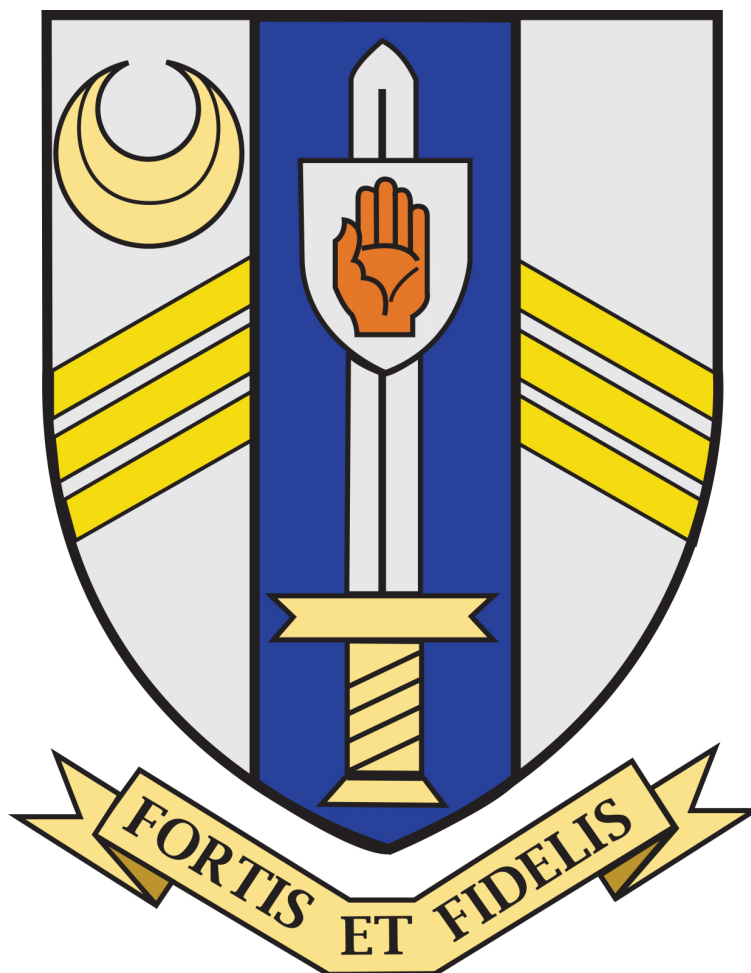


SIR JOHN NELTHORPE SCHOOL



KEY STAGE 4 LEARNING PATHWAYS 2023

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Welcome

Deciding which subjects to study in Year 10 and 11 is an important and exciting part of being in Year 9. It provides you with the first opportunity to choose those subjects that interest you and that will help you on your career pathway. The foundations of a broad, balanced curriculum are laid in Years 7, 8 and 9. This is continued in Years 10 and 11 where the curriculum is based on a core of subjects, which all pupils must follow, complemented by a small amount of choice.

This booklet is designed to help you make the decisions as to which courses will give you the best chance of being successful during Year 10 and 11. As an 11-18 school our courses are designed wherever possible to complement those offered in our Sixth Form.

Details of the courses available to choose from are contained within this booklet. The compulsory curriculum subjects are listed below. All pupils are expected to study these, details of these subjects can be found on our website.

English
Mathematics
Science

Non examined subjects:

Careers and Personal Social Health and Citizenship
Religious Education
PE

Talking through your subject choices with the following people is an essential part of the process.

- You parents, who know you best
- Other family members or people you see regularly
- Your teachers, Learning Co-ordinator and Tutor who can tell you how well you are progressing in the subjects you are studying at present
- Any member of the Senior Leadership Team

Pupils will not be able to change subjects once they have started Year 10 unless there are exceptional circumstances to support this change. Therefore, it is essential that you make the right decisions from the very beginning.

All decisions made will support all pupils to achieve the very best outcomes possible and to allow the broadest selection of routes to the next stage of your education.

Learning Pathways

To offer our pupils a more bespoke offer, we have divided the curriculum into three 'learning pathways' within which all pupils are able to access a range of suitable subject choices and achieve their potential at GCSE or equivalent.

As a school our ambition is to provide the opportunity for as many pupils as possible to complete the English Baccalaureate qualification.

The EBacc requires GCSE passes at grade 5 or above (or grade 4 and above) in English, mathematics, at least two sciences, a modern foreign language, and a humanity subject (either geography or history). In 2022, 27% of our year 11 pupils achieved the English Baccalaureate at grade 5 or above, which is above the national figure of 20% and the local authority figure of 14%. 43% of our pupils achieved the English Baccalaureate at grade 4 or above, which is well about the nation figure of 27% and the local authority figure of 20%.

The EBacc may become a requirement for entry into university and is already considered by many of the more reputable universities when selecting pupils.

Learning Pathway 1

Pupils on Pathway 1 will complete the English Baccalaureate (EBacc) qualification as well as studying separate science GCSE's.

Learning Pathway 2

Pupils on Pathway 2 will complete the English Baccalaureate (EBacc) qualification.

Learning Pathway 3

Pupils on Pathway 3 have the option to complete the English Baccalaureate, however it is expected that most will not. Due to the higher academic demands from the EBacc subjects and we recommend pupils who may struggle to achieve the required grades in all the EBacc subjects to make a balanced choice from the broad range of subjects available.

Humanities	Languages	Open Subjects	
Geography History	French German	Art and Design Construction* Computer Science Engineering Enterprise Food and Nutrition French Geography German Textiles	Travel and Tourism Health and Social Care History Music Music Technology PE Photography Religious Studies Statistics

*Please note that it this course will only be available to a small number of pupils. We currently cannot guarantee this course will run.

Additional Information

- (i) When selecting courses, it is important to bear in mind the amount of coursework involved. Certain combinations of subjects could result in considerable pressure on pupils when several projects/assignments have to be produced within a short space of time. Failure to complete coursework/oral work on time can lead to withdrawal of examination entry.
- (ii) If demand for a particular course is insufficient, the **course will not run**. Pupils will be asked to select an alternative.
- (iii) If demand exceeds the number of places available on a course but is insufficient for an additional group, then pupils may be asked to select an alternative. In this instance, where it is necessary to identify which pupils must make an alternative choice, all of those pupils will be given the opportunity to volunteer to do so, but if necessary, a decision will be made taking into account the child's attitude towards that subject at Key Stage 3.

ALL courses require pupils to possess the essential school equipment as identified by each subject area. **Pupils will be required to contribute towards the cost of materials for practical subjects.**



Department
for Education

HELP YOUR CHILD MAKE THE BEST GCSE CHOICES

You and your child may currently be considering, with advice from their school, what GCSE subjects they should take next year.

The Department for Education recommends these core subjects, which make up the English Baccalaureate (EBacc), and help keep options for young people open:

— **English language and English literature**

— **Maths**

— **Science**

Combined science or 3 single sciences from Biology, Chemistry, Physics, and Computer science

— **History or Geography**

— **A language**

Ancient or modern



WHAT IS THE EBACC?

The EBacc is not a qualification in its own right – it's a combination of GCSE subjects, including a language, that offer an important range of knowledge and skills to young people.

EBACC FUTURE PROOFS YOUR CHILD'S PROSPECTS

While your child may not have decided on their future career path yet, choosing the EBacc at GCSE gives them access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for.

If they are thinking of going to university, the EBacc is also recommended by Britain's most prestigious universities.

The research found that students studying EBacc subjects for GCSE, were more likely to stay in education after 16.

The Centre for Longitudinal Studies,
August 2017

LANGUAGES GIVE YOUNG PEOPLE A COMPETITIVE EDGE

Languages are an important part of EBacc. Studying a foreign language can be extremely rewarding and exciting. They provide an insight into other cultures and can open the door to travel and employment opportunities. They can also broaden pupils' horizons, helping them flourish in new environments.

If your child finds languages difficult, don't forget that they will have been studying them for much less time than their other subjects and, while it can be a challenge, learning a language will greatly enhance their future opportunities.

What's more, we know that employers value languages, as they are increasingly important to make sure we can compete in the global market. Because of this, languages are increasingly becoming a requirement for many graduate schemes, such as those offered by Lidl.

"Having language skills under your belt will help make you stand out from the crowd, whether you're applying for an entry level position, a management role or an internal transfer."

Steve Cassidy, Senior Vice President & Managing Director, UK & Ireland, Hilton

The Russell Group has named languages as subjects that open doors to more degrees at universities.

(The Russell Group is a group of 24 universities with a shared focus on research and a reputation for academic achievement)

"Young people skilled in the languages of Europe, China and other key markets around the world, can look forward to exciting and rewarding careers."

Dr Adam Marshall, Director General of the British Chambers of Commerce

WHAT ABOUT ARTS AND MUSIC?

While arts and music are not included in the EBacc, every child should still experience a high-quality arts and cultural education throughout their time at school as part of a balanced curriculum. If your child can take 9 GCSEs, they will have either 1 or 2 further options and can choose subjects based on their wider interests like art or music as well as others such as physical education or technology.

Schools where more pupils select the EBacc at GCSE maintain the number of pupils that select arts.

Trends in arts subjects in schools with increased EBacc entry July 2017



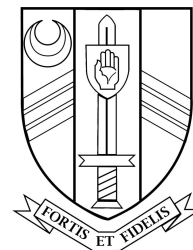
Further Information

Search EBacc on GOV.UK for more information.

You should also get in touch with your child's school directly — they will be able to tell you about their specific GCSE and EBacc offer and explain all of your child's options.

Art & Design (Fine Art)

GCSE



The main aims of the course are:

To provide an environment, with the necessary materials and skills in order to stimulate a pupil's imagination and develop their creative response. To be able to record from direct observation and personal experience. To encourage awareness of the natural and man-made environment as well as an appreciation of historical and contemporary aspects of Art and Design. To encourage the individual's special aptitudes and interests and to foster confidence, enthusiasm and a sense of achievement. To provide information and advice about careers and courses available for pupils interested in the subject including A level courses at Brigg Sixth Form. To see Art and Design not in isolation but as an integral aspect of contemporary society.

It will involve studying the following areas as part of the course:

A breadth of activities that will include some of the following, depending on pupil and staff choice:

Drawing / Painting / Printing / Mixed Media / 3D / Graphics / Illustration / Digital Media / Ceramics.

We follow the AQA specification: Art and Design (Fine Art). It is a broad course; pupils will work with lots of different media.

The main reasons for choosing this are:

Art and Design offers a unique vehicle for communication and self-expression as well as potential career opportunities in areas such as – advertising / architecture / furniture design / cinema and television / teaching / computer graphics / the media / fashion / textiles. GCSE Art and Design is also an excellent basis for pupils wishing to go onto A-level Art, or BTEC Level 3 Diploma (equivalent to two A levels). Ideal preparation for direct entry into higher education courses in Art and Design (without need for a foundation year).

The scheme of assessment is:

Continuous assessment with a portfolio exhibition at end of course (60%), and externally set exam (40%). Weekly homework will be set in conjunction with project work.

Course requirements are:

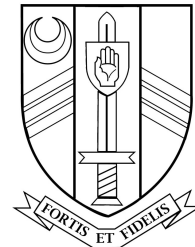
The school will provide the majority of materials and equipment needed to complete whichever course of study pupils undertake. Sketchbooks will need to be provided by pupils themselves. The school offers a starter pack to include a plastic folio and sketch book which may be purchased at cost price - approximately £6.50. These must be ordered before summer.

You can obtain further information from Mrs S. Brister or Miss J. Kirk

Please note it is not possible to study both Art and Design and Textiles.

Construction

BTEC Level 2 Tech Award



The main aims of the course are:

The construction industry is one of the UK's most important sectors. In 2018 it employed, directly or indirectly, around 2.4 million people and accounted for £117 bn of the value to the UK economy. The range of jobs available is large, covering traditional craft trades, large civil engineering infrastructure projects, housebuilding, design and consultancy, and the professions such as architecture, management and surveying. Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this vital sector.

It will involve studying the following areas as part of the course:

The Tech Award gives pupils the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Pupils will have the opportunity to develop applied knowledge and practical skills in the following areas:

- construction technology
- construction in practice
- construction and design.

This Tech Award complements the learning in other GCSE programmes by teaching additional and specific skills in either brickwork or carpentry and joinery, and by providing a more applied area of study when looking at the different types of technologies being used in a real-world setting for low-rise construction.

The scheme of assessment is:

Construction Technology (60 marks, 1½ hrs written External examination)

This exam requires pupils to understand the different areas of technology and the real-life application of these technologies in the UK and around the world. The exam is based on key tasks that requires learners to demonstrate they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge.

Construction in practice (60 marks, Internal assessment)

Internal practical assessment set by the exam board. This is a practical exam which will take approximately 8 hours of supervised assessment time.

Manufacturing in Quantity (60 marks, Internal assessment)

Internal design assessment set by the exam board. This is a design (drawing) exam which will have approximately 2 hours of monitored preparation and 6 hours of supervised assessment time.

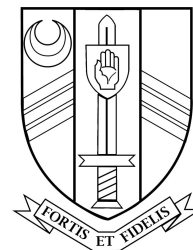
Course requirements are:

All pupils will be required to wear appropriate PPE during all stages of practical. Pupils will need to provide their own protective footwear (steel toe capped shoes/boots) and personal clothing. All pupils will be expected to work in a safe and purposeful manner.

You can obtain further information from Mr J. Brister.

Computer Science

GCSE



The main aims of the course are:

This qualification will complement the pupils existing knowledge gained in KS3 computing, allowing them to create a deeper understanding of how computers work and can be used. The course also features instruction on the Python 3 coding language, along with opportunities to break problems down and create programmatic solutions.

It will involve studying the following areas as part of the course:

1. Computational Thinking
2. Data Representation
3. Hardware and Software
4. Networks
5. The issues and impact of Digital Technology
6. Practical application of Python to solve problems

The main reasons for choosing this course:

In an increasingly technology based world, this qualification will provide an understanding of many of the systems that underpin everyday life and work. Pupils will also develop their ability to analyse and break down problems, both inside and outside the area of computer science.

This course will also provide the fundamental knowledge required to start a career in computing or continue education within the field.

The scheme of assessment is:

Assessment for this course consists of 2 papers, each accounting for 50% of the overall grade. The first assessment is an externally marked, written, examination. This will cover the first 5 areas of study listed above. The second is an on-screen assessment that will require pupils to design, write, test and refine programs written in python.

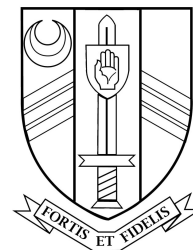
Course requirements are:

An interest in practical coding and staying up to date with the evolving field of computing. Good numeracy skills will be important with regards to the practical applications of python.

You can obtain further information from Mr J. Edmondson-Jones.

Engineering (Design)

Cambridge National



The main aims of the course are

The UK is regarded as a world leader in engineering, which covers a wide range of exciting and rapidly developing areas such as renewable energy, space, low carbon, aerospace, automotive, agri-food and bioscience. People with engineering skills are always in demand. Study of this qualification as part of Key Stage 4 learning will help pupils to make more informed choices for further learning either generally or in this sector.

It will involve studying the following areas as part of the course:

- development of key engineering technical skills, such as research, drawing & design, observation, measurement, using computer-aided design (CAD) and disassembly
- knowledge of key engineering sectors and the interrelation of each in industry
- knowledge of the stages involved in planning and implementing an engineering design
- knowledge and skills involved in the investigation of solutions to engineering problems in response to a given brief

The scheme of assessment is:

Principles of Engineering Design (40%, External examination)

In this unit you will learn about the different design strategies and where they are used, as well as the stages that are involved in iterative design, which is currently one of the most widely used design strategies. You will learn about the type of information needed to develop a design brief and specification, and the manufacturing and other considerations that can influence a design. You will develop knowledge of the types of drawing used in engineering to communicate designs, as well as the techniques used to evaluate design ideas and outcomes, including modelling methods.

Communicating Design (30%, Internal assignment)

In this unit you will learn how to develop your techniques in sketching and gain industrial skills in engineering drawing using standard conventions that include dimensioning, line types, abbreviations, and representation of mechanical features. You will enhance your confidence and capabilities by using computer aided design (CAD), 2D and 3D software, to produce accurate and detailed drawings and models that visually communicate your designs.

Design Evaluation & Modelling (30%, Internal assignment)

In this unit you will learn how designers can quickly create and test models to develop a prototype of a design. You will develop your virtual modelling skills using computer aided design (CAD) 3D software, to produce a high-quality model that will be able to simulate your design prototype. You will also develop your physical modelling skills using modelling materials or rapid prototyping processes to produce a physical prototype.

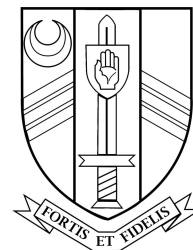
Course requirements are:

Pupils must have a sound grasp of the fundamental skills of maths and be able to use a computer independently; access to a PC at home would be beneficial. Please note that this course contains practical work of a *design* nature - tools or workshop machinery will not be used during the course.

You can obtain further information from Mr J. Brister or Mr J Hammond.

Enterprise

BTEC Level 2 Tech Award



The main aims of the course are:

This qualification enables pupils to develop their technical skills, such as planning, researching the market, promotional and financial skills using realistic work scenarios, and personal skills, such as monitoring own performance, time management and problem solving. This is done through a practical and skills-based approach to learning and assessment. Pupils will acquire knowledge, understanding and skills to underpin their practical activities in assessment, which will complement their GCSEs.

It will involve studying the following areas as part of the course:

1. Exploring enterprises
2. Planning for and Presenting an Enterprise idea
3. Marketing and Finance for Enterprise

The main reasons for choosing this are:

This course could provide a starting point of a route into employment in many of the diverse areas of business, including roles in specialist areas such as marketing, finance, customer service or human resources in large businesses, or a more generic role in a small, local business. Pupils will have the opportunity to develop the key enterprise and financial skills and knowledge necessary to enable them to understand how businesses recognise opportunities and build on them to succeed. Pupils will also understand how a business makes and manages its money to allow them to make plans for the future.

The scheme of assessment is:

Evidence for assessment may be generated through a range of diverse activities, including assignment and project work, case studies and presentations, this accounts for 60% of the overall grade. The marketing and finance unit is an external examination worth the remaining 40%.

Course requirements are:

It is important to have an interest in the world of business and regularly research up to date business news. Having sound numeracy skills will also be beneficial for the finance element of this course.

You can obtain further information from Mrs L. Ward.

Food Preparation & Nutrition

GCSE



The main aims of the course are:

To equip learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition, and healthy eating. It encourages learners to cook and enables them to make informed decisions about food and nutrition and allows them to acquire knowledge to be able to feed themselves and others affordably and nutritiously in later life.

It will involve studying the following areas as part of the course:

Learners develop their knowledge and understanding of the six areas of content: Food commodities, Principles of nutrition, Diet and good and health, Food science, where food comes from and Cooking and Food Preparation.

Learners will develop technical skills through practical and experimental work.

The main reasons for choosing this are:

Upon completion of this course, pupils will be able to make informed choices about a wide range of further learning opportunities and career pathways in the catering, food industries, health, and nutrition areas.

The scheme of assessment is:

Examination Paper	Paper 1	50%
Food Investigation	Task 1	15%
Food Preparation	Task 2	35%

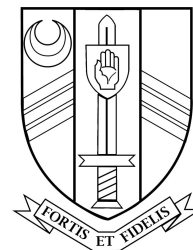
Course requirements are:

Pupils undertaking this course will be expected to purchase their own ingredients for a range of practical activities.

You can obtain further information from Mrs E. Joy.

Health and Social Care

Cambridge National



The main aims of the course are:

To understand the many different factors that affect your health and well-being, from your work life to a balanced diet. To recognise and measure poor health factors and how to put them right. You will also learn how these factors change and develop with age. Additionally, you will examine the complex world of health and social care providers, what services are available to different client groups and how these services meet clients' needs. You will learn the essential values of care and the importance of communication and working with individuals in all health and social care and early years' settings.

It will involve studying the following areas as part of the course:

Exam: Essential care for individuals in all care settings

Unit 1: Communicating and working with individuals in health, social care and early year settings

Unit 2: Using basic first aid procedures

Unit 3: Understanding body systems and disorders

The main reasons for choosing this are:

Many of the topics covered are very relevant to people's lives. The health and social care course is designed to give you the knowledge, understanding and competency needed when considering entering employment in the health and social care sector. It is designed to allow progression to further education or to follow careers in health related professions such as:

- Nursing (child/adult/mental)
- Physiotherapy
- Midwifery
- Occupational therapy
- Child development/psychiatry

The scheme of assessment is:

1 Exam (60 minute written paper)

3 Units: Coursework

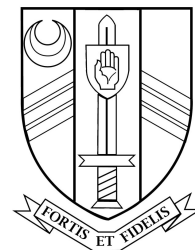
Course requirements are:

An interest in the world of health and social care would be beneficial.

You can obtain further information from Miss E. Winney.

Geography

GCSE



The main aims of the course are:

The course enables a variety of teaching and learning approaches. This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them.

Pupils will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Pupils are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

Upon completion of this two year course, pupils will have the skills and experience to progress onto A-level and beyond. Those not wishing to continue their studies in Geography will have developed a wide range of transferable skills and a well rounded knowledge of the world around them.

It will involve studying the following areas as part of the course:

- Paper 1: Living with the Physical Environment
- Paper 2: Challenges in the Human Environment
- Paper 3: Geographical Skills and Applications.

The main reasons for choosing this are:

Geography is a solid academic subject developing essential skills and understanding of the world around us. The course will give you the chance to get to grips with some of the big issues that affect our world such as social, economic and physical forces and processes that shape and change our world and is delivered by a forward thinking enthusiastic department.

The scheme of assessment is:

Paper 1: 1hr 30 The challenge of natural hazards, The living world, Physical landscapes in the UK, Geographical skills. 35% of GCSE

Paper 2: 1hr 30 Urban issues and challenges, The changing economic world, The challenge of resource management, Geographical skills. 35% of GCSE

Paper 3: 1hr 15 Issue evaluation, Fieldwork, Geographical skills 30% of GCSE
Pre-release resources booklet made available 12 weeks before Paper 3 exam.

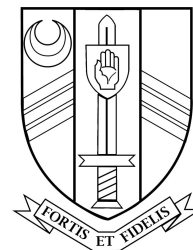
Course requirements are:

An interest in the subject and sound basic literacy. A text book is provided.

You can obtain further information from Mr C. Robinson, Mr M. Ogle or Mr S. Howe.

History

GCSE



The main aims of the course are:

- To help pupils understand British history in depth and some of the key personalities, pivotal events and changes in 20th century world history.
- To develop in pupils the skills necessary for success.
- To involve pupils in stimulating varied historical activity – historical research, role-play, ICT, video/DVD, discussion- as well as traditional reading and writing.

It will involve studying the following areas as part of the course:

1. Modern Depth Study. Germany and its problems after WW1. Hitler's rise to power. Nazi brutality, persecution and control. The role of the Gestapo, SS and concentration camps. Life under the Nazis. The role of women and young people. Opposition to the Nazis.
2. A Period Study. Superpower relations and the Cold War, 1941-91. How and why Russia and America fell out. The first clashes in Europe. The Hungarian uprising and the Berlin Wall. Cuban Missile crisis. Regan and Gorbachev. Collapse of the USSR.
3. A British Thematic Study. Warfare and British society – with London and the Second World War 1939-45. (Historic Environment). The nature of warfare and the experience of warfare from Falkirk to the present. The context of London in the Second World War and the Blitz.
4. A British Depth Study. Anglo-Saxon and Norman England c1060-1088. Harold Godwinson and William of Normandy. The Battle of Hastings. The reasons for castle building. Anglo-Saxon resistance. The Feudal system and the Domesday Book.

The main reasons for choosing this are:

- An interesting and varied course.
- Helps pupils develop insight into our world today and how it has evolved.
- Helps pupils to express themselves clearly, orally and in writing, to carry out independent research, to analyse and evaluate information. Employers look for such qualities, and know that history pupils will possess them.
- A sound vocational choice held in high regard by Colleges/Universities and employers. Historians are eagerly recruited into banking, accountancy, civil service, armed forces, police, law, journalism and the tourist industry. All this apart from careers directly related to the subject in libraries, museums, the heritage industry and teaching.
- A high-achieving department with 9-4 results at 82% for 2022.

The scheme of assessment is:

Three examination papers:

Paper 1: Warfare and society and London during World War Two (30%).

Paper 2: Superpower relations and the Cold War/Anglo Saxon and Norman England (40%).

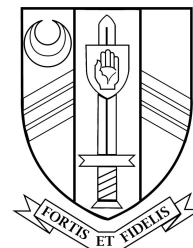
Paper 3: Weimar and Nazi Germany 1918-1939 (30%).

Course requirements are: An interest in the subject and sound basic literacy. A text book is provided.

You can obtain further information from Mr M. McCabe, Ms. A. Parsonage, Mrs E. Pringle, Mr R. Preston & Mrs A. Hardisty.

French / German

GCSE



The main aims of the course are:

To enable you to use French or German effectively for practical communication in a range of contexts and to develop your knowledge and understanding of countries where French or German is spoken. Studying French or German to GCSE also provides a sound basis for further study of the language.

Most pupils who have studied two languages in Key Stage 3 will continue with at least one language to GCSE depending on which pathway they are following. They may choose to continue with either French or German or may opt to study both languages, choosing the second language from the option blocks. Pupils who have studied only French in Key Stage 3 may opt to continue to GCSE level.

The course involves studying the following areas:

As at Key Stage 4, there are the 4 skill areas of listening, speaking, reading and writing. These are studied within the contexts

- Identity and culture
- Local and global areas of interest
- Current and future study and employment

You will continue to learn vocabulary and will develop your knowledge and understanding of grammar, so that you can communicate in both spoken and written French or German. You will be able to give full descriptions and accounts as well as opinions.

The main reasons for choosing this are:

You already have a good grounding in the basics of the language and will be able to build on this and so increase your chances of success. You will be able to communicate with millions of people in the world who speak the language and it is a valuable skill when looking for employment, particularly with the many companies which have trade links with Europe. Many universities prefer pupils to have a qualification in a modern language, especially the top-flight universities. The introduction of the English Baccalaureate has highlighted the importance of studying a modern language.

The scheme of assessment is:

- A listening exam (worth 25%)
- A reading exam (worth 25%)
- A speaking exam (worth 25%)
- A writing exam (worth 25%)

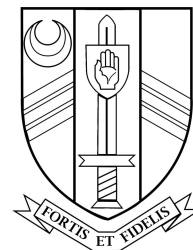
Course requirements are:

An interest in languages and their place in helping us to communicate with others in our world. Motivation is very important, especially if you are choosing to study both French and German. You will be expected to buy a GCSE level dictionary and a revision guide.

You can obtain further information from Mrs K. Smith or any MFL teacher.

Music

GCSE



The main aims of the course are:

- To allow pupils engage actively in the process of music study through the three disciplines of performing, composing, and appraising (listening to music and identifying key musical features).
- To develop performing skills individually and in groups to communicate musically with fluency and control.
- To build composing skills to organise and develop musical ideas.
- To develop an awareness of music technology and its use in the creation and presentation of music.
- To recognise contrasting styles and traditions of music and develop some awareness of music history.
- To reflect upon and evaluate their own and others' music.

It will involve studying the following areas as part of the course:

This specification enables pupils to develop knowledge and understanding of how music works through four interrelated areas of study:

Area of study 1: Musical Forms and Devices (structure and compositional techniques)

Area of study 2: Music for Ensemble

Area of study 3: Film Music

Area of study 4: Popular Music.

The specification has three components based on the skills of performing, composing and appraising. An integrated approach to the three skills is encouraged through each area of study and serves to highlight the importance of the relationship between composer, performer and audience.

The main reasons for choosing this are:

This course is perfect for pupils who are interested in working in the performance industry, who would like to create their own music, who would like to learn more about how music works, or who are interested in developing their performance skills. Pupils who wish to build on the skills developed in KS3 Music, and through individual instrumental/ vocal study will benefit from choosing this course. This course prepares pupils for further study at KS4 in Music, Music Technology or Performing Arts.

The scheme of assessment is:

Component 1: Performing (30% of qualification)

Minimum of 4 minutes for all performances (maximum 6 minutes)

A minimum of two pieces, one of which must be an ensemble (group) of one minute duration

Component 2: Composing (30% of qualification)

Two compositions, one of which must be a response to a brief set by the examining board

The second piece is a free composition for which pupils set their own brief

Component 3: Appraising (40% of qualification)

Externally assessed listening and appraising examination

One hour 15 minutes duration approximately

Based on the four areas of study

Course requirements are:

Although a minimum practical standard is not specified, the willingness to improve practical music skills, and an enjoyment of listening to music are essential to the course. Pupils will need to dedicate some time each week to independent practice and listening. There is no requirement to be receiving instrumental lessons, although this is usually beneficial. We usually have spaces for individual music tuition through the North Lincolnshire Music Service. Performances will be recorded digitally during lesson time or after school, but a willingness to take part in school concerts and shows will enable pupils to gain valuable and memorable performance experiences.

You can obtain further information from Mrs K Watson.

Music Technology

V Cert Technical Award



The main aims of the course are:

V Cert Technical Awards are a suite of high-quality technical qualifications which are appropriate for Key Stage 4 pupils.

They are a technical alternative to GCSEs with equivalent levels of rigour and challenge.

The Technical Award in Music Technology is designed to provide pupils with the skills, knowledge and understanding of the music technology industry.

It will involve studying the following areas as part of the course:

- How to set up and use of a Digital Audio Workstation (DAW)
- Creating a musical project to a specified brief, using audio and MIDI editing tools
- Experimenting with musical elements in a chosen style
- How to plan and undertake a studio recording session
- Mixing techniques to make a multi-track recording
- Sound creation

The main reasons for choosing this are:

This course is perfect for pupils who are interested in working in the performance industry, who would like to create their own music, who would like to learn more about how music works, or who are interested in developing their musical and creative IT skills. Pupils who wish to build on the skills developed in KS3 Music, and through individual instrumental/ vocal study will benefit from choosing this course. This course prepares pupils for further study at KS4 in Music, Music Technology or Performing Arts.

The scheme of assessment is:

To be awarded the Level 2 Technical Award in Music Technology, pupils are required to successfully complete 4 mandatory units for each qualification. Pupils must also achieve a minimum of a pass in the external assessment.

Unit 1: Using a Digital Audio Workstation

Unit 2: Creating Music

Unit 3: Sound Recording

Unit 4: Sound Creation

These qualifications are made up of 3 different assessment components:

- Internal assessment – each unit is internally assessed and externally quality assured
- External assessment – written test – this will assess the underpinning knowledge and skills drawn from across the qualifications
- External assessment – practical test – this will assess the application of knowledge and skills acquired throughout the course

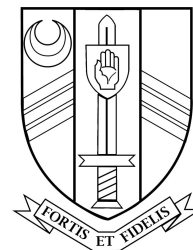
Course requirements are:

Although a minimum music performance standard is not specified, the willingness to gain applied creative IT skills, and an enjoyment of listening to music are essential to the course.

You can obtain further information from Mrs K Watson.

Physical Education

GCSE



The main aims of the course are:

To develop knowledge, skills and understanding of physical education through a range of practical activities and a commitment to theoretical understanding.

It will involve studying the following areas as part of the course:

Paper 1 - The human body and movement in physical activity and sport

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

Paper 2 - Socio-cultural influences and well-being in physical activity and sport

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

Practical performance in physical activity and sport

- Practical performance in three different physical activities in the role of player/performer. One in a team activity, one in an individual activity and a third in either a team or in an individual activity.
- Analysis and evaluation of performance to bring about improvement in one activity.

The main reasons for choosing this are:

To further develop an interest in sport both as a leisure activity and with a view to more advanced studies and employment within the sports industry.

The scheme of assessment is:

Paper 1 – Written exam 1 hour 15 minutes (30%)

Paper 2 – Written exam 1 hour 15 minutes (30%)

Practical performances – For each of the three activities pupils will be assessed in progressive drills and in the full context. Pupils will be assessed on their analysis and evaluation of performance to bring about improvement in one activity. (40%)

Course requirements are:

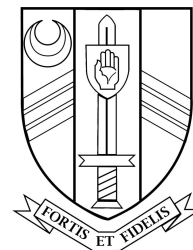
A positive interest in sport both practically and theoretically.

You can obtain further information from Mr J. Taylor, Mrs S. Cook or Mr R. Belton.

Please note, PE and Sports Science counts as one option, practical lessons are taught together and the teachers will decide which course is best suited for each pupil.

Photography

GCSE



The main aims of the course are:

To provide an environment, with the necessary materials and skills in order to stimulate a pupil's imagination and develop their creative response. To be able to record from direct observation and personal experience. To encourage the individual's special aptitudes and interests and to foster confidence, enthusiasm and a sense of achievement. To see photography and art and design not in isolation but as an integral aspect of contemporary society.

It will involve studying the following areas as part of the course:

A breadth of activities that will include some of the following: Portraiture, Location photography, Studio photography, Experimental imagery, Documentary photography, Photo-journalism and Fashion photography.

Pupils will study and be able to demonstrate the ability to use photographic techniques and processes, appropriate to pupils' personal intentions, for example: lighting, viewpoint, aperture, depth of field, shutter speed and movement, use of enlarger, digital processes. They will also use media and materials, for example: film, photographic papers, digital media, programs and related technologies, graphic media for purposes such as storyboarding, planning and constructing shoots.

The way sources inspire the development of ideas, relevant to photography including: how sources relate to historical, contemporary, social, cultural and issues-based contexts and external considerations such as those associated with the cultural industries and client-oriented requirements, how ideas, themes, subjects and feelings can inspire creative responses informed by different styles, genres and aesthetic considerations and/or an individual's distinctive view of the world.

The ways in which meanings, ideas and intentions relevant to photography can be communicated include the use of: figurative and non-figurative forms, image manipulation, close up, and imaginative interpretation visual and tactile elements such as: colour, line, form, tone, texture, shape, pattern, composition, scale, sequence, surface and contrast.

The main reasons for choosing this are:

Photography offers a unique vehicle for communication and self-expression as well as potential career opportunities in areas such as – advertising / architecture / furniture design / cinema and television / teaching / computer graphics / the media / fashion / textiles.

GCSE Photography is also an excellent basis for pupils wishing to go onto A-level Art, or BTEC Level 3 Diploma (equivalent to two A levels). Ideal preparation for direct entry into higher education courses in Art and Design (without need for a foundation year).

The scheme of assessment is:

Continuous assessment with a portfolio exhibition at end of course (60%), and externally set exam (40%). Weekly homework will be set in conjunction with project work.

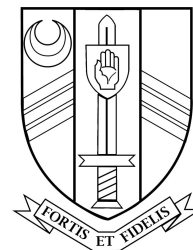
Course requirements are:

The school will provide the majority of materials and equipment needed to complete this course; A digital compact camera and/or mobile phone would be beneficial. Sketchbooks will need to be provided by pupils themselves - the school offers a starter pack to include plastic folio and sketch book which may be purchased at cost price - approximately £6.50. These must be ordered before summer.

You can obtain further information from Mrs S. Brister.

Religious Studies

GCSE



The main aims of the course are:

This course will encourage pupils to:

- Develop their knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism
- Develop their knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority
- Develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- Reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community.

It will involve studying the following areas as part of the course:

Within this course pupils will get to study two world religions: Christianity and Islam. Pupils will also study four religious, philosophical and ethical studies themes.

These themes will be:

1. **Religion, peace and conflict.** Pupils will study religious teachings, and religious, philosophical, and ethical arguments relating to violence, weapons, pacifism, reasons for war, the just war theory, terrorism and holy war. Pupils will study their impact and influence in the modern world.
2. **Religion, crime and punishment.** Pupils will study religious teachings, and religious, philosophical, and ethical arguments relating to corporal punishment, death penalty, forgiveness, good and evil intentions/actions, reasons for crime, aim of punishment and treatment of criminals. Pupils will study their impact and influence in the modern world.
3. **Religion, human rights and social justice.** Pupils will study religious teachings, and religious, philosophical, and ethical arguments relating to status of women within religion, the uses of wealth, freedom of religious expression, prejudice and discrimination, issues of equality, human rights and social justice. Pupils will study their impact and influence in the modern world.
4. **Religion and life.** Pupils will study contrasting beliefs on the following issues: abortion, euthanasia, and animal experiments. The origin of the universe, the value of world and duty of humans to protect it. The origin of life, religious teachings on human life, concept of sanctity of life and beliefs about death and an afterlife.

The main reasons for choosing this are:

Pupils will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.

Pupils will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership, and research skills.

The scheme of assessment is:

Within this course pupils will sit two external written exams of 1 hour 45 minutes.

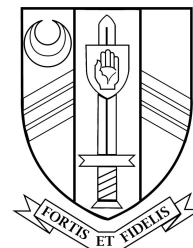
Course requirements are:

An interest in the subject and sound basic literacy.

You can obtain further information from Miss B. Pembleton.

Statistics

GCSE



The main aims of the course are:

How do social media influencers know how to target their audiences? How does a football manager prepare for upcoming fixtures? How does the government take control of global pandemics? Statistics. By collecting, analysing and representing data, statisticians are able to understand past and present, and through sequences and probability they're able to predict and prepare for the future. Statistics GCSE allows you to gain an insight into how the big decisions are made and how their impact on everyday life can be measured.

Statistics enables students to acquire transferable skills to support their progress in a range of complimentary GCSE subjects such as Biology, Geography, Computer Science and Business. The studying of statistics also offers the opportunity for students to get a head-start on a collection of A-level Maths topics for those thinking of furthering their understanding of mathematics beyond GCSE.

It will involve studying the following areas as part of the course:

- Using statistical techniques in various investigations, using real-world data in contexts.
- Identifying trends through carrying out appropriate calculations and data visualisation techniques.
- The application of statistical techniques in subjects such as the sciences, computing, geography, business and economics, and outside the classroom in the world in general
- Critically evaluating data, calculations and evaluations found in everyday life.
- Understand ways that data can be organised, processed and presented, using statistical measures to compare data, and understand the advantages of using technology to collect, visualise, automate processing, and analyse large quantities of data for public, commercial and academic sectors.
- Applying appropriate mathematical and statistical formulae and building on prior knowledge.

The main reasons for choosing this are:

This course could provide a starting point for a route into employment in a variety of careers – from weather forecasting to the biological sciences and in specialist areas such as marketing, finance, or public affairs management in large or small companies. Statistics at GCSE is also useful for pupils who are planning on taking A Levels in Maths, Chemistry, Biology, Physics, Geography or Business Studies because these subjects require you to handle and interpret statistics.

The scheme of assessment is:

The assessment is based on two written examinations at the end of the two years, each accounting for 50% of the overall grade.

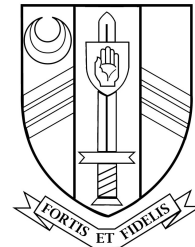
Course requirements are:

It is important to enjoy mathematics, especially probability, interpreting data, problem solving and decision making. GCSE statistics has a clear relevance to the working world and focuses on how statistics are used in the 'real world', including its strengths and limitations.

You can obtain further information from Mrs A. Chaffe.

Textiles

GCSE



The main aims of the course are:

This course will develop your knowledge and understanding of art and textiles in historical and contemporary contexts, societies and cultures and you will develop an awareness of the different roles and individual work practices evident in the production of textile products in the creative and cultural industries. You will demonstrate safe working practices in art, craft and design.

You will develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills; develop and refine ideas and proposals, personal outcomes or solutions with increasing independence and acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent.

It will involve studying the following areas as part of the course:

The ways in which meanings, ideas and intentions relevant to textile design can be communicated include the use of a variety of visual and tactile elements, such as: colour, line, form, tone, texture, shape, pattern, composition, decoration, repetition, scale, structure, surface.

You will demonstrate the ability to use textile design techniques and processes, for example: weaving, felting, stitching, appliqué, construction methods, printing.

You will use a variety of media and materials such as: inks, yarns, threads, fibres, fabrics, textile materials & digital imagery.

The main reasons for choosing this are:

GCSE Textiles offers a unique vehicle for communication and self-expression as well as potential career opportunities in areas such as – advertising / architecture / furniture design / cinema and television / teaching / computer graphics / the media / fashion / textiles.

GCSE Textiles is also an excellent basis for pupils wishing to go onto A-level Art, or BTEC Level 3 Diploma (equivalent to two A levels). Ideal preparation for direct entry into higher education courses in Art and Design (without need for a foundation year).

The scheme of assessment is:

With two components, comprising a 'Portfolio' selected from the course of study and an 'Externally set assignment', this course provides you with a range of creative, exciting and stimulating opportunities to develop and explore your personal interests in art and design, specialising in Textiles. Portfolio work accounts for 60% of the final grade, the externally set assignment accounts for 40% of the final grade.

Course requirements are:

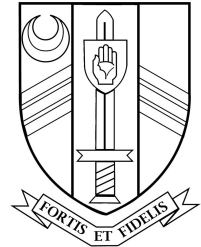
The school will provide the equipment needed to complete the two assessment units, pupils will need to provide fabric materials dependent upon their choice of project work. The school offers a starter pack to include a plastic folio and sketch book which may be purchased at cost price - approximately £6.50. These must be ordered before summer.

You can obtain further information from Miss J. Kirk

Please note it is not possible to study both Art and Design and Textiles.

Travel & Tourism

BTEC Level 2 First Award



The main aims of the course are:

This course provides a practical, real-world approach to learning and develop specific knowledge and skills students need to work successfully in the Travel and Tourism industry, such as:

Understanding travel and tourist destinations and investigating the appeal of global tourist destinations.

Developing business and customer awareness by understanding the importance of customer service to travel and tourism organisations.

It will involve studying the following areas as part of the course:

Component 1: Travel and Tourism Organisations and Destinations

Pupils will investigate travel and tourism organisations in the UK, their ownership, aims, key products and services, and how they work together. They will explore the role of different consumer technologies within the travel and tourism industry. Pupils will understand the different types of tourism and different types of visitor, and will investigate the features of and routes to popular tourist destinations.

Component 2: Customer Needs in Travel and Tourism

Pupils will investigate how organisations use market research to identify travel and tourism trends and identify customer needs and preferences. They will apply their understanding by exploring how specific needs are met by organisations and how travel planning meets customer needs and preferences.

Component 3: Influences on Global Travel and Tourism

Pupils will explore the different factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors. Pupils will examine the potential impacts of tourism at global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism.

The main reasons for choosing this are:

This is an excellent course for learning about the Travel and Tourism industry but also great if you just have an interest in learning about the different locations around both the UK and the world that appeal to tourists. The course is organised to be accessible to all through the programme of study and is designed to develop a range of skills that are both useful in the T&T industry and transferable to other subjects and career paths. It is enjoyable course that allows students some freedom of choice with regards to which destinations they study.

The scheme of assessment is:

Component 1 and 2 **Internal Assessments in the form of controlled assessment.**

Component 3 **External Assessment in the form of an examination.**

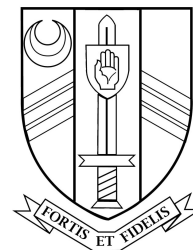
Course requirements are:

An interest in travel and the ability to work independently using ICT. As much of the course is through written tasks you also need good basic literacy skills.

You can obtain further information from Mr R. Preston.

Sport Science

Cambridge National



The main aims of the course are:

Elite sport has fully embraced sport science and considers every minute detail of an athlete's training programme, rest time, environment and psychology in the pursuit of excellence. The Cambridge National in Sport Science (Level 2 award) offers students the opportunity to study key areas of sport science including anatomy and physiology linked to fitness, health, injury and performance.

It will involve studying the following areas as part of the course:

Reducing the risk of sports injuries

Taking part in sport and physical activity puts the body under stress. Students will learn how to reduce the risk of injury when taking part in sport through activities such as warm-ups, and knowing how to respond to injuries and medical conditions in a sport setting are all vital skills within the sport and leisure industry.

Applying principles of training

Students will learn the principles of training and how different methods target different components of fitness. They will also learn how to conduct fitness tests, interpret the results and design and evaluate fitness programmes.

Sports nutrition

Students will consider the composition of a healthy, balanced diet. They will also consider the necessity of certain nutrients in particular quantities and the effects of a poor diet. They will reflect upon the role that diet plays in different sports and activities

The main reasons for choosing this are:

To further develop an interest in sport both as a leisure activity and with a view to more advanced studies and employment within the sports industry.

The scheme of assessment is:

Reducing the risk of sports injuries: 1 hour written exam

Applying principles of training and Sports nutrition: Centre assessed task

Course requirements are:

A positive interest in sport both practically and theoretically.

You can obtain further information from Mr J. Taylor, Mrs S. Cook or Mr R. Belton.

Please note PE and Sports Science counts as one option, practical lessons are taught together and the teachers will decide which course is best suited for each student.