

Key Stage 4

Curriculum Information

2024

An Introduction and Overview of the
Preference Process
for students starting Year 10 on 24 June 2024



Contents and Curriculum Contacts

This booklet contains information relating to Key Stage 4

Introduction Letter

An Explanation of the Curriculum at Key Stage 4

GCSE Reform Information

Compulsory Subject Section

1. English Language	Mrs Littlehales -	jlittlehale4ky@yare-edu.org.uk
English Literature	Mrs Jefferies	ajefferies9jra@yare-edu.org.uk
2. Mathematics	Mr Meston -	dmeston9urq@yare-edu.org.uk
3. Science	Miss Mears -	hmears7kl@yare-edu.org.uk
4. Physical Education (PE) Core	Mr Shearer	ashearer2nre@yare-edu.org.uk
5. PSHEE, Citizenship	Ms Middleton	scircuit53rw@yare-edu.org.uk
Careers	Mr Fish -	gfish7nrj@yare-edu.org.uk

Preference Subject Section and Tools Online Codes

Subject	Curriculum Leader	Contact email
1. Fine Art AR	Mrs Fletcher	afletcher6jrw@yare-edu.org.uk
2. Art—Graphic Communication AGC	Mrs Fletcher	afletcher6jrw@yare-edu.org.uk
3. Photography PHO	Mrs Wickham	awickham9nr9@yare-edu.org.uk
4. Textiles TEX	Mrs Turner	dturner7prl@yare-edu.org.uk
5. Drama BTEC DR	Mr Sparkes	tsparkes79rs@yare-edu.org.uk
6. Business Studies BS	Miss Heighway	mheighway2kk@yare-edu.org.uk
7. Economics EC	Mr Stevens	mstevens68r9@yare-edu.org.uk
8. Design and Technology DT	Mr Whall	cwhall2kh@yare-edu.org.uk
9.. Engineering Manufacture ENG	Mr Dwyer	idwyer5nrq@yare-edu.org.uk
10. Food Preparation and Nutrition FPN	Miss Webb	lwebb6ere@yare-edu.org.uk
11 Health and Social Care HSC	Mrs Pickering	apickering9nrw@yare-edu.org.uk
12. Child Development CD	Mrs Scott	hscott9nrn@yare-edu.org.uk
13. Computer Science COM	Mr Higgins	jhiggins5nr5@yare-edu.org.uk
14. Creative iMedia CIM	Miss Barnes	kbarnes1kp@yare-edu.org.uk
15. Music BTEC MUB	Mr Edwards	pedwards97rv@yare-edu.org.uk
16. Geography GG	Miss Thorpe	cthorpe7ky@yare-edu.org.uk
17. History HY	Mrs Robinson	crobinson1km@yare-edu.org.uk

Contents and Curriculum Contacts

Preference Subject Section and Tools Online Codes - Continued

Subject	Curriculum Leader	Contact email
18. Media Studies MS	Mr Harrison	jharrison1ka@yare-edu.org.uk
19. Modern Foreign Languages		
French FR	Miss Cassam	acassam7kj@yare-edu.org.uk
Spanish SPAN	Mrs Arthur	aarthur8ka@yare-edu.org.uk
German DE	Mrs Johnstone	djohnstone6nr4@yare-edu.org.uk
20. Physical Education PEG	Mr Shearer	ashearer2nre@yare-edu.org.uk
21. Cambridge National in Sports Studies CNS		
22. Religion, Philosophy and Ethics RPE	Mr Eaves	deaves6km@yare-edu.org.uk
23. Sociology SOC	Mrs McDonnell	gmcdonnell7ky@yare-edu.org.uk31.
24. Triple Science TSC	Miss Mears	hmears7kl@yare-edu.org.uk

Year 9 School

Head of School - Mr N Tiddy - ntiddy7kn@yare-edu.org.uk

Head of Year - Mr Bowman - sbowman5nry@yare-edu.org.uk

I would like to take this opportunity to say how proud I am to be the Head of Year 9.

The time has come to think very hard about your futures as you look at which subjects you would like to study for Key Stage 4 and I really hope you continue to show the same level of work ethic that I have seen in these last few months! Everyone has different skills and different interests and it is important to try and find a set of subjects that you enjoy and are good at. Please choose wisely and avoid choosing subjects for the wrong reasons, for example because you 'like certain teachers' or 'my friend is doing it'. These are your preferences, this is your future so please choose what is best for you!

Best of luck and do not hesitate to ask for help if you need it.

Mr Bowman

Head of Year 9



Dear Student

Year 9 is the time when you make more important decisions about your future. Over the next few weeks you will be choosing some of the courses you are going to study during Years 10 and 11.

There are some subjects (CORE subjects) that every student has to take. There are some areas where you can choose the subjects you want to study and this booklet is part of the process of helping you to make these decisions.

At the Preference Evening for Key Stage 4, you will be able to get some advice about the choices you are making. Also, there will be a chance to meet and discuss with teachers from all the preference subjects and Curriculum Leader contact information will be available to you to help you with your decision making. On the evening itself there will be an opportunity to speak with your Head of School Mr Tiddy, Head of Year Mr Bowman, the careers team Mr Fish and Miss Murphy, and Mr Salgado the SENDCO (Special Educational Needs Coordinator) if you would like some further guidance and support.

Before deciding anything, there are some fundamental questions you should ask yourself:

- ***Do I like the subject?*** *If not, be very cautious - you are unlikely to do well in a subject you dislike.*
- ***How good am I at the subject?*** *It is better to take subjects you think you can be successful in.*
- ***Do I understand what the course involves?*** *Read the subject details carefully, including the subject content and the methods of assessment.*
- ***Will this subject fit the way I learn?***
- ***How does the subject fit in with my plans for the future?***
- ***Do I want to enter the Sixth Form, go to College or start an Apprenticeship?***
- ***Will I be hoping to go to University?***

At Thorpe St Andrew School and Sixth Form we believe very much in offering guided choice. If we feel that one particular subject may be more appropriate for you than another, we will discuss this and advise you.

Key Stage 4 is about more than gaining qualifications, we want you to develop your independent learning skills, to value learning and Aspire to be the best you can be. I would encourage you to fully explore our extra curricular offer including sports teams, trips and student leadership opportunities in order to support your wider personal development.

Good luck in your choices and future courses.

Yours faithfully

Mrs P Bignell
Principal



Preferences Timeline



October

WB 13 Nov

WB 20th Nov

WB 27 Nov

WB 18th Dec

PSHE futures programme

15 Nov - Parents Eve

Preferences Assembly

30th Nov Preferences Evening

18 Dec - TOOLS deadline

Bookings 1:1 careers interviews

Pathways Letters issued

Careers interviews

Preferences discussions 1:1

Preferences Assembly

Preferences Booklet issued

Careers advice continues

Form time careers meetings

Careers interviews

Confirmation of preferences April 2024



Academic Review. Once preferences are confirmed we will continue to support your child . In the Autumn term we will carry out an academic review to ensure that new courses have started positively and students are on the right courses for them.

This booklet contains all of the Curriculum subjects available to you during Key Stage 4.

Compulsory Subjects

These subjects must be studied:

English

Mathematics

Science

PSHEE (Personal, Social, Health and Economic Education)

Humanities (History or Geography)

Physical Education (Core)

Preference Subjects

The following preference subjects are currently on offer to students:

Language Subjects

Creative Subjects

Scientific / Technical Subjects

The English Baccalaureate (EBacc)



The Government expects the majority of students to follow a suite of courses known as the English Baccalaureate. To gain this, students have to achieve at least a GCSE grade 4 in five areas: English Language or Literature (both must be studied), Mathematics, two Sciences taken from: Physics, Chemistry, Biology, Combined Science, one Foreign Language and History or Geography.

By gaining this standard, students will be able to compete with other similar students nationally for places in universities or employment. Although the EBacc is not a qualification itself, a broad curriculum is recommended by the Government and top universities as a good way of keeping options open and prepares students for any future course they may wish to apply for.

A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a student will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and mathematics. Following this direction, Governors at Thorpe St Andrew School and Sixth Form have decided that the English Baccalaureate (EBacc) should now form a central part of our Key Stage 4 curriculum. This will ensure that students can access a full range of future opportunities at university, with apprenticeships or in employment.



Pathways

The subjects studied at this time are important but it is also important to keep in context that they do not dictate rigidly what students end up pursuing as a career. At this stage it is more important to make sure that any decisions made do not close doors which might be needed later on, rather than making firm commitments to qualifications needed for future jobs. Like most schools Nationally, we will guide students on to broad pathways according to their current performance to ensure they are challenged but also able to cope with the demands of GCSE / vocational courses.

For their GCSE preferences, students will be allocated one of three curriculum pathways all of which have access to the full suite of EBacc subjects.

The EBacc Pathway

Students will study GCSE's in core subjects English Language and Literature, Mathematics and Science

In addition, students will choose 4 preference subjects:

- A Humanities subject - Geography OR History
- A language - Spanish OR French OR German
- further creative, scientific or technical subjects

The General Pathway

Students will study GCSE's in core subjects English Language and Literature, Mathematics and Science

In addition students will choose 4 preference subjects:

- A Humanities subject – Geography OR History
- 3 further creative, scientific or technical subjects
- The General Pathway will allow all students to follow an Ebacc curriculum if it is right for them.

We strongly recommend that students consider a language as one of their preferences as studying a foreign language can be extremely rewarding and exciting. They provide insight into other cultures and can open the door to travel and employment opportunities.

The Raising Achievement Pathway

Students will study GCSEs in core subjects English Language and Literature, Mathematics and Science.

In addition students will choose 3 preference subjects

- A Humanities subject—Geography or History
- 2 Further Creative, Scientific or Technical subjects
- The Raising Achievement Pathway will allow all students to follow an Ebacc curriculum if it is right for them

Additional curriculum time will be allocated to Raising Achievement lessons in English and Mathematics.

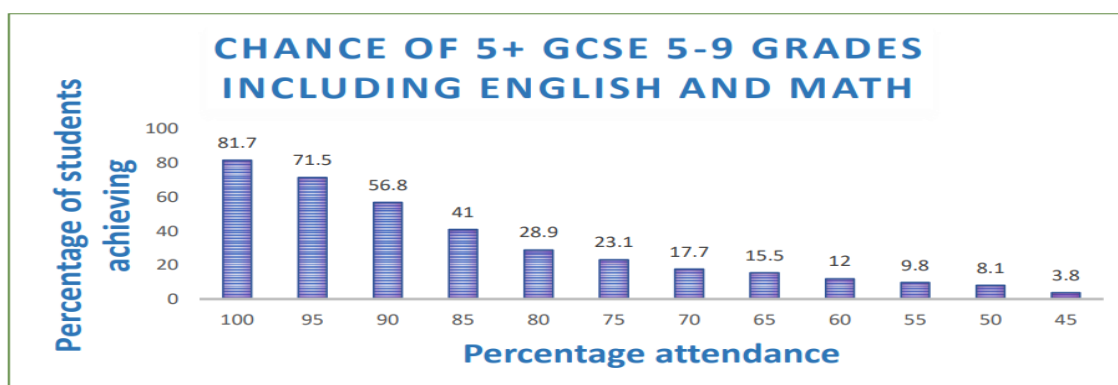
This Pathway is for identified students only. The Raising Achievement team will contact parents / carers of those students directly to discuss further support as they move into Key Stage 4.

Attendance Matters

- Good attendance is essential for all courses, especially our qualifications with an NEA (Non Examined Assessment) component.
- Teachers will make every effort to catch up with students who have missed NEA through absence.
- This may not always be possible in the regulations given by the examination board and therefore a student's grade could be negatively impacted.
- A student is likely to fail the course entirely if the NEA is not completed.

We will consider very carefully if subjects with NEA are right for individual students through the GCSE preference process. Part of this consideration will be to look at a student's Attendance Record.

All subjects with an NEA component are indicated in the top right of the course page by the symbol below.



We will do our best to fulfil subject choices, provided these are carefully thought out and appropriate.

However, we reserve the right to make final decisions. Since we have limited resources, occasionally students will be disappointed if some courses prove to be too popular, or not popular enough, to run. Where this happens, we will discuss possible alternatives with parents, carers and students.

Course Selection Information you need to know:

- ◆ Some courses that we offer are very similar in content and therefore certain combinations are not permitted
- ◆ You cannot choose Cambridge National Sport and GCSE PE
- ◆ Creative iMedia and Computer Science GCSE – think about what you want to study, (how computers work or how to use computers)
- ◆ You cannot choose Fine Art and Art Graphics.
- ◆ You cannot choose Fine Art and Textiles
- ◆ You cannot choose Art Graphics and Textiles
- ◆ Should you wish to take an Art GCSE and Photography you will need to discuss this with Mr Bowman or Mrs Fletcher (Curriculum Leader Art)

Additional information

- ◆ You cannot choose a language you did not study in Year 9
- ◆ If you choose Triple Science this takes up **one** of your options
- ◆ Think carefully about your choices - changing course is rarely possible. All subjects are challenging but some challenge you in specific ways (e.g. maths content in Computer Science) – talk to staff about this during the preference evening

Frequently Asked Questions:

What If I want to change my preference choices?

It is important that you think carefully about your preferences, as you are undertaking to study the subjects that you have chosen for 2 years. Every year, some students realise that they have chosen courses for the wrong reasons. Whilst we will try our best to accommodate requests for change, during September it can be difficult or **impossible** to change your choices once courses have started and in those circumstances you will need to continue with your choice until the end of Year 11. If students change their mind before the end of Year 9, they should see Mr Tiddy (Head of Year 9 school) or Mr Bowman(Head of Year 9). Once the course has started, students will have to have a very strong reason for changing and **no** requests will be considered during September.

Why do I study only 9 GCSEs?

As GCSEs have been reformed to be more challenging with more scope for top grades (only the top 25% of those who previously achieved an A* will achieve a 9) and to have all the exams at the end of Year 11, we believe it would be too demanding for students to study more courses. It is better that they study fewer courses in greater depth and achieve more highly than for students to spread themselves too thin. No colleges, employers or universities stipulate more than 9 GCSEs as an entry requirement but they do stipulate specific grades.

Why do I need to pick reserve preference choices?

Despite our best efforts, we cannot offer an infinite combination of subjects. Sometimes, students' preference choices will clash and we will have to ask them to study their reserve instead. Furthermore, if there are insufficient numbers of students selecting the course, it may not be viable to run it. With this thought in mind, we advise students to put as much thought into their reserve choices as they do into their first choices. Choices may also be over subscribed so students should pick 2 reserves.

GCSE Reform Information

Reformed GCSEs have now replaced old GCSE specifications in all subjects. Reformed GCSE courses are graded from 9-1.

Students will not lose out as a result of the changes. A statistical method (known as comparable outcomes) is used to set grade boundaries in the examination.

- Broadly the same proportion of students will achieve a Grade 4 and above as currently achieve a Grade C and above.
- Broadly the same proportion of students will achieve a Grade 7 and above as currently achieve a Grade A and above.
- The bottom of Grade 1 will be aligned with the bottom of Grade G.
- Grade 5 (defined as a strong pass) will be awarded to around the top third of students gaining the equivalent of a Grade C and bottom third of a Grade B.

Grading new GCSEs from 2017



Old grades	New grades
A*	9
A	8
B	7
C	6
	5 STRONG PASS
	4 STANDARD PASS
D	3
E	2
F	1
G	1
U	U

Other types of qualifications have different grading structures compared to reformed GCSE courses.

D*	-	Distinction*
D	-	Distinction
M	-	Merit
P	-	Pass

Compulsory Subjects



English is a core subject in the National Curriculum. Key Stage 4 students study English Language and English Literature. This will give students two GCSEs in English. There are four examinations in the summer of Year 11.

English Language explores written language; fiction and non-fiction while Literature concentrates on taught Prose, Poetry and Drama texts. The syllabus covers modern as well as historical texts.

Year 9 is important as it provides an opportunity to develop the skills needed to be successful at GCSE level. English develops communication and analytical skills, which are the skills most in demand by employers. Students with higher levels of literacy have much greater chances of success across all their studies, as well as more options post-16.



The Four Examinations

Language Paper 1	Language Paper 2	Literature Paper 1	Literature Paper 2
Analysing an extract of creative writing, and writing your own descriptive piece	Exploring and comparing two non-fiction sources from different centuries, and producing a non-fiction text	Exploring William Shakespeare's play Macbeth and Charles Dickens' novella A Christmas Carol.	Exploring Winsome Pinnock's play Leavetaking, a selection of taught poems about Worlds and Lives, and analysing two 'unseen' poems

All students study mathematics as part of the National Curriculum. The GCSE course, which starts in Year 9, places an emphasis on problem-solving, functionality and mathematical thinking. Within the examinations, importance is placed on the assessment of applying mathematics to solve problems, with questions set in contexts that students should be expected to deal with in the 'real world'. For example, students might be asked to answer questions on decorating a room or designing a garden, or perhaps sorting bills or working out rotas for shop staff.

Students will be assessed using three assessment objectives, which are tested in both Higher and Foundation tiers. The first objective is about using and applying standard techniques, whilst the second and third assessment objectives have a different focus. Assessment objective two is about reasoning, interpreting and communicating mathematically. Assessment objective three is about solving problems with a much greater focus on solving non-routine problems in both mathematical and non-mathematical contexts.

The content of the GCSE is grouped into the topic areas of Number, Algebra, Geometry, Measures, Statistics and Probability and Ratio and Proportion.

GCSE mathematics is entirely assessed by written examination which will consist of three papers each equally weighted.

Paper 1 - Non-calculator

Paper 2 - Calculator

Paper 3 - Calculator

The papers can be sat at Higher or Foundation tier and students will be assessed for their ability.

$$\begin{aligned} \text{tg}(\alpha - \beta) &= \frac{\text{tg} \alpha - \text{tg} \beta}{1 + \text{tg} \alpha \text{tg} \beta} \\ \log_a b^r &= r \log_a b \\ \text{tg}^2 \alpha + 1 &= \frac{1}{\cos^2 \alpha} = \sec^2 \alpha \\ \text{ctg}^2 \alpha + 1 &= \frac{1}{\sin^2 \alpha} = \csc^2 \alpha \\ \sin(\alpha - \beta) &= \sin \alpha \cos \beta - \cos \alpha \sin \beta \\ \cos(\alpha - \beta) &= \cos \alpha \cos \beta + \sin \alpha \sin \beta \\ \sin \alpha \cos \beta &= \frac{1}{2} [\sin(\alpha + \beta) + \sin(\alpha - \beta)] \\ \cos \alpha \sin \beta &= \frac{1}{2} [\sin(\alpha + \beta) - \sin(\alpha - \beta)] \\ \sin^2 \alpha &= \frac{1 - \cos 2\alpha}{2} \\ \cos^2 \alpha &= \frac{1 + \cos 2\alpha}{2} \end{aligned}$$



What is GCSE Combined Science Double GCSE Award?

Students studying Combined Science will cover the three science disciplines in the traditional fashion.

Why study GCSE Combined Science?

GCSE Combined Science is a sought after qualification which enables students to access a wide range of courses at Sixth Form and College. Students who study this should leave school equipped with enough scientific knowledge to make informed life choices in the future. Students who study GCSE Combined Science can go on to study A Level Sciences.

What makes a successful Combined Science student?

Students who want to find out how their body, the world and universe work, the role of science in modern society and how scientific discoveries will affect them during their lives.

What is the structure of the course?

Six examination papers: two Biology, two Chemistry and two Physics. Each will assess different topics and all are 1 hour and 15 minutes in length. All examinations take place at the end of Year 11. There is no coursework; instead there are required practical experiments.

There are sixteen required practical experiments. Each specification includes a list of apparatus that students must be able to use and techniques they must be able to demonstrate. Questions in each examination paper directly relate to these practical experiments and techniques.

All science GCSEs will have Higher and Foundation tier papers, however students can only sit all Higher or Foundation papers, there can be no mixing of tiers.

Students will study the following Biology topics:	Students will study the following Chemistry topics:	Students will study the following Physics topics:
<ul style="list-style-type: none"> • Cell Biology • Organisation • Infection and Response • Bioenergetics • Homeostasis and Response • Inheritance, Variation and Evolution • Ecology 	<ul style="list-style-type: none"> • Atomic Structure and the Periodic Table • Bonding, Structure and the Properties of Matter • Quantitative Chemistry • Chemical Changes • Energy Changes • The Rate and Extent of Chemical Change • Organic Chemistry • Chemical Analysis • Chemistry of the Atmosphere • Using Resources 	<ul style="list-style-type: none"> • Forces • Energy • Waves • Electricity • Magnetism and Electromagnetism • Particle Model of Matter • Atomic Structure

Students identified as *Gifted and Talented* will have the opportunity to select Triple Award Science as one of their preference subjects.

Physical Education (PE) Core

Mr Shearer

All students take part in three hours of Physical Education (PE) every fortnight. We offer a range of activities for our Key Stage 4 students within school.

In addition to this, students also have the option to select a qualification in PE, either GCSE or the Cambridge National in Sports Studies. This will entail a further six hours of PE over the two week timetable as one of the student preferences. Information about these qualifications is contained in the Preferences section of this booklet.

PSHEE, Citizenship and Careers

Ms Middleton and Mr Fish



Students will have timetabled PSHEE and Careers lessons in Years 10 and 11, complemented by a number of Careers related assemblies, conferences and workshops. There will also be extracurricular opportunities for students in Year 10 and 11 to attend Careers Talks and Apprenticeship Workshops. Students will be encouraged to organise their own work experience during Year 11 and will be fully supported in doing so by our Careers Adviser.

Year 10 PSHEE begins with a focus on mental health and emotional wellbeing, particularly in relation to the challenges presented by the transition from key stage 3 to 4. Building on the knowledge and skills gained during KS3 PSHEE, students will learn how to recognise and seek help for common mental health concerns and will discuss a range of strategies to build resilience and improve overall wellbeing. The focus of the spring term is financial education, during which students will take part in a range of activities designed to help them look after their financial wellbeing as they begin to gain increased independence. These lessons will help students to develop their financial literacy and understand how to manage their money wisely, avoid debt and understand risk. Relationships and Sex Education is delivered during the latter part of the spring term and the first half of the summer term. Topics covered during this RSE unit include consent, readiness for intimacy, media influences, gender identity and sexuality, sexual health and contraception. RSE classes provide a safe and inclusive space for students to learn about and discuss these important issues and all lessons will include signposting to local and national sources of advice, information and support.

Moving into Year 11, the Autumn term is focused on preparing students for the future. Students will research a range of Post-16 options for further study, apprenticeships or employment with training and will be supported in gaining the knowledge and skills necessary for making successful applications. Students will also be encouraged to consider Post-18 opportunities in preparation for making the right choices after GCSEs. During the second half of the autumn term we will concentrate on supporting students in the run-up to the examination period with a particular focus on mental health and emotional wellbeing. This will include a focus on time and stress management techniques. During the spring term we will deliver Relationships and Sex Education with a particular emphasis on equipping students to develop healthy relationships and to recognise and manage potentially unhealthy or coercive behaviour. Topics such as consent, sexual and reproductive health, teenage pregnancy, marriage and parenthood will also be covered in this unit. In line with government regulations, any student who has been withdrawn from lessons during previous years may choose to receive Sex Education lessons from up to three terms before their 16th birthday. Managing Risk is the title of our final unit in Y11, in which we revisit issues such as online safety, extremism and radicalisation, gaming and gambling, drugs, alcohol and smoking.

We encourage students to think critically about the world around them and to assess risk in relation to a range of lifestyle choices. Our aim is to provide a broad, balanced and locally sensitive curriculum that equips our young people with the skills, knowledge and attributes to lead healthy, safe and fulfilling lives, in which they are able to thrive as active members of their communities.

Preference Subjects



A drawing, painting, printmaking and clay course.

Students will have the opportunity to produce paintings, clay work and drawings. They will also be able to investigate printmaking and mixed media outcomes.



NEA

AQA GCSE in Fine Art is comprised of two units:

Component 1

Students will be expected to complete a portfolio of work that is made up from sketchbook work and larger pieces.

One project will need to be completed during Year 10. Throughout the year students will draw, paint, collage or print and will use clay, paper mache or sculpture. Past examples are arrangements of food and drink or organic/mechanic.

The assessment objectives for Fine Art are:

- Develop ideas by looking at artists' work
- Experiment with ideas and materials
- Record ideas from the world around you
- Create personal responses.

During Component 1, students will be expected to:

- Investigate their ideas and use thinking skills to come up with imaginative solutions
- Record their ideas through writing their thoughts and discoveries
- Analyse artists' work
- Take photographs
- Draw from looking at 'real life' objects
- Experience a variety of media.

Component 2

This examination unit consists of nine weeks of development work in a sketchbook and a ten hour timed test that takes place over two days to create a personal response. The theme is set by the examination board and it is an 'open' theme so that students can develop their own ideas and work in their own style. The theme usually involves a few starting points for students to choose from, such as '*arrangements, fragments or disguise*'.

Skills

Drawing, painting, sculpture, installation, lens/lightbased media, photography and the moving image, printing, land art and mixed media.

If you like thinking of ideas and using your imagination then choose Art and Design.

Art and Design is suited to students who like painting, drawing and looking at artists' work, as well as using thinking skills. There will be an expectation of analytical written and creative work as a requirement of the course.

A design course which involves painting, pencil work, felt tips, collage and design work.

GCSE Graphic Communication is a course where students are encouraged to look at and explore ideas relating to design. The project will be taught on how graphic designers and illustrators create imagery for advertising and products. The work produced will be used for posters, album cover art or even magazines.

AQA GCSE in Art - Graphic Communication is comprised of two units:

NEA

Component 1

Students will be expected to complete a portfolio of work that is made up from sketchbook work and larger scale final pieces. Two projects will be completed during Year 10 and students will learn about typography, colour awareness in design, computer aided design, painting, prints and collage.

The assessment objectives for Art – Graphic Communication are:

- Develop ideas by looking at artists' work
- Experiment with ideas and materials
- Record ideas from the world around you
- Create personal responses.

During Component 1, students will be expected to:

- Investigate their ideas and use thinking skills to come up with imaginative solutions
- Record their ideas through writing their thoughts and discoveries
- Analyse artists' work
- Take photographs
- Draw from looking at 'real life' objects
- Experiment in a variety of media.

Component 2

This examination consists of nine weeks development work in a sketchbook and a ten day examination that takes place over two days to create a personal response. The theme is set by the examination board and it is an 'open' theme so that students can develop their own ideas and work in their own style. The theme usually involves a few starting points for students to choose from, such as '*arrangements, fragments or disguise*'.

Skills

Typography, illustration, hand rendered and digital work. pencil, pen and ink, watercolour, acrylic, digital media and graphics tables

Medium

Pencil, pen and ink, watercolour, acrylic, digital media and graphics tablets



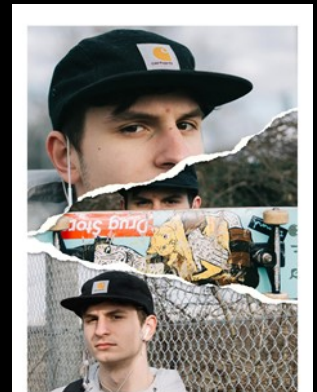
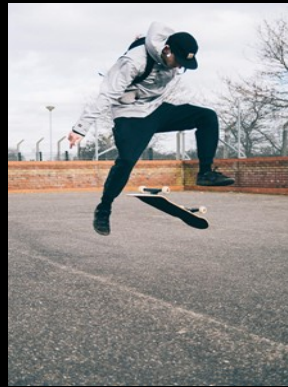
If you like the imagery that is often found in posters, books and advertising such as logos or typography then this is the course for you. It is an Art course so the focus will be on creating artistic imagery to be used in advertising rather than the product itself.

This course is for you if you like thinking creatively, taking photographs and drawing.

Equipment needed

You will need a decent 35 mm lens camera, you could use phone cameras but ones with Manual setting would be better. If you are lucky enough to have a DSLR camera then this will be great but not essential as they can be pricey.

NEA



Component 1 - 60%

Students are required to work in one or more area(s) of photography, such as those stated below:

Portraiture, location photography, studio photography, experimental imagery, installation, documentary photography, photo-journalism, moving image: film, video and animation and fashion photography.

Within the context of photography, students must demonstrate the ability to use photographic techniques and processes, appropriate to students' personal intentions, for example:

Use of lighting, viewpoint, aperture, depth of field, shutter speed and movement, use of enlarger, chemical and/or digital processes and use of media and materials, as appropriate to students' personal intentions, for example: film, photographic papers, chemicals appropriate to darkroom practices, digital media, programmes and related technologies, graphic media for purposes such as storyboarding, planning and constructing shoots.

Component 2 - 40%

Students complete an Examination Assessment where they are given an externally set question(s) based on different topics and themes. They will have nine weeks plus a 10 hour test to complete a final piece based on the experimentation they have created.

During Component - 1 and 2

Students will be expected to investigate artists work, record their ideas through photography and writing. Keep a sketchbook, take photographs often and to experiments in a variety of Media.

AQA GCSE in Textiles is comprised of two units:

Component 1

Students will be expected to complete a portfolio of work that is made up from sketchbook work and larger pieces.

One project will need to be completed during Year 10. Throughout the year students will draw, paint, collage or print and will use surface embellishments, printing or dyeing.

The assessment objectives for Art and Design-Textiles are:

- Develop ideas by looking at artists' work
- Experiment with ideas and materials
- Record ideas from the world around you
- Create personal responses.

During Component 1, students will be expected to:

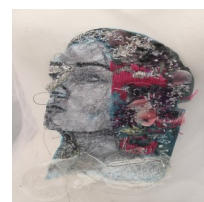
- Investigate their ideas and use thinking skills to come up with imaginative solutions
- Record their ideas through writing their thoughts and discoveries
- Analyse artists' work
- Take photographs
- Draw from looking at 'real life' objects
- Experience a variety of media.

Component 2

This examination unit consists of nine weeks of development work in a sketchbook and a ten hour timed test that takes place over two days to create a personal response. The theme is set by the examination board and it is an 'open' theme so that students can develop their own ideas and work in their own style. The theme usually involves a few starting points for students to choose from, such as '*arrangements, fragments or disguise*'.

Skills

Dyeing, designing, stitching, painting, printmaking, surface embellishments, shaping techniques and embroidery. If you like thinking of ideas and using your imagination and want to experiment with materials to create outcomes then choose Textiles.



Textiles is suited to students who like making, designing and looking at artists and fashion designers' work, as well as using thinking skills. There will be an expectation of analytical written and creative work as a requirement of the course.

BTEC Drama

BTEC Drama is an exciting course which blends practical exploration and analytical theory work. It offers students an opportunity to develop some of the skills they will need to enter the Performing Arts industry, as a performer on in other roles. Students study a range of theatre practitioners and are given lots of opportunities to develop their own performance skills in a number of dramatic styles.



Students are assessed on a mixture of workshop rehearsals, practical performances and written work throughout the two years

Unit 1: Exploring the Performing Arts - 30%	Unit 2: Developing Skills and Techniques for the Performing Arts - 30%	Unit 3: Responding to a Brief - 40%
<p>1 Piece of Coursework (Completed in Year 10)</p> <p>Students look at a three plays in a range of dramatic styles (serious, comic, musicals, etc) and analyse these from the perspective of the actor, director, designer and producer.</p> <p>They will need to consider the processes, approaches and techniques used in staging these productions.</p> <p>Students will need to draw on their research and a mixture of practical and written work to complete an extended report.</p>	<p>1 Rehearsal Video</p> <p>1 Practical Exam</p> <p>1 Written Evaluation (Completed in Year 11)</p> <p>Students will develop and refine their practical performance skills through a number of workshops and rehearsal lessons.</p> <p>They will then need to apply these to an extract from a professional production. They will need to take this extract from page to stage.</p> <p>Students will take part in a performance assessment of their extract and write a written evaluation of their own practical</p>	<p>3 Pieces of Coursework (Completed in Year 11)</p> <p>Students are set a brief by the exam board, and have to devise a group performance for external examination.</p> <p>Students will need to document their devising journey, explaining the research undertaken and the skills developed along the way.</p> <p>Students will perform their devised piece to an invited audience and complete a written evaluation of their work.</p>

Why choose Drama?

Our drama course is designed for both performers and those interested in technical theatre (lighting, sound, costume design, etc).

Students learn and apply their knowledge in a different way to every other lesson in drama; making students highly adaptable



Why choose Business Studies?

This popular course offers students an insight into the dynamic and highly relevant world of business activity and behaviour. The skills and knowledge learnt are transferable to the working environment and are appealing to prospective employers. The GCSE course leads on to A Level Business and Economics courses which is good preparation for university degrees, apprenticeships and employment.



What is Business Studies?

Students start by studying issues concerning the setting up and operation of a business. They explore the activities of businesses and the reasons for their success or failure. Topics covered include:

Unit 1: Investigating Small Business

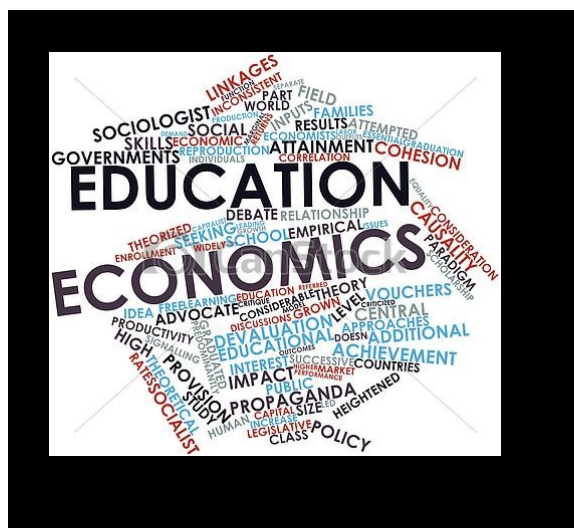
This unit looks at the key business concepts, issues and skills involved in starting and running a small business. The focus is very much on how an entrepreneur would set up a business and covers aspects such as: enterprise, spotting a business opportunity and understanding the external influences on businesses. This unit is assessed by examination and will consist of calculations, multiple choice, short-answer and extended writing.

Unit 2: Building a Business

This unit develops students' understanding of the topics covered in Unit 1. Students will begin to understand how, as a business grows, it needs to consider its marketing, finance, staffing and operations. This unit is assessed by examination and will consist of calculations, multiple choice, short-answer and extended-writing.

A variety of techniques are used to stimulate interest in the world of business, one of the most important being the use of daily current affairs and business issues. Skills particularly important for success include analysis, evaluation and communication. It is this, combined with the study of a constantly changing business environment, which provides useful preparation for life after school.

This GCSE is designed to inspire students, encouraging an interest in real world economics. Students will develop their economic knowledge and apply this to real life situations. This is a great course to develop independence and encourages students to become reflective thinkers. The option to continue studying to A Level provides an excellent springboard to further academic study at higher education.



The Economics GCSE comprises of two units:

Unit 1 – Introduction to Economics (Externally Assessed Examination)

This unit looks at an introduction to economics and the role of markets and money. It introduces students to key concepts such as supply, demand, production, competition and the labour market.

Unit 2 – National and International Economics (Externally Assessed Examination)

This unit covers the economic objectives of the Government and looks at how money is raised and spent. Other topics include: employment, economic growth, fiscal and monetary policy, International trade and the global economy.

A variety of techniques are used to stimulate interest in the world of economics, one of the most important being to follow what is happening in the news.

The GCSE in Design and Technology enables students to understand and apply iterative design processes through which they explore, create and evaluate products.

The qualification enables students to use creativity and imagination to design and **make prototypes** of products that solve real-life and relevant problems, considering their own and others' needs, wants and values.

The course is a GCSE which seeks to prepare students to:

- Take design risks, helping them to become resourceful, innovative and enterprising citizens
- Develop an understanding of the impact of design and technology on daily life and the wider world
- Participate confidently and successfully in an increasingly technological world through the study and use of CAD (Computer-Aided Design) and CAM (Computer-Aided Manufacturing)
- Develop practical skills including the use of hand tools and specialist machinery for cutting, shaping, casting, moulding, joining and finishing a range of materials
- Develop an understanding of commercial and industrial processes and an in-depth knowledge of materials and their properties.

During Year 10 students will study key knowledge theory plus, practical skills and techniques through a range of projects chosen to prepare them for their major project in Year 11.

In Year 10 students will continue to study key knowledge concurrently with their non-examined coursework.

Examination board: Edexcel



Component 1

Written examination - students will sit the GCSE paper examination in the summer of Year 11

1 hour and 45 minutes

50% of the qualification

100 marks

Component 2

Non examined assessment - to include investigating, designing, making and evaluating of a prototype

50% of the qualification

100 marks

Progression from this course can include:

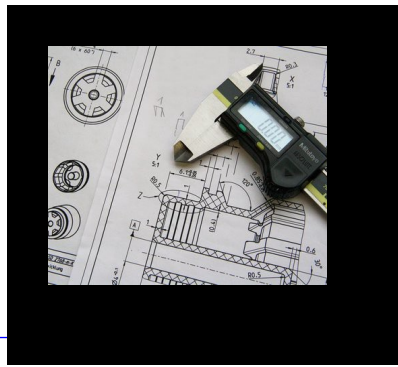
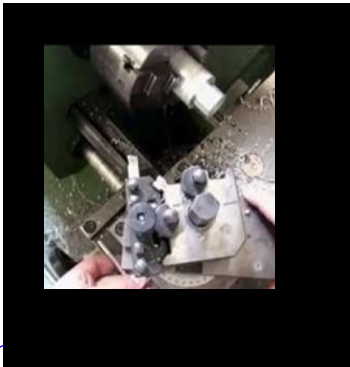
- Academic qualification progression such as A level Design and Technology
- Apprenticeships such as in product design, set design, civil engineering, plumbing and engineering model making
- Vocational qualification progression such as in graphic design, art and design, engineering, photography, construction and building services, motor vehicle technology and repair

It should be stressed that although practical skills and techniques are a strong element of this course, the theory aspect of the course is equally valuable with 50% examination) and students should be aware that their timetables will reflect this equally.

What is OCR Engineering Manufacture?

NEA

This qualification will equally suit students who have keen interest in how the products we use are manufactured. Those students who want to develop their practical making skills, through the use of metal. This is a course that will both develop both your practical skills along side your CAD / CAM and IT skills, as well as providing a growing understanding for how products are made.



Three units will be studied over the two year duration of the course:

R014: Principles of Engineering Manufacture (Exam)

This is the examination with the exam being taken in the June of the second year this unit is worth 40% of the final grading in this subject. In this unit you will learn about the different types of manufacturing processes, and the different materials that can be used within manufacturing.

R015: Manufacturing a One Off Product (Non Examined Assessment - NEA)

This is assessed through the completing of an exam board set assignment, marked in school and moderated by the exam board. This NEA unit is worth 30% of the final grading for this subject. In this unit you will learn how to safely plan and produce a one-off product by using appropriate processes, tools and equipment such as lathe, milling machine and pillar drill.

R016: Manufacturing in Quantity (NEA)

This is assessed through the completing of an exam board set assignment, marked in school and moderated by the exam board. This NEA unit is worth 30% of the final grading for this subject. In this unit you will learn how to manufacture using simple jigs and templates to support manufacturing in volume using Computer Aided Design (CAD) software and Computer Numerical

Study on this Engineering course will allow progress to academic qualification progression such as A level Design and Technology or apprenticeships such as in plumbing, engineering along with vocational qualification progression routes such as engineering, construction and building services, motor vehicle technology and repair.

Students who are interested in how things are made and making are likely to enjoy this course. They need to be confident in the workshop and mature and safe in using a range of machine tools.

This is a course where students are expected to take an active and responsible part in their learning.

Why study Food Preparation and Nutrition?

The ability to cook is a very important life skill, and knowledge of the impact your diet has on your health is vital!



GCSE Food Preparation and Nutrition equips students with the knowledge, understanding and skills to be able to feed themselves and others better. Students develop practical cookery skills and techniques as they explore the underlying principles of food science, nutrition, food traditions and food safety

In studying food preparation and nutrition, students must:

- Demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment
- Develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks
- Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- Understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices
- Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes

Assessment

50% - Final examination in the Summer term of the second year of the course

15% - Scientific Food investigation

35% - Food preparation task. Students must cook 3 dishes in 3 hours from a choice of 2 briefs.

OCR Level 2 Cambridge National Certificate in Health and Social Care

This course is for students interested in finding out about the key principles and skills needed to work in the Health and Social Care sector. It is equivalent to one GCSE. Students will sit one examination and complete two pieces of coursework under controlled conditions. This assessment will teach students theory and concepts in preparation for carrying out practical tasks in a sector related environment or through role play scenarios. This course is graded Distinction * to Pass.



NEA

This course is a nationally recognised work related qualification designed to provide a choice of routes into further education or employment. The skills of producing assessments in different ways and applying theory to practical situations are in great demand and highly valued by sixth form institutions, employers and colleges. At Thorpe St Andrew Sixth Form, we offer an Advanced Specialist Qualification course in Health and Social Care and Child Care as well as an A Level equivalency.

RO32	RO33	RO34	Structure
<p>Principles of care in health and social care. This is assessed by an exam (Examined Unit – 25% - 1 hour 15 minutes)</p> <p>In this unit you will learn about the key topics that are important when caring for and protecting people in health and social care.</p> <ul style="list-style-type: none"> • The rights of service users in health and social care settings. • Person-centred values of care • Effective communication in health and social care • Protecting service users and service providers in health and social care settings. 	<p>Supporting individuals through life events—(NEA)</p> <p>In this unit you will learn about growth and development through the life stages. You will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs.</p> <p>Topics include :</p> <ul style="list-style-type: none"> • Life stages. • Impacts of life events. • Sources of support. 	<p>Creative and therapeutic activities</p> <p>You will learn about the benefits of creative activities and you will plan and deliver a creative activity to a group or individual.</p> <p>Topics include :</p> <ul style="list-style-type: none"> • Therapies and their benefits. • Creative activities and their benefits. • Plan a creative activity for individuals or groups in a health care, social care or early years setting. • Deliver a creative activity and evaluate your own performance. 	<ul style="list-style-type: none"> • 1 Exam— 1 hour 15 minutes—The exam is 40% of the qualification • 2 pieces of Non-Examined Assessment (NEA). <p>This assessment will teach students theory and concepts in preparation for carrying out practical tasks in a sector related environment or through role play scenarios.</p> <p>The NEA is 60% of the qualification.</p> <ul style="list-style-type: none"> • This course is graded Distinction* to Pass

It is important to have a lively and enquiring mind and a willingness to explore new ideas. It is also important to be able to work independently as 60% of the assessment is under controlled conditions. Enthusiasm for helping others and the commitment to meet individual needs is essential due to the practical elements of this course.

What is Child Development?

This course is for students who wish to develop applied knowledge and practical skills in child development. It is designed with both practical and theoretical elements, which will prepare students for further qualifications in Child Care, Health and Social Care, Psychology, Sociology and Biology.



NEA

Unit R057: Health and well-being for child development – Examination: 1 hour and 15 minutes

Topic 1: Pre-conception health and reproduction

Topic 2 : Antenatal care and preparation for birth

Topic 3 : Postnatal checks, postnatal care and conditions for development

Topic 4 : Childhood illnesses and a child safe environment

Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years – NEA

- Childhood accidents
- Equipment for babies and children
- Nutritional guidelines for children
- Investigate feeding solutions
-

Unit R059: Understand the development of a child from birth to five years - NEA

- Physical, intellectual and social development
- Benefits of play
- Plan and carry out play activities with an individual child aged 1-5 years.

Assessment

Written examination: 40%

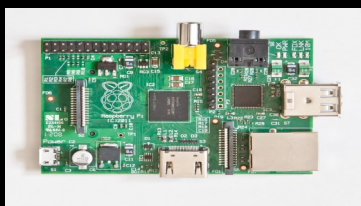
Non Examined Assessment: The remaining 60% consists of two centre assessed tasks

Students choosing to study this qualification **must** know a child under the age of five who they are able to study for their assessment tasks.

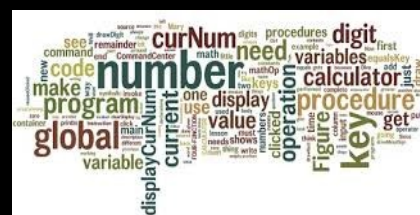
What is Computer Science?

This course gives an insight into a range of computing systems, including an understanding of the principles of programming and the solving of problems. It is designed for students who are interested in learning about the computing sector and the fundamentals of Computer Science.

Computers pervade every aspect of modern life. The microprocessor which lies at the heart of every computing system is found absolutely everywhere. Modern society simply could not function without computers, but few people really understand how it all works. Computer Science will give you a deep insight and understanding into how a computer works.



How is the Course Structured



Paper 1: Computational Thinking and Problem Solving

In preparation for Paper 1 you will design, write, test and refine program code in python

Areas covered:

- Fundamentals of Algorithms, Programming

Paper 2: Computing Concepts

Areas covered:

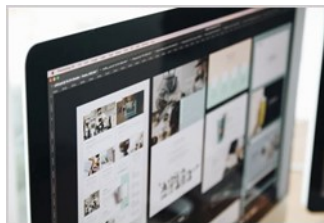
- Fundamentals of Data Representation
- Computer Systems
- Fundamentals of Computer Networks
- Cyber Security
- Ethical, Legal and Environmental Impacts of Digital Technology on Wider Society, including Issues of Privacy
- Relational databases and structured query language (SQL)

Paper 1: Computational Thinking and Problem Solving	Paper 2: Computing Concepts
Assessment / Assessing programming and practical problem solving skills Written examination 2 hours 50% of GCSE	Assessment Written examination 1 hour 45 minutes 50% of GCSE

This course will suit a student who is logical, a good problem solver who is able to tackle tasks systematically, with a keen interest in Computer Science and programming and who has confidence with their mathematical ability.

What is OCR Level 2 Cambridge National Certificate in Creative iMedia?

Creative iMedia is a vocational, GCSE equivalent qualification. It is designed to develop your creative media skills as well as other transferable skills such as: researching, planning and review, working with others and communicating creative concepts effectively.



NEA

Skills you will develop during the Course

It lets you gain knowledge in a number of key areas in the media field, from pre-production skills to digital product creation, and offers a hands-on approach to learning.

- Planning of creative and digital media (Storyboarding and scripting).
- Effective reviewing of media.
- Creating digital graphics.
- Creating multimedia webpages.
- How to effectively use multimedia assets.
- Creating multimedia products.
- Use of the Adobe Master Collection.

Course Structure Overview

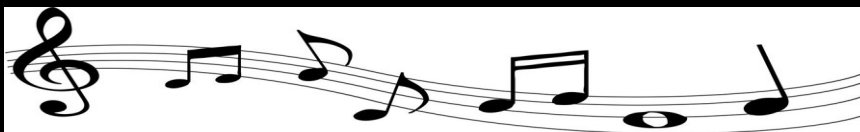
Creative iMedia in the media industry	Visual identity and digital graphics	Interactive digital media
In this unit you will learn about the media industry, digital media products, how they are planned and the media codes which are used to convey meaning, create impact and engage audiences.	In this unit you will learn how to develop visual identities and use the concepts of graphic design to create original digital graphics to engage target audiences.	In this unit you will learn how to plan, create and review interactive digital media products.
Exam 40% of certificate	Internal Assessment 25% of certificate	Internal Assessment 35% of certificate

If you like project work, enjoy research and using practical skills you may find a Cambridge National a better option than a GCSE. If you also like design and enjoy using computers to produce creative work then chose Creative iMedia.

This course offers an exciting opportunity to develop performing, listening and composing skills. .

BTEC Tech Award in Music

Our tech award in music offers students the opportunity to develop the skills they will need to enter the music industry. The course has three units over the two years which are aimed at expanding a student's understanding of music as well as their skills as producers and performers.



Unit 1: Exploring Music Products and Styles	Units 2: Music Skills Development	Unit 3: Responding to a Commercial Music Brief
Each year, the music industry produces a wide range of products such as recordings, compositions, live performances, music for film, TV and computer games. Have you ever wondered how these products are created? In this component, you will develop your understanding of different types of music product and the techniques used to create them. You will also practically explore the key features of different genres of music and music theory and apply your knowledge and understanding to developing your own creative work.	As a performer, producer or creator in the music industry, you need to continually develop your skills and techniques in order to be successful and secure a regular flow of gigs and commissions. Throughout your development, you will review your progress and consider how to make improvements. You will learn how musicians share their work and collaborate with others and will develop your own skills as a musician in how to use blogs, YouTube, Soundcloud and other platforms to share your work and skills development with others.	This component will allow you to work to your strengths and interests and apply the skills that you have learned throughout your course in a practical way. You will focus on a particular area of the music industry that excites and appeals to you and respond to a commercial music brief as a composer, performer or producer.

Why choose Music?

Our music course is not just for students who play an instrument, it also offers the opportunity to work on music creation and music production.

This course would be a great option for students with a wider interest in music and the media as well as students interested in performing.

Students in Yr10 & 11 will have access to our new, fully equipped recording studio as well as the opportunity to perform in our gig night at Norwich Arts Centre.



What is Geography?

"The world is going to change more in the next 50 years than it ever has done before..." In GCSE Geography we help young people to make sense of a complex and changing world.

The aim of Geography in Years 10 and 11 is to enable students to increase their knowledge and understanding of a range of places, environments and processes. We study the economic, social and physical factors that affect peoples' lives.



The GCSE course is known by the examination board OCR as 'Geography for Enquiring Minds'. In a rapidly changing world, the skills and knowledge gained through the study of Geography will be invaluable to citizens and decision makers of the 21st Century. The study of Geography will equip students with the skills that will allow them to play a full part in our changing world. GCSE Geography provides a firm foundation for students wishing to study Geography at A Level.

OCR offers a modern, interesting Geography course that develops and builds on the work covered in Years 7, 8 and 9. Fieldwork is an essential requirement of the course, which is undertaken in our local area.

Assessment

Students will undertake three written examinations in Year 11. There is no coursework.

OCR Specification B: Geography for Enquiring Minds

Unit 1	Unit 2	Unit 3
Our Natural World (35%)	People and Society (35%)	Geographical Exploration (30%)
<ul style="list-style-type: none">• Global Hazards• Climate Change• Distinctive Landscapes• Sustaining Ecosystems• 'Physical' Fieldwork	<ul style="list-style-type: none">• Urban Futures• Dynamic Development• UK in the 21st Century• Resource Reliance• 'Human' Fieldwork	<ul style="list-style-type: none">• Geographical Skills• Decision Making Exercise

What makes a successful Geography student?

A successful Geographer is hard working and ready for the challenge of this subject. Students need an open mind and the ability to undertake research and memorise case study facts as well as develop their own values and attitudes to a range of issues affecting the world around us. Students will be expected to answer short-answer and long structured examination questions, undertake fieldwork and analyse maps and data.

What is History?

History is the study of past human affairs and encompasses political, cultural, social and economic change all over the world.



Why study History?

Apart from being interesting, History is a useful qualification. History is an enabling subject highly valued by universities and employers for the transferable analytical skills it develops in students. Employers who see you have a qualification in History know certain things about you. They will know you have acquired key skills which, learnt through the lens of History, can be applied to all sorts of other situations. The thinking skills you will develop will help you in almost all lines of work, with History graduates often moving into journalism, teaching and business.

Year 10 Modules	Year 11 Modules
<p>Unit 1 – Thematic study and historic environment c250 to the present</p> <p>We look at developments in medicine and medical treatment and their impact throughout society; the nature and significance of changes, the extent of change and continuity and factors affecting these issues: the role of individuals, war, government, attitudes and beliefs in society, chance, science and technology. We also look at the injuries and treatment of the British Sector of the Western Front in WW1.</p> <p>Assessment - Examination 1 hour 15 minutes</p> <p>(Sat in summer of Year 11)</p> <p>Answering three source based questions on the Western Front before answering three more questions on the process of change over time to reach judgements. Percentage of overall GCSE Level qualification - 30%</p>	<p>Unit 2B – Period study on Superpower Relations and the Cold War 1941-1991</p> <p>We look at how the Cold War developed, three Cold War crisis including the Berlin Wall, Cuban Missile Crisis and the Czech Uprising and finally why the Cold War ended and the Soviet Union collapsed.</p> <p>Assessment - 1 hour 45 minute examination</p> <p>(Sat in summer of Year 11)</p> <p>Focusing on three questions on consequence, connections between events and importance of events, people and developments. Percentage of overall GCSE Level qualification - 20%</p>
<p>Unit 2A – British Depth Study on Anglo-Saxon and Norman England, c1060-88</p> <p>We look at the fall of Saxon England and the Norman Conquest as well as how William the Conqueror transformed the country with castles, cathedrals and a new way of life in the early Middle Ages.</p> <p>Assessment - 1 hour 45 minute examination</p> <p>(Sat in summer of Year 11)</p> <p>Answering three in depth questions focusing on description, causation and judgement on an issue.</p> <p>Percentage of overall GCSE Level qualification - 20%.</p>	<p>Unit 3 – Modern Depth Study on the USA, 1954-1975: conflict at home and abroad</p> <p>This is a chance to analyse the fight for Civil Rights in America as well as the reasons for and nature of the disastrous conflict in Vietnam which left a Superpower defeated.</p> <p>Assessment - Examination 1 hour 20 minutes</p> <p>(Sat in summer of Year 11)</p> <p>Answering six source based questions on interpretations of the events studied.</p> <p>Percentage of overall GCSE Level qualification - 30%.</p>

A successful student needs to have an interest in people and society. An enquiring mind is vital for success. If you want to understand how our environment has come to pass, then history will explain the world around you. The subject involves a fair amount of reading and writing and is 100% examined in three examinations at the end of Year 11.

What is Media Studies?

The media plays an increasingly significant and influential role in society and the way in which audiences use and interact with the media changes rapidly. With the advancement of technology and new ways of communicating, the media plays a vital role in the shaping of attitudes, opinions and values in every walk of life. **Media Studies** is designed to help students develop both their practical and analytical understanding of the role the media plays in all of our lives.



NEA

- Analysing a range of different media products
- A broad knowledge of how to create media products
- Understanding how different audiences consume different media products
- Creativity and imagination in creating your own media products.

Media industries we will study:

Newspapers

Video Games

Television

Radio

Magazines

Film

Advertising

Music Videos

Social Media

Course Content

Component 1: Exploring Media Language and Representation

Written Examination: 1 hour 30 minutes.

This component assesses media language and representation. It covers all of the following media forms: newspapers, radio news/current affair programmes, advertising, video games, magazines and music videos. Students will be assessed on three of these forms.

Component 2: Understanding Media Forms and Products

Written Examination: 1 hour 30 minutes.

Four questions in total, including:

- Three stepped questions
- One extended response question based on context.

Component 3: Creating Media Products

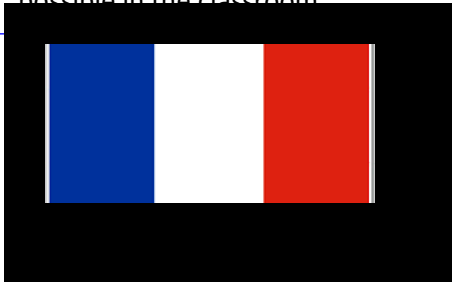
Non Examination Assessment.

An individual media production for an intended audience in response to a choice of briefs decided upon by the examination board, applying knowledge and understanding of media language and understanding.

This is a course where students are expected to take an active and responsible role in their learning.

What are Modern Foreign Languages?

GCSE Modern Foreign Language is a continuation of the work already invested at Key Stage 3 studies. Many of the topic areas and language structures already learned are part of the knowledge needed at GCSE. During the GCSE course we will revise and extend prior knowledge and introduce new topic areas too. Students will use a range of authentic texts as well as visual and audio stimuli to develop reading and listening skills, to ensure familiarity with a wide range of source materials, accents and language. Students will also do plenty of speaking practice to develop confidence and fluency and will be encouraged to use the target language as much as possible in the classroom.



The study of a language will help create a balanced portfolio of GCSE subjects which gives you more options when it comes to Post-16 plans, however did you also know:

- that **94%** of the world's population does not speak English as their first language?
- that **75%** do not speak English at all?
- that **60%** of UK trade is with non-English speaking countries?
- that employers may pay an increment for **even basic, conversational** language competency?
- that **70%** of businesses in the UK have some international contact?
- that only **25%** of UK students have a language GCSE qualification?
- that Britons face the **toughest competition** for jobs because the lack of language skills limits horizons?
- that over half of all UK adults **regret** having dropped language study?

Studying a language is hard work ... but it is rewarding and even fun!

Course Structure

Each of the four skill areas are examined separately and students will have plenty of opportunities to prepare for these. At the end of Year 11, there are final examinations in each of the four skills: Listening, Reading, Speaking and Writing. Students will be entered at either Foundation or Higher tier.

Skill	Assessment
Speaking	Read a text aloud and answer questions Role play Picture, description and conversation
Writing	Various tasks depending on tier, to include: Describing photos Short formal message on a familiar theme Longer informal message on a familiar theme Translation from English to French/German/Spanish
Reading	Comprehension questions: answers in English Translation into English
Listening	Comprehension questions: answers in English Dictation

Creativity and imagination are important for helping students come up with things to say; but it is equally useful to think logically to spot and apply patterns to help learn vocabulary and grammar rules. Although many successful students have a good memory for learning vocabulary and presentations, do not underestimate the value of spontaneity and being able to think on your feet. Whether creative or logical types, all successful language students are interested in learning about how language works and in communicating ideas. Obviously, an excellent work-ethic and determination are key qualities too.

GCSE Physical Education provides students with the exciting opportunity to begin to gain an understanding of PE. Stimulating content is at the heart of this engaging qualification, which will encourage students to immerse themselves in the world of sports and PE.

The combination of the physical performance and the academic challenge provides an exciting opportunity for students. You can perform and, then through the academic study, learn how to improve your performance through the application of the theory.



Why study Physical Education?

Studying GCSE Physical Education will open your eyes to the amazing world of sports performance. Not only will students have the chance to perform in three different sports through the non-examination assessment component, they will also develop wide ranging knowledge into the how and why of physical activity and sport.

Students learn through a range of different contexts and the impact physical education has on both ours and others' everyday lives. Students will learn the reasons why we do things, why some people outperform others (mentally and physically) and delve into the ethical considerations behind the use of performance enhancing drugs and also gain an understanding of the consequences of inactivity and poor diet.

Course Structure Overview

Content Overview	Assessment Overview	
<ul style="list-style-type: none">Applied Anatomy and PhysiologyPhysical Training	Physical Factors Affecting Performance (01): 60 marks, 1 hour written paper.	30% of total GCSE
<ul style="list-style-type: none">Socio-cultural InfluencesSports PsychologyHealth, Fitness and Well-being	Socio-Cultural Influences and Sports Psychology (02): 60 marks, 1 hour written paper	30% of total GCSE
<ul style="list-style-type: none">Practical Activity AssessmentEvaluating and Analysing Performance (EAP)	Performance in Physical Education (03): 80 marks Practical Non-Examination Assessment Performance in three activities: <ul style="list-style-type: none">One from the individual listOne from the team listOne other from either list.	40% of total GCSE

In order to succeed on this course, it is important that students have both a strong sporting background, as well as the academic capability to cope with two written examinations at the end of Year 11.

The Cambridge National in Sport Studies takes a more sector-based focus, whilst also encompassing some core sport/Physical Education themes. Students have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Students will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and how this shapes the sports industry.



NEA

Over the duration of the two year course, you will study a variety of sport topics

Topic

Year 1

R052 Developing Sports Skills

Assessment Method

Practical assessment

R051 Contemporary Issues in Sport

Examination

Year 2

R053 Sports Leadership

Written assignment

R056 Develop Knowledge and Skills in outdoor activities

Written assignment/Practical

Grading

The grading for each unit is awarded as a Pass, Merit , Distinction or Distinction*.

The final grade for the course is an accumulation of the unit grades awarded:

Distinction *
Level 2 Distinction
Level 2 Merit
Level 2 Pass
Level 1 Distinction
Level 1 Merit
Level 1 Pass

This qualification is the equivalent to one GCSE.

What is Religious Studies (RPE)?

RPE is the investigation of belief. As individuals, many of the beliefs we hold are important to us. They grow stronger by having an open mind and considering the beliefs of others and why they hold them. The course focuses on the study of central Christian and Islamic beliefs, teachings and practices, and their application to the ethical themes. These include, but are not limited to, discussions on the nature of human relationships, what it means to have a human right, exploring the views on how criminals should be treated, ethical discussions on medial issues such as abortion and euthanasia as well as how conflict should be resolved. The study and challenges to these beliefs and themes not only allow us to dig deeper in our own beliefs, but understand how others think, leading to a greater appreciation of the world that we live in.

Why Study Religious Studies (RPE)?

Religion has always been with us. Throughout history, it has expressed the deepest questions human beings can ask, and it has taken a central place in the lives of virtually all civilizations and cultures. As we think all the way back to the dawn of human consciousness, we find religion everywhere we turn. The study of religion is more relevant than ever. We will all get on better with each other if we understand why we are different and appreciate why we think and believe different things. The religious views studied are Christianity and Islam

RPE also offers the opportunity to critically engage in the world around us and to think deeply about key concerns and developments within contemporary society. These skills can be directly applied to many career sectors and academic disciplines.

Do you want to work in Medicine and Healthcare? You will deal with people when they are facing difficult times so empathy skills and an understanding of different beliefs about life after death and the sanctity of life will help you to understand the concerns and viewpoints of your patients. Furthermore, advancements in medical testing and research come with many ethical concerns. Just because we can, does it mean that we should?

Are you thinking of a future in Psychology, Counselling or Social Work? Through an academic study in belief and ethics you will develop skills of analysis and have a greater understanding of the issues that people face in difficult times.

Are you interested in Science? Science comes with responsibility. Scientists can do awesome things but do we really want them to clone a human being without considering the implications? Ethics is a key consideration when developing Artificial Intelligence - these are sought after skills!

You want to work in Law or Law Enforcement? Understanding religions that have underpinned British history and what people believe is integral to your career. Part of the course focuses on 'crime and punishment' and 'peace and conflict', providing an insight into your future career choice. Students will learn to evaluate points of view and build robust arguments.

You want to work in the Media or Journalism? Good written communication and an ability to explain different view points in an accurate and coherent way are very important to these professions. You will also develop your understanding of contemporary social issues throughout this course.

You do not know what you want to do?

Keep your options open! By choosing RPE you are choosing to learn about people today. Whatever you choose to do in the future, people will always be a part of it. RPE is a respected academic discipline acknowledged as

Students should have an inquisitive mind, with an ability to argue and question. If you are interested in people and other cultures, interested in learning about different opinion and beliefs, this is the course for you!

Studying Sociology offers the opportunity to gain a greater understanding of society and to make sense of your own experiences within it. It observes the day to day experiences of people in groups, for example: workers, criminal gangs or children and seeks to explain them.

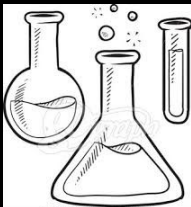


Sociology will help make sense of society and give students new ways of seeing the social world around us. Students will question aspects of it that had previously been taken for granted. It will provide 'tools' which allow students to become a better informed and a more socially aware member of society.

Students will develop the necessary skills to enable them to assess different views and reach conclusions about society, based on a careful consideration of evidence. At the end of Year 11, students take two examinations both worth 50% consisting of short mark and extended writing questions.

What is GCSE Biology, GCSE Chemistry and GCSE Physics – ‘Triple’ GCSE Award?

Students who study the triple sciences will cover more content at a greater depth of knowledge and understanding than GCSE Combined Double Science.



W

Students who have identified Science as an important aspect to future career aspirations such as Medicine, Dentistry, Engineering and Scientific research should consider this course. These three courses will provide great preparation for AS and A Level sciences, without overlapping content.

What is the structure of the course?

Each subject will have two, 1 hour 45 minute examinations. All examinations will take place at the end of Year 11. There is no coursework; instead there are required practical experiments.

Each subject will have at least eight required practical experiments. Each specification includes a list of apparatus that students must be able to use and techniques they must be able to demonstrate as 15% of each examination paper directly relates to these practical experiments and techniques.

Mathematical components of examinations - A minimum of 10% of the marks will test mathematical skills in Biology, 20% in Chemistry and 30% in Physics.

Students who study Biology, Chemistry and Physics can go on to study A Level sciences, with each of the following topics explored at a deeper level than Double Science.

AQA GCSE: Biology	AQA GCSE: Chemistry	AQA GCSE: Physics
<ol style="list-style-type: none"> 1. Cell Biology 2. Organisation 3. Infection and Response 4. Bioenergetics 5. Homeostasis and Response 6. Inheritance, Variation and Evolution 7. Ecology 	<ol style="list-style-type: none"> 1. Atomic Structure and the Periodic Table 2. Bonding, Structure and the Properties of Matter 3. Quantitative Chemistry 4. Chemical Changes 5. Energy Changes 6. The Rate and Extent of Chemical Change 7. Organic Chemistry 8. Chemical Analysis 9. Chemistry of the Atmosphere 10. Using Resources 	<ol style="list-style-type: none"> 1. Forces 2. Energy 3. Waves 4. Electricity 5. Magnetism and Electromagnetism 6. Particle Model of Matter 7. Atomic Structure 8. Space Physics

Students need an inquisitive mind and naturally read around the subject with an interest in the physical and natural world. An enjoyment of the design and implementation of precision, practical science experiments is a must.

Additional Information



1. Careers (Information, Advice and Guidance) Miss Murphy, Mr Fish

The Careers Education Programme in Year 10 and 11 includes:

- Dedicated time to learn about and research the variety of Post-16 options that are available, whether that's considering college or sixth form course(s), volunteering, apprenticeships or traineeship opportunities.
- Assessment of likes, dislikes, personal interests, skills and qualities, in relation to generating it into a Career Plan.
- Discussion about rights and responsibilities including matters of health and safety at work.
- Crafting professional emails, CVs, letters of application and completing application forms; developing interview techniques.
- Opportunities to research and apply for a Year 10 placement to experience the world of work. Might a placement support your child's Post-16 application?

Norfolk's HelpYouChoose website, <https://www.helpyouchoose.org/information/decisions-choices/choices-at-13-14>, offers help and advice as well as current labour market information

The National Careers Service website, <https://nationalcareers.service.gov.uk>, supports parents and young people with their research and decision-making.

The National Apprenticeships website, <https://www.apprenticeships.gov.uk/apprentices>, offers information about, and opportunities to search and apply for, apprenticeships and traineeships.

The Careers Team welcomes employers, further education (16-19) and higher education (18+) providers into school to promote education and career opportunities to students. Students interests have been surveyed, and as a result, students will be invited to attend Careers Talks and Events.

Advice: Students should continue to study a balanced programme of study up to the age of 16, this means the fewest possible restrictions on a choice of future career and no doors will have been closed through early specialisation.

For further information on Careers Pathways please have a look at the many careers open to you below

<https://nationalcareers.service.gov.uk/explore-careers> or <https://www.planitplus.net/JobProfiles/>

Special Educational Needs / Raising Achievement Team

Mr Salgado

Additional support at KS3 and KS4

At Thorpe St Andrew School and Sixth Form we:

- challenge our students to become reflective and creative thinkers, building confidence to think for themselves;
- maintain high expectations for ALL, regardless of any barriers to learning, challenging students to try to be the best they can be academically, socially and emotionally;
- strive to actively and purposefully prepare, support and equip our teachers and support staff with high quality teaching strategies, adaptations and differentiation techniques;
- endeavour to empathise and respond positively to our students individual needs, tailoring our support all the way from the beginning of their GCSE study until the end of the examinations period;
- provide a comprehensive package of support on an individual basis ensuring that all students have an equal opportunity and experience of school life.

Additional Support

1:1 Academic Support	Access Arrangements for examinations	Outside Agencies
Opportunities to additional targeted support on a 1:1, small group basis liaising with subject teachers	We start to access our students in the beginning of Year 9, establishing a normal way of working. Arrangements are valid for 26 months	We work alongside our partners, having access to a wide range of professionals that includes Educational Psychologists and Specialist Learning Support Teachers.
Model Techniques	Mentoring/Wellbeing Support	GET IN TOUCH
We help with revision techniques and study skills through workshops/ after school sessions for our Years 10 and 11	Relax! We listen, we have time and we have a safe space for our students to go, should they need to channel or relieve their stress and anxieties	Should you or your child need help during preferences process do not hesitate to book an appointment with the SENCO psalgado7xry@yare-edu.org.uk

Equal Opportunities

We believe that all students are entitled to equality of opportunity in learning. All students in our school have a right of access to opportunities, regardless of ability, age, gender, physical ability, racial or ethnic group, sexuality, religious beliefs or social background.

Throughout the curriculum, students are encouraged to understand the implications of equal opportunity and regard. This should be challenged to dispel the ignorance and distrust which breeds prejudice and discrimination. We value all students and believe they should be treated with equal regard.

We aim to avoid gender stereotyping and positively encourage students to break such stereotypes where appropriate. It is our policy that there should be no discrimination between boys and girls in the matter of course availability, testing, visits, careers guidance or any other benefits, facilities or services provided by the school. Our aim is to meet the needs of each individual student, where all have access to appropriate work.



16-19 Opportunities

Thorpe St Andrew Sixth Form

We are an 11 – 18 school and many of our students will stay with us in our Sixth Form until Year 13 before moving on to apprenticeships, employment or university. This is evidenced by our student outcomes which are consistently above national averages for Academic, Applied and Technical Qualifications. Ofsted rated our Sixth Form as Good.

We have a well-established and highly successful Sixth Form of approximately 450 students, with our own accommodation within Thorpe St Andrew School and Sixth Form.

We are large enough to have a wide range of courses available, both academic and vocational, but are small enough to be aware of, and respond to, the needs of each individual student.

Our success in delivering vocational qualifications was recognised by the department for Education when we were awarded the T level qualification.

Thorpe St Andrew School is one of a handful of schools around the country – and the only one in East Anglia – selected for the pilot of T levels: qualifications equivalent to an A level but offered in more vocational subjects like construction and social care.

We strive to offer a balanced curriculum in order to address every student's personal needs and ability to be successful in our Sixth Form. To this purpose, we offer straight academic A Level programmes alongside a mix of vocational and academic programmes to vocational only programmes.

Additionally, Year 12 students follow an enrichment course and an academic coaching option. The latter aims at giving back to the local community by dedicating one hour a week off their timetable to help students lower down the school who are struggling in their chosen areas. This includes Literacy and English as an Additional Language Mentors to name a few.

Our outcomes in the Sixth Form are consistently strong with both A levels and Vocational subjects delivering above national outcomes which put the school in the top 10% of all schools nationally for Value Added measures.

We are very proud that this year 98% of our university applicants secured a place in their firm choice, with many other students having secured an apprenticeship or employment upon completion of their sixth form studies.

We hope that you have a taster of the Sixth Form here at Thorpe St Andrew School and Sixth form and will be part of its success in the future. Your preferences are just the start of your journey here with us.

Further information on our Sixth form is available on our school website;

<https://thorpestandrewschool.org.uk/sixth-form/>