



The Key Stage 4 Curriculum
For academic year September 2018

KS4 Option Choice Booklet
for Year 8 Students

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Introduction

When your child begins Year 9 in September 2018 they will be embarking on a very important phase of their education, namely the three years to GCSE (Key Stage 4). This booklet will give you an overview of the Key Stage 4 curriculum and details about the individual subjects that students are able to study.

The majority of time for a Key Stage 4 student is spent on the Core Curriculum. It includes English, Mathematics, Science, Religious Studies, French, Physical Education and Personal, Social and Health Education (including Citizenship, Careers and Work Experience).

The options curriculum takes up most of the rest of the time (25%) and here students will choose either Geography or History in order to be eligible for the English Baccalaureate as well as choosing 2 additional options from an extensive range of subjects. Many of the subjects continue from Key Stage 3, but some new subjects such as Business Studies, Health & Social Care and Sociology also become available.

We ask that you and your son/daughter consider the choices very carefully and select a range of subjects which is as broad and balanced as possible. You will probably have heard of the English Baccalaureate standard that the government has introduced, achieved when a student attains C grades or better in Maths, English Language, Science (at least 2 GCSEs), a language and Geography or History. **For this reason one of the three options needs to be Geography or History.**

Whilst we endeavour to ensure that we meet the choices of each individual student, this cannot be guaranteed and will be dependent upon the combination of choices made and, if only small numbers of students opt for particular subjects, the viability of the course. Potentially not all the options subjects described in this booklet will be able to run – this will depend on the numbers of students that are interested in them.

Please make good use of the Key Stage 4 Pathways Evening, where staff from the different option subjects will be able to advise.

I wish your son/daughter every success in Key Stage 4.



J Norden
Principal

The Key Stage 4 Curriculum

The curriculum at Key Stage 4 (Years 9 to 11) is made up of Core Subjects, Option Subjects and LEEP (Life Enrichment and Empowerment Programme). All students study Core Subjects and LEEP, while some freedom of choice is offered in the range of Option Subjects that are available.

Please be aware that nationally the education system is currently undergoing review and as a consequence of this the DFE (Department For Education) and Ofqual (Office of Qualifications and Examination Regulations) are reviewing and developing a range of subject specifications and qualifications.

This process is occurring in a phased approach and information is being released by the two bodies on a regular basis. All our subject areas are aware of this and are regularly monitoring the information being released.

This may mean however, that as the proposed changes to specification's are finalised the exact content of the course provided by our academy may be subject to slight change over the coming year. If we feel these changes are dramatic and will have an impact on what exactly your child is learning we will contact parents and carers and inform them of what the subject content will be.

The Core Subjects

All students must study these courses in years 9, 10 and 11:

English	Dual Award	Full course (2 GCSEs)
Mathematics	Single Award	Full GCSE course
Science	Combined Award	Full course (2 GCSEs)
OR Science	Triple Award	Full course (3 GCSEs)
French	Single Award	Full GCSE course
Religious Studies	Single Award	Full GCSE course
Physical Education		Non-examination
PSHCE		Non-examination

The Option Subjects

Students are required to choose the equivalent of THREE subjects, **one of which must be Geography or History.**

Single Award GCSE/BTEC subjects

Art	Business Studies with Economics	BTEC Business
Computer Science	Cooking and Nutrition	Design and Technology
Drama (GCSE & BTEC)	Geography	Engineering
History	Information Communication Technology	Health and Social Care (Technical Award)
Physical Education (GCSE & BTEC)	Sociology	Music
		Spanish

Options Advice

The choice of subjects to be followed in Key Stage 4 is an important and occasionally difficult decision. There are several ways in which we seek to help to support students and parents/carers in this process:-

- Students should choose a broad range of subjects (subject to where they appear within the option blocks), hopefully ones they are interested in and ones they are good at or have had some success in.
- New subject areas that are available in the KS4 curriculum. Information from these should be studied to see if they are possible choices.
- The use of assessment information when making choices as certain methods suit some students more than others, i.e. check what % of the final mark is for coursework and how much is assessed by examination.
- Finally students should **NOT** be influenced by the choices of their friends. They might not end up in the same group anyway!

The main sources of information for students and parents/carers are:

- This "Key Stage 4 Pathways Booklet" gives written information on all the available subjects. It is a very important document and parents/carers and students are encouraged to study it in detail.
- The Parents' Moving On Evening (KS4 Pathways) is on **Wednesday 4th January**. Subject staff will be available to discuss the content of their GCSE course and offer advice with regard to a student's suitability for that course in Key Stage 4.

A summary of the key dates is therefore:

WEDNESDAY 4th JANUARY : **Key Stage 4 Pathways Evening**

THURSDAY 12th JANUARY : **Year 8 Parents' Evening**

16th – 20th JANUARY : **Individual student interviews**

FRIDAY 27th JANUARY : **DEADLINE for Choices Forms to be completed online.**

The academy will do its very best to ensure that students get their first choice of subjects, **but not all combinations can be guaranteed (these are dictated by the option blocks), and sometimes courses may have to be withdrawn if insufficient numbers of students choose them.** A Choices Form will be sent out and should be returned, once completed, to the Form Tutor.

There are many difficulties involved in making these important option choices, and if you would like any further help in this process, please do not hesitate to contact Mr Norden.

A Summary of the School Policy on the Entry of Students for External Examinations

The general policy of the school is to enter all students for as many external examinations as possible, always bearing in mind the ability of the individual to cope with wide ranging studies in a large number of subjects. At Abbey Grange, this usually means 10 to 12 GCSE subjects.

Decisions regarding individual subject entries are normally made in January of the examination year.

The guidelines used are:

- That students should have appropriately high levels of attendance throughout the course (90% is used as a benchmark).
- That where appropriate, students have successfully completed their “mock” examinations and controlled assessments.

The final decision not to enter a student for a particular examination or subject will be taken by the Principal and communicated to parents and carers. Where the school indicates its intention not to enter a student for an examination, parents and carers may request entry if they are prepared to meet the costs involved.

We understand that there may be a small number of our students within the cohort who will need to have an altered curriculum timetable in order to best cope with their learning needs. As a senior leadership team we will look at each student on an individual basis. Should you feel your child may need this alternative curriculum, please feel free to contact us to discuss the choices further.

The Core Curriculum

English Language and English Literature

Subject Leader: Miss E Jackson

Exam Board: AQA

Course title and type of qualification: English Language and English Literature GCSE

What will I learn?

In English Language and Literature, you will read a wide range of texts, fluently and with good understanding and making connections by comparing meaning and language. You will use knowledge gained from wide reading to inform and improve your own writing and learn how to adapt language to suit different purposes and audiences, with a focus on using Standard English appropriately. You will acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology. You will greatly benefit from the transferable skills learnt across the two subjects.

How will I be assessed?

English language

This will be assessed by two exams at the end of the course. Students' speaking skills will be assessed but, as with current GCSEs, will not contribute to the overall grade. The assessment will be marked by teachers and reported separately, alongside the qualification grade on the certificate. Twenty per cent of the marks for the written exams will be allocated to accurate spelling, punctuation and grammar. The GCSE will continue to explore fiction and non-fiction texts and you will show your ability to write for different purposes.

English literature

This will be assessed by two exams at the end of the course. Five per cent of the marks will be allocated to accurate spelling, punctuation and grammar. You will study a Shakespearean play, a 19th Century British Novel, a modern play and an anthology of poems centred around the theme of love or power.

What could I move onto?

The English language GCSE is a core GCSE and is essential when applying for a whole range of post 16 options, from A-levels to apprenticeships and further education courses and employment. Regardless of what the specialist area maybe, English is regarded as a vital qualification. English Literature is increasingly important, with it now being counted as a 'headline subject' across all schools in England.

English literature is still held in high esteem by those in both further and higher education and the GCSE opens the door to further study of classic and contemporary literature. There is a prestige to an English Literature degree that is recognised worldwide and the GCSE can be the start of the journey towards this qualification.

Both subject areas are taught into the sixth form where our AS and A-level results in both are among the highest in Leeds.

Mathematics

Subject Leader: Miss F Martini

Exam Board: AQA

Course title and type of qualification: New Mathematics GCSE

What will I learn?

Mathematics is a compulsory subject at KS4, and is compulsory for all students at KS5 who do not achieve at least a grade 5 in KS4.

All students will take exams in GCSE Mathematics and Functional Skills at level 1 or 2.

It is the aim of the Mathematics department to prepare students for life, to improve their problem solving skills, and to extend their Mathematical knowledge. The way in which Mathematics is examined is changing, and all students currently in year 9 or below will take the new syllabus and exam.

For many years, GCSE Mathematics has been assessed with grades A*-G. From 2017, the grades used will be 9 (highest) to 1 (lowest). There will be a moderate increase in both content and difficulty. Previous year groups at Abbey Grange have had the option of sitting two GCSEs but, with this increased difficulty and challenge, nearly all students will sit only one.

The overall content of GCSE Mathematics will not change much. The course will be taught and examined in two tiers, Foundation and Higher. There will be a slight increase in the proportion of non-structured questions in the exam which, for most students, will represent an increase in difficulty. There will be a small increase in content, both at Foundation and Higher tier.

We often provide the opportunity to study a harder qualification in Maths if we feel your child is capable of dealing with the skills and demands required, and we expect this policy to continue. Currently, a small number of students sit GCSE Further Mathematics in addition to normal maths; we will continue to offer this, or a very similar qualification.

How will I be assessed?

The new Mathematics GCSE will be assessed by three written papers at the end of year 11 (June 2018.) Each paper is one and a half hours and two of them are non-calculator.

There is no coursework in GCSE Mathematics.

The Functional Skills qualification is assessed by an exam of one written paper in January of year 11.

What could I move onto?

Most courses after GCSE require a grade 5 in Maths or above at GCSE.

The new GCSE exam will provide a good platform to study AS- or A-level mathematics.

The very brightest students can study Further Mathematics A/AS level. We are also investigating the possibility of a new level 3 qualification for those students who want to take their maths further but do not want to do full A level, and more details about this will appear soon.

Presently, students who don't achieve grade C in year 11 must continue with Maths in year 12. We expect that this policy will continue, with a grade 5 in the new system being the grade required for students to drop maths after KS4.

A good grade in GCSE Mathematics is widely valued by all employers as it tells them you are good at problem solving.

Functional Mathematics is particularly useful for those going onto apprenticeships.

Science

Subject Leader: Mr R Fell

Exam Boards: AQA

Course title and type of qualification: GCSEs in Combined Science, or in Biology, Chemistry and Physics.

What will I learn?

The Science curriculum offers a range of pathways which enable **all** students to excel. Each pathway covers the prescribed programme of study for Science at KS4, as set out by the National Curriculum.

In Year 9 the top two sets in each year half begin studying GCSE material, leading to entry for separate GCSEs in AQA Biology, Chemistry and Physics. These courses are completed in Year 11.

The next two sets commence the study of GCSE material, leading to the award of two GCSEs. Again, this course is completed in Year 11. This course provides a good foundation for progression to traditional academic A-levels.

The details of these courses are not yet available, but we expect the content to build on Key Stage 3 topics whilst introducing some new concepts too.

Whilst we try to take student's and parental wishes into account in making decisions about relevant courses, we would ask that you respect our professional judgement in these issues.

How will I be assessed?

Every course consists of written examinations, including an assessment of practical work. The details of these courses that will be examined for the first time in 2018 are not yet available. Full details of assessment will be provided to students when they begin their course.

What could I move onto?

Studying science will broaden your understanding of the world around you, may allow you to influence and develop accepted scientific knowledge, and will give you the skills needed to approach most matters in a reasoned and analytical manner. As such it is a highly valued subject, helping students develop sought after, transferrable skills applicable to a huge range of areas.

Both routes through Key Stage Four Science will provide students with the opportunities required for them to access A Level Science subjects or alternative Post-16 courses.

French

Subject Leader: Miss S Barker

Exam Board: AQA

Course title and type of qualification: French GCSE

What will I learn?

The topics covered in GCSE French are as follows:

Theme 1: Identity and culture

- Me, my family and friends
- Technology in everyday life
- Free-time activities
- Customs and festivals in French speaking countries/ communities

Theme 2: local, national international and global areas of interests.

- Home town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism

Theme 3: Current and future studies and employment

- My studies
- Life at school
- Education post-16
- Jobs, career choices and ambitions

You will gain a wide range of vocabulary and structures. You will be able to understand and discuss issues and opinions, and give full descriptions and accounts.

How will I be assessed?

For many years, GCSE Languages have been assessed with grades A*-G. From 2017, the grades used will be 9 (highest) to 1 (lowest). There will be a moderate increase in both content and difficulty.

Unit 1: Listening 25% of the marks.

Unit 2: Reading 25% of the marks.

Unit 3: Speaking 25% of the marks.

Unit 4: Writing 25% of the marks.

All exams will take place at the end of Year 11 and students can be entered either for either Foundation or Higher papers. The Speaking will consist of a photo-card, role play and a general conversation about all the topics covered at KS4. Students speak between 7-9 minutes for Foundation and 10-12 for Higher.

What could I move onto?

With languages the world is your oyster and Britain is desperately short of linguists. A level in the Sixth form you can go to university and study the language(s) you have studied at A level or start a new one like Russian/ Chinese or Arabic from scratch.

Alternatively, at university you can combine a non-language subject with a language (e.g. Chemistry and French) thus enabling you to spend a year abroad studying Chemistry at a French university and broadening your skill set.

Languages are also an incredible asset in Business, Law and Tourism. They will give you excellent career options in today's international market. Knowledge of another language makes you more employable and stands out in a job application.

Religious Studies

Subject Leader: Miss J Smith

Exam Board: AQA

Course title and type of qualification: Religious Studies GCSE

What will I learn?

Religious Studies is an ever-popular and relevant GCSE course, which covers a range of contemporary moral issues as well as addressing the fundamental questions of life. It is a subject that enables you to think for yourself about religious and moral issues in a critical and enquiring way.

Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues, reflect on their own faith and support the Christian ethos of the school. 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.

All students follow a compulsory GCSE course in Religious Studies, elements of which are begun in Year 9. The course is taught in 3 lessons per fortnight and involves the study of 2 units:

Paper 1: The study of religions: beliefs, teachings and practices is taught from Year 9. Students will explore the beliefs, teachings and practices from a Christian and an Islamic perspective. Students will learn about the nature of God, the problem of evil and suffering, beliefs about the afterlife and their importance to religious believers today, as well as exploring different forms of worship, religious festivals and the role of the Church/Mosque in the local and worldwide community.

Paper 2: Religious, Philosophical and Ethical Issues is taught in Years 10 and 11. Students will study Christian and Muslim religious teachings to matters such as the nature and purpose of marriage, the origins of the universe, animal experimentation, medical issues (abortion and euthanasia), and war and violence in the contemporary world.

How will I be assessed?

There is no coursework in GCSE Religious Studies. You will sit two exams at the end of year 11. Each exam will last for one hour 45 minutes.

What could I move onto?

Religious Studies is an acceptable academic subject at all the major universities. At AS and A2 Religious Studies is of interest to both Arts and Science students. It compliments other humanities subjects whilst providing a useful contrast to others, by introducing the ethical and philosophical issues and helping develop an enquiring, critical and reflective approach to the student's studies.

Students find the skills and knowledge gained in Religious Studies useful in careers such as law, journalism, social care, the army, child care, the police, probation work, counselling, teaching, nursing and leisure and tourism.

Additional Core Subjects

Physical Education

All students follow a compulsory core programme of Physical Education in years 9, 10 and 11, covering a wide range of games and sporting activities. Students will have three lessons a fortnight and will be able to choose from a variety of options which include more traditional sports such as football and netball, as well as alternative sports such as Trampolining, Handball and Rock-it Ball. There will also be the opportunity for students to gain the Sports Leaders Level 1 Award and the Dance Leaders Level 1 Award.

In Year 11, students will be able to stay on-site or choose an off-site option with a range of activities available in each block of lessons. Activities this year have included bowling, ice-skating, Powerleague 5-a-side football and use of the driving range at Cookridge Hall.

Personal, Social, Health & Citizenship Education

Students will continue with PSHCE in years 9, 10 and 11, through Drop Down Days when the usual school timetable is suspended. Students cover areas such as careers education, personal finance, discrimination, emergency life support (Heartstart), knowing your rights and voting. The academy also provide a diverse range of aspects within the PSHCE curriculum to develop our students confidence and educate them about all aspects and issues which they may encounter and face in daily their lives.

Option Subjects

Art

Subject Leader: Mr McGinty
Exam Board: AQA
Course title and type of qualification: GCSE Fine Art

What will I learn?

At Abbey Grange we follow the AQA GCSE Fine Art specification which allows students to develop their ideas in drawing, painting, sculpture, printmaking, photography and collage/assemblage as their primary mediums. Students are very much encouraged to tailor their project ideas to their individual strengths and interests, resulting in work of a highly personal nature.

In years 9 and 10, students will be given the opportunity to extend their art skills by undertaking a series of practical workshops and assignments under several project themes. Students will be expected to support their classwork with regular homework assignments. Later in year 10 and moving into year 11, students will be developing their own projects based on broad starting points giving students the opportunity to develop their ideas into areas of strength and interest. Examples of previous projects have included:

The Everyday, Portraiture, Music, Natural forms, Emotions, Dance, Conflict, Urban Landscapes etc.

How will I be assessed?

Students are assessed against four equally weighted (25%) assessment objectives.

Assessment Objective 1 = DEVELOP – Develop your ideas relating your work to the work of other artists, designers or crafts people.

Assessment Objective 2 = REFINE – Refine your ideas through the experimentation and selection of appropriate materials and resources.

Assessment Objective 3 = RECORD – Record your ideas in form that are appropriate to your artistic intentions including drawing, painting, photography, printmaking, sculpture etc.

Assessment Objective 4 = PRESENT – Present your ideas in the form of a final piece(s). This can be in any art material or combination of art materials.

Course Structure

The GCSE AQA Fine Art specification is split into two parts. Part 1 (Coursework) and Part 2 (Externally Set Task).

Coursework (60% of final grade) – Students must complete more than one project of work covering all four assessment objectives and present a selection of this work for internal and external moderation (AQA). The coursework unit is on-going from September in year 10.

Externally Set Task (40% of final grade) – Students are presented with a range of starting points to use as inspiration for their own art project. Students must ensure that they cover all four assessment objectives in the development of their project ideas. Students complete their final piece (PRESENT) over a two day period where they are off timetable working in the Art department. The Externally Set Task Exam Paper can be given out to students from January 1st.

What could I move onto?

Whether you chose to pursue a career in art or not, the subject offers much in terms of skills that you acquire and develop which are highly sought after by colleges and employers alike. In a world where even the most complex factual information is merely a click away, the ability to conceive and develop an idea with originality is highly prized.

The traditional pathway for students wishing to pursue their interest in Art and Design is to enrol in an A-Level course and then onto an Art Foundation course post-18 before starting an undergraduate degree. At Abbey Grange we offer both A-level Art and Design and A-level Photography.

The skills that students gain from studying Art lead naturally to career paths including: Artist, Art Teacher, Fashion Designers, Web Designers, Illustrators, Photographers, Jewellery designers, Arts therapist, Arts worker, Animators, working in the film industry, careers in Marketing and Advertising and many more.

Business with Economics

Subject Leader: Miss D Rigby

Exam Board: Edexcel

Course title and type of qualification: Business with Economics GCSE

What will I learn?

GCSE Business with Economics is a popular GCSE subject at Abbey Grange. It is also a new subject to choose if you want a change from some of the subjects that you are used to.

Business Studies is an examination of the business world. If you choose to study this you will look at real businesses and see how they operate. You will learn what it takes to be an entrepreneur, how to set up a business and make it a success.

Economics is an examination of how we allocate scarce resources, asking many different questions such as: should we encourage the development of offshore wind farms; why do we have rising levels of child poverty in an economy as rich as the UK and why do some people like professional footballers get paid a great sum of money, whilst refuse collectors are paid much less? The economics course also covers how the national economy works; what causes inflation; how to cure unemployment; and, how to stimulate growth and move from recession to recovery.

During this course you will study the following topics:

- How to be an entrepreneur.
- How to put a business idea into practice.
- How businesses meet customer needs.
- How to manage business finance
- How to manage people in business.
- How the global economy affects businesses.
- What we import and export, why we import and export and what happens when exchange rates change.
- What the European Union is and how it affects us.

How will I be assessed?

Examination: You will sit two written papers at the end of Year 11.

What could I move onto?

If you are contemplating a career in Accountancy; Banking; Local or Central government; Law; Journalism or something similar then you will find the economics element of this course useful. Or if you can see yourself setting up your own business one day, then having knowledge of how businesses work coupled with a basic knowledge of how the economy works is invaluable.

You could choose to continue your study of Business at A Level and Applied A Level or you could choose to continue your study of Economics at A Level in the sixth form. You could use your knowledge of how businesses work to support your studies in other subjects at GCSE and Post 16.

Also, because any organisation you will work in can be classed as a business, any knowledge you have of how businesses are run, how the different departments in a business are organised, the people who work in a business and what they do are all valued by employers. So you could use your business skills to get straight into work; onto an apprenticeship scheme or simply to get a part time job when you are old enough.

BTEC First Certificate- Business

Subject Leader: Miss D Rigby

Exam Board: BTEC (Edexcel)

Course title and type of qualification: BTEC First Award (L2 qualification)

What will I learn?

This Business Qualification is designed for students who might prefer a more “real world” approach to studying. The course is assessed over three years through coursework plus tested units. It would suit those students who prefer, and do better in project work rather than exams. The course is also designed for those students who would rather “go out” and find out how a business is run in the real world and present what they have found in different ways. This qualification is awarded with Pass, Merit and Distinction (*) grading equal to one 5 - 9 GCSE grade.

The BTEC business route provides you with a more practical introduction to business. You will have an opportunity to experience a wide range of business skills, including running a business enterprise in school; performing business presentations and role plays and developing advertising and promotion materials – all of which are assessed as part of the course.

You will study the following topics:

- Promoting a Brand
- Business Finance
- Enterprise in the Business World
- Recruitment; Selection & Employment

How will I be assessed?

The course is assessed mostly through assignments and activities based on realistic work situations throughout the three years (75% coursework which teachers will help you with, plus 25% tested units). The coursework is completed in lessons in the Business ICT suite.

What could I move onto?

If you would like a career in advertising, banking, retail, management, ICT, Law or even setting up your own business one day then this is a good choice for you now.

You could choose to continue your study of Business at A Level and Applied A Level in the sixth form. You could use your knowledge of how businesses work to support your studies in other subjects at GCSE and Post 16.

Also, because any organisation you will work in can be classed as a business, any knowledge you have of how businesses are run, how the different departments in a business are organised, the people who work in a business and what they do are all valued by employers. So you could use your business skills to get straight into work; onto an apprenticeship scheme or simply to get a part time job when you are old enough. With 100% of our students gaining grades A* – C, BTEC Business produces a lot of young people with skills and knowledge which can help them to move in to a variety of areas in the future.

Computer Science

Subject Leader: Mrs I Shergill

Exam Board: AQA

Course title and type of qualification: Computer Science GCSE

What will I learn?

The UK is experiencing a lack of well qualified computing professionals, businesses today require an ever-increasing number of technologically-aware individuals. This is even more so in the gaming, mobile and web related industries and this specification has been designed with this in mind.

You will gain a comprehensive understanding of how modern computing technology works and learn how to create applications that operate in today's web enabled environment and run on Mobile devices.

Building on what you have covered in year 7 & 8 you will learn how to design and write computer applications using the fundamental concepts around writing object orientated programs.

You will also learn:

To use constants, variables, data types and structures, program flow control including algorithms, procedures, functions and the scope of variables. Data representation, error handling and the use of external data.

The essential elements of computer structure, systems and hardware. The use of CPU (Central Processing Unit), memory and secondary storage. Network structure including client server models and web application concepts.

All about database concepts including query methods (SQL) and connecting to databases from web based applications with the use of PHP. The software development life cycle including prototyping and application testing.

How will I be assessed?

Component 1 – Practical programming is centre assessed and AQA moderated using tasks set by the AQA. Approximately 50 hours of controlled assessment (2 tasks of 25 hours each). This is 60% of the marks.

Component 2 – Computing fundamentals is assessed with a written paper of 11/2 hours duration. This is 40% of the marks.

What could I move onto?

This course will provide excellent progression to 'A' level Computer Science and into Vocational ICT courses. These provide progression to degree level courses in the areas of computing, engineering and science. Whilst this specification is not specifically mapped to any particular industry standard IT qualifications it will provide a sound preparatory basis of study for them. In addition the course provides the knowledge, skills and understanding that a growing number of employers are demanding.

Food Preparation and Nutrition.

Subject Leader: Mrs C Onourah

In charge of Food: Miss J Harris

Exam Board: AQA

Course title and type of qualification: Food Preparation and Nutrition.

What will I learn?

This is an exciting opportunity for students to build upon KS3 and continue to regularly make delicious dishes and food products. The main focus of this GCSE course is to equip students with the knowledge, understanding, and skills required to cook and apply the principles of food science, nutrition and healthy eating. Students will be able to make informed decisions about a wide range of further learning opportunities and career pathways as well as develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life.

Students will be able to:

- frequently demonstrate effective and safe cooking skills by planning, preparing and cooking using a wide variety of food commodities, cooking techniques and equipment
- develop knowledge and understanding of the functional properties and nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the effects of poor diet and health
- develop knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore in practice, a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes

Students must be organised to bring ingredients at least once a week and be prepared to take part in group practical activities and tasting sessions. For their GCSE, students will complete coursework involving practical investigations, demonstration of a wide variety of food preparation skills and research into food and society.

How will I be assessed?

Unit 1: a two hour written examination paper will be sat in June of Year 11 and equates to 50% of the overall GCSE.

Unit 2: Cooking and Nutrition in Practice – Coursework Tasks worth 50% and completed in Year 11.

What could I move onto?

Students can study A Level Home Economics: Food, Nutrition and Health at KS5 and then go onto degrees and careers in one of a wide range of different Catering, Food Science or Nutrition disciplines.

Design and Technology

Subject Leader: Mrs C Onourah

Exam Board: AQA

Course title and type of qualification: GCSE Design & Technology

What will I learn?

Students have the opportunity to build upon the work of KS3 and further develop their knowledge and practical skills through designing and making exciting quality products in a range of materials and disciplines. In Year 9, students will be able to work on a wide variety of design and make projects which will develop their knowledge of working with graphics, textiles, electronics, mechanisms, wood, plastic and metal using a wide range of equipment. In Year 10 they will be able to focus on an area of interest from the above list and complete a substantial design and make project as part of their coursework unit in Year 11.

Students will be able to:

- Develop knowledge and designing and making skills through a range of enjoyable, fast-paced and challenging mini-projects using a wide range of materials and components safely.
- Develop a creative approach to their design development and take calculated risks whilst using technical and practical expertise to participate confidently and successfully in an increasingly technological world.
- Develop important skills in investigation, problem solving, decision making, planning, time management, resource organisation.
- Use new technology - computer aided designing and manufacturing techniques (including laser cutting and 3D printing) to complement traditional hand tools and workshop machinery.
- Develop skills to clearly communicate their ideas through annotation, sketching and 3D modelling.
- Develop the ability to take into account design considerations and industrial practices.
- Develop the skills to critically analyse, evaluate, test and refine their own ideas and final products.

Midway through Year 10 students will start their GCSE coursework project, completing a concise design folder, containing analysed research, development of ideas, planning and on-going evaluations. They will then manufacture the product and carry out tests and a final evaluation.

The final examination enables students to demonstrate the application of their skills and knowledge within a design context set by the examination board.

How will I be assessed?

Unit 1: a two hour written examination paper will be sat in June of Year 11 and equates to 50% of the overall GCSE.

Unit 2: a Design and Making Practice Coursework Project will be started towards the end of Year 10 and completed during the spring term of Year 11. It is worth 50% of the overall GCSE.

What could I move onto?

Students can study A Level Applied Engineering, A Level Product Design (3D Design) or A Level Product Design (Textiles) at KS5 and then go onto degrees and careers in one of a wide range of different Design, Engineering and Manufacturing disciplines. These include Product Design, Engineering, Electronics, Architecture, Fashion Design, Graphics, Media Design.

Engineering

Subject Leader: Mrs C Onuorah

Exam Board: AQA

Course title and type of qualification: GCSE Engineering

What will I learn?

The sky's the limit. Engineering is an increasingly innovative and exciting area to work in. It affects every aspect of modern life – from skyscrapers to smart phones, cars to carrier bags. This new GCSE will introduce students to a host of new technologies, helping them to gain practical skills and understanding to inspire a lifelong interest in engineering. It will particularly appeal to those who enjoy being creative, with an affinity for drawing, design, Maths and problem-solving. In Year 9 you will complete a foundation course, which will prepare you for your GCSE assessed work. You will develop your engineering skills by undertaking focused practical tasks. This will involve getting a hand on experience of using the tools and equipment relevant to engineering, including the use of CAD/CAM (Computer Aided Design, Computer Aided Manufacture). You will work in a range of materials, to manufacture items using the Brazing Hearth, Hand tools, Lathe and Milling machine.

Students will also learn about:

- Pneumatic and Mechanical Systems
- Engineering Materials, including calculating Stress, Strain and failure points
- Systems (Electrical, Mechanical and Pneumatic)
- Testing and Investigation
- Manufacturing processes
- The impact of Modern Technologies.

What will I need to succeed?

To succeed in this course students should have:

- An enjoyment of practical work and exploring different solutions in different contexts and materials.
- An enjoyment of exploring ideas and modelling them using ICT as well as hands on construction.
- Self-motivated and organised.
- You need to be inspired and motivated to gain an insight into related sectors, such as manufacturing.
- A good understanding of Science and Mathematical principles. (15% of the course will be about the theoretical and practical application of Mathematics in Engineering)

How will I be assessed?

Question paper: Externally assessed

- Written exam: 2 hours
- 120 marks
- 60% of GCSE

Non-exam assessment: Practical engineering

- A brief set by AQA released on 1 June in the first year of study.
- 80 marks
- 40% of GCSE

What could I move onto?

Students can study A Level Applied Engineering or A Level Product Design (3D Design) at KS5 and then go onto degrees and careers in one of a wide range of different Engineering disciplines. Engineering, Civil Engineering, Aerospace Engineering, Electrical Engineering, Manufacturing Engineering, Material Science, Mechanical Engineering, Manufacturing Engineering, Industrial Engineering, Structural Engineering, Architectural Engineering and lots more.

Drama (GCSE)

Subject Leader: Ms R Gould
Exam Board: Edexcel
Course title and type of qualification: GCSE Drama

What will I learn?

We firmly believe that through involvement in Drama, young people can learn vital life skills such as team work, negotiation, problem solving, communication, listening, and can build their confidence and self-esteem.

Through taking GCSE Drama, students who have a love of drama, theatre, performing, shaping performance and an interest in the work that goes on in a production team, can excel in broadening and demonstrating their knowledge and understanding of this vast subject.

Throughout the course students will develop their understanding of drama techniques and how they can be used to explore the drama. They will develop skills in performance by being challenged in new ways than before, for example looking at the work of established practitioners to find new ways of presenting performance. They will work on both devising performance work and scripted plays, having more time than in KS3 to polish and perfect work, therefore improving.

Students will also develop evaluation skills, both verbal and written. Students will explore how the collaborative process is crucial to drama, therefore developing essential life skills.

How will I be assessed?

Students will be graded using the new 1 – 9 grading criteria.

NB: Although practical assessments are carried out in groups, all grades are given individually to students for their achievements NOT to the group as a whole.

Component 1 – Devising (40% of GCSE)

This component deals with devising, which is an exciting and challenging opportunity to work collaboratively with others to explore a range of stimuli in order to create an original performance piece.

Devising is essential for the development of new theatre and performance; it allows for personal development and exploration. It allows both performer and designer the opportunity to stretch the limits of their creativity and imagination, while exploring a theme or topic of interest to them and their intended audience.

Students will develop skills in group work, research and negotiation, while also developing creativity, performance and design skills. Students will consider the impact that they can make on an audience, as they develop the ideas that they want to communicate.

Portfolio – Students write about their own work and the work of others which was carried out during the rehearsal and the performance process. This can either be written or filmed depending on students strengths. 2000 words maximum, or 4 - 5 minutes of filmed documentation. This can be prepared and worked on at home.

Component 2 – Performance from Text (20% of GCSE)

There is no written element to this unit but you will be assessed on a 10 minute group performance, and *either* a monologue *or* a duologue.

Performance texts have been at the core of drama since the inception of theatre. The need to hand down stories has been fundamental to human development and for thousands of years, people have written, performed, watched and enjoyed innumerable plays.

Understanding a performance text is fundamental to the subject, as this provides students with opportunities to explore plot, structure, narrative and stories from around the world and from different time periods. It encourages them to develop empathy skills, as they consider different characters and develop methods of communicating ideas and themes.

This component deals with developing knowledge, understanding and skills in exploring and performing from a performance text. Students will interpret this text and rehearse and refine two key extracts, leading to a final performance. They will demonstrate and use a wide range of acting and/or design skills to communicate their interpretation in performance.

Component 3 – Theatre Makers in Practice (40% of GCSE)

This is an externally assessed written examination which is taken at the end of Year 11. Practical work will be done in lessons in order to inform the exam.

This component focuses on the work of theatre makers and the theatrical choices that are made by crucial members of the creative and production team in order to communicate ideas to an audience. As theatre makers, students will develop their knowledge and understanding of the ways in which drama can create meaning for an audience through performance.

Students will explore practically how a complete performance text might be interpreted and realised from 'page to stage'. This exploration will give students an insight into how texts may be brought to life for an audience and the creative roles within this process.

Students will also analyse and evaluate their experience of a live theatre performance as informed members of the audience. They will develop skills to recognise the meaning created in the theatre space in order to communicate ideas to an audience. This will give them a more critical and varied approach to their own work as theatre makers.

What could I move onto?

For students wishing to continue their studies in Drama the next step is A Level Drama and Theatre Studies, which we offer at Abbey Grange. In terms of pairing with other GCSE subjects, Drama goes well with Languages, History, Religious Studies, English and Music.

Also, due to many of the skills mentioned above, Drama has many transferable skills to aid progression with various education/career choices as it also develops skills for work requiring a high level of confidence, presentation, and group sensitivity. Previous students have found careers in Advertising, Design, Law, Health Promotion, Medicine, the Police Force, Radio, TV, Teaching and, of course, Theatre.

Drama (BTEC)

Subject Leader: Ms R Gould
Exam Board: Edexcel
Course title and type of qualification: First Certificate in Performing Arts Acting

What will I learn?

BTEC Performing Arts Acting is a vocational course consisting of three main units of study.

The 3 units of the BTEC are:

Individual Showcase – This unit explores preparation for an audition process.

Securing work and training opportunities in the performing arts will require you to be able to promote yourself effectively in a range of situations. First impressions matter, so it is crucial that you are able to recognise and promote your skills with confidence and clarity. This unit covers what to include in a letter of application and how to prepare audition pieces or presentations that demonstrate your relevant skills and knowledge.

Preparation, Performance and Production

Have you ever thought about all of the things that need to happen before a performance is seen by an audience? In this unit you will learn how to develop a performance piece as a member of a performance company. Your performance company can include both performers and a production team. The performers and production team will need to work together to explore, develop and shape ideas for the performance.

Acting Skills

This unit is about starting you on your journey to becoming a professional actor. You will be introduced to important acting skills and will learn about the specific demands that acting makes on the body and mind. As well as physical skills, you will also need to use your imagination to create characters or roles. This unit is about building your foundations as an actor; it is not just about performance. As well as undertaking a programme of practical classes to develop your physical and mental acting skills, you will be required to demonstrate progress throughout the unit.

How will I be assessed?

NB although practical assessments are carried out in groups, all grades are given individually to students for their achievements NOT to the group as a whole.

Pupils are assessed either as a	Btec	GCSE equivalent
	Pass	(CC)
	Merit	(BB)
	Distinction	(AA)

Most of the assessment is marked internally by your teacher, evidenced through process, performance, written evidence and evaluation. This will take place over the course of Y10 and Y11. Students beginning study in Y9 will use this year as preparation for assessment and mock assessments.

The Individual Showcase Unit of the course is externally assessed in Y11, but preparation will commence in Y10. Students will complete a letter of application and a presentation/audition in response to a selected progression

Opportunity e.g. a job advertisement. There will be a selection of four pre-released progression opportunities for each academic year. The assessment must be taken by students under examination conditions.

What could I move onto?

One of the main purposes of BTEC qualifications is to help learners to progress ultimately into employment. The vast majority of employers require learners to have certain technical skills, knowledge and understanding to work in a particular sector, but they are also looking for employability skills to ensure that employees are effective in the workplace. Unlike technical skills, which may become out-dated over time, employability skills enable learners to adapt to the ever-changing roles needed to survive in the global economy.

Drama has many transferable skills to aid progression with various education/career choices as it also develops skills for work requiring a high level of confidence, these skills include: self-management, team working, business awareness and customer awareness, problem solving, communication and presentation. Previous students have found careers in Advertising, Design, Law, Health Promotion, Medicine, the Police Force, Radio, TV, Teaching and, of course, Theatre.

Geography

Subject Leader: Mrs B Elliott
Exam Board: AQA
Course title and type of qualification: GCSE Geography A

What will I learn?

The course will give you an overview of the world in the 21st century and the interaction of people with the planet. It will help you understand environmental and social issues and develop informed opinions about the problems facing us today.

The course covers two units: Physical and Human Geography, which are taught through a variety of themes. Candidates will answer three questions, each one based on a theme from each unit. The themes will be studied at a variety of scales and chosen from:

Physical Geography: The Restless Earth, Rocks, Resources and Scenery, Challenge of Weather and Climate, Living World, Water on the Land, Ice on the Land and The Coastal zone.

Human Geography: Population Change, Changing Urban Environments, Changing Rural Environments, The Development Gap, Globalisation and Tourism.

How will I be assessed?

There are two written papers: Unit 1 and Unit 2 which are set in two tiers. The Foundation Tier (grades C - G) papers have short structured questions. The Higher Tier (grades A* - D) papers give candidates the opportunity to write more extended answers.

Unit 1: Physical Geography lasts 1 hour 30 minutes and is 37.5% of the marks.

Unit 2: Human Geography lasts 1 hour 30 minutes and is 37.5% of the marks.

Unit 3: Local Fieldwork Investigation is 25% of the marks. Primary and secondary data is collected for an investigation which is written in school.

What could I move onto?

Geography is a subject that can help you develop a wide range of skills including literacy, numeracy, team work, independent learning, problem solving, presentation, analysis, evaluation, graphical and cartographical and skills. These skills are sought by many employers.

The subject content and skills can help you study Geography at A level and also many other subjects in the humanities and science. As a result, geographers study a wide range of subjects.

Geography can be used as a stepping stone to a wide variety courses in Higher Education and many different careers; including environmental management, planning, law, surveying, education, accountancy, business social services, meteorology, engineering and GIS.

Health & Social Care

Subject Leader: Mrs A Sutton

Exam Board: AQA

Course title and type of qualification: Technical Award Health & Social Care

What will I learn?

This course is designed for students who have an interest in health and social care and wish to develop skills and learn the theory that can prepare them for further study and employment within this sector. It will particularly appeal to students who are looking for a course that is practical in nature.

Unit 1: Improving the well-being of an individual

Students will choose a client and carry out a range of testing techniques to measure and evaluate their health and then produce, implement and review a plan that will aim to make lifestyle changes that could improve their health. They will then review and evaluate the impact this plan has had on their chosen client.

Unit 2: Promoting healthy living

Students will research and evaluate existing health promotion campaigns and then plan and deliver their own health promotion campaign. This involves an element of creativity that learners will enjoy, particularly as they will have the freedom to choose the type of materials they produce, from posters or wall displays in schools to promotional videos or radio scripts. At the end, students will review and evaluate the success of their campaign.

Unit 3: Development through the life stages

Students will study the fundamentals of health and social care and acquire the knowledge required to carry out the two practical units. This knowledge will be relevant when considering future career choices and further study options. This unit covers:

- the stages and patterns of human growth and development
- expected development at each life stage
- life events
- sources of support/services for life events
- roles of professionals from the sectors who are involved in supporting life events
- definitions of health and well-being
- factors influencing health and well-being

How will I be assessed?

Unit 1 & Unit 2 are coursework based and are internally assessed, the coursework is worth 60% of the final mark.

Unit 3 is a written exam and is worth 40% of the final mark.

What could I move onto?

Health and Social Care is a subject that enables students to gain the knowledge and understanding that will open up a range of career opportunities including childcare, teaching, midwifery, nursing, occupational health, dietician, paramedic, social work, mental health services, and counselling.

You could also choose to continue your study of Health & Social care in the sixth form.

History

Subject Leader: Mr J Wilkinson

Exam Board: Edexcel

Course title and type of qualification: GCSE (9-1) History

What will I learn?

This is a new course that will allow students to learn about events from three different eras – Medieval, Early Modern and Modern. We will study the following periods:

Paper 1: Thematic study and historic environment:

Option 11: Medicine in Britain, c1250–present *and* The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.

Paper 2: Period study and British depth study:

**Option 26/27: Superpower relations and the Cold War, 1941–91
Option B3: Henry VIII and his ministers, 1509–40**

Paper 3: Modern depth study: Option 31: Weimar and Nazi Germany, 1918–39

How will I be assessed?

Paper 1: Thematic study and historic environment (Paper codes: 1HI0/10–12)

Written examination: 1 hour and 15 minutes.

30%* of the qualification. 52 marks (16 for the historic environment, 36 for the thematic study).

Paper 2: Period study and British depth study (Paper codes: 1HI0/20–29)

Written examination: 1 hour and 45 minutes

40%* of the qualification

64 marks (32 for the period study and 32 for the British depth study)

Paper 3: Modern depth study (Paper codes: 1HI0/30–33)

Written examination: 1 hour and 20 minutes

30%* of the qualification

52 marks

What could I move onto?

You could choose to continue with the study of History by taking AS in the Sixth form or at college. The skills learnt at GCSE History will also complement the study of subjects such as English Literature, Politics and Sociology. A GCSE in History shows that you have a high level of literacy and that you are able to analyse complex information. These skills are highly valued by colleges and employers.

Information Communication Technology

Subject Leader: Mrs I Shergill

Exam Board: OCR

Course title and type of qualification: Cambridge Nationals Certificate/Diploma

What will I learn?

In today's workplace the ability to use ICT is an essential skill with employers a high level of ability in the use of applications and manipulation of data. Students have the opportunity to study units for the **Certificate** or **Diploma** qualifications. The course comprises the following units:

R001: Understanding computer systems

This unit will provide learners with the underpinning knowledge and understanding required to use computer systems effectively. Learners will develop their knowledge and understanding of the systems they use both at home and at school and will explore how these same technologies are used by business organisations.

R002: Using ICT to create business solutions

Learners will use a wide range of applications that are commonly used in the workplace, schools, and in further and higher education. They will learn how to select the most appropriate software to complete tasks to meet specified business requirements in a variety of contexts.

R004: Handling data using databases

On completion of this unit learners will be able to modify an existing database and produce a relational database. They will also be able to create queries to interrogate a database and find specific records and produce reports based on the results of these queries and create a user interface for the database.

R005: Creating an interactive product using multimedia components

This unit will enable learners to demonstrate their creative flair by combining multimedia components to create a vibrant, energetic or stimulating interactive product. Interactive products are used widely in everyday life; from visiting a website, ordering online products, using mobile phone applications, viewing a presentation, e-learning products or playing computer games.

Optional

R003: Handling data using spreadsheets

R008: Introduction to computer programming

R009: Exploring computer hardware and networks

R010: Developing control systems

How will I be assessed?

R001 is assessed with a written paper of 1 hour duration.

All other units are centre assessed and OCR moderated using centre or OCR produced tasks.

What could I move onto?

This course will provide excellent progression to 'A' level Computer Science and into Vocational ICT courses. These provide progression to degree level courses in the areas of computing, engineering and science. Whilst this specification is not specifically mapped to any particular industry standard IT qualifications it will provide a sound preparatory basis of study for them. In addition the course provides the knowledge, skills and understanding that a growing number of employers are demanding.

Music

Subject Leader: Mr J Birch
Exam Board: AQA
Course title and type of qualification: Music GCSE

What will I learn?

GCSE Music is an interesting course that encourages you to explore and develop your musical skills in listening, composing and performing. During lessons we'll cover everything you need to know and develop your listening skills for the written exam. We will also do a lot of composition exercises to give you a range of ideas about how to compose an effective piece. There will also be chances for you to perform a wide range of music as a group and to work together to prepare for a range of Concerts and Productions.

The Music GCSE specification is currently being reviewed along with many other subjects, which means the details here may be subject to change.

How will I be assessed?

Unit 1: Listening

We look at a whole range of musical elements and genres in the lessons to prepare you for a written exam at the end of the course. This is worth 20% of the total marks.

Unit 2: Composing and Appraising

You compose a piece of music and write about your ideas and what you think of the final piece. This is completed in 20 hours of controlled time and it's worth 20% of the total marks.

Unit 3: Performing

We record you performing on your own and with others any time during the course. These performances are marked in school and are worth 40% of the total marks.

Unit 4: Composing

This is another composition which you have 25 hours in school time to complete. You can compose in any style and we mark this in school. It's worth 20% of the total marks.

What could I move onto?

Music groups do well at Abbey Grange, frequently achieving 100%A*-C grades. Universities are very interested in candidates who have a good track record of participation in extra curricula activities and have proved they can express themselves creatively as well as verbally and in writing. You will work as a team with others who share your passion for music, build the confidence necessary to present your ideas to an audience and learn a lot about yourself by the end of the course. You'll also get credit for learning an instrument and free tuition from school per teachers.

GCSE Music is really useful if you aspire to a career as a performer, producer, composer or teacher. It is also valuable for Music journalism, Musical theatre, Arts administration and to access A Levels and Higher Education courses in Music, Music Technology, Theatre Studies or Performing Arts. Former Abbey Grange students have gone on to study at Music Conservatoires and LIPA, or into careers as professional musicians, DJs, composers and actors.

Physical Education (PE)

Subject Leader: Miss M Conroy

Exam Board: AQA

Course title and type of qualification: GCSE PE

What will I learn?

GCSE Physical Education is an ideal course for students who enjoy physical education and have a strong interest in the world of sport and exercise.

We use AQA syllabus for GCSE PE. It is made up of two main areas: practical and theory. Students submit 4 different practical activities that count towards their final grade. Their practical grades must be taken from two different types of activities: two must be as a player/performer and the other two practical activities can be through the role of a coach, leader, choreographer or official.

Students work on improving their practical grades in practical lessons throughout the course. Candidates can be assessed in sports that they do not do in school, such as horse-riding or skiing.

The theoretical element is comprised of a variety of different sections including topics.

Some examples of the topics we cover are:

- Training
- Diet
- School influences
- Emotional health and wellbeing
- Cultural and social factors
- The media
- Sponsorship
- Competitions

Due to the nature of the course, students are expected to have a sound level of understanding and knowledge of rules and tactics of games / activities. Students should also have some level of involvement in extra-curricular sport within, or outside of school.

How will I be assessed?

Candidates will sit an exam at the end of the course that is 1 hour 30 minutes long and is worth 40% of their total mark. The exam is made up of multiple-choice questions, short answer questions and a scenario-based question. The result of this exam is worth 40% of their total mark.

What could I move onto?

The course has a clear transition route from GCSE PE to A-Level PE or Level 3 BTEC (Sport) at Sixth Form. This is a fantastic course for students who are thinking about a career in sport or other sports-related careers such as physiotherapy, dieticians and nutritionists, psychologists etc.

Medical degrees value A' level Physical Education due to it's high content of anatomy and physiology. Therefore if students are thinking of a career in the medical professions, the GCSE in PE is a good stepping stone.

BTEC Sport First Award (PE)

Subject Leader: Miss M Conroy

Exam Board: Edexcel

Course title and type of qualification: BTEC First Award in Sport

What will I learn?

BTEC Sport is an ideal course for students who enjoy physical education and have a strong interest in the world of sport and exercise. The Pearson BTEC Level 1/Level 2 First Award in Sport has been designed to provide an engaging and stimulating introduction to the world of sport. The qualification builds on learning from Key Stage 3 and is more suited to those who may wish to explore a vocational route throughout Key Stage 4.

The course is assessed over three years through coursework plus tested units. It would suit those students who prefer, and do better in project work rather than exams. This qualification is awarded with Pass, Merit and Distinction (*) grading equal to one 5 - 9 GCSE grade. It is made up of four units:

- Fitness for Sport and Exercise
- Practical Sports Performance
- The Mind and Sports Performance
- The Sports Performer in Action

How will I be assessed?

Candidates will sit one exam on Fitness Testing which lasts one hour. The other three units are coursework based and will consist of presentations, power points, leaflets and reports.

What could I move onto?

The course has a clear transition route from BTEC Sport Level 2 to Level 3 BTEC (Sport) at Sixth Form. This is a fantastic course for students who are thinking about a career in sport or other sports-related careers such sports coaching, sports development officer etc.

Dance (BTEC)

Subject Leader:

Miss R Harrison

Exam Board:

Edexcel

Course title and type of qualification: BTEC Level 1/Level 2 Tech Award in Performing Arts (dance)

What will I learn?

BTEC Performing Arts Dance is a vocational course consisting of three main units of study.

The 3 units of the BTEC are:

Component 1- Exploring the performing Arts

In this unit you will look at elements such as:

- Roles, responsibilities and the application of relevant skills and techniques
- You will develop as a performer and gain a broad understanding of performance work and influences
- Understand the requirements of being a dancer across a range of performances and performance styles.

Component 2- Developing skills and techniques in Dance

In this component, you will:

- Develop performance skills and techniques.
- Take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process.
- Work from existing performing arts repertoire, applying relevant skills and techniques to reproduce the work.
- Review your own progress and consider how to make improvements.

Component 3- Performing to a brief

This unit is about starting on your journey to becoming a professional dancer. In this component you will be given a brief that outlines the performance requirements and asks you to consider your target audience and to start the creative process by using the given stimulus included in the brief. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience.

How will I be assessed?

Students will complete the three units with only one submission and will be graded Level 1, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction* Most of the assessment is marked internally by your teacher, evidenced through process, performance, written evidence and evaluation. Component 3 is externally assessed and you will complete a written task followed by a practical performance under exam conditions.

What could I move onto?

One of the main purposes of BTEC qualifications is to help learners to progress ultimately into employment. After you have finished the course, you may want to go on to further study such as A levels, BTEC's or a mixture of both. You might want to find work in performing arts, as an apprentice or a trainee. Previous students have found careers in, TV, Teaching, coaching and, of course Theatre Productions Companies.

Sociology

Subject Leader: Miss C Neville
Exam Board: AQA
Course title and type of qualification: Sociology GCSE

What will I learn?

Sociology has been taught at Abbey Grange since 1982 at GCSE and A level. It is unusual for High Schools to offer GCSE Sociology, but it is very popular here. Sociology is the study of society and behaviour (for full list of topics you will study look at the 'how will I be assessed' section). You will study many fascinating topics such as: Family – asking questions such as, how does family affect a child's life? Why are some families more common than others? etc... Education - why do some students underachieve in school? How does your school affect your chances of doing well? Crime – what type of people commit crime? Why did the London riots happen? Why do some ethnicities get stopped and searched more than others? Poverty – why does poverty exist and what is the government doing about it? As part of the course you will be doing a number of investigations into society which will comprise of interviews, questionnaires, etc. Typically, the successful Sociology student likes serious discussion, at home and in class.

How will I be assessed?

You will sit two exams at the end of year 11. Each exam will last for one hour forty five minutes. The questions range from short mark answers to longer essays.

Exam one will include the following topics; The Family and Education, with Research Methods.

Exam two will include the following topics; The Sociology of Crime and Deviance and Social Stratification, with Research Methods.

What could I move onto?

Sociology is a great subject to help you improve a lot of skills to help you in the future. These skills include teamwork, independent learning, research, organisation, analysis and problem solving skills.

These skills can help you if you decide to study A' levels in Sociology, History, Psychology, Geography, Politics and many more subjects.

Some jobs in which Sociology can be very helpful are; teaching, health care, law, police, social work, counselling, local government and politics, journalism, charity, as well as many other areas.

With around 80 – 90% gaining grades A* – C, Sociology produces a lot of young people with skills and knowledge which can help them to move in to a variety of areas in the future.

Spanish

Subject Leader: Miss S Barker

Exam Board: AQA

Course title and type of qualification: Spanish GCSE

What will I learn?

The topics covered in GCSE French are as follows:

Theme 1: Identity and culture

- Me, my family and friends
- Technology in everyday life
- Free-time activities
- Customs and festivals in French speaking countries/ communities

Theme 2: local, national international and global areas of interests.

- Home town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism

Theme 3: Current and future studies and employment

- My studies
- Life at school
- Education post-16
- Jobs, career choices and ambitions

You will gain a wide range of vocabulary and structures. You will be able to understand and discuss issues and opinions, and give full descriptions and accounts.

How will I be assessed?

For many years, GCSE Languages have been assessed with grades A*-G. From 2017, the grades used will be 9 (highest) to 1 (lowest). There will be a moderate increase in both content and difficulty.

Unit 1: Listening 25% of the marks.

Unit 2: Reading 25% of the marks.

Unit 3: Speaking 25% of the marks.

Unit 4: Writing 25% of the marks.

All exams will take place at the end of Year 11 and students can be entered either for either Foundation or Higher papers. The Speaking will consist of a photo-card, role play and a general conversation about all the topics covered at KS4. Students speak between 7-9 minutes for Foundation and 10-12 for Higher.

What could I move onto?

Studying 2 languages at GCSE level helps you to develop core language learning skills more quickly. You may study A-level Spanish in the Sixth form which could lead to studying Spanish at university along with another language or a completely different subject.

Imagine spending your 3rd year in Madrid, Barcelona or by the sea!

Languages are also an incredible asset in Business, Law and Tourism. They will give you excellent career options in today's international market. Knowledge of another language makes you more employable and stands out in a job application.

Careers Education and Guidance

Careers Co-ordinator: Miss J Harris

Careers Programme

Careers modules are included in the PSHCE programme for all year groups. The purpose of careers lessons is to help students consider their own personal and social development, to enhance their decision-making skills and to promote a realistic awareness of the adult world and the changing pattern of work. By the end of Year 11, it is expected that students will have a good grasp of the range of educational, occupational and vocational opportunities available to them.

Careers lessons include the following:-

Year 9

Students will look at personal skills and qualities, subjects available and what the GCSE includes, ways of finding out information about subjects and careers including the careers choices software called Kudos which uses information about individual's skills, qualities, areas of interest etc. and selects 20 suitable occupations taking these areas into account.

Year 10

Students will have the opportunity to attend a careers interview with Glyn Ellis. In July, the school organises a Careers Fair where a number of local employers will come into school to talk to students about the range of occupations in their companies. This will enable students to start to think about their future and life after Year 11.

Year 11

The Autumn term of Year 11 includes a module on the exploration of progression routes at 16+. Through careful guidance from teachers, careers advisors and parents, students should be able to make informed decisions about their future after compulsory education. Students will be given information about how to apply for our sixth form including how to write a personal statement and will be shown how to apply for further education at other establishments.

Careers Advice

Our Careers Adviser, Glyn Ellis, is presently in school two days a week and is available at break and lunchtimes to all year groups who may wish to discuss careers ideas. In Years 10 and/or 11 students have an interview with the Careers Adviser who guides them towards realistic careers ideas. He provides up-to-date information and practical help and parents/carers are invited to attend these interviews. In addition, students will be provided with all the information required about choices at Post 16.

KS4 Life Enrichment and Empowerment Programme (LEEP).

Enrichment Co-ordinator: MSS J Smith

During all 2 years of Key Stage 4, students will have some curriculum time every week to undertake the Life Enrichment and Empowerment Programme (LEEP). The programme is designed to give students the opportunity to develop skills, knowledge and experiences that will better equip them for their future post 16. These will include:

The Archbishop's Young Leaders Award (years 9 and 10)

This is an exciting new scheme that focuses on the development of leadership skills linked to various practical challenges. Developed by the Archbishop of York Youth Trust, the Key Stage 4 version of The Young Leaders Award is an excellent way of adding great value to a student's 'leaving school' CV! Spread over two years and covering ten modules about leadership, students build up a portfolio of evidence to achieve an accredited award.

Each module begins with 3-4 skills based teaching sessions before launching into an 'apprentice style' challenge relating to the relevant leadership topic. After the challenge is completed the group review the task and also have one-to-one mentoring sessions with staff in order to help them become reflective practitioners and develop their leadership skills further. Each leadership challenge that the group undertakes will vary in each module and the students should be encouraged to take the lead in this area.

There are no formal papers to take and essays to write but completion of classroom work is essential. Students are expected to be fully involved in the classroom sessions and out of school activities, but what is most important is seeing what it is that they have done in their leadership challenges.

Each student will be provided with a leadership journal for them to use to plan their work in and they will be expected to build up a portfolio of evidence around each leadership challenge and especially the ones which focus on making a positive difference in their local community. This might include photos, diary entries, letters, planning sheets, video footage etc. The school will send the Trust a selection of portfolios as evidence of the students' work before they are awarded with the Young Leaders Award badge and certificate.

As an academy we feel it is crucial to help empower our students to become confident members of a team, develop their leadership skills and confidence with working with others; in order to make them stand out from the crowd during interviews and university applications.

Enrichment/Extra-curricular opportunities (Mr O Hillier)

There will be time for students to choose from a variety of enrichment activities to complement their academic studies. The Echo Booklet is available online and within the academy and we recommend our students to attend Echo clubs they feel will benefit their interests and enhance and support their learning.

Additional English/Maths

Students who are not making expected progress in these vital subject areas will have the opportunity for additional support in English or Maths as they approach their exams in Year 11.

For your notes: