



Nova Hreod Academy

The best in everyone™

Part of United Learning



Choices at 14+

Year 9

Green Pathway

2024



Nova Hreod Academy

The best in everyone™

Part of United Learning

Contents

Headteacher's message

Vice Principal's message

Options timeline

What is the English Baccalaureate?

Structure of the Green Pathway Curriculum

How to Choose Your Options

Further Guidance

Green Pathway Core Subjects

Green Pathway Ebacc Option

Green Pathway Specialist Courses

Green Pathway Choices Form

Letter from Mr Wells – Headteacher

Dear students and parents/carers,

For the first time, you are about to have an important say over the subjects you will be studying for the next two years. The option process is a significant and exciting time. It is an opportunity to shape a curriculum which will suit your future career needs and which matches your interests.

The purpose of this guide is to help you and your parents/carers to make informed decisions about your Key Stage 4 studies. These options will affect how you spend your time during Years 10 and 11 and are likely to influence the courses you take at sixth form or college. We will support you in making these choices through the process explained by Mrs Unwin in this booklet.

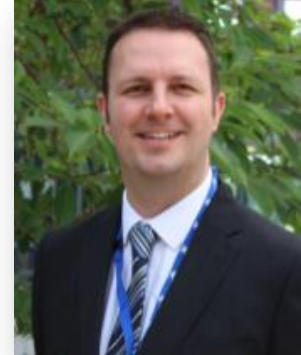
Please use this guide alongside the information from our Options Assembly to help you to make good choices, balancing your desire to follow your current passions with your need to learn a rigorous and high-profile set of subjects.

At Nova Hreod, we really want to bring out the best in everyone, so at this time, make the choices that will be right for you and make the most of those selections.

Yours faithfully,



Nick Wells
Headteacher



Letter from Mrs Unwin – Senior Vice Principal



Dear students and parents/carers,

I am pleased to introduce you to this year's Key Stage 4 Options Booklet, which outlines details of the courses offered at Nova in Years 10 and 11. It will help inform students' choices.

You will be familiar with Nova's DISC values: Drive, Integrity, Scholarship and Contribution. We are driven to challenge our students so they can compete against the best students in the country, at the end of Year 11 and beyond. This means balancing the demand to master a range of academic courses with the desires of students to follow their current interests and aspirations. We want students to be scholars and show the attributes of scholars; part of that is learning the academic core of subjects up to age 16.

For some of our students, it can be hard to make a choice of subjects. We suggest that they read this booklet thoroughly; talk to as many of their teachers as possible, attend our options evening on Tuesday 27th February and discuss their intended choices with their parents/carers and other adults in the family. They can also use the websites which are suggested in this booklet. When making choices, it is important to think about where studying those subjects can lead in terms of courses at sixth form or college, in higher education and in the world of work. Having an aptitude and interest in those subjects is also a consideration.

Accordingly, students need to think very carefully about the courses which are on offer before making decisions. This will ensure that what they study in the next two years suits their needs and aspirations.

We will be working closely with parents/carers and students to arrive at the best possible programmes of study for every student. You can find the key dates in this process outlined in the following pages. We hope that all students are able to find a suitable combination of subjects and that their Key Stage 4 studies will engage and motivate them, in order to allow them to achieve the success in the future.

Yours faithfully,

Mrs Sonja Unwin
Senior Vice Principal

OPTIONS TIMELINE



What is the English Baccalaureate?

The English Baccalaureate (EBacc for short) was introduced by the Department for Education as a marker that students have followed a properly rounded curriculum. It recognises the set of academic qualifications that top colleges, universities and employers see as a route into joining them and is a means of ensuring that doors are not closed to students at the age of 14.

The EBacc is not a qualification in itself; it is a collection of subjects. The subjects that make up the EBacc are English, Mathematics, at least two Sciences, a Modern Language and a Humanities subject - either History or Geography.

Our Green Pathway curriculum entitles students to opt-in to the EBacc if they wish, by choosing the set of subjects listed above.



Structure of the Green Pathway Curriculum

The structure of the curriculum for Year 10 and 11 Green Pathway students has three distinct parts:

Part 1: Core Curriculum for Green Pathway Students:

The core curriculum is compulsory for all students

- **GCSE English Language**
- **GCSE English Literature**
- **GCSE Mathematics**
- **GCSE Science** (combined science is worth 2 GCSEs)
- **Core PE**

Part 2: Ebacc Option:

- You will study at least one of: **GCSE Geography, GCSE History, or GCSE French**. You must choose at least one of them though you can certainly choose to study more than one if you wish.

Part 3: Three more choices from these subjects:

- | | |
|---|---|
| ✓ GCSE Art | ✓ GCSE History (if you haven't already chosen it!) |
| ✓ GCSE Business | ✓ GCSE Photography |
| ✓ GCSE Computer Science | ✓ GCSE 3D Design |
| ✓ GCSE Drama | ✓ GCSE Philosophy and Ethics |
| ✓ GCSE French (if you haven't already chosen it!) | ✓ Voc. Creative iMedia |
| ✓ GCSE Geography (if you haven't already chosen it!) | ✓ GCSE Music |
| | ✓ Voc. Health and Social Care |
| | ✓ Voc. Hospitality and Catering |
| | ✓ Voc. Sport Studies |

How to Choose Your Options

On your options form, which will be online, first you will choose one of the GCSEs from the list given on page 6.

Then you have three 'specialist choices.' You'll show your choices by picking your top *four* subjects, using numbers to put them in order of preference. We will try to give everyone their top 3 choices. This may not always be possible. In this case, we will look at 4th preferences.

You might not get your top choices because:

- Too many students choose a particular course and we are unable to have more classes in the subject.
- Too few students choose a particular course.
- We wish to advise students to choose a set of subjects more suitable for their strengths.
- You have chosen a selection of courses that does not fit into a timetable.



Further Guidance

Some of the subjects will be new to you, so you'll find more information about them in this booklet. You will also find out more from the subject teachers through the tasters that will be shared in the week beginning 6th March. These will be shared during reading time.

Do consider:

- ✓ Your areas of strength in school. While you shouldn't necessarily choose the subjects you are best at, it should be a consideration.
- ✓ Your future goals. If you have no idea about goals for post-16 study or your career, it is best to choose a good range of subject, so you don't close any doors for yourself.
- ✓ Your areas of interest. You are going to be studying these courses for a further two years. You need to be able to commit to them.
- ✓ The advice of teachers, parents and your tutor. They will each have an important perspective.

Don't consider:

- ⊗ Choosing subjects just because they are what your friends have chosen. Your friends will remain your friends whether you study the same subjects or not. Furthermore, choosing the same subject as a friend doesn't guarantee you'll be in the same class.
- ⊗ Choosing a subject because you get on well with your current teacher. You may well have a different teacher in Years 10 and 11.

Helpful websites

These may help you/your child. If you have any further questions regarding careers, please speak to your tutor.

Unifrog - <https://www.unifrog.org/>

Students have used this website in PSHE to look at further education and careers information.

Careersbox – <http://www.careersbox.co.uk>

These websites have numerous video clips of real people talking about real jobs.

Careers Service - <https://nationalcareers.service.gov.uk>

This is the Government's own careers website for all ages – it is very informative on careers, courses and CV writing.

Green Pathway Core Subjects



GCSE ENGLISH LANGUAGE AND ENGLISH LITERATURE

How much sooner one tires of anything than of a book!

– Jane Austen, *Pride and Prejudice*

Teaching in English aims to inspire and motivate students to achieve success in this core area of the curriculum, whilst developing a genuine interest and enjoyment of the subject. Through lively and dynamic lessons, students are given the opportunity to engage with fantastic fiction and non-fiction from Britain and beyond, including the classics, and develop their own ability to express themselves clearly and creatively. At the heart of English is the ability to communicate clearly and confidently; not only in writing, but also how students use and respond to spoken language. There are plenty of opportunities for debate in response to the texts read, allowing pupils to give their own thoughts and opinions on a range of social, political and moral issues. All students will complete a non-examination assessment of spoken language by giving a presentation which is then separately endorsed by the exam board.

GCSE English Language

The texts explored in English bring the outside world inside the classroom. Well-crafted, engaging fiction and non-fiction texts from Britain and beyond allow students to consider writers' ideas and perspectives on our world, past and present. Once they start identifying the different methods writers use to convey these ideas, they will begin thinking as a writer – the first step to becoming one. There is something for everyone, as students read and respond to texts from writers of 19th Century fiction, such as Charles Dickens, to 21st Century journalists, like Charlie Brooker.

As for writing, students are given plenty of opportunities to develop their creative and technical writing ability. As well as developing understanding of how to communicate clearly and accurately, they are practising writing in a range of different genres and styles. From non-fiction discursive writing to imaginative descriptive writing, students will be able to develop their own style and confidence over the two years.

GCSE English Literature

Studying English Literature provides students with the opportunity to read widely and write creatively in response to well-crafted, thought-provoking novels, plays and poetry. Alongside reading and analysing a range of texts, they are learning how to maintain a critical style of essay writing and develop an informed personal response, using textual references to support interpretations.

They are not only developing their ability to analyse how writers use language to create meaning, but also learning about the contexts in which the texts were written, and considering the texts in light of this background information. There are many fantastic titles on offer for study, from Charles Dickens' *A Christmas Carol* to Shakespeare's *Macbeth* and Power and Conflict poetry.

Assessment of your English GCSEs

All students in Years 10 and 11 study for the AQA GCSE English Language and English Literature examinations graded 9-1. There are two examination papers for each GCSE completed in the summer of Year 11.

For Language, there are two papers with equal weighting:

- Paper 1 Explorations in Creative Reading and Writing
- Paper 2 Writers' Viewpoints and Perspectives.

For Literature, students study for two papers too:

- Paper 1: Shakespeare and the 19th Century Novel
- Paper 2: Modern Texts and Poetry.

Through studying these courses, students are developing the skills they need to read, understand and analyse a wide range of different texts and write clearly: skills which are central to success in all of their GCSE subjects, as well as in a wide range of contexts outside of the classroom.



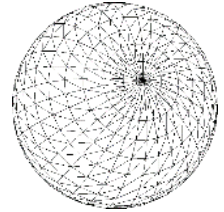


MATHEMATICS

“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – *Shakuntala Devi*

Subject Content

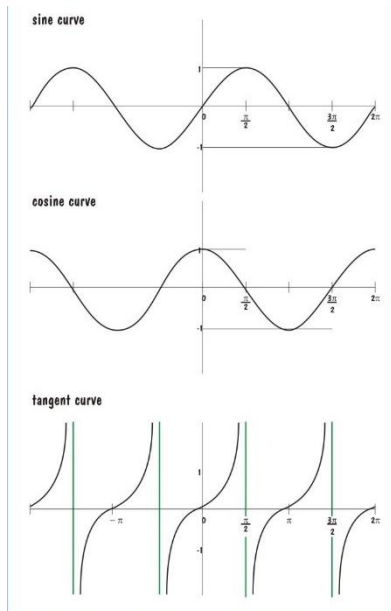
Not only is a GCSE in mathematics a requirement for all Key Stage 4 pathways but it is transferable to many other subjects at GCSE and beyond, has many real-life applications and is fascinating and enjoyable.



Students will study a broad GCSE curriculum which will build on their learning from Key Stage 3 and will cover various topics including algebra, number, ratio and proportion, statistics and geometry. The demands on the new GCSE specification require students to develop a deep understanding of the subject content and to apply this to a range of question styles from fluency testing to applied problems, requiring students to draw on a range of skills and work methodically to a solution. A strong GCSE grade will support students in all applications for college and employment and is a requirement for all courses in further education.

Assessments

Students will be entered for either higher tier which awards grades 9 – 4 or foundation tier which awards grades 5 – 1. For both tiers, students are required to sit three papers which are all 1 hour 30 minutes in duration. The first paper is non-calculator and for the subsequent two papers a calculator is required.





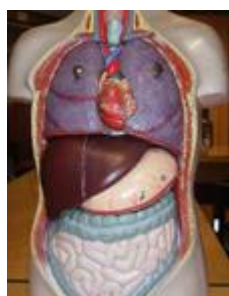
GCSE COMBINED SCIENCE

“The important thing is to never stop questioning” - *Albert Einstein*

The history of science is the history of people striving to understand the universe. In GCSE science you will learn about the most important findings and theories that explain the world, along with further developing your skills in investigating scientific questions through practical work.

All students will study the AQA GCSE Combined Science course, unless they have chosen to study Triple Science. At the end of the Combined Science course students will be awarded two GCSEs. Combined Science provides an excellent foundation in key scientific knowledge and skills for a variety of careers and courses post GCSE. It enables students to question the science of the world around them and to understand the importance of science in our society.

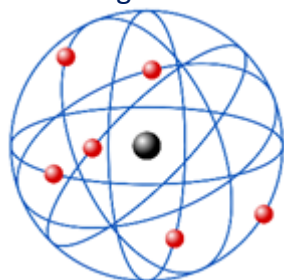
What will I learn?



Biology Topics: cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, ecology and variation and evolution.

Chemistry Topics: 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 Topics: energy, electricity, particle model of matter, atomic structure, forces, waves, magnetism and electromagnetism.

Practical Work: throughout the two-year Combined Science course, students will carry out a wide variety of practical work including, but not limited to, 21 required practical tasks.

How will I be assessed?

In the summer of Year 11 there will be six 1 hour 15-minute examination papers: two Biology, two Chemistry and two Physics exams. Knowledge and understanding of the required practical tasks will be assessed in the exams along with the theoretical knowledge and skills. The exams can either be foundation tier (grades 5-5 – 1-1) or higher tier (grades 9-9 - 4-4). There is no controlled assessment or coursework component to this course.



Please note GCSE Triple Science is not offered on this pathway.

Green Pathway Ebacc Options



GCSE FRENCH

“One language sets you in a corridor for life. Two languages open every door along the way.” – Frank Smith

Why study a language?

The benefits of learning a language are numerous. From the obvious – being able to communicate with a much wider range of people – to many physical and mental health benefits later in life. More than half of the world’s population speak two languages, so it’s a real necessity to getting ahead. By the end of year 9, students at Nova Hreod Academy have already developed a high level of communication to prepare them for their French GCSE. This gives us two years over years 10 and 11 where we really get stuck into the high-level phrases, vocabulary and exam skills to prepare for GCSEs.

What will I learn?

You will continue to learn to speak, write, read and understand French in a huge range of topics that cover talking about yourself and others, including relationships with people and

role models, holidays that you’ve had and dream of, school and your strong opinions, followed by ambitions for the future and how you contribute to a healthy planet.

A key strategy we use is to allow for lots of opportunities to speak French in lessons, which develops students’ fluency and confidence. We ensure you re-use the basics all the time so that you master the foundations of the language and ensure success. Every lesson starts with a quiz that tests and challenges you on prior knowledge.

How will I be assessed?

Students sit a listening exam, a reading exam and a writing exam at the end of Year 11. The speaking exam is conducted with the class teacher, usually at the beginning of May. Other exams fit in with the usual May-June GCSE exams.



GCSE GEOGRAPHY

“Geography is central to the survival of humanity.”
– Nicholas Crane

This exciting and in-depth course is based on both physical and human geography. It allows students to investigate the link between the two themes, and examine the battles between the man-made and natural worlds. The subject content is split into four units: 3.1 Living with



the physical environment, 3.2 Challenges in the human environment, 3.3 Geographical applications and 3.4 Geographical skills.

Unit 1: Living with the Physical Environment

This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales. The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability.

- Section A: The Challenge of Natural Hazards: Natural Hazards, Tectonic Hazards
- Section B: The living world: Ecosystems, Tropical Rainforest, Hot Deserts, Cold Environments
- Section C: Physical Landscapes in the UK: River and Coastal Landscapes

Unit 2: Challenges in the Human Environment

This unit is concerned with human processes, systems and outcomes and how these change, across places and over time. They are studied in a variety of locations and at a range of scales and include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs)

- Section A: Urban Issues and Challenges
- Section B: The Changing Economic World
- Section C: The Challenge of Resource Management: Food, Water, Energy

Unit 3: Geographical Applications

The Geographical Applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study.

- Section A: Issue Evaluation
- Section B: Fieldwork: two geographical enquiries which include collecting primary data
- Section C: Geographical Skills – cartographic skills, graphical skills, literacy and numeracy.

GCSE HISTORY



"We are the hero of our own story" - Mary McCarthy

We want students to discover that History is a fascinating and incredible journey through different periods and events that have shaped the world as we know it today.

In GCSE History, students will focus on four topics:



Paper 1: Understanding the Modern World

1. America, 1840–1895: Expansion and Consolidation:

This period study focuses on the development of America during a turbulent half century of change. It was a period of expansion and consolidation – the expansion to the west and consolidation of the United States as a nation. Students will have the opportunity to look at the Native Americans' way of life and how their culture differed to that of the Americans. Alongside this we will also study different groups of people that travelled West and the reasons why this was. There will also be an area of study that will focus on the causes of the Civil War and how the USA tried to reconstruct itself in the aftermath of this.

2. Conflict and Tension in Asia, 1950–1975 (Korea and Vietnam):

This unit focuses on the causes and events of the Cold War in Asia and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose. Korea and Vietnam were proxy wars of the Cold War period which highlighted significant international tensions that existed in this time between the USA, who wanted to contain communism, and the USSR, who were emerging as an equal superpower to the USA.

How will I be assessed?

In Year 10 students will study *Britain: Health and the People* and *Elizabethan England* (Paper 2). In Year 11 students will then study *America: Expansion and Consolidation* and *Conflict and Tension in Asia* (Paper 1). All students will sit **two exam papers** at the end of Year 11. Both papers are 2 hours long.

Paper 2: Shaping the Nation

3. Britain: Health and the People: c.1000 to the Present Day:

This topic looks at medicine and public health developed in Britain over a significant period of time. Students will look at the development of medicine from c.1000 and how it 'progressed' throughout time to how we know it to be today – albeit slow progress! The primary focus will be on the development of medicine in Britain and this course provides an exciting opportunity to look at how medicine was perceived, the different treatments that used to exist, how people thought illness occurred, the demise and rise of public health and how surgery developed from c.1000 through to the modern day.

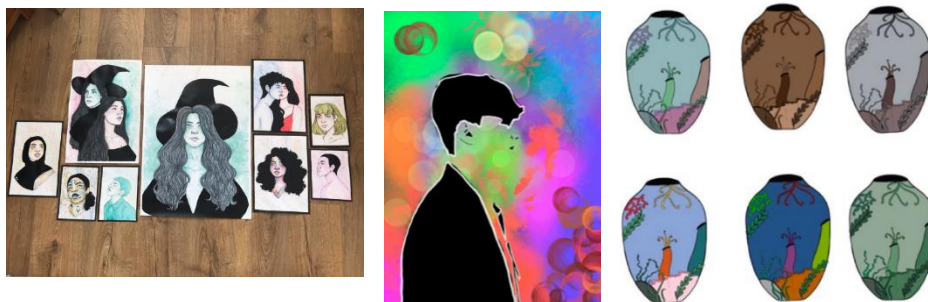
4. Elizabethan England, c1568–1603:

This unit will have some familiarity to it, as students will have studied the Tudors and Elizabethan England in year 8. However, this unit goes into Elizabethan England in more depth. Students will explore the challenges which Elizabeth faced in her government and the threats she faced throughout her reign. Students will also look at the development of different areas of life and culture in Elizabethan England, including the creation of Elizabethan theatre and exploration during the Elizabethan era.

Green Pathway Specialist Options

GCSE ART

“Art is not what you see, but what you make others see.” - Edgar Degas



What will I be doing in GCSE Art?

- Learning and writing about famous artists
- Experimenting with different materials and types of art, such as clay, textiles, paint and sculpture
- Developing skills to make artwork of your choice
- Visiting galleries and museums on a trip to London or Bristol
- Using photography, digital programmes and Adobe Photoshop to make artwork.

Unit 1: Coursework

You will have a chance to create a portfolio (a range of artwork) that looks at the themes of ‘Under The Sea’ and ‘Identity’. You will make artwork in response to the themes and take your ideas from research and trips, to design final ideas and make your artwork. You will draw in art, but there are also so many other kinds of art that we make. You are encouraged to develop your strengths and work using the materials you enjoy, as well as learning others.

The coursework makes up 60% of the GCSE marks and is therefore a vital part of the course, but this also means that much of your marks are ‘banked’ before you come to the exam, which can be very reassuring for students who do better in class than in exams. Students can expect to spend at least an hour each week outside of school, working towards presenting their portfolio. We offer after school support every week to help students keep up to date with their projects and stay organised.

As part of the course, students are expected to respond to cultural influences. This gives us the opportunity to go on an art trip to a city with well-known galleries. Previous KS4 groups have visited London and Bristol, as well as having visits from artists and photographers. Students gather inspiration from all around them, drawing first-hand from observation. Students will also use photography to record their ideas.



Unit 2: Externally Set Assignment

For the externally set assignment (exam project) students are given 7 themes to choose from. Students respond to their chosen starting point, showing evidence of all four assessment objectives. Students are encouraged to be independent and make their own choices about their projects. We encourage freedom within the projects but offer a clear structure of support too.

The externally set assignment end with a 10-hour exam over 2 school days where students will create work that showcases their talent and skill. Many students worry about this, but find they feel like extra-long art lessons and that they are very enjoyable two. Everyone finishes their exam feeling so proud of the work they have made. It also helps some students to know that the actual art exam days are worth only 10% of the whole GCSE.

Students will have the opportunity to showcase their artwork in an exhibition at Nova, and their work will be entered for competitions both locally and nationally. You may even get the chance to see your artwork exhibited in galleries. We have had students enter competitions and have their work displayed in an exhibition in Japan.

GCSE BUSINESS



“The value of an idea lies in the using of it.” — Thomas Edison, co-founder of General Electric

In Business, you will develop the skills necessary to thrive in a variety of business contexts, as well as helping you to understand the economically driven society we live in. A recurring theme throughout the course is entrepreneurship, with a significant part of the course looking to catalyse creativity, innovation and ambition. Students in Business learn about how companies make money, and the variety of factors that impact this. You will learn how to identify a gap in the market, and how a company can try to utilise this gap to create a successful business. It covers important areas such as managerial hierarchy, sources of income, marketing and much more. Business is definitely the course for any student looking to start their own business or make a career in business-oriented roles such as marketing or sales.

Assessments

The GCSE Business course is taught in a series of units, based around 2 central themes:

Theme 1: Investigating Small Business

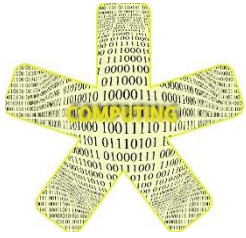
- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

Theme 2: Building a Business

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions

Assessment in Business takes place through 2 written exam papers, 1 for each of these themes. Each paper is 1 hour 45 minutes long.





GCSE COMPUTER SCIENCE

“Never before in history has innovation offered promise of so much to so many in so short a time” - *Bill Gates*

In our modern world, understanding computers, and being able to use them is vital. Computer Science is about so much more than this. In Computer Science, students will develop their problem-solving skills whilst obtaining a deep understanding of how computers think and what makes them think that way. They will improve their abilities of decomposition, abstraction and analysis: skills vital to succeed in the real world. Being able to not only understand computers, but program them to do whatever they want will set students up with an exceptional advantage in the real world.

Students will learn about object-oriented programming and will become fluent in the Python coding language: an industry standard. They will learn everything they need to be able to develop large scale, professional applications, from initial planning stages to final testing and release. Alongside this, students will be introduced to the ideas of block-based programming through game and app development. Supplementary to the practical programming skills, students will also learn all about how a computer system works, covering topics such as hardware and networks. A new addition to the specification this year is the introduction of SQL Databases, where students will learn to write code to control data – a skill heavily relied upon by data analysts everywhere.

Computer Science is a challenging and rigorous subject, heavily favoured by colleges, universities and employers alike. A strong mathematical background will set candidates up in good stead, and a strong ability to articulate and express themselves will also be essential. The learning combines a strong base of technical knowledge, mixed in with mathematical skills, computer programming and essay style writing. Students will spend approximately half of their learning time using computers and spend most of this time writing computer code.

With the prominence of technology in so many work sectors, a computer scientist has an almost limitless selection of paths to take. Technology giants such as Microsoft, Apple or Samsung would be obvious employers, but many innovative start-ups require talented programmers and problem solvers for their cutting-edge apps or world changing new hardware. Careers within the social media or app industry are also possibilities, along with roles in the engineering or financial sectors.

Assessments

100% Written Assessment – students will complete two written papers for Computer Science. The first 2 hour paper assesses their computational thinking, programming and problem-solving ability. The second 1 hour and 45 minute paper assesses students’ understanding of the computer system, networks, cyber security, SQL databases and the impact of computing in the wider world.

Students spend a significant amount of time learning how to write computer code and this is formally assessed in paper 1, where students will write in a combination of Python code and AQA pseudocode.

GCSE DRAMA

"All the world's a stage" — William Shakespeare

What will I be doing in GCSE Drama?

- Performing scripts
- Devising plays
- Studying plays and their contexts
- Writing live theatre reviews
- Theatre trips
- Learning about technical aspects of theatre and design choices
- Building performance skills and confidence
- Learning about a range of drama practitioners and their ideas



Comp 1 Devising Theatre 40%	Performing from a Text 2 20 %	Comp 3 Interpreting Theatre 40%
<p>Creation and performance of a devised piece in response to a stimulus.</p> <p>900 words coursework</p> <p>Evaluation</p> <p>You can be assessed as either an actor or technician (lighting, sound, costume and set design)</p>	<p>Selection, rehearsal and performance of a section of a scripted performance. This is done to an external examiner.</p> <p>You can be assessed as either an actor or technician (lighting, sound, costume and set deisgn)</p>	<p>Written exam – 1hr and 30mins</p> <p>Section A – Set questions on the text The IT by Vivienne Franzmann 45 marks</p> <p>Section B – Live theatre review essay 15 marks</p>

In GCSE drama , you will build on your existing devising, performance and evaluative skills gained during KS3. You will work independently, in small groups and as a whole class to explore different genres, styles and practitioners of drama. You will regularly share work and ideas and will reflect on performances that you've created. You will complete component 1 before the end of year 10 , completing components 2 and 3 in year 11.



GCSE Music

“Music can change the world because it can change people.” - *Bono, U2*

What will I be doing in Music lessons?

- ✓ Performing as a soloist
- ✓ Performing as part of a group
- ✓ Composing music
- ✓ Appraising music

The course consists of 3 components.

Component 1: Performing

Component 2: Composition

Component 3: Appraising



Component 1 involves learning two pieces lasting a total of 4 minutes, recorded at the end of Year 11. One piece must be an ensemble lasting at least one minute and one piece must be linked to an Area of Study. You can learn other pieces in order to further your musical skillset before learning your assessed piece.

In Component 2 you will compose two pieces. One will be in response to a brief set by the exam board and one will be a free composition from a genre of your choosing.

In component 3 you will learn about 4 different Areas of Study:

AoS 1 Musical Forms and Devices (including a set work)

AoS 2 Music for Ensemble

AoS 3 Film Music

AoS 4 Popular Music (including a set work)

These will be assessed in a listening paper featuring 8 questions, 2 on each area of study. The two set works that you will study in depth are:

AoS 1: Badinerie by J.S.Bach for Flute and String Orchestra with Harpsichord

AoS 4: Africa by Toto

Through studying Music, you can gain a greater understanding of Musical genres and the world of composition and performance. It will also develop your analytical skills through analysing pieces, your literacy skills through writing about music and your team working skills through group performance. It will raise your self-confidence through sharing your performances and compositions with others and help you develop social skills, essential for almost any career.



GCSE PHOTOGRAPHY

"Photography helps people to see." - Berenice Abbott

What will I be doing in GCSE Photography?

- Learning about famous artists/photographers
- Experimenting with different cameras and types of photography
- Developing skills in a range of photographic media including both digital and dark room techniques
- Visiting galleries and museums on a trip to London or Bristol
- Exploring with digital art to develop Photoshop skills to edit photographs

Unit 1: Coursework

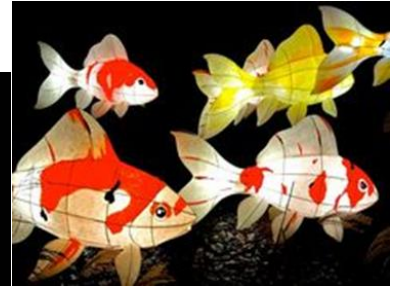
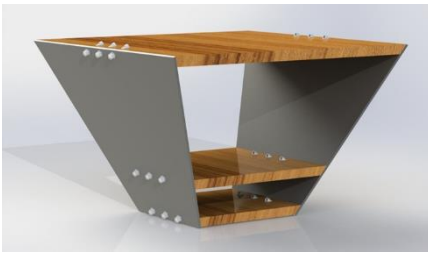
You will have a chance to create a portfolio of work that looks at the theme of 'Transforming Portraits' and 'Home' or 'Circles'. You will make photographs in response to the theme and take your ideas from mind maps and research. You will plan your own photoshoots, then take photos and edit them using Adobe Photoshop.

As part of the course, students are expected to respond to cultural influences. This gives us the opportunity to go on trips to various places. Students have been to London and Bristol, but we often go on local photo walks to build up a bank of images to work with. This year students had a visit from



GCSE 3D Design

"Art is not what you see, but what you make others see." - Edgar Degas



What will I be doing in GCSE 3D Design

- Experimenting with different materials, techniques and processes in the construction of 3D objects.
- You will be using materials such as wood, card, paper, plastics, metal and papier mache.
- Developing skills to make 3 dimensional products and artwork of your choice.
- Learning and writing about famous designers and architects.
- Visiting galleries and museums on a trip to London or Bristol
- Using photography, digital programmes and Adobe Photoshop to realise and experiment with possible solutions.

Unit 1: Coursework

You will have a chance to create a portfolio (a range of artwork) that looks at the themes of 'Lighting' and 'Nature'. You will make your 3D artwork in response to the themes and take your ideas from research gathered digitally and from field trips. You will be taught methods of drawing in 3D Design to help you demonstrate your ideas and to work out possible solutions to perceived problems. You are encouraged to develop your strengths and work using the materials you enjoy, as well as learning about others.

The coursework makes up 60% of the GCSE marks and is therefore a vital part of the course, but this also means that much of your marks are 'banked' before you come to the exam, which can be very reassuring for students who do better in class than in exams. Students can expect to spend at least an hour each week outside of school, working towards presenting their portfolio. We offer after school support every week to help students keep up to date with their projects and stay organised.

As part of the course, students are expected to respond to cultural influences. This gives us the opportunity to go on an art trip to a city with well-known galleries. Previous KS4 groups have visited London and Bristol, as well as having visits from artists, designers and photographers. Students gather inspiration from all around them, drawing first-hand from observation. Students will also use photography to record their ideas.



Unit 2: Externally Set Assignment

For the externally set assignment (exam project) students are given various themes to choose from. Students respond to their chosen starting point, showing evidence of all four assessment objectives. Students are encouraged to be independent and make their own choices about their projects. We encourage freedom within the projects but offer a clear structure of support too.

The externally set assignment ends with a 10-hour exam over 2 school days where students will create work that showcases their talent and skill. Many students worry about this, but find they feel like extra-long art lessons and that they are very enjoyable to. Everyone finishes their exam feeling so proud of the work they have made. It also helps some students to know that the actual art exam days are worth only 10% of the whole GCSE.

Students will have the opportunity to showcase their artwork in an exhibition at Nova, and their work will be entered for competitions both locally and nationally. You may even get the chance to see your artwork exhibited in galleries. We have had students enter competitions and have their work displayed in an exhibition in Japan.



GCSE Religion, Philosophy and Ethics

"The well-being of mankind, its peace and security are only attainable when its unity is firmly established" - *Bah'u'llah, founder of the Baha'i faith*

Students will follow two areas of study, which will be assessed through two external examinations. Each area of study focuses on a different major world religion: Christianity or Islam.

Area of Study 1: Religion and Ethics with the focus on Christianity. This area of study comprises in depth at Christianity as a lived religion within the UK and throughout the world, and its beliefs and teachings on life, specifically within families, and with regard to matters of life and death. Non-religious perspectives such as Atheism and Humanism are also considered in detail in this area of study.

Topics such as abortion and euthanasia have already been introduced in Year 9 as a way of preparing scholars to develop their critical thinking and to build the foundations for some great habits of discussion!

There are four sections: Christian Beliefs, Marriage and Family, Living the Christian Life and Matters of Life and Death.

This area of study will be assessed through a written external examination which will last 1

hour 45 minutes and will hold 50% of the qualification.

Area of Study 3: Religion, Philosophy and Social Justice with the focus on Islam. This area of study looks in depth at Islam as a lived religion within the UK and throughout the world, and its beliefs and teachings on life, specifically about the issues of equality and evil and suffering as well as Muslim approaches to Big Questions such as "Is there a God" and discovering philosophical arguments such as the Design Argument. Atheist and Humanist views are also considered greatly in this unit.

There are four sections: Islamic Beliefs, Philosophy of Religion, Living the Muslim Life and equality.

This will be assessed through a written external examination which will last 1 hour 45 minutes and will hold 50% of the qualification.



IMEDIA

s themselves." – *Tim*

Overview

Many modern industries are dominated by the use of technology. Careers such as graphics design, music production and web development rely on computers for their day-to-day work. Creative iMedia is all about equipping students with the skills they need to succeed in careers which utilise computers, as varied and widespread as this is.

In Creative iMedia, students learn how to use key software which underpins entire industries, and apply this to each of the 2 projects they complete. Programs such as Adobe Photoshop, the undisputed leader in photo and graphics editing, will be used by students in one of their projects. In another project, students will create digital comics through the use of graphics design software Comic-Life. In addition, students will learn how to plan a large-scale ICT project in their pre-production theory module.



What will I learn about?

- The use of Adobe Photoshop in photo editing and graphic design
- How to create digital comics using Comic Life
- How to develop an interactive multi-media project using Microsoft PowerPoint
- The tools and techniques used to plan projects at a pre-production stage

Assessments

Unlike GCSE options, the Cambridge Nationals Creative iMedia Level 1/2 Award is assessed predominantly through in-classroom coursework projects, heavily reducing the amount of written exams to be taken in May/June. Students complete 2 ICT projects, each worth 30% of their grade. The final 40% is obtained through a 90 minute written paper focused on Pre-Production Skills.



BTEC HEALTH AND SOCIAL CARE

“Caring for others is an expression of what it means to be fully human.” - Hillary Clinton

In the UK, around 3 million people work in the health and social care sector: nearly 1 in 10 jobs!

Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators.

What will I learn about?

BTEC Health and Social Care is a vocational course, with most of the assessment through coursework rather than exams, although one of the three units is tested with an exam. Therefore, the structure is quite different to GCSE courses, which have all the formal exams in the summer of Year 11. In Health and Social Care, you'll be completing formal coursework assessment as you go through the course.

The coursework units involve:

- Studying human growth and development.
- Learning about how people deal with major life events.
- Studying health and social care services.
- Showing a practical demonstration of care values, together with the ability to reflect on your own performance.

The unit assessed with an exam focuses on health and wellbeing. It requires students to assess an individual's health and wellbeing and use this assessment to create a health and wellbeing improvement plan.



The grading, like many other vocational courses, goes from Level 1 Pass to Level 2 Distinction*.

What does the course lead to?

Students achieving well in Health and Social Care are well set-up for A-level study or higher-level vocational courses (like Level 3 BTECs). From there you could go onto higher education or apprenticeships in the health and social care sector. It is an excellent choice for those interested in caring professions like nursing or social work, or in early years education (nursery teaching, perhaps).

EDUQAS AWARD IN HOSPITALITY AND CATERING

“Cooking requires confident guesswork and improvisation -- experimentation and substitution, dealing with failure and uncertainty in a creative way.” - Paul Theroux

What will I learn?



This course concentrates on the Hospitality and Catering industry. You will develop the knowledge and understanding related to a range of Hospitality and Catering providers: how they operate and what they must consider to be successful. You will have the opportunity to learn about issues related to nutrition and food safety and how they affect successful Hospitality and Catering operations. In this qualification, you will also develop food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

How will I learn?

You will learn about the Hospitality and Catering industry by:

- Undertaking practical work to learn new skills with weekly practical lessons. Therefore, it is essential that you are prepared to bring ingredients once a week.
- Practical competitions (when/where relevant)
- Visiting/Podcast speakers and/or case studies.



How will I be assessed?

Unit 1: The Hospitality and Catering Industry will be externally assessed with an online examination that lasts 90 minutes. You will be graded as follows: Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction.

Unit 2: Hospitality and Catering in Action is internally assessed: This involves your completing a piece of controlled assessment in school under examination conditions. You will be set a task by EDUQAS and will have to safely plan, prepare, cook and present a range of nutritional dishes.

What can I do with this qualification?

This qualification will help you develop the essential skills to move into employment, training and further education. You could move onto NVQs or BTEC Hospitality and Catering courses.

Employment in Hospitality and Catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. All these roles require further education and training either through apprenticeships or further and higher education. Businesses that provide food, beverages, and/or accommodation services include: restaurants; hotels; pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues and more.



OCR CAMBRIDGE NATIONALS SPORTS STUDIES

“I can accept failure. Everyone fails at something. But I can’t accept not trying.”
– Michael Jordan

OCR Sports Studies combines your practical capabilities with a strong theoretical challenge.

Throughout the two years, students will develop their theoretical and practical ability, studying the three units of work outlined below. In KS4 if you opt for sports studies you will have three PE lessons a week as well as your one lesson of core PE. You will be assessed practically in your core PE lessons and you will have blocks of two week practical’s throughout the two years.

Unit 1 Contemporary issues in sport	Unit 2 Performance and leadership in sport activities	Unit 3 Sport and the media
Popularity of sport, Major sporting events, Performance Enhancing Drugs, sportsmanship, gamesmanship and technology in sport.	Practical performance in either two team or individual sport, analysis of performance, Planning lessons and leading lessons.	The different types of media that we watch sport on and the positives and negatives the media has on sport.

Written exam 40%	40% coursework	20% coursework
------------------	----------------	----------------

The OCR Sports Studies Course is a level 2/GCSE equivalent qualification; however, it is graded at Level 2 Pass (equivalent to a grade 4), Level 2 Merit (equivalent to a grade 5), Level 2 Distinction (equivalent to a grade 7), Level 2 Distinction* (equivalent to a grade 8), and Level 1 Pass (1), Merit (2) and Distinction (3).

This course is a great choice if you love sport. It enables you to take the next step when choosing a career to move on to. After studying this course, you can go on to A level PE, BTEC Sport Level 3 and OCR Sports Studies Level 3.

Vocational qualifications develop practical skills and knowledge related to an employment area and are designed to help students learn in a practical way. They're offered in schools and colleges and can help get the skills needed to start a job, progress in a career or go on to higher levels of education. Vocational qualifications include classroom-based and practical activities and are assessed usually by both written and practical coursework or exams.

Sport is a high-profile and expanding industry and there is a growing need for qualified professionals and capable volunteers. There is a wide range of job roles to progress into such as an Activity Leader, Sports Coach, Fitness Instructor and Leisure Assistant to name a few.

It's also widely recognised that regular participation in sport and physical activity is highly beneficial both to individuals and to society as a whole. With life expectancy on the increase, there will be continuing focus by government in collaboration with other bodies to promote sport's benefits and encourage wider take up. Cambridge Nationals in Sport offer students the solid foundation required for further study or progression into industry.

Students will develop a wide range of highly desirable, transferable skills such as communication, problem solving, team working and performing under pressure.



