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Horbury Academy

Year 9 Pathways 2024



Year 9

Pathways Information 2024

Welcome to the Guided Pathway Booklet for Year 9 pupils at Horbury Academy. As your child enters Key Stage 4 they will be beginning the study of GCSE level qualifications and preparing for examinations at the end of Year 10 and Year 11. These qualifications will determine what they can access at Post 16 education and further in the future, what career opportunities are open to them.

At Horbury Academy we firmly believe that all children, irrespective of their starting point, are entitled to a broad and balanced curriculum which will enable them to succeed both whilst at the academy and beyond. It is our intent that the experiences we provide our pupils through our wider educational offer, and specifically our curriculum offer, drives our Trust vision Pupils First: raising standards and transforming lives. At Horbury Academy we are delighted to offer an innovative curriculum, which enables all pupils within our academy to fulfil their potential and develop the all-important knowledge, skills and qualities which will serve them well in later life.

As pupils move from Year 9 into Year 10 at Horbury Academy, they have a choice of the subjects that they wish to study at GCSE. This is beginning of their journey into studying specialist subject areas of interest at KS4.

Furthermore, we fully support the entitlement that pupils have to study the group of qualifications which the government calls the English Baccalaureate (EBacc): English, Mathematics, Sciences, one Humanities subject (Geography or History) and a modern foreign language (French or Spanish). To both support attainment in this important group of subjects and promote a broad and balanced curriculum for your child, we require all pupils to study at least one of the following subjects: Geography, History, French or Spanish at GCSE.

For many pupils it will be appropriate that they also study another one of those subjects and ensure pupils can attain the Full EBacc which, increasingly, higher education establishments are looking for: these subjects are also an excellent foundation for those who wish to go on and study A Levels in the 'Facilitating Subjects' (Biology, Chemistry, English, Geography, History, Maths, Modern Foreign Languages, Physics). We will advise you if we believe that your child should be following the Full EBacc route and as always, provide specialist independent careers advice to ensure that you have access to impartial support during this process. Alongside all options information, as an Academy, we have subject specialist directors of English, Maths and Science which work across both of our academies and work closely with our Curriculum leaders of core subjects. They are key to helping pupils within each academy, to achieve their maximum potential to all pupils and play a vital role in ensuring that the transition into GCSE content within core subjects.

We understand that this is a crucial time and the choosing of qualification courses is very important. Within current circumstances, we want to fully support this process with various in person and remote methods to support. Initially, pupils will all receive this booklet where they will be able to get all information they require for each of the subjects that are on offer at Horbury Academy. Alongside this booklet, there will be a number of Stream videos which will be created by staff to guide pupils and give more information around each qualification. These will be accessible remotely (SharePoint & Website) and can be re-visited and re-played numerous times. Finally, there will be an opportunity to be able to meet with staff onsite and discuss any questions you have regarding specific subjects and options choices.

Whatever your child is hoping to study, and then do in later life, I am sure that you will find the Pathway process helpful, in the full knowledge that our sole aim is to put all pupils first: raising standards and transforming lives.

Please contact me directly via email should you have any questions.

Mr N Ash
Vice Principal

Information from Subject Leads

All subject areas have provided a simple overview of the courses pupils are currently engaged within KS4. There is information about the course content, examination boards, where to find revision materials and top tips for success. If parents need to contact individual subject leaders they can do so by e-mailing them directly:

English (Language and Literature)/Media

Mr D Kiernan

dkiernan@horbury.accordmat.org

Maths

Ms A Lynch

alynch@horbury.accordmat.org

Science (Combined and Separates)

Mrs K Field

kfield@horbury.accordmat.org

History

Mr R Lunn

rlunn@horbury.accordmat.org

Geography

Miss H Koritsas

hkoritsas@horbury.accordmat.org

MFL (Spanish and French)

Mrs K Robery

krobery@horbury.accordmat.org

Computer Science, Business Studies, iMedia, Camb Nat Business Enterprise and Marketing

Mrs R Middleditch

rmiddleditch@horbury.accordmat.org

Art and Photography

Mr R Stewart

rstewart@horbury.accordmat.org

Music/Drama

Mrs K Scott

kscott@horbury.accordmat.org

Engineering / Hospitality and Catering

Mrs D Russell

drussell@horbury.accordmat.org

OCR Sport Science & OCR Sport Studies

Miss N Atkinson

natkinson@horbury.accordmat.org

Sociology

Mr S Care

scare@horbury.accordmat.org

In addition, the Year 9 pupils are supported by the Year 9 Leadership Team, comprising of:

Vice Principals:

Mr N Ash

nash@horbury.accordmat.org

Mr B Gilder

bgilder@horbury.accordmat.org

Y9 Pastoral Year Leader:

Mrs G Gough

ggough@horbury.accordmat.org



Guided Pathways - Progression Routes

It is critical that all pupils make Guided Pathway choices that will allow them to progress to education, employment, an apprenticeship, or other training/courses post 16.

The Pathway choices pupils make can also have an impact on the University they can attend and the course(s) they are able to access. If you believe that University is a pathway you might choose you need to think carefully about how your choice(s) now might/might not allow you to progress to a University of your choice – this is why this process is very important and we want to ensure that the pathway chosen, fits each pupil individually.

What will you study? The structure of the timetable will be very similar to the one you have in Year 9. The timetable week contains 25 x 1-hour periods: plus, five half hour periods of form time. The 25-period week is split into compulsory Core subjects, EBAC subjects and finally Pathway subjects.

English Baccalaureate

In December 2010 the Government introduced the English Baccalaureate or EBacc for short. This is not a qualification in its own right but a suite of qualifications that are gathered together under the same umbrella. At Horbury Academy, we fully support the entitlement that pupils are able to study this group of qualifications.

The English Baccalaureate (EBacc) is “awarded” to pupils who achieve a Grade 5 or higher at GCSE level in each of the following subjects:

Mathematics

English

Sciences

this could be Combined Sciences (worth 2 x GCSEs) or Separate Science (Biology, Chemistry and Physics)

History and/or Geography

French and/or Spanish

The English Baccalaureate (EBacc) is highly regarded within education providers at Post 16 and gives pupils a wide range of opportunities to access many different courses and careers.

Types of Qualification - GCSE

This stands for General Certificate in Secondary education. It is a nationally recognised qualification. GCSEs have changed in all schools nationally over the last four years. GCSEs are now graded using the new 9 to 1 grading system, with 9 being the highest grade and grade 5 being the minimum grade to be defined as a “strong pass” by the Department for Education.

Most GCSEs are assessed solely through written examination papers that are taken at the end of the course. Some subjects such as Mathematics, Science and Modern Foreign Language enter candidates at different tiers based on pupils’ ability, with only certain grades being available for each tier. Other subjects have only one tier and all grades are available.

Technical Qualifications

Our Key Stage 4 curriculum offers a wide range of subjects which provides a variety of academic and technical courses to choose from. Technical qualifications (OCR / BTECs) aim to help pupils learn about a specific industry or area of work. They are assessed through a combination of continued assessment (assignments) and written examinations. The Technical qualifications we offer at Key Stage 4 are Level 1/2 Technical awards.

Please note that Technical awards are just as difficult as GCSE qualifications and should not be seen as an easy option.

How to make your Guided Pathway choices

● Step 1 - Read this booklet

- Consider the subjects on offer. Which ones will help you get into your chosen career or Post 16 course?
- Think about your strengths and how the subjects on offer will match these.

● Step 2 - Discuss your ideas

- Have a chat with your form tutor and start to speak with subject teachers and subject leaders.
- Be open minded and prepared to accept the advice of parents and teachers, they all have your best interest at heart.





● **Step 3 - Fill in the Guided Pathway form**

- Follow instructions on the Microsoft form and ensure that options have been selected correctly within each section. If pupils need support, please see form tutors in the first instance.
- Make sure that the form is signed and dated.
- Please return by the deadline set by the academy. This will be completed remotely via a Microsoft form available on the Pathways website.

● **Step 4 - Guided Pathway process**

- The academy will consider the selected preferences and may wish to discuss them.
- Subject preferences will be circulated to subject staff to confirm that they feel that you have the right subject package.

● **Step 5 - The academy writes to you**

- The academy will send a letter showing your finalised Guided Pathway subjects. The letter will be sent in the summer term.



Subject Information



English Language

AQA ENGLISH LANGUAGE GCSE - 8700

For more
information,
contact:

Mr D Kiernan

Paper 1: Explorations in creative writing and reading

- Section A: Pupils are asked to read one fictional Literature text and answer 4 key questions based on their understanding of the text.
- Section B: Pupils are asked to write a descriptive piece based on a stimulus provided.
- Written exam
- 1hr 45 mins
- 80 marks – 50% GCSE

Paper 2: Writers viewpoints and perspectives

- Section A: Pupils are asked to read one non-fiction text and one literary non-fiction text – they then answer 4 key questions based on their understanding of the texts.
- Section B: Pupils are asked to write a text in which they present a viewpoint.
- Written exam
- 1hr 45 mins
- 80 marks – 50% GCSE

Course Description

Pupils will be expected to read a range of fiction extracts throughout the course, showing an understanding of the writers' intentions regarding the language and structure used. We have over 50 extracts in the department that we will use to support the pupils in the skills they are expected to develop. Having a critical opinion of fictional texts is also an essential aspect of the course.

Pupils will develop their own descriptive writing throughout the course. They will be expected to describe atmospheric and meaningful pictures or events with a range of detailed vocabulary. We will support all pupils with the technical expectations of spelling, punctuation and grammar.

Pupils will be asked to read a range of non-fiction texts from a variety of decades across the last two centuries. Comparing texts from the modern day to texts from the 1800s is an essential skill within the course and we will focus on ensuring pupils practise with engaging and thematic texts as support. As with all reading skills, pupils will be expected to identify the key areas of language and structure within their non-fiction texts as well as compare key ideas.

Pupils will be asked to write a non-fiction text of their own and throughout the course, we will support them with the writing of letters, articles, blogs and speeches. They must present a clear and passionate viewpoint throughout; ensuring the examiner is engaged in their opinion.

Progression Routes



An English Language GCSE is valued exceptionally highly by employers and Further Education providers. Not only does the course provide a good foundation for further study of English Language and/or English Literature at A level, it is also an essential requirement for almost every area of further study.

The English Language course is ideal for pupils considering a career in: Law, Public Relations, Journalism, Teaching and Human Resources.

Pupil Comments



I enjoy the class discussions about the books.



I enjoy how words can have many different meanings and I like studying the language.



I really like how different books reflect different thoughts and ideas.



English Literature

AQA ENGLISH LITERATURE - 8702

For more
information,
contact:

Mr D Kiernan

Paper 1: Shakespeare and the 19th century novel.

- Section A: Pupils are asked to answer one question on the play 'Macbeth'. They will be required to write in detail about an extract from the play and then to write about the play as a whole.
- Section B: Pupils are asked to answer one question on the novel 'A Christmas Carol'. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.
- Written exam
- 1hr 45 mins
- 64 marks – 40% GCSE

Paper 2: Modern texts and poetry.

- Section A: Pupils are asked to answer one question on from a choice of two on their studied play 'An Inspector Calls'.
- Section B: Pupils are asked to answer one comparative question on one named poem and one other poem chosen from their anthology on Power and Conflict.
- Section C: Pupils will answer one question on one unseen poem and one question comparing the first poem with a second unseen poem.
- Written exam
- 2hr 15mins
- 96 marks – 60% GCSE

Course Description

Our curriculum offers a challenging programme where pupils will study 19th century fiction (A Christmas Carol; modern drama (An Inspector Calls); Shakespeare's Macbeth; an anthology of poetry (Conflict and Power). These texts have been selected to allow our pupils the very best chance to thrive in their studies and the skills around these texts are successfully developed until pupils feel confident to access the exam.

In their study of Macbeth, pupils will be expected to have a thorough understanding of the key characters and themes from within the play. An understanding of Shakespearean context is encouraged and pupils will be linking key moments of the era to key moments of the play.

In their study of A Christmas Carol, pupils will be expected to have a thorough understanding of the key characters and themes from within the play. An understanding of society in Victorian England is encouraged and pupils will be linking key moments of the era to key moments of the novel.

In their study of An Inspector Calls, pupils will be working hard on developing a full understanding of characters, themes and quotations. It will be particularly important for pupils to memorise and explore the language of the text as no reading text is given in the examination.

Within the study of Power and Conflict poetry and the unseen poetry, pupils will become familiar with the language and structure of 15 key poems that are listed in the Poetry anthology. Pupils will be provided with this anthology and a range of unseen poems to harness their skills of understanding and interpretation.

Progression Routes



An English Literature GCSE is highly valued by employers and Further Education providers. The course provides a good foundation for further study of English Language and/or English Literature.

English Literature is an ideal course for pupils considering a career in: Law, Public Relations, Journalism, Teaching and Human Resources.

Pupil Comments



We can see how English helps us across our other subjects.



The stories we study are really interesting and we love the characters we learn about.



We feel really intelligent when we can write about complex texts with confidence.





Mathematics

OCR MATHS GCSE J560

For more
information,
contact:
Ms. A Lynch

Two Tiers

Foundation = Grades 1 to 5

Higher = Grades 4 to 9

Paper 1

- Calculator
- 100 marks
- 90 minutes

Paper 2

- Non-Calculator
- 100 marks
- 90 minutes

Paper 3

- Calculator
- 100 marks
- 90 minutes

Course Description

The GCSE (9-1) Mathematics qualification encourages pupils to develop confidence in, and a positive attitude towards, maths and to recognise the importance of maths in every day life. It allows pupils to develop mathematical independence built on a sound base of conceptual knowledge and understanding.

The specification and curriculum have been developed to support the range of attainments and encourage:

- **Sound understanding of concepts**
- **Fluency in procedural skill**
- **Competency and confidence in applying mathematical skills in a range of contexts.**

The main areas examined are :-

- **Number**
- **Algebra**
- **Ratio, proportion, and rates of change**
- **Geometry and Measures**
- **Probability**
- **Statistics**
- **Problem solving**

What could I progress onto



GCSE Mathematics is an important foundation for many of the courses you may take in further education or in employment, and a requirement for many university courses. Almost all jobs and careers require you to have Mathematics GCSE, but the following careers are some that would enable you to make a lot of use of your Mathematics:

- Accounting/Finance
- Engineering
- Scientific Research
- Aerospace & Defence
- Actuary
- Running your own business
- Data Science / Statistician
- Computer Programmer
- Software Developer.

Pupil Comments



"I enjoy being able to recognise how one topic flows into the next"



"I like that we cover a variety of topics and are able to see how they are applied in a variety of settings, including real life."



"I find it helpful that we are given lots of opportunities to recall previous learning in starters and in our fluency checks."



Combined Science

AQA GCSE COMBINED SCIENCE: TRILOGY 8464

For more
information,
contact:
Mrs K Field

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

Biology Paper 1: Topics 1-4 – 16.7% - 1 hour 15-minute exam

- Covers topics 1-4: Cell biology; Organisation; Infection and response; and Bioenergetics.
- 70 marks
- Multiple choice, structures, closed short answer and open response questions.

Biology Paper 2: Topics 5-7 – 16.7% - 1 hour 15-minute exam

- Covers topics 5-7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.
- 70 marks
- Multiple choice, structured, closed short answer and open response questions.

Chemistry Paper 1: Topics 8-12 – 16.7% - 1 hour 15-minute exam

- Covers topics 8-12: Atomic structure and the periodic table; Bonding, structure and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.
- 70 marks
- Multiple choice, structures, closed short answer and open response questions.

Chemistry Paper 2: Topics 13-17 – 16.7% - 1 hour 15-minute exam

- Covers topics 13-17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.
- 70 marks
- Multiple choice, structured, closed short answer and open response questions.

Physics Paper 1: Topics 18-21 – 16.7% - 1 hour 15-minute exam

- Covers topics 18-21: Energy; Electricity; Particle model of matter; and Atomic structure
- 70 marks
- Multiple choice, structures, closed short answer and open response questions.

Physics Paper 2: Topics 22-24 – 16.7% - 1 hour 15-minute exam

- Covers topics 22-24: Forces; Waves; Magnetism and electromagnets; and Space physics
- 70 marks
- Multiple choice, structured, closed short answer and open response questions.

Course Description

GCSE Combined Science allows pupils to develop a deep understanding of key scientific principles through a hands on, practical approach to science. This involves; investigating, observing, experimenting or testing out ideas and thinking about them scientifically. This allows pupils to build a better understanding of the world around them.

In Science, pupils get the opportunity talk about, read and write about all aspect of the three discipline; Biology, Chemistry and Physics. Pupils study a range of topics across all three areas and will be examined on these in 6 papers, two biology, two chemistry, and two physics. Within each paper there will be questions that not only assess pupil's ability to recall information, it will also require them to apply their knowledge to unfamiliar situations, analyse data and draw conclusions.

There are sixteen required practical activities that pupils will be required to complete throughout the course. Paper 1 and Paper 2 will contain questions that assess pupils knowledge and understanding of the skills developed in these practical activities.

Progression Routes

Pupils completing Combined Science: Trilogy will be able to move into many careers in a scientific background as this are a complete course covering all three relevant science disciplines. Completion of the two Combined Science: Trilogy will enable you to progress to A-Levels in any science discipline.

However, if you are certain that a scientific career, Especially Medicine, Dentistry, Astrophysics, or Veterinary Science, then you may want to consider taking Triple Science.



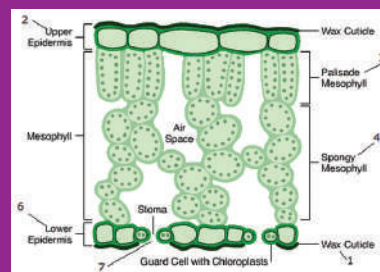
Pupil Comments



I like the fact that Science covers so many different topics.



Science is all around us so it is important to understand how it works.





Seperate Science

AQA BIOLOGY GCSE 8461, AQA CHEMISTRY GCSE 8462,
AQA PHYSICS GCSE 8463

For more
information,
contact:
Mrs K.Field

Paper 1 – 50%

1 hour 45-minute exam
100 marks

Multiple choice, structures, closed short answer and open response questions.

Biology

- Covers topics 1-4: Cell biology; Organisation; Infection and response; and Bioenergetics.

Chemistry

- Covers topics 1-5: Atomic structure and the periodic table; Bonding, structure and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.

Physics

- Covers topics 1-4: Energy; Electricity; Particle model of matter; and Atomic structure.

Paper 2– 50%

1 hour 45-minute exam
100 marks

Multiple choice, structured, closed short answer and open response questions

Biology

- Covers topics 5-7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.

Chemistry

- Covers topics 6-10: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.

Physics

- Covers topics 5-8: Forces; Waves; Magnetism and electromagnets; and Space physics

Course Description

GCSE Physics, GCSE Chemistry and GCSE Biology allow Pupils to develop a deep understanding of key scientific principles through a hands on, practical approach to science. This involves; investigating, observing, experimenting or testing out ideas and thinking about them scientifically. This allows pupils to build a better understanding of the world around them.

Biology

biological systems, including the structure and functioning of cells and how they divide for growth and repair. They study in detail the two essential reactions for life on Earth: photosynthesis and respiration, and they look at the interaction with the environment and how all molecules are recycled between the living world and the environment to sustain life. The course also looks at homeostasis and the importance of maintaining a constant internal environment.

Chemistry

Pupils study a range of topics in this field, including Atomic structure and the periodic table; Chemical and Energy changes as well as Quantitative and Organic chemistry, Chemical analysis and Chemistry of the atmosphere.

Physics

study a range of different areas including, Forces, Energy, Waves, Electricity as well as Atomic structure and Space physics.

Pupils will be examined on these topics in two exam papers. Within each exam paper there will be questions that not only assess pupil's ability to recall information, but apply their knowledge to unfamiliar situations, and analyse data and draw conclusions.

Progression Routes



Examples of Biology Careers:

- Research Scientist
- Biomedical Scientist
- Forensic Scientist
- Microbiologist
- Pharmacologist
- Psychologist
- Science Lecturer
- Science Journalist
- Sports Therapist

Examples of Physics Careers:

- Construction and Built Environment
- Electrical Engineering
- Mechanical Engineering
- Applied Science
- Computer Science
- Engineering
- Information Technology

Examples of Chemistry Careers:

- Analytical Chemist
- Laboratory Technician
- Medicinal Chemist
- Production Chemist
- Research Chemist
- Environmental Scientist

Pupil Comments



I like the fact that Science covers so many different topics.



Science is all around us so it is important to understand how it works.



History

EDEXCEL HISTORY GCSE 1HI0 FM

For more
information,
contact:
Mr R Lunn

1. History of Medicine – Paper 1

- Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.
- One exam paper worth 52 marks
- Source skills – inference, analysis, investigation.
- Knowledge and explanation.

2. Elizabeth I – Paper 2

- Early Elizabethan England, 1558–88.
- British depth study.
- One exam paper worth 32 marks.
- Open response questions.
- Knowledge and explanation.

3. American West – Paper 2

- The American West, c1835–c1895
- Period study.
- One exam paper worth 32 marks.
- Importance, consequences and narrative account.
- Knowledge and explanation.

4. Weimar and Nazi Germany – Paper 3

- Weimar and Nazi Germany, 1918–39
- Modern depth study.
- One exam paper worth 52 marks
- Source / interpretation skills – inference, analysis, investigation.
- Knowledge and explanation.

Course Description

In GCSE History, pupils study 4 units which are detailed above. We aim to cover 4 engaging and challenging topics.

The thematic study gives the opportunity to study a topic over a long period of time (around 800 years), which allows pupils to understand the bigger picture of changes and improvements over time in medicine.

The period and depth studies allow pupils to investigate topics in detail, developing a deeper understanding. In both of these units, the bigger picture and deep understanding are fundamental to success in history.

Over each topic and unit in history, pupils develop their own skills including forming and expressing their opinion, backing that opinion up with evidence and explaining it clearly with extensive knowledge. As well as this, pupils are required to analyse sources and investigate interpretations of history.

There are exams for each of the 4 units at the end of Year 11 which make up 100% of the final grade. In each exam pupils are assessed on their ability to recall and remember key knowledge about events, they will also be required to apply this knowledge to different skills including reasoning, judgement and analysis of sources / interpretations.

Progression Routes



History is an impressive and highly regarded subject, which is valued by all branches of higher education and employers. The study of History provides pupils with a capacity for analysis, an ability to communicate and formulate critical arguments / judgements.

These skills are highly sought after by employers and will benefit pupils in their professional life. The skills acquired from studying history will benefit pupils who are seeking a career in Law, Journalism, Media, Police, Politics, Civil Service, Teaching, Broadcasting, Marketing and many more.

Pupil Comments



"History gets me to think. I love making arguments about my opinions in history."



"I want to be a lawyer – the skills we are learning in history will help me fulfil this ambition."



"I want to make historical documentaries. The course will help me to do this as we look at the way history is presented and interpreted."



"The extensive reading and writing we do in History has helped me with my English."



"History is a challenge, but I like to push myself and have really enjoyed the topics, especially the Weimar and Nazi Germany unit."



"I want to change the world. History helps me to understand the way the world is and I have really enjoyed looking at how medicine has developed over time and helped shaped the world we live in."



"My history teachers always provide me with detailed feedback to help me improve my work."



Geography

AQA GCSE GEOGRAPHY

For more
information,
contact:
Miss H Koritsas

Paper 1: Living with the physical environment

Written exam: 1 hour 30 minutes

- 3.1.1 The challenge of natural hazards,
- 3.1.2 The living world,
- 3.1.3 Physical landscapes in the UK, 3.4 Geographical skills

Paper 2: Challenges in the human environment

Written exam: 1 hour 30 minutes

- 3.2.1 Urban issues and challenges,
- 3.2.2 The changing economic world,
- 3.2.3 The challenge of resource management,
- 3.4 Geographical skills

Paper 3: Geographical applications

Written exam: 1 hour 15 minutes

- 3.3.1 Issue evaluation,
- 3.3.2 Fieldwork,
- 3.4 Geographical skills

Pre-release resources booklet made available 12 weeks before Paper 3 exam.

Course Description

At Key Stage 4 pupils will follow the AQA GCSE Geography specification, where they will study a mix of both human and physical topics. This GCSE consists of 3 exams at the end of the course.

Paper 1 has three topics, including challenges of natural hazards, the living world, UK landscapes' including rivers and coasts, how they were shaped and how people interact and use them.

Paper 2 has the topics 'Urban issues and challenges', 'The changing economic world' and 'The challenge of resource management energy'.

A key theme in this course is resource management and sustainability, we study this through the medium of energy use, it's security, poverty in some areas of the world and how countries are switching away from fossil fuels to renewables.

Paper 3 requires the pupils to develop and demonstrate a range of geographical skills including graphical, numerical and statistical skills. Part of this paper will be based on a pre-release resource 12 weeks prior to the final exam.

Progression Routes



This qualification is a recognised part of the National Qualifications framework. As such GCSE provides progression from Key Stage 3 to post 16 studies. The course also lays an appropriate foundation for further study of geography or related subjects.

It allows the pupils to develop their communications skills, graphical skills, technological skills, including ICT and GIS. It further allows the pupils to develop their interpersonal skills through debate and discussion and it also allows them to develop their entrepreneurial skills and awareness of all career possibilities. Geography is highly valued by employers for its combination of subject knowledge and how well it links with other subjects, English, Maths, ICT and Science.

Pupil Comments



It's great! You learn about the world and interesting things that happen to it.



Geography is an all round qualification, which include both fun and learning together.



Choose Geography so you become more aware of the world you live in and how it works



French

EDEXCEL GCSE FRENCH

For more information, contact:
Mrs K Robery

This is a new course as all GCSE Modern Languages courses have changed for first teaching from September 2024.

Pupils are entered at either foundation or higher tier. You cannot mix the tiers.

Listening paper - Questions in English and French with a dictation task.

Reading paper - Questions in French with a translation into English.

Writing paper -

Foundation

Photo description
40–50-word question
90-word question
Translations

Higher

80–90-word question
140–150-word question
Translation

Speaking test - The assessment section has three parts for both tiers:

	Title	Marks	Time Foundation	Time Higher
1	Read aloud task with follow-up questions	12	2 minutes	2 minutes
2	Role Play task	10	2 minutes	3 minutes
3	Picture-based task and conversation	28	3-3.5 minutes	5-5.5 minutes

Course Description

The GCSE French course aims to develop your linguistic skills in understanding and communicating in the language. These skills are developed through six themes. There is also an opportunity to broaden your cultural awareness of France and French speaking countries:

The 6 Key Themes:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Progression Routes



Many employers are looking for employees who can demonstrate:

- **Fantastic social skills**
- **the ability to work in a team**
- **outstanding communication skills**
- **problem-solving skills**
- **confidence**
- **experience**
- **open mindedness**

Learning languages develops all of these skills. Speaking another language makes you stand out from the crowd! Many professions and international companies seek employees who are able to speak a foreign language, and will often pay a higher salary for this skill.

Careers in which a GCSE in a language is beneficial: Interpreter, Translator, MFL Teacher, Hotel Management, Travel Advisor, Airport Services, International Law, Engineering, Journalism. Almost all university courses include an option to add study of a foreign language and/or study abroad.

Do this if you want a traditional qualification, if you are aiming for university or if you want to study languages at Advanced Level.

Pupil Comments



I particularly enjoyed learning about the different cultures and customs.



The teachers really helped us to organise our work and prepare for the examinations.



Studying a language at GCSE enabled me to do the degree that I wanted to do at the university I wanted to go to.



Spanish

EDEXCEL GCSE SPANISH

For more information,
contact:
Mrs K Robery

This is a new course as all GCSE Modern Languages courses have changed for first teaching from September 2024.

Pupils are entered at either foundation or higher tier. You cannot mix the tiers.

Listening paper - Questions in English and Spanish with a dictation task.

Reading paper - Questions in Spanish with a translation into English.

Writing paper -

Foundation

Photo description
40–50-word question
90-word question
Translations

Higher

80–90-word question
140–150-word question
Translation

Speaking test - The assessment section has three parts for both tiers:

	Title	Marks	Time Foundation	Time Higher
1	Read aloud task with follow-up questions	12	2 minutes	2 minutes
2	Role Play task	10	2 minutes	3 minutes
3	Picture-based task and conversation	28	3-3.5 minutes	5-5.5 minutes

Course Description

The GCSE Spanish course aims to develop your linguistic skills in understanding and producing the language. These skills are developed through six themes. There is also an opportunity to broaden your cultural awareness of Spain and Spanish speaking countries.

The 6 Key Themes:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Progression Routes



Many employers are looking for employees who can demonstrate:

- **Fantastic social skills**
- **the ability to work in a team**
- **outstanding communication skills**
- **problem-solving skills**
- **confidence**
- **experience**
- **open mindedness**

Learning languages develops all of these skills. Speaking another language makes you stand out from the crowd! Many professions and international companies seek employees who are able to speak a foreign language, and will often pay a higher salary for this skill.

Careers in which a GCSE in a language is beneficial: Interpreter, Translator, MFL Teacher, Hotel Management, Travel Advisor, Airport Services, International Law, Engineering, Journalism. Almost all university courses include an option to add study of a foreign language and/or study abroad.

Do this if you want a traditional qualification, if you are aiming for university or if you want to study languages at Advanced Level.

Pupil Comments



I love Spanish because it gives me the chance to learn new things about other cultures and it provides transferrable life skills for my future career.



¡El español es fantástico! Studying GCSE Spanish has really encouraged the love of languages in me – so much so that I hope to do Spanish and Chinese at university.



Computer Science

OCR GCSE COMPUTER SCIENCE (J277)

For more
information,
contact:
Mrs R Middleditch

Paper 1 - Principles of Computer Science - 90 Minute written exam, worth 50%

- Computational thinking and the understanding of what algorithms are and used for. Data and the understanding of binary, storage and compression. Computers and the understanding of the hardware and software components of a computer system. Networks and the understanding of network security. Issues and impact of emerging trends in computing technologies and the impact of computing on individuals and society.
- Calculators are not allowed
- This paper consists of multiple choice, short, medium and extended-open response, tabular and diagrammatic items.

Paper 2 - Application of Computational Thinking - 120 Min On Screen examination, worth 50%.

- Problem solving with programming and demonstrating the ability to understand an algorithm, how to decompose and analyse a problem and the ability to read, write, refine and evaluate programs.
- This paper is completed onscreen using an integrated development environment. Some coding files are provided.

Programming Project

- Classroom project based on a programming challenge to be solved and documented.

Course Description

Computers are widely used in all aspects of business, industry, government, education, leisure and the home. In this technological age, a study of computer science, and particularly how computers are used in the solution of a variety of problems, is essential to learners. Computer science integrates well with subjects across the curriculum.

It demands both logical discipline and imaginative creativity in the selection and design of algorithms and the writing, testing and debugging of programs; it relies on an understanding of the rules of language at a fundamental level; it encourages an awareness of the management and organisation of computer systems; it extends learners' horizons beyond the school or college environment in the appreciation of the effects of computer science on society and individuals.

If you are a logical thinker and problem-solving using maths then, Computer Science is for you.

Progression Routes



Computing and Computer Science are fast growing industries and the technology is always adapting to meet different needs. This opens the door to many different job roles from IT support to Game Testers and Programmers. This industry is the highest paid and the average salary for jobs in computing is £37,500.

- Computer Systems Analyst
- Computer Network Architect
- Web Developer
- Software Developer
- Programmer
- MI5/MI6 and GCHQ

Pupil Comments



Studying Computer Science was perfect for me as I really enjoyed it at Key Stage 3. I have a real interest in computers and how they work. The lessons are fun and I am looking forward to taking the subject at A-level to pursue my dream of becoming a software engineer.



I've learnt skills I use in other subjects such as problem-solving, lateral thinking, analysis and critical thinking.



Pick Computer Science and learn the language of the future!



I thought I knew how computers worked until I took this course. I have learnt so much about the different types of computers, networks, software and hardware and not to mention programming.



I found computer science worked well alongside my other subjects such as physics, maths and even music!



Fine Art & Graphic Design

AQA ART & DESIGN - FINE ART & GRAPHIC DESIGN GCSE

For more information, contact:
Mr R.Stewart

Unit 1 - 60% coursework

This is a 2 year course beginning in year 10 and will be completed by May of year 11.

Unit 1 is a portfolio of work which must have one extended project and a selection of other work.

This other work maybe selections from fine art, graphic design, photography, printmaking or digital styles of working.

Unit 2 - 40% Exam

This is not a written exam.

You will be given an exam paper from AQA listing a choice of themes. You will select one theme/concept and will then have 12 weeks of preparation time starting in the January of Year 11 and a two day exam in the April of Year 11. At the end of Year 11 your coursework and exam will be displayed in an annual visual arts exhibition.

Course Description

This course covers a wide area of Art and Design including the following:

Develop your ideas

Learn how to develop your own ideas successfully and see them through to completion in the form of refined and ambitious artwork.

Drawing and painting

Exploring many different techniques, materials and approaches inspired by other artists.

Photography

Using digital cameras, the photography studio and other equipment to develop your recording skills and gather inspiration.

Editing software

Enhance your photographs with Photoshop CS5 and other software, experiment with exposure, cropping and other creative tricks.

Creative thinking

Learn how to problem solve through creative thinking to come up with a personal response.

Artist research and analysis

Analyse artists' work to gather inspiration for your projects; re-create artists' work to understand techniques used and write about why you like their work.

How I will be learning

You will use a sketchbook and A3 portfolio to research ideas. Be prepared to try a wide range of materials. Drawing is an important part of the course and we expect pupils who choose art to enjoy the subject and be prepared to work hard in their own time as well as in lesson time. This course allows you to work to your strengths with techniques best suited to you. You will look at a wide range of artists' and designers' work and this will influence your own work.

Progression Routes



The creative industries in the U.K. Contribute £60 billion to the economy and employ 1.4 million people. People with creative skills are highly valued in a rapidly changing world of work. There are hundreds of specialisms but it is competitive and you need to work hard.

Career options include: Fine Artist, Graphic Designer, Furniture Designer, Furniture Restorer, Illustrator, Industrial Designer, Textile Designer, Animator, Ceramics Designer, Community Arts Worker, Fashion Designer, Glass Blower/Designer, Photographer, Film Maker, Production Designer—Theatre/Television/Film, Architect, Interior/Spatial Designer, Jewellery Designer, Make-up Artist, Medical Illustrator, Museum/Gallery Curator, Printmaker.

Courses available after GCSE include: A Level, BTEC Level 3 extended Di-plomas. BTEC Foundation Diploma Apprenticeships are also available for specific jobs.

Pupil Comments



Art is the only lesson I look forward to, no matter how I'm feeling I can always lose myself within my work.



Art is the way I express myself in a way I can understand, and know I can be good at something.

Pupil Work





Photography

AQA ART & DESIGN - PHOTOGRAPHY GCSE

For more
information,
contact:
Mr R.Stewart

Unit 1 - 60% coursework

This is a 2 year course beginning in year 10 and ending in year 11. It will be photography focused course from traditional photography with portraits, landscapes, structures and textures to digital and physical editing depending on your own interests and the influence of photographers and artists.

Unit 2 - 40% Exam

This is not a written exam.

You will be given an exam paper from AQA listing a choice of themes. You will select one theme/concept and will then have 12 weeks of preparation time starting in the January of Year 11 and a two day exam in the April of Year 11. At the end of Year 11 your coursework and exam will be displayed in an annual visual arts exhibition.

Course Description

This course covers a wide area of Art and Design including the following:

Learn

how to use a digital camera effectively alongside other studio based equipment to develop your recording skills and gather inspiration.

Develop your ideas

Learn how to develop your own ideas successfully and see them through to completion in the form of refined and ambitious artwork.

Editing software

Enhance your photographs with Photoshop CS5 and other software, experimenting with exposure, cropping and other creative tricks.

Artist research

Analyse artists' work to gather inspiration for your projects; re-create artists' work to understand techniques used and write about why you like their work.

Learn

to present your work effectively in a portfolio. Record your journey in a professional and creative way.

Learn

how to present your best work (final pieces) in an exhibition at the end of the course.

How I will be learning

You will use a digital portfolio to research ideas. Be prepared to try a wide range of photographic methods and techniques. We expect pupils who choose Photography to show an inquisitive enthusiasm for the subject and be prepared to work hard in their own time as well as in lesson time. This course allows you to work to your strengths with techniques best suited to you. You will look at a wide range of photographers' and artists' work and this will influence your own work.

Progression Routes



The creative industries in the U.K. contribute £60 billion to the economy and employ 1.4 million people. People with creative skills are highly valued in a rapidly changing world of work. There are hundreds of specialisms but it is competitive and you need to work hard.

Career options include: Fine Artist, Graphic Designer, Furniture Designer, Furniture Restorer, Illustrator, Industrial Designer, Textile Designer, Animator, Ceramics Designer, Community Arts Worker, Fashion Designer, Glass Blower/Designer, Photographer, Film Maker, Production Designer—Theatre/Television/Film, Architect, Interior/Spatial Designer, Jewellery Designer, Make-up Artist, Medical Illustrator, Museum/Gallery Curator, Printmaker.

Courses available after GCSE include: A Level, BTEC Level 3 extended Diplomas. BTEC Foundation Diploma Apprenticeships are also available for specific jobs.

Pupil Comments



Photography allows you to be creative and experiment with different ideas.



Photography is great because it allows you to express your individuality.

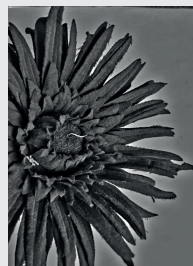
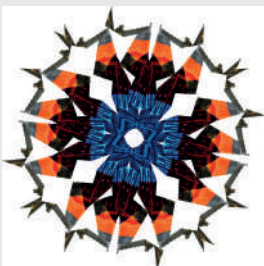


I like photography because I can explore my own ideas and choose where I want my project to go next.



Photography makes me think, it allows me to experiment and problem solve.

Pupil Work





Business Enterprise and Marketing

OCR CAMBRIDGE NATIONALS ENTERPRISE AND MARKETING (J819)

For more information, contact:
Mrs R Middleditch

R064: Theory Exam – 50%

1 hour 30 minutes written examination

The first unit underpins the wider learning in this qualification. Pupils will develop essential knowledge and understanding of enterprise and marketing concepts, which can be applied to the other units within the qualification. Pupils will explore key Business topics such as types of ownership, finance, marketing and planning.

R065: Design a business proposal – Controlled Assessment – 25%

In the first project, pupils will be presented with a business challenge from which they will create a researched and costed business proposal (to design a new product). They will carry out market research, present data, use idea generation tools, seek and act on feedback, and cost the proposal.

R066 Market and pitch a business proposal – Controlled Assessment – 25%

In the second project, pupils will prepare for and pitch the business proposal that was developed in R065. They will develop a brand identity and investigate how best to promote the product and then plan, practise and finally deliver a pitch. Afterwards they will review both the performance and the business proposal.

Course Description

The Cambridge Nationals in Enterprise and Marketing will enable pupils to develop applied knowledge and practical skills in key business areas. Pupils will study theory elements key to any business qualification, and apply these in a practical way to the two controlled assessment projects. Pupils will develop their own business idea and have to cost, promote and pitch this to an audience.

What could I progress onto



When completing the Cambridge National in Enterprise and Marketing course, pupils will develop key skills which encourage personal development of knowledge and skills relevant to the business world, including self-assessment, creativity, research and evaluations skills.

The skills and knowledge developed will be useful in a wide range of further qualifications, such as L3 Cambridge Technical or A Level in Business, and in applying for further education opportunities and jobs.

Pupil Comments



This course is similar to Dragon's Den. I enjoy the creative parts of the controlled assessment.



"I'm glad I picked Enterprise & Marketing because there is a good balance of theory and design"



" Enterprise & Marketing is different to all my other GCSE's because it's not just exam based".



Hospitality and Catering

EDUQAS L1-2 HOSPITALITY AND CATERING

For more
information,
contact:
Mrs D Russell

Non Examined Assessment (internally assessed coursework) – 60%

An individual project where you are set a brief to plan, prepare and cook two dishes for a fictitious catering outlet such as a bistro or restaurant. You will suggest 4 possible dishes and explain the reasons for your choice, including information about nutrition, sensory properties and suitability. You will cook the 2 most suitable dishes.

External Exam – 40%

One written paper - 1 hour 20 minutes, 80 marks.

This paper is a mixture of short and long answer questions, all linked to theory about the hospitality and catering industry, food hygiene and safety.

Course Description

Learn about the importance of nutrition, including how and why different nutrients affect our bodies. Pupils will identify different food groups and why it is important to maintain a balanced diet, focussing on planning balanced meals within the catering industry or for specific groups of people.

Learn to cook a variety of different dishes and investigate why they are versatile and popular in the catering industry. Focussing on fruit and vegetables, meat and poultry, cereals and other grains and dairy produce.

Gain knowledge and understanding of the importance of food hygiene, associated food hazards and controls based upon an awareness of food safety management systems and how the law applies to food safety in the catering industry.

Investigate how different hotels, restaurants and catering businesses work, looking at the types of customer they provide catering for.

Whenever possible get the opportunity to visit a variety of different catering establishments to gain first hand experience of the types of jobs offered, how the workplace is structured and the benefits of working in the hospitality and catering industry.

Progression Routes



The study of this subject can lead directly to careers in the Food Service Industry and also the Food Development and Science industries which are linked very closely to jobs within Large Supermarket Chains. Jobs within the Food Industry are also linked closely to work within the service and Leisure Industries, including, Restaurants, Hotels and Sport Facilities.

An interest in food can also lead in to jobs in the Health Service along with Education and the Armed Forces but more importantly it is a skill for life, something that allows you to look after yourself and your family, make the right informed choices for a healthy and hopefully long life.

Pupil Comments



You learn about different foods from around the world and how they link together to create healthy diets.



Engineering Design

OCR LEVEL 1/LEVEL 2 CAMBRIDGE NATIONAL

For more
information,
contact:
Mrs D Russell

40% - 1 Hour 15 mins Theory exam

30% - Communicating design, internally assessed

30% - Design Evaluation and modelling, internally assessed

Course Description

This qualification will enable you to learn about the process of engineering design and understand how it can be used to design effective solutions for a given design brief. You will develop the ability to communicate your design ideas through the use of sketches and engineering drawings and computer-aided design. You will also be able to evaluate the design of a product, through the disassembly of existing products or the use of modelling for new designs.

You will work on three units:

R038: Principles of engineering design

This is assessed by an exam.

In this unit you will learn about the design process, and all of the stages that are involved.

Topics include:

- Designing processes
- Designing requirements
- Communicating design outcomes
- Evaluating design ideas

R039: Communicating designs

This is assessed by a set assignment.

In this unit you will learn how to use sketching and engineering drawings to communicate your ideas.

Topics include:

- Manual production of freehand sketches
- Manual production of engineering drawings
- Use of computer aided design (CAD)

R040: Design, evaluation and modelling

This is assessed by a set assignment.

In this unit you will learn how to create and test models of your design. Topics include:

- Product evaluation
- Modelling design ideas

Progression Routes



These skills will help you progress onto further study in the Engineering Design and development sector. This may be Level 3 vocational qualifications, such as the Cambridge Technical in Engineering, A Levels, such as A Level Design and Technology, or one of

the number of Design and Development Technician Apprenticeships. It is anticipated that these qualifications will also enable you to progress onto a T Level such as Design and Development for Engineering and Manufacturing, when they are available.



Sport Science

OCR CAMBRIDGE NATIONAL CERTIFICATE IN SPORT SCIENCE

For more
information,
contact:
Miss N Atkinson

R180 – Reducing the Risk of Sports Injuries and dealing with Common Medical Conditions – 40%

Externally assessed - Examination - 1 hour 15 minutes

By completing this unit, learners will know how to prepare participants to take part in physical activity in a way which minimises the risk of injuries occurring, how to respond to common injuries that can occur during sport and how to recognise the symptoms of some common medical conditions, providing a good foundation to undertake formal first aid training and qualifications.

R181 - Applying the principles of training: fitness and how it affects skill performance – 40%

Non-Examined Assessment - Coursework

By completing this unit, learners will develop knowledge and understanding relating to how to conduct fitness tests, as well as understanding how to design, plan and evaluate a fitness training programme. Pupils will practically explore a range of fitness tests before interpreting data from the results and using this to inform decisions made about their fitness training.

R182- The Body's Response to Physical Activity and How Technology Informs This – 20%

Non-Examined Assessment - Coursework

By completing this unit, learners will understand key aspects of the structure and function of the musculoskeletal and cardio-respiratory systems and investigate some of the changes which occur to them in response to short and long-term physical activity. Pupils will explore how these systems provide them with the energy needed for exercise and understand how exercise helps to develop these systems.

Course Description

The Cambridge Nationals in Sport Science provides pupils with a valuable learning experience of Physical Education, Sport and Exercise developing understanding for those who have a keen interest in sport and fitness. It takes an engaging and inspiring approach to learning and assessment through applying theoretical knowledge to practical situations. Pupils will study key areas including anatomy and physiology linked to fitness, health, injury and performance; the science of training and application of training principles, and how nutrition affects sport performance.

This course is suited to individuals who have a passion for sport, and want to develop their understanding of the science behind sports performance. This course is ideal for those wanting to take Sport and Physical Education in the future, progressing onto BTEC Sport Level 3 or A-Level Physical Education with the potential of a career path in the industry of sport.

Progression Routes



Sport Science offers routes to further education, such as A-levels, higher education in PE as well as other related career opportunities. Also, employers from different sectors (Business, Medicine, Law, Science, Media) see a Sport Science qualification as important to have because of the skills learned; teamwork, communication, respect, desire to succeed. Some of the career pathways are: Sports Psychologist, Physiotherapist, Sports Coach, School Teacher, Sports Statistical Analysis, Events Manager, Fitness Centre Manager and Personal Trainer.

Pupil Comments



A great mix of Science and Sport to give a good understanding of how anatomy and physiology links to health fitness and well-being.



I enjoyed learning about injuries in sport and how they affect performance.



My teacher has helped me achieve my goals. I have been inspired to take sport at college.



Sport Studies

OCR CAMBRIDGE NATIONAL CERTIFICATE IN SPORT STUDIES

For more
information,
contact:
Miss N Atkinson

R184- Contemporary Issues in Sport –40 %

Externally assessed examination – 1 hour 15 minutes

By completing this unit, learners will explore a range of topical and contemporary issues in sport, relating to participation levels and barriers, the promotion of values and ethical behaviour through sport and the role of high-profile sporting events and national governing bodies in advancing sports' attempts to positively impact upon society, and how technology is used within sport.

R185: Performance and leadership in sports activities – 40%

Non-examined assessment - coursework

By completing this unit, learners will explore how to develop their skills as both a performer, in two different sporting activities, and as a leader in one activity. Pupils will learn to work both independently and as part of a team, as well as developing communication skills with teammates. Pupils will also learn to perform under pressure, both as a participant and as a leader, and will use their initiative to solve problems and make decisions.

R187- Increasing awareness of outdoor and adventurous activities – 20%

Non-Examined Assessment - Coursework

By completing this unit, learners will explore opportunities both locally and nationally for different types of outdoor and adventurous activities. Pupils will learn about the benefits of these activities and how they can be enjoyed safely by learning about the equipment, clothing, facilities and technology needed. Pupils will be given the opportunity to explore these activities practically.

Course Description

The Cambridge Nationals in Sport Studies take a more sector-based focus, including core sport/physical education themes. Learners have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Learners will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.

This course is suited to individuals who have an interest in sport, and enjoy the practical aspects such as performance and leadership alongside written content including exams and coursework. This course is ideal for those wanting to take Sport and Physical Education in the future or for those who are interested in taking an alternative educational pathway such as apprenticeships and practical based learning.

Progression Routes



Sport Studies offers routes to further education, such as A-levels, higher education in PE as well as other related career opportunities. Also, employers from different sectors (Business, Medicine, Law, Science, Media) see a Sport Studies qualification as important to have because of the skills learnt; teamwork, communication, respect, desire to succeed. Some of the career pathways are: Sports Psychologist, Physiotherapist, Sports Coach, School Teacher, Sports Statistical Analysis, Events Manager, Fitness Centre Manager and Personal Trainer.

Pupil Comments



It was really interesting to learn about the impact that the media has on sport.



I really enjoyed the practical unit and loved the fact that my athletic ability counted towards my qualification.



At first I was not confident about my leadership skills but now I love leading rugby/football activities to Year 7.



Creative iMedia

OCR CAMBRIDGE NATIONALS CREATIVE IMEDIA (J834)

For more
information,
contact:

Mrs R Middleditch

R093: Theory Exam – 40%

1 hour 15 minutes written examination

This unit will enable pupils to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.

RO94: Visual Identity digital graphics – Controlled Assessment – 30%

The aim of this unit is for pupils to understand the basics of digital graphics editing for the creative and digital media sector. They will learn where and why digital graphics are used and what techniques are involved in their creation.

RO97: Interactive digital media – Controlled Assessment – 30%

Interactive multimedia products are used widely in everyday life and the creative and digital media sector. They are used in computer games, mobile phone applications, presentations and many other areas.

This unit will enable pupils to understand the basics of interactive multimedia products for the creative and digital media sector. They will learn where and why interactive multimedia is used and what features are needed for a given purpose.

Course Description

The Cambridge Nationals in Creative iMedia will equip pupils with a range of creative interactive media skills and provide opportunities to develop transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products such as graphics, animations, videos, sound, website development and so on.

This course is for creative and logical thinkers who enjoy problem solving and are able to stick to deadlines and targets.

Progression Routes



Below are a few examples of the many jobs available within the creative and digital sector which need young people with relevant skills:

Marketing Executive

As a Marketing Executive, you would promote your employer's or your client's products, services or ideas. If you love using your communication skills in a creative way, this could be the ideal job for you.

Journalist

As a Journalist you would research and present news stories for print, television, radio and the internet. If you have an enquiring mind, excellent communication skills and enjoy working with people this job could be for you.

Film Director

Directors have overall responsibility for the way films and television programmes are made. As a director, you would use your creativity, organisational skills and technical knowledge to manage the whole production process.

Graphic Designer

In this role you will work alongside your clients, creating websites and other promotional materials for them. This could include graphics for packaging, magazines, catalogues and flyers, etc. More career ideas: Animator, Broadcast Engineer, Screenwriter, Photographer, Film Maker, Set Designer, Media Researcher, Audio-Visual Technician, Studio Sound, Engineering, Editor, Advertising Executive.

Games Designer

Game Designers devise what a game consists of and how it plays. They plan and define all the elements of a game: its setting; structure; rules; story flow; characters; the objects, props, vehicles, and devices available to the characters; interface design; and modes of play.



Music

OCR GCSE MUSIC J536

For more
information,
contact:
Mrs K Scott

Performance (30%)

- 1 x solo performance
- 1 x ensemble performance

Composition (30%)

- 1 x free composition
- 1 x composition to a brief

Listening Exam (40%)

Listening exam paper with audio tracks covering areas of study:

- AOS 2- The concerto through time
- AOS 3- Rhythms of the world
- AOS 4- Film music
- AOS 5- Conventions of pop

Course Description

GCSE Music provides an accessible and creative musical education, integrating the three main components: performing, composing and appraising. Pupils broaden their musical horizons within five areas of study as they explore musical context, language, performance and composition.

Pupils will have the opportunity to learn about the development of music over time, from the Baroque period to present day pop, as well as music from other cultures and film. They will learn to be able to identify features of the genres aurally and apply them to an audio extract in the listening exam.

Pupils will also learn to compose pieces of their own, applying knowledge and techniques learnt in other areas of study to their own work.

Pupils will perform music on their chosen instrument which will develop through regular practise and performance assessment checkpoints.

Progression Routes



This course gives you a solid foundation for moving onto most level 3 courses in Music including A level Music.

Most pupils find it instils a love for music and their chosen instrument regardless of if they continue with the subject after school, giving them a life-long interest and hobby.

Taking GCSE music is an asset to take with you to any college or training. Music is a subject that requires perseverance, lots of rehearsal time and resilience – placements regard it highly regardless of what subjects you are going on to study.

Pupil Comments



The teachers are really supportive and get to know you really well.



It kept my creative side going throughout my years at Horbury.



There were loads of other opportunities outside of lessons to get involved with other things.



Although music is still academic, it was a welcome relief from other subjects where you learn in a similar way.



It was 100% the best subject I took – the week would have been a lot more dull without it.



Performing Arts (Drama)

BTEC TECH AWARD IN PERFORMING ARTS

For more
information,
contact:
Mrs K Scott

Component 1: Exploring the Performing Arts (30%)

This unit consists of internally assessed assignments based on areas of the performing arts industry.

Component 2: Developing Skills and Techniques in the Performing Arts (30%)

This unit consists of internally assessed practical assignments in which you will demonstrate various acting and performance techniques.

Component 3: Performing to a Brief (40%)

This is an externally assessed task, testing your ability to demonstrate the skills you have learnt through component 1 and 2.

Course Description

The BTEC Tech Award in Performing Arts gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- Development of key skills that prove your aptitude in Performing Arts such as reproducing repertoire or responding to stimuli
- process that underpins effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance
- attitudes that are considered most important in the Performing Arts, including personal management and communication
- knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles.

This qualification involves many performance activities with the opportunity to practically apply your knowledge and skills through project work such as developing ideas and performing for specific audiences.

Progression Routes



Employers value staff that are able to communicate effectively both verbally and confidently with creativity and independence. Drama creates the perfect platform for this, giving pupils many opportunities to express themselves in an imaginative and creative way.

However, this Course provides a solid foundation for level 3 Performing Arts courses and ultimately into careers in Acting, Media, Theatre Management and Technical Roles, Broadcasting, Advertising, Teaching and more.

Pupil Comments



Drama gives you confidence that you can take into not only other subjects, but into job/college interviews and many social situations.



I gained confidence in speaking in front of an audience which is a skill useful for my future.



The atmosphere is always so supportive.



It has shown me that I have a passion for acting.



Sociology

AQA SOCIOLOGY GCSE

For more
information,
contact:
Mr S Care

Component 1: Understanding Social Processes – 50% Written Examination - 1 Hour 45 minutes

This component covers the following topic areas:

- Families and households
- Education
- Sociological research methods

Component 2: Understanding Social Structures – 50% Written Examination - 1 Hour 45 minutes

This component covers the following topic areas:

- Social differentiation and stratification
- Crime and deviance
- Applied methods of sociological enquiry

Both of these examinations involve a mix of short answer, structured questions and extended response questions, all compulsory. The extended response questions will require candidates to draw together different areas of knowledge, skills and/or understanding from across the relevant specification content.

Course Description

The simplest definition of sociology is the 'science of society' and throughout history, sociologists have been trying to understand why people behave the way that they do and to explain how people are influenced. Pupils will study a range of topics, including crime and deviance, families, education, social stratification, and research methods. Sociologists aim to understand what individuals would do in these different contexts and how these contexts shape individuals. Here are some questions that sociologists may attempt to address:

- Why are certain groups of people more likely to commit crime than others?
- What is the role of education in society?
- In society today, is there a 'typical' family type?

GCSE sociology aims to broaden the mind by helping pupils to see the world from multiple points of view. This will give pupils a different perspective on human society and challenge them to analyse society in new and thought-provoking ways.

Progression Routes



In terms of progression routes, Sociology can lead to a variety of careers in social sciences including social work, criminal justice, local and central government, charity/community work, teaching, journalism or social research as well as many other jobs and careers.

Pupil Comments



Sociology made me think about life in a different way. We learn about education and how it can shape us as a person.

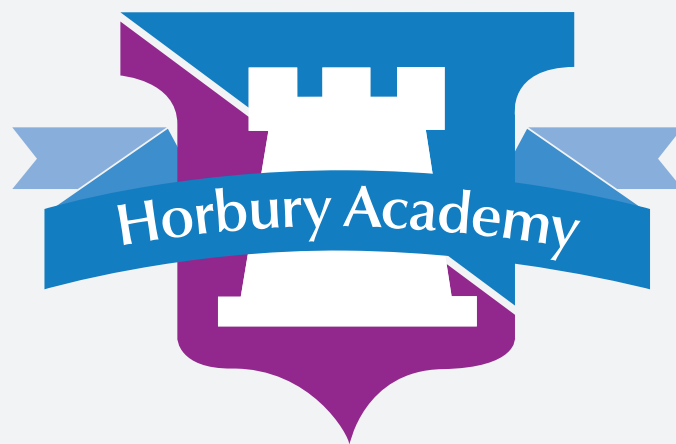


My favourite part of sociology was crime and deviance. I really liked learning about why people commit crime which is something I never really thought about before.



Sociology is great if you like to debate and discuss issues.





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