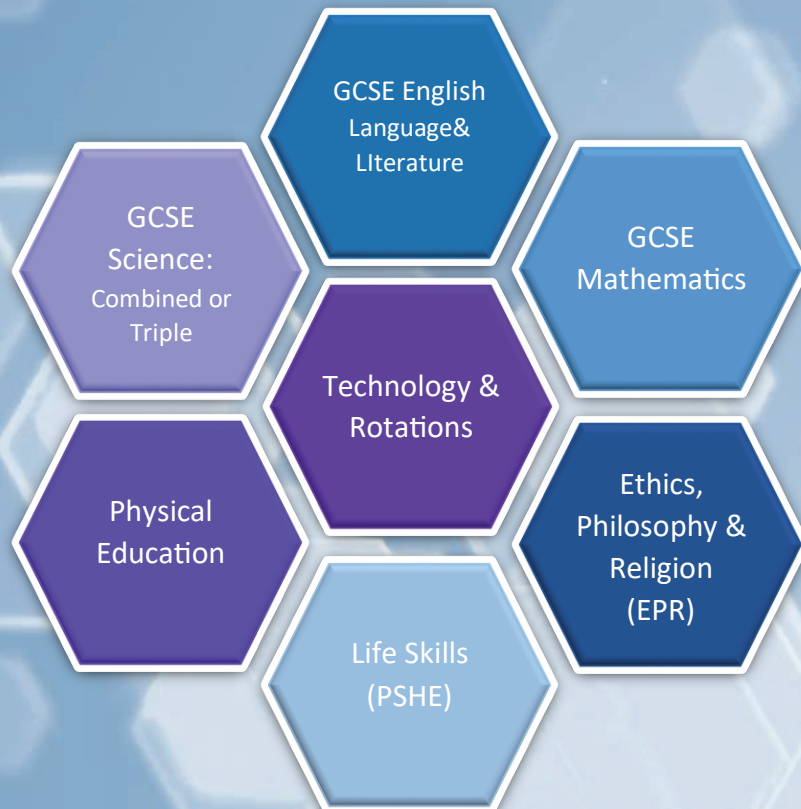


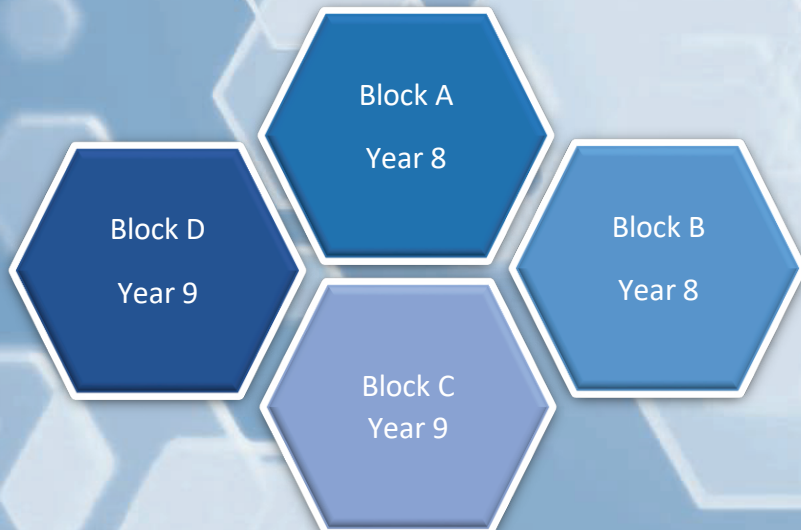


Key Stage 4 Curriculum Information Booklet for Year 8

Core Curriculum



Options



Key Stage 4 Curriculum Information Booklet

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Introduction

This information booklet has been designed to help students, with their parents, to decide what would be the best programme of study for them at Key Stage 4. This is a crucial stage of a child's education and so it is important that decisions made are fully informed. This booklet will help in that respect, as will the KS4 Curriculum Evening on **Tuesday 5th March 2024**.

Each student has a personalised Options Form which is due to be returned by **Friday 22nd March 2024**. All forms handed in by **Friday 22nd March 2024** are given equal consideration when assigning to option blocks. Late forms will be given lower priority, which may be an issue if some courses become full. It is important, therefore, to ensure the form is handed to the student's form tutor by **Friday 22nd March 2024**.

Qualification Types

You will see from the lists that follow that some subjects are offered as GCSE courses. These tend to have limited or no coursework and will be graded in a system of 1 to 9 (see appendix A for explanation).

Other courses are a mixture of different vocational and applied qualifications, such as BTEC, CNat, WJEC L1/2 and NCFE. These tend to have limited or no exams and tend to be graded in a system of Pass, Merit, Distinction and Distinction* (see appendix B for explanation).

Both qualification types enable access to level 3 (Advanced Level equivalent) study in Sixth Form, Further and Higher Education. Note that the Academic pathway in Sixth Form has different entry requirements to the Applied pathway. Details can be found on the Sleaford Joint Sixth Form website.

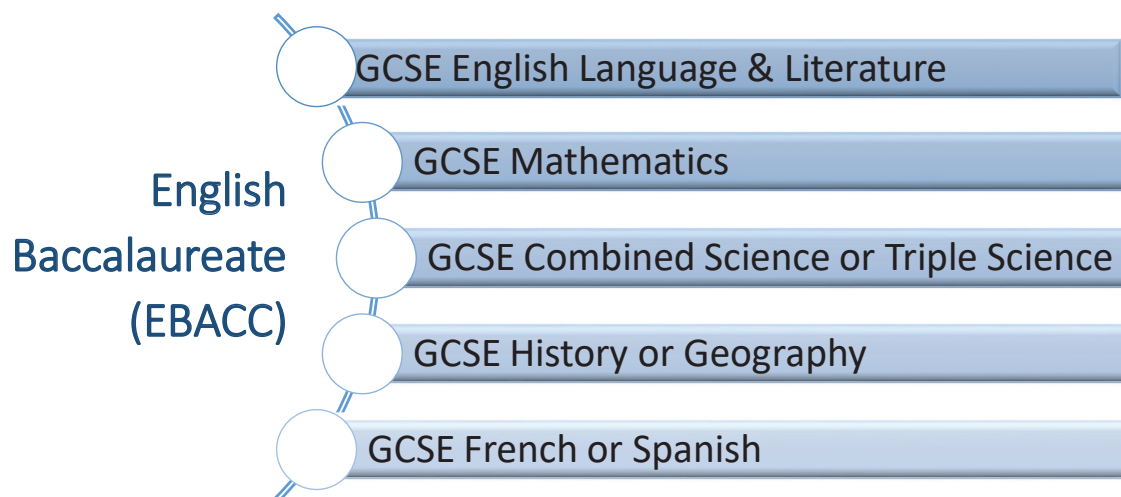
The English Baccalaureate

In 2010, the Secretary of State announced the introduction of the English Baccalaureate (EBACC). This is not a qualification in itself, but a recognition that a student has studied a broad base of core academic qualifications. In 2015, the Department for Education announced their intention that the country as a whole should move towards a position where 90% of students should be entered for the full suite of EBACC qualifications.

At St. George's Academy, we ensure that all students are able to complete the full range of EBACC subjects should they choose to do so. Whilst the EBACC is not compulsory, it is important to note that the subjects included in the EBACC are considered to be academic. Nationally approximately 40% of students select the subject combination included in the EBACC and students may want to consider these subjects as a way of making themselves 'stand out'.

We feel it is important to 'future-proof' our students' CVs. There may come a time in the future where young adults are asked by employers or universities whether they have the EBACC suite of qualifications. Education is under continual review and we are trying to prepare students for successful futures and careers. The subjects within EBACC are considered by many to develop fundamental knowledge and skills that are transferable to all courses and careers post 16.

The subjects identified as necessary to gain the full EBACC are:

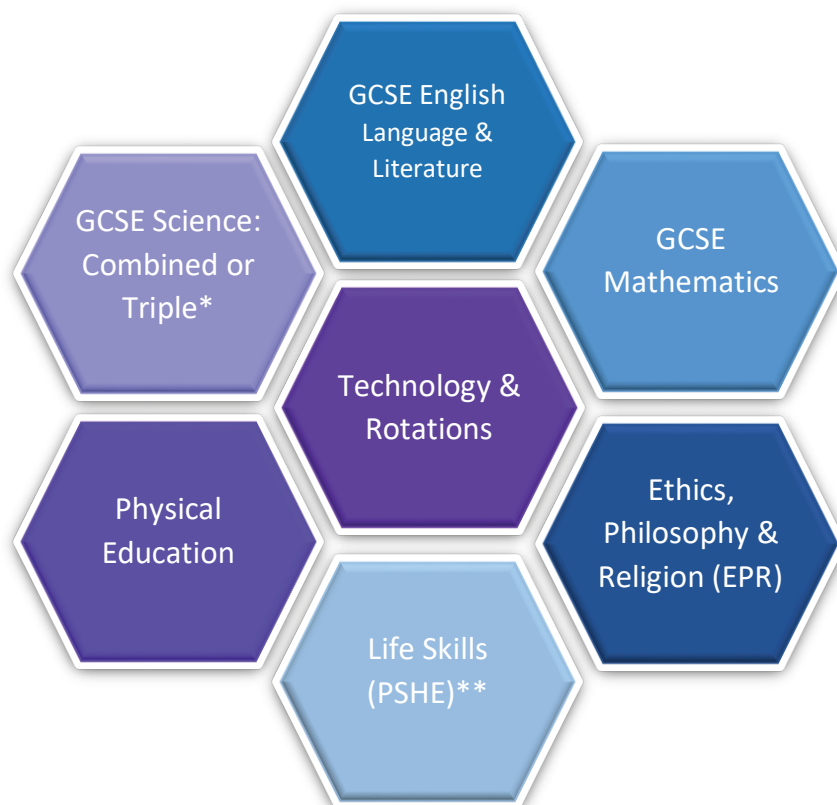


Curriculum Overview

The Curriculum consists of a Core Curriculum and Options. The Core Curriculum is a fundamental base of academic qualifications that all students will study. These are complimented by a number of Options which ensure students have a broad and balanced curriculum.

The Core Curriculum

The Core Curriculum for Year 9 is studied by all students and consists of a broad base of academic core subjects as follows:



Notes

* Combined Science covers the three sciences with less breadth, and is worth two GCSEs. Combined Science is part of the compulsory curriculum. However, many of our students excel within the Sciences and want to gain 3 GCSEs in them rather than 2. Therefore, Triple Science is part of the options process where students who select Triple Science, will get 5 hours extra per fortnight to cover the additional knowledge required to gain 3 separate science GCSEs. Students who are in lower sets, but enjoy Science are able to select Triple Science by choosing it in Option Block A. Students who are in higher sets, will have the opportunity to take Triple Science in Option Block C and D starting in Year 10.

** Life Skills (PSHE) consists of personal, social, emotional, health, careers, citizenship and financial education.

Curriculum Option Blocks:

Option A: Select in Year 8

Page 11

Option Block A ensures that all students complete the subjects considered compulsory by the government. As already explained English, Maths and Combined Science are part of the core curriculum and therefore compulsory. For students to successfully meet government expectations in terms of a broad and balanced curriculum, they must then also select a minimum of 1 from subjects offered in Option Block A. Some students who would be most likely to enter the Foundation Tier paper for Science will be able to select Triple Science in Option A. For students who could be entered into the Higher tier for Triple Science, they will get this option in Year 9 in option Block C and D.

Option B: Select in Year 8

Page 17

Option Block B has been designed as a way to ensure all students are able to achieve entry onto the EBACC suite of qualifications as explained on Page 3. To successfully gain entry onto the EBACC pathway, students will need to pick a Modern Foreign Language in Block A, combined with either History or Geography in Block B. Those who do not fall into this category may still opt to study a Modern Foreign Language in Option A, but they are also able to choose any of the subjects offered in either A or B. Option Block B has also been designed to allow students to focus on one of the many 'talent' subjects on offer at St George's Academy so that students can spend 3 years, embedding and developing the skills and knowledge they may need for Post 16 study. Students who are particularly talented in Maths have the additional option of Statistics in Option Block B. This is the only Block where Statistics is on offer and should be a serious consideration for those students who are mathematically able and likely to study Maths at A level.

Options C and D: Select in Year 9

Page 24

Students may choose from a wide range of academic and vocational courses covering a very broad range of interests and skills across a spectrum of creative, practical, expressive, abstract and theoretical disciplines. Please note that we have provided a long list of choices for the students. We will confirm the final list of courses to be offered for Year 10 and 11 in an additional option booklet next year but those included in here are most likely to be the ones of offer. We will tailor the final curriculum to the students' preferences. This means that the least popular courses may not run. For our most able students, and Higher Tier Science students, they will be able to select Triple Science in Block C or D next year. These students are also likely to be ones who seriously consider the EBACC and therefore is likely they will choose a Modern Foreign Language in Option A and either History or Geography in Option B. This would make them a highly desirable applicant to Russell Group Universities and Higher Level Apprenticeships.

Technology and Rotations

Within Option Blocks C and D there will be a number of subjects that are completely new to students, as they are not offered in Key Stage 3. The Technology based subjects will also be offered within these blocks. We feel that it is therefore incredibly important to give students an insight into these subjects ahead of making their choice in Year 9 for Option Block C and D

Technology encompasses a wide range of different courses and therefore will remain part of all students core curriculum for Year 9. This will give them ample opportunity to really develop the key knowledge and skills required to be able to understand the difference between the technology subjects and which ones they may be more suited to.

Many of the subjects on offer in Block C and D will be new to students and therefore students will be able to select some of these subjects to experience for 6-8 weeks during Year 9 as part of our '**rotations**' curriculum. There are 6 rotations on offer and students will be allocated 4 rotations over Year 9. As part of the decision on rotations, students will be asked to put in order of preference 1-6 the subjects they think they are most likely to study. A large part of the reasoning behind the decision to put a rotation into Year 9 is to allow students to experience the subject before committing to studying it for 2 years. Should a student select a rotation to study and then decide they do not enjoy the subject, they will then know not to pick the subject in Option Block C or D. Equally should a student not have the opportunity to study a subject in Year 9 as part of the rotations, but subsequently decide they do want to study that in Years 10 & 11, they will be able to do so. The rotations will be for 1 lesson per week over Year 9 Terms 1-4.

Making Decisions

Support

There are a lot of people who can help with making decisions. These are:

- Your current subject teachers
- Subject representatives from all subjects (Subject Options Evening)
- Your Form Tutor
- Your Student Progress Manager
- The Careers Officer (Miss Jarvis)
- The Sixth Form Leadership Team (Mr Mann, Miss Denton, Mrs Webster & Miss Parker)
- The SVP for Curriculum, and Head of School at Ruskington (Mrs Forrester and Mrs Money)

Things to consider



- What particular skills and talents do I have?
- Do I perform well in exams or am I better suited to coursework?
- Am I good at understanding abstract and theoretical concepts or do I find it easier when things are related to real life?
- Do I have a career goal in mind?
- Do I have an idea of what I would like to study in Sixth Form?

Core Subject Information Pages:

Core Subject Information Pages

GCSE English Language & Literature	8
GCSE Mathematics	9
GCSE Combined Science	10

GCSE English Language and GCSE English Literature

Exam Board: AQA

Aims:



GCSE English Language and Literature is the study of how writers communicate their ideas about the world, and how readers might respond to these ideas. It aims to develop a critical understanding of the ways in which literary texts are a reflection of, and exploration of, the human condition, the study of which develops empathic understanding of human nature. Both qualifications aim to enable students to appreciate the different qualities of literary texts (both fiction and non-fiction) and encourage them to develop and present informed, critical responses to the ideas presented. They also aim to enable students to make links between a variety of written texts and between the text and the context within which it was shaped.

Course content:

Over the course you will read and respond to a wide range of texts including:

- Shakespeare's *Macbeth*
- 19th century to present day extracts from fiction and non-fiction
- A collection of poems based on Power and Conflict
- *An Inspector Calls*
- *The Strange Case of Dr Jekyll and Mr Hyde* or *A Christmas Carol*

You will also complete a variety of writing tasks for specific audiences and purposes.

Structure:

Year 9	Year 10	Year 11
Issues and Attitudes Use your words fiction writing Prejudice and perspectives poetry A Christmas Carol (Victorian Literature practice text) Romeo and Juliet (Shakespeare practice text) An Inspector Calls (GCSE text)	English Language Paper 1 – Explorations in creative reading and writing An Inspector Calls War and Conflict Poetry cluster English Language Paper 2 – Writers' viewpoints and perspectives	Macbeth Dr Jekyll and Mr Hyde / A Christmas Carol Spoken Language presentation – this is a separate part of the course where you will be awarded pass, merit or distinction.

Assessment:

There are two English Language examinations and two English Literature examinations all taken at the end of Year 11. The spoken language endorsement will be completed in Year 11 during term three.

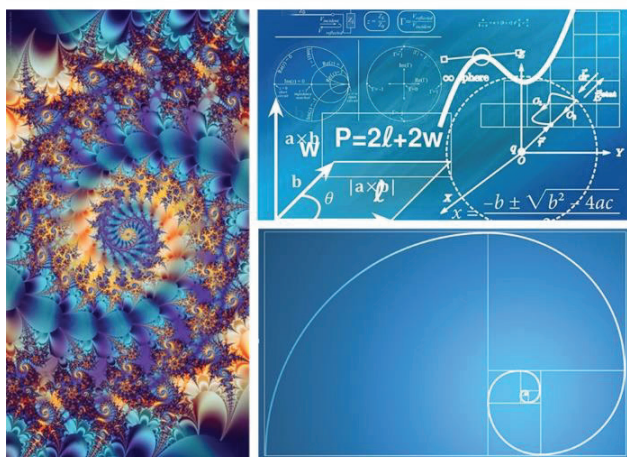
For further information, contact Mr M Baldwin

GCSE Mathematics

Exam Board: Edexcel

Aims:

GCSE Mathematics encourages students to develop confidence in, and a positive attitude towards, mathematics and to recognise the importance of mathematics in their own lives and to society.



GCSE Mathematics should enable students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Course Content & Structure:

There are two levels of entry at GCSE level (Foundation and Higher). Each student will be entered for the one which is appropriate for their ability in Mathematics at the end of Year 11.

Foundation Tier	leads to GCSE grades 5, 4, 3, 2, 1
Higher Tier	leads to GCSE grades 9, 8, 7, 6, 5, 4

The Foundation tier includes content such as fractions, decimals, and percentages, simplifying algebraic expressions by expanding brackets collecting like terms, using ratio notation, solving problems involving area and volume, and probability. The Higher tier also includes content such as laws of indices, solving simultaneous equations, using inverse proportion, proving circle theorems, solving quadratic equations and constructing histograms with unequal class intervals.

It is important that pupils are entered for a tier which they can cope with as failure to gain the pass mark in any tier will leave them without a GCSE grade.

Assessment:

Assessment is 100% by terminal examination taken at the end of Year 11. Students will sit three papers, one without a calculator and two where a calculator is allowed, all equally weighted.

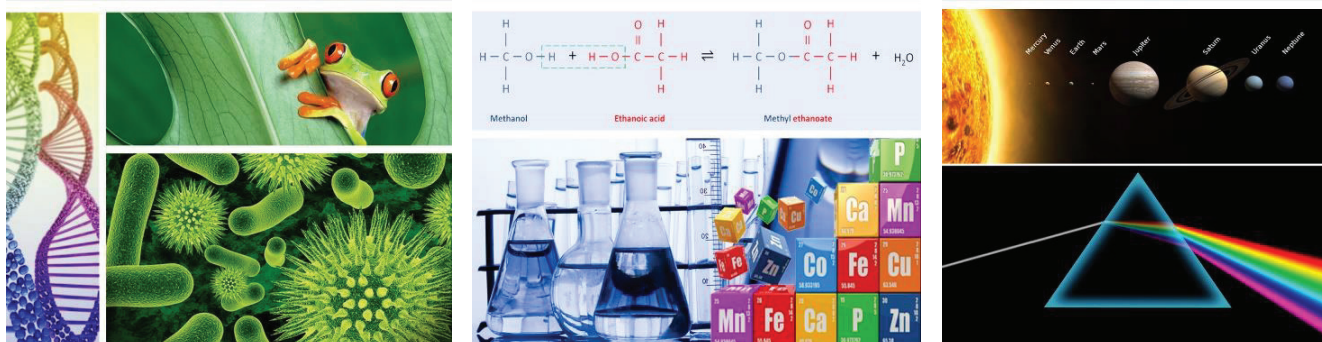
For further information, contact Miss K Pepper

GCSE Combined Science

Exam Board: Edexcel

Aims of the course:

- To develop students' understanding of the science around them that affects them in their everyday life
- To develop students' questioning, analytical and evaluative approach to scientific problems and issues
- To develop students' practical skills in science and an understanding of how science works
- To encourage enthusiasm about science leading to continued study.



Content & Structure:

Science is one of the core subjects of the National Curriculum. Topics from each of the three sciences (Biology, Chemistry and Physics) must be studied by all students in Key Stage 4. A broad curriculum is supported by a variety of practical activities. Students will study:

Biology: Cells & Microscopy, Genetics, Enzymes, Natural Selection, Health & Disease, Plant Structure, Exchange & Transport in Animals, Homeostasis and Ecosystems

Chemistry: States of Matter, Separating Substances, Structure & Bonding, The Periodic Table, Acids & Alkalis, Calculations in Chemistry, Electrolysis, Rates of Reaction, Fuels and the Atmosphere.

Physics: Force & Motion, Energy, Waves and the Electromagnetic Spectrum, Radioactivity, Electricity & Circuits, Magnetism & The Particle Model

Students will be entered for the Combined Science GCSE and obtain a double grade worth 2 GCSE's

This course is studied across 3 years

Assessment:

Final assessment is by 6 externally assessed examination papers. There are 2 in each of the Sciences taken at the end of the course. Each paper is 70 minutes long.

Throughout the course students are internally assessed and their grades are tracked

For further information, contact Mrs J Walters

Option A:

GCSE Geography	12
GCSE History	13
GCSE French	14
GCSE Spanish	15
GCSE Triple Science	16

GCSE Geography

Exam Board: OCR

Aims:

- to inspire a passion for Geography within learners which encourages an interest in the subject beyond academic achievements, for the rest of their life
- to encourage learners to think like geographers through an enquiry-based approach to contemporary topics of study
- to develop fieldwork & geographical skills which are transferable.



Course content:

Distinctive landscapes	Population and Settlement
Natural Hazards	Economic Development
Climate change	How is the UK changing?
Biodiversity	Resource security issues

Structure:

The Geography course is a very contemporary one which blends lots of relevant modern issues such as development, migration and climate change with some more traditional knowledge on topics like landscapes and natural hazards. In this multi-disciplinary subject we aim to develop young people with a strong subject knowledge that can be practically applied to help them make sense of the world around them.

Assessment:

The students will be assessed using three different exams;

Human Geography exam – People & Society (including assessment of fieldwork skills) lasting 1 hour 15 minutes - 35% of the marks

Physical Geography exam – Our Natural World (including assessment of fieldwork skills) lasting 1 hour 15 minutes - 35% of the marks

Geographical Exploration exam (involving a decision making exercise) with assessment of fieldwork skills lasting 1 hour 30 minutes – 30% of the marks

For further information, contact Mrs K Smith

GCSE History

Exam Board: Edexcel

Aims:



A GCSE in History supports you in learning more about the history of Britain and that of the wider world. It should inspire you to deepen your understanding of the people, periods and events studied and enable you to think critically, weigh evidence, sift arguments, make informed decisions and develop perspective and judgement. A knowledge and understanding of the past will also help you to understand your own identity and significant aspects of the world in which you live.

The main reason for choosing the subject should be because you enjoy it and are interested in pursuing it further. We hope you will have an interest in, and enthusiasm for, the past. We also hope to provide a sound basis for further study in a wide variety of curriculum areas, as well as at advanced level in the Sixth Form or for personal interest.

Course Content:

The Edexcel History GCSE includes:

Crime and Punishment in Britain, c1000-present: a study of a thousand years of Crime and Punishment in British History.

Whitechapel c1870-c1900: an in-depth study into crime and policing in inner city London, including the “Whitechapel murders” of 1888.

Anglo-Saxon and Norman England c1060-88: a study of Anglo-Saxon England and the changes brought by the Norman Conquest of 1066.

Weimar and Nazi Germany 1918-39: a study of Germany between the world wars looking at the rise of Nazi Germany and life under the Nazis.

Superpower relations and the Cold War 1941-91: a study of international relations (focused on the USSR and USA) after the Second World War.

Assessment:

The students will be assessed using three different exams (there is no coursework).

Paper 1 – 30% of GCSE - Crime and punishment in Britain, c1000–present **and** Whitechapel, c1870–c1900: crime, policing and the inner city (1 hour 15 minutes).

Paper 2 – 40% of GCSE - Anglo-Saxon and Norman England, c1060–88 **and** Superpower relations and the Cold War, 1941–91 (1 hour 45 minutes).

Paper 3 – 30% of GCSE - Weimar and Nazi Germany, 1918–39 (1 hour 20 minutes).

For further information, contact Mr J Sweeting

GCSE French

Exam Board: AQA

Aims:



The AQA GCSE French course aims to provide students with a comprehensive understanding of the French language and culture. The course covers a wide range of topics including social issues, daily life, the world of work and current affairs. Through the study of this course, students will develop their listening, speaking, reading and writing skills in French.



We follow the AQA GCSE course. The GCSE has been developed to provide a firm foundation for progression to A-level and the specification covers the full grade range of grades.

Content:

Assessment is set in the context of these three themes.

Theme 1: People and lifestyle

Theme 2: Popular culture

Theme 3: Communication and the world around us

Structure and Assessment:

GCSE French has a Foundation tier (grades 1–5) and a Higher tier (grades 4–9). Students must take all four question papers at the same tier.

The assessment of the AQA GCSE French course is split into four parts: Listening, Speaking, Reading and Writing. Each part is worth 25% of the overall grade. The listening, reading and writing assessments are taken in the form of a written exam. The speaking assessment is conducted in the form of an oral exam.

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

Overall, AQA GCSE French is a challenging course that requires a strong commitment to learning and practising the language. Through the study of this course, students will acquire a deep understanding of French culture and gain valuable language skills that will benefit them in their future studies and careers.

For further information, contact Mrs R Mulrennan

GCSE Spanish

Exam Board: AQA

Aims:



The AQA GCSE Spanish course aims to provide students with a comprehensive understanding of the Spanish language and culture. The course covers a wide range of topics including social issues, daily life, the world of work and current affairs. Through the study of this course, students will develop their listening, speaking, reading and writing skills in Spanish.

We follow the AQA GCSE course. The GCSE has been developed to provide a firm foundation for progression to A-level and the specification covers the full grade range of grades.

Content:

Assessment is set in the context of these three themes.

Theme 1: People and lifestyle

Theme 2: Popular culture

Theme 3: Communication and the world around us

Structure and Assessment:

GCSE Spanish has a Foundation tier (grades 1–5) and a Higher tier (grades 4–9). Students must take all four question papers at the same tier.

The assessment of the AQA GCSE Spanish course is split into four parts: Listening, Speaking, Reading and Writing. Each part is worth 25% of the overall grade. The listening, reading and writing assessments are taken in the form of a written exam. The speaking assessment is conducted in the form of an oral exam.

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

Overall, AQA GCSE Spanish is a challenging course that requires a strong commitment to learning and practising the language. Through the study of this course, students will acquire a deep understanding of Spanish culture and gain valuable language skills that will benefit them in their future studies and careers.

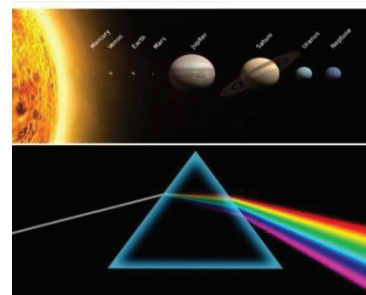
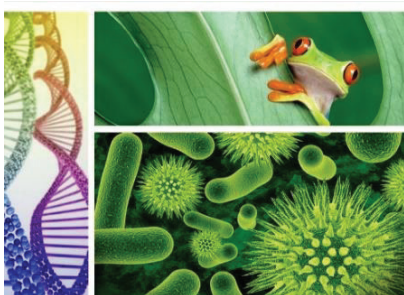
For further information, contact Mrs R Mulrennan

GCSE Triple Science

Exam Board: Edexcel

Aims of courses:

- To develop students' understanding of the science around them that affects them in everyday life
- To develop students' questioning, analytical and evaluative approach to scientific problems and issues
- To develop students' practical skills in science and an understanding of how science works
- To encourage enthusiasm about science leading to continued study.



Content & Structure:

Science is one of the core subjects of the National Curriculum. Topics from each of the three sciences (Biology, Chemistry and Physics) must be studied by all students in Key Stage 4. Students who opt to study separate GCSE's in Biology, Chemistry and Physics will study a broader range of topics. Students will study:

Biology: Cells & Microscopy, Genetics, Enzymes, Natural Selection, Health & Disease, Plant Structure, Exchange & Transport in Animals, Homeostasis and Ecosystems, **The Eye and Brain, Plant defences, The Kidney, Thermoregulation**

Chemistry: States of Matter, Separating Substances, Structure & Bonding, The Periodic Table, Acids & Alkalis, Calculations in Chemistry, Electrolysis, Rates of Reaction, Fuels and the Atmosphere, **Titrations, The Haber Process, Alcohols & Carboxylic Acids, Polymerisation, Materials, Ion Tests.**

Physics: Force & Motion, Energy, Waves and the Electromagnetic Spectrum, Radioactivity, Electricity & Circuits, Magnetism & The Particle Model, **Astronomy, Static Electricity, Pressure, Lenses Ears & Hearing and Fusion & Fission**

Those topics in bold are studied by Triple Science students only. All other topics are studied by both Combined and Triple Science students. Students will be entered for separate Science GCSE's and obtain 3 separate GCSE grades in Biology, Chemistry and Physics

Assessment:

Final assessment is by 6 externally assessed examination papers. There are 2 in each of the Sciences taken at the end of the course. Each paper is 105 minutes long. Throughout the course students are internally assessed and their grades are tracked.

Note: For more able scientists, Triple Science becomes an option in Year 10 & 11 so they will continue to study Combined Science during Year 9 and therefore this may not appear on your options form.

For further information, contact Mrs J Waters

Option B:

EBACC Pathway Options:

GCSE History	18
GCSE Geography	19

Non EBACC Pathway Options:

GCSE Fine Art	20
GCSE Physical Education & CNat Sport Science	21
BTEC Level 1/2 Tech Award in Music Practice (Music Performance)	22
GCSE Statistics and Further Mathematics	23

GCSE History

Exam Board: Edexcel

Aims:



A GCSE in History supports you in learning more about the history of Britain and that of the wider world. It should inspire you to deepen your understanding of the people, periods and events studied and enable you to think critically, weigh evidence, sift arguments, make informed decisions and develop perspective and judgement. A knowledge and understanding of the past will also help you to understand your own identity and significant aspects of the world in which you live.

The main reason for choosing the subject should be because you enjoy it and are interested in pursuing it further. We hope you will have an interest in, and enthusiasm for, the past. We also hope to provide a sound basis for further study in a wide variety of curriculum areas, as well as at advanced level in the Sixth Form or for personal interest.

Course Content:

The Edexcel History GCSE includes:

Crime and Punishment in Britain, c1000-present: a study of a thousand years of Crime and Punishment in British History.

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Anglo-Saxon and Norman England c1060-88: a study of Anglo-Saxon England and the changes brought by the Norman Conquest of 1066.

Weimar and Nazi Germany 1918-39: a study of Germany between the world wars looking at the rise of Nazi Germany and life under the Nazis.

Superpower relations and the Cold War 1941-91: a study of international relations (focused on the USSR and USA) after the Second World War.

Assessment:

The students will be assessed using three different exams (there is no coursework).

Paper 1 – 30% of GCSE - Crime and punishment in Britain, c1000–present **and** Whitechapel, c1870–c1900: crime, policing and the inner city (1 hour 15 minutes).

Paper 2 – 40% of GCSE - Anglo-Saxon and Norman England, c1060–88 **and** Superpower relations and the Cold War, 1941–91 (1 hour 45 minutes).

Paper 3 – 30% of GCSE - Weimar and Nazi Germany, 1918–39 (1 hour 20 minutes).

For further information, contact Mr J Sweeting

GCSE Geography

Exam Board: OCR

Aims:

- to inspire a passion for Geography within learners which encourages an interest in the subject beyond academic achievements, for the rest of their life
- to encourage learners to think like geographers through an enquiry-based approach to contemporary topics of study
- to develop fieldwork & geographical skills which are transferable.



Course content:

Distinctive landscapes	Population and Settlement
Natural Hazards	Economic Development
Climate change	How is the UK changing?
Biodiversity	Resource security issues

Structure:

The Geography course is a very contemporary one which blends lots of relevant modern issues such as development, migration and climate change with some more traditional knowledge on topics like landscapes and natural hazards. In this multi-disciplinary subject we aim to develop young people with a strong subject knowledge that can be practically applied to help them make sense of the world around them.

Assessment:

The students will be assessed using three different exams;

Human Geography exam – People & Society (including assessment of fieldwork skills) lasting 1 hour 15 minutes - 35% of the marks

Physical Geography exam – Our Natural World (including assessment of fieldwork skills) lasting 1 hour 15 minutes - 35% of the marks

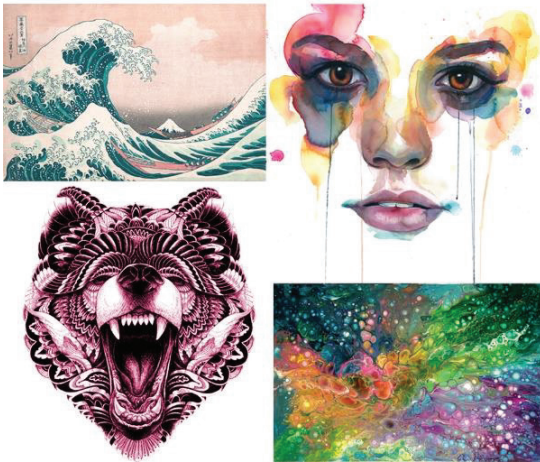
Geographical Exploration exam (involving a decision making exercise) with assessment of fieldwork skills lasting 1 hour 30 minutes – 30% of the marks

For further information, contact Mrs K Smith

GCSE Art – Fine Art

Exam Board: AQA

Aims:



The course requires candidates to develop an understanding of Fine Art through the evaluation of their own work and the work of artists from different periods, cultures and traditions. Fine art practice is defined here as the need to explore an idea, convey an experience or respond to a theme or issue of personal significance.

The course will allow students to develop their artistic ability in many areas. It will provide them with opportunities to use a variety of materials, approaches and help develop creativity, problem solving and research skills.

Candidates must show that they are capable of working from direct observation, memory and imagination. They should be able to write about artists and art movements in their own words, but above all they must be keen and hardworking

Structure and Assessment:

Coursework Portfolio 60%

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

Externally set examination 40%

One assignment with preparation from January of Year 11 and final piece to be completed in 10 hours of supervised examination time.

Content

The course is Fine Art which means candidates must experiment and work with one or more of the areas below.

- Drawing
- Painting
- Sculpture
- Installation
- Lens-/light-based media
- Photography and the moving image
- Printmaking
- Mixed media
- Land art

Within the context of fine art, students must demonstrate the ability to use fine art techniques and processes, appropriate to students' personal intentions, for example:

- Mark-making
- Construction
- Monoprint, collagraph and block printing
- Digital working methods
- Assemblage
- Carving

For further information, contact Ms J Harris

GCSE Physical Education & CNat Sport Science Combined

Exam Board:

AQA – GCSE PE

OCR – CNAT Sport Science



Aims:

In this option, students will complete both the GCSE PE and CNAT Sport Science qualifications. Due to the cross over in content between the courses, students will have their knowledge assessed through assignment work throughout the three years **and** final examinations at the end of the course. As a result, the course will be highly intense and is recommended only for students who have shown an aptitude, ability and interest in the subject throughout years

7 and 8. Students must have been regularly attending a minimum of 1 extra-curricular activity or participate regularly at a good standard in an activity outside of school, in order to be suitable for the practical element of the course. **Academic ability in English, Maths and Science is also important.** If opting for this combined course, students will be required to **regularly attend a minimum of 2 extra-curricular activities** in school and will be expected to be available for school matches and competitions.

Content, Structure & Assessment – GCSE PE

60% Theory assessed through two examinations at the end of Y11

Paper 1: The Human Body and Movement in Physical Activity and Sport

Paper 2: Socio-Cultural Influences and Well-being in Physical Activity and Sport

10% Performance analysis written assessment in one activity

30% Practical assessment in three activities: one team activity, one individual activity and a third activity.

(Students can **only** be assessed in the activities listed below)

Team Activities			Individual Activities		
Acrobatic Gymnastics	Association Football	Badminton	Amateur-Boxing	Athletics	Badminton
Basketball	Camogie	Cricket	Canoeing	Cycling	Dance
Dance	Figure Skating	Futsal	Diving	Equestrian	Figure Skating
Gaelic Football	Handball	Hockey (Field, Ice or Roller)	Golf	Gymnastics	Kayaking
Hurling	Lacrosse	Netball	Rock climbing	Sailing	Sculling
Rowing	Rugby (League or Union)	Sailing	Skiing	Snowboarding	Squash
Sculling	Squash	Table Tennis	Swimming	Table Tennis	Tennis
Tennis	Volleyball	Water polo	Trampolining	Windsurfing	
Specialist Team Activities			Specialist Individual Activities		
Blind Cricket	Goal Ball	Powerchair Football	Boccia	Polybat	
Table Cricket	Wheelchair Basketball	Wheelchair Rugby			

Content, Structure & Assessment – CNAT Sport Science – Please see page 37

Students will complete CNAT Sport Science assessments in addition to those required for GCSE PE.

For further information, contact Mr M Rhodes

BTEC Level 1/2 Technical Award in Music Practice (Music Performance)

Exam Board: Pearson

Aims:



The BTEC Tech Award in Music Practice is a creative and hands-on approach to learning about music performance and song-writing. Our performance pathway allows students to develop processes that underpin effective ways of working in the music sector, such as the development of musical ideas, and using skills and techniques for rehearsal, creation and performance in response to a musical brief.

Content & Assessment:

The qualification consists of three core components:

Component 1 – Exploring Music Products and Styles

Internally assessed, externally moderated

In this component, you will develop your understanding of different types of music products and the techniques used to create them. You will explore how musical elements, technology and other resources are used in the creation, production and performance of music. You will also practically explore the key features of different styles of music and music theory and apply your knowledge and understanding to developing your own creative work.

Component 2 – Music Skills Development

Internally assessed, externally moderated

As a performer, producer or creator in the music industry, you need to continually develop your skills and techniques in order to be successful and secure a regular flow of gigs and commissions. In this component, you will participate in workshops and classes where you will develop technical, practical, personal and professional skills and specialise in at least two of the following areas: music performance, creating original music, music production. Throughout your development, you will review your progress and consider how to make improvements.

Component 3 – Responding to a Music Brief

Externally assessed

This component will allow you to work to your strengths and interests and apply the skills that you have learned throughout your course in a practical way. You will focus on a particular area of the music sector that excites and appeals to you and respond to a music brief as a composer, performer or producer.

Students taking the BTEC Tech Award in Music Practice must have a basic understanding of how to play a musical instrument or be able to sing confidently and to a reasonable standard.

For further information, contact Mr J Hughes

GCSE Statistics and Further Mathematics

Aims:

Statistics and Further Mathematics will give students the opportunity, not only to embed their existing maths knowledge, but build on it.

Students will study a GCSE in Statistics, a key component of maths that is relevant to everyday life. Based on the principles of the statistical enquiry cycle, students gain a rounded understanding of how to interpret and apply data to a number of scenarios, both across subjects and in the real world.

Students will gain transferable skills and understanding that is applicable to the study of a wide range of other subjects at A-level and beyond, including the Sciences, Psychology, Geography, Business and Economics.

In addition to the study of GCSE Statistics, students will also spend time developing and deepening their knowledge of GCSE Mathematics. Allowing students to develop further mathematical skills to help in securing the highest grades at GCSE as well as supporting with transition to A Level, for those who want to take it further. Students will dive deeper into key concepts, to encourage stretch, challenge and enjoyment and help them achieve their full potential and prepare for further study.

GCSE Statistics Course Content The course contains three key areas:

- The collection of data – here students explore planning a statistical enquiry. Specifying a hypothesis and minimising the constraints that may be faced in designing an investigation to test a hypothesis. They also look at the types of data, how it can be sampled and collated.
- Processing, representing and analysing data – here students study the statistical techniques that will be learnt in GCSE Mathematics, such as Averages, Statistical Diagrams, but they will extend this to looking Geometric mean, standard deviation, Spearman's rank correlation
- Probability – here students build upon the work on Theoretical Probability, Tree diagrams, Venn diagrams. They start to explore probability distributions like the Binomial and Normal Distribution.

Assessment:

At the end of the course students will be assessed by exams. Students will take two written papers, both calculator and both 90 minutes long. The papers contain short, medium and extended response questions.

Questions cover statistical methods, familiar and unfamiliar contexts and the component parts if the statistical enquiry cycle.

Dependent on student progress, students may also have the opportunity to enter for a Level 2 Certificate in Further Mathematics.

Note: Due to the high proportion of applied mathematics, this course is only suited to those who are strong mathematicians and as such may not appear on all student option forms.

For further information, contact Miss K Pepper



Option C and D: Information Only

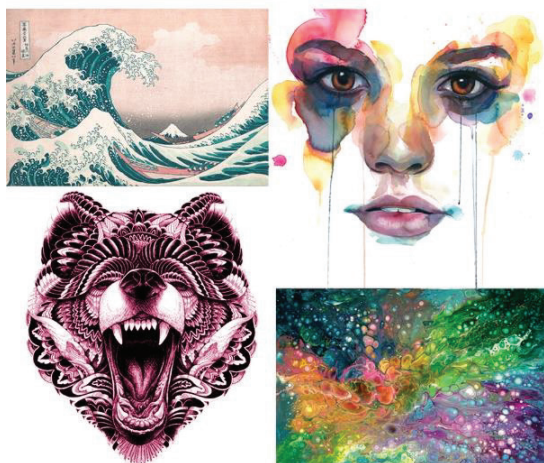
These subjects will be selected in Year 9.

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GCSE Art, Craft & Design

Exam Board: EDUQAS

Aims:



The course requires candidates to develop an understanding of Art, Craft and Design through the evaluation of their own work and the work of artists, designers and craftspeople from different periods, cultures and traditions.

The course will allow students to develop their artistic ability in many areas. It will provide them with opportunities to use a variety of materials, approaches and help develop creativity, problem solving and research skills.

Structure and Assessment:

Coursework Portfolio 60%

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

Externally set examination 40%

One assignment with preparation from January of Year 11 and final piece to be completed in 10 hours of supervised examination time.

Content:

Students must explore and create work associated with areas of study from **at least two** titles listed below. Students may explore overlapping areas and/or combinations of the following:-

- Fine art
- Graphic communication
- Textile design
- Three-dimensional design
- Photography
- Critical and contextual studies

Candidates must show that they are capable of working from direct observation, memory and imagination. They should be able to write about artists and art movements in their own words, but above all they must be keen and hardworking.

For further information, contact Ms J Harris

CNat Enterprise & Marketing (Business Studies)

Exam Board: OCR (Cambridge National)

Aims:



This course provides an opportunity for students to develop a range of skills and techniques in preparation for the ever-changing world of business and commerce.

We aim to enable students to form a sound understanding of business and an appreciation of potential future careers within it. The course explores the issues and activities involved in setting up, running and working in a business, in today's challenging business environment.

The course supports progression into commercial-based studies in the Sixth Form, such as Business and Travel & Tourism.

The Cambridge National has a strong focus on marketing techniques necessary to research and develop new products, in conjunction with the development of professional interpersonal skills and financial planning skills.

Structure & Assessment:

The course is assessed in three Units. There is one formal examination, allowing students to gain an understanding of the main activities that will need to happen to support a start-up business and what the key factors are to consider when starting up a business. The other two Units are assessed on the basis of submitted coursework created during lesson time. The final grade is determined by a combination of the externally assessed examination and the grade of the coursework evidence submitted and assessed in-house.

The three units undertaken are:

- RO67 Enterprise and marketing concepts (External Examination)
- RO68 Design a business proposal
- RO69 Market and pitch a business proposal

Team activity, self-directed research and preparatory work are all expected to be conducted alongside the work in class. "Business Support Clubs" are run at lunchtime and at the end of the school day, all hosted by staff from the Business Studies Faculty.

For further information, contact Mrs S Walters

CNat Child Development

Exam Board: OCR (Cambridge National – Technical Award)

Aims:

This course is designed for learners aged 14–16 who have an interest in children’s learning and development and wish to develop the skills and learn the theory that can prepare them for further study and employment within the childcare sector.



Structure & Assessment:

Students will be awarded L1 or L2 Pass, Merit, Distinction or Distinction*

There are three units as follows:

- **Unit RO57:** Health and Well-being for Child development. (48 GLH) This unit will be externally assessed through an exam taken at the end of Year 10.
- **Unit RO58:** Understanding the equipment and nutritional needs of children from birth to five years. (36 GLH)
- **Unit RO59:** Understand the development of a child from one to 5 years (36 GLH).

Content:

The units cover the following key elements of child development:

- **Unit RO57:** understanding the roles and responsibilities that come with parenthood, from reproduction to pregnancy, through to the preparation for birth. Students will then focus on the care of a child from birth to five years.
- **Unit RO58:** Learning the importance of creating a safe environment for children and the equipment needed for a child from birth to five years in line with the requirements of a synoptic assessment set by the exam board. Students will also need to demonstrate a clear understanding of the nutritional needs of a child from birth to 12 months and then 1-5 years and undertake a practical task relating to this topic.
- **Unit RO59:** students will understand the physical, intellectual and social development norms from one to five years; the benefits of learning through play; carry out and evaluate different play activities for a chosen developmental area with a child from one to 5 years.

It is very important that students are able to visit or have contact with a child of between 1 and 5 years of age on a regular basis during the course.

For further information, contact Mrs S Wetherill

WJEC Level 1/2 Technical Award in Construction

Exam Board: WJEC (Vocational)

Aims:

WJEC Level 1/2 Technical Award in Construction offers a learning experience that focuses learning for 14-19 year olds through applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.

The course will allow you to:

- Gain an understanding of the construction sector and a range of core craft and building services skills.
- Gain confidence in essential construction-based maths and science
- Learn and apply the knowledge, and practise the skills you will need to follow your chosen career or future studies
- Build your confidence, and achieve your full potential in your assessments.



The course introduces students to basic practical trades and provides a good basis to go on to a more advanced work-related qualification.

Structure of the Qualification:

UNIT 1 - 40%

Unit 1 is online, it has 8 sections as follows:

- *The sector*
- *The built environment life cycle*
- *Types of building and structure*
- *Technologies and materials*
- *Building structures and forms*
- *Sustainable construction methods*
- *Trades*
- *Employment and careers*
- *Health and safety*

90 minute exam, 80 marks sat at the end of the course.

UNIT 3 60%

- *Interpreting information to create a structure or product*
- *Set success criteria for standard of workmanship*
- *Prepare for task*
- *Carry out task safely*
- *Remove and dispose of materials*
- *Evaluate task*

Eight areas are available, with only three being studied in depth, from:

Brick, Plastering, Textiles, Carpentry, Electrician, Plumbing, Tiling, and Decorating.

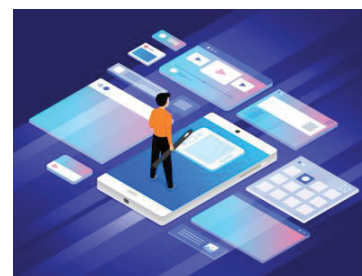
For further information, contact Mr T Mitchell or Mr G Whinfrey

BTEC Technical Award in Digital Information Technologies (IT)

Exam Board: Edexcel BTEC Level 1 and 2

Aims:

BTEC Tech Award in Digital Information Technologies can help you take your first steps towards a career in the IT sector. Jobs in this area may include IT Technical Support Advisor, Project Manager, Data Administrator or Data Analyst. You will learn essential skills such as recording, interpreting, manipulating and analysing data, designing and creating a digital interface, analysing digital and printed media products and utilising specialist software.



Who is this course suitable for?

- Students wishing to enter the IT profession or study IT at a higher level or in a more specialised area
- Students with an interest in learning about different digital technologies, such as cloud-based computing, spreadsheets and data management, project planning and system security.
- Students who enjoy using ICT software packages learning new skills
- Anyone who is interested in learning about the impact of cyber security and safe working practices.
- Students who like the use of IT, but not programming

Content & Assessment:

Over three years, students will need to complete three components: two coursework and one exam.

Unit	Title	Assessment
1	Exploring user interface design principles and project planning techniques <ul style="list-style-type: none"> • Designing and creating a user interface for a given purpose • Plan the process using project management software 	Internal Coursework – 30%
2	Collecting, presenting and interpreting data <ul style="list-style-type: none"> • Using a range of formulae and functions to produce reliable data 	Internal Coursework – 30%
3	Effective digital working practices <ul style="list-style-type: none"> • Providing a range of short and long answer IT solutions using a hypothetical scenario that mirrors real-world situations 	Externally marked examination – 40%

You are most likely to enjoy this course if you are a creative student who enjoys practical projects and working with new technology. You will need good ICT skills and must be prepared to learn how to use new software and equipment. You will need good organisational skills to meet continuous deadlines.

Where can this course lead?

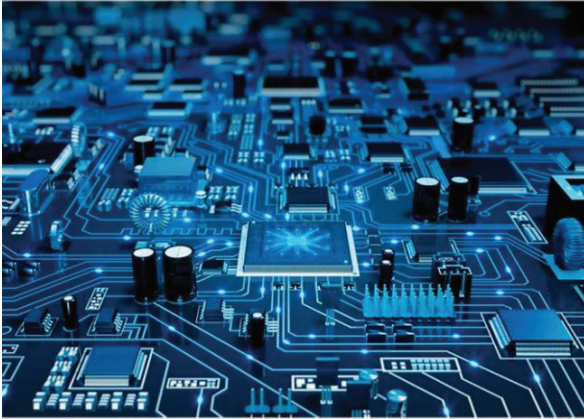
This course can lead on to various courses in Sleaford Joint Sixth Form. Cambridge Technical Level 3 in Information Technologies allows students to increase their knowledge about specific aspects of IT systems and software. BTEC DIT could also lead students to CTEC Digital Media if you prefer the design aspects of Component 1. This course could also lead in to A Level Computer Science if you prefer the aspects of Component 2 and wish to pursue a more programming-based career path. This could also lead to apprenticeships in the media industry or specialised college courses.

For further information, contact Mrs J O'Neill

GCSE Design & Technology: Electronics/Systems Specialism

Exam Board: Edexcel

Aim:



This course is aimed at students with a strong interest in electronic products and gives them an insight into our modern technological society as well as allowing them to develop skills and knowledge that are very attractive to future employers. This course should provide an opportunity for pupils to develop and encourage imagination, innovation and flair. They will be encouraged to combine designing and modelling skills to produce outcomes which will be rigorously tested. The promotion of graphics techniques and ICT applications (including CAD) will be encouraged. On successful completion of the course students could move to A Level Design & Technology.

Assessment and Content:

Design Folder (50% - internally assessed)
Written Examination (50% - externally assessed)

Students will undertake a controlled assessment task which is a substantial 'design and make' project. This will focus on four main areas: designing; making; analysing and evaluating. Students will produce a working electronic product alongside a portfolio of evidence and will be encouraged to use a wide and varied range of materials.

Students will also need to explore the following activities in preparation for their controlled assessment and also the written exam at the end of Year 11:

- Explore the work of professional designers and styles and investigate their influences on today's world.
- Designing within a professional context, working within teams and as individuals to solve real problems.
- Work on design briefs bringing together designing and making to promote the development of knowledge and understanding.
- Discover and develop innovation.
- Design and make quality products with a professional finish.
- Understand the application of maths and science in a real setting.

Due to the necessary application of maths and science within the context of this course, students will need to be predicted a GCSE Grade 5 or above in both Maths and Science.

For further information, contact Mr T Mitchell

WJEC Level 1/2 Technical Award in Engineering

Exam Board: WJEC

Aims:

Engineering is of paramount importance within the UK, with 20% of the UK's economy coming from the Engineering sector alone. We have a massive shortage of qualified personnel, which is partly down to the lack of awareness within young people of the opportunities it provides. The course is designed to look at a range of Engineering skills, from manufacturing to designing and solving technical problems.



Who is this course suitable for?

This course is suitable for all, with no formal entry requirements. Learners would find the following learning skills and aptitudes helpful: basic proficiency in literacy and numeracy, problem solving, and motivation to work independently.

Content & Assessment:

Unit 1 provides learners with the opportunity to interpret different types of engineering information in order to plan how to manufacture engineering products. Learners will develop knowledge, understanding and skills in using a range of engineering tools and equipment in order to manufacture and test an end product. Internally examined and contributes to 40% of the qualification. There are 20 hours set out to complete the assessment.

Unit 2 allows learners to explore how an engineered product is adapted and improved over time, and it offers learners the opportunity to apply their knowledge and understanding to adapt an existing component, element or part of the engineering outcome that they manufactured for Unit 1. Internally examined and contributes to 20% of the qualification. There are 10 hours set out to complete the assessment.

Unit 3 introduces learners to a range of considerations that impact on engineering design and how modern engineering has had an impact on modern day life at home, work and in society in general. External examination worth 40% of the qualification. There is a final 90-minute examination.

Where can this course lead?

The course would create a great foundation for further study and learners the opportunity to develop a range of specialist and general skills that would support their progression to employment.

For further information, contact Mr T Mitchell

GCSE Design & Technology: Paper and Board Specialism (Graphic Design)

Exam Board: Edexcel

Aim:

This course is aimed at students with a strong interest in graphic design and gives them an insight into our modern technological society as well as allowing them to develop skills and knowledge that are very attractive to future employers. This course should provide an opportunity for pupils to develop and encourage imagination, innovation and flair. They will be encouraged to combine designing and modelling skills to produce outcomes which will be rigorously tested. The promotion of graphics techniques and ICT applications (including CAD) will be encouraged. On successful completion of the course students could move to A Level Design & Technology.



Assessment and Content:

Design Folder (50% - internally assessed)

Written Examination (50% - externally assessed)

Students will undertake a controlled assessment task which is a substantial 'design and make' project. This will focus on four main areas: designing; making; analysing and evaluating. Students will produce a working product alongside a portfolio of evidence and will be encouraged to use a wide and varied range of materials.

Students will also need to explore the following activities in preparation for their controlled assessment and also the written exam at the end of Year 11:

- Explore the work of professional designers and styles and investigate their influences on today's world.
- Designing within a professional context, working within teams and as individuals to solve real problems.
- Work on design briefs bringing together designing and making to promote the development of knowledge and understanding.
- Discover and develop innovation.
- Design and make quality products with a professional finish.
- Understand the application of maths and science in a real setting.

This course will focus on Graphical applications in design and Graphical practical elements to support learning.

For further information, contact Mr T Mitchell or Mr G Whinfrey

CNat Health and Social Care

Exam Board: OCR (Cambridge National)

Aim:



The OCR Cambridge National in Health and Social Care can help you take your first steps towards a career in a variety of health and social care settings, including Early Years. You will learn skills, such as effective communication, alongside the essential values of care relating to the workplace.

The course is aimed at anyone who is interested in a career in health, social care or early years' settings or students who simply wish to develop a broader range of skills, personal qualities and attitudes essential for a successful working life.

You are most likely to enjoy this course if you are interested in working with people and wish to pursue a career in Care. If you enjoy working in group situations, taking responsibility for your own learning and have the ability to empathise with others, then this is the course for you.

Content & Assessment:

Over the two years, students will complete **three units** and can achieve grades **L2D*** - **L1P**. The units are as follows:

R032	Principles of Care in health and social care settings	(Externally assessed exam)
R033	Supporting individuals through life events	(Internally assessed coursework)
R034	Creative and therapeutic activities	(Internally assessed coursework)

Where can this course lead?

This course can lead on to Cambridge Technicals Level 2 and 3 in Health and Social Care when entering Sleaford Joint Sixth Form. This could also lead to apprenticeships in a variety of Health, Social Care or Early Years' settings or related college courses.

For further information, contact Mrs A Richart

WJEC Level 1/2 Technical award in Hospitality and Catering

Exam Board: WJEC (Vocational)

Aim:

The Technical Award in Hospitality and Catering has been designed to support learners in schools who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment.



Structure & Assessment:

The course is assessed using the grades L1 Pass, Merit, Distinction and L2 Pass, Merit, Distinction/* Students will be provided with the opportunity to undertake work related to the following areas of study:

Unit 1: The Hospitality and Catering Industry.

Overview: In this unit learners will gain a comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.

Topics: Hospitality and catering provision, how hospitality and catering providers operate, health and safety in hospitality and catering and food safety in hospitality and catering.

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

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.

Unit 2: Hospitality and Catering in Action.

Overview: 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.

Topics: The importance of nutrition, Menu planning, the skills and techniques of preparation, cooking and presentation of dishes, Evaluating cooking skills

Assessment: This unit is internally assessed through controlled assessment. The assessment contributes 60% to the overall qualification grade.

Students will be expected to bring ingredients every week for practical cooking lessons.
There will be both written and practical exams in both Year 10 and Year 11.

For further information, contact Mrs S Wetherill or Mrs C Ward-Tilley

GCSE Design & Technology: Timber Specialism (Product Design)

Exam Board: Edexcel

Aim:



This course is aimed at students with a strong interest in product design, with a timber focus, and gives them an insight into our modern technological society as well as allowing them to develop skills and knowledge that are very attractive to future employers. This course should provide an opportunity for pupils to develop and encourage imagination, innovation and flair. They will be encouraged to combine designing and modelling skills to produce outcomes which will be rigorously tested. The promotion of graphics techniques and ICT applications (including CAD) will be encouraged. On successful completion of the course students could move on to A Level Design & Technology.

Assessment and Content:

Design Folder (50% - internally assessed)

Written Examination (50% - externally assessed)

Students will undertake a controlled assessment task which is a substantial 'design and make' project. This will focus on four main areas: designing; making; analysing and evaluating. Students will produce a working product alongside a portfolio of evidence and will be encouraged to use a wide and varied range of materials.

Students will also need to explore the following activities in preparation for their controlled assessment and also the written exam at the end of Year 11:

- Explore the work of professional designers and styles and investigate their influences on today's world
- Designing within a professional context, working within teams and as individuals to solve real problems
- Work on design briefs bringing together designing and making to promote the development of knowledge and understanding
- Discover and develop innovation
- Design and make quality products with a professional finish
- Understand the application of maths and science in a real setting.

The course will focus on timber based projects and practical elements to support learning.

For further information, contact Mr T Mitchell

GCSE Religious Studies (World Religions, Philosophy and Ethics)

Exam Board: AQA

GCSE Religious Studies Aims:

This course is designed to enable you to:

- explore and learn to express your ideas and the ideas of others, about social, moral, personal, religious and/or philosophical issues
- develop a knowledge and understanding of two different religions and of Ethics and Philosophy
- understand different peoples' beliefs, morals and ways of living.
- produce evidence and arguments to support and evaluate points of view.



The skills which are learned in Religious Studies are useful in almost all aspects of adult life. The ability to discuss issues and to support your view with suitable evidence is very important in a whole range of jobs from Police Officer to someone preparing a report about a new project for a manager of a business. Religious Studies also promotes personal development skills that are useful beyond GCSE. Being able to understand people more effectively, to express an opinion, to listen to others and form logical arguments are transferable skills. GCSE RS is looked on favourably as a subject which gives foundation to go on to study many other subjects. For example Law, Philosophy, Sociology and Psychology.

Content & Assessment:

It is compulsory to study two world religions. These are Christianity and Buddhism. Within these religions, there are two themes, which are

Beliefs and teachings	Practices
-----------------------	-----------

There are then four Religious, philosophical and ethical themes which are

Relationships and families	Existence of God and revelation
Religion and life	Religion, crime and punishment

The course will be assessed by two written examinations at the end of Year 11, which are each 1 hour 45 minutes, and include short and extended writing.

For further information, please contact Mrs K Radford/ Mr M Scott

CNat Sport Science

Exam Board: OCR (Cambridge National)

Aim:



Cambridge Nationals are vocationally related qualifications that take an engaging and practical approach to learning and assessment. The Cambridge National in Sport Science recognises the importance of science disciplines for progress in elite sport and allows students to think for themselves about the scientific world of sport. This qualification offers learners the opportunity to study the science of training and training principles, the importance of diet and nutrition for sports performance and ways of recognising, responding to and treating injuries and medical conditions. While there are no formal entry requirements for the course, students will need to

show a clear interest in, and knowledge of, a variety of sporting activities in order to effectively apply this knowledge to formal assessment work.

Assessments & Structure:

Reducing the risk of sports injuries

Externally Examined -40%

Written paper, 1 hour 15 minutes, 70 marks.

Section A: 25 marks – Knowledge based multiple choice and short to medium response questions.

Section B: 45 marks – Context based medium to extended response questions and evaluation questions.

Students learn how to prepare participants to take part in physical activity and the risk factors associated with sporting performance. They learn about common injuries and medical conditions and how to respond to these when they occur. Students develop skills relevant to many roles within the sport and leisure industry by knowing how to reduce the risk of injury and how to recognise symptoms, should injury occur.

Applying the principles of training

Internally Assessed – 40%

Controlled Assessment – 5 tasks – 80 marks

The assessment for this unit involves students taking on the role of a ‘Sports Coach’ and there are a number of tasks designed around keeping their athletes in peak condition. Students learn about the importance of fitness testing and monitoring and then administer these fitness tests on their chosen performers. Using the results of these tests, students then apply their knowledge of the different methods and principles of training to design their own training programme for their athlete to follow. Students are taught how to reflect on this programme and make adaptations where required to improve performance.

Nutrition and Sports Performance

Internally Assessed – 20%

Controlled assessment – 4 tasks – 40 marks

In the world of sport, the right nutrition is as important as the right equipment and the right training methods. Without suitable nutrition, a performer’s body would not be able to cope with the stresses and strains put upon it. Students will learn to consider the composition of a healthy, balanced diet, the necessity of certain nutrients in particular quantities and the effects of a poor diet on performance. The knowledge gained is then used to produce an appropriate, effective nutrition plan for a performer.

For further information, contact Mr M Rhodes

GCSE Physical Education

Exam Board: AQA – GCSE PE



Aims:

In this option, students will complete both the GCSE PE and CNAT Sport Science qualifications. Due to the cross over in content between the courses, students will have their knowledge assessed through assignment work throughout the three years **and** final examinations at the end of the course. As a result, the course will be highly intense and is recommended only for students who have shown an aptitude, ability and interest in the subject throughout years

7 and 8. Students must have been regularly attending a minimum of 1 extra-curricular activity or participate regularly at a good standard in an activity outside of school, in order to be suitable for the practical element of the course. **Academic ability in English, Maths and Science is also important.** If opting for this combined course, students will be required to **regularly attend a minimum of 2 extra-curricular activities** in school and will be expected to be available for school matches and competitions.

Content, Structure & Assessment – GCSE PE

60% Theory assessed through two examinations at the end of Y11

Paper 1: The Human Body and Movement in Physical Activity and Sport

Paper 2: Socio-Cultural Influences and Well-being in Physical Activity and Sport

10% Performance analysis written assessment in one activity

30% Practical assessment in three activities: one team activity, one individual activity and a third activity.

(Students can **only** be assessed in the activities listed below)

Team Activities			Individual Activities		
Acrobatic Gymnastics	Association Football	Badminton	Amateur-Boxing	Athletics	Badminton
Basketball	Camogie	Cricket	Canoeing	Cycling	Dance
Dance	Figure Skating	Futsal	Diving	Equestrian	Figure Skating
Gaelic Football	Handball	Hockey (Field, Ice or Roller)	Golf	Gymnastics	Kayaking
Hurling	Lacrosse	Netball	Rock climbing	Sailing	Sculling
Rowing	Rugby (League or Union)	Sailing	Skiing	Snowboarding	Squash
Sculling	Squash	Table Tennis	Swimming	Table Tennis	Tennis
Tennis	Volleyball	Water polo	Trampolining	Windsurfing	
Specialist Team Activities			Specialist Individual Activities		
Blind Cricket	Goal Ball	Powerchair Football	Boccia	Polybat	
Table Cricket	Wheelchair Basketball	Wheelchair Rugby			

For further information, contact Mr M Rhodes

BTEC Level 1/2 Technical Award in Fashion and Textiles

Exam Board: BTEC (Level 1/2 Technical Award)

Aims:

This course is aimed at learners who want to study creative fashion/textiles in a hands-on, practical way. It will help them to develop the knowledge, skills and experience that could open up a pathway to a career in the industry.

Assessment:

Students will be awarded a L1 Pass, Merit, Distinction or L2 Pass, Merit or Distinction/*

Unit 1: Creative Practice in Art and Design
(Fashion/Textiles) – Internally assessed and externally moderated

Unit 2: Responding to a Client Brief – externally assessed synoptic task

There is no written exam for this course.

Course content:

Component 1: Creative Practice in Art and Design (Fashion/Textiles)

In this component, you will develop practical research and investigation skills, which will enable you to gain an understanding of how designers produce work for a specific purpose. You will then apply practical ideas-generation techniques and learn how to visualise and record your ideas in different ways. You will develop practical design skills and explore techniques in order to communicate your creative intentions. You will have the opportunity to work across a range of media used in art and design practice. Taking part in workshops and classes, you will develop and practise skills with materials, techniques and processes. Throughout your skills development, you will review your progress and consider how you can make improvements. You will then learn how to communicate your progress and outcomes to show your skills development.

Component 2: Responding to a Client Brief (Fashion/Textiles)

Designers respond to briefs to produce outcomes. They continually think about the requirements of the brief and try alternative approaches during development. Once they have developed and created a response to the brief, they present their work.

In this component, you will interpret a creative brief that is asking you to produce specific art or design work for an identified audience. You will use your skills to understand the constraints and the requirements of the brief. You will use planning and organisation skills to ensure that the work can progress and develop in a structured way. You will ensure that the work meets the requirements of the brief by continually reviewing your work. Finally, you will present the work in an appropriate format, in order to communicate the development of your work and the final response.

For further information, contact Mrs C Emms or Mrs C Ward-Tilley



BTEC Level 1/2 Technical Award in Travel and Tourism

Exam Board: Edexcel (Technical Award)

Aims:



This course provides an opportunity for students to develop a range of skills and techniques in preparation for the ever-changing world in the travel and tourism industry.

We aim to enable students to form a sound understanding of this area and an appreciation of potential future careers within it. The course explores the issues and activities involved in organising travel, managing tourism and has both a UK and international dimension.

The BTEC has a strong focus on analytical techniques necessary to research and develop products, in conjunction with the development of an understanding of geographical issues, culture and the impact of tourism.

The course supports transition into commercial-based studies in the Sixth Form, such as Business and Travel & Tourism.

Structure & Assessment:

The BTEC course is assessed in 3 Units. There is one formal examination for this BTEC award based on “Influences on Global Travel and Tourism”, the other two units are assessed on the basis of submitted coursework created during lesson time. The final grade is determined by a combination of the externally assessed examination and the grade of the coursework evidence submitted and assessed in-house.

The three units undertaken are:

- Travel and Tourism Organisations and Destinations
- Customer Needs in Travel and Tourism
- Influences on Global Travel and Tourism (External Examination)

Team activity, self-directed research and preparatory work are all expected to be conducted, alongside the work in class. “Business Support Clubs” are run at lunchtime and at the end of the school day, all hosted by staff from the Business Studies Faculty.

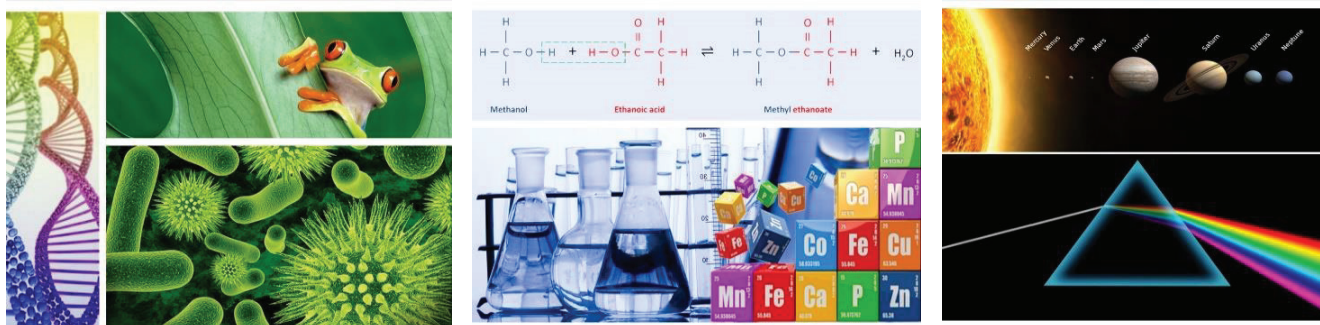
For further information, contact Mrs S Walters

GCSE Triple Science

Exam Board: Edexcel

Aims of courses:

- To develop students' understanding of the science around them that affects them in their everyday life
- To develop students' questioning, analytical and evaluative approach to scientific problems and issues
- To develop students' practical skills in science and an understanding of how science works
- To encourage enthusiasm about science leading to continued study.



Content & Structure:

Science is one of the core subjects of the National Curriculum. Topics from each of the three sciences (Biology, Chemistry and Physics) must be studied by all students in Key Stage 4. Students who opt to study separate GCSE's in Biology, Chemistry and Physics will study a broader range of topics. Students will study:

Biology: Cells & Microscopy, Genetics, Enzymes, Natural Selection, Health & Disease, Plant Structure, Exchange & Transport in Animals, Homeostasis and Ecosystems, **The Eye and Brain, Plant defences, The Kidney, Thermoregulation**

Chemistry: States of Matter, Separating Substances, Structure & Bonding, The Periodic Table, Acids & Alkalis, Calculations in Chemistry, Electrolysis, Rates of Reaction, Fuels and the Atmosphere, **Titrations, The Haber Process, Alcohols & Carboxylic Acids, Polymerisation, Materials, Ion Tests.**

Physics: Force & Motion, Energy, Waves and the Electromagnetic Spectrum, Radioactivity, Electricity & Circuits, Magnetism & The Particle Model, **Astronomy, Static Electricity, Pressure, Lenses Ears & Hearing and Fusion & Fission**

Those topics in bold are studied by Triple Science students only. All other topics are studied by both Combined and Triple Science students. Students will be entered for separate Science GCSE's and obtain 3 separate GCSE grades in Biology, Chemistry and Physics

Assessment:

Final assessment is by 6 externally assessed examination papers. There are 2 in each of the Sciences taken at the end of the course. Each paper is 105 minutes long. Throughout the course students are internally assessed and their grades are tracked

For further information, contact Mrs J Waters

Appendices

Appendix A: GCSE Grade Conversion

New GCSE Grade	Old GCSE Grade
9	A*
8	A*
7	A
6	B
5	C+/B-
4	C
3	D
2	E
1	F/G

Appendix B: Vocational Grading System

Vocational Grade	New GCSE Grade
Distinction*	8.5
Distinction	7
Merit	5.5
Pass	4
Level 1 Pass	1.75

Some applied courses have additional grades offered at Level 1 as follows:

Additional Grades	New GCSE Grade
Level 1 Distinction	3
Level 1 Merit	2
Level 1 Pass	1.25

Appendix C: Forbidden Combinations

The following sets of subjects are considered too similar by the DfE or are essentially the same qualification and therefore discount each other. This means a student can only study one in each set.

Art & Craft

GCSE Fine Art	GCSE Art, Craft & Design	L1/2 Art & Design: Textiles
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This is particularly important as GCSE Fine Art will start in Year 9 as part of Block B. If you think you might want either Textiles or Art, Craft Design in Year 10 – you should not pick Fine Art in Block B.

Taking Fine Art in B, automatically disqualifies you from selecting Textiles or Art, Craft Design in C and D.

Design & Technology

GCSE Design & Technology: Electronics	GCSE Design & Technology: Product Design	GCSE Design & Technology: Graphic Design
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St George's Academy

aiming high to achieve excellence for all

RUSKINGTON CAMPUS

Sleaford Rd

Ruskington

Lincolnshire

NG34 9BY