

GCSE Options Booklet 2024



Co-op Academy
Grange

Choosing Your Options

Introduction

This document is designed to provide information and give guidance for students and their parents/carers to make informed decisions about the subjects that they will study at GCSE.

Guidance for Students

You have reached a very important stage in your education where you have to make several decisions about the subjects that you will study in Y10 and Y11. This needs to be considered carefully to ensure that you choose the right subjects that you will enjoy and that you are likely to be successful in. Find out as much as you can about the courses by reading the information contained inside this booklet, and talking to your teachers and parents/carers about the options that you would like to study. Think carefully about the options available as they will affect your future opportunities.

To aid your decision making, the following support and guidance is available:

- This Options Booklet contains all of the information for each of the option subjects.
- There will be a 15 minute GCSE Options Talk on Tuesday 20th February 2024 (as part of Y9 Parents Evening) at 4.00pm and again at 5.00pm. This will give you the chance to hear essential information on the options process followed by an opportunity to have your questions answered. For those parents/carers unable to attend, the Options Talk will also be posted onto the school website.
- Guidance will be given by your Subject Teachers in your lessons over the next two weeks.

If you require any additional guidance, please speak to Miss Hellewell (KS4 Lead) or Miss Almond (Deputy Headteacher).

Completing Your Option Choices

After gathering the information, you then need to make a decision about the choices of the qualifications that you wish to take in Y10 and Y11. Complete the Options Form that you have been given, and submit it to your Form Tutor by no later than Friday 8th March.

Key Dates

Tuesday 20th February 2024	Y9 Parents Evening and Options Evening
Friday 8th March 2024	Deadline for Options Forms to be submitted
Throughout March, we will contact any students that may need to consider amending their options choices.	
Friday 21st June 2024	Confirmation of courses and subjects for next year will be sent home.

Pathways

The KS4 Curriculum at Co-op Academy Grange

The Key Stage 4 curriculum at Co-op Academy Grange has been designed to:

- Be broad and balanced.
- Allow for the maximum number of students to achieve their highest potential in nationally recognised qualifications.
- Allow students to select a coherent programme of study to enable them to access a meaningful progression through to post 16 routes and beyond.
- Meet the requirements of the National Curriculum.

It is a requirement that all students study English, Mathematics, Science, Core PE and PSHCE. We call this our 'compulsory curriculum'. Students are then able to choose to study additional qualifications based on their allocated Pathway(s).

Students have been allocated pathway(s) for study based on prior attainment and teacher knowledge/assessment:

	1	2	3	4	5	6	7	8	Recommended
Blue Pathway	English Language	English Literature	Maths	Triple Science			Geography or History	Option Choice (inc. Psychology/Computer Science)	Further Maths

	1	2	3	4	5	6	7	8	Recommended
Orange Pathway	English Language	English Literature	Maths	Combined Science		Geography or History	Option Choice (inc. Psychology/Computer Science)	Option Choice (inc. Psychology/Computer Science)	Further Maths

	1	2	3	4	5	6	7	8	
Red Pathway	English Language	English Literature	Maths	Combined Science		Geography or History	Option Choice (inc. Psychology/Computer Science)	Option Choice (inc. Psychology/Computer Science)	

	1	2	3	4	5	6	7	8	
Green Pathway	English Language	English Literature	Maths	Combined Science		Geography or History	Option Choice	Option Choice	

	1	2	3	4	5	6	7	8	
Purple Pathway	English Language	English Literature	Maths	Combined Science		ASDAN PDP	Option Choice	Option Choice	

Student Guide

Step 1: Read through the whole booklet

This may seem like a daunting task but it is essential to make the right decisions for your future:

- Compulsory Element - The subjects that you have to study
- Non-compulsory Element - The subjects where you have some choice

Step 2: Attend the Parents Evening - Tuesday 20th February 2024

There will be Options talks by Miss Almond (Deputy Headteacher) at 4.00pm and 5.00pm.

Step 3: Complete your Options Form by Friday 8th March 2024

Together with this booklet, you have received a coloured Options Form detailing your pathway and the number of choices that you need to make, including one reserve option choice in case your first choice is not available. Once you have completed this, you need to return it to your Form Tutor by no later than Friday 8th March.

Please note: It is not possible to guarantee that any specific subject will run. In the event that a student option choice cannot be met, then a reserve subject will be offered.

Each student's final set of options choices will be assigned after careful consideration of all student choices, the number of places available, suitability of the course, viability of the course, and the staffing availability of the school.

Confirmation of courses and subjects for next year will be sent home by Friday 21st June.

The Importance of Home Learning at Key Stage 4

Introduction

At Co-op Academy Grange, we have high expectations and aspirations for all of our students. We strive to ensure that they can all access an aspirational curriculum, which includes the receipt of high-quality home learning that is appropriate to their needs.

Purpose

Research advises that consistent completion of meaningful home learning can improve the attainment of students by developing their skills and deepening their knowledge. As such, home learning is an integral part of the wider curriculum on offer. By learning outside of the classroom, students can develop important skills such as research and independent study. The completion of home learning will enable deeper knowledge to be embedded so that students learn more and know more, and thus retain the information in their long-term memory. Home learning also helps students to develop skills such as time management, organisation and planning, which will help them to become lifelong learners. It also enables students to be self-reflective and show commitment to their studies. Home learning is set for a variety of purposes:

- Providing opportunities for students to explore topics of their own interest.
- Introducing new content.
- Practising a skill or process that students can do independently but not yet fluently.
- Elaborating on information that has been addressed in class to deepen students' knowledge.
- Giving students the opportunity to revise the information they have been taught.

Setting and Completion of Home Learning

Students will be set regular home learning (weekly for English, Maths and Science, and fortnightly for all other Subjects). In order for students to keep a track of their home learning schedule, all home learning is set on Google Classroom as an 'Assignment' with a 'Due Date'. Setting home learning on Google Classroom allows students to see their personal 'to do' list of home learning to be completed and the date that the home learning is due in. Google Classroom can be used to:

- 1) Post the home learning itself, electronically, for completion on the Google Classroom platform.
- 2) Signpost to other online platforms where the specific home learning task is set (eg: Dr Frost).
- 3) Alert the student that they have paper-based home learning that needs completing.
- 4) Provide important information on Mock Exams and Revision Planning, with count down reminders.

Home learning is an integral part of the wider curriculum and its completion has many benefits for students. Encouraging students to complete Home Learning is a positive approach to fostering independent study habits and demonstrating a commitment to their education. The inclusion of this information in the termly Assessment Point Data and sharing it with colleges and sixth forms helps provide a comprehensive overview of a student's Attitude to Learning.

It's important to strike a balance between encouraging students to take responsibility for their learning and providing support when needed. While there are no sanctions for not completing work, the awareness of the impact on the Rising Star Rating and its potential influence on college and sixth form applications serves as a motivational factor.

The Importance of Good Attendance at Key Stage 4

Introduction

Good school attendance is great preparation for adulthood. It helps you to establish good routines which will be important for the working world. All employers expect good attendance and punctuality.

School can also help you to:

- Make lots of friends,
- Develop new skills,
- Increase your confidence and self esteem,
- Improve social skills.

GCSE Success!

There is a direct link between attendance and achievement. Students with an average of 95% attendance achieve better and get better grades than those with less. However, just improving your attendance a little bit will significantly improve your outcomes. The government did some analysis - which showed:

Pupils whose absence improved in Year 11 achieved better GCSEs than pupils whose absence did not improve.

- Over 50% of students who improved their attendance by 20% between Y10 and Y11, got 5 good GCSEs (only 30% of those who didn't improve their attendance got 5 good GCSEs)
- Even improving attendance to 90% helped get good GCSEs
- Just coming to school 5 more days a year will drastically improve your chances of achieving well.

Persistent Absence from school

Missing days has a huge impact on how well you will do at school. The more school days you miss, the harder it will be to catch up, especially when you have coursework requirements and exams to prepare for. Research shows that a Y11 student who has missed 17 days during the school year will get one grade less than they would have achieved had they attended regularly. If you are persistently absent from school (attendance 90% or less) it could lead to greater challenges in the future.

Penalty Notices

Under section 444 of the Education Act 1996, parents can be prosecuted if their child does not attend school regularly. A Penalty Notice is a fine issued to parents can be either £60 or £120 if not paid within 21 days. Failure to pay could lead to fines of up to £1000.

Punctuality

If you arrive at school after 9.00am, this is an unauthorised absence and can lead to legal action being taken. Every day, every lesson counts!

Qualifications

Types of Qualification Offered at Co-op Academy Grange

The following information is designed to help you to understand the range and standard of qualifications being encountered.

GCSEs

GCSE	GCSE stands for General Certificate of Secondary Education. These are the qualifications obtained by 15/16 year old's in the UK at the end of their Y11 schooling. GCSEs provide a uniform framework for assessment in England, Wales and Northern Ireland. Chosen subjects are studied over two years and assessed by final exams.	A*	9
		A	8
			7
		B	6
		C	5 STRONG PASS
			4 STANDARD PASS
		D	3
	GCSEs were traditionally scored from A* to G (with an additional U grade for papers deemed 'ungraded'). In England, however, government reforms have replaced that method with a 9-1 grading scheme; a 9 corresponding to a high A*. Under the numerical system, a minimum of a 4 is required to pass.	E	2
		F	1
		G	1
		U	U

Vocational Qualifications: Equivalent to GCSE

BTEC Level 1/2 Technical Award	BTECs are specialist work-related qualifications which combine practical learning with subject and theory content. The Award is made up of three components. Two are internally assessed via assignments set by the awarding body, PSAs (Pearson Set Assignments), to be completed within a given window and externally moderated. One component is externally assessed at the end of the course. This could be a written paper or controlled test (see subject descriptions). 60% of the qualification is internally assessed and 40% externally assessed at the end of the two years.
NCFE Level 1/2 Technical Award	NCFE is an awarding body offering V Certs (Vocational Certificates). Like BTEC it offers work related qualifications that are more career-focussed and grounded in the real world. The Award is made up of two components; a NEA (Non-Exam Assessment) worth 60% of the qualification and an examined piece of one and a half hours, worth 40%. Content is taught during Y10 and both pieces of assessment take place in Y11.
OCR Cambridge National	Studying an OCR Cambridge National helps develop real world skills and prepare students for a future within a given vocational sector. It is made up of 3 units. Two are mandatory and one optional; see subject details to see which optional unit has been chosen. The optional unit and one of the mandatory units are assessed via a NEA (Non-Exam Assessment). These are set by OCR, marked internally, externally moderated and worth 60% of the qualification. One mandatory unit is assessed via a written paper of one and a half hours and is worth 40%.

Vocational Qualifications: Explanation Table

This table applies to the BTEC L1/L2 Technical Awards, the NCFE L1/L2 Technical Awards, and the OCR Cambridge Nationals.

Each component/unit is awarded a grade and point score and these are totalled to provide an overall grade.

Good performance in some units could compensate for weaker performance in others.

Level	Qualification Grade	GCSE Points
Level 2	Distinction*	8.5
	Distinction	7
	Merit	5.5
	Pass	4
Level 1	Distinction	3
	Merit	2
	Pass	1.5

Assessment

Courses may be assessed in different ways. At present, the main forms of assessment are:

- Examinations
- Controlled Assessments

Examinations:

Examinations typically take place at the end of the course of learning. For most GCSE qualifications, examinations account for 100% of the course grade. Examinations in the vocational qualifications also take place at the end of the course of learning, but do not account for 100% of the course grade.

The external examinations must take place at the end of the course. In all but Performing Arts and Music Practice the exam is a mixture of multiple choice, short answer and extended response questions. Performing Arts and Music Practice consist of controlled assessments for an extended period of time.

Controlled Assessments:

For vocational qualifications, controlled assessments measure subject specific skills not tested in external assessment. The NEAs (Non-Examined Assessments) for NCFE and OCR Cambridge Nationals and PSAs (Pearson Set Assignments) for BTECs are controlled assessments which take place within a given window.

Attendance during this time is imperative. In most cases subject teachers supervise the sessions but invigilators may be called in where a controlled assessment is part of external assessment. All students must sign a declaration to confirm that the work submitted is their own.

The BTEC PSAs (Pearson Set Assignments) and OCR assignments can be re-sat if the teacher feels marks can be improved and the higher mark is banked. In this case a new assignment must be used in a different window. The NEA for NCFE courses cannot be re-sat.

Compulsory Elements

The table below details the Compulsory Elements that all students must study in Y10 and Y11.

Subject	Overview	GCSE Value
English	All students study GCSE English Language and GCSE English Literature.	2
Mathematics	All students study GCSE Mathematics.	1
Science	<p>All students will achieve at least two GCSEs in Science.</p> <p>Most students will study GCSE Combined Science (Trilogy), which is worth two GCSEs.</p> <p>Blue Pathway students are able to opt to take separate Sciences as an option to achieve 3 separate GCSEs in Biology, Chemistry and Physics.</p>	<p>2</p> <p>3</p>
Core PE	As part of the compulsory programme at KS4, students will participate in Core PE, where they will follow a Sports Education Programme. This program is designed especially for Physical Education, which can be used for a variety of sports including team sports, individual sports and fitness programs.	None
PSHCE	<p>As part of the compulsory programme at KS4, students will participate in PSHCE, where they will reflect on current issues, questions and debates.</p> <p>The purpose of PSHCE is to encourage good personal health and wellbeing, these include: understanding the characteristics of mental and emotional health; the tools to pre-empt common triggers to negative thinking; and the ways of asking for support during difficult situations.</p> <p>We prepare students for life beyond Co-op Academy Grange by encouraging them to identify their own strengths and areas to develop. We emphasise that life is a process of continual personal growth and make them aware of a range of career, education and employment options open to them.</p>	None

Eduqas GCSE English Language

<p>Summary</p> <p>The Eduqas GCSE English Language course encourages students to develop confidence with their critical reading and analytical ability.</p> <p>At Co-op Academy Grange we have developed a rigorous, engaging and challenging curriculum to ensure our students attain the highest GCSE grades and go on to live happy and successful lives. It emphasises and encourages:</p> <ul style="list-style-type: none"> • Critical reading and comprehension skills • Writing effectively for different purposes and audiences • Understanding and application regarding the power of the written word • Evaluation of a writer's choice of vocabulary, language form, grammatical and structural features. • Exploring the importance of authorial intention 	<p>Course Content</p> <p>Content is split into component exams which specify the text type and the skills required.</p> <ul style="list-style-type: none"> • Component 1: Reading and Analysing 20th Century Prose • Component 1: Writing Prose • Component 2: Reading and Analysing 19th and 21st Century Non-Fiction • Component 2: Transactional/persuasive writing • Component 3: Spoken Language Study
<p>Subject Units and Assessment Outline</p> <p>Component 1:</p> <ul style="list-style-type: none"> • Section A (20%) – Reading Understanding of one prose extract (about 60-100 lines) of literature from the 20th century assessed through a range of structured questions • Section B (20%) – Prose Writing One creative writing task selected from a choice of four titles <p>Component 2:</p> <ul style="list-style-type: none"> • Section A (30%) – Reading Understanding of two extracts (about 900-1200 words in total) of high-quality non-fiction writing, one from the 19th century, the other from the 21st century, assessed through a range of structured questions • Section B (30%) – Writing Two compulsory transactional/persuasive writing tasks 	<p>Why Study GCSE English Language?</p> <p>GCSE English Language covers a wide range of basic language knowledge and skills.</p> <p>It will allow students to develop a good understanding of a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism.</p>
<p>Progression and Future Career Paths</p> <ul style="list-style-type: none"> • GCSE English is a core subject and will assist you in every career path. • Lifelong skills such as reading and writing are integral to being a productive member of society. • Encouraging your child to read widely and often is the most important thing that you can do to support them with their English course. Reading a range of fiction and non-fiction, newspapers, articles, blogs and playing word games will help to improve your child's vocabulary, their reading fluency and spelling accuracy. <p>Journalist, Editor, Writer, Graphic Designer, English Teacher, Private Tutor, Lecturer, Recruitment Consultant, HR Manager</p>	<p>What Students Say</p> <p>"English is an inspirational subject!"</p> <p>"I really like English because I get to share my opinion and share my ideas. I feel confident!"</p> <p>Revision Materials</p> <ul style="list-style-type: none"> • We use a range of revision resources in English lessons to consolidate knowledge and revise for assessments. • Revision Books are available to purchase through ParentPay. <p>www.eduqas.co.uk www.bitesize.co.uk</p>
<p>For more information about GCSE English Language, please contact Ms Ashraf in G14.</p>	

AQA GCSE English Literature

<p>Summary The AQA English Literature curriculum has a key focus on <i>critical reading</i>:</p> <ul style="list-style-type: none"> • Identifying the theme and distinguishing between themes; • Supporting a point of view by referring to evidence in the text; • Recognising the possibility of and evaluating different responses to a text; • Using understanding of writers' social, historical and cultural contexts to inform evaluation; • Making an informed personal response that derives from analysis and evaluation of the text. 	<p>Course Content The specification takes a skills-based approach to the study of English literature that is consistent across the genres.</p> <p>Students study two papers:</p> <ul style="list-style-type: none"> • Paper 1: Shakespeare and the 19th century novel • Paper 2: Modern texts and poetry
<p>Subject Units and Assessment Outline Students will be assessed on the following assessment objectives:</p> <ul style="list-style-type: none"> • AO1: Read, understand and respond to texts. • AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. • AO3: Show understanding of the relationships between texts and the contexts in which they were written. • AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	<p>Why Study English Literature? GCSE English Literature is the study of how writers communicate their ideas about the world, and how readers might respond to these ideas.</p> <p>It aims to develop a critical understanding of the ways in which literary texts are a reflection of, and exploration of, the human condition, the study of which develops empathic understanding of human nature.</p> <p>High-quality English literature is writing which displays recognisable literary qualities and, although shaped by particular contexts, transcends them and speaks about the universality of the human condition.</p>
<p>Progression and Future Career Paths</p> <ul style="list-style-type: none"> • GCSE English Literature is a core subject and will assist you in every career path. • Lifelong skills such as reading and writing are integral to being a productive member of society. <p>Journalist, Editor, Writer, Graphic Designer, English Teacher, Private Tutor, Lecturer, Recruitment Consultant, HR Manager</p>	<p>What Students Say "I love how we study a range of texts: from Shakespeare, to prose and poetry. It is wonderful and so enriching!"</p> <p>Revision Materials</p> <ul style="list-style-type: none"> • AQA English Literature Revision Guide • Mr Bruff Revision Guide • Snap Revision Guide
<p>For more information about GCSE English Literature, please contact Ms Ashraf in G14</p>	

OCR GCSE Mathematics

Summary

The OCR GCSE in Mathematics encourages students to develop confidence and a positive attitude towards Maths.

Developed in consultation with teachers, employers and higher education, this qualification supports students in developing their own mathematical independence through a sound base of conceptual learning and understanding.

At Co-op Academy Grange we've developed an inspiring, motivating and coherent Maths course to allow all students to reach the highest GCSE grades.

It emphasises and encourages:

- Sound understanding of concepts
- Fluency in procedural skill
- Competency to apply mathematical skills in a range of contexts
- Confidence in mathematical problem solving.

Course Content

Content is arranged by topic area and applies to both tiers. Topics may be assessed on any paper.

- Number operations and integers
- Fractions, decimals and percentages
- Indices and surds
- Approximation and estimation
- Ratio, proportion and rates of change
- Algebra
- Graphs of equations and functions
- Basic geometry
- Congruence and similarity
- Mensuration
- Probability
- Statistics

There are three assessment objectives which you will be assessed on:

AO1: Use and apply standard techniques

AO2: Reason, interpret and communicate mathematically

AO3: Solve problems within maths and in other contexts

Subject Units and Assessment Outline

This GCSE Mathematics (9-1) course brings you the benefits of a simple assessment model, with 3 × 90-minute papers for each tier, of equal length with identical mark allocations and identical weightings of assessment objectives and subject content.

There are 100 marks per paper, this means that you can be better rewarded for each correct step on the way towards an answer.

Foundation Tier (Grades 1-5)

Paper 1: Calculator

Paper 2: Non-Calculator

Paper 3: Calculator

Higher Tier (Grades 4-9)

Paper 4: Calculator

Paper 5: Non-Calculator

Paper 6: Calculator

Why Study Maths?

GCSE Mathematics involves the study of mathematical methods, with some practical applications. It aims to develop students' skills in problem-solving and analytical thinking.

It also aims to provide all students with a firm mathematical foundation that they will need for life, work and further study.



Progression and Future Career Paths

The GCSE Mathematics qualification enables all students to progress to further qualifications either Vocational or General. To gain a place on a Level 3 qualification or an Apprenticeship you will be required to have gained a minimum of a grade 4 in Maths.

In your everyday life you will need Maths, and the career paths are endless, but here are some:

Statistician, Investment Analyst, Data Analyst, Data Science, Aerospace Engineer, Astronomer, Architect.

What Students Say

"Studying maths has helped me successfully progress onto my college course" and "In maths we learn to reason why and link topics together"

Revision Materials

We use a range of revision resources in maths lessons to consolidate knowledge and revise for assessments. Revision Books are available to purchase through ParentPay.

www.sparxmaths.com

www.methodmaths.com

For more information about Maths, please contact Mr Johnson in Room 225.

AQA GCSE Combined Science (Trilogy)

Summary

In GCSE Combined Science, students combine laboratory based practical techniques with data interpretation skills and fundamental scientific concepts to learn the key components of the environment and life systems, materials around us and the way things work.

The Combined Science qualification is rigorous and offers very high levels of challenge to all of the students on this course.

It is the expected route through for GCSE and allows students to gain an excellent platform of knowledge and skills for moving on to Post 16 qualifications.

Students on this pathway will study all aspects of Biology, Chemistry and Physics and they will sit exams in all three of these areas.

Course Content

The Combined Science course covers a broad spectrum of fascinating scientific subjects:

- In Biology, we explore living things like cells, genetics, and how different organisms work together in ecosystems.
- In Chemistry, students investigate the properties of matter, chemical reactions, and the periodic table.
- The Physics component delves into forces, waves, energy, and the universe.

Practical skills are embedded throughout, with hands-on experiments and investigations to develop essential laboratory techniques. This holistic approach provides students with a comprehensive understanding of the sciences, preparing them for further studies and encouraging a lifelong appreciation for the world around them.

Subject Units and Assessment Outline

Students will complete six 1 hour and 15-minute exams at the end of the course (two for each science).

Biology (Paper 1 & 2)

Cells, Organisation, Infection & Response, Bioenergetics, Homeostasis, Inheritance, Variation, Evolution, Ecology.

Chemistry (Paper 1 & 2)

Atomic Structure, Bonding, Quantitative Chemistry, Chemical & Energy Changes. Organic chemistry, Rates, Chemical Analysis, Atmosphere and Resources.

Physics (Paper 1 & 2)

Energy, Electricity, Particle Model, Atomic Structure. Forces, Waves & Magnetism.



Why Study Combined Science?

Studying GCSE Combined Science is a fantastic opportunity for students to gain a solid foundation in Biology, Chemistry, and Physics. The Science curriculum not only helps develop critical thinking and problem-solving skills but also includes opportunities for hands-on laboratory work, allowing students to apply what they've learned in a practical setting.

This knowledge serves as a stepping stone for pursuing further studies in Science-related fields and opens doors to exciting STEM careers. Beyond academics, Science education contributes to informed citizenship, global awareness, and personal development by nurturing curiosity, resilience, and a creative mindset.

Overall, GCSE Combined Science equips students with a diverse skill set, preparing them for future academic and professional challenges while fostering a deeper understanding of the natural world.

Progression and Future Career Paths

Studying Science can open the door to a wide range of fascinating and impactful careers.

- In Biology, you might become a doctor, nurse, genetic counsellor, or wildlife biologist, working to improve human health or understand and conserve the environment.
- Chemistry can lead to careers as a pharmacist, chemist, environmental scientist, or materials scientist, where you might create new materials or discover solutions to environmental challenges.
- Physics enthusiasts might become engineers, astronomers, data scientists, or even work in the field of renewable energy.

The possibilities are truly endless!

What Students Say

"What I love about Science is asking questions and searching for answers. As we find and share new bits of information, we use them to help our understanding of the world."

Revision Materials

We use a range of revision resources in science lessons to consolidate knowledge and revise for assessments.

All students need to bring a revision guide to lessons; CGP - Combined Science Revision Guide

<https://www.freesciencelessons.co.uk/>

<https://www.gcsepod.com/>

<https://www.bbc.co.uk/bitesize/combinedscience>

For more information about AQA GCSE Combined Science, please contact Mrs Musa in Room 238.

Triple Science: AQA GCSE Biology; AQA GCSE Chemistry; AQA GCSE Physics

Summary

This course enables the passionate students to study science at a significant depth and breadth. In GCSE Triple Science, students combine laboratory based practical techniques with data interpretation skills and fundamental scientific concepts to learn the key components of the environment and life systems, materials around us and the way things work.

The Triple Science qualification is demanding and offers very high levels of challenge to all of the students on this course.

It is the expected route through for GCSE and allows students to gain an excellent platform of knowledge and skills for moving on to Post 16 qualifications.

Students on this pathway will study all aspects of Biology, Chemistry and Physics and they will sit exams in all three of these areas.

Course Content

Triple Science course covers a broad spectrum of fascinating scientific subjects:

- In Biology, we explore living things like cells, genetics, and how different organisms work together in ecosystems.
- In Chemistry, students investigate the properties of matter, chemical reactions, and the periodic table.
- The Physics component delves into forces, waves, energy, space and the universe.

Practical skills are embedded throughout, with hands-on experiments and investigations to develop essential laboratory techniques. This holistic approach provides students with a comprehensive understanding of the sciences, preparing them for further studies and encouraging a lifelong appreciation for the world around them.

Subject Units and Assessment Outline

Students will complete six 1 hour and 45-minute exams at the end of the course (two for each of the sciences).

Biology (Paper 1 & 2)

Cells, Organisation, Infection & Response, Bioenergetics.

Homeostasis, Inheritance, Variation, Evolution, Ecology.

Chemistry (Paper 1 & 2)

Atomic Structure, Bonding, Quantitative Chemistry, Chemical & Energy Changes. Organic chemistry, Rates, Chemical Analysis, Atmosphere and Resources.

Physics (Paper 1 & 2)

Energy, Electricity, Particle Model, Atomic Structure. Forces, Waves & Magnetisms, and space physics.

Why Study Triple Science?

Triple science is for students who have a strong interest and a real passion for the sciences.

This rigorous programme is designed for students who are willing to delve into the complexities of the subjects.

Although it is not a necessity to study triple science if students are wanting to study any of the sciences at A Level, it would benefit the students who want careers in medicine, engineering etc as it provides a thorough and in-depth understanding of each scientific discipline.

Progression and Future Career Paths

- Chemical Engineer
- Dentist
- Forensic Scientist
- Lawyer
- Medicine
- Midwife
- Pharmacist

What Students Say

"Triple science is really interesting. We have covered lots of different aspects from each of the sciences, which will really help me, as I am hoping to study A Level science at college."

Revision Materials

All students need to bring a revision guide to lessons; CGP - GCSE Biology, GCSE Chemistry, GCSE Physics Revision Guide

<https://www.freesciencelessons.co.uk/>

<https://www.gcsepod.com/>

For more information about AQA Triple Science, please contact Mrs Musa in Room 238.

Core PE: Sports Education Programme

Summary and Course Content

A Sport Education Programme (SEPEP) is delivered to all students in Y10/Y11 as our Core PE offering. SEPEP is a program designed especially for Physical Education, which can be used for a variety of sports including team sports, individual sports and fitness programmes.

The SEPEP model encourages participation and involvement in physical education in school and out of school, because it provides an opportunity to take on a variety of different roles within a sporting event, including manager, coach, umpire, scorer and many more. It gives students an opportunity to take ownership and responsibility of their own learning, with the teacher taking the role of the facilitator. The Sport Education model has several distinct characteristics including, Seasons, Team Affiliation, Formal Competition, Keeping Records and Festivity.

At Co-op Academy Grange, we have chosen this student-centred model of learning for Core PE in order to increase students' motivation and engagement. The students will take responsibility for their learning and they will have opportunities to take on different roles in a team, including: player, umpire, scorer and team manager.

A large part of the SEPEP programme is the 'competition and celebration' at the conclusion of the season and unit. SEPEP relies on direct instruction, peer teaching and cooperative learning, so it will give everyone a chance to work together and try something different.

Subject Units and Assessment Outline

Students:

- Demonstrate proficiency in the execution of manipulative and movement skills during complex activities.
- Demonstrate advanced skills in selected physical activities.
- Employ and devise skills and strategies to counter tactical challenges in game situations.
- Assume responsibility for conduct of aspects of a sporting competition in which roles are shared and display appropriate sporting behaviour.

Interpersonal Development:

To build their social relationships, students:

- Demonstrate awareness of complex social conventions, behaving appropriately when interacting with others.
- Evaluate their own behaviour in relationships, identify potential conflict and employ strategies to avoid and/or resolve it.

Working in Teams:

Students:

- Work collaboratively, negotiate roles and delegate tasks to complete complex tasks in teams.
- Develop and implement strategies for improving their contributions to achieving the team goals

Why Study Core PE?

SEPEP provides an opportunity for students to understand and be involved in the management and organisation of a sport as well as playing the sport. Students will be allocated into a team and will be a player, however when the teams are allocated they will also assume a role in their team.

After the first couple of lessons teachers will allocate teams along with the sports board representative, taking into account different skill levels and abilities as well as friendship groups.

The characteristics of the different roles will be discussed, and students will have an opportunity to show interest in which role they want to play in their team.

The roles include:

- Player
- Team Manager
- Captain/Vice Captain
- Coach
- Umpires
- Scorers
- Public relations
- Sports Board Representatives.
- Equipment manager

Progression and Future Career Paths

By taking part in the Sports Education Program students will gain valuable skills that will help them in college and sixth form. Students have the option to continue to build on their skills by partaking in a Sports Leadership course in college.

What Students Say

"PE is amazing, it helps us be active and learn new sports." and "I'm out of my comfort zone when leading an event. I felt really daunted when I started to run a training session with my friends. But I know that it's these situations that challenge me and will help me in my future career".

For more information about Core PE, please contact Mr Long in the PE office.

PSHCE

Summary

The principal aim of PSHCE at Co-op Academy Grange is to engage students in the local and global world providing opportunities for them to consider their role as global citizens and to think critically and debate political questions.

The purpose of PSHCE is to encourage good personal health and wellbeing, these include: understanding the characteristics of mental and emotional health; the tools to pre-empt common triggers to negative thinking; and the ways of asking for support during difficult situations.

Students will be able to consider the causes and consequences of a range of social and emotional issues, such as: substance abuse, bullying and risky relationships. Our objective is for students to gain a deep understanding of healthy relationships and understand the role of pleasure, commitment, attraction and reciprocation in developing romantic relationships.

Course Content

Students in KS4 will reflect on current issues, questions and debates and therefore, students develop knowledge and understanding of the role of Citizenship in relation to the political and democratic issues and discourse that impacts on modern society. It also provides students with the platform to develop the ability to analyse.

Our curriculum contains a range of complex societal issues relating to relationships with others, such as separation, divorce and bereavement. In addition, understand the dangers of manipulation, persuasion and coercion, and how this can play a role in toxic relationships.

Students will engage with the idea of using social media responsibly, and understand the dangers of online bullying, grooming and cybercrime. Our brave curriculum discusses the different attitudes towards sexual relationships and dangers around FGM.

Subject Units and Assessment Outline

There is no final assessment or examination for PSHCE.

Students will be involved in class assessments throughout the course to capture a picture of their understanding and needs to keep them safe and healthy and prepared for their next stage of education.

Year 10 Topics:

- Physical Health and Mental Well being
- Relationships and Sex Education
- Staying Safe (Online & Offline)
- Careers Education
- Rights, Responsibilities and British Values
- Celebrating Diversity and Equality
- Life Beyond School

Year 11 Topics:

- Staying Safe Online and in the Community
- Careers Education - focus on Post 16 Options & Applications
- Physical Health and Well being
- Healthy & Safe Relationships
- Exam Preparation

Why Study PSHCE?

PSHCE education will enable our students to make wise and appropriate choices, understand and appreciate others, which will prepare them for life in forever-changing modern Britain.

PSHCE is a compulsory course designed to keep our students informed and safe.

What Students Say

"PSHCE helps me prepare for life inside and outside of school" (Year 11 student)

"I have learnt about healthy and unhealthy relationships in and the dangers online" (Year 10 student)

Progression and Future Career Paths

PSHCE education will enable our students to make wise and appropriate choices, understand and appreciate others, which will prepare them for life in forever-changing modern Britain.

We prepare students for life beyond Co-op Academy Grange by encouraging them to identify their own strengths and areas to develop. We emphasise that life is a process of continual personal growth and make them aware of a range of career, education and employment options open to them. We encourage understanding of how to manage their finances and know their rights and responsibilities.

For more information about PSHCE, please contact Mrs Gill in Room LG05.

Non-Compulsory Elements

Introduction

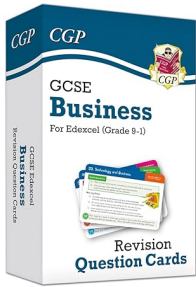
In addition to the compulsory qualifications that all students must study, students are able to choose a number of additional qualifications to take as part of the options process. The additional qualifications that are offered at Co-op Academy Grange are detailed below:

Subject/Qualification	Options Available for Pathways				
	Blue	Orange	Red	Green	Purple
AQA GCSE Art & Design: Art, Craft & Design	Y	Y	Y	Y	Y
Edexcel GCSE Business	Y	Y	Y	Y	Y
OCR GCSE Computer Science	Y	Y	Y	N	N
ASDAN Personal Development Programme (PDP)* (students on the Purple Pathway must take this course)	N	N	N	N	Y
NCFE Level 1/2 Technical Award in Creative Design & Production	Y	Y	Y	Y	Y
OCR Cambridge National in Creative iMedia	Y	Y	Y	Y	Y
NCFE Level 1/2 Technical Award in Engineering	Y	Y	Y	Y	Y
NCFE Level 1/2 Technical Award in Food & Cookery	Y	Y	Y	Y	Y
AQA GCSE French	Y	Y	Y	Y	Y
Level 2 Further Maths* (students on this course will study some of the content after school)	Y	Y	N	N	N
AQA GCSE Geography* (Students on Blue, Orange, Red and Green pathways must study GCSE Geography OR GCSE History)	Y	Y	Y	Y	Y
NCFE Level 1/2 Technical Award in Health & Fitness	Y	Y	Y	Y	Y
BTEC Technical Award in Health & Social Care	Y	Y	Y	Y	Y
Edexcel GCSE History* (Students on Blue, Orange, Red and Green pathways must study GCSE Geography OR GCSE History)	Y	Y	Y	Y	Y
BTEC Tech Award in Music Practice	Y	Y	Y	Y	Y
BTEC Tech Award in Performing Arts	Y	Y	Y	Y	Y
OCR GCSE Psychology	Y	Y	Y	N	N
Edexcel GCSE Religious Studies	Y	Y	Y	Y	Y

AQA GCSE Art & Design: Art, Craft & Design

<p>Summary The AQA GCSE Art and Design course is an exciting qualification which immerses students in the creative journey and gives them the skills and knowledge to engage with the skills needed to succeed in their next steps.</p> <p>This qualification in Art & Design will:</p> <ul style="list-style-type: none"> • Enable students to understand more about the creative process. • Engage students with a range of materials, techniques and processes which will give students a wide understanding of the art disciplines. • Motivate and challenge students, and prepare them to make informed decisions about further study and career pathways. 	<p>Course Content Component 1 supporting evidence:</p> <ul style="list-style-type: none"> • Core procedural knowledge • Learning how to analyse artworks • Learning how to evaluate artworks. • Researching artist • Developing ideas in response to an artist • Creating a clay product <p>Component 1 sustained project:</p> <ul style="list-style-type: none"> • Developing a personal theme • Exploring media and techniques • Researching and responding to artists • Developing an idea • Creating a final piece <p>Year 11 Term 2 - Component 2 Externally set assignment:</p> <ul style="list-style-type: none"> • Developing a theme in response to a starting point. • Exploring media and techniques • Researching and responding to artists • Developing an idea • Creating a final piece
<p>Subject Units and Assessment Outline Component 1 Coursework project: 60% of final grade. Made up of one sustained project and a selection of supporting evidence.</p> <p>Component 2 Externally set assignment: 40% of final grade. One project responding to a theme set by the exam board.</p>	<p>Why Study Art and Design? Art is a subject that gives students the opportunity to develop a wide range of transferable skills such as creativity, problem solving and research skills.</p>
<p>Progression and Future Career Paths Students can progress from this qualification to a number of different academic and vocational qualifications at Level 3.</p> <p>The knowledge and skills gained from GCSE Art and Design support students' entry into employment or other training in specific aspects of Art, such as apprenticeships and vocational qualifications which focus on more specialised Art disciplines.</p>	<p>What Students Say "Art gives me an opportunity to channel my emotions in a positive way. Art is a therapeutic outlet for me" VI Y10</p>
<p>For more information about Art, please contact Miss Nelson in Room G26.</p>	

Edexcel GCSE Business

<p>Summary The Edexcel GCSE Business is an engaging and inspiring qualification, which reflects the demands of a truly modern and evolving business environment, enabling students to develop as commercially minded and enterprising individuals.</p> <p>This qualification in business will:</p> <ul style="list-style-type: none"> • Enable students to understand more about the business world. • Motivate and challenge students, and prepare them to make informed decisions about further study and career pathways. 	<p>Course Content The course content is split up into two themes:</p> <p>Theme 1: Investigating Small Businesses (50%)</p> <p>1.1: Enterprise and Entrepreneurship 1.2: Spotting a Business Opportunity 1.3: Putting a Business Idea into Practice 1.4: Making the Business Effective 1.5: Understanding External Influences on Business</p> <p>Theme 2: Building a Business (50%)</p> <p>2.1: Growing the Business 2.2: Making Marketing Decisions 2.3: Making Operational Decisions 2.4: Making Financial Decisions 2.5: Making Human Resource Decisions</p>
<p>Subject Units and Assessment Outline GCSE Business consists of two externally-examined papers:</p> <ol style="list-style-type: none"> 1. Paper 1 covers Theme 1: Investigating a Small Business. 2. Paper 2 covers Theme 2: Building a Business. <p>Each paper is worth 50% of the overall qualification, and both are 1 hour 45 minutes in length.</p>	<p>Why Study GCSE Business? Business is a subject that gives students the opportunity to develop a wide range of transferable skills.</p> <p>Students will become skilled in making decisions, being creative, solving problems, understanding finance, analysing data and working as part of a team.</p>
<p>Progression and Future Career Paths Students can progress from this qualification to a number of different academic and vocational qualifications at Level 3.</p> <p>The knowledge and skills gained from GCSE Business support students' entry into employment or other training in specific aspects of business, such as apprenticeships and vocational qualifications which focus on more specialised business areas.</p> <p>GCSE Business provides a strong foundation for employment, with students progressing, with further training, to a wide range of careers training such as banking, sales, product management and general management.</p>	<p>What Students Say "I really enjoy studying this subject as I get to learn all about how businesses work. This will help me in the future as I plan to set up my own business."</p> <p>Revision Materials BBC Bitesize: Edexcel GCSE Business Seneca Learning: Edexcel GCSE Business CGP Resources: Edexcel GCSE Business</p> 
<p>For more information about GCSE Business, please contact Mr Mahmood in Room 215.</p>	

OCR GCSE Computer Science

<p>Summary Learn and apply Computer Science principles, problem-solving, and data handling.</p> <p>Solve practical issues through programming, fostering hands-on learning.</p> <p>Enhance creative, logical, and critical thinking while emphasising innovation and analysis.</p> <p>Gain insights into computer and digital system operation, communication, and their societal impact.</p> <p>Utilise relevant mathematics skills in Computer Science</p>	<p>Course Content J277/01: Computer Systems:</p> <ul style="list-style-type: none"> • Systems architecture • Memory and storage • Computer networks, and protocols • Network security • Systems software • Ethical, legal, and environmental impacts <p>J277/02: Computational Thinking, Algorithms, and Programming:</p> <ul style="list-style-type: none"> • Algorithms • Programming fundamentals • Producing robust programs • Boolean logic • Programming languages and Integrated Development Environments
<p>Subject Units and Assessment Outline For J277/01: Computer Systems:</p> <ul style="list-style-type: none"> • Duration: 1 hour and 30 minutes. • Contributes to 50% of the total GCSE grade. • Contains 80 marks. • Short and extended response questions. <p>For J277/02: Computational Thinking, Algorithms, and Programming:</p> <ul style="list-style-type: none"> • Duration: 1 hour and 30 minutes. • 50% of the total GCSE grade. • Consists of 80 marks. • Section A + Section B, must be completed. • For Section B, algorithm-related questions require answers in either OCR Exam Reference Language or a familiar high-level programming language. 	<p>Why Study Computer Science? Become a Digital Creator: Code is your canvas for creating amazing digital creations.</p> <p>Continuous Learning: Embrace the ever-evolving tech landscape, where learning is a perpetual adventure.</p> <p>Master Problem Solver: If puzzles excite you, Computer Science provides real-world problem-solving using code</p>
<p>Progression and Future Career Paths Level 3 Computer Science: A-level course equips students with advanced computer skills for tech careers or higher studies. Cambridge Technical Level 3: Offers practical skills in IT or Digital Media, ideal for the tech industry.</p> <ul style="list-style-type: none"> • Software Developer: Craft versatile computer programs and apps; a high-demand role. • Data Scientist: Analyse data for valuable insights; a well-paying, fast-growing field. • Cybersecurity Expert: Safeguard computer systems from online threats; crucial in today's landscape. • AI Engineer: Tackle exciting AI and machine learning projects.. 	<p>What Students Say "GCSE Computer Science is like entering the exciting world of technology and coding, where I get to bring my ideas to life!" "Every day in GCSE Computer Science is a new digital adventure, and I love the challenge of solving real-world problems."</p> <p>Revision Materials Books:</p> <ul style="list-style-type: none"> • CGP GCSE Computer Science Revision Guide: • https://www.bbc.co.uk/bitesize/examspecs/zmtchbk • https://www.youtube.com/@craigndave

For more information about Computer Science, please contact Mr Mahmood in Room 215.

ASDAN Personal Development Programme (PDP)

Summary

ASDAN's Personal Development Programmes offer imaginative ways of developing, recording and certificating a wide range of young people's personal qualities, abilities and achievements, as well as introducing them to new activities and challenges.

Course Content

The Personal Development Programmes (PDP) feature 12 modules. Each learner must work from their own student book and compile a portfolio of evidence to show what they have achieved.

Students are required to plan and review their work at key points, explaining how they have developed their skills in six areas.

Subject Units and Assessment Outline

Students study 12 Modules each covering 6 different skills (ability to learn, teamwork, problem solving, IT, literacy and numeracy):

1. Communication
2. My Community
3. Sport and Leisure
4. Independent Living
5. My Environment
6. Number Handling
7. Health & Wellbeing
8. World of Work
9. Science & Technology
10. The Wider World
11. Expressive Arts
12. Beliefs & Values

Why Study the Personal Development Programme?

ASDAN's Personal Development Programmes engage and motivate learners through a personalised curriculum.

It boosts student resilience and engagement with the wider world.

ASDAN's Personal Development Programmes complement core subjects while fostering life skills for success beyond education.

Students gain 1 or 2 credits for each section completed, with each credit representing about 10 hours of activity. Six credits are needed to achieve Bronze, 12 credits for Silver and 18 credits for Gold.

What Students Say

"I loved this course and I gained a Gold Award, we went out to visit museums, learnt about other cultures and raised money for charity"

"I'm not very confident but I found this course helped me to build on it, it was a small group so I felt more comfortable"

"I used the charity event we did in this lesson towards my Duke of Edinburgh Award which really helped"

Course Booklet



For more information about ASDAN's Personal Development Programme, please contact the Inclusion Department.

NCFE Level 1/2 Technical Award in Creative Design & Production

Summary

The Level 1/2 Technical Award in Creative Design and Production is designed for learners who want an introduction to design and production that includes a vocational and project-based element, approached from a creative perspective with regular opportunities to experiment and create.

This qualification will appeal to learners who wish to pursue a career in the design and production sector or progress to further study.

This qualification has been designed to sit alongside the requirements of core GCSE subjects and is appropriate for learners who are motivated and challenged by learning through hands-on experiences and through content that is concrete and directly related to those experiences.

Course Content

- Design and production in context, including design movements and design principles.
- Design materials and processes, including investigating materials, the design process and digital design and manufacture opportunities.
- Design brief and production processes, including interpreting a design brief and communication skills.
- Presentation of a design solution, including purposes and methods of presentation, and presentation skills.
- Review of processes and final solution, including review of the process and summative review.
- Working in the design production sector, including employment and career opportunities, product promotion and self-promotion.

Subject Units and Assessment Outline

The qualification has two assessments externally-set by NCFE:

One non-exam assessment and one written examined assessment.

Examined assessment:

- 40% of technical award
- A mixture of multiple-choice, short-answer, and extended response questions.

Non-exam assessment

- 60% of the technical award

Why Study Creative Design and Production?

The objectives of this qualification are to:

- Place design and production in context
- Understand design materials and processes
- Understand design brief and production processes
- Prepare for the presentation of a design solution
- Undertake a review of processes and final solution
- Explore working in the design production industries

Progression and Future Career Paths

Learners who achieve at level 1 might consider progression to level 2 qualifications post-16, such as:

- GCSE Design and Technology
- Study at level 2 in a range of technical routes that have been designed for progression to employment, apprenticeships and further study; examples might include a Level 2 Technical Certificate in Design Production.

Learners who achieve at level 2 might consider progression to level 3 qualifications post-16, such as:

- A Level Design and Technology (this will support progression to higher education)
- Level 3 Applied General Certificate in Art and Design
- Study at level 2 in a range of technical routes that have been designed for progression to employment, apprenticeships, and further study
- Level 3 Technical Level in Engineering: Design (this will support progression to higher education)
- Level 3 Technical Level in Art and Design (this will support progression to higher education)

What Students Say

- I enjoy the course because I get to create projects using wood, plastic, textiles and graphics.
- It is an open subject which allows me to explore different materials. This helps me to decide which area I want to pursue.
- I enjoyed experimenting with different materials and techniques for printing.
- It was really interesting researching art and design movements. I used one of them for my final product.

Revision Materials

- BBC Bitesize - Design Technology
- Design Technology Student

Please Contact:

- Miss Tunnicliffe in room G28
- Mr Qadar in room LG19
- Ms Hellewell in room LG17
- Ms Akhtar in room G29

For more information about Creative Design and Production, please contact members of staff listed above

OCR Cambridge National in Creative iMedia

<p>Summary The Cambridge National in Creative iMedia for ages 14-16 develops practical skills for the media industry.</p> <p>It emphasises real-world application, like creating visual identities and digital graphics.</p> <p>This builds independence and confidence while fostering critical thinking and problem-solving, valuable beyond media.</p>	<p>Course Content Unit R093: Creative iMedia in the Media Industry - Exam-based assessment covering media industry topics, digital media planning, and media codes' use for communication.</p> <p>Unit R094: Visual Identity and Digital Graphics - Assignment-based assessment centred on client visual identity development and creating digital graphics to engage specific audiences.</p> <p>Unit R095: Characters and Comics - Assessment via assignment, focusing on planning, creating, and reviewing comics with original characters. Topics include planning, creation, and review processes.</p>
<p>Subject Units and Assessment Outline One externally assessed unit (exam) and two centre-assessed units (NEA) Assessment method/ model:</p> <ul style="list-style-type: none"> Unit R093: Creative iMedia in the Media Industry. is assessed by an exam and marked externally. Unit R094: Visual Identity & Digital Graphics Unit R095: Characters and Comics Teachers will assess the NEA units. The NEA assignments will be valid for 1 year. 	<p>Why Study Creative imedia? Relevance to Media: This course teaches skills needed for jobs in the media industry, which is a growing field.</p> <p>Hands-On Learning: You get to do practical projects that are interesting and build a portfolio of your work.</p> <p>Creative: If you like being creative & designing, this course lets you do that.</p> <p>Problem Solving: You learn how to solve problems, which is useful not just in media but in many parts of life.</p>
<p>Progression and Future Career Paths</p> <ul style="list-style-type: none"> A-Levels: Explore advanced courses like Media Studies, Graphic Design, or Film Studies after your current program. BTEC Level 3 Extended Diploma: Engage in hands-on projects covering aspects like video production and graphic design. Apprenticeships: Learn on the job while working in roles like digital marketing or media production, earning and gaining experience simultaneously. Graphic Designer: Utilise artistic skills to craft visual designs for web, ads, and print. Content Creator/Producer: Generate videos, articles, or social media posts to share engaging information or stories. Social Media Manager: Oversee and publish content on social media for businesses or individuals. 	<p>What Students Say</p> <ul style="list-style-type: none"> I love the Creative iMedia course because it's so hands-on and creative. I get to work on real projects, and it feels like I'm already in the media industry!" "It's amazing how this course teaches us to use digital tools to express our ideas. I've discovered a passion for design and media production." "Creative iMedia has boosted my confidence. I never thought I could edit videos or design graphics, but now I can, and it's so satisfying" <p>Revision Materials</p> <ul style="list-style-type: none"> OCR Cambridge National Creative iMedia Revision Guide: BBC Bitesize - Creative iMedia Revision

For more information about Creative iMedia, please contact Mr Mahmood in Room 215

NCFE Level 1/2 Technical Award in Engineering

Summary

The Level 1/2 Technical Award in Engineering is designed for learners who want an introduction to engineering that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the engineering industry or progress onto further study.

To be awarded this qualification, learners are required to successfully demonstrate the knowledge and skills to meet the requirements of all 9 mandatory content areas (see Course Content).

The course is suitable for male or female students. There are a range of careers that Engineering can branch into. The course is accessible for all students as it is a 40% exam, which allows students that may not be confident with written exams to focus on producing quality coursework which is worth more than the exam.

Course Content

In Y10 students are taught 9 content areas:

1. Engineering Disciplines
2. Applied Science and Mathematics in Engineering
3. Reading Engineering Drawings
4. Properties, Characteristics and Selection of Engineering Materials
5. Engineering Tools, Equipment and Machines
6. Hand-Drawn Engineering Drawings
7. Computer-Aided Design (CAD) Engineering Drawings
8. Production Planning Techniques
9. Applied Processing Skills and Techniques

In Year 11 students engage in a coursework project demonstrating skills in content areas above.

2023-2024 students were required to draw a Dumper Truck in CAD. They then had to manufacture the Truck. Our students laser cut their CAD drawings.

Subject Units and Assessment Outline

The qualification has two assessments externally-set by NCFE: one non-exam assessment and one written examined assessment.

Examined Assessment

40% of technical award. Externally set and externally marked written exam.

- A mixture of multiple-choice, short-answer, and extended response questions. Non-exam assessment

Non-Examined Assessment

60% of the technical award. Externally set (project details released in September), internally marked and externally moderated synoptic project.

- Applying knowledge from 9 content areas to a practical project.

Why Study Engineering?

Learners will develop the following skills that will inform future training and work in the Engineering industry:

- Adapting their own ideas and responding to feedback
- Evaluating their own work
- Analysing data and making decisions
- Practical application of tools and machinery, whilst adhering to health and safety legislation and guidance
- An appreciation of materials, technology and applications
- Skills that are essential for the engineering sector, such as understanding how to read drawings, responding to data, independent working, working to deadlines, and efficient use of resources
- An ability to reflect upon their preferred learning style and identify relevant study skills.

Progression and Future Career Paths

Learners who achieve at level 2 might consider progression to level 3 qualifications post-16, such as:

- Level 3 Applied Generals
- Level 3 Technical Levels
- A Level in Engineering (this will support progression to higher education).

Learners could progress into employment or onto an apprenticeship. The understanding and skills gained through this qualification could be useful to progress onto an apprenticeship in the engineering industry through a variety of occupations that are available within the industry, such as in technical writing or technical sales, or as an engineer in one of the many different sectors across the industry, such as pharmaceuticals, aerospace or construction.

What Students Say

- I get to learn the theory and do practical work so that I understand what I am learning better
- I prefer to do a course where I can spend time on doing my coursework and it's worth more than the exam
- I enjoy working with metal and using all the tools

Revision Materials

My Revision Notes: NCFE 1/2 Technical Award in Engineering



For more information about Engineering, please contact Mrs Bargota in Room LG18.

NCFE Level 1/2 Technical Award in Food & Cookery

<p>Summary</p> <p>This NCFE Level 1/2 Technical Award in Food and Cookery is designed for learners who want an introduction to food and cookery that includes a vocational and project-based element.</p> <p>The qualification will appeal to learners who wish to pursue a career in the food industry or progress onto further study.</p> <p>Students have two theory lessons and one practical lesson each week (Students will be asked to contribute each term towards the cost of ingredients). As a department we source all ingredients from Halal Certified Suppliers.</p>	<p>Course Content</p> <p>Students will have opportunities to:</p> <ul style="list-style-type: none"> • Focus on the study of food and cookery - looking at the functional, nutritive and sensory qualities of all ingredients. • Develop their breadth and depth of study, incorporating a key core of knowledge on food provenance. • Consider the environmental and moral issues associated with food production. • Explain how and why food is processed. Study the processes involved in the production of foods. • Develop existing recipes to meet the nutritional needs of different dietary groups. • Acquire a range of practical and technical skills.
<p>Subject Units and Assessment Outline</p> <p>To be awarded this qualification, learners are required to successfully demonstrate the knowledge and skills to meet the requirements of all 7 mandatory content areas:</p> <ul style="list-style-type: none"> • Content area 1: Health and safety relating to food, nutrition and the cooking environment • Content area 2: Food legislation and food provenance • Content area 3: Food groups, key nutrients and a balanced diet • Content area 4: Factors affecting food choice • Content area 5: Food preparation, cooking skills and techniques • Content area 6: Recipe amendment, development and evaluation • Content area 7: Menu and action planning for completed dishes 	<p>Why Study Food and Cookery?</p> <p>The objectives of this qualification are to:</p> <ul style="list-style-type: none"> • Provide an understanding of health and safety relating to food, nutrition and the cooking environment • Provide an understanding of legislation in the food industry • Identify and understand food provenance • Provide an understanding of the main food groups, key nutrients and what is required as part of a balanced diet • Identify factors that can affect food choice • Explore recipe development and how recipes can be adapted • Understand how to cater for people with specific dietary requirements • Be able to evaluate and consider how to improve completed dishes • Demonstrate the application of practical skills and techniques through all aspects of the qualification content areas.
<p>Progression and Future Career Paths</p> <p>Learners who achieve at level 2 might consider progression to level 3 qualifications post-16, such as: Level 3 Certificate/Diploma in Food Science and Nutrition or Level 3 Technical Levels, including T Level programmes (this will support progression to employment and higher education).</p> <p>Career opportunities: Catering assistant, catering assistant, chef and sous chef, dietician, nutritionist, food technologist, food stylist.</p>	<p>What Students Say</p> <p>"I really enjoy having a practical lesson every other week. I enjoy making a wide range of different foods". "It's not cooking all the time - I actually enjoy learning about where our food comes from and how they are made". "I really like the fact that in year 11 we get to do mini tasks rather than one big project. I feel I can be more successful as they all add up to 60% of my overall grade". "This subject is not easy as you learn a lot on food and its nutritive value in the diet. The theory content has been challenging but enjoyable".</p> <p>Revision Materials</p> <p>https://www.hoddereducation.com/subjects/food-preparation-and-nutrition/</p>

For more information about Food and Cookery, please contact Mrs Parkin in Room LG16/15

AQA GCSE French

Summary

AQA GCSE French is a two-year course aimed at widening students' subject knowledge and developing their cultural understanding as well as their language skills in a variety of contexts. It builds on the Key Stage 3 course and prepares students for further language study at GCSE and beyond.

Whilst languages are undoubtedly challenging, they also offer students unique perspectives on culture and opportunities within a workplace beyond UK borders. MFL study has long been a desired component of a student's academic experience and some universities and employers prize language study for the breadth it gives them as well as being an indicator of academic rigour and resilience.

Course Content

The AQA GCSE course is divided into three themes with several topics:

1. Theme one: Identity and culture: You will learn to talk about your relationships with friends and family, social media, what you like to do with your free time and touch on some French-speaking countries' customs.
2. Theme two: Local, national, international and global areas of interest: You will learn to describe your town, neighbourhood and region; you will also find out how to discuss social and global issues. Finally, you will learn about travel and tourism.
3. Theme three: Current and future study and employment: You will learn to communicate about topics like your studies, life at school and what you want to do with your future, including your ambitions and career choices.

Subject Units and Assessment Outline

GCSE French has a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9). Both tiers are composed of four exam papers, each worth 25% of the final grade:

- Paper 1: Listening: (Higher 45 minutes; Foundation 35 Minutes) Questions to be answered in English, dictation. Paper 2: Speaking: (Higher up to 12 minutes; Foundation up to 9 minutes) A role play task, a read aloud task and a photo card task.
- Paper 3: Reading: (Higher 1 hour; Foundation 45 minutes) Questions to be answered in English, translation from French into English.
- Paper 4: Writing: (Higher 1 hour 15 minutes; Foundation 1 hour 10 minutes) - Picture task (Foundation only), two writing responses, translation from English into French.

Why Study French?

The ability to speak a second or third language is important to be competitive in the job market. Language learning develops our brains in a way that very few other subjects can match. Understanding of written and spoken material, critical thinking, associations, recalling, choice making, quick response to stimuli, cultural understanding and empathy are skills that the students will develop. These skills will be critical to ensure high achievement at A Level and in further education.

A qualification in a foreign language is a huge advantage in every career and has become even more important in post-Brexit Britain. The British Council recently cited French as one of the most important foreign languages for the future prosperity of the UK.

Progression and Future Career Paths

So where could your language GCSE take you next? You could carry on studying a language at A Level. A language GCSE is considered highly by all employers due to the cognitive skills required to be successful. It opens a world of communication and cultural awareness as well as opportunities within business, travel, and tourism.

These are the main sectors in which having a qualification in a foreign language is particularly advantageous:

1. Specialist language occupations - Translating, interpreting, language teaching, film subtitling, video game translation.
2. Occupations with languages - Journalist, market researcher, accountant, software developer and engineer.
3. Industry sectors that need languages – Financial & business services, government and the civil service, military, engineering, marketing, media, technology, travel, tourism and the voluntary sector.

What Students Say

"French can open so many doors for you in the future and help you get picked out of so many other candidates for the college/sixth form you would like to attend". "The more languages you know, the more opportunities there are in your future careers".

Revision Materials

Pearson REVISE AQA GCSE (9-1) French Revision Guide: For 2024 and 2025 assessments and exams



For more information about Further French, please contact Mrs Arnett in Room 121.

Level 2 Further Maths

Summary

The Level 2 Further Mathematics qualification assesses mathematical skills in greater depth, particularly in algebraic manipulation and reasoning. High-achieving learners go further with topics that will help them develop skills in algebra, geometry, calculus, matrices, trigonometry, functions and graphs. The Level 2 Further Maths qualification, prepares you for the step up to further studies at Level 3 and helps you to maximise your potential.

The Level 2 Further Maths qualification is designed to:

- Fill the gap for high-achieving learners who need further stretch and challenge beyond that of GCSE Maths
- Focus on higher order technical proficiency, rigorous argument and problem-solving skills to help best prepare learners for further study
- Expose learners to a wider range of maths problems.

Course Content

The specification content is set out in six distinct topic areas, although questions will be asked that range across these topics:

Extension of GCSE Maths

- Number
- Algebra
- Geometry
- Coordinate geometry

New content Level 2 Further Maths

- Calculus
- Matrix transformations

Subject Units and Assessment Outline

Two exam papers – calculator and non-calculator
1 hour and 45 minutes each

A mix of question styles, from short, single-mark questions to multistep problems. The mathematical demand increases as a learner progresses through the paper.

Why Study Further Maths?

- Highly regarded with Post 16 providers and apprenticeships
- Improves challenge and enjoyment for high-attaining learners
- Excellent preparation for A-level Maths
- Improves progress in GCSE Maths
- Gain an additional qualification

Progression and Future Career Paths

A-Level Maths and Further Maths, degrees in Mathematics, Physics, Computing, Engineering and prepares students for further employment in highly mathematical disciplines such as:

Actuary; accountant; aeronautical engineer; financial risk analyst; investment analyst; investment banker; meteorologist; operational researcher; research scientist; statistician; systems developer; teacher.

What Students Say

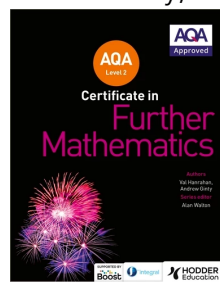
"You should definitely do it. Further Maths at GCSE will help you prepare for A Level Maths as normal GCSE Maths doesn't even scratch the surface."

"It substantially bridges the gap between GCSE and A Level, so when you come to do A Level, you'll find it far easier!"

Revision Materials

AQA Level 2 Certificate in Further Mathematics

Andrew Ginty, Val Hanrahan



For more information about Further Maths, please contact Mr Johnson in Room 225.

AQA GCSE Geography

Summary

Dive into the thrilling world of Geography! Uncover the secrets of erupting volcanoes, explore the mysteries of lush rainforests, and navigate the bustling streets of mega-cities.

With hands-on fieldwork and recently occurred case studies, you'll embark on a global adventure, mastering the forces shaping our planet and the ways we can make a difference. Get ready to explore the world like never before!

Course Content

Paper 1 – Physical Geography - Natural Hazards – Tectonic, Weather and Climatic. Ecosystems – Tropical Rainforests and Hot Deserts. UK Landscapes are formed by Coasts and Rivers.

Paper 2 – Human Geography - Urban Issues and Challenges. Changing Economic World. Challenge of Resource Management and Energy.

Paper 3 – Geography Application - Issues evaluation based on a pre-seen global challenge. Fieldwork and skills application.

Subject Units and Assessment Outline

Paper 1 - Physical Geography: Explore Earth's wonders – volcanoes, earthquakes, rivers, coasts and ecosystems; understanding natural forces and landscapes' formation.

Paper 2 - Human Geography: Investigate human impacts, urbanisation, global development, and resource management; analyse societal and environmental interactions.

Paper 3 - Geographical Applications: Apply geographical skills through fieldwork and analyse real-world issues, enhancing problem-solving and critical thinking.

All papers are exam assessed and each paper is 1 Hour and 30 minutes long.

Why Study Geography?

Global Insights: Dive into the fascinating diversity of cultures and landscapes. Geography opens your eyes to the vibrant tapestry of our world.

Problem-Solving Skills: Sharpen your ability to analyse and solve complex global issues. Geography equips you with the tools to make a difference.

Career Opportunities: Whether you're into environmental conservation, urban planning, or travel, geography lays the groundwork for a fulfilling career path.

Environmental Stewardship: Take a stand for the planet. Learn sustainable practices and become an advocate for Earth's future.

Progression and Future Career Paths

Town Planner: Design towns and cities, planning where to put houses, parks, and schools for a great community. Earnings: £40,000/year.

Volcanologist: Explore and study volcanoes to predict eruptions and keep people safe.

Adventure meets science! Earnings: £43,000/year.

Environmental Officer: Make sure businesses and people keep nature clean and protected. You're a guardian of the environment. Earnings: £30,000/year.

What Students Say

"It's not just about maps; it's about understanding the forces that shape our planet and the stories of people who live here."

"Geography is a journey that shows us how interconnected and amazing our world is."

Revision Materials

Revision resources are purchasable from the department at reduced rates. This includes a revision guide and a set of flashcards.

For more information about AQA Geography, please contact Mr Hague-Brown in Room LG02.

NCFE Level 1/2 Technical Award in Health & Fitness

Summary

The Level 1/2 Technical Award in Health and Fitness is designed for learners who want an introduction to health and fitness that includes a vocational and project-based element.

The qualification will appeal to learners who wish to pursue a career in the health and fitness sector or progress onto further study.

Course Content

The objectives of this qualification are to:

- Develop a broad understanding of the structure and function of body systems
- Identify the effects of health and fitness activities on the body
- Understand health and fitness and the components of fitness
- Apply the principles of training
- Understand the impact of lifestyle on health and fitness
- Test and develop components of fitness
- Apply health and fitness analysis and set goals
- Plan, develop and take part in a health and fitness programme and understand how to prepare safely.

Subject Units and Assessment Outline

1. Structure and function of body systems
2. Effects of health and fitness activities on the body
3. Health and fitness and the components of fitness
4. Principles of training
5. Testing and developing components of fitness
6. Impact of lifestyle on health and fitness
7. Applying health and fitness analysis and setting goals
8. Structure of a health and fitness programme and how to prepare safely

Why Study Health and Fitness?

Learners could progress into employment or onto an apprenticeship.

The understanding and skills gained through this qualification could be useful to progress onto an apprenticeship in the health and fitness sector through a variety of occupations that are available within the sector, such as health assistants, fitness instructors or personal trainers.

The qualification has two assessments externally set by NCFE:

Exam is worth 40%

Coursework is worth 60%

Progression and Future Career Paths

Learners who achieve at Level 1 might consider progression to Level 2 qualifications post-16, such as:

- GCSE Physical Education.
- Study at Level 2 in a range of technical routes that have been designed for progression to employment, apprenticeships and further study.

Learners who achieve at Level 2 might consider progression to Level 3 qualifications post-16, such as:

- Level 3 Applied Generals
- Level 3 Technical Levels
- A Level in Physical Education and Sport (this will support progression to higher education)

What Students Say

"I loved the theory side of the course. Learning about the body and fitness was amazing".

"The booklets that were made by the teachers made the learning logical and helpful"

"If you think you are going to play football every lesson, you are wrong".

"The lessons really help you if you're interested in Science and how the body works during activity".

Revision Materials

Hodder Health and Fitness Textbook and Revision guide.



For more information about Health & Fitness, please contact the PE department in the PE Office.

BTEC Tech Award in Health & Social Care

<p>Summary This qualification provides hands-on experience alongside GCSEs, offering insight into the rapidly growing UK sector of Health & Social Care.</p> <p>It covers fundamental aspects such as growth, development, services, values, and wellbeing. It helps learners explore various careers within the sector, from social care to healthcare.</p> <p>Using practical scenarios, learners gain sector-specific knowledge and skills, addressing healthcare conditions, social care needs, and access barriers.</p> <p>They consider factors like physical, lifestyle, cultural, economic, and environmental influences on health, adopting a person-centred approach for improvement recommendations.</p>	<p>Course Content</p> <p>Component 1: Human Lifespan Development</p> <ul style="list-style-type: none"> Examines growth and development across life stages Explores factors impacting physical, intellectual, emotional, social development Addresses coping mechanisms and support during life events <p>Component 2: Health & Social Care Services Values</p> <ul style="list-style-type: none"> Focuses on health and social care services and their alignment with service users' needs Studies necessary skills, attributes, and values for providing care <p>Component 3: Health and Wellbeing</p> <ul style="list-style-type: none"> Investigates health and wellbeing factors, including physiological, lifestyle indicators Promotes person-centred approaches for health and wellbeing improvements
<p>Subject Units and Assessment Outline</p> <p>Component 1: Human Lifespan Development</p> <ul style="list-style-type: none"> Non-exam internal assessment Marked by centre - moderated external Approximately 6 hours of assessment 60 marks <p>Component 2: Health & Social Care Services Values</p> <ul style="list-style-type: none"> Non-exam internal assessment Marked by centre - moderated external Approximately 6 hours of assessment 60 marks <p>Component 3: Health and Wellbeing</p> <ul style="list-style-type: none"> Exam - External assessment 60 mark 	<p>Why Study Health & Social Care?</p> <ul style="list-style-type: none"> Foundation Knowledge: Level 2 offers fundamental knowledge for health and social care exploration. Entry Point: It serves as an entry-level pathway for those considering careers in the field. Skill Development: Learners acquire practical skills relevant to entry-level positions. Career Exploration: It helps individuals identify their interests and strengths within health and social care. Progression Opportunities: Successful completion can lead to advanced qualifications and career prospects.
<p>Progression and Future Career Paths</p> <ul style="list-style-type: none"> Level 3 Qualifications: Progress to more advanced Level 3 qualifications Explore health and social care apprenticeships for hands-on experience. Entry-Level Employment: Enter the workforce in roles like healthcare assistants Healthcare Assistant: Providing direct care in hospitals and clinics. Support Worker: Assisting those with special needs. Residential Care Worker: Supporting residents in care homes. 	<p>What Students Say</p> <p>"This qualification laid the groundwork for my healthcare career and ignited my passion."</p> <p>"It helped me decide to pursue nursing as my next step."</p> <p>Revision Materials</p> <ul style="list-style-type: none"> Pearson Revise BTEC Tech Award Health and Social Care Revision Guide (2022) CGP - BTEC Tech Award in Health & Social Care: Revision Guide
<p>For more information about Health & Social Care, please contact Mr Mahmood in Room 215.</p>	

Edexcel GCSE History

<p>Summary GCSE History is a qualification that will engage students with a broad and diverse study of the history of Britain and the wider world and give them skills that will support progression to further study of history and a wide range of other subjects.</p>	<p>Course Content</p> <ul style="list-style-type: none"> • Medicine in Britain, c1250-present and The British sector of the Western Front, 19-14-18: injuries, treatment and the trenches. • Early Elizabethan England, 1558-88. • The American West, c1835-1895. • Weimar and Nazi Germany, 1918-39.
<p>Subject Units and Assessment Outline GCSE History consists of three externally examined papers.</p> <p>Paper 1: Thematic Study and Historic Environment</p> <ul style="list-style-type: none"> • Medicine in Britain, c1250-present and The British sector of the Western Front, 19-14-18: injuries, treatment and the trenches. <p>1 hour 15 minutes 30% of the qualification</p> <p>Paper 2: Period Study and British Depth Study</p> <ul style="list-style-type: none"> • Early Elizabethan England, 1558-88. • The American West, c1835-1895. <p>1 hour 45 minutes 40% of the qualification</p> <p>Paper 3: Modern Depth Study</p> <ul style="list-style-type: none"> • Weimar and Nazi Germany, 1918-39. <p>1 hour 20 minutes 30% of the qualification</p>	<p>Why Study GCSE History? The aims and objectives of this qualification are to enable students to:</p> <ul style="list-style-type: none"> • Develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience. • Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers • Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context • Develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them • Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions..
<p>Progression and Future Career Paths Students can progress from this qualification to:</p> <ul style="list-style-type: none"> • AS and A Levels in History and other subjects. • Vocational qualifications, such as BTEC Nationals. <p>History can lead on to a large range of careers from law, politics and business through to creative media, journalism, broadcasting and tourism management.</p>	<p>What Students Say "History allows me to give my opinions about important events from the past". "I didn't realise the importance of History but it has made me think a lot more about why the world is as it is now". "History has helped me develop a variety of skills. I feel more confident about writing and giving my opinions. I feel what I say in lessons during discussions is respected".</p>
	<p>Revision Materials The History Department provides revision guides for all GCSE students. Students are encouraged to use a variety of websites such as GCSEPod and BBC Bitesize. Revision materials are also provided on Google Classroom.</p>
<p>For more information about GCSE History, please contact Mr Sprakes in Room LG14.</p>	

BTEC Tech Award in Music Practice

<p>Summary The BTEC Level 2 Tech Award in Music is an exciting and highly creative course which focuses on developing skills in analysing music, performance, composition and music production.</p>	<p>Course Content Component 1: Exploring Music Products and Styles</p> <ul style="list-style-type: none"> • Demonstrate an understanding of styles of music. • Apply understanding of the use of techniques to create music. <p>Component 2: Music Skills Development</p> <ul style="list-style-type: none"> • Demonstrate professional and commercial skills for the music industry. • Apply development processes for music skills and techniques. <p>Component 3: Responding to a Music Brief</p> <ul style="list-style-type: none"> • Understand how to respond to a music brief. • Select and apply musical skills in response to a music brief. • Present a final musical product in response to a music brief. • Comment on the creative process and outcome in response to a music brief.
<p>Subject Units and Assessment Outline The qualification consists of 3 units, 100% practical with no written exams.</p> <p>Component 1: Exploring Music Products and Styles - 30%</p> <ul style="list-style-type: none"> • Non-exam internal assessment • Marked by centre - moderated external • Approximately 6 hours of assessment • 60 marks <p>Component 2: Music Skills Development - 30%</p> <ul style="list-style-type: none"> • Non-exam internal assessment • Marked by centre - moderated external • Approximately 6 hours of assessment • 60 marks <p>Component 3: Responding to a Music Brief - 40%</p> <ul style="list-style-type: none"> • Non-exam - External synoptic assessment • Marked externally. • 60 marks 	<p>Why Study BTEC Music? This BTEC in Music will allow you to:</p> <ul style="list-style-type: none"> • Enhance your solo and group performance skills. • Understand how to build knowledge on manipulating musical material in creative and unique ways during performance and composing activities. • The opportunity to use facilities such as Garageband, the recording studio, DJ decks and practice rooms to record, edit and produce your own music. • Work with industry specialists, visit recording studios and other relevant music venues to gain an insight into the music business.
<p>Progression and Future Career Paths</p> <ul style="list-style-type: none"> • BTEC National in Music Level 3 • BTEC National in Music Tech Level 3 • A Level Music • A Level Music Technology 	<p>Revision Materials Point Blank Music School: www.youtube.com/user/pointblankonline/ - has video tutorials, masterclasses and production technique videos</p> <p>BBC Bitesize: www.bbc.co.uk/education/topics/zxsv9j6 - BBC Bitesize GCSE Music has two learner guides and 21 video clips on music creation.</p>
<p>What Students Say "I have really enjoyed learning about different styles of music." "I really enjoyed learning how to DJ and learn all the tricks they do." "Having drum lessons and playing with other musicians' is really fun".</p>	

For more information about BTEC Music, please contact Miss Wain in Room 110.

BTEC Tech Award in Performing Arts

Summary

BTEC Performing Arts gives students an opportunity to develop sector-specific knowledge and skills through realistic vocational contexts.

Students will study acting skills, devising, rehearsal and performance, roles and responsibilities and production arts.

Subject Units and Assessment Outline

Component 1: Exploring the Performing Arts - 30%

- Non-exam internal assessment
- Marked by centre - moderated external
- Approximately 6 hours of assessment
- 60 marks

Component 2: Developing Skills and Techniques in the Performing Arts - 30%

- Non-exam internal assessment
- Marked by centre - moderated external
- Approximately 6 hours of assessment
- 60 marks

Component 3: Responding to a Brief - 40%

- Non-exam - External synoptic assessment
- Marked externally.
- 60 marks

Progression and Future Career Paths

- BTEC National in Performing Arts Level 3
- A degree in Performing Arts or Production Arts.

What Students Say

"Performing Arts has really boosted my confidence."

"I really enjoy creating my own performances in a group of people."

"I enjoyed going on a trip to the theatre to watch the performance of Blood Brothers. It helped me to understand it more as we studied it."

Course Content

Component 1: Exploring the Performing Arts

- Investigate how professional performance or production work is created.
- Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work.

Component 2: Developing Skills and Techniques in the Performing Arts

- Use rehearsal or production/design processes.
- Apply skills and techniques in performance or realisation.
- Review own development and application of performance or design skills.

Component 3: Responding to a Brief

- Understand how to respond to a brief.
- Select and develop skills and techniques in response to a brief.
- Apply skills and techniques in a workshop performance in response to a brief.
- Evaluate the development process and outcome in response to a brief.

Why Study BTEC Performing Arts?

This BTEC in Performing Arts will allow you to:

- Enhance your solo and group performance skills.
- Have an understanding of professional performing arts work.
- Develop performing or design skills and techniques.
- Broaden your knowledge of existing repertoire by attending performances of plays and musicals.
- The opportunity to use facilities such as the Drama studio, stage and lighting rig.
- Work with industry specialists, taking part in workshops where you will develop technical, practical and interpretative skills.

Revision Materials

www.thestage.co.uk The Stage – An online newspaper for the performing arts industry which will support learners in developing general knowledge of the industry.

<https://www.youtube.com/user/ntdiscovertheatre> National Theatre YouTube Channel, includes their How We Made It and How You Can Make It video series.

For more information about BTEC Performing Arts, please contact Miss Wain in Room 110.

OCR GCSE Psychology

Summary

Psychology is the scientific study of the human mind and behaviour. Psychology students will develop knowledge and understanding of the five core areas of psychology identified as:

- Biological – including neuroscience and genetics as contributors to behaviour
- Cognitive – an understanding of thought, information and mental processing as contributors to behaviour
- Social – the impact of social and environmental factors on behaviour and the influence of groups
- Developmental – how individuals change throughout their lives, with a particular focus on childhood and how both nature and nurture can affect individuals
- Individual Differences – complex nature of human behaviour and experiences and why and how people are different

Course Content

Students will also be required to demonstrate their knowledge and understanding of:

- Debates within psychology, including 'reductionism/holism', 'nature/nurture' and 'freewill/determinism'
- How psychological knowledge and ideas change over time and how these inform our understanding of behaviour
- The contribution of psychology to an understanding of individual, social and cultural diversity
- The interrelationships between the core areas of psychology
- How the studies for topics relate to the associated theory

Subject Units and Assessment Outline

GCSE Psychology - 100% Examination.

Paper 1 Topics (50%) -

- Criminal Psychology
- Development
- Psychological Problems
- Research Method

Exam - 1 hour and 30 minutes

Paper 2 Topics (50%) -

- Social Influence
- Memory
- Sleeping & Dreaming
- Research Methods
- Exam - 1 hour and 30 minutes

Why Study Psychology?

If you are interested in human behaviour and how our biology and social situations can influence our behaviour this course is for you. OCR's GCSE (9–1) specification in Psychology provides a broad course of study which develops an understanding of the ideas and values that characterise 'self' and others.

This is an enriching and inspiring course designed to challenge mental health stigma and discrimination.

Progression and Future Career Paths

GCSE Psychology is a good foundation subject which will assist you in every career path.

Our students demonstrate psychological literacy that enables them to apply knowledge skills in their everyday lives, including making informed decisions about further study and career choices. Psychology students are able to use a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds. At the end of the course students are equipped with a psychological understanding that can be applied to the real world outside of the classroom.

Clinical, Sport or Forensic Psychologist, Lawyer, Doctor, Teacher, Manager in Business, Recruitment Consultant, HR Manager, Social Care and Nursing

What Students Say

"Psychology has really made me think about how and why people behave the way they do" (Year 11 student)

"Psychology has helped me understand myself more" (Y10 student)

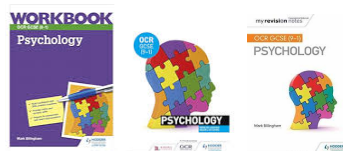
Revision Materials

OCR GCSE 9-1 Psychology (textbook)

OCR GCSE 9-1 Psychology workbook

OCR GCSE 9-1 Psychology my revision notes

All by Mark Billingham, Hodder Education



For more information about GCSE Psychology, please contact Mrs S. Gill in Room LG05

Edexcel GCSE Religious Studies

Summary

Through Religious Studies, you will get the opportunity to explore a range of different beliefs from both religious traditions and non-religious points of view. The aim is to develop mutual respect and understanding of a range of beliefs.

Religious Studies at Co-op Academy Grange does not shy away from the big debates. In KS3, you will be encouraged to question why people have religious beliefs and explore issues relating to religion, philosophy, and ethics, whereas in KS4, issues that are relevant to living in modern-day Britain from both a religious and non-religious perspective will be studied.

Acknowledging and accepting different points of view will enable you to have a better understanding of the diversity within your community. There is an emphasis on literacy throughout our curriculum, which encourages knowledge and understanding of a range of key terms. This will enable you to be confident in evaluating an argument by explaining its strengths and weaknesses and continually questioning theories.

Course Content

Edexcel GCSE (9-1) Religious Studies B (IRBO)

- Two religions are studied over two years, namely: Religion and Ethics through Islam (IRBO/1C)
- Religion Peace & Conflict through Christianity (IBRO/2B)

Area of Study 1: Religion and Ethics (Islam), covering four compulsory content areas:

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

Area of Study 2: Peace and Conflict (Christianity), covering four compulsory content areas:

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

At Grange, 75% of the specification is covered in Y10, and the remaining 25% is covered in Y11.

Subject Units and Assessment Outline

You will sit two papers, each worth 50% of the qualification.

Both exams are 1 hour 45 minutes and worth 102 marks.

There are four questions on each paper:

Part (a), worth 3 marks; part (b), worth 4 marks; and part (c) questions, worth 5 marks, all assess AO1 and test students' knowledge of religion or belief.

Part (d) questions are worth 12 marks. These assess AO2 and test students' ability to analyse and evaluate aspects of religion and belief, including their significance and influence.

Why Study Religious Studies?

Religious Studies is important because it will help you to:

Gain a broader understanding of other people's views and beliefs, which will in turn lead to mutual respect.

Improve your knowledge of global affairs.

Develop a stronger sense of ethical standards.

Contribute to and build a more cohesive community.

Progression and Future Career Paths

Religious Studies GCSE is a valuable qualification for anyone wishing to work in sectors that require appreciating different perspectives and communication skills. Jobs in the caring professions such as nursing, nursery work, social work, or teaching require the skills of empathy and tolerance that Religious Studies fosters in its students. People who study religious studies also go on to careers in law, politics, the civil service, the immigration service, journalism, the media, and the charity sector.

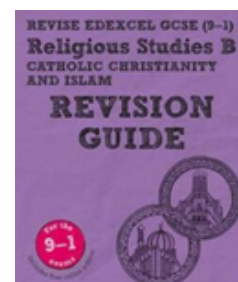
Famous people who studied Religious Education and Philosophy include Bill Clinton (former US President), Bruce Lee (Actor and martial artists.), David Cameron (former UK Prime Minister), and Martin Luther King Jr (Civil Rights leader) to mention just a few.

What Students Say

"RS has changed the way I interact with those who have different religious and non-religious beliefs from me. It has allowed me to look for questions rather than being told to work out answers, like I'm expected to do in, for example maths. RS has completely changed the way I look at the world."

Revision Materials

- [Religious Studies B](#)
- [BBC Bitesize Islam](#)
- [BBC Bitesize Christianity](#)
- [Revision World](#)
- [RS Revision](#)
- [Seneca Learning](#)
- [Study wise-RS Revision](#)



For more information about Religious Studies please contact Mrs Dambatta in Room LG08.

Careers Fair - Tuesday 20th February 2024

A careers fair is an event where various companies and organisations come together to introduce students to different job opportunities, internships and career paths. It's like a big marketplace for careers!

At these fairs, you can visit booths, attend presentations, and meet professionals from various industries. They're super useful for secondary school students because they help you to explore different career options, connect with professionals who can offer advice, and even land opportunities like internships, apprenticeships or part-time jobs. Plus, it's a great way to start building your network and learn more about what you might want to do in the future.

We have a range of companies attending our Careers Fair on Tuesday 20th February, some examples are:

4 Motions Mechanics

Royal Navy

Bradford AFC

NHS

Royal Air Force

DWP - Civil Service

Leeds University

Ahead Partnership

New College Bradford

Shipley College

Institute of SciencesBiomedical

D Walsh & Son Funeral Service

Tudor Rose

Bradford College

West Yorkshire Fire & Rescue Service

Enterprise Architecture Design

Bradford University

College of Animal Welfare

Lloyds Banking Group

Business School & Accounting

Bradford Family Trust

Co-op - Project Manager

Bar Events

Unique Nails

Jennyfields Dental Practice

Born in Bradford



West Yorkshire
Fire & Rescue Service



Careers Guidance at Co-op Academy Grange

Meet the Careers Team



Ashley Wildman - Careers Coordinator
Based inside the Library - 5 days a week



Sajid Patel - IAG Advisor
Based inside the Library - Thursday & Friday only

The Careers Team offers 'Career Drop In Sessions' every Monday after school, 3.00pm-4.00pm. If a student would like a personalised one-to-one meeting, Ashley can offer these after school from Tuesday to Fridays - these can be requested by seeing Ashley in person before Tutor, at break or lunch time or after school.

Students in Y10 & Y11 are offered one-to-one IAG meetings to support their Post-16 Choices and Next Steps - making sure students are made aware of all the options, routes and pathways available to them and also that they have a secured destination in place after leaving Co-op Academy Grange.

Please find some useful resources below. These can be used for both students and parents, and will provide plenty of useful information around next step pathways, options, choices.

<https://www.youthemployment.org.uk/career-quiz/> Youth Employment & Career Quiz

<https://www.ucas.com/careers-quiz> Careers Quiz

<https://www.bradfordcollege.ac.uk/> Bradford College

<https://www.shipley.ac.uk/> Shipley College

<https://www.calderdale.ac.uk/> Calderdale College

<https://leedscitycollege.ac.uk/> Leeds City College

<https://ncbradford.ac.uk/> New College Bradford

<https://www.huddnewcoll.ac.uk/> Huddersfield New College

<https://www.dixons6a.com/> Dixons Sixth Form

<https://sixth.trinitymat.org/> Trinity Sixth Form

<https://www.greenhead.ac.uk/> Greenhead College

<https://www.apprenticeships.gov.uk/#> Apprenticeship Website

<https://www.lmiforall.org.uk/> Labour Market Information

A level Explorer tool A-Level Website

Notes from Options Evening

Notes from Options Evening

Notes from Options Evening