBLE EXAMINATION OUTCOME:

GCSE 9 – 1

PROGRESSION TO FURTHER EDUCATION:

Religious Studies lays a good foundation for further study of Religious Studies at AS level and complements other related AS subjects including Philosophy, Law, History, History of Art, Government and Politics, Sociology, English Literature and AS Philosophy and Ethics.

ADDITIONAL INFORMATION:

Students can get involved in debates and discussions about topical issues, inspiring students to gain a real understanding of current affairs.

Contact: Miss Aslam

GEOGRAPHY

GCSE

CONTENT:

Geography gives students the opportunity to understand more about the world, the challenges it faces and their place within it. This GCSE course will deepen understanding of geographical processes, illuminate the impact of change and of complex people-environment interactions, highlight the dynamic links and interrelationships between places and environments at different scales, and develop students' competence in using a wide range of geographical investigative skills and approaches. Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens.

ASSESSMENT COMPONENTS:

Component 1: Global Geographical Issues

- Written examination: 1 hour and 30 minutes
- 37.5% of the qualification
- 94 marks

Content overview

Topic 1: Hazardous Earth

Topic 2: Development dynamics

Topic 3: Challenges of an urbanising world

Component 2: UK Geographical Issues

- Written examination: 1 hour and 30 minutes
- 37.5% of the qualification
- 94 marks

Content overview

Topic 4: The UK's evolving physical landscape.

Topic 5: The UK's evolving human landscape.

Topic 6: Geographical investigations.

Component 3: People and Environment Issues – Making Geographical Decisions

- Written examination: 1 hour and 15 minutes
- 25% of the qualification
- 64 marks

Content overview

Topic 7: People and the biosphere

Topic 8: Forests under threat

Topic 9: Consuming energy resources

GEOGRAPHY (CONTINUED)

EXAMINATION BOARD:

Edexcel

POSSIBLE EXAMINATION OUTCOME:

GCSE 9 – 1

PROGRESSION TO FURTHER EDUCATION:

AS / A2 Geography

This course can lead to further study at university which offers the opportunity to specialise in the aspects of Geography that you are most interested in and the opportunity to qualify in a wide range of Geography-related careers that link with areas like Engineering and Earth Science study.

ADDITIONAL INFORMATION:

If you love learning about the world that we live in, global issues and how the world is constantly changing then this subject is for you! Geography also runs several topics with the Science department.

Contact: Mr Oraeki

HISTORY

GCSE

CONTENT:

Choosing GCSE History will provide students with an opportunity to develop their interest in and enthusiasm for history and an understanding of its intrinsic value and significance. It also allows students to make links and draw comparisons within and/or across different periods and aspects of the past while organising and communicating their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements

ASSESSMENT COMPONENTS:

Component 1: Studies in Depth

- Written examinations: 2 hours (split into two papers of 1 hour duration each)
- 50% of qualification

Paper 1: The Elizabethan Age, 1558-1603

Paper 2: Germany in Transition, 1919-1939



HISTORY (CONTINUED)

Component 2: Studies in Breadth

- Written examinations: 2 hours (split into two papers of 45 minutes for the Period Study and 1 hour 15 minutes for the Thematic Study)
- 50% of qualification

Paper 3: The Development of the USA, 1929-2000

Paper 4: Changes in Health and Medicine in Britain, c.500 to the present day

EXAMINATION BOARD:

WJEC Eduqas

POSSIBLE EXAMINATION OUTCOME:

GCSE 9 – 1

PROGRESSION TO FURTHER EDUCATION:

A GCSE in History provides students with a popular academic GCSE that allows students to keep their post-16 study options open. It also provides both a foundation for studying History at A-Level and at university while allowing students to develop a variety of transferable skills which are often well sought after by employers and universities. History provides students with strong analytical and interpretive skills that compliment many other subjects such as Law and English.

ADDITIONAL INFORMATION:

The GCSE in History aims to:

- Engage students in historical enquiry to develop them as effective and independent learners, and as critical and reflective thinkers with enquiring minds.
- Develop students' knowledge and understanding of selected periods, societies and aspects of history.
- Develop students' abilities to ask relevant questions about the past and to investigate them critically using a range of sources.
- Recognise that students' historical knowledge, understanding and skills help them understand the present and provide them with a basis for their role as responsible citizens.

Contact: Miss McErlean

OPTIONS FORM 2016

Student Name: Tutor Group:

Pathway A

Pathway B

Pathway C

Pathway A:

English Language
 English Literature
 Maths
 Triple Science (Physics, Biology and Chemistry)
 Core Physical Education

Humanities (select 1)

History
 Geography

MFL (Select a first choice and reserve using the numbers 1 and 2)

French
 Spanish
 German
 Urdu
 Polish

Open Option 1 (Select a first choice and reserve using the numbers 1 and 2)

GCSE Computer Science
 GCSE Art & Design (20*)
 GCSE PE
 GCSE Sociology
 GCSE Music
 GCSE Spanish

Open Option 2 (Select a first choice and reserve using the numbers 1 and 2)

GCSE Psychology
 GCSE Dance
 GCSE Design & Technology (18*)
 GCSE Media
 GCSE Religious Studies
 GCSE History

*Indicated maximum group size

Please note that the minimum class size will be 8 students for courses to run in this pathway

Pathway B:

English Language
 English Literature
 Maths
 Combined Science (Double Award)
 Core Physical Education

Ebacc Option (select 1)

GCSE History
 GCSE Geography
 GCSE French
 GCSE Spanish
 GCSE German
 GCSE Polish
 GCSE Urdu

Open Option 1 (Select 1)

GCSE Music
 GCSE PE/V Cert in Health & Fitness
 GCSE History
 GCSE Cooking & Nutrition
 ECDL/Cambridge National in ICT
 BTEC Health & Social Care
 GCSE German
 GCSE Art & Design (20*)
 GCSE Drama

Open Option 2 (Select 1)

GCSE Dance
 GCSE Art & Design (20*)
 GCSE Religious Studies
 GCSE French
 GCSE Spanish
 GCSE Design & Technology (18*)
 GCSE Geography
 GCSE/BTEC Media
 GCSE Sociology

Vocational Option (Select 1)

BTEC Health & Social Care
 V Cert in Health & Fitness
 ECDL/Cambridge National in ICT
 V Cert in Business & Enterprise
 BTEC Media
 BTEC Music
 V Cert in Engineering Studies
 BTEC Dance

*Indicated maximum group size

Please note that the minimum class size will be 8 students for courses to run in this pathway

Pathway C:

English Language

English Literature

Maths

Combined Science (Double Award)

Core Physical Education

Open Option 1 (Select 1)

GCSE History	<input type="checkbox"/>
GCSE Geography	<input type="checkbox"/>
GCSE French	<input type="checkbox"/>
GCSE Spanish	<input type="checkbox"/>
GCSE German	<input type="checkbox"/>
GCSE Polish	<input type="checkbox"/>
GCSE Urdu	<input type="checkbox"/>
BTEC Health & Social Care	<input type="checkbox"/>
ECDL/Cambridge National in ICT	<input type="checkbox"/>
GCSE/BTEC Media	<input type="checkbox"/>

Open Option 2 (Select 1)

GCSE Music	<input type="checkbox"/>
GCSE PE/V Cert in Health & Fitness	<input type="checkbox"/>
GCSE History	<input type="checkbox"/>
GCSE Cooking & Nutrition	<input type="checkbox"/>
ECDL/Cambridge National in ICT	<input type="checkbox"/>
BTEC Health & Social Care	<input type="checkbox"/>
GCSE German	<input type="checkbox"/>
GCSE Art & Design (20*)	<input type="checkbox"/>
GCSE Drama	<input type="checkbox"/>

Open Option 3 (Select 1)

GCSE Dance	<input type="checkbox"/>
GCSE Art & Design (20*)	<input type="checkbox"/>
GCSE Religious Studies	<input type="checkbox"/>
GCSE French	<input type="checkbox"/>
GCSE Spanish	<input type="checkbox"/>
GCSE Design & Technology (18*)	<input type="checkbox"/>
GCSE Geography	<input type="checkbox"/>
GCSE/BTEC Media	<input type="checkbox"/>

Vocational Option (Select 1)

BTEC Health & Social Care	<input type="checkbox"/>
V Cert in Health & Fitness	<input type="checkbox"/>
ECDL/Cambridge National in ICT	<input type="checkbox"/>
V Cert in Business & Enterprise	<input type="checkbox"/>
BTEC Media	<input type="checkbox"/>
BTEC Music	<input type="checkbox"/>
V Cert in Engineering Studies	<input type="checkbox"/>
BTEC Dance	<input type="checkbox"/>

*Indicates maximum group size

Please note that the minimum class size will be 6 students for courses to run in this pathway

- Art & Design
- Business & Enterprise
- Cooking & Nutrition
- Dance
- Design & Technology
- Drama
- English
- Geography
- Health & Social Care
- History
- ICT
- Mathematics
- Media
- Modern Foreign Languages
- Music
- PE
- Performing Arts
- Photography
- Psychology
- Religious Studies
- Science
- Sociology

All information is correct at time of print, course details subject to change.

Please visit the website for up-to-date information:

south.thesharedlearningtrust.org.uk

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