



QUEEN ETHELBURGA'S COLLEGIATE

KS4
CURRICULUM OPTIONS
2022-2023



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THE COLLEGE AND THE FACULTY CURRICULUM PATHWAYS

As a Foundation with a broad intake of students with wide ranging skills and interests, we seek to provide the type and pace of learning that will enable everyone to achieve their potential. Consequently, Year 10 students can choose between two curriculum pathways – the College and the Faculty.

Both pathways give equal emphasis to the core subjects of English, Mathematics and Science, and it is important to ensure that all young people achieve good grades in these core subjects. This is to allow them to have a solid foundation from which to progress to further education or training.

The core curriculum for both pathways is thus:

- GCSE Mathematics
- GCSE English Language
- GCSE Trilogy Science or separate GCSEs in Biology, Chemistry and Physics

Students in both the College and Faculty also undertake the following compulsory lessons which do not lead to GCSE level qualifications:

- Physical Education/Games
- Personal Development (RE/Careers/Citizenship/PSHE)

All students then choose from a range of additional subjects that lead to GCSE or BTEC qualifications. The actual courses available will vary on the two pathways and more detail on this, plus information about each subject, can be found on the following pages and on the option forms. All of our qualifications are challenging, highly regarded and provide opportunities for students to progress to university and a choice of future careers.

Choosing the Right Pathway

For all students we will have a range of information upon which to base our school recommendations for their Key Stage 4 studies including their interests and future aspirations, the results of CAT4 and CEM Centre testing, subject specific performance and teacher assessment, and the Oxford English test (for students with English as a second language only).

Staff will be happy to advise on the best choice and to discuss the different options. We will endeavour to indicate to each student, and their parents or guardians, which school we feel will be most appropriate, although this will be kept under review during the early weeks of Year 10.

Learning Development support will continue to be available for all students who require individual lessons on either pathway.

Examination fees

Please note that, as outlined in the Parent Handbook, all registration and examination fees for both GCSE and BTEC courses are charged to parents when the school is invoiced by the examination board.

GCSE Levels

The cost of GCSE examinations is approximately £50 per subject entry.

BTECs

All students completing a BTEC course must be registered with the examination board by November. BTEC fees are paid at the point of registration and include all of the administration of internal and external units, and final certification, and are approximately £70 per subject entry.



QUEEN ETHELBURGA'S COLLEGE

The College pathway is designed for students of strong academic ability. The focus throughout Key Stage 4 is the pursuit of excellence, with students helped and encouraged to develop independence in their learning and a real curiosity for their chosen subjects.

The College expectation is that students will be aiming to achieve at least grade 7s in each of their subjects (equivalent to an A grade) through a combination of outstanding teaching, academic challenge, and student endeavour.

All students complete the core subjects of English Language and Mathematics, though most will also be aiming to gain an English Literature GCSE and/or a Further Mathematics GCSE by the end of Key Stage 4. All students initially work towards the three separate sciences; Biology, Chemistry and Physics though, where it is more suitable, they may instead complete the Trilogy Science course, equivalent to two GCSEs. Decisions on final core subject combinations are made on an individual basis throughout the course in order to maximise student grades.

Each student will also complete up to four additional GCSE options over the two-year course. These can be selected from a wide range of option choices from within the sciences, social sciences, humanities, languages and creative arts disciplines. Uniquely, the structure of the College curriculum asks students to select just two of their GCSE options in year 10, providing 5 hours a week of teaching in each, with the aim of sitting these qualifications at the end of the year. This has many benefits for students in providing a real focus for year one, as well as the opportunity to complete two GCSE courses early, experiencing the level of academic learning required, and keeping their curriculum content slightly narrower than it would otherwise be. In the second year of the course, students select up to two further GCSEs from the same wide range, which again provides a focused curriculum for a further year. This one-year GCSE programme structure can be adapted for each individual student as needed, such that they sit examinations and complete qualifications in order to gain the best possible grades.

Students in the College also follow Physical Education (PE) and Personal Development (PD) lessons as non-examined courses, as well as choosing a super-curricular option. This latter is designed to allow them to further develop their knowledge and skills in a chosen area of interest which may link to a future career goal.

The College pathway is undoubtedly challenging but immensely rewarding, requiring students to work quickly and diligently across the demanding range of subjects. College students are hard working and single-minded, supporting each other in class and out, to achieve at the highest possible levels.

In order for students to access this pathway successfully, they should score in the 60th percentile or higher in the CAT4 and/or MIDYIS Mathematics, Spatial and Non Verbal Tests, with consideration also given to achievement levels on their current programmes of study. Students with English as an Additional Language should achieve an Oxford Online English Test score of 66 or higher, or a minimum of IELTS 5.5. Further information about testing and the current scores for each student are available on request.

The Collegiate also offers a 1-year GCSE program for older students joining mid-way through their KS4 studies. This consists of the core subjects of English, Mathematics and Science with a choice of two further GCSE options.



THE FACULTY OF QUEEN ETHELBURGA'S

Students in the Faculty can choose from a wide variety of subjects which can be a combination of GCSE and BTEC qualifications. Students follow one of three pathways - 'create', 'innovate' or 'extend' - according to their interests and abilities, allowing them to thrive. Each pathway includes the core subjects; English Language, Mathematics and Science. Students in the Faculty also have access to the Performance Sport Programme (PSP) and Academy of Dramatic Arts (ADA), which allow students to specialise in sport or the arts alongside a full academic programme. The PSP and ADA programmes are built into the curriculum and students do not need to sacrifice an academic subject to pursue excellence in sport/art. Academic progress remains the priority in The Faculty.

The majority of students will follow a GCSE Trilogy Science course over the two years, though students following the 'extend' pathway study the separate sciences of Biology, Chemistry and Physics. Students who demonstrate a particular aptitude for mathematics are also able to take a Level 2 certificate in Mathematics in Year 11. Students may also be entered for English Literature.

Non examined core subjects include Physical Education and Personal Development. Students also choose one enrichment and one super-curricular lesson per week. This offers students the chance to be inspired by the curriculum areas they are most passionate about and allows them to develop their interest outside the curriculum, whether in the sports, arts or academia.

International students are able to access EAL support, and for those students who require additional support to achieve in the core curriculum, there is also the option to follow an additional Mathematics Study Skills course or choose Academic English to support with GCSE outcomes. These are delivered on a small group basis and provide students with a good opportunity to gain the grades required for sixth form study and beyond.

The flexibility of the curriculum pathways, the specialist sport and arts programmes, the range of traditional and vocational qualifications, plus the availability of support sessions and academic learning mentors mean we are able to provide a tailor- made programme to meet each individual's needs to maximise their grades.

In order for students to access the Faculty programmes, they should score in the 25th percentile or higher in the CAT4 Mathematics, Spatial and Non Verbal Tests for innovate and create pathways and 60th percentile and above for the extend pathway. In the case of international students, they should achieve a score of 60 or higher on our Oxford Online English Test, or a minimum of IELTS 5.0. Further information about testing and the current scores for each student are available on request.



GUIDANCE TO PARENTS/GUARDIANS WHEN HELPING TO MAKE OPTION DECISIONS

The subject choices made at the end of Key Stage 3 form the foundation for future learning. All pupils are now required to study towards A Levels, vocational qualifications or to take an apprenticeship post-16, and many then proceed to higher education.

A broad and balanced curriculum is necessary if it is to support future choices - we recommend therefore that students select a range of subjects for 14-16 study. Specialisation will come at a later stage of their education. With the exception of English, mathematics, science and languages, most career paths do not require your child to have studied a particular subject in Key Stage 4. Most employers are more interested in the grades achieved and enthusiasm for learning, than the fact that they did, or did not, study any one subject at 14-16.

For a very small number of jobs, particular sixth form subjects are needed which require success at GCSE, so it is worth checking requirements. However, in most cases the best advice is to study as broad a range of subjects as possible - subjects that students enjoy. The Queen Ethelburga's options policy is designed to encourage this, by ensuring that every pupil is given a wide range of subjects from which to choose. The purpose of the Options Booklet is to give information about each subject that students can study. Please note that we set maximum numbers for some practical subjects.

Some things for students to think about:

What do I enjoy studying? What are my strengths?

Am I choosing the best way of working? (For example, some students do better with regular assessments, others perform well in examinations).

If I choose this subject now, will it keep more options open for future study/training/work?

Some things to consider with your son/daughter:

- Some pupils say that they like a subject when they are really motivated by a belief that it won't involve much work. Remember, however, your son/daughter will have to work hard in all subjects to attain a good qualification.
- Some choose a subject to stay in the same class as friends but because timetabling everyone's needs is complex, your son/daughter might well be split from their friends for a particular subject.
- Another easy mistake for students to make is to think they like the subject because they like the teacher. Again, timetabling (and the possibility of staff changes) can place them with a different teacher. Your son/daughter should be confident that they will enjoy the subject no matter who teaches it.

The options process is designed to fully inform students so that they can confidently begin the path to a successful future. Please ask if you require further explanation or help with any stage of the process. Please note examination fees are payable for GCSEs at the time at which each examination is taken. BTEC registration fees are payable at the beginning of the course with no further charge for any examinations (apart from resit examinations).

GCSE ENGLISH

The department offers different pathways to academic qualifications, depending on the needs of the student. For most this will be the Edexcel GCSE 9-1 Language qualification outlined below. For all, the emphasis is on developing the skills needed for further academic study in any subject, through tailored, thematic content that allows the students to share ideas and activities whilst pursuing individual development to an appropriate qualification. Students may also be entered for the Edexcel GCSE 9-1 Literature qualification, depending on their interest, application and ability. The texts are studied by all in Year 10 as part of the thematic basis for their Language course.

What will I do on the course?

Reading, writing, speaking and listening are the key areas that will be developed over two years. Working as an individual, in small peer groups, whole class or whole year groups, students will participate in a range of activities designed to engage and challenge them on a variety of topics. These are thematically organised, using texts and extracts drawn from both classic literature (including *The Tempest*, *A Christmas Carol*, *An Inspector Calls* and poetry) and modern non-fiction (opinion columns, magazine articles, travel writing, and so forth).

Students have access to the Office 365 suite, which includes the Sharepoint site for English, where tailored resources are made available for download. Written work is uploaded through Turnitin, the online assignment marking system used by the department. Students will also be enrolled in www.vocabulary.com and given access to vocabulary lists for the many articles and texts used as part of the course. Tablets or laptops are the most efficient way to annotate extracts, write assignments and check assessments.

Course Content

Students will:

- read a wide range of texts (including classic literature), independently and as part of a group, in depth and with good understanding; apply critical and evaluative judgements supported by evidence; make connections across their reading; discuss and explain their understanding and ideas; 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; acquire and apply a wide vocabulary alongside 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.



EDEXCEL GCSE (9-1) in English Language (1ENO)

How is the course assessed?

The course is externally assessed with two examinations at the end of Year 11.

Component 1 (40%): Fiction and Imaginative Writing (1 hour 45 minutes).

- Reading questions on an unseen 19th-century fiction extract. An imaginative writing task on one of two questions

Component 2 (60%): Non-fiction and Transactional Writing (2 hours 5 minutes)

- Reading questions on both 20th-century and 21st-century non-fiction extracts
- A transactional writing task from a choice of two - (letter, newspaper article, guide, etc)

Spoken language will be reported as a separate grade on the student's certificate.

What can I do with this course?

English Language is a basic requirement for further academic study and a career. The emphasis on understanding and analysis of writing provides a solid foundation not only for careers such as Journalism, Business, Law but also for everyday life – checking agreements and contracts, understanding bias.

EDEXCEL GCSE (9-1) in English Literature (1ETO)

What will I do on the course?

Course Content

The texts for study include *The Tempest*, *A Christmas Carol*, *An Inspector Calls* and an anthology of poetry.

Students will be expected to read and begin annotating the texts in advance of the lessons. There will be discussion in pairs, groups or whole class to share ideas and further develop a personal response to the texts.

How is the course assessed?

The course is externally assessed with two examinations at the end of Year 11, both equally weighted (50% each). Component 1 (50%): Shakespeare and Post-1914 Literature (1 hour 45 minutes)

- A two part question on the Shakespeare text
- An essay on the Post-1914 Literature text

Component 2 (50%): 19th-century Novel and Poetry since 1789 (2 hours 15 minutes)

- A two-part question on the 19th-century novel
- A comparison of two poems from the Anthology
- A comparison of two unseen contemporary poems



ENGLISH AS AN ADDITIONAL LANGUAGE (FACULTY ONLY)

Our EAL course provides an option for students in the Faculty with English as an Additional Language and who wish to have extra support with their English, which in turn should improve their performance in other subjects.

It is delivered by specialist staff, and students work towards the First Certificate Examination (FCE) which is offered by the Cambridge examination board.

The FCE qualification demonstrates that students have the language skills to live and work independently in an English-speaking country or study on courses taught in English. It is widely recognised by universities and is good preparation for the IELTS qualification which students then complete in the Sixth Form.

The FCE course tests students' ability to read, write, speak and listen in English and students sit examinations as follows:

- Paper 1 – Reading and Use of English – 1 hour 15 minutes – tests the use of English with different types of reading text
- Paper 2 – Writing – 1 hour 20 minutes – producing two pieces of written work
- Paper 3 – Listening – 40 minutes – following and understanding the spoken word
- Paper 4 – Speaking – 14 minutes – speaking with one or two other students in a face to face situation



AQA GCSE MATHEMATICS

What will I do on the course/course content?

In Years 10 and 11, students work towards the AQA GCSE examination which assesses the following main areas of study:

- Number
- Ratio, Proportion and Rates of Change
- Algebra
- Geometry and measures
- Probability
- Statistics

How is the course assessed?

Throughout the course, the emphasis will be on developing an understanding of mathematics and its applications. There will be two tiers of GCSE in Mathematics, which are graded on a nine-point scale: 1 to 9 – where 9 is the highest grade.

Students are entered for the examination which most closely matches their ability in mathematics, and are taught in appropriate sets in preparation for these examinations. Assessment is by means of three written papers, one without the use of a calculator.

Extension/Support Opportunities

Students in the top sets are also considered for entry in a Level 2 Certificate in Further

Mathematics (AQA 8360). This qualification offers the opportunity to stretch and challenge students by assessing their higher order mathematical skills, as well as by building on the GCSE curriculum in preparation for AS Level Mathematics. The content covers the areas of algebra and geometry, which are crucial to further study in the subject, in greater depth and breadth. It also gives an introduction to calculus and matrices and develops further skills

in trigonometry, functions and graphs. Within this course, greater emphasis is placed on higher order technical proficiency, rigorous argument and problem solving skills.

What can I do with this course?

Mathematics is an important component of the core element of the National Curriculum. It will be needed by all citizens in future societies, albeit at different levels and for different purposes. Our courses are suitable both for those who wish to specialise in Mathematics post GCSE and for those who simply need general skills for their future careers.



AQA GCSE SCIENCE

What will I do on the course?

All students in College and Faculty follow the AQA GCSE Science courses. The courses available include the: Trilogy Science GCSE and the separate sciences Biology, Chemistry and Physics GCSEs. The Science courses combine relevant, inspiring content and practical work.

Course content

The content of the Trilogy Science GCSE is the same as that for the separate sciences with the Biology, Chemistry and Physics specifications having extra material to cover.

Biology - Cell Biology, Organisation, Infection and Response, Bioenergetics, Homeostasis and Response, Inheritance, Variation and Evolution and Ecology.

Chemistry - Atomic Structure and the Periodic Table, Bonding Structure and the Properties of Matter, Quantitative Chemistry, Chemical Changes, Energy Changes, The Rate and Extent of Chemical Change, Organic Chemistry, Chemical Analysis, Chemistry of the Atmosphere and Using Resources.

Physics - Energy, Electricity, Particle Model of Matter, Atomic Structure, Forces, Waves and Magnetism and Electromagnetism.

How is the course assessed?

The Combined Science course has sixteen required practicals; students will need to keep a record of their results from these and are examined on them within the written examination papers. There is no longer any controlled assessment within Science and the students will take written examinations only.

There will be a greater emphasis on mathematical skills in the new Science specification. Each Combined Science examination is worth 16.7% of the final GCSE grade and lasts for 1 hour 15

minutes. The students will take all six papers at the end of Year 11 and the structure is as follows:

Biology – Paper 1 - Cell Biology, Organisation, Infection and Response, Bioenergetics. Paper 2 - Homeostasis and Response, Inheritance, Variation and Evolution and Ecology.

Chemistry – Paper 1 - Atomic Structure and the Periodic Table, Bonding Structure and the Properties of Matter, Quantitative Chemistry, Chemical Changes, Energy Changes. Paper 2 - The Rate and Extent of Chemical Change, Organic Chemistry, Chemical Analysis, Chemistry of the Atmosphere and Using Resources.

Physics - Paper 1 - Energy, Electricity, Particle Model of Matter, Atomic Structure. Paper 2 - Forces, Waves and Magnetism and Electromagnetism. The examination questions will be a combination of multiple choice, structured, closed short answer and open response.

GCSE Combined Science will be graded on a 17 point scale: from 1-1 up to 9-9 with 9-9 being the highest grade. Foundation and Higher tier papers will be available with the Foundation papers covering grades 1-1 up to 5-5 and the Higher papers from 4-4 up to 9-9.

For the separate sciences the split of topics between the examination papers is the same but the papers are longer (1 hour 45 minutes) and are worth 50% of the marks for that GCSE. The grades will be from 1 up to 9.

What can I do with this course?

The science GCSEs will prepare students for going onto studying the science subjects at A Level or BTEC Level 3 in Applied Science. These may lead into students studying scientific courses at university or working in the science industry.

AQA GCSE ART, CRAFT AND DESIGN

What will I do on the course?

Students will develop a range of art and design skills and explore a variety of craft- based techniques and processes. It is desired that students have some experience of art materials and processes along with a passion to learn about historical and contemporary artists and designers. Students will initially respond to teacher-led themes and develop on to independent projects.

This course is recommended for anyone planning a career in a creative industry.

Art, Craft & Design GCSE is a practical course with all work assessed in sketchbooks/ portfolio and visual outcomes. There is no theoretical written examination.

Course Content

- Developing ideas through sustained and focused visual investigations informed by contextual sources, demonstrating analytical and critical understanding
- Experimenting with a range of media, materials and processes exploring both traditional and new media techniques, reviewing and refining work as it develops
- Visually recording from observations and critically reflecting and developing work as it progresses
- Presenting a personal, informed and meaningful response realising intentions and making connections between visual and other elements

Component 1: Portfolio (60%)

Students will produce a portfolio of work in response to a theme. They will demonstrate creative art-based skills both practical and reflective demonstrating their understanding of different styles, materials, genres and traditions. Students are expected to work in an independent manner.

Component 2: Externally set assignment (40%)

This is in response to an externally set examination paper. Students select one theme and produce a sustained practical investigation that culminates in a practical examination (10 hours).

How is the course assessed?

All work is internally marked and externally moderated.

What can I do with this course?

GCSE Art, Craft & Design develops creative thinkers with the ability to develop visual language skills. Combined with building a broad range of artistic skills, students will become confident communicators with the ability to present their ideas in a comprehensive portfolio of work. They can progress towards further study in the Creative Arts such as GCE AS and A Level Fine Art/3D Design/ Photography or a Vocational Level 3 qualification in Art and Design/Fashion/Photography.



AQA GCSE 3D ART AND DESIGN

What will I do on the course?

Students will develop a range of 3D art and design skills and explore a variety of 3D processes and making skills. It is desired that students have some experience of art and design along with a passion to learn about historical and contemporary artists and designers. Students will initially respond to teacher-led themes and develop on to independent projects.

This course is recommended for anyone planning a career in a creative industry.

GCSE 3D Art and Design is a practical course with all work assessed in sketchbooks/portfolio and 3D visual prototypes/outcomes. This is different from Design and Technology as there is no theoretical written examination.

Course Content

- Developing ideas through sustained and focused visual investigations informed by contextual sources, demonstrating analytical and critical understanding
- Experimenting with a range of 2D and 3D media, materials and processes exploring both traditional and new media techniques, reviewing and refining work as it develops
- Visually recording from observations and critically reflecting and developing work as it progresses
- Presenting a personal, informed and meaningful response realising intentions and making connections between visual and other elements

Component 1: Portfolio (60%)

Students will produce a portfolio of work in response to a theme. They will develop 3D skills both experimental and technical, demonstrating their understanding of different styles, materials, genres and processes. Students are expected to work in an independent manner.

Component 2: Externally set assignment (40%)

This is in response to an externally set examination paper. Students select one theme and produce a sustained practical investigation that culminates in a practical examination (10 hours).

How is the course assessed?

All work is internally marked and externally moderated.

What can I do with this course?

GCSE 3D Art & Design develops creative problem solvers with the ability to develop visual language skills. Combined with building a broad range of artistic skills, students will become confident communicators with the ability to present their ideas in a comprehensive portfolio of work. They can progress towards further study in the Creative Arts such as GCE AS and A Level Fine Art/3D Design/Photography or a Vocational Level 3 qualification in Art and Design/Fashion/Photography.

EDEXCEL GCSE BUSINESS STUDIES

What will I do on the course?

Business Studies helps students to develop an understanding of organisations, how they market their products and generate profit. This involves looking at how businesses are managed, how decisions are made and how businesses react to different circumstances.

This course provides a great grounding for the A Level Business course and any related courses at university. It also supports a wide range of other courses, from art to science, which increasingly have elements of business management. In the modern world every career choice requires some understanding of business and the global business environment.

Course content

Theme 1: Investigating Small Businesses – Paper 1

- 1.1 Enterprise and Entrepreneurship
- 1.2 Spotting a Business Opportunity
- 1.3 Putting a Business Idea into Practice
- 1.4 Making the Business Effective
- 1.5 Understanding External Influences

Theme 2: Building a Business – Paper 2

- 2.1 Growing the Business
- 2.2 Making Marketing Decisions
- 2.3 Making Operational Business
- 2.4 Making Financial Decisions
- 2.5 Making Human Resource Decisions

How is the course assessed?

Paper 1 (Theme 1) -Written examination consisting of four questions that have a mix of short answers and structured data response. 90 marks 1 hour 30 minutes 50% of qualification.

Paper 2 (Theme 2) -Written examination consisting of four questions based on a case study. 90 marks 1 hour 30 minutes 50% of qualification.

What can I do with this course?

A GCSE in Business Studies can open many doors to the business and finance world. The course offers a huge insight into all areas of business and provides a strong but not essential platform to A Level Business and Economics. If you decide to progress to university then it can help you enter any business and international business related degree at some of the best business schools in the world.

It is an exciting course that will provide students with so much more than just a GCSE but knowledge on how the world works and help set you apart from other students when it comes to university applications and applying for jobs.



OCR GCSE COMPUTER SCIENCE

* This course requires a high level of computer knowledge and expertise. Students will be tested to assess their prior levels of experience.

Students have grown up in a world where technology is evolving rapidly, creating new subject areas to explore and changing the way people work in every area, from medicine and fashion to engineering. So whatever a student's career plans, it is vital for them to develop their grasp of these ideas and concepts that will shape their world. The course explores the principles of digital technology and a way of working that is called 'computational thinking', with coding as a core of the course. It will make students think, stretch them and test their powers of logic.

This course will be best suited for students working at a high level in Mathematics at Key Stage 3 but speak to the Computing/ICT department for more information.

What will I do on the course?

The course is taught in two sections, theory and practical. Students start off with the principles of programming and computational thinking, writing algorithms and learning programming techniques and structures, building up skills until students can program independently. We then move to split lessons where students will spend 1 lesson on theory and 1 lesson on programming. All lessons are taught in a computer room and currently we are coding in Python.

Course Content

Principles of Computer Science

- Understanding of what algorithms are, what they are used for and how they work; ability to interpret, amend and create algorithms
- Understanding of binary representation, data presentation, data storage and compression, encryption and databases; ability to use SQL to insert, amend and extract data stored in a structured database

- Understanding of components of computer systems; ability to construct truth tables, produce logic statements and read and interpret fragments of assembly code
- Understanding of computer networks, the internet and the World Wide Web; ability to use HTML and CSS to construct web pages
- Awareness of emerging trends in computing technologies, the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues

Practical Programming Task

This is a practical 'making task' that enables students to demonstrate their computational techniques using a programming language (Python). Students will:

- deconstruct problems into sub-problems
- create original algorithms or work with algorithms produced by others design, write, test, and evaluate programs

How is the course assessed?

Principles of Computer Science -1 hour 30 minute written examination (50%) at the end of Year 11.

Computational Thinking, Algorithms and Programming - 1 hour 30 minute written examination (50%) at the end of Year 11.

Practical Programming Task -A controlled assessment that will take place over 15 hours in Year 11 and will consist of three tasks.

What can I do with this course?

Computational thinking is a useful component of many A Level courses and students will find the skills developed during computing lessons will be invaluable. Some students will develop their programming skills as a hobby such as writing computer games which can translate into a career later on. Other students may want to take the course further and go onto the A Level Computing course to extend their knowledge of computing and their programming skills, again possibly leading to a career in computing.

AQA GCSE DANCE

(STUDENTS WISHING TO STUDY GCSE DANCE CAN ACCESS THE COURSE AROUND THEIR ACADEMIC TIMETABLE)

What will I do on the course?

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject.

This specification recognises the role of dance in young people's lives and students will study a range of dance styles and style fusions. Apart from the solo performance, they can choose any style in which to perform and choreograph, providing it meets the assessment criteria.

The study of the anthology of professional works will develop their ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks.

Course Content

The GCSE Dance Anthology

The GCSE Dance Anthology underpins learning across each of the three core areas.

The anthology's mix of artistic, cultural and aesthetically diverse works, has been selected to broaden students' knowledge and understanding of the wide range of dance choreographed and performed in the United Kingdom today.

The anthology consists of six short professional dance works each between 12 and 30 minutes duration. There is a filmed interview with the choreographer or company associate, which explores the choreographic approach of the choreographer and the defining characteristics of each work. Students must study all six works.

Performance

Students must develop and apply knowledge, understanding and skills to perform dance as a soloist for approximately one minute and in a duet/trio for a minimum of three minutes.

The total duration of a student's performance must be no less than three and a half minutes.

Choreography

Students must learn how to respond creatively to an externally set stimulus, to choreograph their own complete dance. The dance created must be either:

- a solo dance of a minimum of two minutes and a maximum of two and a half minutes

or

- a group dance of a minimum of three minutes and a maximum of three and a half minutes for two to five dancers.

The student is not required to perform in their choreographed dance but may do so if they wish.

How is the course assessed?

Component 1: Performance and choreography

Assessment task 1: Performance

The performance task is marked out of 40 marks. Each student must complete both parts of the task:

- Solo performance (12 marks)
- Duet/trio performance (24 marks)

Assessment task 2: Choreography

The choreography task is marked out of 40 marks. Students must demonstrate their creative response to a choice of one stimulus, from a prescribed task list set by AQA. The choreography must be a complete dance, including movement material and a selected aural setting, either as:

- a solo dance of a minimum of two minutes and a maximum of two and a half minutes

or

- a group dance of a minimum of three minutes and a maximum of three and a half minutes for two to five dancers.

Component 2: Dance appreciation

Written exam

This component is the written exam paper of one and a half hours, set in the summer of the year of certification. The question paper has three sections and covers the assessment objectives AO3 and AO4.

The exam will be marked out of 80.

Section A

AO3 relates to the knowledge and understanding of choreographic processes and performing skills. Questions will relate to a given stimulus for students to write a response.

Section B

AO4 relates to the critical appreciation of own work. Questions will relate to students' own experience of performance, or choreography or both from within the course.

Section C

AO4 relates to the critical appreciation of professional works and students will answer questions relating to the GCSE Dance Anthology.

Students must be able to critically analyse, evaluate and identify similarities and differences and explain and justify their own opinions with reasoning.

What can I do with this course?

This course will prepare students to study Dance and Performing Arts at A Level or BTEC Level 3. It will also challenge and stretch their confidence, analytical skills, ability to work in a team and independently, improve their fitness, technical and creative dance skills and develop a passion for the Arts.

Students who study GCSE Dance may want to have a career in dance, choreography, fitness or live performance.

They may also want to gain a qualification in a subject that they have a passion for and a firm interest in.



OCR GCSE DRAMA^(FACULTY ONLY)

COLLEGE STUDENTS WISHING TO STUDY GCSE DRAMA CAN ACCESS THE COURSE OUTSIDE THEIR ACADEMIC TIMETABLE-PLEASE SPEAK TO THE DRAMA DEPARTMENT

What will I do on the course?

Students will spend the start of the course getting to know their classmates and becoming comfortable working practically with them. They will participate in workshops designed to build their skill base and theatre knowledge. They will reflect on their work through written logs and analyse their progress.

After this, students will study three units. The first is based on devising from a stimulus (using the skills already learnt, they can create their own piece of theatre using themes and topics which interest them) whilst carrying out research and writing reflections to help them progress.

The second unit involves studying a play and selecting sections of it to perform in front of a visiting examiner. Again, they will analyse their progress and carry out research to inform their characterisation.

The third unit allows students to visit the theatre and see a live performance. After this, they will explore the play as a class through practical workshops and discuss ideas about directing, set, costume, character, lighting etc. This culminates in a written examination in which they can explore their own ideas for the play and analyse the performance they saw.

Course Content

Students interested in drama, the theatre and performance will find this course extremely rewarding. Through each of the three units students will learn about:

- Character, Context and Plot
- Structure
- Audience and Defining Performance Space
- Improvisation
- Genre, Performance Style and Convention
- The Semiotics of Drama and Theatre

The Drama GCSE encourages students to:

- engage actively in the process of dramatic study in order to develop as effective and independent candidates and as critical and reflective thinkers with enquiring minds
- work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas
- reflect on and evaluate their own work and the work of others
- develop and demonstrate competence in a range of practical, creative and performance skills
- develop a basis for their future roles as active citizens in employment and society in general as well as for the possible further study of drama

How is the course assessed?

Assessment is over two years and students are assessed through practical performances, workshop presentations and creative, written, working records of their practical work. Assessment is as follows:

- Devising drama - non examination- 30% of final grade
- Presenting and performing texts - non examination - 30% of final grade
- Performance and response - 1 hour 20 minutes examination - 40% of final grade

What can I do with this course?

This course will prepare students to study Drama and Performing Arts at A Level. It will also challenge and stretch their confidence, analytical skills, ability to work in a team and independently, improve their public speaking skills and develop a passion for the Arts.

Students who study GCSE Drama may want to have a career in acting, theatre management, production management or theatre technology. They may also want to improve on skills vital for a career in Business, Medicine, Law, Teaching, Hospitality or in the Arts etc.

OCR GCSE ECONOMICS

(COLLEGE ONLY)

What will I do on the course?

Economics is a subject that is about people – what they spend, how they live and what affects their lives. It covers the local area, country and the world. It is about the things that affect people now and in the future.

GCSE Economics will enable students to understand how markets operate and the role of consumers, producers or workers within markets. They will learn how the economy works nationally and globally and how governments reach their different objectives.

A wide range of skills will be developed on the course such as being able to apply economic knowledge and skills to investigate current and historical economic situation and issues in a variety of different areas.

Course Content

Unit 1: Introduction to Economics

- This unit covers issues that directly affect consumers and workers
- The basic economic problem
- How markets work, including demand, supply and price determination
- How firms operate in markets, including wages and financial markets

Unit 2: National and International Economics

- This unit looks at economics in terms of the national and international economy
- Key economic objectives – economic growth, inflation and unemployment
- Government revenue and expenditure, including taxation
- Government policies – fiscal, monetary and supply side
- Importance of international trade
- International competitiveness including exchange rates
- Globalisation

How is the course assessed?

Unit 1: 1 hour 30 minutes – 80 marks, 50% of the GCSE

Unit 2: 1 hour 30 minutes – 80 marks, 50% of the GCSE

What can I do with this course?

Careers in Economics: Economist, Banking, Insurer, Business and Financial Consultancy, Pricing Analyst, Social Relations, Public Sector, Accountancy, Public Relations, Journalist, Financial Consultant, Stockbroker, Taxation, Actuarial and Data Analyst.



EDEXCEL GCSE GEOGRAPHY

“Geography embraces every fact on Earth, every aspect of the composition, occupation and history of the planet. It is the monitor of our abuse of our environment and our guide to its preservation.”

The Times, Editorial

What will I do on the course?

The GCSE Geography course follows the Edexcel B specification. It offers a robust academic knowledge with topics that are interesting and relevant. The syllabus is based on three units, covering both physical and human geography themes. Up to date case studies are used to exemplify the content studied, and the UK is studied in depth.

There are so many ways of learning in Geography. It is very practical with varied opportunities to learn new skills such as modern computer based mapping (called GIS), map skills, interpretation and analysis of photographs, discussion and debating techniques, group work and presentation skills, role play and independent research techniques. A wide range of investigative skills and approaches, including mathematics and statistics are incorporated into the units to make practical use of numeracy skills when interpreting data and constructing graphs. Students will improve their literacy through report writing and extended written work.

Fieldwork, or working outside the classroom, is a really important part of the geography course. There is a requirement that pupils experience two contrasting fieldwork days and fieldwork is a compulsory part of the course. Whether locally or further afield it is a brilliant opportunity to experience some of the things learnt about in class, to test and develop students' practical fieldwork skills, see things differently and - of course - have fun!

Course Content

Unit 1 Global Geographical Issues - This unit covers: Hazardous Earth, Development Dynamics and Challenges of an Urbanising World.

Unit 2: UK Geographical Issues - This unit covers: The UK's Evolving Physical Landscape and the UK's Evolving Human Landscape and Geographical Investigations based on one physical fieldwork and one human fieldwork investigation.

Unit 3: People and Environment Issues – Making Geographical Decisions - This unit covers: People and the Biosphere, Forests Under Threat and Consuming Energy Resources.

How is the course assessed?

Unit 1 and 2

Each unit is a written paper lasting 1 hour and 30 minutes and worth 37.5% of the final GCSE grade. The papers are a combination of multiple choice, short answer, open response and extended writing questions. The units are worth 94 marks each (to include 4 marks for spelling, punctuation, grammar and use of specialist terminology).

Unit 3

A written paper lasting 1 hour 30 minutes and worth 25% of the final GCSE grade. The examination includes multiple-choice questions, short answer, open response and extended writing questions. Section C will include 8-mark extended writing questions and Section D will offer a choice of one from three decisions assessed through a 12-mark extended writing question.

This unit is worth 64 marks (to include 4 marks for spelling, punctuation, grammar and use of specialist terminology).

What can I do with this course?

The course will give students the chance to address the big questions which affect our world and understand the social, economic and physical forces and processes which shape and change it.

Geography is a varied and practical subject which develops skills that can be linked with other subjects. Key English and mathematical skills can be reinforced and developed in geography, as well as a variety of transferable life skills including critical thinking, problem solving, leadership and an understanding of global events and different viewpoints.

EDEXCEL GCSE HISTORY

What will I do on the course?

GCSE Historians will extend their historical knowledge by studying a wide range of topics covering medieval, early modern and modern British and world history. Students develop a detailed knowledge and understanding of each topic, skills of explanation and analysis and source evaluation. They become confident in making supported judgements about the past and critiquing historical interpretations.

Course Content

Unit 1: The British Sector of the Western Front: Injuries, Treatment and the Trenches & Medicine in Britain 1250-present. This includes studying change and continuity in ideas about the cause of disease and illness, approaches to prevention and treatment and cures. Students complete a source-based study on the Western Front including its significance for experiments in medicine and surgery.

Unit 2: Superpower relations and the Cold War 1941-1991 & Henry VIII and his Ministers 1509-40. Students learn about key events in the history of international relations including the causes of the Cold War, superpower relations and crises in Berlin, Cuba and Czechoslovakia. Students also complete a British history depth study on Henry VIII including the rise of Wolsey, Cromwell the king's marriages and the break with Rome.

Unit 3: The USA 1954-75: conflict at home and abroad. This unit focuses on the development of African-American Civil Rights and the Vietnam War.

How is the course assessed?

Unit 1: This paper is a combination of analysis and source questions. The paper is 1 hour and 15 minutes, worth 52 marks and 30% of the final grade.

Unit 2: This paper is a combination of narrative account, analysis and essay questions. The examination is 1 hour 45 minutes, worth 64 marks and 40% of the final grade.

Unit 3: This paper is a combination of analysis, source and interpretation questions. The paper is 1 hour 20 minutes, worth 52 marks and 30% of the final grade.

What can I do with this course?

GCSE History engages students with a broad and diverse study of the history of Britain and the wider world and develops skills that will support progression to further study of history and a wide range of other subjects. Students who wish to study history at A Level have the contextual knowledge and experience of depth studies, thematic overviews and source work to tackle A Level History successfully. The skills of extended, analytical writing and source evaluation developed in history are transferable to other subject disciplines and widely valued.



AQA GCSE MODERN FOREIGN LANGUAGES

The department of Modern Foreign Languages currently offers three second language options:

- French
- German
- Spanish

In addition, students are able to take first language qualifications in Mandarin/Cantonese and Russian, if they are native speakers. These are the equivalent of GCSE English Language for English speakers.

Our department is well resourced and we have native speakers who work within the department, who are well placed to give support if it is needed.

What will I do on this course?

The course covers three distinct themes. Students will be expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/ communities where their chosen language is spoken.

Course Content

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

The target language is used as the predominant means of communication in the classroom in order to further develop students' exposure to the language.

How is this course assessed?

Assessment is by four separate examinations at the end of the course:

Unit 1: Listening – 45 minute examination – students respond to a range of recordings (25%)

Unit 2: Speaking – 12 minute examination – role play, discussion of a photograph, conversation (25%)

Unit 3: Reading – 60 minute examination – translation and respond to a range of printed extracts (25%)

Unit 4: Writing – 1 hour 15 minutes examination – range of writing tasks and translation (25%)

What can I do with this course?

A GCSE in a Modern Foreign Language is a highly regarded qualification in its own right, showing a level of skill in communicating and understanding. Students will develop a range of further transferable skills including analysing, making inferences and problem solving. Successful completion of this course will enable students to embark upon language study at a higher level and indeed is a requirement of the A Level course. It will also give students the skills to be able to confidently embark upon study of another language in the future.

EDUQAS GCSE MUSIC

(COLLEGE ONLY)

What will I do on this course?

Music GCSE offers a wide range of musical experiences and caters for a range of musical tastes and abilities. This course serves to develop the three main areas of music through performing, composing and appraising musical activities.

Students will:-

- Engage actively in the process of music study
- Develop performing skills individually and in groups to communicate musically with fluency and control of the resources used
- Develop composing skills to organise musical ideas and make use of appropriate resources
- Recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music
- Broaden musical experience and interests, develop imagination and foster creativity
- Develop knowledge, understanding and skills needed to communicate effectively as musicians
- Develop awareness of a variety of instruments, styles and approaches to performing and composing
- Develop awareness of music technologies and their use in the creation and presentation of music
- Recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology
- Develop as effective and independent learners with enquiring minds
- Reflect upon and evaluate their own and others' music
- Engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development

Course Content

Performing (30%) includes solo and ensemble performances (minimum 4 minutes). Performances are recorded within the classroom and internally marked. The performance level required is ABRSM Grade 3 or 4.

Composing (30%) includes two compositions, one to a brief and one free choice which may be composed using software packages and which are internally marked (minimum 3 minutes).

Appraising (40%). Students study set works in the genres of musical devices and structures, popular music, music for film and instrumental music. These include Mozart's *Eine Kleine Nacht Musik* and Rainbow's *Since You've Been Gone*.

How is the course assessed?

Performances are recorded within the classroom and internally marked.

The two compositions are internally marked.

Appraising is assessed via a formal listening/written examination at the end of the course where students will answer questions on the set works as well as from additional pieces.

What can I do with this course?

GCSE Music is a great foundation to progress on to BTEC or A Level Music. The course helps to develop strong performing, listening and composing skills. The skills learnt are also transferrable to other subjects and careers, such as developing confidence in public performance, teamwork, time-management, research and analysis.



AQA GCSE PHOTOGRAPHY

This GCSE is a specialist course for those students who have a particular interest in creative photography and ideally some experience of art and design. Students should feel motivated to develop their visual skills and be able to express their ideas via projects and assignments.

What will I do on this course?

Photography covers a broad area, and work will form a means for personal enquiry and expression, involving the selection and manipulation of images. Students will use creative approaches that go beyond observation and recording. Areas of research will also include film, video and installation, and students have the opportunity to experiment within these areas.

Regular individual workshops will be led by specialist teachers and practicing artists, and visits will be made to galleries and museums to support coursework projects and classroom studies.

Course Content

Unit 1

Personal portfolio - a range of thematic coursework projects. Internally set and marked; assessed through controlled assessment.

Unit 2

Externally set assignment in Art and Design - externally set theme and internally marked.

The GCSE covers a range of activities and in depth assignments. Students will have the opportunity to experiment with different media in order to explore their strengths and preferences. There are a wide range of options to choose from.

How is the course assessed?

Projects and individual pieces are marked by the teacher and moderated internally by the department using examination board mark schemes. All work is externally moderated at the end of the course.

Equipment

It is essential that each pupil has their own digital camera before, or very early on in the course, preferably with at least 6 million pixels resolution and with an SD or compact flashcard. Costs range from approximately £100 for a suitable pocket model up to £400 for a digital SLR. All pupils will also need an A2 portfolio, in which to store their mounted photographic work.

All students will need a range of basic art materials for sketchbook/ ideas journals and use at weekends and during prep.

What can I do with this course?

The aim of the course is to develop visual language skills and for students to build a comprehensive portfolio of work to progress to further study in the creative subject areas.

A GCSE qualification in Photography can lead to a Vocational Level 3 qualification in Art and Design/ Fashion/ Photography.

EDEXCEL GCSE PHYSICAL EDUCATION (FACULTY ONLY)

What will I do on this course?

Students following this course will receive a well-rounded introduction to the world of PE, Sport and Sport Science through the combination of physical performance and academic challenges. A large section of the content is taught in a practical way thus allowing theory to be understood through practice.

Course content

Component 1: Fitness and Body Systems (1 hour 45 minutes)

- Applied Anatomy and Physiology
- Movement Analysis
- Physical Training
- Use of Data

Component 2: Health and Performance (1 hour 15 minutes)

- Health Fitness and Wellbeing
- Sport Psychology
- Socio-cultural Influences
- Use of Data

The examinations consist of multiple choice, short answer and extended writing questions.

Component 3: Practical Assessment (30% of final mark)

Three practical performances as a player. One must be a team sport, one an individual sport and the third can be chosen by the student. Pupils are marked out of 35 from a set criteria for each activity. Students are assessed on their practical ability for skills in isolation and within a competitive situation. Pupils can be assessed externally in sports that cannot be delivered within school. (eg skiing, horse riding cycling etc)

Component 4: Coursework (10% of final mark)

Personal Exercise Programme – A written piece of coursework, whereby students plan, carry out and evaluate a personal exercise programme.

How is the course assessed?

The course is divided into two sections:

- 60% of the course is theory based (two examinations)
- 40% of the course is practical based (30% practical assessment, 10% written coursework)

What can I do with this course?

GCSE PE builds up a bank of knowledge of sports related topics to help prepare learners for AS or A Level PE or BTEC Sport courses in the sixth form. The course also provides students with transferrable knowledge that will help in other subjects such as Science.



AQA GCSE PSYCHOLOGY

(COLLEGE ONLY)

What will I do on this course?

This course will cover a range of topics of great interest. It investigates all of the different biological, cognitive and social factors that contribute to behaviour. You will learn about neuroscience and genetics, cognitive processes, the role of environmental factors and the influence of groups. You will also discover how individuals change throughout their lives with a particular focus on childhood and how both nature and nurture play an important role. You will look at current debates in psychology and learn how researchers carry out their investigations into human behaviour.

Course content

- Development
- Memory
- Perception
- Research Methods
- Social Influence
- Language, Thought and Communication
- Brain and Neuropsychology
- Psychological Problems

How is the course assessed?

Students will complete 2 written paper examination consisting of four sections covering each of topics 1-4 (Paper 1) and topics 5 – 8 (Paper 2) with questions that have a mix of multiple choice, short answers and extended writing. Each paper is 100 marks and 1 hour 45 minutes in length contributing to 50% of qualification. Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

What can I do with this course?

The course provides a great grounding for the A Level Psychology course and any related courses at university. It also supports a wide range of other courses from the science, social sciences and arts pathways. A good knowledge of psychological concepts will be invaluable in any possible future career, plus the skills of investigation, research and debating will help build valuable skills for your future lives.

EDEXCEL GCSE STATISTICS

What will I do on this course?

The Statistical Enquiry Cycle (SEC) underpins the study of Statistics. Students need to be able to apply the knowledge and techniques outlined. Practical experience of the cycle is integral to the understanding of the principles of the SEC.

The SEC covers five stages:

- Initial Planning
- Data Collection
- Data Processing and Presentation
- Interpretation of Results
- Evaluation and Review

Course content

The content overview:

- The Collection of Data
- Processing, Representing and Analysing Data
- Probability

The aims and objectives of this qualification are to enable students to develop statistical fluency and understanding through:

- The use of statistical techniques in a variety of authentic investigations, using real-world data in contexts such as, but not limited to, populations, climate, sales etc.
- Identifying trends through carrying out appropriate calculations and data visualisation techniques
- The application of statistical techniques across the curriculum, in subjects such as the sciences, social sciences, computing, geography, business and economics, and outside the classroom in the world in general
- Critically evaluating data, calculations and evaluations that would be commonly encountered in their studies and in everyday life
- Understanding how technology has enabled the collection, visualisation and analysis of large quantities of data to inform decision-making

processes in public, commercial and academic sectors, including how technology can be used to generate diagrams and visualisations to represent data

- Understand ways that data can be organised, processed and presented, including statistical measures to compare data, understanding the advantages of using technology to automate processing
- Applying appropriate mathematical and statistical formulae and building on prior knowledge

How is the course assessed?

Assessment is by means of a final examination consisting of two written papers, each worth 80 marks. The papers contain short response, medium response and extended response questions on the Statistical Enquiry Cycle (SEC).

What can I do with this course?

Statistics is about making decisions when there is uncertainty. Perhaps one of the most versatile areas of maths, it gives students the skills to collect, analyse, interpret and present data. It complements subjects such as Biology, Psychology, Geography, Business and Economics, and opens the door to a variety of careers – from weather forecasting to the biological sciences.

BTEC SUBJECT INFORMATION (FACULTY ONLY)

BTEC Qualifications

The BTEC qualification is a well-established and highly-regarded vocational course that gives clear progression to employment or university courses. The Faculty of Queen Ethelburga's offers Level 2 BTECs in Enterprise and Music. BTECs offer a practical approach to learning by applying the subject theory to real life situations. The learning is progressive, starting from small-scale and simple topics, progressing to larger more complex themes.

During the two year course students complete and submit assignments on different topics. These may be in written or other formats such as PowerPoint presentations, film clips, business plans or in a manager-employee role play.

The nature of the BTEC qualification means that students develop important skills such as teamwork, organisation and the ability to meet deadlines. Students also become more engaged in their learning and are encouraged to monitor their own progress through the course as they complete the internally assessed units. This is then supplemented with one external assessment which is not necessarily an examination. This could be a performance, online test or other task dependent upon the subject. This combination of assessment provides a critical mix of on-going reward and motivation for the student along with the rigour of external benchmarking that employers and universities seek. For many students the on-going assessment provided by the BTEC route is preferable to the challenge of final examinations on which the result of two years' work depends.

BTECs are graded as Level 1 Pass/Pass/Merit/Distinction/Distinction*.

BTECs at QE offer students a progression route from Level 2 at Key Stage 4 through to Level 3 in the Sixth Form to gain access to university entry. The examination board, Edexcel, have consulted employers, universities and professional bodies to ensure that BTECs remain the best vocational qualifications for progression and employability. It is evident from the success of our Year 13 students when applying to higher education that top UK universities recognise BTEC qualifications as extremely valuable.

COURSE	UNIVERSITY	OFFER
Adult Nursing	The Manchester Metropolitan University	BTEC DDM
Business and Management	University of Exeter	BTEC DMM
Business with Finance	City, University of London	A, BTEC DDD
Criminology	The University of Manchester	A, BTEC DM
European Studies - Spanish Pathway	King's College London (University of London)	A*B, BTEC DD
Fashion Jewellery	University of the Arts London	BTEC DDM
Geography	The University of Nottingham	C, BTEC D*D
Law	Lancaster University	BTEC DDD
Management with Marketing	Royal Holloway, University of London	A, BTEC D*DD
Mechanical Engineering	Sheffield Hallam University	E, BTEC D*M
Medical Innovation and Enterprise	UCL (University College London)	A, BTEC DDD
Performing Arts	Central School of Speech and Drama	BTEC DDD
Project Management for Construction	UCL (University College London)	A, BTEC D*DD
Psychology with Criminology	Loughborough University	B, BTEC D*D
Sport and Exercise Sciences	Durham University	BTEC DDM
Sports Journalism	Sheffield Hallam University	BTEC DDD
Zoo Biology	Nottingham Trent University	BTEC DDM

BTEC FIRST EXTENDED CERTIFICATE IN PERFORMING ARTS (DANCE)

What will I do on this course?

The aims of all qualifications in the BTEC First suite in Performing Arts (DANCE) are to:

- inspire and enthuse learners to consider a career in the Performing Arts sector
- give learners the opportunity to gain broad knowledge and understanding of, and develop skills in, the Performing Arts sector
- support progression to specialised Level 3 qualifications in Performing Arts, or to an Apprenticeship
- give learners the potential opportunity, in due course, to enter employment in a wide range of job roles.

Course Content

Students will study mandatory units that develop their all-round skills and knowledge of this field of the arts. Students can then tailor their course by selecting from optional units such as:

Movement skills

Urban Dance Styles

Contemporary Dance

Jazz Dance

How is the course assessed?

Most of this course is internally assessed, therefore students work with teachers to address vocational briefs that explore, develop and share their new-developed skills in each unit.

Students are awarded Pass, Merit or Distinction for each unit of study.

What can I do with this course?

This is an ideal course for students wanting to continue with vocational study at KS5. The BTEC structure is a flexible and exciting pathway allowing students the ability to tailor their course. It also benefits students who prefer to learn practically and prefer to be assessed throughout their study rather than sit a lengthy exam at the end of a learning



BTEC FIRST AWARD IN ENTERPRISE

What will I do on this course?

This qualification is a Technical Award equivalent in size to one GCSE. It is designed for pre-16 students working at Level 2 who want to engage in a practical study of how real-world businesses work, develop and make a profit, while developing some technical business and employability skills within their Key Stage 4 curriculum. It provides an introduction to some of the key themes within the sector enabling students to understand the world of business through research, assignments, project work and case studies.

Course Content

This qualification provides an engaging, practical and relevant introduction to the world of business. It encourages students to explore the range of business types and understand the factors that influence success through analysing business models. The qualification consists of three components that give students the opportunity to develop broad knowledge and understanding of the enterprise sector, and relevant skills such as research, planning, problem solving and communication at Level 2.

Components

Component 1 – Exploring Enterprises – Students will explore different types of enterprise and their ownership, looking at the characteristics of small and medium enterprises (SMEs) and entrepreneurs with reasons for levels of success. They will also study different aspects of market research and be able to interpret findings to support their understanding of customers and competitors. Students will also explore why enterprises are successful, looking at the impact of factors both inside and outside the control of the enterprise, and investigate ways in which situational analysis can be used to support decision making.

Component 2 – Planning for and Pitching an Enterprise Activity – Students will use the research knowledge gained from Component 1 to consider a number of ideas before developing a plan for a realistic micro-enterprise activity. They will have the opportunity to plan how best to set up the chosen

enterprise and how to fund it. They will then need to take responsibility for creating and then delivering a pitch for their developed idea to an audience using their knowledge of business, and demonstrating entrepreneurial characteristics, qualities and skills.

Component 3 – Promotion and Finance for Enterprise – Students will explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market. They will then understand the different financial documents used by businesses and explore how to use them to monitor and improve the performance of an enterprise, in order to make decisions and recommend strategies for success.

How is the course assessed?

Component 1 and 2 are assessed by written assignments that are set internally.

Component 3 is assessed by a written assessment set and marked by Pearson.

The three components are graded at Level 1 Pass, Level 2 Pass, Merit or Distinction.

What can I do with this course?

BTEC Level 2 Enterprise provides a broad introduction to the sector and enables students to acquire, develop and apply the skills and knowledge required for further academic and/or vocational study.

BTEC TECH AWARD IN CREATIVE MEDIA PRODUCTION

As media technology continues to evolve and media techniques become more sophisticated, media products have become more advanced – from 3D films, interactive advertisements, e-magazines, and mobile apps to responsive web design. However, the power of media products in being able to enthrall, intrigue and affect audiences has not changed.

This brand-new course is designed for students who want to acquire current and relevant technical knowledge and skills in media, through vocational contexts by applying this to investigating, exploring, and creating media products.

What will I do on the course?

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

- Development of key skills that prove your aptitude in creative media production such as investigating and developing ideas through pre-production, production, and post-production of media products – products will include elements of-
- Audio/moving image products, e.g. TV programmes, films, music videos, animations, TV and radio advertisements, radio broadcasts, podcasts
- Publishing products, e.g. newspapers, magazines, comics, brochures, advertisements
- interactive media products, e.g. websites, mobile apps, e-magazines, mobile games,
- video games, online games, advertisements.
- Process that underpins effective ways of working in creative media production, such as responding to briefs and feedback, planning, and generating ideas

- Attitudes that are considered most important in creative media production, including personal management and communication
- Knowledge that underpins effective use of skills, process, and attitudes in the sector such as production processes and techniques.

This course complements the learning in GCSE qualifications, such as 3D Design, Art and Design, Photography, Drama and Computer Science, by broadening the application of 'design and make' tasks, working with a media brief, and understanding and engaging different audiences through making compelling media products

Course Content

There are 3 components to this course

1 Exploring Media Products

2 Developing Digital Media Production Skills

3 Create a Media Product in Response to a Brief

The components are interrelated, and they are best seen as part of an integrated whole rather than as totally distinct study areas. Students will normally take this qualification over a two-year period to build their confidence in understanding the sector, and the vocational contexts.

How is the course assessed?

This course is 100% course work with no exams. The three components focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and, therefore, learners need to achieve all components to achieve the qualification. Components 1 and 2 are internally set projects and assignment, component 3 is assessed through an exam board set assignment, usually at the end of year 11.

What can I do with this course?

Study of the qualification as part of Key Stage 4 learning will help students to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification.

- A Levels as preparation for entry to higher education in a range of subjects e.g Photography, English, Drama and Theatre studies.
- Study of a vocational qualification at Level 3, such as a BTEC National in Media, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the media sector.
- Employment in jobs such as: Digital marketer- Location manager-Media buyer-Media planner-Media Researcher-Public relations officer-Runner, broadcasting/film/video-Social media manager-Television/film/video producer-Television production coordinator-Web content manager- Advertising-Arts administrator-Broadcast Journalist-Editorial assistant-Event manager-Film director-Magazine journalist-Marketing executive-Photographer-Game designer

BTEC FIRST AWARD IN MUSIC

What will I do on this course?

This covers a practical understanding of the skills and knowledge needed for a career in the music industry as well as being an enjoyable subject in its own right for students who are interested and experienced in music. Students will have the opportunity to develop basic skills involved in music technology and music production as well as being encouraged to develop performing skills (both as a soloist as well as within an ensemble).

Course content

Unit 1 - The Music Industry (core unit). This provides an overview of the industry and in particular covers the emergence of the role of the self employed producer, performer and promoter. Assessment is by external examination.

Unit 5 - Introducing Music Performance . This enables learners to develop their skills as performers (in both solo and ensemble contexts) as well as developing their technique and reflective practice. Students will be expected to register for individual instrumental / vocal lessons and will be expected to participate in ensembles both within and out of the classroom. Assessment is through the submission of a portfolio of work (internally marked and externally verified).

In the second year two further units are followed:

Unit 2 - Managing a Music Product (core unit) This unit introduces the role of planning and promotion in the management of a music product. Learners can base their work on a live concert, event, a CD or online product. Assessment is through the submission of a portfolio of work (internally marked and externally verified).

Unit 7 - Introducing Music Sequencing. This unit enables learners to use computers and sequencing software to produce music in a range of styles. This gives them a valuable vocational skill as well as a grounding in a fundamental aspect of music making in the workplace.

How is the course assessed?

Students will be assessed practically through a range of performances, workshops, discussions, activities and an external examination. Much of their work will be pro-active. Active critical evaluation and the ability to work independently are vital in order to develop and extend students' learning.

What can I do with the course?

There are numerous careers in music from being a performer or professional musician to song writing, session musician and more. With classical, modern and traditional routes you could work in electronic music, as a member of an orchestra or as a sound editor, music producer, composer or teacher.



ACADEMY OF DRAMATIC ART - PERFORMING ARTS PATHWAY

QE now boasts its own Academy of Dramatic Art which enables students to dedicate additional time each day to training in all areas of Performing Arts.

Students wishing to choose this option should have an interest in the performing arts industry as a career choice. The course incorporates specialist training from our industry-experienced team, with students receiving on-going guidance that allows them to develop their skills in all areas of the arts. Students interested in ADA should speak to the Drama and Dance team

ADA is offered within the Faculty and delivers training in:

- Screen Acting
- Stage Combat
- Script Skills
- Drama School Preparation
- Audition Skills
- Additional qualifications in RSL Jazz
- Dance Fitness

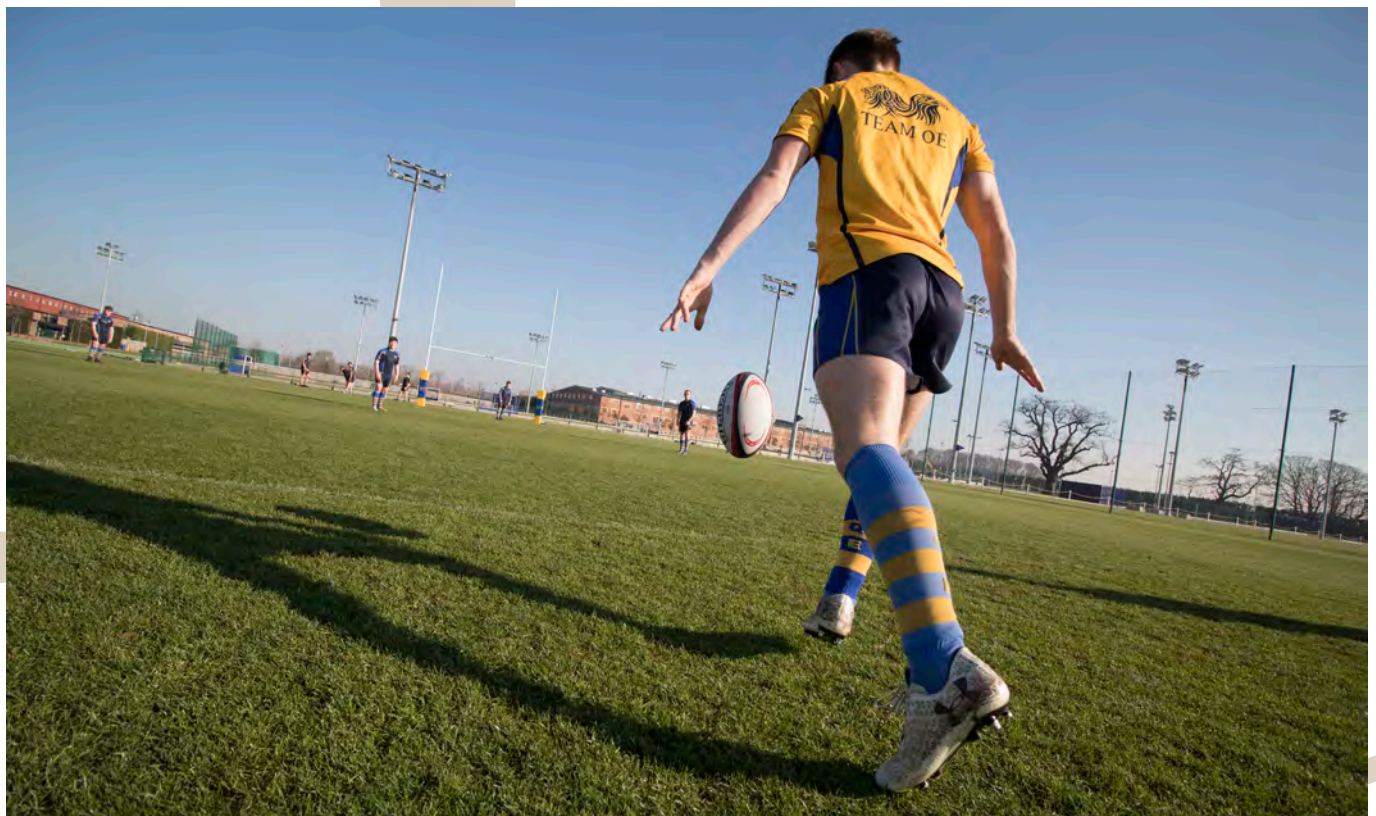


PERFORMANCE SPORT PATHWAY

The Performance Sport Pathway is offered within the Faculty in:

- Athletics
- Basketball
- Cricket
- Football
- Hockey
- Netball
- Rugby
- Swimming

Students wishing to choose this option should have the potential to compete at County level and beyond in one of these sports. The course incorporates specialist coaching from our dedicated team, with students receiving on-going guidance that allows them to follow a personalised sport-specific strength and conditioning programme. Students interested in the Performance Sport Pathway should speak to the Sport Department.



PERSONAL DEVELOPMENT (PD)

All students in College and Faculty have Personal Development lessons.

What will I do on this course?

Personal Development helps students become confident, healthy and independent individuals. It looks at social and emotional awareness, valuable life skills and decisions that are not addressed in many academic subjects.

Key aims of Personal Development:

- To develop communication, self-belief, self management, teamwork and problem-solving skills
- Developing confidence and responsibility
- Developing a healthy lifestyle
- Developing good relationships and respecting the differences between people
- Promoting the spiritual, moral, cultural, mental and physical development of students in the Collegiate and in society
- Preparing students in the Collegiate for the opportunities, responsibilities and experiences of later life

Course content

Students study a variety of personal, social, health, citizenship, careers and economic topics which include:

- Relationships and sex education
- Drug education
- Mental health

Careers and preparation for post-16 options lessons are active, engaging and useful; students are given a chance to talk and think about their attitudes and behaviour in connection to global issues such as ethics, the environment and cultural differences. Lessons are all designed to help students make positive choices in life.

Progression

Students can ensure they progress in this subject by:

- Keeping up to date with news stories which are relevant to the course
- Discussing issues with their friends and family
- Undertaking extra curricular activities to enhance their understanding of the world around them

GENERAL PE IN YEARS 10 AND 11

What will I do on this course?

All students in College and Faculty have Physical Education lessons. Students have the opportunity to develop their skills, knowledge and understanding in areas of specific interest to them. We offer an options system within Key Stage 4 PE. Students have choice for their PE curriculum and courses on offer are rugby (boys only), netball (girls only), football, hockey, basketball, badminton, boxercise, swimming, fitness, gymnastics, dance, trampolining, yoga, exercise to music, spinning, athletics, cricket, Zumba, softball, rounders, tennis and table tennis.

These activities are designed to enable students to link higher level skills and techniques accurately and consistently with precision, control and fluency, and apply these skills and techniques appropriately in each activity within both conditioned and competitive situations.

Students are also provided with the opportunity to gain coaching and officiating experience in order to develop themselves into well-rounded sports performers. As a result, students develop their technical, tactical and compositional understanding in order to improve their own performance.

CAREERS WEBSITES

It is never too early to consider your future and the more you research and explore, the better prepared you will be.

WEBSITE	WHAT CAN I FIND OUT?
www.nationalcareers.service.gov.uk	Information about careers and includes tools to help with choices on careers, training and work.
www.morrisby.com	For students who have completed online career profiling with Morrisby, providing careers information and advice through to higher education and employment.
www.icould.com	Career inspiration and information for young people. Showing 1000 personal video stories, detailed job information, plus practical tips, insight and advice.
www.ucas.com	Course Search provides information about course content, GCSE/A Level/BTEC entry requirements and university profiles.
www.stem.getintoenergy.com	Get Into STEM is a ground-breaking program designed to build awareness among students, about careers in Science, Technology, Engineering and Maths subjects.
https://successatschool.org	Success at School is the place for young people to explore careers, get the lowdown on top employers, and search for the latest jobs, courses and advice
www.ratemyapprenticeship.co.uk	Apprenticeships, jobs, reviews and career advice for school leavers.
www.apprenticeships.gov.uk	Search for apprenticeships available near you.

ACTION CHECKLIST FOR STUDENTS

Here is a summary of the tasks which you must complete.

Tick them off to show your progress.

I HAVE	COMPLETED
Read the Key Stage 4 Options Booklet	
www.morrisby.com	
Talked it over with my Parents/Guardian	
Discussed my choices with my form tutor or the Key Stage 4 year heads	
Sought advice from my subject teachers	
Used the careers programmes in the library	
Made a note of 18th March as the final date for return of the application form	

FOR NOTES

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