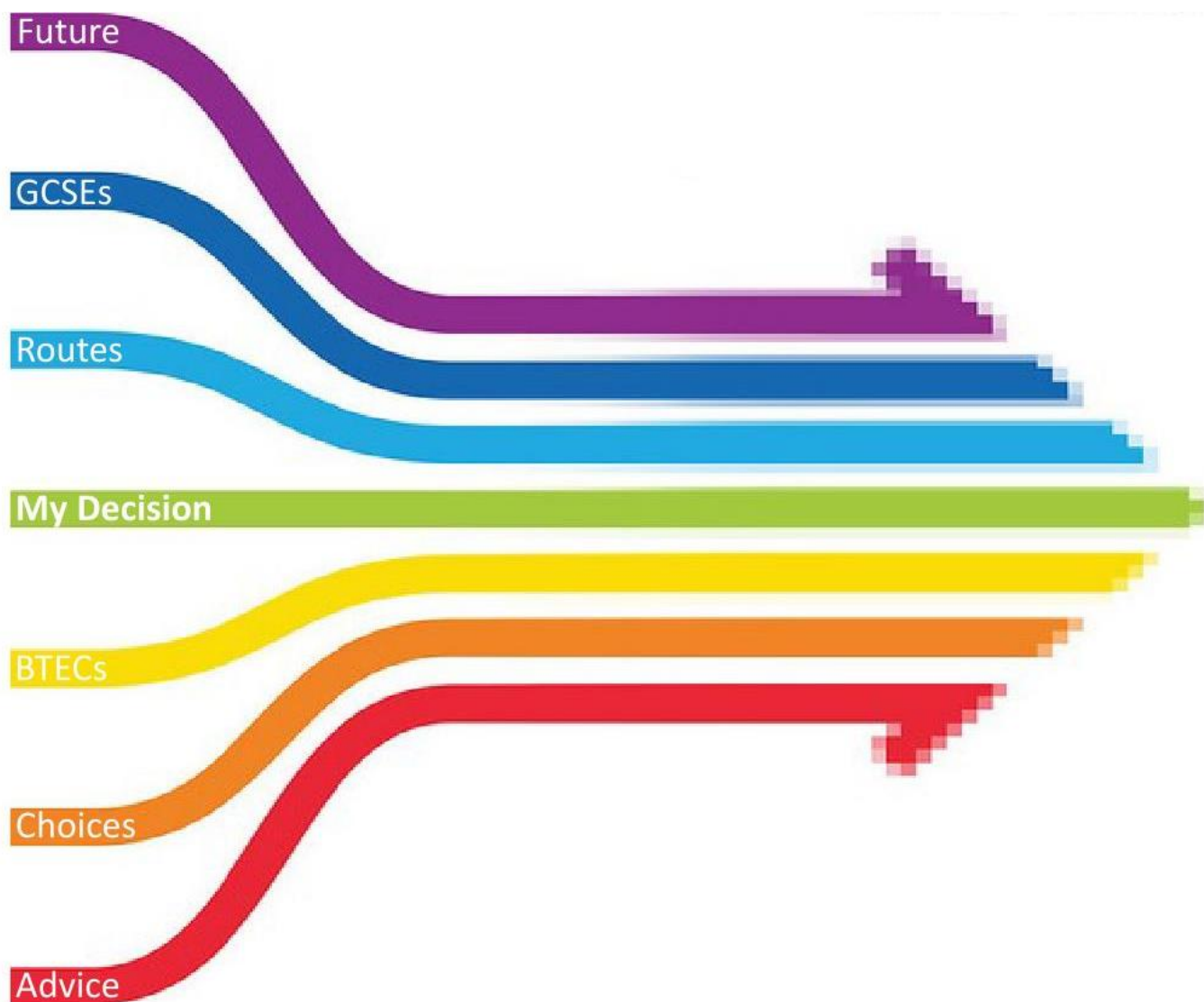




CROMPTON HOUSE



FUTURE READY CURRICULUM - PATHWAYS @ KS4 BOOKLET



2022-23



Key Stage 4 Pathways at Crompton House School



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* These are courses which give a GCSE equivalent qualification i.e. OCR Cambridge Nationals, BTEC's



INTRODUCTION

After half-term you will receive a personalised Pathways letter, outlining the route that you should potentially be on, and the choices that are therefore available to you. Over the next few weeks you will make some very important decisions about your GCSE subjects which you will begin studying in Year 10 (the exception being RS which has already begun).

We believe in providing a curriculum which is **appropriate, balanced, relevant**, and above all, challenging for everyone. In making your decisions, you should also consider what courses you may wish to study Post-16+ and beyond, in order to ensure progress. We will be helping to guide you through this process, making sure you have plenty of time to understand it, and ask questions, so that you plan and make decisions which are right for you.

This introduction to your Options booklet tries to answer some of the more general questions at the outset, please read it very carefully.

WHAT WILL BE DIFFERENT?

All pupils at Key Stage 4 have to follow a combination of subjects involving both a compulsory element and a degree of guided choice.

THERE ARE SOME SUBJECTS THAT YOU HAVE TO STUDY

Mathematics

English –
Language and
Literature

Science Combined
(additional option
for those who
wish to study 3
separate sciences)

PE (Core)
additional options
for those who
wish to study
examined PE

Religious Studies

Personal
Development
(PSHE)

Some of the Pathways also contain compulsory elements
such as Humanities and/or MFL.

WHICH SUBJECTS ARE A CHOICE?

Studied in five periods each fortnight

Art – Fine Art
Computer Science
Design Engineering*
French
History
Music Practice
Sociology

Art – Graphic Communication
Creative iMedia*
Drama
Geography
Hospitality & Catering*
Physical Education
Spanish

Business Studies
Design and Technology
Food and Nutrition
German
Music
Separate Sciences
Sports Studies*

* OCR Cambridge National or Vocational Award

Mr Banks (Options Coordinator), Mr Holt (Deputy Head in charge of Curriculum), Miss Clough (HOY 9), Mrs Heywood (SENCO) and the Curriculum Team Leaders will identify individuals / small groups of students, who, in their opinion, would benefit from following either a reduced academic timetable and/or undertaking some more vocational courses. Students and parents will be informed of this, and then taken through the application process at the appropriate time. Courses currently followed include: Work Skills*, Functional Skills in Mathematics and Communication Studies.

A Curriculum which is right for you

WHAT SHOULD I CHOOSE?

Give time and careful thought to your choices and choose subjects that suit you. You should take the following things into account:

- Which subjects do you like and enjoy doing?
- Which subjects are you good at?
- What are your plans for when you reach post 16 (Yr11) and post 18 (Yr13)?

Don't choose subjects because your friends are choosing them – you must do the right courses for your own interests and learning styles. Our Pathways process gives a greater number of students their first choice of Pathways subjects. Make sure your choices are broad, balanced and linked to your career and A level choices.

There is a some thought to go before you decide what you will do when you are 16 and then 18. However, you should be aware that your Pathways choices can have a direct impact on your future choices.

What if my aim is to go to a ‘top’ University?

Some subjects are commonly asked for in universities’ entry requirements, regardless of the course you’re applying to – this makes them a good choice to keep your options open. The subjects are: Biology, Chemistry, Physics, English, Geography, History, Maths, Modern and Classical Languages and Computing (EBACC subjects).

If you think you might want to go on to do A Levels in any of these subjects, then you should think very carefully about taking some of them at GCSE. Maths, English Maths and Science are compulsory but the other choices will be open to you. If you don’t know what career or university course you want, it can pay off later to take one or two of these.

What if I want to do A Levels but not in these subjects?

That is absolutely fine. There are hundreds of Universities and thousands of degree courses to choose from, and if the traditional academic subjects listed above are not what you are interested in then you can go on to do A Levels and degrees in a wide variety of subjects

What if I want to do vocational courses?

Then you can do, and this will still allow you to go on to University in the future if that is what you want. BTEC at Level 1 can lead to Level 2 which can lead on to Level 3 qualifications and then on to University degrees and equivalent. There are also a host of other vocational qualifications related to specific employment sectors. It is about what is right for you.

What if I don’t want to do any more qualifications after leaving school at 16?

All young people will be required to do additional training or education at age 16. The most common route into employment for 16 year olds is through **Apprenticeships**, and you will need at least 5 good GCSE grades including Maths and English to access most of them.

For all the above possible routes it is essential that you do as well as you possibly can at KS4, because you will then have a wider range of choices of what you might do when you are 16.

Please see next pages for general Do’s & Don’ts for choosing options.

How to make your choices

DO READ THIS BOOKLET
CAREFULLY



DO TALK IT OVER AT
HOME



DO REMEMBER YOUR IDEAS
MAY CHANGE LATER



DO CHOOSE A SUBJECT WHICH
YOU THINK WILL BE USEFUL TO
YOU LATER IN LIFE



DO GET ADVICE AND
INFORMATION ON YOUR
CURRENT CAREERS IDEAS



DO TALK TO TEACHERS ABOUT
YOUR STRONGEST SUBJECTS



DO LOOK FOR WHAT YOU
ENJOY AND ARE GOOD AT



DO ASK FOR THE VIEWS OF
THOSE WHO KNOW YOU BEST



How not to make your choices

'I will consult the planetary powers – what will, be will be!'



'My Mum wants me to do ???? So that's what I'm doing'



I will just do what my friends are doing. I don't want to be on my own.'



'I already know that I am going to be a doctor/lawyer/designer so I'm doing this'



'Last year, Year 10 went on a trip to ??????. I want to go there'



'I will just do whatever... it's not like it matters anyway?'



'I am going to be a footballer... as if I need GCSE's'



'I love my ????? teacher, she's such a laugh.'



'Sir says ????? Is really fun. I am definitely doing that.'



WHO WILL HELP ME?

The information in this booklet will help you to make wise, informed decisions. However, you will also need to talk to people who will listen to your ideas and offer advice. You must certainly discuss the information in this booklet with your parents/carers. It would also be useful to talk to your form teacher, older students at school and the people who teach the subjects you are interested in.

It can sometimes be a good idea to talk to your friends, but BEWARE - never choose a subject you are not really interested in, just because your friend has chosen it. In addition to this, all students and parents/carers will have the opportunity to have a guidance interview with a member of the Pastoral, CTL or SLT team. At this personalised meeting any final concerns or choice issues can be ironed out to ensure that the most suitable subjects are selected.

CAREERS INFORMATION

Choosing your subjects to study for GCSE is very important; it affects the opportunities open to you in the future, including possible jobs and A levels and courses at college and university.

Please use the Options Subject Information Evening and a Careers 'Fair', where people from local businesses, colleges, training providers and universities will be available for you to ask questions, which may help you decide which options to choose. You will also have the opportunity to talk to Mrs Fraser, the school Careers Adviser, Mrs Fraser can be contacted on adelefraser@positive-steps.org.uk. You can also make an individual appointment to speak to Mrs Fraser in school time to discuss your options. Either e-mail her directly or speak to your Head of Year.

CAN YOU GUARANTEE I WILL GET MY FIRST CHOICES?

We will make every effort to allocate your subject choices, but we cannot guarantee this because of availability of staff and group sizes, so some students may have to use reserve choices. Where there are more student requests than places available, names will be picked randomly. We will of course contact parents if this is the case.

PLEASE COMPLETE YOUR PERSONALISED PATHWAYS SHEET AND HAND INTO THE HUB BY
FRIDAY 18th February 2022

CORE SUBJECTS

Subject: English Language

EXAMINATION BOARD/SYLLABUS - AQA GCSE (8700)

COURSE CONTENT/SKILLS <https://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

Content:

Explorations in creative reading and writing.
Writers' viewpoints and perspectives.
Non-exam assessment (spoken language).

Skills:

Read a wide range of texts, fluently and with good understanding.
Read critically, and use knowledge gained from wide reading to inform and improve their own writing.
Write effectively and coherently using Standard English appropriately.
Use grammar correctly, punctuate and spell accurately.
Apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.
Listen to and understand spoken language, and use spoken Standard English effectively.

FORM OF ASSESSMENT

All texts in the examination will be unseen.

Paper 1: Explorations in Creative Reading and Writing

What's assessed

Section A: Reading

- one literature fiction text

Section B: Writing

- descriptive or narrative writing

Assessed

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Questions

Reading (40 marks) (25%)– one single text

- 1 short form question (1 x 4 marks)
- 2 longer form questions (2 x 8 marks)
- 1 extended question (1 x 20 marks)

Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Paper 2: Writers' Viewpoints and Perspectives

What's assessed

Section A: Reading

- one non-fiction text and one literary non-fiction text

Section B: Writing

- writing to present a viewpoint

Assessed

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Questions

Reading (40 marks) (25%) – two linked texts

- 1 short form question (1 x 4 marks)
- 2 longer form questions (1 x 8, 1 x 12 marks)
- 1 extended question (1 x 16 marks)

Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)



Non-examination Assessment: Spoken Language

What's assessed

(AO7–AO9)

- presenting
- responding to questions and feedback
- use of Standard English

Assessed

- teacher set throughout course
- marked by teacher
- separate endorsement (0% weighting of GCSE)

SKILLS & QUALITIES FOR SUCCESS

Students will draw upon a range of unseen texts as reading stimulus so those students who read regularly and widely will do well in English Language. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes so a good general knowledge will also lead to success. Students will be assessed on their ability to write effectively and need to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts. Again, students who read regularly and widely will be well prepared for the course.

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Any English teacher or Mr. Pacey (Head of the English Faculty.) d.pacey@cromptonhouse.org

FUTURES WITH ENGLISH LANGUAGE

GCSE English Language is good preparation for any job that involves communication of any form. Such jobs include, but are not limited to, advertising and marketing, writing and journalism, law, consultancy, business, teaching, performing arts, academia, government, linguistics, foreign languages, media and design. Careers in the sciences, engineering, technology and maths also need more English skills than you think. Writing proposals, academic papers and articles and communicating with others is key to getting funding for projects and reaching people with your work.

Subject: English Literature

EXAMINATION BOARD/SYLLABUS - AQA GCSE (8702)

COURSE CONTENT/SKILLS <https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

Content:

Shakespeare.
The nineteenth century novel.
Modern texts.
Poetry.

Skills:

Literal and inferential comprehension.
Critical reading.
Evaluation of a writer's choice of vocabulary, grammatical and structural features.
Comparing texts.
Producing clear and coherent text: writing effectively about literature for a range of purposes.
Accurate Standard English.

FORM OF ASSESSMENT

Paper 1: Shakespeare and the 19th-century novel

What's assessed

- [Shakespeare plays](#) (page 11)
- [The 19th-century novel](#) (page 11)

How it's assessed

- written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE

Questions

Section A Shakespeare: students will answer one question on their play of choice. 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 The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2: Modern texts and poetry

What's assessed

- [Modern prose or drama texts](#) (page 11)
- [The poetry anthology](#) (page 12)
- [Unseen poetry](#) (page 12)

How it's assessed

- written exam: 2 hour 15 minutes
- 96 marks
- 60% of GCSE

Questions

Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

SKILLS & QUALITIES FOR SUCCESS

Students will be encouraged to develop knowledge and skills in reading, writing and critical thinking. During the course students read a range of classic and modern literature, making connections across their reading. With this in mind, those students who read widely for pleasure will be the most successful in the course. Students also have to write accurately, effectively and analytically about their reading, using Standard English. They also need to criticise and analyse what they read, so students who are used to discussion and debate do well in the course.

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Any English teacher or Mr. Pacey (Head of the English Faculty.) d.pacey@cromptonhouse.org

FUTURES WITH ENGLISH LANGUAGE

GCSE English Literature is good preparation for any job that involves communication and critical thinking. Such jobs include, but are not limited to, advertising and marketing, writing and journalism, law, politics, consultancy, business, teaching, performing arts, academia, linguistics, foreign languages, media and design. Careers in the sciences, engineering, technology and maths also need more English skills than you think. Writing proposals, academic papers and articles and communicating with others is key to getting funding for projects and reaching people with your work.

THOUGHTS ON:

HOW TO FIND THE RIGHT CAREER

(Please follow throughout the booklet)

Subject: Maths

Examination Board/Syllabus: Edexcel

COURSE CONTENT/SKILLS -

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

Students are assessed in six areas: Number, Algebra, Ratio and proportion, geometry, probability and statistics.

There are two tiers of entry: Higher Tier (grades 9-3 available) and Foundation Tier (grades 5-1 are available).

Each student is permitted to take assessments in either the Foundation tier or Higher tier.

All three papers must be at the same tier of entry and must be completed in the same assessment series.

The qualification consists of three equally weighted written examination papers at either Foundation tier or Higher tier.

FORM OF ASSESSMENT

All three papers must be at the same tier of entry and must be completed in the same assessment series.

Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3.

Each paper is 1 hour and 30 minutes long.

Each paper has 80 marks.

The table below illustrates the topic areas covered in this qualification and the topic area weightings for the assessment of the Foundation tier and the assessment of the Higher tier.

Tier	Topic area	Weighting
Foundation	Number	22 - 28%
	Algebra	17 - 23%
	Ratio, Proportion and Rates of change	22 - 28%
	Geometry and Measures	12 - 18%
	Statistics & Probability	12 - 18%
Higher	Number	12 - 18%
	Algebra	27 - 33%
	Ratio, Proportion and Rates of change	17 - 23%
	Geometry and Measures	17 - 23%
	Statistics & Probability	12 - 18%

AO1: Use and apply standard techniques (Higher-40% Foundation-50%) Students need to recall facts and carry out routine procedures

AO2: Reason, interpret and communicate mathematically (Higher-30% Foundation 25%) Students need to make deduction, interpret and communicate information, present proofs and construct chains of reasoning.

AO3: Solve problems within mathematics and in other contexts (Higher 30% Foundation-25%) Students need to make and use connections between different parts of mathematics, they need to translate problems into a series of mathematical processes.

SKILLS & QUALITIES FOR SUCCESS

Students need to be independent thinkers. They must develop resilience and persistence. Students must be prepared to practice their skills and look for links and patterns in mathematics. Successful students are tenacious and hard working. They relish the challenge of mathematics and never give up. They appreciate that everyone can improve with effort.

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Mrs C. Borthwick (Head of Subject). c.borthwick@cromptonhouse.org

FUTURES WITH MATHS ?

Mathematics is fundamental in so many occupations. The ability to solve a problem independently cannot be overlooked and all types of employment require mathematical competence. For those who may wish to pursue a career where they will be using high levels of mathematics then there are many options: business, finance, engineering, computer programming, logistics, accountancy and research.

Subject: Combined Science

Examination Board/Syllabus: AQA Combined Science Trilogy

COURSE CONTENT/SKILLS -

<https://www.aqa.org.uk/subjects/science/gcse/combined-sciencetrilogy-8464>

Biology

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Chemistry

8. Atomic structure and the periodic table
9. Bonding, structure, and the properties of matter
10. Quantitative chemistry
11. Chemical changes
12. Energy changes
13. The rate and extent of chemical change
14. Organic chemistry
15. Chemical analysis
16. Chemistry of the atmosphere
17. Using resources

Physics

18. Energy
19. Electricity
20. Particle model of matter
21. Atomic structure
22. Forces
23. Waves
24. Magnetism and electromagnetism

FORM OF ASSESSMENT

How it's assessed

Written exam: 1 hour 15 minutes, 2 biology papers, 2 chemistry papers and 2 physics papers

Foundation and Higher Tier Multiple choice, structured, closed short answer, and open response.

SKILLS & QUALITIES FOR SUCCESS

Science is a set of ideas about the material world. We have included all the parts of what good science is at GCSE level: whether it be investigating, observing, experimenting or testing out ideas and thinking about them. The way scientific ideas flow through the specification will support you in building a deep understanding of science. This will involve talking about, reading and writing about science plus the actual doing, as well as representing science in its many forms both mathematically and visually through models.

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Your child's Science teacher or Dr O'Brien Head of Science e.obrien@cromptonhouse.org

FUTURES WITH COMBINED SCIENCE?

From research in space to the depths of the oceans, science helps you understand the world around you.

Biology careers can lead you to study living organisms to help develop biological knowledge and understanding of living processes for a number of different purposes, including treatment of disease and sustaining the natural environment.

Chemistry forms the basis of other related subjects such as: • environmental chemistry – understanding and solving challenges such as climate change, pollution or waste management on a molecular level • materials chemistry – looking at the chemical structure of materials and using this knowledge to develop the materials of the future • chemical engineering – producing chemical products on an industrial scale • biological sciences – such as biochemistry, molecular biology and pharmacology.

From cancer treatment to tackling climate change, gaming to robotics and artificial intelligence, physics and physicists are on the front line, helping to shape the future. At a time when jobs are changing, physics offers a vast and expanding range of career paths.

And it's not only science and technology. What many people don't realise is how valued and respected science skills and ways of thinking are in other, often well-paid, industries – like finance and law.

ASK YOURSELF:
What are my
interests?



**Which
subjects
do I like?**



Subject: GCSE Religious Studies

Examination board / syllabus. AQA GCSE Religious Studies A (Christianity and Judaism (exc. textual studies))

Course Content / Skills <https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>

Religious Studies GCSE covers a range of the major world religions (Christianity and Judaism are studied at Crompton House) and contemporary ethical themes.

Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.

Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills.

Full Course:

1. Christian Beliefs
2. Christian Practices
3. Jewish Beliefs
4. Jewish Practices
5. Religion, Peace and Conflict
6. Relationships and families
7. Religion and Life
8. Crime and Punishment

Selected students maybe invited to follow the short course RS if this is deemed appropriate.

The course comprises of;

1. Christian Beliefs
2. Jewish Beliefs
3. Religion, Peace and Conflict
4. Relationships and families

Form of Assessment

This is a linear qualification in which all assessments must be taken at the end of the course. This course is assessed through examinations taken at the end of Year 11. There is no coursework element.

Full Course: 100% exam

Paper 1: Religion Paper (Christianity and Judaism) 1hr 45mins to answer four 5-part questions.

Paper 2: Theme paper - 1hr 45mins to answer four 5-part questions. Students will study and choose to answer 4 of the 6 themes on the paper.

Each question on both papers has a common structure of five-part questions of 1, 2, 4, 5 and 12 marks.

Examples of our exam papers can be found:

Full course: Paper 1 –

<https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2018/june/AQA-806213-QP- JUN18.PDF>

Paper 2 - <https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2018/june/AQA-80622A-QP-JUN18.PDF>

Skills and Qualities for success

Students are assessed on their knowledge of religious belief; they do not have to have a personal belief in order to successfully be examined on their understanding of Jewish and Christian beliefs and practices.

Students will need to apply their knowledge of this religious content to the ethical issues chosen.

Skills which will help students are: communication, empathy, analyzing and interpreting religious belief, evaluating ideas, being able to understand why people might come to a different conclusion to you.

If I have any further questions about this who do I speak to?

Mrs Ahmed-Swift (Head of Subject) or your class teacher. The whole RS department teaches on the GCSE course and can give you further information about our course, its content and how it is assessed.

Futures with Religious Studies:

Jobs directly related to your degree include: Higher education lecturer, Primary school teacher, Secondary School teacher and Chaplain.

Jobs where your degree would be useful include: Advice worker, Archivist, Charity fundraiser, Civil Service Administrator Counsellor, Community development worker, International aid/development worker. Mediator, Newspaper Journalist, Police Officer, Youth Worker.

Core PE

Non-Examined

CORE PE lessons are the standard **PE** lesson that every student is required to take in schools, up to the age of 16. We use them to promote:

- a healthy and active lifestyle.
- To encourage participation in lifelong sport / physical activity.
- To develop key life skills (such as teamwork; co-operation; communication; discipline).
- To provide an opportunity for students to learn about their strengths and weaknesses in a practical setting.

We aim to make PE lesson fun and engaging and all we ask in return is that students have a go and turn up to each lesson with a positive attitude!



Subject: GCSE Geography

Examination Board/Specification: AQA / 8035

COURSE CONTENT/SKILLS <https://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

GCSE Geography students will travel the world from the classroom, exploring case studies in the United Kingdom (UK), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them. Upon completion of this two-year course, students will have the skills and experience to progress onto A-level and beyond.

FORM OF ASSESSMENT

UNIT 1	35% of marks	1.5 hour exam	All papers have multiple choice and short answer data response questions. Knowledge, understanding and skills are examined.
UNIT 2	35% of marks	1.5 hour exam	
UNIT 3	30% of marks	1 hour exam	Fieldwork paper based on the Swanage, Dorset residential fieldwork and other geographical skills. There is also an Issue Evaluation Study. Pre-release material is studied before the exam.

SKILLS & QUALITIES FOR SUCCESS

Geography at GCSE builds on the background knowledge learnt at KS3. You will learn in a variety of ways – from independent study to ICT skills, from group work to fieldwork. The department has placed a variety of different resources and activities onto Teams resources so that the learning experience is more personalised.

Fieldwork: An essential part of Geography is fieldwork. To help understand the physical and human world we do fieldwork in a beautiful part of the country – the Swanage coastline in Dorset. You will learn on a 4-day residential where you will complete all the necessary data collection and make geography real. There is also the opportunity to participate on the awe and wonder 5-day fieldtrip to Iceland to see this wonderful country and to experience tectonic activity in real life!

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Who to see for more information:

Head of Department Mr P. Douglas – p.douglas@cromptonhouse.org

Course teachers – Mr A. Hardman – Mr J. Banks - Miss R. Halpin – Miss M.Khatum - Miss H.Ramshaw

FUTURES WITH GEOGRAPHY?

A GCSE in Geography is a stepping-stone to a whole range of future opportunities. The skills you develop will support you in further studies and employment.

The close link between the subject and the world around us makes for a long and varied list of related careers.

Professional Geographers can be teachers, lecturers, those working in Geographical Information Systems (GIS) and environmental and development areas. Employment opportunities where your geographical skills will be particularly valued include journalism and media, the law, engineering, business management, ICT, environmental management, teaching, economic planning, marketing, leisure, recreation and tourism, surveying.

Further information from: www.rgs.org/careers

Subject: GCSE HISTORY

Examination Board/Syllabus: AQA History

COURSE CONTENT/SKILLS <https://www.aqa.org.uk/subjects/history/gcse>

Students study 4 units at GCSE and the final examination is comprised of two 2-hour papers.

Paper 1:

Germany, 1890–1945: Democracy and Dictatorship: This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.

Conflict and Tension: The First World War, 1894–1918: This wider world depth study enables students to understand the complex and diverse interests of the Great Powers and other states. It focuses on the causes, nature and conclusion of the First World War and seeks to show how and why conflict occurred, and why it proved difficult to bring the war to a conclusion. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.

Paper 2:

Britain: Health and the people: c1000 to the present day: This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short- and long-term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impacted on the core themes. Students will have the opportunity to see how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation, but these ideas and events should be referenced in terms of their effects on the core theme for Britain and British people.

Elizabethan England, c1568–1603: This option allows students to study in-depth a specified period: the last 35 years of Elizabeth I's reign. The study will focus on the major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints. Students will investigate the contemporary and historical controversies that surround Elizabeth's reign.

FORM OF ASSESSMENT

Students complete two final written examinations. Paper 1 is worth 84 marks (including 4 marks for spelling, punctuation and grammar) and is comprised of 6 compulsory questions for Democracy and Dictatorship and 4 compulsory questions for Conflict and Tension. Paper 2 is worth 84 marks (including 4 marks for spelling, punctuation and grammar) and is comprised of 4 compulsory questions for Britain and Health and 4 compulsory questions for Elizabeth.

Students will complete regular assessments in class under timed conditions to aid them in their preparation for the final examinations. They will also complete a range of formative assessment to both aid them in their revision of subject content and examination skills. Teachers will provide students with detailed verbal and written feedback along with clear steps for progression.

SKILLS & QUALITIES FOR SUCCESS

An enthusiasm for History is the most important factor, as is a strong work ethic! However, alongside their study of some fascinating historical periods, events and controversies, students also develop a number of skills. History is about so much more than an accumulation of lots of facts. The study of History allows students to develop a range of skills including those of analysis, interpretation, empathy and even the ability to argue persuasively. Students find that their confidence and ability to communicate grows, as does their organisational skills. All these skills aid students in their future pathways.

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Students will find that their History teacher will be more than happy to discuss the GCSE course in more detail. Alternatively, they can come and see Miss Duthie (Head of History) or email: v.robinson@cromptonhouse.org

FUTURES WITH HISTORY?

History students are not just limited to "becoming another history teacher" (unless they want to of course!). There are so many careers out there that require the skills that a study of history can bring; law, medicine, business, finance, accountancy, tourism, town planning, politics, journalism, museums, libraries and research to name but a few. In addition, the skills developed in History also complement science-based subjects.

Subject: GCSE French

Examination Board/Syllabus: AQA

COURSE CONTENT/SKILLS

<https://filestore.aqa.org.uk/resources/french/specifications/AQA-8658-SP-2016.PDF>

Students will be expected to understand and provide information and opinions about the following three themes relating to their own experiences and those of other people, including people in countries/communities where French is spoken.

Theme 1 - Identity and Culture (Me my family and friends, Technology, Free Time and Customs and Traditions)

Theme 2 – Local, National, International and Global Areas of Interest (Home, town, neighbourhood and region, Social Issues, Global Issues and Travel and Tourism)

Theme 3 – Current and Future Study and Employment

All three broad themes will be covered in each component of listening, speaking reading and writing. The GCSE French scope of study has a high literacy and linguistic content. Drawing inferences and higher order thinking skills carry great importance and students will be expected to develop and use their knowledge of grammar progressively throughout the course.

FORM OF ASSESSMENT

This is a linear qualification in which all assessments must be taken at the end of the course. Students may be entered for either Foundation Tier (maximum grade = grade 5) or Higher Tier (maximum grade = grade 9) but they must be entered at the same tier for all four skills.

There are 4 papers which are equally weighted (each worth 25% of GCSE).

Paper 1 – Listening - Understanding and responding to different types of spoken language (Questions and answers in English and French)

Paper 2 – Speaking - Communicating and interacting effectively in speech for a variety of purposes (Role-play, photo card and general conversation)

Paper 3 – Reading - Understanding and responding to different types of written language (Questions and answers in English and French and translation into English)

Paper 4 – Writing - Communicating effectively in writing for a variety of purposes (Extended writing task(s) and translation into French)

SKILLS & QUALITIES FOR SUCCESS

Students will acquire and apply knowledge, skills and understanding through the development of language skills in a variety of contexts and for a variety of purpose. This GCSE in MFL will enable learners to: develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with accuracy

- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, including literary type texts
- develop awareness and understanding of the culture and identity of other countries and communities
- develop language learning skills both for immediate use and to prepare them for further language study

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Miss Hollin (Head of Subject) at g.hollin@cromptonhouse.org or your languages teacher.

FUTURES WITH FRENCH?

In today's global economy, language skills are in high demand in almost every industry and sector, with employers rating proficiency in a second language second only to IT skills as the most desirable trait in a job candidate. Not only will your knowledge of a foreign language be highly valued by employers and higher education institutions, but so too will the transferable skills that you gain from learning it, such as your cultural awareness and excellent communication skills. Here are some sectors where language skills are in demand:

Tourism	Education	Translation and Interpretation	Business and finance
Marketing and media	Engineering	International aid and development	Politics Law

Subject: GCSE Spanish

Examination Board/Syllabus: AQA

COURSE CONTENT/SKILLS

<https://filestore.aqa.org.uk/resources/spanish/specifications/AQA-8698-SP-2016.PDF>

Students will be expected to understand and provide information and opinions about the following three themes relating to their own experiences and those of other people, including people in countries/communities where Spanish is spoken.

Theme 1 - Identity and Culture (Me my family and friends, Technology, Free Time and Customs and Traditions)

Theme 2 – Local, National, International and Global Areas of Interest (Home, town, neighbourhood and region, Social Issues, Global Issues and Travel and Tourism)

Theme 3 – Current and Future Study and Employment

All three broad themes will be covered in each component of listening, speaking reading and writing. The GCSE Spanish scope of study has a high literacy and linguistic content. Drawing inferences and higher order thinking skills carry great importance and students will be expected to develop and use their knowledge of grammar progressively.

FORM OF ASSESSMENT

This is a linear qualification in which all assessments must be taken at the end of the course. Students may be entered for either Foundation Tier (maximum grade = grade 5) or Higher Tier (maximum grade = grade 9) but they must enter at the same tier for all four skills.

There are 4 papers which are equally weighted (each worth 25% of GCSE).

Paper 1 – Listening - Understanding and responding to different types of spoken language (Questions and answers in English and Spanish)

Paper 2 – Speaking - Communicating and interacting effectively in speech for a variety of purposes (Role-play, photo card and general conversation)

Paper 3 – Reading - Understanding and responding to different types of written language (Questions and answers in English and Spanish and translation into English)

Paper 4 – Writing - Communicating effectively in writing for a variety of purposes (Extended writing task(s) and translation into Spanish)

SKILLS & QUALITIES FOR SUCCESS

Students will acquire and apply knowledge, skills and understanding through the development of language skills in a variety of contexts and for a variety of purpose. This GCSE in MFL will enable learners to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts.
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, including literary type texts
- develop awareness and understanding of the culture and identity of other countries and communities
- develop language learning skills both for immediate use and to prepare them for further language study

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Miss Hollin (Head of Subject) at g.hollin@cromptonhouse.org or your languages teacher.

FUTURES WITH SPANISH?

In today's global economy, language skills are in high demand in almost every industry and sector, with employers rating proficiency in a second language second only to IT skills as the most desirable trait in a job candidate. Not only will your knowledge of a foreign language be highly valued by employers and higher education institutions, but so too will the transferable skills that you gain from learning it, such as your cultural awareness and excellent communication skills.

Here are some sectors where language skills are in demand:

Tourism	Education	Translation and Interpretation	Business and finance
Marketing and media	Engineering	International aid and development	Politics Law

OPTION SUBJECTS

Year 9

Option

choices

Subject: GCSE Art & Design: Fine Art

Examination Board/Syllabus: AQA

COURSE CONTENT/SKILLS <https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

In Year 10, students will begin by learning the skills and techniques which will enable them to tackle the coursework units effectively. These will include drawing, painting, mixed media, printmaking and 3D media. Photography will be used to record ideas and software such as Photoshop are available for image manipulation.

For Unit 1, students will complete two or three coursework projects for which the teacher will set starting points, for example portraits, urban landscape or identity. They will be encouraged to look at the works of relevant artists to inform their own work. Students will be encouraged to research, experiment with appropriate techniques and processes and develop their own ideas. Unit 2 is an externally set task. It takes place in the Spring term of Year 11 when students will choose from a range of subject matter provided by the examination board. They will have several weeks to prepare for a final response which takes place during two five-hour sessions.

FORM OF ASSESSMENT

For both units, students will be expected to address the examination assessment objectives which include developing ideas, refining ideas, experimenting and selecting appropriate resources, recording ideas and observations and presenting a personal response. They will also be expected to learn about other artists in order to inform their own work.

The work for both units is internally assessed by the staff in the Art Department before being moderated by a visiting representative from the examination board.

SKILLS & QUALITIES FOR SUCCESS

Perseverance - Art students have a long road ahead of them and they need to accept that they won't get everything right the first time. With art, the general rule tends to be that the more you put in, the more you get out – and that applies to skills, techniques, and theory.

Enthusiasm for the subject. You don't have to love art all the time, but you really should love it most of the time.

There are different things that will feed into your general enjoyment and enthusiasm; sometimes it's the process, maybe it's the finished product, other times it's seeing the big picture that each piece fits into.

Resilience. You will always be able to grow as an artist, and to be able to grow you need to be able to accept criticism.

Independence. You need be able to research, learn, and practice things without being told to.

Imagination is imperative for art. Your mind and the unique thoughts it holds is a gift only you can give to the world.

Organisation

We all have different ways of organising ourselves; some of us are precise and specific, others prefer to leave things a bit looser. However, as long as you have a plan and you know what you are doing, you'll be in control.

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Head of Department: Mrs H Whittaker h.whittaker@cromptonhouse.org ...or any of the art staff

FUTURES WITH?

Art and Design is everywhere you look – from the clothes that you wear to the images you see on your computer screen. There are many opportunities for students who pursue Art and Design.

We offer A level Fine Art at Crompton House. An A level in Art could lead to a degree course in literally hundreds of art and design areas. These include fine art, sculpture, graphic design, interior design, ceramics, fashion, animation, multimedia, theatre, TV and film, advertising and architecture, to name but a few. Past students have now become a fashion photographer, an architect, teachers, a textile designer and an illustrator.

SUBJECT: GCSE Art & Design : Graphic Communication (Multimedia)

Exam Board: AQA

Course content: The course specification can be found at: <https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

This is a very popular Art and Design course which focuses on Graphic Communication and specifically Multimedia. It attracts students who would like to work to design briefs using both traditional 2D approaches (for example drawing, painting, printmaking) and new technologies such as digital photography, image manipulation and animation. Briefs have included city themed skateboard designs, cover for a fashion magazine and design for a site specific mural. We have also offered live briefs and the opportunity to work alongside professional designers. We have a set of Apple Mac computers, cameras, scanners, drawing tablets and other equipment to which students have full access.

We also offer relevant gallery trips and visits – including residential trips to a European city.

The practical nature of this course provides a balance to a curriculum weighted to more academic subjects.

Research confirms that Arts education strengthens student problem-solving and critical thinking skills, adding to overall academic achievement, school success, and preparation for the world of work. Today, more than ever, the arts are needed by our young people as a forum for safe expression, communication, exploration, imagination, and cultural and historical understanding.

Skills and techniques:

In Year 10, students will begin by learning the skills and techniques which will enable them to tackle the coursework units effectively. These skills will include drawing, photography and computer skills including relevant software such as Photoshop. They will also learn how to meet the requirements of a design brief.

For Unit 1, students will respond to two or three different project briefs. They will be encouraged to look at the works of relevant artists and designers to inform their own work. Students will be encouraged to research, experiment with appropriate techniques and processes and develop their own ideas to meet the requirements of the brief. Unit 2 is an externally set task. It takes place in the Spring term of Year 11 when students will be set a brief by the examination board. They will have several weeks to prepare for a final response which takes place during two five-hour sessions.

Form of assessment:

For both units, students will be expected to address the examination assessment objectives which include developing ideas, refining ideas, experimenting and selecting appropriate resources, recording ideas and observations and presenting a personal response to the brief. They will also be expected to learn about other artists and designers in order to inform their own work.

The work for both units is internally assessed by the staff in the Art Department before being moderated by a visiting representative from the examination board.

Futures with Graphic Communication:

There are many opportunities for students who pursue this course as the creative industries are the fastest growing sector within the UK. We offer A level Fine Art at Crompton House. An A level in Art could lead to a degree course in literally hundreds of art and design areas. These include fine art, sculpture, graphic design, interior design, ceramics, fashion, animation, multimedia, theatre, TV and film, advertising and architecture, to name but a few. Past students have now become a fashion photographer, an architect, teachers, a textile designer and a games designer.

Course combinations:

Graphic Communication compliments other creative subjects such as Music, Drama and Design Technology. It also provides the opportunity for students to develop important transferable skills such as critical thinking, problem solving, communication, independent learning and decision-making. It encourages students to meet deadlines. These skills are useful in all areas of life.

Other information:

Examples of work can be seen around the school, around the art department and in the main school hall.

Who to see for more information:

Head of Department: Mrs H Whittaker h.whittaker@cromptonhouse.org ...or any of the art staff

Subject: GCSE Business Studies

Examination Board/Syllabus: GCSE (9-1) Edexcel

COURSE CONTENT/SKILLS

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html>

Theme 1 An Introduction to Small Business

This unit involves looking at how a small business spots an opportunity in the market. It looks at the skills and risks involved in setting up a small business and the qualities and characteristics of entrepreneurs. Students investigate what makes a start-up effective and the opportunities that setting up a business has to offer; it also considers the economic factors that can affect the performance of a business.

Topic 1.1 Enterprise and entrepreneurship – students are introduced to the dynamic nature of business in relation to how and why business ideas come about. They also explore the impact of risk and reward on business activity and the role of entrepreneurship.

Topic 1.2 Spotting a business opportunity – students will explore how new and small businesses identify opportunities through understanding customer needs and conducting market research. They will also focus on understanding the competition.

Topic 1.3 Putting a business idea into practice – this topic focuses on making a business idea happen through identifying aims and objectives and concentrating on the financial aspects.

Topic 1.4 Making the business effective – students will explore a range of factors that impact on the success of the business, including location, the marketing mix and the business plan.

Topic 1.5 Understanding external influences on business – students are introduced to a range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy. Students will explore how businesses respond to these influences.

Theme 2 Building a Business

This unit introduces larger businesses, looking at their Marketing, Human Resources, Finance, Operations Management functions and also how to grow a business.

Topic 2.1 Growing the business – students are introduced to methods of growth and how and why business aims, and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored.

Topic 2.2 Making marketing decisions – students will explore how each element of the marketing mix is managed and used to inform and make business decisions in a competitive marketplace.

Topic 2.3 Making operational decisions – this topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes.

Topic 2.4 Making financial decisions – students will explore the tools a business has to support financial decision making, including ratio analysis and the use and limitation of a range of financial information.

Topic 2.5 Making human resource decisions – growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity. These aspects are considered in this final topic.

FORM OF ASSESSMENT

Unit 1	Investigating Small Business (1 hour 30 mins) 50% of GCSE	The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper.
Unit 2	Building a Business (1 hour 30 mins) 50% of GCSE	The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper.

There will also be continued summative assessment throughout the two-year course.

SKILLS & QUALITIES FOR SUCCESS

Throughout the course, students will develop a range of skills such as:

Develop problem-solving and decision-making skills relevant to real life businesses as well as case study examples.

- Investigate, develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen.
- Develop their skill to draw on evidence to make informed business decisions and solve business problems.
- Develop as effective and independent students, and as critical and reflective thinkers with enquiring minds.
- Continually develop their communication, teamwork, leadership and organisation skills all of which are essential when applying for further education and employment.

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Head of Department: Mrs P Walsh

p.walsh@cromptonhouse.org

Course Teachers Miss O Davidson

o.davidson@cromptonhouse.org

Mr R Kelly

r.kelly@cromptonhouse.org

FUTURES WITH BUSINESS STUDIES

There is the scope to take Business Studies into any career choice but particularly Management, Accountancy, Law, Marketing, Advertising, Human Resources, Teaching / Lecturing, Civil Service and Consultancy but given the diverse nature of the subject this is really a subject that will be of use in any field of work.

Who would I like to work with?



Do you want to teach, help, organise or investigate?

Where would I like to work?



Compare different careers



Which ones include the things you like?

Subject: GCSE 9-1 Computer Science

Examination Board/Syllabus: OCR J277

COURSE CONTENT/SKILLS

<https://www.ocr.org.uk/Images/558027-specification-gcse-computer-science-j277.pdf>

Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation

- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- Think creatively, innovatively, analytically, logically and critically
- Understand the components that make up digital systems, and how they communicate with one another and with other systems
- Understand the impacts of digital technology to the individual and to wider society
- Apply mathematical skills relevant to Computer Science.

FORM OF ASSESSMENT

Content Overview	Assessment Overview
J277/01: Computer systems This component will assess: 1.1 Systems architecture 1.2 Memory and storage 1.3 Computer networks, connections and protocols 1.4 Network security 1.5 Systems software 1.6 Ethical, legal, cultural and environmental impacts of digital technology	Written paper: 1 hour and 30 minutes 50% of total GCSE 80 marks This is a non-calculator paper. All questions are mandatory. This paper consists of multiple-choice questions, short response questions and extended response questions.
J277/02: Computational thinking, algorithms and programming This component will assess: 2.1 Algorithms 2.2 Programming fundamentals 2.3 Producing robust programs 2.4 Boolean logic 2.5 Programming languages and Integrated Development Environments	Written paper: 1 hour and 30 minutes 50% of total GCSE 80 marks This is a non-calculator paper. This paper has two sections: Section A and Section B. Students must answer both sections. All questions are mandatory. In Section B, questions assessing students' ability to write or refine algorithms must be answered using either the OCR Exam Reference Language or the high-level programming language they are familiar with.

SKILLS & QUALITIES FOR SUCCESS

If you are thinking of a career in the Web Development, Film Animation, Digital Marketing, Social Networking or Gaming you should think about Computer Science. You will enjoy Mathematics, thinking creatively, innovatively, analytically, logically and critically. The subject is enjoyed by both genders as it develops a wide range of communication and thinking skills. For more information visit <http://excitingcareers.bcs.org/films/index.php>

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Head of Department: Mrs S Rasool s.rasool@cromptonhouse.org
Course Teacher: Mr R Maunders r.maunders@cromptonhouse.org

FUTURES WITH COMPUTER SCIENCE

Students who want to go on to higher study and employment in the field of Computer Science will find it provides a superb 'stepping-stone'. Students can progress to the A Level Computer Science, BTEC IT courses or coding apprenticeships.

Subject: Creative iMedia J834

EXAM BOARD/SYLLABUS - OCR Cambridge Nationals Level 1/2

COURSE CONTENT & SKILLS

Cambridge Nationals - Creative iMedia Level 1/Level 2 - J834 - OCR

This qualification will assess the application of creative media skills through their practical use. They will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and; future economic well-being. The qualifications will encourage independence, creativity and awareness of the digital media sector.

FORM OF ASSESSMENT

This is a vocational qualification where students can achieve a level 1 or level 2 certificate.
The NEA Non-Exam Assessment is 60% of overall grade and the written exam is 40% in year 11.
Unit R094: Visual Identity & Digital Graphics NEA Non-Exam Assessment 50 UMS
Unit R097: Interactive & Digital Media NEA Non-Exam Assessment 70 UMS
Unit R093: Creative iMedia in the Media Industry EXAM 1 hour and 15 minute 80 UMS

Unit R093: Creative iMedia in the media industry

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

Topics include:

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

Part A – includes closed response, multiple choice and short answer questions which assess PO1 [10 marks].

Part B – includes closed response, short answer and three extended response questions. Two of the extended response questions will assess PO3 and the third, PO1/PO2. All part B questions relate to a single scenario [60 marks].

Unit R094: Visual identity and digital graphics

In this unit you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences.

Topics include:

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

Unit R097: Interactive digital media

In this unit you will learn how to plan, create and review interactive digital media products.

Topics include:

Plan interactive digital media
Create interactive digital media
Review interactive digital media

SKILLS & QUALITIES FOR SUCCESS

Students must have an excellent work ethic during every lesson as the NEA will be completed under supervision. The student needs to be independent as no group work is allowed during the NEA.

IF YOU HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Head of Department Mrs S Rasool

s.rasool@cromptonhouse.org

Teacher

Mr R Maunders

r.maunders@cromptonhouse.org

Specification: Cambridge National Level 1/2 Creative iMedia to see for more information:

FUTURES WITH CREATIVE IMEDIA

Students who complete this qualification will have skills in numerous i-media sectors which can then be further developed post 16. Career ideas include: Animator, Broadcast Engineer, Screenwriter, Photographer, Film Maker, Set Designer, Media Researcher, Audio-Visual Technician, Studio Sound, Engineering, Editor, Advertising Executive.

Subject: GCSE Design and Technology: Product Design

EXAM BOARD/SYLLABUS - AQA Product Design

COURSE CONTENT & SKILLS

<https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>

The study of Design and Technology seeks to prepare students to participate confidently and successfully, including historical, social/cultural, environmental and economic factors.

Pupils will gain an understanding of the characteristics, properties and uses of materials along with construction and shaping techniques. This will be done using contextual design briefs and working through an iterative design process of exploring, creating and evaluating.

Students are encouraged to become autonomous and be creative problem solvers through learning innovative design skills - combining practical skills with an understanding of aesthetic, social and environmental issues, function and industrial practice as well as carrying out design and make activities using contextual real-life situations; where pupils use creativity and imagination applying a broad knowledge of mathematical and scientific principles in order to solve real and relevant problems.

FORM OF ASSESSMENT

Assessments are ongoing as part of mini projects and theory assignment throughout Yr10. These are based on real-life situation and design briefs, as well as studying theoretical principles based on materials science and mathematical problems. At the end of year 10, from the 1st June, pupils will start the Non-Examined Assessment (NEA) piece, which contributes to 50% of the overall GCSE. There is also an exam, which will be sat at the end of year 11, this will be based on Core Technical Principles, Polymer material science, technological and mathematical principles.

SKILLS & QUALITIES FOR SUCCESS

Below is a skills list for success:

Maths Skills, Designing Skills, Creativity, Organisation, Presentation Skills, Keeping to deadlines, Communication Skills, Iteration Skills, Project Management Skills

IF YOU HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Mr Broderick
Miss Mustoe
Mrs Dunkerley

FUTURES WITH DESIGN & TECHNOLOGY

A number of future pathways/careers are listed below:

- | | | |
|---------------------|---------------------|-------------------|
| • Advertising | • Apprenticeships | • Architecture |
| • Automotive Design | • Carpentry/Joinery | • Engineering |
| • Graphic Design | • Industrial Design | • Interior Design |
| • Landscape Design | • Manufacturing | • Product Design |

Project Management

At A Level the Design and Technology Department offers a GCE in Product Design and this course will further pupil's knowledge and skills developed at GCSE.

Subject: Design Engineering

EXAM BOARD/SYLLABUS: OCR

Cambridge National Level 1/2

COURSE CONTENT & SKILLS

This qualification is aimed at pupils who wish to study the processes involved in designing new engineered products and the requirements of a design specification. Through research and practical activities, learners will understand how market requirements and opportunities inform client briefs and will use practical skills such as drawing, computer aided design (CAD) and model making to communicate design ideas.

There are three mandatory units. These comprising of a theory unit worth 40% of the course, where pupils will sit an exam (1h 15min) and two coursework units worth 30% each.

In the first coursework unit (30%), students will learn how to develop their techniques in sketching and gain industrial skills in engineering drawing using standard conventions that include dimensioning, line types, abbreviations, and representation of mechanical features. Students will enhance their confidence and capabilities by using computer aided design (CAD), 2D and 3D CAD software, to produce accurate and detailed drawings and models that visually communicate their designs.

The second coursework unit (30%), students will learn how designers can quickly create and test models to develop a working prototype of a design. They will develop their virtual modelling skills using CAD 3D software, to produce a high-quality model that will be able to simulate their design prototype. Students will also develop their physical modelling skills using modelling materials or rapid-prototyping processes to produce a physical prototype.

FORM OF ASSESSMENT

Initially, pupils will be assessed through mock assignments, skills and theory exam questions at the start of Yr10. Moving on to the live assignments set by OCR in the second term. All assessment criteria will be linked to the OCR exam board grade descriptions for each unit and PLCs.

SKILLS & QUALITIES FOR SUCCESS

Below is a skills list for success:

Designing Skills, Creativity, Organisation, Presentation Skills, Keeping to deadlines, Communication Skills, Project Management Skills, Practical Skills, CAD/CAM skills

IF YOU HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Mr Broderick
Miss Mustoe
Mrs Dunkerley
Mr Veitch

FUTURES WITH DESIGN ENGINEERING?

A number of future pathways/careers are listed below:

- Engineering
- Apprenticeships - Level 2 and 3
- Vocational College courses
- A Level in Product Design (offered at Crompton House Sixth Form)
- Further Education course – Foundation degrees, HNCs



Subject: GCSE Drama

EXAM BOARD/SYLLABUS AQA

COURSE CONTENT & SKILLS: <https://www.aqa.org.uk/subjects/drama/gcse/drama-8261>

The Drama course includes practical exploration of themes/issues, workshops and performances by external practitioners, opportunities to visit live theatre and developing analytical and evaluative skills. Through the course the students will develop presentation, performance and directing skills. Over the course students collaborate and work towards performances as well as exploring the Set text of Blood Brothers.

The majority of the lessons are practical, learning a range of dramatic styles and techniques and applying them to your own work. Students will analyse and evaluate the work of others as well as becoming self-reflective about their own practice.

There will be some theory based lessons to focus on the Devised coursework, the written examination and how to use the actor's log books effectively in rehearsal.

FORM OF ASSESSMENT:

Currently the course is structured into three units.

Component 1 is a written exam based on a Theatre Visit to see a production and the exploration of a set text – Blood Brothers (40% examiner assessed)

Unit 2 is two short performances of extracts from a published play. The students will work in small groups to produce two small sections of the play that could include a monologue, duologue or group piece. (20% examiner assessed)

Unit 3 is based around devising and creating new drama based on a theme or stimuli. The students take part in practical workshops around the topic and produce an original devised piece. (40% teacher assessed)

SKILLS & QUALITIES FOR SUCCESS:

In Drama it really is about team work. We will help you develop these skills and those in communication, performance, confidence, public speaking, critical thinking and social skills but you really need to come to the lesson with a positive 'can do' attitude and give everything a go. Through the course you will be a director, a performer and a theatre critic giving you countless transferable skills for the future. Drama is a challenging subject but it just challenging in different ways. It is also a lot of fun and very enjoyable and a subject away from the 'norm' of behind a desk lessons but it does not mean it is not hard work!

IF YOU HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Head of Department: Mrs L Hammond l.hammond@cromptonhouse.org

Course teachers: Mrs B Bacon b.bacon@cromptonhouse.org

Mr. N Williams n.williams@cromptonhouse.org

FUTURES WITH DESIGN DRAMA?

Drama can open many doors for students and can give them the vital skills needed to secure that important job, sixth form or university place. Drama students do particularly well in performance-based careers, anything involving working in or leading a team, presenting and sharing a vision, problem solving, or where they have to use communication skills effectively.

The skills learnt over the course are widely applicable both within and outside of the arts.

Students have progressed to journalism, law, acting, directing, nursing, stage management and teaching.

Subject: Food Preparation and Nutrition

Examination Board/Syllabus:

AQA

COURSE CONTENT/SKILLS

<https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585>

You will learn advanced practical skills, learning to cook all food items from scratch. Practical skills include knife skills, preparing fruit and vegetables, use of the cooker, use of equipment, different cooking methods, preparing, shaping and combining, tenderising and marinating, sough, raising agents and setting mixtures. You will cook on a fortnightly basis and it is essential that the required ingredients are brought to lessons. You will study food related topics in depth which include healthy eating, nutrition, dietary needs, food choice, food and the environment, food science and food safety. Theory lessons will form a large part of the syllabus.

FORM OF ASSESSMENT

The theory units of the course are assessed by a written exam (accounting for 50% of the final mark)at the end of the course and is made up of a multiple-choice section, short questions and some longer response questions. The food science unit is assessed by a Non-Examined Assessment (NEA1) which includes experiments and a detailed write-up, this accounts for 15% of the final mark. Food preparation and cooking skills are assessed through NEA2 which accounts for 35% of the total GCSE mark. This involves showing your technical skills by producing a range of dishes of your choice for a topic provided by the exam board, before choosing three dishes to cook and present in a three-hour practical session.

SKILLS & QUALITIES FOR SUCCESS

To take this course you need to enjoy cooking and be prepared to bring in the required ingredients on a regular basis. You need an interest in food related topics such as health and nutrition, food safety and the environment. Spending additional time at home practicing your food preparation and cooking skills will be useful. You need to be prepared to spend time researching your dishes and to compile a body of written coursework to go alongside your practical work.

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Mrs Stusinski-Marsh or Mrs Bloor

There is a wide range of degree courses based on food and nutrition and lots of exciting careers. The food and drink manufacturing industry is huge, worth around £96 billion and accounts for 18% of all UK manufacturing. This means that qualified people are always in demand to work in interesting and well-paid positions. Careers in the industry include food scientists, production managers, food safety managers and quality controllers. There are many creative jobs in the industry including designing and developing new food and drink products.

There are also careers in health such as being a dietician, nutritionist or environmental health officer.

For those who prefer the practical element there are many jobs in food preparation and catering and the hospitality industry is a major employer in the UK.



Subject: Hospitality and Catering Vocational Award Level 1-2

Examination Board/Syllabus: WJEC

COURSE CONTENT/SKILLS

The course has been designed with the aim of enabling you to gain a good foundation of knowledge, understanding and skills that are required by the Hospitality and Catering industry, which is a major employer of people in the UK and other countries. Students will have the opportunity to develop a variety of skills, including food preparation and cooking skills, organisation, time management, planning, communication, and problem solving.

FORM OF ASSESSMENT

Unit 1: The Hospitality and Catering Industry

This unit is externally assessed through a written examination which contributes 40% to the overall qualification grade.

Exam duration: 1 hour 20 minutes **Number of marks:** 80

Format: short and extended answer questions based around applied situations. Learners will be required to use stimulus material to respond to questions.

Topics covered:

- 1.1 Hospitality and catering provision
- 1.2 How hospitality and catering providers operate
- 1.3 Health and safety in hospitality and catering
- 1.4 Food safety in hospitality and catering

Unit 2: Hospitality and Catering in Action

This unit is internally assessed in the form of a coursework project worth 60% of the overall grade.

In this unit learners will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook, and present dishes. They will also learn how to review their work effectively.

Duration: 10 hours **Number of marks:** 120

Format: An assignment brief will be provided by WJEC, which will include a scenario and several tasks.

This unit is synoptic and draws upon the knowledge gained in Unit 1. Learners will need to apply knowledge gained in the following topic areas to be able to complete this assessment:

- The operation of the front and back of house
- Hospitality and catering provision to meet specific requirements
- Health and safety in hospitality and catering provision
- Food safety
- Preventative control measures of food-induced ill health.

SKILLS & QUALITIES FOR SUCCESS

You will need an interest in food and cooking and need to be organised and committed to bringing ingredients on a regular basis. You need an interest in food related topics such as health and nutrition, food safety, environment factors, and have an interest in the business sector. It would also be beneficial to spend additional time at home practicing food preparation and cooking skills to make a range of products.

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Miss Stusinski-Marsh or Mrs Shallcross

FUTURES WITH?

Career options in the hospitality and catering industry are vast from popular restaurant chains to Michelin-starred restaurants. Hospitality employs 3.2 million people, generating £130bn in economic activity. Hospitality is the third largest private sector and represent 10% of UK employment.

Careers in the sector involve working with people and being creative and it can open up all sorts of opportunities such as travel and the chance to work in different job roles. It is possible to make your way up the ladder very quickly if you work hard. There are jobs in hotels, cruise ships and other forms of accommodation, restaurants, cafes and other food Outlets e.g. leisure parks and stadia. Job roles can involve Environmental Health Officers, nutritionists, teachers, management, working front of house and in customer service such as reception. On the practical and creative side jobs such as cooks and chefs and event organising are common.

Subject: GCSE Media Studies

Examination Board/Syllabus: AQA

COURSE CONTENT/SKILLS <https://www.aqa.org.uk/subjects/media-studies/gcse/media-studies-8572>

Students are required to study media products from all of the following media forms:

- television
- film
- radio
- newspapers
- magazines
- advertising and marketing
- online, social and participatory media
- video games
- music video

Film is an inextricable part of the wider media landscape, which is intimately connected with other media, such as television, video games and online media. Students may study individual feature films, but this will only be studied in the context of the study of media industries.

Media studies will equip you with the communication and technology skills needed to succeed in the modern workplace, whether in the media industry or not. Whether you choose to pursue a career in film and television, fight for your own fame, or take your skills into business – you'll be well equipped for what the modern workplace is looking for.

FORM OF ASSESSMENT

The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

- AO1: Demonstrate knowledge and understanding of: the theoretical framework of media and contexts of media and their influence on media products and processes.
- AO2: Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions.
- AO3: Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.

Assessment objective weightings for GCSE Media Studies

Assessment objectives (AOs)	Component weightings (approx %)		
	Paper 1	Paper 2	NEA
AO1	20	10	0
AO2	15	25	0
AO3	0	0	30
Overall weighting of components	35	35	30

Students are given experience of all these forms of assessment throughout the course, and regular homework is set to encourage development of the necessary skills.

SKILLS & QUALITIES FOR SUCCESS

The most important quality in any potential Media student is commitment.

The course is ideal for students with a passion for Media and those who are willing to explore new things.

Through the course students will develop resilience, leadership, independence, teamwork, creativity, confidence and listening skills and need to be open to a range of new experiences and styles.

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

If you have any questions, please contact your child's class Music teacher or contact Mr Pearson (Subject Lead for Media)

FUTURES WITH?

Media studies will equip you for a wide range of jobs, including as a:

Presenter, advertising media buyer, copywriter, media researcher, broadcast journalist, writer, social media manager.

Subject: GCSE Music

Examination Board/Syllabus: EDUQAS

COURSE CONTENT/SKILLS https://www.wjec.co.uk/qualifications/music-gcse/#tab_overview

The Music course is a practical course where learning is delivered through a range of activities including performing, composing, listening and appraising. Students will learn as a whole class, in groups and independently with regular feedback and assessment in order to deliver a personalised and supportive experience for all students.

The Music course has four Areas of Study

Area of Study 1: Musical Forms and Devices (including study of Bach's Badinerie)

Area of Study 2: Music for Ensembles (covering Musical Theatre, Classical Chamber and Jazz and Blues Music)

Area of Study 3: Music for Film

Area of Study 4: Popular Music (including study of Africa by Toto)

These areas are studied in turn for half a term each, giving students experience of a wide range of musical styles and genres, and practical activities associated with each genre.

They also learn how to define and identify vocabulary related to each area and study the theory necessary for understanding.

FORM OF ASSESSMENT

The Music GCSE is made up of three components:

1. 30% Performance – assessed through 2 pieces of recorded performance coursework (1 solo, 1 ensemble). The recordings are made in year 11. Students can perform on any instrument, sing or use technology to create a performance.

2. 30% Composing – assessed through 2 pieces of created music coursework (1 is a free choice – the second is to a brief set by the exam board). These pieces are completed in year 11 and students work individually in a style which they have chosen.

3. 40% Listening and Appraising – assessed through a 1 ½ hour listening exam at the end of year 11. The exam covers musical vocabulary, the set works, music theory and contextual awareness.

Students are given experience of all these forms of assessment throughout the course, and regular homework is set to encourage development of the necessary skills.

SKILLS & QUALITIES FOR SUCCESS

The most important quality in any potential Music student is commitment. Regular personal practice on an instrument and / or music technology platform is fundamental to success in this course. Students should enjoy listening to music, and openminded towards all styles and genres.

The course is ideal for students with a passion for Music, and those who are willing to explore new things.

The course is accessible for all students and leads on from their studies at Keystage 3.

Students will be expected to perform on an instrument or sing regularly through the course.

Through the course students will develop resilience, leadership, independence, teamwork, creativity, confidence and listening skills and need to be open to a range of new experiences and musical styles.

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

If you have any questions, please contact your child's class Music teacher or contact Mrs Nixon (Head of Subject for Music)

FUTURES WITH?

Music is a subject that can lead in many directions.

For those looking to pursue a career in Music or the Arts it can lead towards performance, therapy, music technology, composition, media & film, gaming, sound technician, teaching or arts administration.

For those looking to pursue careers in other areas, Music is widely seen as a strong academic subject complementing study in a range of other subjects with a wide range of transferable skills

Subject: BTEC Music Practice

Examination Board/Syllabus: Pearson/Level 1/2 BTEC Tech Awards: Music Practice

COURSE CONTENT/SKILLS

This Music course is vocational and practical, designed with students who have enjoyed classroom music at Key Stage 3 in mind. This flexible qualification allows students to spend time building their performance, music production and composition skills.

The course has three components that are assessed in lesson time assignments. **Component 1** (30%) will be assessed in March of year 10. For this part of the course students will research, perform, and create music using Soundtrap in different styles including Reggae, Nu metal, Classical music, Disco, Heavy metal, Film music and Rock n roll. Students document their progress and outcomes through power points, video diaries, blogs, and/or interviews. There is no written exam.

Component 2 (30%) will be assessed at the start of year 11. Students choose two of the following skills to focus on: performance, composing/songwriting, music production (using Soundtrap) and research and document how they improve their skills over the course.

Component 3 (40%) will be assessed in May of year 11. Students will either perform cover versions of songs, create their own music in a specific style by using Soundtrap or a song-writing approach.

Evidence of progress and learning is gathered and assessed holistically in a format to best suit the student.

FORM OF ASSESSMENT

Students must pass each module to gain the qualification.

A pass at Level 2 is equal to GCSE grade 4, a merit is equal to GCSE grade 5.5 and a distinction is equivalent to GCSE 8.5.

SKILLS & QUALITIES FOR SUCCESS

Students should select this qualification if they have enjoyed classroom music and would like to continue to develop their Performance or Music Technology skills, including Music Production. Candidates should be open to challenging themselves to become more confident. Students should enjoy listening to music and be openminded towards all styles and genres.

The course is accessible for all students and leads on from their studies at Key Stage 3. Students will be expected to either perform on an instrument or sing or compose using Music Technology regularly through the course.

Through the course students will develop resilience, leadership, independence, teamwork, creativity, confidence and listening skills and need to be open to a range of new experiences and musical styles.

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Some students may be unsure whether GCSE or BTEC is the best choice for them. Speak to Mrs Bostock or Mrs Nixon for more information.

FUTURES WITH?

BTEC Music is a more vocational course which puts more emphasis on skills that employers are looking for including resilience, initiative, reflection, problem-solving. This can also lead to BTEC Level 3 qualifications in performance or music technology.

Subject: Physical Education

Examination Board/Syllabus: AQA

COURSE CONTENT/SKILLS

<https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582>

Students will follow a programme of study which seeks to improve the range of skills that have been learned and developed in key stage 3. It is a 2 year course that combines both practical and theoretical elements. It is a linear course with a theory exam (2 papers) and practical exam in year 11 as well as written coursework, which combined with the practical element makes up the NEA component of the course.

Students will learn about key principles in theory lessons that underpin performance and participation in sport. In year 10 students will cover topics in the Health unit, Applied anatomy and physiology unit and Sports Psychology unit. In Year 11 students will cover the health and fitness unit as well as socio-cultural topics.

In Practical lessons students will cover a variety of sporting activities which will include both individual and team activities. Students will develop technical appreciation as well as tactical awareness across all sporting activities in lessons.

Throughout the course students will be given support and extra guidance on areas that require improvement. This will be achieved by accurate monitoring and tracking of their progress throughout and the implementation of individualised intervention strategies.

FORM OF ASSESSMENT

In theory lessons students will gain content knowledge throughout the course of the various topics. Students will also develop exam technique for the 3 main assessment objectives which include application to sports performance as well as the ability to evaluate and justify decisions. Throughout the two-year course there will be half-termly end of topic tests as well as mock exams in year 10 and 11 (no contribution to final grade) which combine multiple units of study to reflect the multi-faceted nature of the final papers. This component of the course is worth 60%.

Students will also complete a piece of written coursework on their sport. The coursework will require them to analyse their performance with justification and set out clear strategies on how performance can be improved using theoretical concepts. Students coursework will be marked out of 25. This component of the course is worth 10%.

Students will be assessed practically in 3 sports which must comprise of at least 1 team activity and 1 individual activity. Students will select (with guidance from staff) the sporting activities in which they will be examined. The criteria for which will be based on their technical ability of the various core skills in each activity and performance in fully competitive scenarios, and each sport will be marked out of 25. This component of the course is worth 30%. The NEA component will undergo a rigorous internal and external moderation process, to ensure validity of results.

SKILLS & QUALITIES FOR SUCCESS

- Experience in one or more sporting activity in a competitive environment on a regular basis.
- A keen interest in sport and a fervour to develop their performance.
- Good problem-solving ability in a practical setting.
- Willingness to develop knowledge of various sporting contexts.
- Unselfish ability to be a team player.
- Analyse information with justification.
- Ability to evaluate with coherent argument.
- Effective use of both self and peer assessment strategies.
- Willingness to seek support and undergo intervention strategies.
- Performance in both practical and written exams

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Anyone in PE Department

FUTURES WITH PHYSICAL EDUCATION?

There are numerous career pathways in sport as a result of undertaking GCSE PE course, these include:

Sports and exercise physiologist

Sports psychologist

Biomechanist

Diet and nutritionist

Physiotherapist

PE Teacher

Sports lecturer

Sports coach

Sports development

Sports administrator

Sports Journalist

Sports law

Police

Fire service

Fitness instructor

Sports therapist/rehabilitation

SEPARATE SCIENCES

Subject: GCSE Biology

Examination Board/Syllabus: AQA specification 8401

COURSE CONTENT/SKILLS <https://www.aqa.org.uk/subjects/science/gcse/biology-8461>

Topics covered are as follows:

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology
8. Key ideas

There are ten required practical activities are linked to core content where they appropriately fit within the teaching to help develop understanding through hands-on experience.

FORM OF ASSESSMENT

This qualification is linear which means that students will sit all their exams at the end of the course, there are two one hour 45 minute papers, paper 1 (100 marks) covers topics 1-4, Paper 2 (100 marks) covers topics 5-8. Question include multiple choice, structured, closed short answer and open response.

Skills and qualities for success

Students are required to acquire a broad knowledge and understanding of Biology. The course also develops skills of analysis and evaluation, mathematical and practical skills are also developed.

SKILLS & QUALITIES FOR SUCCESS

GCSE Biology includes progression in the subject content and consistency in the exam questions, so that students have the best preparation for future A-level study.

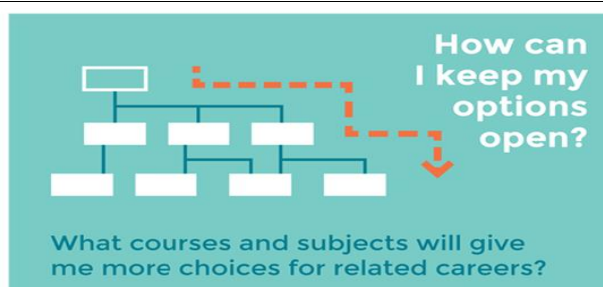
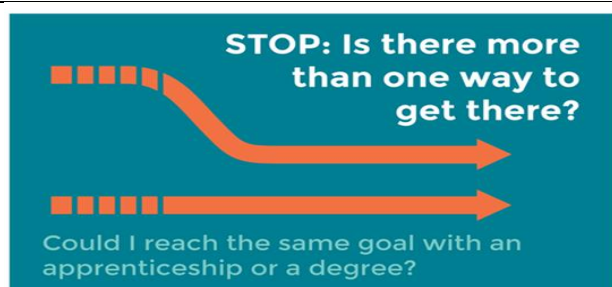
IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Please speak to Dr S.Pannell (Head of Biology) s.pannell@cromptonhouse.org or the class teacher.

FUTURES WITH BIOLOGY?

Biology includes progression in the subject content and consistency in the exam questions, so that GCSE students have the best preparation for future A-level study.

Research scientist. Pharmacologist. Biologist. Ecologist.
Nature conservation officer. Biotechnologist. Forensic scientist. Government agency roles.



Subject: Chemistry

Examination Board/Syllabus: AQA specification 8462

COURSE CONTENT/SKILLS

<https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462>

Topics covered are as follows:

1. Atomic structure and the periodic table
2. Bonding and structure
3. Quantitative Chemistry
4. Chemical changes
5. Energy changes
6. Rates of reactions
7. Organic Chemistry
8. Chemical analysis
9. Atmospheric chemistry
10. Using resources

There are eight required practical activities are linked to core content where they appropriately fit within the teaching to help develop understanding through hands-on experience

FORM OF ASSESSMENT

This qualification is linear which means that students will sit all their exams at the end of the course, there are two one hour 45 minute papers, paper 1 (100 marks) covers topics 1-5, Paper 2 (100 marks) covers topics 6-10. Question include multiple choice, structured, closed short answer and open response.

SKILLS & QUALITIES FOR SUCCESS

Students are required to acquire a broad knowledge and understanding of Chemistry. The course also develops skills of analysis and evaluation, mathematical and practical skills are also developed.

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Please speak to Mrs H.Anwar h.anwar@cromptonhouse.org or the class teacher.

FUTURES WITH?

GCSE Chemistry includes progression in the subject content and consistency in the exam questions, so that students have the best preparation for future A-level study.

Accountant. Analytical, formulation, medicinal or process chemist. Banking.
Biotechnologist. Chemical engineer. [jobs in] drug discovery and chemical industries.
Environmental, forensic or materials scientist. Food technologist. Geochemical engineer.

Subject: GCSE Physics

Examination Board/Syllabus: AQA specification 8463

COURSE CONTENT/SKILLS <https://www.aqa.org.uk/subjects/science/gcse/physics-8463>

Course content / skills

Topics covered are as follows:

1. Energy
2. Electricity
3. Particle model of matter
4. Atomic structure
5. Forces
6. Waves
7. Magnetism and Electromagnetism
8. Space Physics

There are ten required practical activities are linked to core content where they appropriately fit within the teaching to help develop understanding through hands-on experience.

FORM OF ASSESSMENT

This qualification is linear which means that students will sit all their exams at the end of the course, there are two 1 hour & 45 minute papers, paper 1 (100 marks) covers topics 1-4, Paper 2 (100 marks) covers topics 5-8 and may also draw on an understanding of energy conservation from topics 1 and 2. Questions include multiple choice, structured, closed short answer and open response.

SKILLS & QUALITIES FOR SUCCESS

Students are required to acquire a broad knowledge and understanding of Physics. The course also develops skills of analysis and evaluation, mathematical and practical skills are also developed.

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Please speak to Mr A. Robinson (Head of KS4 Physics) a.robinson@cromptonhouse.org or the class teacher.

FUTURES WITH?

GCSE Physics includes progression in the subject content and consistency in the exam questions, so that students have the best preparation for future A-level study. Physics can lead to a vast range of careers requiring good problem solving skills from finance & data analyse, teaching to management or laser and design engineering to aerospace.

Build your soft skills



Remember I can use these in any job!

ALWAYS EVALUATE:
What do I like?
What is tough?
How can I build my skills and improve?



If something is not working, don't be afraid to make changes or go back to your shortlist!

www.successatschool.org

Subject: Sociology

Examination Board/Syllabus: AQA (course no. 8192)

COURSE CONTENT/SKILLS <https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192>

GCSE Sociology aims to broaden students' minds, helping them to see their world from different perspectives and in new and thought-provoking ways. Students develop their skills of knowledge, understanding and analysis to engage with a number of key topics to help them understand society. These include Family, Education, Crime, Stratification and Research Methods. Students must be prepared to get involved in lessons and discuss these key issues. An interest in current affairs is also very useful for Sociology success.

FORM OF ASSESSMENT

Assessment is via exam – two papers of one hour 45 minutes, to be sat at the end of Year 11. These exams cover the four main topics as above, plus research methods applied to each topic.

SKILLS & QUALITIES FOR SUCCESS

Good writing skills are essential as students must answer a number of 12 mark essays. Note-taking, reading skills and an ability to summarise longer pieces of writing are also essential. A curious mind and an ability to listen will ensure quality experiences in lessons. Opinions on key issues in society are also handy. If you are the sort of person who is constantly curious and asking questions about social issues, this course is for you.

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Dr Leggett, Mrs Owen, Mrs Ward, Mrs MacFarlane or Mrs Lomas

FUTURES WITH?

Sociology is useful for a number of careers including Police, Social Work, Teaching, Working in the NHS, Journalism and Criminology. The ability to analyse why people act in the way they do is useful as a life skill, encouraging empathy and a sense of humanity, skills useful in any career.



VOCATIONAL AWARDS

Subject: Sport Studies- Cambridge National

Examination Board/Syllabus:

OCR

COURSE CONTENT/SKILLS

The Cambridge National in Sport Studies allows learners to develop their knowledge of key areas surrounding sport and physical activities linking to contemporary issues in sport, leadership opportunities of teaching younger students and an outdoor adventure activities.

At level 2, students study 4 units of work:

RO51: understanding contemporary issues in sport e.g. the barriers that impact participation, and promoting sporting values

RO52 Developing Sport Skills: e.g. develop your skills, techniques and use of tactics/ strategies in both a team and individual sport, as well as learners understanding of the rules to allow them to act in officiating roles within an activity

RO53 Sports Leadership: e.g. develop practical knowledge and understanding of practical skills required to be an effective sport leader and plan and deliver safe sporting activities themselves.

RO56: Developing knowledge and skills in an outdoor activity e.g. know about a range of outdoor activities that are available in the UK. Learners will find out how to plan and have the opportunity to participate in an outdoor activity

FORM OF ASSESSMENT

RO51 is a 1 hour exam which is marked externally. The exam comprises short answer questions, extended response questions and some multiple choice questions.

RO52 is a compulsory unit that all students must complete. This is an internally assessed unit which is based around coursework and practical assessment.

RO53 and RO56. All students completing this course must complete 2 of these modules. As a school, we choose which two we think would suit our students best. This is an internally assessed unit which is based around coursework, leading other students and participating in an outdoor adventure activity.

Students will achieve a Distinction*, Distinction, Merit or Pass.

The Cambridge National is equivalent to 1 GCSE and is a vocational alternative to the GCSE PE course.

SKILLS & QUALITIES FOR SUCCESS

Formal assessment is through externally set exam. The coursework units consist of one mandatory coursework unit RO52 Developing Sport Skills and two optional units RO53 Leadership and RO56 Outdoor Adventure Activities.

However, you need to complete the two optional units to gain an equivalent GCSE qualification. Research skills and independent learning plays an important role in the course. Knowledge of a wide variety of sports is needed to gain the highest mark bands. On-going support, feedback and targets for improvement will be provided by their class teacher.

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Please contact your child's PE teacher or Mr Deane (Head of PE).

FUTURES WITH?

The course will enable students to go on and sit the Cambridge Technical course at college. It will also be useful for those students seeking jobs in sports including coaching, the health and fitness industry and teaching.

SUBJECT: Functional Skills in Mathematics

Examination Board/ Syllabus: Edexcel

Entry Level or Level 1 Certificate in Functional Skills in Mathematics.

COURSE CONTENT/SKILLS

On this course, pupils will be developing vital skills in:

- using and applying mathematics,
- number and algebra,
- shapes, space and measures and
- handling data

in real-world, practical, situations.

These skills will enhance their studies in Mathematics and across the curriculum, as well as prepare them for GCSE Mathematics and the world of work.

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Miss P. Prince i/c Applied Maths p.prince@cromptonhouse.org

The Application of Mathematics course has been designed to boost students' numeracy in all their subjects. Numeracy skills are vital in all jobs, and as such this course will help all students, whatever they choose to do in the future.

Subject: Communication Studies

Examination Board/ Syllabus: AQA

Step Up to English – Entry Level Certificate 1 and 2 (Silver and Gold Awards)

COURSE CONTENT/SKILLS

Component 1 – Literacy skills

- Students should complete and submit **two** topics
- Externally-set non-exam assessment: up to 1 hour and 30 minutes

Component 2 - Creative reading and writing

- Students should complete **one** paper
- Externally set non-exam assessment: up to 1 hour and 30 minutes

SKILLS & QUALITIES FOR SUCCESS

Communication through writing, reading and spoken language are essential lifelong skills and underpin all curricular areas. The aim of the Communication Studies course therefore, is to provide an engaging, skills-based learning and assessment experience within English and literacy with a focus on transactional 'real world' contexts for Entry Level students.

Entry Level Certificates are nationally recognised qualifications that give students the opportunity to achieve a certified award. The specification explicitly supports the English GCSE Language course and encourages students to develop the skills they need to read and understand a range of texts as well as to write clearly and accurately.

Throughout the course, students will also have access to reading intervention programmes such as Lexia Power Up and Fresh Start Phonics, depending on need.

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Mr. Pacey (Head of the English Faculty.) d.pacey@cromptonhouse.org

Mrs. Holt (Literacy Lead) G.Holt@cromptonhouse.org

Mrs. Heywood (SENCO) k.heywood@cromptonhouse.org

FUTURES WITH ENGLISH LANGUAGE

The Communications Studies course has been designed to boost students' grades in all their subjects. Communication and effective literacy skills are vital in all jobs, and as such this course will help all students, whatever they choose to do in the future.

ASDAN - Personal and Social Effectiveness (PSE)

Examination Board/ Syllabus: ASDAN

COURSE CONTENT/SKILLS

Personal and Social Effectiveness Course: The course followed within the ASDAN programme is a substantial and wide-ranging qualification. It is designed to engage students in relevant and motivating learning programmes that elevate them to achieve their goals whilst raising self-confidence. The course is based around three skills-based units:

Developing myself and others

Working with others

Problem solving

Activities are chosen to allow students to learn and develop these skills.

Possible activities might include, learning first aid skills, taking part in an enterprise project, independent living

skills such as practical food and financial management or organising an activity to raise money for charity.

Year 11

includes a focused project on planning for post-16 education and employment. The skills developed are all valuable to support the students learning in other subjects and for future employers.

Projects vary from year to year depending on the interests of the group.

FORM OF ASSESSMENT

The emphasis of the Personal and Social Development course is to demonstrate their achievements through evidence. Therefore, the majority of the learning and skills development takes place through practical activities adding up to a total of at least 100 hours assessed work. The course is 100% coursework: with no examination. Students build up a portfolio of work and evidence for the units they have completed which is externally assessed

How can the course be used after Year 11?

The skills which ASDAN courses develop are highly valued by employers as they develop personal effectiveness skills as well as improving own learning. This can also prepare students for the more independent approach required for success in Further Education and in Higher Education

IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?

Dr Leggett / Miss Pye





THE PATHWAYS IN A NUTSHELL

Red Pathway:

- Core subjects
- 4 choices
- ***Must*** follow a Language
- ***Must*** follow History and/or Geography
- Plus 2 further choices – one of which could be a triple Science option

Opportunity to gain the EBacc

Yellow Pathway:

- Core subjects
- 4 choices
- A language ***may be chosen if desired / appropriate.***
- History and/or Geography;
 - ❖ optional if MFL is followed
 - ❖ compulsory if MFL is not followed.

Blue Pathway:

- 3/4 Choices
- ***'Unlikely'*** to follow a language – but if strength in a language this is not ruled out.
- Some students selected for a Practical Maths and/or an English Entry Certificate and/or
- Students guided into GCSE and BTEC/OCR Cambridge National courses for remaining options.
- Small group to follow ASDAN's Personal & Social Effectiveness Course

GCSE OPTIONS DOS & DON'TS



CHOOSE SUBJECTS THAT EXCITE YOU

You're going to be spending lots of time in lessons and working at home on it!



FIND OUT WHAT THE GCSE COURSE LOOKS LIKE

Ask your teacher how the GCSE is different from the work you have done already – PE is VERY different, for example!



THINK ABOUT THE WORKLOAD

Try and balance the workload of your subjects – you might want to avoid taking too many subjects that involve essay writing or coursework.



RESEARCH YOUR OPTIONS THOROUGHLY

And give some consideration to post-16 study and your career choices.



CHOOSE SUBJECTS BECAUSE OF YOUR FRIENDS

Don't pick a subject just because your friends are doing it – you may end up in different classes anyway!



CHOOSE A SUBJECT BECAUSE OF THE TEACHER

You may end up with a different teacher at GCSE.



WORRY TOO MUCH ABOUT YOUR A LEVEL CHOICES

Some A Levels will be available to you if you haven't taken the GCSE, as long as you do well in the subjects you do take.



GET TOO STRESSED AND RUSH YOUR DECISION

It's really important that you think about your options calmly and logically.

