



options

2024 - Your choice at Key Stage 4

YOUR CHOICE AT KEY STAGE 4

We have put together this booklet in order to help you choose the subjects you will study in Years 10 and 11.

So far, you have been studying a wide range of subjects and now you will have to think carefully about these, so that you can choose a smaller number to study in greater depth over the next two years.

Everyone will study the following common core of subjects for 16 out of 25 of their timetabled lessons per week. This will include:

| | |
|--|--------------------|
| Year 10: | |
| ENGLISH (LITERATURE & LANGUAGE) | (4 periods) |
| MATHEMATICS & STATISTICS | (5 periods) |
| SCIENCE | (5 periods) |
| PHYSICAL EDUCATION | (2 periods) |

| | |
|--|--------------------|
| Year 11: | |
| ENGLISH (LITERATURE & LANGUAGE) | (5 periods) |
| MATHEMATICS | (4 periods) |
| SCIENCE | (5 periods) |
| PHYSICAL EDUCATION | (2 periods) |

Students will then identify six options subjects that they are interested in. Ultimately, you will end up studying three of these. You will have each of the three option subjects for three periods each, nine periods per week in total. **The first of your option preferences must be from the following: Geography, History, French or Spanish, you have to choose one of these as your first preference.**

For your remaining two options (6 periods per week), we offer a wide range of subjects. See the following pages for details.

Subject combination restrictions:

There are some subject combinations that we do not allow students to do, because they are considered to have too much subject overlap. Combinations that are not allowed include:

- Art / Textiles (you can only do one of these two)
- Dance / Drama (you can only do one of these two)

Good reasons for choosing a subject include; you're good at it, it will help you in a career you are keen on, or simply that you enjoy it.

Bad reasons to choose a subject include; your friend is doing it, or you think it will be easy; students who think a subject will be easy are often mistaken!

Above all, it is essential that you try to ensure that your education remains broad and balanced. In addition to the information included in this booklet, you will be given advice in school by your subject teachers, form tutors, your Head of Year and by Mr Lawson who is in overall charge of the Options process. Your form tutor or a senior member of staff will be working closely with you to help you complete your Options Form and to make sure that your choices are the most suitable and appropriate for you.

Please note:

With over two hundred students choosing from a wide variety of options it is very challenging to try to give everybody what they want. This is partly why we ask you to identify six options subjects that are of interest to you. Experience shows that we do manage to give the vast majority of our students what they request, but numbers of students opting for subjects and staffing implications may mean that there have to be further conversations. If this is the case, we will speak with the individuals involved.

Potential subject changes:

Whilst the courses that are offered in this option booklet are what we believe students will undertake in September, there can be factors that may cause this to change. For example, a course that we believed was available could be removed or altered, or new courses may be approved that we believe suit students better.

It could become apparent that a course is not working or performing as intended and therefore we may take the view that a change is in the best interests of a student or a group of students. We will always endeavour to communicate clearly with students and parents if such a situation was to arise. Please be assured that in the vast majority of cases courses proceed as planned.

FREQUENTLY ASKED QUESTIONS

Can I choose two subjects from the same area?

Yes, in some cases, but we do urge caution and encourage students to have a broad and balanced curriculum. For example, if a student has a particular interest and aptitude for the humanities then it may be possible to do both geography and history. We are cautious because we know how challenging and how much revision these subjects entail, and we do not want to put students on to courses that we know they will struggle with for three years.

What is the English Baccalaureate?

The English Baccalaureate (EBacc) is a performance measure for schools, not a qualification for students. It is not compulsory. It shows where students have secured a grade 5 or above across a range of academic subjects (English, maths, science, geography or history, and a language).

Can students at Kingswood do the EBacc?

Yes, and we very much encourage and promote the EBacc for students who we believe will enjoy and be successful with this route, but we do not make it compulsory. In essence the EBacc is a more academic pathway and demonstrates a broad academic education. All students will be doing English, maths and science already, so if you want to do the EBacc then you simply need to do geography or history **and** a language.

What is a BTEC?

BTEC stands for the Business and Technology Education Council. BTECs are specialist work-related qualifications available in a range of sectors. They combine practical learning with subject and theory content. The BTECs that we offer at Key Stage 4 are equivalent to 1 GCSE and offer the equivalent levels of rigour and challenge to a GCSE. BTECs also have clear progression routes and career pathways beyond Key Stage 4. For specific subject details, see the relevant subject page later in this booklet.

What is a Cambridge National?

Cambridge Nationals (CNat) are equivalent in size to GCSEs and are available in a range of subject areas. They are considered an excellent start to vocational study and enable progression to Level 3 vocational qualifications. For specific subject details, see the relevant subject page later in this booklet.

YOUR CHOICE AT KEY STAGE 4

In addition to your core curriculum that everyone will study, you are able to choose up to three additional subjects to study

The available options are:

| | |
|--|------|
| Art (GCSE) | P 14 |
| Business - Enterprise and Marketing (CNat) | P 20 |
| Child Development (CNat) | P 19 |
| Design & Technology – Hospitality & Catering (Technical Award) | P 9 |
| French (GCSE) | P 15 |
| Geography (GCSE) | P 6 |
| Health and Social Care (CNat) | P 18 |
| History (GCSE) | P 7 |
| IT – Information Technology (CNat) | P 11 |
| Music (GCSE) | P 17 |
| Performing Arts – Dance (BTEC) | P 13 |

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|----------------------------------|------|
| Performing Arts – Drama (BTEC) | P 13 |
| Physical Education (GCSE / CNat) | P 12 |
| Religious Studies (GCSE) | P 8 |
| Spanish (GCSE) | P 16 |
| Textiles (Art and Design BTEC) | P 10 |

Core subject information

| | |
|---|-----|
| English Language & Literature (GCSE) | P 3 |
| Mathematics (GCSE) including Statistics | P 4 |
| Science (GCSE) | P 5 |

The following pages contain more information about each of these subjects.

ENGLISH LANGUAGE & LITERATURE

English GCSE

The English Department offers both Language and Literature courses for the majority of GCSE students, providing you with two GCSEs at the end of the course.

English Language GCSE

The course encourages you to enjoy and appreciate language, teaching you analytical skills and the ability to communicate accurately, appropriately, confidently and effectively. You will explore how writers influence readers and use these skills in your own writing. This course will be assessed by examination in Year 11, including a Spoken Language element.

English Literature GCSE

GCSE English Literature allows you to explore several aspects of literature through the in-depth study and wider reading genres: prose (novels or short stories); poetry; drama. The course will be assessed by examination in Year 11.

From your study of Literature, it is hoped you will gain the benefits of enjoying books, of being exposed to writing from different cultures and of experiencing emotional and intellectual growth through reading about new experiences and considering different viewpoints. You will develop an appreciation of literary tradition and heritage, develop your powers of analysis and learn to make connections between texts with greater skill, confidence and independence. You will study:

- **A play by Shakespeare**
- **A nineteenth century novel**
- **A selection of poetry since 1789**
- **Post 1914 fiction or drama**



Mathematics GCSE

The GCSE mathematics course follows the National Curriculum & students will study topics relating to Number, Algebra, Geometry & Measures, Probability & Statistics.

Students will need to reach certain levels of competency in mathematics (a minimum of a GCSE Grade 7) to undertake Sixth Form courses, to be admitted to colleges and universities, and to have a wide variety of career choices.

As a faculty, we aim to:

- Equip students with the mathematical skills required for their future.
- Provide a broad Mathematical learning experience.
- Provide the skills required to succeed in Higher Education and employment.
- Promote a positive attitude to the study of mathematics.
- Ensure students have a feeling of success, and progress is appropriate to their level.
- Encourage students to continue Mathematics study post-16 where appropriate.
- Play an active role in contributing to cross-curricular themes and improving literacy, numeracy, and IT.

Key Stage 4

During Years 10 and 11 students follow a GCSE course suited to their ability level.

In mathematics, students are set by ability and follow the OCR GCSE Course. This exam board emphasises and encourages competency to apply mathematical skills in a range of contexts, fluency in procedural skills, sound understanding of concepts and confidence in mathematical problem solving. It provides a broad, coherent, satisfying, and worthwhile course of study.

The GCSE Mathematics qualification will encourage students to develop a positive attitude towards the subject and recognise the importance of mathematics in daily life. Students will build on a sound base of conceptual understanding to apply mathematics techniques in a variety of contexts. It will provide a strong mathematical foundation for learners who go on to study mathematics at a higher level, post-16.

The maths department also offers GCSE Statistics in Year 10. This course integrates various real-life examples and contexts, fostering skills that students can apply in other subjects for example geography, science, and psychology. Following the statistical enquiry cycle principle, students develop a comprehensive understanding of interpreting and applying data across various scenarios, both in different subjects and real-world contexts. The qualification comprises two externally examined papers at each tier, encompassing the collection, processing, representing, and analysing of data and probability.

Equipment

All pupils are expected to have their own scientific calculator (Casio fx85gtx or fx-991ex), a red pen, a black pen, a pencil, and Geometry equipment. Calculators can be purchased through the Academy [ParentPay shop](#)

Key Stage 5

Our A Level syllabus fully prepares students for undergraduate study in STEM subjects. Mathematics at A Level is desirable for those wishing to pursue a career in Engineering, Data Science, Economics, Technology, Medicine, and Design. Simultaneously, mathematics is a self-contained subject that is worth studying simply for its elegance. While challenging at times, the study of mathematics can bring a tremendous sense of accomplishment. Mathematics is an ideal subject for people who enjoy or want to develop their problem-solving skills and logical, abstract, and analytical thinking.

Students study Pure Mathematics, Applied Statistics and Mechanics in both Years 12 and 13. In the first year of the course, students will further develop their algebraic knowledge and skills, introducing binomial expansion, Trigonometric identities, Vectors, Logarithms, Calculus, Hypothesis testing, Forces and Motion. Students will begin to transform real-life scenarios into mathematical models to solve complex mathematical problems. In Year 13, students will further develop knowledge and skills from Year 12, and they will study Sequences, Series and Parametric Equations, Normal distribution, Moments, Projectiles and Kinematics, with a greater emphasis on forming a mathematical model for real life problems and solving these problems using a range of techniques developed during the course with the aid of technology. The course is assessed through three examinations at the end of Year 12 and 13, accumulating all the knowledge and skills students have developed throughout the course.

We would recommend graphical calculator – Casio Fx C CG50 or Fx-991Ex



Science GCSE

From deepest space to the smallest molecule, Science affects all that we see and do. Science is full of excitement, wonder and interest, which stimulates imaginative and creative thinking.

Whether your plans are to follow a career in the Sciences or not, there are many skills that you will learn during your studies of science that will help you throughout life.

The Science curriculum at Kingswood aims to offer you a variety of options that supports you in your destinations beyond GCSE.

Courses Offered

Combined Science: Trilogy leads to the award of two GCSE qualifications that cover Biology, Chemistry and Physics

All Students embarking on their GCSE Science journey will, in class, follow the AQA Combined Science Trilogy course throughout years 10/11.

Combined Science: Trilogy

This course is followed by all students in normal lesson time and aims to provide you with a challenging and stimulating study of the Sciences in a combined manner. Taking this course, you will cover Biology, Chemistry and Physics in a combined manner. Successful completion of the course will be awarded two Science GCSEs that cover all three sciences. Progression to study A-Level Sciences or related courses at the Academy or at college is possible with these qualifications.

There is no better way to learn about science than through purposeful practical activities as part of day-to-day teaching and learning in science. The knowledge and understanding of these practical activities is assessed in the terminal examinations and is worth 15% of the final grade.

Maths skills are also an essential component of the Science course as each component of biology, chemistry and physics have explicit questions on maths including graph drawing, data interpretation and drawing conclusions from scientific experiments.





GEOGRAPHY

Geography GCSE

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Geography involves the study of our environments, what natural environments look like, the processes that form them and how people interact with them.

It offers the opportunity to develop a variety of valuable skills including map reading; IT skills; mind mapping and investigating contemporary issues and the Academy's core competencies, particularly teamwork; communication; creativity and initiative. Within the GCSE curriculum you will have the chance to work together in group work and in peer teaching activities; understand the impacts of natural disasters; know how and why tropical storms change and how enough food can be produced to feed a growing global population. If you are interested in the relationships between people and their natural environments, understanding how the world around you works and your place within it, then Geography is for you.

Geography is not just about the physical features of different places or what people think about where they live, in this course you have the chance to investigate issues affecting people and the environment across the world. You will learn what it is like to live in a squatter settlement, how to survive an earthquake or tsunami and what happens when countries do not have enough food.

You will study Geography at GCSE through 3 units:

1. Living with the physical environment

- Tectonic hazards and tropical storms
- Physical landscapes of the UK: Rivers and Coasts
- Ecosystems including Tropical Rainforests and Cold environments.

2. Challenges in the human environment

- Urban issues and challenges
- Changing economic world
- Resource management (food, water and energy) with a focus on FOOD

3. Geographical Applications

- Issue evaluation
- Fieldwork (and skills)
- Statistical and mapping skills

Field trips:

During the course you will take part in two compulsory field trips in order to complete the skills paper. These field trips enable students to collect primary data and explore a location away from home to investigate issues that are happening there and the reasons behind them.

Assessment:

The course is assessed in 3 sections:

- 1 A human exam which will take place in Year 11 (35%)
- 2 A physical exam which will take place in Year 11 (35%)
- 3 Geographical application and issue evaluation (30%)

The physical environment and human environment papers are an hour and a half each and worth 35%. The Geographical applications paper is worth 30% and lasts an hour and a half, based on the field work carried out.

If you would like to know more or have any questions, see Mrs Hardy, Mr Lawson, Miss Grace and Mr Mbelesi or see your Humanities teacher.



HISTORY

History GCSE

- Who held the 18th Century leg amputation record and managed to chop off some other bits into the bargain?
- Why did Adolf Hitler become German Chancellor in 1933?
- Why did Plains Indians and white settlers scalp each other?

These are the sort of questions you will be asked to find answers for if you study GCSE History.

History can be defined as an attempt to interpret the past in order to gain an insight into the present. History attempts to develop your abilities to analyse and interpret sources of information, and it encourages you to think logically and critically. Emphasis is also placed on developing your writing skills, so that you can present information and arguments in an appropriate manner. History is a very valuable subject providing skills and knowledge helpful in further study and a wide range of employment situations. History demands research, interpretation, analysis and the ability to express information clearly in writing.

The emphasis is on developing skills and on encouraging you to solve historical problems for yourself. You will be assessed in three examinations.

The course consists of three sections:

Paper 1: Thematic Study and Historic Environment

Medicine in Britain, C1250-present and The British sector of the Western Front, 1914-18: injuries, treatments and the trenches. This paper examines the ideas of progress and change over time. It asks the question: 'Do things always get better as time goes by?'

Paper 2: Period Study and the British Depth Study

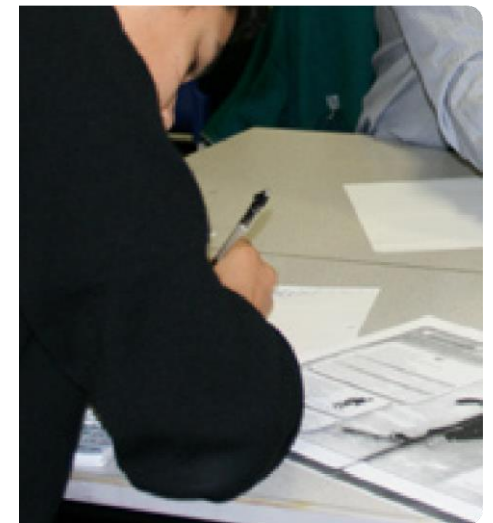
Early Elizabethan England, 1558-88. This topic looks at the changes to society and foreign policy during the reign of Elizabeth I.

The American West C.1835: This topic looks at how the Plains Indians were treated by the US Government and how the 'West was won'.

Paper 3: Modern Depth Study

Weimar and Nazi Germany, 1918-39. This paper examines how Germany fared after the Great War, how Hitler was able to come to power and what life was like in Nazi Germany.

If you would like to know more, or have any questions, see Mrs Paul, Miss Magee, Mr Mayne, Miss Etherington and Miss Martindale.





RELIGIOUS STUDIES

Religious Studies GCSE

If you have an interest in the world we live in, Religious Studies could be for you.

It helps us understand people – what they think, what they believe, their culture and way of life.

The content of the course is outlined below. Many of these issues are often discussed in the media, but this course gives you the chance to have your say and listen to the views of others.

Aims and objectives:

This course will provide opportunities for you to engage with questions of belief, value, meaning, purpose, truth and their influence on human life.

It will challenge you to reflect on and develop values, beliefs and attitudes in light of what you learn and contribute.

You will have the ability to construct well-argued, well-informed, balanced and structured written arguments.

You will be assessed in two examinations.

Why choose GCSE Religious Studies?

This course will help you gain a better understanding of these key questions:

- **Why do people have beliefs?**
- **How do beliefs influence society?**
- **What do you believe is important in the way you live your life?**
- **What do Christians and other religious groups believe is important in their lives?**

You should seriously consider choosing this course if you respond 'yes' to the following questions:

Do you want to explore the views of others?

Do you like discussing and debating religious and moral issues?

Do you want to learn more about the world we live in?

Course overview:

Religion and Ethics through Christianity:

- Christian Beliefs
- Marriage and the Family
- Living the Christian Life
- Matters of Life and Death

Religion, Peace and Conflict through Islam:

- Muslim Beliefs
- Crime and Punishment
- Living the Muslim Life
- Peace and Conflict

If there is anything else you would like to know, please see Miss Hodgkins or see your RS teacher.



DESIGN & TECHNOLOGY

WJEC Level 1/2 Hospitality and Catering (Specification A)

The WJEC Level 1/2 Award in Hospitality and Catering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study, providing learners with a core depth of knowledge and a range of specialist and general skills that will support their progression to further learning and employment.

- Knowledge and understanding of the hospitality and catering industry
- Develops ability to plan, prepare and cook dishes
- Develops practical skills for the catering industry

WJEC Level 1/2 Hospitality and Catering Award is designed primarily for 14-16-year-old learners in a school environment. The course is graded L1 Pass, L2 Pass, L2 Merit, L2 Distinction, L2 Distinction*

Why Study Hospitality and Catering?

The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering is not their primary service but is increasingly important to their success.

According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector with the majority of new roles falling within the 18-24 age group, according to a report by People 1P

The course will give students a basic understanding of the skills required for a career in food, careers in the hospitality industry, further study at college or simply preparing students for being independent and maintain a healthy lifestyle.

Course content

The WJEC Level 1/2 Vocational Award in Hospitality and Catering is made up of two mandatory units: Unit 1 The Hospitality and Catering Industry is sat in yr 11.

- The Hospitality and Catering Industry – Onscreen or written exam, which is externally assessed.
- Removed bit

Unit 2 Hospitality and Catering in Action Hospitality and Catering in Action – This is a course work brief which is given in year 10. Students by working to the brief, independently go through a series of research both written and practical which leads the student to their final food preparation in 12 hours of controlled assessment. This is internally assessed.

Learners must complete both units.

Important information regarding the course content:

You will spend a large part of your lesson time planning and preparing a wide variety of dishes that you will take home to share with your family. You may cook once a week, and although the school will provide some basic ingredients, you will need to be able to provide most of these from home. If there are any reasons why you think that providing ingredients from home could be difficult it is important that parents contact the school, so we can make alternative arrangements.

Each of the units of the WJEC Level 1/2 Vocational Award in Hospitality and Catering has been designed so that knowledge, skills and understanding are developed through tasks that have many of the characteristics of real work in the sector. Each unit has what is referred to as an applied purpose, which acts as a focus for the learning in the unit. They have been devised around the concept of a 'plan, do, review' approach so that learners take part in practical activities in different contexts in order to learn the related theories. This approach mirrors many work-related activities in the hospitality and catering sector and also provides for learning in a range of contexts. As such, the qualification provides learners with a broad appreciation of work in the hospitality and catering sector and wider opportunities for progression into further education, employment or training. This approach also enables learners to learn in such a way that they develop:

- Skills required for independent learning and development
- A range of generic and transferable skills
- The ability to solve problems
- The skills of project-based research, development and presentation
- The fundamental ability to work alongside other professionals, in a professional environment

TEXTILES through Pearsons BTEC Level 1/Level 2 Tech Award

BTEC in Art and Design

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You will be studying a BTEC Tech award in Art and Design but through Textiles

Programme Overview

This course is for learners who wish to acquire knowledge and technical skills through vocational assessment in Textiles. It consists of 2 components (units)

Component 1 is internally assessed Textiles projects that are set by school.

Component 2 is Textiles work set and assessed externally.

Internal assessment (component 1) are assessed through textile projects and learners complete two or more projects and produce evidence for assessment. This style of assessment promotes deep learning by ensuring the connection between knowledge and practice in textiles.

External assessment (component 2) provides assessment for the qualification that covers all the skills and techniques students learn in textiles. It is based on a key task that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories. The set task is taken under supervised exam conditions, which is then marked and a grade awarded by the exam board.

As well as Textiles you also need to have good IT skills as lots of the coursework is completed on the computer for research and analysis.

Learners who achieve at least a pass can progress too:

- A Levels as preparation for entry to higher education in a range of subjects.
- Study of a vocational qualification at Level 3, such as a BTEC National in Art and Design, which prepares learners to enter employment or apprenticeships,
- To move on to higher education by studying a degree in the art and design areas.

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

Please speak to Miss Etherington to determine whether this course is right for you. You will be notified if we think you are suitable for the course.

If there is anything else that you would like to know please see your Textiles teacher.

INFORMATION TECHNOLOGY (IT)

IT - Cambridge National Certificate in IT

The Course and how it works:

For three lessons a week for Two years, you will be put through your paces, through various digital obstacle courses.

The IT course is constructed of three different units; and each unit contributes to your final grade! You have an exam unit, and then two units of coursework. These units of coursework test your research skills, report writing skills, planning and interpretation skills, your creation and creative skills and your ability to review. That is many skills!

The Units:

R050: IT in the digital world. This is assessed by taking an exam. In this unit you will learn about design and testing concepts for creating an IT solution or product, and the uses of IT in the digital world.

Topics include:

- Design Tools
- Human Computer Interface (HCI) in everyday life
- Data and testing
- Cyber-security and legislation
- Digital Communications
- Internet of Everything (IoE)

The Units continued:

R060: Data manipulation using spreadsheets This is assessed by completing a set assignment. In this unit you will learn how to plan, design, create, test and evaluate a data manipulation spreadsheet solution to meet client's requirements. You will be able to evaluate your solution based on the user requirements.

Topics include:

- Planning and designing the spreadsheet solution
- Creating the spreadsheet solution
- Testing the spreadsheet solution
- Evaluating the spreadsheet solution

R070: Using Augmented Reality to present information This is assessed by completing a set assignment. In this unit you will learn how to design, create, test and review an Augmented Reality model prototype to meet a client's requirements.

Topics include:

- Augmented Reality (AR)
- Designing an Augmented Reality (AR) model prototype
- Creating an Augmented Reality (AR) model prototype
- Testing and reviewing



PHYSICAL EDUCATION

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AQA Physical Education GCSE

This qualification is linear which means that you will sit all your exams and submit all your practical coursework at the end of the course in Year 11. Your final grade is 60% theoretical and 40% practical.

For the theory element of the course you will study seven units:

1. Applied anatomy and physiology
2. Movement analysis
3. Physical training
4. Use of data
5. Sports psychology
6. Socio-cultural influences
7. Health, fitness and well-being

A weekly theory lesson is used to prepare you for this. Topics covered include the Skeleton, Muscles and Movement, the Heart, the Circulatory and Respiratory System, along with training principles/methods and the effects of exercise. You also learn about injuries and their treatment, sponsorship, school sport and media issues related to sport.

For the practical performance you will be assessed in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). Activities offered in school include Netball, Hockey, Softball, Golf, Table Tennis, Badminton, Football, Basketball, Athletics, Dance and many others. If you take part in other sports in your own time you are often able to be assessed in these activities. You are also required to conduct an analysis and evaluation of performance to bring about improvement in one activity. This highlights your understanding of theoretical concepts and how they link into development and improvement of performance.

Cambridge National Sport Science

Cambridge National Sport Science consists of three units:

Unit R180: Reducing the risk of sports injuries and dealing with common medical conditions

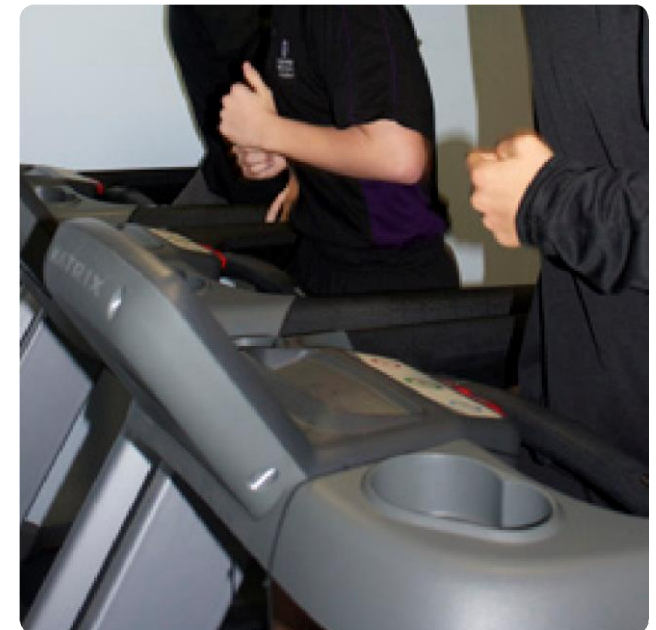
Unit R181: Applying the principles of training: fitness and how it affects skill performance.

Unit R183: Nutrition and sports performance

Units R181, which is worth 40%, and R183, which is worth 20%. These are both assessed internally before sent off to be moderated externally. You will complete a number of written and practical assignments, each with specific criteria which must be met in order to successfully complete the qualification. Unit R180 will be assessed using an externally marked exam, which is worth 40% of Cambridge National qualification. Each unit must be fully completed against the marking criteria in order for you to gain the Cambridge Nationals Sports Science Level 2 award.

For more information, see Miss Meekcom for GCSE or Mr Davis for CNAT.

If you opt for PE, you will be advised which course will suit your abilities.





Level 1/2 BTEC Tech Award in Performing Arts

How does the course work?

You can choose either the Dance or Drama pathway for this course, you cannot do both subjects.

The course is made up of **three components**: two that are internally assessed by us and one that is externally assessed. Our three-block structure, **explore, develop and apply**, has been developed to allow students to build on and embed their knowledge. This allows students to grow in confidence and then put into practice what they have learned. Our assessment structure is also designed so that students can build on what they learn, and develop their skills, as they move through the course.

| | |
|-----------------------------|---|
| Explore Develop Apply | Exploring the Performing Arts <ul style="list-style-type: none"> Internally assessed assignments 30% of the total course |
| | Developing Skills and Techniques in the Performing Arts <ul style="list-style-type: none"> Internally assessed assignments 30% of the total course |
| | Performing to a Brief <ul style="list-style-type: none"> Externally assessed task 40% of the total course |

Explore

Component 1

Exploring the Performing Arts – students explore the processes used by professionals to create a performance.

Aim: get a taste of what it's like to be a professional actor, dancer or musical theatre performer.

Assessment: internally assessed assignments.

Weighting: 30% of total course.

During Component 1, students will:

- explore** performance styles, creative intentions and purpose
- investigate** how practitioners create and influence what's performed
- discover** performance roles, skills, techniques and processes

Develop

Component 2

Developing Skills and Techniques in the Performing Arts – students develop performance skills and techniques by reproducing existing performances

Aim: develop skills and techniques in the chosen discipline(s) of acting, dance and musical theatre.

Assessment: internally assessed assignments.

Weighting: 30% of total course.

During Component 2, students will:

- take part** in workshops, classes and rehearsals
- gain** physical, interpretative, vocal and rehearsal skills
- apply** these skills in performance
- reflect** on their progress, their performance and how they could improve.

Apply

Component 3

Performing to a Brief – students pull together all they have learned and apply their knowledge in a performance

Aim: consider how practitioners adapt their skills for different contexts and put this into practice in a performance.

Assessment: externally assessed task, where students work in groups of between 3 and 7 members to create a performance based on a set brief.

Weighting: 40% of total course.

To achieve this aim, students will:

- use the brief and previous learning to come up with ideas
- build on their skills in classes, workshops and rehearsals
- review the process using an ideas and skills log
- perform a piece to their chosen audience
- reflect on their performance in an evaluation report.

If there is anything else you would like to know please see Mrs Geoghegan, Mrs Rose, Mr Dawson or Mrs Hempen or your Performing Arts teacher.

AQA GCSE ART

options

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AQA GCSE ART

Programme Overview

Students must learn through practical experience and demonstrate knowledge and understanding of sources that inform their creative intentions. Intentions should be realised through purposeful engagement with visual language, visual concepts, media, materials and the application of appropriate techniques and working methods.

Students must develop and apply relevant subject-specific skills in order to use visual language to communicate personal ideas, meanings and responses. Students must, over time, reflect critically upon their creative journey and its effectiveness in relation to the realisation of personal intentions.

In Component 1 (portfolio worth 60%) students develop responses to initial starting points, project briefs or specified tasks and realise intentions informed by research, the development and refinement of ideas and meaningful engagement with selected sources. Responses will include evidence of drawing for different purposes and needs and written annotation.

In Component 2 (externally set assignment worth 40%) students respond to a starting point provided by AQA. This response provides evidence of the student's ability to work independently within specified time constraints, realise intentions that are personal and meaningful and explicitly address the requirements of all four assessment objectives.

You must be willing to stay after school or do work at home to get a good grade

Students will gain a qualification at level 1 -9

Learners who achieve at least a pass can progress too:

- A Levels as preparation for entry to higher education in a range of subjects.
- Study of a vocational qualification at Level 3, such as a BTEC National in Art and Design, which prepares learners to enter employment or apprenticeships.
- To move on to higher education by studying a degree in the art and design areas.

Please speak to Miss Etherington or Mrs Evans to determine whether this course is right for you. You will be notified if we think you are suitable for the course.

If there is anything else that you would like to know please see your Art teacher.





French GCSE

More and more students are choosing to continue with a Modern Language in Years 10 and 11 at Kingswood!

Students currently in Year 9 can choose to take French for GCSE.

Acquiring a Modern Language involves working on four skill areas which will be assessed in your final exam at the end of Y11: -

- Listening
- Reading
- Writing
- Speaking

Therefore, all of the work in class will be built around practising these skills just like it was at KS3 through the topics of:

My Personal World
technology

Media and

Lifestyle and Wellbeing
future

Studying and my

My neighbourhood

Travel and tourism

By learning a foreign language, you are acquiring a skill - a skill for which there is a steadily growing demand. A working knowledge of one or more languages is a useful asset in many areas of employment. Furthermore, a steadily increasing number of Higher Education courses offer the possibility of combining continued foreign language learning with other subjects.

Over the last four years there has been a steady national decline in the number of students who take GCSE Languages. Very soon Linguists will be in short supply in the Country.

Choosing French at GCSE can therefore help you to stand out when applying for a job, an apprenticeship or University!

The final exam in Y11 (no coursework):

Paper 1 Listening 25%

Paper 2 Reading 25%

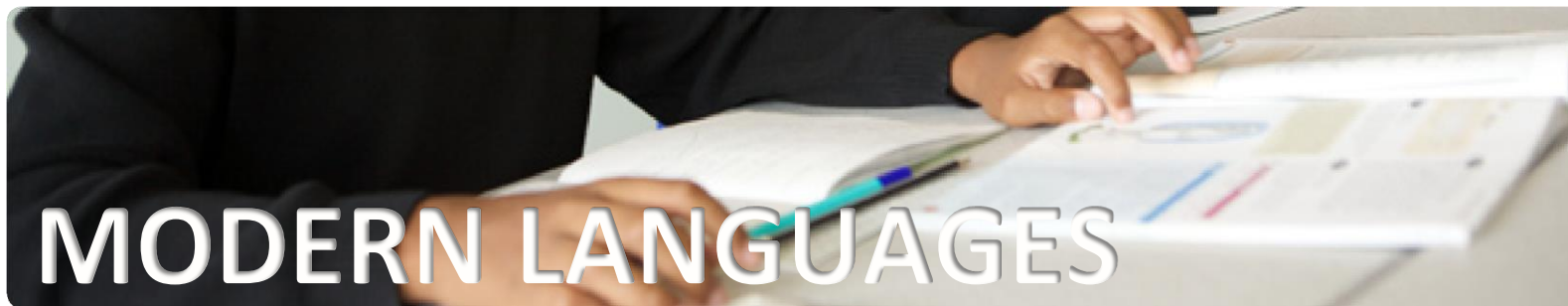
Paper 3 Speaking 25%

Paper 4 Writing 25%

**“Those who know many languages
live as many lives as the languages
they know.”**

Czech proverb

If you do have any questions, you can always see your Language teacher for advice.



Spanish GCSE

More and more students are choosing to continue with a Modern Language in Years 9, 10 and 11 at Kingswood!

Students currently in Year 8 can choose to take Spanish for GCSE.

By learning a foreign language, you are acquiring a skill - a skill for which there is a steadily growing demand. A working knowledge of one or more languages is a useful asset in many areas of employment.

Recently there has been a steady national decline in the number of students who take GCSE Languages. Very soon, linguists will be in short supply in the country.

Choosing Spanish at GCSE can therefore help you to stand out when applying for a job, an apprenticeship or University!

What will you study?

The GCSE Spanish course focuses on 3 key themes, which each include a number of sub-topics. You will learn how to be able to talk about each of these topics in Spanish.

| | |
|------------------------|-------------------------|
| My personal world | Lifestyle and wellbeing |
| My neighbourhood | Media and technology |
| Studying and my future | Travel and tourism |

How is the course examined?

The GCSE Spanish exams will all be at the end of Y11. There is no coursework.

The four exams cover each of the 4 key skill areas, and are worth an equal amount:

- **Paper 1 Listening Exam** (worth 25%).
- **Paper 2 Speaking Exam** (worth 25%).
- **Paper 3 Reading Exam** (worth 25%).
- **Paper 4 Writing Exam** (worth 25%).

“If you talk to a man in a language that he understands, that goes to his head. If you talk to him in his own language, that goes to his heart”. (Nelson Mandela)

“To learn a language is to have one more window from which to look at the world”. (Chinese Proverb)

If you do have any questions about Spanish GCSE, please feel free to contact Miss Woodford, whose email address is: awoodford@kingswoodsecondaryacademy.org.

Music GCSE

WJEC GCSE MUSIC

Music at Key Stage 4 focuses on three key components:

Component 1: Performing music on your own and in a group. This could be in any style, on any instrument or voice, including music technology-based options.

Component 2: Composing Exploring how great pieces of music were put together, then composing your own music. This could involve using computer software, writing for a specific purpose, writing songs, and so on.

Component 3: Appraising Listening to a variety of music and learning how to identify the facts about what you hear. You will already have heard about the elements of music in your Key Stage 3 lessons. At Key Stage 4, you will focus on how these are used for different purposes.

Assessment You will be assessed in each of these components through a combination of coursework and final exams.

What skills will I gain?

Your practical skills of composing music and performing will be refined and will demonstrate creativity, reflection, and resilience, as well as developing confidence and presentation skills.

Studying music will give you opportunities for higher order thinking, by considering ideas which go beyond language. This is great brain-training which will help you in other areas too.

You will gain a deep understanding of various transferable skills and practice applying these to new situations, developing analytical and problem-solving skills. Through studying music, you will be equipped with the skills to succeed in your next steps.

Performing music will account for a significant proportion of the course. **If you do not already play an instrument or sing, you must be willing to develop your performance skills. This will include specialising on one instrument (e.g. piano), with the option to combine this with music technology.**





Level 1/2 Cambridge National in Health and Social Care

This qualification introduces students to the biggest employment sector in the UK, which includes elements of the NHS, local authority adult and childcare services as well as a range of independent providers that provide care in a variety of settings.

It introduces students to this vocational sector and the role it plays in the health, well-being and care of individuals across all age ranges. Students will also develop transferable skills, in particular communication, aspects of team working and the essential life skill of first aid.

As you might expect, some elements of the assessment are practical.

This qualification consists of three units; one externally assessed exam and two internally assessed pieces of coursework which will then be moderated externally.

R032 Principles of care in Health and Social Care settings is an externally assessed exam worth 40% of the overall grade.

In this unit you will learn about the key topics that are important when caring for and protecting people in health and social care. Topics include the rights of service users in health and social care settings, person-centred values, effective communication in health and social care settings and protecting service users and service providers in health and social care settings.

R033 Supporting individuals through life events is an internally assessed/externally moderated piece of coursework worth 30% of the overall grade.

In this unit you will learn about growth and development through the life stages. You will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs. Topics include life stages, impacts of life events and sources of support.

R034 Creative and therapeutic activities is an internally assessed/externally moderated piece of coursework worth 30% of the overall grade.

In this unit you will research therapies and learn about how they can benefit people. You will also learn about the benefits of creative activities and you will plan and deliver a creative activity to a group or individual. Topics include therapies and their benefits, creative activities and their benefits, plan a creative activity for individuals or groups in a health or social care setting and deliver a creative activity and evaluate your own performance.

CHILD DEVELOPMENT

options

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OCR Level 1/2 Cambridge National Certificate in Child Development



Our Cambridge National in Child Development covers all aspects of child development and parental responsibility, from conception to five years. Students develop the essential theoretical knowledge and practical skills needed to create the best conditions for a child's development and well-being.

- Are you interested in how children learn and develop physically, intellectually, and socially?
- Are you considering a career working with babies or children?
- Would you like to gain a greater understanding of the development, health, and well-being of a child from birth to five years?
- Are you interested in the health and wellbeing of children and creating conditions in which children can happily thrive?

The qualification will encourage independence, creativity, and awareness of Child Development. There are 2 units of coursework; R059 and R058 and 1 exam; R057.

Each coursework unit has a weighting of 30% each and the exam has a weighting of 40%.



The Units:

R057: Health and well-being for child development

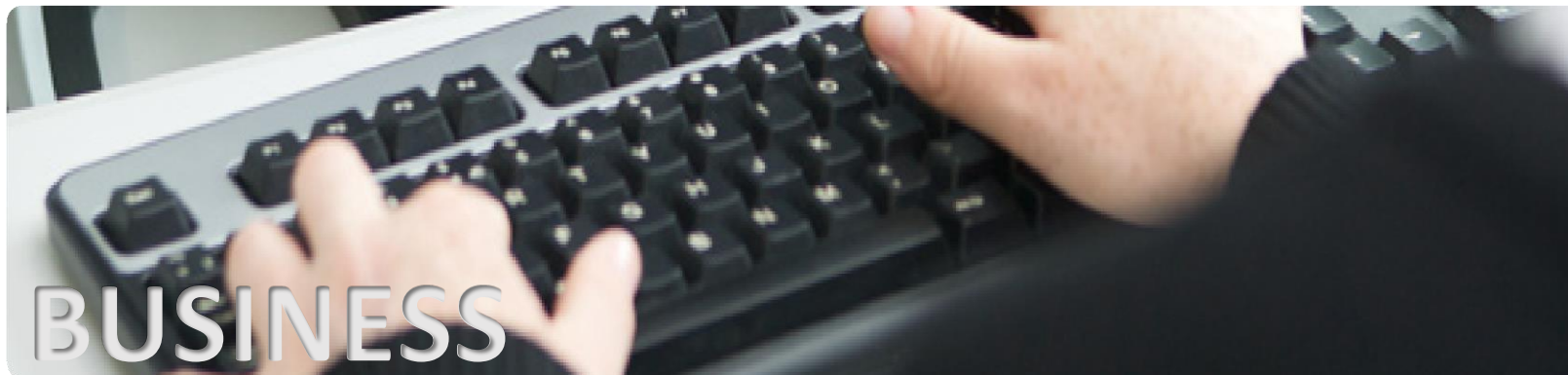
In this unit, students will learn about the importance of pre-conceptual, ante natal and post-natal health care, creating suitable environmental conditions in which a child can thrive, creating a safe and loving environment for children, explore the prevention and management of common childhood illnesses and accidents. Many more interesting biological, physiological and psychological topics are taught throughout this unit.

R058: Creating a safe environment and understand the nutritional needs of children from birth to five years

In this unit, students will learn how to create a safe environment for children from birth to five years both within the home and childcare settings. They will investigate and choose equipment that is both suitable and safe for use and will learn about babies and children nutritional and dietary needs. Midwives and other healthcare professional guest speakers join us in the Academy.

R059: Understand the development of a child from one to five years

Students will learn the expected developmental phases for children from one to five years. They will use observation, research techniques and skills to investigate these development norms and explore their findings. Students will learn about the importance of creating plans and providing different play activities to support children in their development. We explore a variety of Childcare settings virtually and in person to further enrich learning.



OCR Level 1/2 CNAT in Enterprise and Marketing

This qualification is for learners who wish to develop applied knowledge and practical skills in enterprise and marketing. It is designed with both practical and theoretical elements, which will prepare students for further study of qualifications in enterprise, marketing or business.

What will the learner study as part of this qualification?

All learners will study three mandatory topics as follows:

RO67: Enterprise and marketing concepts - EXAM

The first topic underpins the wider learning in this qualification. Learners will develop essential knowledge and understanding of enterprise and marketing concepts, which can be applied to the other units within the qualification.

Through the first topic learners will understand the main activities that will need to happen to support a start-up business, and what the key factors are to consider when starting up a business.

Assessment - 1 hour 15 minutes written examination 70 marks (80 UMS) OCR-set and marked This question paper has two parts: Part A - comprising of 10 multiple choice questions (MCQs) Part B – comprising of short answer questions and three extended response questions.

RO68: Design a business proposal – COURSEWORK

In the second topic, learners will develop the skills to design a business proposal to meet a specific business challenge. They will identify a customer profile for a specific product, complete market research to generate product design ideas, and use financial calculations to propose a pricing strategy and determine the viability of their product proposal.

The knowledge and skills developed by completing this unit will assist learners in the third topic of this qualification.

Assessment- 36 GLH OCR-set assignment 60 marks (60 UMS) Centre assessed, and OCR moderated. The centre-assessed tasks will be practical tasks in the context of an OCR-set assignment.

RO69: Market and pitch a business proposal – COURSEWORK

In the third topic, learners will develop the skills to create a brand identity and promotional plan for their specific business product proposal developed in the second topic. They will develop pitching skills in order to pitch their business proposal to an external audience. Finally, they will review their pitching skills and business proposal using their learning, self-assessment and feedback gathered.

The knowledge and skills developed by completing this topic will be transferable to further, related learning in areas such as enterprise, marketing or business.

Assessment – 36 GLH OCR-set assignment 60 marks (60 UMS) Centre assessed, and OCR moderated The centre-assessed tasks will be practical tasks in the context of an OCR-set assignment.

Unit R067: Enterprise and marketing concepts

48 GLH

This question paper has two parts: Part A - comprising of 10 multiple choice questions (MCQs), Part B – comprising of short answer questions and three extended response questions. The extended response evaluation question will relate to LO4.

Unit R068: Design a business proposal

36 GLH OCR-set assignment 60 marks (60 UMS) Centre assessed, and OCR moderated

The centre-assessed tasks will be practical tasks in the context of an OCR-set assignment.

Unit R069: Market and pitch a business proposal

36 GLH OCR-set assignment 60 marks (60 UMS) Centre assessed, and OCR moderated

The centre-assessed tasks will be practical tasks in the context of an OCR-set assignment.

Options – Career websites

Read the Options booklet on the school website. Ask your subject information on the courses you need to choose from



Read “G.C.S.E.’s explained” and “What subjects should I choose at G.C.S.E.?”

www.brightknowledge.org



Start is a website offering information and articles on choosing G.C.S.E. Options

www.startprofile.com



Ask a question on the forums and read existing posts from people seeking help with their career choice

www.thestudentroom.co.uk



Look at different choices for Year 9

www.careerpilot.org.uk



This website allows you to find information about the options available to you in Year 9.

www.sacu-student.com



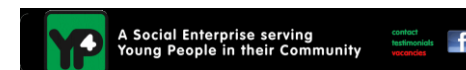
Go to the National Careers website for information on job profiles, apprenticeships and a free job health check.

www.nationalcareersservice.direct.gov.uk

National Careers Service

4YP is a website that deals with a range of issues young people face whether it is specifically about work and employment. It is good portal from which you can find other useful information.

www.4ypuk.com



The Source is a website for young people in Suffolk with information about their G.C.S.E. choices

www.thesource.me.uk/learning/choices-at-13



www.icould.com is an excellent place to start, you can also research how to choose your options and watch videos about options.



Parental Guidance is a site for Parents to help guide them through the options process. There is information on this website that could be useful when deciding what options you could take. www.parentalguidance.org.uk

Parental Guidance

Careers information and advice from the Careers Writers Association

Please feel free to speak with Mrs Hardy for advice and information or ask for an appointment with Mr Doherty, our Prospects advisor who will be more than happy to provide you with up-to-date, individual information and impartial careers guidance.

Options – Core competencies

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When you are working towards your G.C.S.E., BTEC or Cambridge National qualifications you are learning specific knowledge and skills that demonstrate your competence in a range of subjects. These will communicate to future employers and education providers that you have the ability to follow academic courses and work in particular industries. However, there are other skills that employers require their employees to have gained and developed. SEMLEP (local businesses) have identified these as eight core competencies:

Problem solving

Being able to look at a problem and suggesting original, unique ways to overcome it or using well-known methods and innovative approaches.



Initiative

The ability to use your judgment to make decisions and do things without needing to be told what to do, this can involve working with other people in a team and showing leadership skills.



Teamwork

Working independently is excellent but working together as a team to resolve an issue can be more enjoyable and more efficient / effective within a workplace, sharing ideas and listening to others to solve problems and achieve more is productive and rewarding.



Resilience

To be successful and happy in an ever-changing, unpredictable world we all need to think about how we can become more resilient (bounce back when things do not always work out). To learn from your different experiences it is important to reflect and consider what you experienced, how you navigated and managed that challenge and what you can learn from your experience.



Communication

Being able to read a variety of sources of information, communicate verbally with other people, listen and share ideas with others in small groups and present information to larger audiences.



Digital Literacy

This is the ability and skill to find, use, evaluate, share and create content using information technologies and the internet. This includes using programmes such as Word or Excel, YouTube and uploading material, participating appropriately in online forums and working collaboratively.



Organisation

Knowing how to put together a plan and organise the appropriate resources for a task is not just an employability skill but a life skill. With a good plan it will help you complete tasks and projects on time, make sure you keep on track and don't miss out anything important in your work.



Creativity

Creativity is the ability to think about a task or a problem in a new or different way, or the ability to use the imagination to generate new ideas. Creativity enables you to solve complex problems or find interesting ways to approach tasks. If you are creative, you look at things from a unique perspective and find patterns and make connections to find opportunities.



Notes

options