



Sybil Andrews Academy

Options 2021

Aims of the Key Stage 4 Curriculum

The Sybil Andrews Academy Key Stage 4 curriculum aims to develop successful learners who enjoy learning; confident individuals who have high aspirations; problem solvers who are able to solve complex problems, and leaders who make a positive contribution to our school, Trust and wider community.

The curriculum plan for 2021 reflects local and national priorities. At the heart of our curriculum design are the principles of academic achievement, progression, balance and choice. We know that when students see their study as a step towards achieving future goals this encourages motivation, determination and resilience. We still provide every student with a clear sense of purpose and direction as they embark on their KS4 programme of study.

To achieve these goals the curriculum at Sybil Andrews Academy is:

- A three year Key Stage 3 curriculum and a two year Key Stage 4 curriculum;
- A curriculum which supports achievement of higher outcomes;
- A curriculum that meets the needs of students of all ability levels.

At Sybil Andrews Academy, we see the following advantages:

- Greater curriculum time for all examined subjects which will support student progress;
- The development of a more academic curriculum to challenge and support progress and attainment;
- A wider choice of subjects to broaden opportunities for all students, allowing them to pursue a broad range of interests

We strongly believe that the curriculum has the interests of the students at its core, ensuring that they get a broad and balanced education, which is underpinned by progress and support for all, improving their chances of securing better post 16 options.

Now is the time for you to make important choices about your future. We are asking you to choose your Key Stage 4 subjects to study at Sybil Andrews Academy. The Academy and your teachers have worked hard to ensure that you have the widest possible choice to allow you to choose a curriculum that is interesting, exciting and relevant to you. This will lead to a range of qualifications and will provide you with more life choices and better life chances for when you are 16. It is more vital than ever that you are thoroughly prepared with the qualifications and attitudes required for further study and the fast changing world of work.

It is very important that you take the process very seriously and that you gather as much information as you can about the subjects you might be interested in taking. You should make sure that you discuss your options with your parents, your teachers and your form tutor along with attending the Key Stage 4 Options Evening.

Good luck!

A handwritten signature in blue ink, appearing to read 'MR RUFFELL'.

Mr Ruffell
Deputy Headteacher

Options Overview

As you move into Year 10 you can make choices about your study programme, which will be made up of three parts:

- **Core subjects** – all students will study English Language, English Literature, Mathematics, Science, PSHE, Philosophy and Ethics and Core PE.
- **EBACC subjects** – all students will select a subject or subjects which are considered EBACC subjects: French, Geography, History and Computer Science.
- **Option subjects** – all students will have the opportunity to study two or three different option subjects which are not considered **Core** or **EBACC** depending upon pathway.

The choices you make will be personal to you, meeting your needs and matching your strengths, skills and talents. This pathway will be the starting point for further studies at Sixth Form or college during Key Stage 5. The qualifications you achieve will also be important to future employers and universities.

These choices are very important. To help you make the best decisions for you there will be support available from your tutor, your head of year, subject teachers and our excellent careers adviser Mrs Cannard.

We hope you enjoy the challenge of making choices that will build on your hard work so far and will lead you towards future success.

The value of studying a language

Most students will have studied a language at key stage 3; all students on Pathway A will continue to do so.

Studying a language to GCSE is an important skill for business, cultural appreciation and development of a student's own language.

It is also well regarded by many universities and employers.

Currently we offer:

- GCSE French
- Home language GCSE for individual students for whom this applies.

Choosing a Pathway

The school will guide you as to whether to study a language, students will be guided between the following pathways which will characterise the optional part of their curriculum.

Example Pathway Table

Pathway A – Most Students	Pathway B – Very few students guided by the school
English Language English Literature Mathematics Science (Combined or Separate) French GCSE Geography or GCSE History Two further subjects GCSE Art or GCSE Textiles GCSE Citizenship Level 1/2 GCSE Computer Science Cambridge Nationals Creative iMedia L1/2 GCSE Design Technology GCSE Drama BTEC Health and Social Care Level 1/2 Hospitality and Catering Level 1/2 NCFE Health and Fitness Level 1/2 or GCSE PE GCSE Music NCFE Performance Skills Level 1/2 GCSE Religion, Philosophy and Ethics GCSE Statistics	English Language English Literature Mathematics Science (Combined or Separate) GCSE Geography or GCSE History Three further subjects GCSE Art or GCSE Textiles GCSE Citizenship Level 1/2 GCSE Computer Science Cambridge Nationals Creative iMedia L1/2 GCSE Design Technology GCSE Drama BTEC Health and Social Care Level 1/2 Hospitality and Catering Level 1/2 NCFE Health and Fitness Level 1/2 or GCSE PE GCSE Music NCFE Performing Skills Level 1/2 GCSE Religion, Philosophy and Ethics GCSE Statistics

The majority of students will be guided towards Pathway A and a small percentage of students will be guided by the school to benefit from Pathway B. Your Head of Year, Mr Gethin, will be in touch about whether Pathway B would be the best option.

You should discuss these choices with your family and make use of the professional guidance from your tutor, Head of Year, subject teachers, and our careers adviser, Mrs Cannard.

The Key Stage 4 Pathways evening will be conducted remotely this year due to Covid-19 over Zoom. Replacing the subject meetings will be subject videos on our website. The Pathways evening will give information of the process and enable you to ask any question you may have.

At the end of this process you will need to complete your KS4 Pathways Options Form and return it to your Head of Year.

What to consider when making your choices

Employment is changing and it is unlikely that you will have only one job during your working career. With this in mind, your curriculum should be **well balanced** and give you opportunities to progress to the next level in your learning.

Challenging as though it may be, consider this question:

- what would I like to be doing in 2 years, 5 years, 10 years, and even 20 years?

With this in mind, think about:

- how will my qualifications help me?
- which personal qualities and skills are going to be really important?
- what experiences will be most helpful?

Wise choices will ensure that you select subjects that:

- **give you a strong foundation** for study after Year 11
- **you are good at**, as this will lead to better motivation and better results
- **which interest you**, which you enjoy and want to study for two years
- **which will help you with a range of future careers.**

Before you choose courses, think about your strengths, weaknesses and how you learn best.

A few tips to help you choose your options wisely include thinking about:

- what you have enjoyed learning about so far
- how the option course is assessed and whether this suits you
- the balance of your choices to develop a wide range of skills for life
- talking to older students already studying the subject to gain insights
- the opportunities your choices offer for further study and employment.

Be aware that choosing a particular course because you can get on well with the teacher or because a friend chooses it is not such a good way to select an option, especially as you may have a different teacher next year and not be in the same class as your friend.

Support in making choices

There are a number of people who will be able to support you in your decision making. Time spent asking questions, discussing options and considering alternatives will be extremely beneficial and influence the quality of your decisions:

- your family know you best as a person
- your Tutor knows you and your strengths in school
- your Head of Year will be able to add to thinking about next steps
- subject teachers can tell you about the individual courses
- Mrs Cannard can provide detailed advice about specific careers

The English Baccalaureate

You may have heard of the English Baccalaureate or 'EBacc' which the Government introduced in 2010. It is a set of qualifications valued by universities and useful for a wide range of careers.

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 maths.

To complete the English Baccalaureate students study:

- English Language & English Literature
- Mathematics
- Two Science subjects (which includes Computer Science)
- A modern foreign language
- A humanities subject (Geography or History)

Will I get my first choices?

We will do our very best to give you your first choice of courses, but that is not always possible, so you will be asked to select reserves. For a course to be taught it must have been chosen by a sufficient number of students. However, most courses also have maximum numbers that they can accept and if a course has too many applicants we will discuss this situation with you.

What to do now

To begin

- read this information book carefully, it's also available on our website
- watch the videos prepared by teachers and older students
(a link to the videos will be emailed after the Year 9 Options Evening).
- ask questions
- talk things over with family, your tutor and teachers
- take time to consider the whole range of subjects available

Then

- select your option choices
- complete the Microsoft Form
(an electronic form will be emailed after the Year 9 Options Evening)

If you are finding it difficult to choose subjects relating to a possible future career then turn to the end of this booklet for a list of possible careers related to each subject and some useful websites to use.

The Key Stage 4 Curriculum

The range of courses on offer will enable you to have an individual programme that builds on your strengths and interests. At Sybil Andrews Academy we have always been determined that students should have a broad and balanced education. We also believe it is important that it is personalised to the needs and interests of the individual student. This was a key factor in the introduction of the pathway option. Your timetable in Years 10 and 11 will be made up of Core Courses (which all students follow) and four Option Courses. Your Core Courses will see you study English, Mathematics, Science and Physical Education. Your Pathways Courses will then allow you to personalise your curriculum through the subject choices you make.

Important Note

Once all pathways options forms have been returned lists of students on each course will be prepared. When a course is oversubscribed, cannot be supported due to lack of numbers, or through other constraints it will be necessary to reallocate your choices. We will talk to you and offer support to make sure that you are happy with the final combination of subjects.

We cannot guarantee that all the courses listed will run.

GCSE English Language

Course Leader: Mrs L Dawson

Contact Email: ldawson@sybilandrewsacademy.co.uk

Examination board: AQA

Assessment: 100% exam + speaking assessment

What does the course involve?

The AQA English Language course has a dual focus; 50% of the overall marks focus on the comprehension and analysis of texts, and 50% focus on writing skills. This is split between 2 examined papers. The qualification is 100% examination, so the reading and analysis of a range of fiction and non-fiction texts from the 19th and 20th century is imperative to gain confidence going in to these exams.

Paper 1 focuses on the comprehension and analysis of a fiction text, asking students to analyse both the language and structure of the text, and to evaluate the way ideas are presented within that text. They are also asked to produce their own piece of creative writing, with marks awarded for creativity, use of descriptive techniques, accurate paragraphing, sentence construction, grammar, spelling and punctuation.

Paper 2 requires students to read and answer questions on two non-fiction texts, one modern and one from the 19th or 20th century, linked by a theme. Students are asked to show their comprehension skills, to summarise and compare viewpoints portrayed within the texts, analyse the use of language and compare the way writers present their ideas within the two texts. They are also asked to produce a non-fiction text putting forth a particular viewpoint, typically arguing or persuading their reader of a particular view. Here, marks are awarded for originality, the creation of a cohesive argument, their use of rhetorical techniques, and the accuracy of their paragraphing, spelling, punctuation and grammar.

The English Language examination provides effective preparation for further study of a range of courses, including English Language at A-Level, as well as other courses which require analytical thinking, such as History, Geography or Philosophy and Ethics. The course will enable you to become a critical thinker, and a more effective communicator in all aspects of your written work.

Knowledge and Skills developed

Students will develop and apply their knowledge of 19th, 20th and 21st century England to their reading of a range of non-fiction texts. They will consider a range of different viewpoints within texts, and how these viewpoints are shown. They will understand a range of text types and utilise different techniques to match these styles effectively.

<https://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

GCSE English Literature

Course Leader: Mrs L Dawson

Contact Email: ldawson@sybilandrewsacademy.co.uk

Examination board: AQA

Assessment: 100% exam

What does the course involve?

The AQA English Literature course encourages students to develop their skills of comprehension and analysis of texts. Central to this analysis is the understanding of social and historical contexts, and the application of this knowledge to the texts studied. Students will come to understand the style and features of a wide range of written genres and text types, ranging from prose to play scripts and poetry.

This course is 100% examination, split between two papers. For Paper 1 they will study Shakespeare's *Macbeth* and either R.L Stevenson's *The Strange Case of Dr Jekyll and Mr Hyde* or Shelley's *Frankenstein*. For Paper 2 they will study J.B Priestley's *An Inspector Calls*, and a range of poetry connected through the themes of 'Power and Conflict', developing their skills of analysis and comparison to explore unseen poetry too. As the qualification is 100% examination, it requires detailed note-taking and revision throughout the two years to enable effective preparation for those two exam papers.

English Literature provides effective preparation for further study of a range of courses, including English Literature at A-Level, as well as other courses which require analysis and essay writing skills, such as History or Geography. The course will enable you to become a critical thinker, and a more effective communicator in all aspects of your written work.

Knowledge and Skills developed

Students will explore a range of relevant historical periods, including Elizabethan/Jacobean England, the Victorian period, and 21st century Britain in the period encompassing the World Wars. They will explore the gothic genre throughout time, consider the typical features of prose, poetry and play texts, and consider the impact of social, political and moral ideas on the different texts.

<https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

GCSE Mathematics

Course Leader: Mrs J Wilson

Contact Email: jwilson@sybilandrewsacademy.co.uk

Examination board: Edexcel

Assessment: 100% exam

What does the course involve?

The GCSE maths curriculum aims for students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

As much as possible, students are made aware that mathematics can be used to develop models of real life situations. Students are also encouraged to recall, select and apply mathematical formulae.

Throughout years 10 & 11, students continue to build on their knowledge so far gained. The content is divided into topics:

- Number
- Algebra
- Ratio, proportion & rates of change
- Probability
- Statistics

In year 11 students sit either the Foundation or Higher Tier exam. We give as many students as possible the chance to sit the higher tier exam. Each tier comprises of three papers: Paper 1- non calculator

Paper 2- calculator

Paper 3- calculator

What are the course requirements?

Students are required to apply their mathematical knowledge to a range of questions. Some questions require students to explain their thought process and give explanations to why an answer might be correct.

Knowledge and Skills developed

Whilst studying GCSE maths, students develop methods for solving problems, how to apply their knowledge and how to extract and use required information. Our students develop the skills needed to use a range of mathematical instruments. As students progress through Sybil Andrews, they revisit topics, building on their knowledge and making links to other subjects. Links are made to real life situations as well as possible career paths.

<https://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/specification-and-sample-assesment/gcse-maths-2015-specification.pdf>

GCSE Science Combined Science & Biology, Chemistry and Physics

GCSE course

Course Leader: Mrs F Green

Contact Email: Fgreen@sybilandrewsacademy.co.uk

Examination board: AQA

Assessment: 100% exam.

What does the course involve?

GCSE Science provides students with a broad and detailed foundation in each of the three areas of Science. From year 10 students will follow either the Combined Science course, resulting in 2 Science GCSE's or the Separate Sciences (Biology, Chemistry and Physics) resulting in a GCSE in each subject.

Course content:

Biology

- Cell Biology and Cell division
- Organisation in animal and plants a study of organ & systems and how they function
- Communicable and Non communicable disease and our bodies response to them.
- Bioenergetics, a study of respiration and photosynthesis
- Homeostasis and response a study of nervous and hormonal control.
- Inheritance variation and evolution
- Ecology a holistic study of the environment and interdependence of organisms

Chemistry

- Atomic structure and the periodic table.
- Bonding, structure, and the properties of matter.
- Quantitative chemistry
- Chemical changes.
- Energy changes during reactions
- Organic chemistry a look at the breadth and importance of carbon and its compounds.
- Chemical analysis.
- Chemistry of the atmosphere

Physics

- Energy types and transfer.
- Electricity.
- Particle model of matter and how it explains properties of materials.
- Atomic structure
- Forces and motion
- Waves their properties and behaviour
- Magnetism and electromagnetism

Students are taught in distinct biology, chemistry, and Physics lessons. Lessons include a variety of activities, which aim to develop an interest and enthusiasm for science, and an understanding of scientific theory, so they can apply this knowledge to a range of practical and written tasks. This comes from listening and debating with their teacher, reading textbooks, websites and completing practical activities.

Students will be expected to be able to apply their understanding of scientific concepts to new theoretical and practical situations as well as analyse and evaluate experimental data and method. Students complete several 'Required Practical's' as part of the course which will help them to develop their experimental skills and develop their ability to apply mathematical ideas to scientific contexts.

Assessment:

Combined Science: students sit 6 papers each 1hour 15minutes long with a total of 70 marks on each. Each of the papers is made up of multiple choice, structured, closed short answer and open response questions. Each paper contributes 16.7% to the final mark.

Separate Sciences: For each of the three Sciences the students will sit 2 papers of 1hour and 45mins and carrying a total of 100 marks. Each of the papers is made up of multiple choice, structured, closed short answer and open response questions. Each paper contributes 50% to the final mark.

What are the course requirements?

Science is a compulsory GCSE for all. Students suitability for the Separate Science course will be assessed by an internal exam at the end of the summer term in year 9. Therefore, all students will be entered for 2 GCSE Science qualifications and those high attaining students will be entered for 3 GCSE Science qualifications. Throughout the course students will develop their understanding not only of Scientific theory but also Scientific method they will use practical experiences to understand the process by which theoretical ideas can be demonstrated by practical investigation. Throughout the course there is the use of a wide range of mathematical skills.

Science is a well-regarded subject and sought after by universities and employers, it allows students to develop an understanding of ourselves and the world around us as well as developing a range of transferable skills such as critical thinking analysis and evaluation. Science qualifications lead to a wide range of careers such as medicine, healthcare, agriculture, industry, engineering, education, health and fitness, emergency services and the energy sector to name but a few.

Knowledge and Skills developed

The wide variety of topics and contexts in Science make it an extremely interesting and valuable subject to study. From the tiniest particles to the largest celestial bodies, science allows us to understand how we and the world around us work and provides us with the tools to understand how our lives may change in future.

Specification links:

Combined: <https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

Biology: <https://www.aqa.org.uk/subjects/science/gcse/biology-8461>

Chemistry: <https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462>

Physics: <https://www.aqa.org.uk/subjects/science/gcse/physics-8463>

GCSE Art and Design

Course Leader: Miss E Pearson

Contact Email: epearson@sybilandrewsacademy.co.uk

Examination board: AQA

Assessment: 40% exam, 60% coursework

What does the course involve?

Over the two years students produce coursework on two given topics before completing an externally set assignment for one project

Coursework projects- 60%

These projects comprise a 'Portfolio' of coursework on the themes 'Based in Nature', and 'I, me, mine'. These are timed controlled assessments so each lesson and homework counts. The assessment takes place under normal classroom conditions. The 'Based in Nature' project takes place in year 10, where students will learn basic skills, before developing their project independently. At the end of year 10 students will then move onto 'I, me, mine' which counts as a mock project in preparation for the externally set assessment. The layout of this project will be similar to 'Based in Nature', just shorter. Students will sit a 5 hour mock exam during this time, where they will complete an 'out of book piece' linking to their project.

Exam project- 40%

They will then compose a portfolio for an externally set assignment which will also be the Year 11 examination, lasting 10 hours, taking place over two days. After initial research and observational studies, you are required to develop a series of ideas before selecting one to be produced as your final project piece.

During the course you should expect to develop your art and design skills further through drawing, painting, printmaking and researching the work of other artists. You must show an understanding of historical and contemporary art work and be able to express yourself verbally and visually, as well as through written documentation in your sketchbook. Sketchbooks are compulsory for this GCSE and must be brought to every lesson as they form an essential part of every project set.

What are the course requirements?

The course requires dedication and a passion for Art and Design at GCSE. The course will require a more individual and self-motivated approach. You will often be asked to collect research through drawing, making studies and taking photographs for homework, keeping up with the fast pace.

Knowledge and Skills developed

A wealth of creativity, experimentation, self-evaluation and review will be seen as you develop your artistic pieces and portfolio. Your skills in a wide range of artistic techniques will also grow through the course.

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance>

GCSE Citizenship Studies Level 1/2

Course Leader: Mr N Hope

Contact Email: NHope@sybilandrewsacademy.co.uk

Examination board: Edexcel

Assessment: 100% Exam

What does the course involve?

Citizenship Studies focuses on how we as people can be active and engaged citizens in the world around us. It looks into issues around democracy, power, government, the law and the role of the UK in the wider world. Students will explore, engage and learn about topical and controversial issues, to gain a broader understanding of how the world works. The course will allow opportunities to think about and debate some of the urgent and pressing questions that face society. There are five main areas of study which are outlined below:

- Theme A: Living together in the UK. Key questions include: What is identity? How have communities developed in the UK?
- Theme B: Democracy at work in the UK. Key questions include: Who runs the country? How does parliament work? How does government manage public money?
- Theme C: Law and justice. Key questions include: What is the law? How does the criminal justice system work? Is crime increasing in society?
- Theme D: Power and influence. Key questions include: What power do citizens have? What role and influence should the media have? Does the UK have power and influence in the wider world?
- Theme E: Taking citizenship action.

What are the course requirements?

Citizenship studies would be an ideal course for anyone who is interested in the big issues affecting the UK and the wider world. The course would link well to other humanities subjects especially History, Geography and RPE, as it looks to explain how certain ideas have developed, as well as the practicalities of these ideas in society today.

There are two exams which are both written. There is a mixture of multiple choice, short and long answer questions. This does mean that there is a level of extended writing.

Knowledge and Skills developed

Students will be encouraged to develop skills such as critical thinking and forming their own opinions. This will be centred on issues that are affecting people's lives every single day. They will be required to analyse evidence and use this to support their own ideas. They will be taught to understand key themes that underpin society such as democracy and values.

https://qualifications.pearson.com/content/dam/pdf/GCSE/Citizenship%20Studies/2016/Specification%20and%20sample%20assessments/Specification_GCSE_L1-L2_in_Citizenship.pdf

GCSE Computer Science

Course Leader: Mrs T Oluwafemi

Contact Email: toluwafemi@sybilandrewsacademy.co.uk

Examination board: AQA

Assessment: e.g. 100% Exams (Paper 1 & 2)

Paper 1: Computational thinking and programming skills	• Written exam: 2 hours • 90 marks • 50% of GCSE
Paper 2: Computing concepts	• Written exam: 1 hour 45 minutes • 90 marks • 50% of GCSE

Exam Questions are a mix of multiple choice, short answer, longer answer and extended response questions.

What does the course involve?

Component 1: Computational thinking and programming skills (50% of GCSE)

Students will be taught computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code. They will be taught to code in one of the following exam board supported programming languages: C#, Python or VB.Net.

Component 2: Computing concepts (50% of GCSE)

Students will be taught theoretical knowledge and foundation elements of computing including, Computer systems, Fundamentals of computer networks, Cyber security Relational databases and structured query language (SQL) and the ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy.

What are the course requirements?

Computer science GCSE course counts as a science for the English Baccalaureate. You will need to have a strong interest in Computing, digital innovation and be interested not just in using technology but in how it works. This course will be best suited to students who have a strong mathematical background due to the programming/coding elements.

Knowledge and Skills developed

Students will understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation. They will learn to analyse problems in computational terms through practical experience of solving such problems, including designing, writing, and debugging programs. They will be taught to think creatively, innovatively, analytically, logically, and critically. To understand the components that make up digital systems, and how they communicate with one another and with other systems. They will understand the impacts of digital technology to the individual and to wider society and apply maths skills relevant to computer science. This also involves learning an industry standard computer science language.

<https://filestore.aqa.org.uk/resources/computing/specifications/AQA-8525-SP-2020.PDF>

Cambridge Nationals

Creative iMedia Level 1/2 Award

GCSE course

Course Leader: Mrs T Oluwafemi
Contact Email: toluwafemi@sybilandrewsacademy.co.uk
Examination board: OCR
Assessment: 25% exam, 75% coursework

What does the course involve?

These qualifications will assess the application of creative media skills through their practical use. The Cambridge Nationals in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively.

Creative iMedia consists of two mandatory units and two optional units. Therefore, students must complete all four units in order to achieve the full qualification.

Mandatory Units

R081: Pre-production skills

Assessment: Written paper OCR set and marked, 1hr 15mins and worth 25% of the qualification.

About this unit: This unit will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process. The exam will be undertaken in Year 10.

R082: Creating digital graphics

Assessment: Coursework: OCR set assignment, completed under teacher supervision and worth 25% of the qualification.

About this unit: The aim of this unit is for learners to understand the basics of digital graphics editing for the creative and digital media sector. They will learn where and why digital graphics are used and what techniques are involved in their creation. This unit will develop learners' understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process.

Optional Units

R084: Storytelling with a comic strip

Assessment: Coursework: OCR set assignment, completed under teacher supervision and worth 25% of the qualification.

About this unit: This unit will enable learners to understand the basics of comic strip creation. It will enable them to interpret a client brief, use planning and preparation techniques and to create their own comic strip using digital techniques

R085: Creating a multipage website

Assessment: Coursework: OCR set assignment, completed under teacher supervision and worth 25% of the qualification.

About this unit: This unit will enable learners to understand the basics of creating multipage websites. It will enable learners to demonstrate their creativity by combining components to create a functional, intuitive and aesthetically pleasing website. It will allow them to interpret a client brief and to use planning and preparation techniques when developing a multipage website.

What are the course requirements?

The KS3 Computing and ICT course of study embarked upon between Year 7 – 9 at Sybil Andrews Academy will provide adequate preparation for students who will be taking this course. There is no requirement for learners to achieve any specific qualifications prior to undertaking these qualifications.

It is best suited to students who enjoy creative aspects of IT such as developing websites and creating digital graphics and so it sits well with other creative subjects such as Art or Design Technology. The majority of the course is assessed via written coursework therefore, students will be required to provide extended documentation and should be ready for report and documentation writing. Students will need to be organised and be able to keep to strict deadlines in order to complete all coursework tasks in a timely manner.

Knowledge and Skills developed

The Cambridge Nationals in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products. The Cambridge Nationals in Creative iMedia will also challenge all learners, including high attaining learners, by introducing them to demanding material and techniques; encouraging independence and creativity and providing tasks that engage with the most taxing aspects of the National Curriculum.

<https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/qualification-at-a-glance/>

GCSE Design Technology

Course Leader: Mr M Foreman

Contact Email: mforeman@sybilandrewsacademy.co.uk

Examination board: AQA

Assessment: 50% exam, 50% coursework

What does the course involve?

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental, and economic factors.

Students will also learn about contemporary technologies, materials, and processes, as well as established practices. There is a significant emphasis on understanding and applying iterative design processes where students will use their creativity and imagination to design and make prototypes that solve real and relevant problems. Students will need to consider their own and others' needs, wants and values.

The course comprises of four main areas: Core technical principles, Specialist technical principles, Designing and making principles and a coursework task where students respond to a contextual challenge set by the exam board.

Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

What are the course requirements?

This course is best suited to students wishing to develop strong theoretical knowledge of design principles and technical knowledge of materials, usually in preparation for A Level Product Design. Students should be aware that this is a demanding, technical and challenging GSCE which is not simply 'woodwork or metal work'. There is a higher proportion of theory than practical work.

Design Technology works well with Maths, Science and Art. 20% of the final examination is based on mathematics and a further 20% on Science.

Knowledge and Skills developed

The GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials, techniques, and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

<https://filestore.aqa.org.uk/resources/design-and-technology/specifications/AQA-8552-SP-2017.PDF>

GCSE Drama

Course Leader: Ms S Hugill

Contact Email: shugill@sybilandrewsacademy.co.uk

Examination board: Edexcel

Assessment: 40% Devising Performance and Portfolio, 20% Scripted Performance

Exam, 40% Written Exam (live theatre review and exploration of a play text).

What does the course involve?

This course is excellent for any student that has a passion for performance and a willing to explore the analytical side of performance.

The course is split into three sections and run over two years, combining practical and written elements.

Component 1: Devising Theatre. Students will be assessed on either acting or design. They will participate in the creation, development and performance of a piece of devised theatre, using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by the exam board. Students will document the process in a portfolio of supporting evidence and will write an evaluation of the final performance or design.

Component 2: Performing from a Text. Students will be assessed on either acting or design. They will study two extracts from the same performance text. They explore the text in practical workshops and produce a final polished performance using sections of text from both extracts.

Component 3: Theatre Makers in Practice. Students will study a play text and explore it through both practical workshops and contextual study. They will also watch and review a live piece of theatre. Students will complete a final written examination lasting 1 hour 45 minutes.

Students explore in depth a variety of genres and practitioners and use their ideas when devising their own piece of drama. Students will complete a written examination under timed conditions. They will also attend more than one theatre production as they will write about performance in the examination.

What are the course requirements?

The drama qualification is perfect for any student who is a confident performer and willing to study both play texts, experiment with devising their own theatre pieces and explore the analytical elements within the course. There is much extended writing work, particularly in the portfolio element of Component one and the written exam in Component three.

Skills developed by students are assessed through devising, performing and exploring theatre. They develop their communication skills throughout the course, as well as their performance skills and ability to reflect on and evaluate theatre. Students become more confident, cooperative and empathetic while studying drama. This subject allows their social and personal skills to flourish.

Knowledge and Skills developed

The aims and objectives of this qualification are to enable students to:

- Apply knowledge and understanding when making, performing and responding to drama
- Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created
- Develop a range of theatrical skills and apply them to create performances
- Work collaboratively to generate, develop and communicate ideas

- Develop as creative, effective, independent and reflective students able to make informed choices in process and performance
- Contribute as an individual to a theatrical performance
- Reflect on and evaluate their own work and that of others
- Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice
- Adopt safe working practices.

The core skills developed in this qualification are:

- The ability to recognise and understand the roles and responsibilities of performer, designer and director
- The study and exploration of texts and extracts must include the relevant social, historical and cultural contexts
- The ability to analyse and evaluate their own work and the work of others
- The ability to understand how performance texts can be interpreted and performed.

https://qualifications.pearson.com/content/dam/pdf/GCSE/Drama/2016/Specification%20and%20sample%20assessments/GCSE2016_L12_Drama_Issue_2_Specification.pdf

GCSE French

Course Leader: Mrs Frankland

Contact Email: hfrankland@sybilandrewsacademy.co.uk

Examination board: AQA

Assessment: 100% exam (25% listening, 25% speaking, 25% reading, 25% writing)
(students are entered at either foundation - grades 5-1 or higher - grades 9-4)

What does the course involve?

With 75% of the world not speaking English as their mother tongue, the ability to speak another language is a well-respected and highly sought-after skill in many sectors of work.

The GCSE course is centred around three main themes:

- **Theme 1 Identity and Culture** (me, my family and friends, technology in everyday life, free-time activities, customs and festivals of the French-speaking world)
- **Theme 2 Local, national, international and global areas of interest** (home, town, neighbourhood and region, social issues, global issues, travel and tourism)
- **Theme 3 Current and future study and employment** (my studies, life at school/college, education post-16, jobs, career choices and ambitions)

The course fosters an enjoyment of language-learning and enables students to take their place in a multilingual society. Lessons will be taught in a lively and engaging manner using a range of resources including authentic material and literary texts. In class, you will get regular practice at listening, speaking, reading, writing and translating. In addition, you will have access to our on-line vocabulary building subscriptions.

What are the course requirements?

We value the skills developed in learning a foreign language which is why we encourage most students to opt for GCSE French. All we ask is that students come to the course with an open and enquiring mind and a passion for learning.

Knowledge and Skills developed

The GCSE French course builds on the core skills, grammar and vocabulary taught at KS3.

Alongside studying the French language, you will learn about the people, culture and festivals of the French-speaking world. Studying a foreign language also develops a wealth of skills useful to you in later life including communication skills, independence, memory skills and problem solving. The knowledge of a foreign language is rapidly becoming a necessity in today's global workplace. In addition, many

universities look for undergraduates to have a GCSE in a foreign language. Languages literally 'open doors' and a GCSE in French would support you in pursuing a career in many fields including travel and tourism, journalism, hospitality and translation and interpreting. Ça vous intéresse?

GCSE Geography

Course Leader: Mr C Handley

Contact Email: chandley@sybilandrewsacademy.co.uk

Examination board: AQA

Assessment: 100% exam

What does the course involve?

In GCSE Geography, you will build on the skills you have developed whilst studying Geography at Key Stage 3. You will travel the world from the classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). You are also encouraged to understand your role in society, by considering different viewpoints, values and attitudes.

Your knowledge and understanding of Human and Physical Geography is extended and integrated with a strong focus on topical issues and up-to-date case studies. You may undertake your own fieldwork, applying skills you learn to a real-life geographical scenario. This could involve carrying out investigations in the local area, as well as collecting, presenting and analysing data. You will understand how to discuss issues and understand different points of view, justify your opinions and evaluate as well as offer solutions to problems both in the United Kingdom and other parts of the world.

In GCSE Geography, some of the topics you will cover may include the idea of living with the physical environment, the challenge of natural hazards, the living world and physical landscapes in the UK, challenges in the human environment, urban issues and challenges, the changing economic world and geographical skills and applications.

What are the course requirements?

Geography links well with other subjects, such as Science and Maths and some of the skills needed to be successful overlap with these subjects. Are you interested in where you live, how places are changing and who makes the decisions about the environment we live in? Are you interested in the way the economy works? Do you have a genuine interest in global affairs and a real passion to make a difference? If the answers are 'yes' to these questions, Geography would be a good subject for you to consider at GCSE.

Knowledge and Skills developed

You will develop skills essential to the study of the world around us, such as data collection and analysis. This is an issues-based investigative course with an emphasis on enquiry and problem solving; important skills needed in today's rapidly changing world.

<https://filestore.aqa.org.uk/resources/geography/specifications/AQA-8035-SP-2016.PDF>

BTEC Health and Social Care

Technical Award Level 1/2

Course Leader: Miss T King

Contact Email: tking@sybilandrewsacademy.co.uk

Examination board: Edexcel

Assessment: 60% coursework, 40% external assessment

What does the course involve?

This BTEC Tech Award gives a fantastic grounding to build skills that show an aptitude for further learning both in the health and social care sector and more widely. The course aims to provide students with knowledge and understanding through applying their learning to work related contexts and gain the skills they need for further study or employment.

The two internally assessed components focus on:

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

The component 3 external examination assessment builds directly on the two internally assessed components and enables learning to be brought together and related to a real-life situation. You will assess an individual's health and wellbeing and use this to create a health and wellbeing improvement plan.

What are the course requirements?

60% Portfolio based assessments, including the option of work-related learning, 40% External assessment based on a key task that requires you to demonstrate that you can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification.

Concept 1: Human Lifespan Development (internal)

Concept 2: Health and Social Care Services and Values (internal)

Concept 3: Health and Wellbeing (external)

Knowledge and Skills developed

You will develop transferable skills, such as written communication, skills in applying care values which are common across the sector (some of which are transferable to other sectors that involve interactions with clients or customers) and skills in analysing information and communicating for a specific purpose. All these will support your progression to Level 3 vocational or academic qualifications.

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care.html>

Hospitality and Catering

Vocational Award Level 1/2

Course Leader: Mr M Foreman

Contact Email: mforeman@sybilandrewsacademy.co.uk

Examination board: WJEC

Assessment: 60% exam, 40% coursework

What does the course involve?

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

In this Level 1/2 vocational course, students will build theoretical knowledge about the Hospitality and Catering industry as well as developing practical skills in planning, preparing, and cooking a variety of dishes.

In unit 1, you will focus on learning about different types of providers, legislation, food safety and the roles and responsibilities within the sector.

In unit 2, you will develop practical skills for planning, preparing, cooking, and presenting nutritional dishes to meet specific client's needs. This will lead to the completion of a 9-hour NEA (coursework) task where students will respond to a Learner Assessment Brief through a written assignment and a 4 hour assessed practical.

What are the course requirements?

This course is most suitable as a foundation for further study, providing students with a core depth of knowledge and a range of specialist and general skills that will support their progression to further learning and employment.

You will have a passion for cooking and developing high quality food, be prepared to experiment and have a willingness to learn about how the industry operates.

Knowledge and Skills developed

This vocational course will further develop your planning, cooking and presentation skills. You will acquire deeper knowledge of food hygiene and safety, nutrition, structure and operations within the wider Hospitality and Catering sector.

<https://www.wjec.co.uk/media/55bnplb2/wjec-level-1-2-award-in-hospitality-and-catering-spec-a-from-2016-e-1.pdf>

GCSE History

Course Leader: Miss C Aldridge

Contact Email: caldridge@sybilandrewsacademy.co.uk

Examination board: Edexcel

Assessment: 100% Examination

What does the course involve?

The course involves studying four very different types of History:

- A study of the Superpower Relations and the Cold War; the course will focus on the struggle between USSR and America.
- A British depth study based on Norman and Anglo-Saxon England c 1060-1088. This is a topic based on the Anglo-Saxon's and then the Norman invasion under William the Conqueror and its impact on all aspects of English society.
- A period study of Weimar and Nazi Germany. This focuses on the impact of World War One all the way to 1939.
- A thematic study of Medicine in Britain from c 1250 to the present. We will consider why and how medical practice has changed and progressed through the centuries. As part of this section of the course a special study will be made of the historic environment in this case it will be injuries, treatment and the trenches in the British of the Western Front in the First World War.

What are the course requirements?

GCSE History is a course which is suitable to anyone intrigued by our past and who is wanting to learn how it may shape our future. This is a demanding, rigorous academic course, with an emphasis on extended writing, thinking skills and the application of historical knowledge. Some of the content studied at Key Stage Three will be developed further such as the Norman Conquest and the First World War, but most of the topics will be new. This course will allow you to develop your thinking and reasoning skills, as well as improve your analysis of different types of evidence, which means it fits well with many other subjects, such as Philosophy and Ethics and English Literature.

Knowledge and Skills developed

Knowledge of different eras, events and people across a breadth of time and places. The 4 topics (shown above) have many different knowledge bases'. An example of this would be the thematic study in Medicine which covers causes of disease, treatments and preventions from the Middle Ages all the way to the present day.

Hinterland knowledge for the GCSE History course allows students to be more widely knowledgeable about the world around them. For example, it develops students' skills in analysis of evidence which means they can judge reliable sources.

[https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/GCSE_History_\(9-1\)_Specification_Issue_2.pdf](https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/GCSE_History_(9-1)_Specification_Issue_2.pdf)

GCSE Music

Course Leader: Ms S Hugill

Contact Email: shugill@sybilandrewsacademy.co.uk

Examination board: Edexcel

Assessment: e.g. 40% exam, 60% coursework (30% Performance, 30% Composition)

What does the course involve?

This course is excellent for musicians who currently play to a reasonable standard outside of class based lesson. Knowledge of music theory is the key to success with this course.

The course is divided into three sections:

- Performing – You are required to perform one solo piece and one ensemble piece.
- Composition – You compose two pieces of music using musical software. One composition brief is set by the exam board in the style of your set works, the other is a free composition brief of your choice.
- Appraising – In this qualification there are 8 set works that you study and analyse. Focus is on the elements of music and how this are presented, therefore you must be willing to understand and learn about music theory including the study of musical scores.

It is strongly advised that you take instrumental or vocal lessons throughout the course as all work is centred around a basic knowledge of music. If you do not play an instrument or sing currently, it is expected that you begin lessons straight away for the duration of the course. You will be expected to perform in extra-curricular activities such as concerts and open evenings.

Music is a very academic subject with much focus on new vocabulary and music theoretical analysis. There are fewer practical lessons with the focus on independent study at home for performance work.

What are the course requirements?

The music qualification is perfect for any student who is a confident performer and willing to study music theory in order to understand music theory and analytical elements within the course. There are many extended writing tasks, particularly in the appraising of the 8 set works with a focus on comparing and comparison essays. It is imperative students are willing to delve into music theory as much of the course centres around this understanding. Score study is again at the centre of this qualification, therefore a basic understanding of musical notation is important.

Knowledge and Skills developed

The aims and objectives of this qualification are to enable students to:

- Engage actively in the process of music study
- Develop performing skills individually and in groups to communicate musically with fluency and control of the resources used
- Develop composing skills to organise musical ideas and make use of appropriate resources

- Recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music
- Broaden musical experience and interests, develop imagination and foster creativity
- Develop knowledge, understanding and skills needed to communicate effectively as musicians
- Develop awareness of a variety of instruments, styles and approaches to performing and composing
- Develop awareness of music technologies and their use in the creation and presentation of music
- Recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology
- Develop as effective and independent learners with enquiring minds
- Reflect on and evaluate their own and others' music
- Engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.

https://qualifications.pearson.com/content/dam/pdf/GCSE/Music/2016/specification/Specification_GCSE_L1-L2_in_Music.pdf

NCFE Performance Skills Level 1/2

Course Leader: Ms S Hugill

Contact Email: shugill@sybilandrewsacademy.co.uk

Examination board: NCFE

Assessment: 40% written examination, 60% coursework project.

What does the course involve?

This qualification is designed for learners who want an introduction to performance that includes a vocational and project-based element. The qualification will appeal to learners who are interested in the performance industry and you wish to pursue a career in the Performance sector or progress onto further study. The study of performance skills involves understanding development as a performer, the performance industry, production and promotional roles, development of events, and the staging of a performance. The qualification focuses on an applied study of the performance industry and learners will gain a broad understanding and knowledge of working in the sector.

This qualification shows learners how to:

- understand how work is undertaken in the performance industry across a variety of disciplines
- understand performance, production and promotional roles across disciplines
- explore skills and qualities required to work in performance and technical roles
- apply performance and production skills in developing a performance
- work in performance, pre-production and production roles
- show creative and technical skills in response to a brief

The performance skills disciplines that a learner will study within the qualification include:

- Actor
- Singer
- Dancer
- Musician
- Musical Theatre Performer

Learners will develop skills and knowledge:

- in adapting their own ideas and responding to feedback
- in evaluating their own work
- in applying technical and creative processes that are essential for the Performance sector, such as presentation skills; team working; independent working; working to deadlines; and efficient use of resources.

The knowledge and skills gained will provide a secure foundation for careers in the performance industry.

What are the course requirements?

The qualification will appeal to learners who are interested in the performance industry and you wish to pursue a career in the Performance sector or progress onto further study.

The following GCSE subject areas will complement this qualification by further broadening application of performance, production and promotion skills in the context of performance:

- English
- business
- dance

The course itself is weighted in two main assessment areas. One is an externally assessed written examination made up of a variety of assessment styles, including multiple-choice, short-answer and extended response questions and the other is a synoptic assessment combining a selection of tasks that need to be completed. This assessment enables learners to show that they can transfer knowledge and skills learnt in one context to resolve problems raised in another.

For this qualification there is a lot of extended writing tasks involved in order to demonstrate knowledge alongside the performance aspect.

Knowledge and Skills developed

The course itself is split into 2 Units.

These are **Unit One: Working in The Performance Industry** and **Unit Two: Planning and Performing**.

Unit One allows the learner to understand how work is undertaken in the performance industry across a variety of disciplines. The learner will know about performance, production and promotional roles across disciplines and the national organisations which relate to employment in the performance industry. The learner will understand how skills and qualities required to work both in performance and technical roles are applied to rehearsal, production planning and live performance.

In **Unit Two**, learners will apply performance and production skills in developing a performance. Learners will be able to work in performance, pre-production and production roles to meet a given performance event brief. Learners will know and understand planning, development, documentation and evaluation of production activities. Showing creative and technical skills in response to a brief.

<https://www.qualhub.co.uk/qualification-search/qualification-detail/ncfe-level-12-technical-award-in-performance-skills-4596>

GCSE Physical Education

Course Leader: Mr J Mason

Contact Email: jmason@sybilandrewsacademy.co.uk

Examination Board: AQA

Assessment: 40% practical assessment (30% Performance & 10% Analysis Performance), 60% examination - 2 x 1 hour 15 minute papers, 30 % each examination.

What does the course involve?

GCSE Physical Education has two components that students will study.

Theory Component

In the theoretical component students will study the following topics: applied anatomy and physiology, including the skeletal, muscular, cardio-respiratory systems, movement analysis including levers and planes of movement. They will also study physical training including components of fitness and methods/ principles of training Sports psychology is also taught including skill classification, information processing and feedback. Socio-cultural influences and how this affects performance and participation as well as health, fitness and well-being and the use of data.

Practical Component

In the practical component students will be assessed in three physical activities as a player or performer. Students will be assessed in one individual activity, one team activity and the third activity either a team or individual activity. Students will also complete an analysis and evaluation of performance to bring about improvement to one activity. Students would benefit hugely from playing school sports or taking part in sports activities outside school.

What are the course requirements?

The course is suitable for anyone who has a passion for sport science and is considering a career in this field. It links extremely well with science as the course covers many aspects of how the human body works in action. It is also worth noting that even though there is a practical element to this course the theory has a higher weighting in the overall qualification.

Knowledge and Skills developed

Students will develop their knowledge in Anatomy and Physiology, principles of training, sports psychology, socio-cultural influences and the use of data.

<https://filestore.aqa.org.uk/resources/pe/specifications/AQA-8582-SP-2016.PDF>

NCFE Health and Fitness Level 1/2

Course Leader: Mr J Mason

Contact Email: jmason@sybilandrewsacademy.co.uk

Examination Board: NCFE

Assessment: 40% External Exam 1 hour 30 minutes, 60% Synoptic Project

What does the course involve?

External Assessment

In the component students will study the following topics: introduction to body systems, principles of training and health and fitness. Students will understand how the body works in actions, the principles required to plan a successful training programme and how to lead a healthy active lifestyle.

Synoptic Assessment

The synoptic project is set by NCFE which comprises of several tasks in which students prepare, plan and evaluate a training programme. This is carried out in school under controlled conditions. It brings in new knowledge and knowledge from the external assessment

What are the course requirements?

The course is suitable for anyone who enjoy and have an interest in sport and would like to study this further. It links well with science and is equivalent to GCSE grades. This model of assessment suits some learners more as it is not all about the final exam.

Knowledge and Skills developed

Students will develop their knowledge in the functions of body systems, health and fitness, components of fitness and the principles of training.

<https://www.qualhub.co.uk/media/14177/l1-2-ta-health-and-fitness-603-2650-5-qualification-specification-v24.pdf>

GCSE RE, Philosophy & Ethics

Course Leader: Mr C Handley

Contact Email: chandley@sybilandrewsacademy.co.uk

Examination board: EDUQAS

Assessment: 100% exam

What does the course involve?

The course is designed to introduce you to a variety of contemporary topics that are debated in the modern world. It will enable you to develop skills of analysis, evaluation and critical thinking around religious, philosophical and ethical aspects of this course. This course will also allow you to discuss these issues in a supportive environment to help you to reflect upon the role of a well-rounded in local, national and international communities.

Topics included on the course are split into a study of four religious, philosophical and ethical themes in the modern world as well as two world religions. The four themes include: issues of human rights, issues of good and evil, issues of relationships and issues of life and death. Within these philosophical and ethical themes, topics include ideas surrounding the afterlife, nature of the universe, the quality of life and the soul, questions surrounding crime and punishment, the nature of good and evil, discrimination and the Universal Declaration of Human Rights, social justice and the ethics of morality.

You will also look at two religions: Christianity and Islam. For both of these religions, students will understand beliefs and practices, including why religious believers hold such beliefs, the impact this has on their lives and how religious believers might respond to certain religious, philosophical and ethical issues in the modern world.

What are the course requirements?

RPE links well with other subjects, such as English, Science and History as there are common themes within these subjects. Do you have an interest in considering why we are here and theories surrounding this? Do you have a passion for understanding more about the contemporary world you are living in? Do you want to understand why different people think different things? If your answers are 'yes' to these questions, RPE would be a good subject for you to consider at GCSE.

Knowledge and Skills developed

GCSE RPE develops your ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating depth and breadth of understanding of the subject. The subject also provides opportunities for you to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life.

<https://www.eduqas.co.uk/media/wpojvjm0/eduqas-gcse-rs-spec-full-from-2016-e-14-05-2020.pdf>

GCSE Statistics

Course Leader: Mrs J Wilson
Contact Email: jwilson@sybilandrewsacademy.co.uk
Examination board: AQA
Assessment: 100% exam

What does the course involve?

GCSE statistics is for pupils who want to be able to understand facts and figures in the real world and want to be able to apply them to real life situations.

There is considerable overlap between GCSE maths and statistics. As well as building on the areas studied in the GCSE maths lessons pupils will also study:

- Statistical Enquiry Cycle (SEC)
- Hypothesis testing
- Using CENSUS data
- Sampling methods
- Producing & interpreting statistical advanced diagrams
- Geometric and arithmetic means
- Standard deviation

The course is linear meaning that students will gain their qualification by sitting their exams at the end of year 11. Students sit either the Foundation or Higher tier paper. Both tiers comprise of two written papers:

Paper 1:

- 1 hour 45 minutes
- Tiered Higher & Foundation
- 80 marks
- Multiple choice, short answer & Statistical Enquiry Cycle questions
- 50% of the final grade

Paper 2:

- 1 hour 45 minutes
- Tiered Higher & Foundation
- 80 marks
- Multiple choice, short answer & Statistical Enquiry Cycle questions
- 50% of the final grade

Students sitting the higher tier paper will be awarded a grade 4-9 whilst those sitting the foundation tier will be awarded a grade 1-5

What are the course requirements?

Students need to be confident using a calculator. The main requirement is that they are interested in how to use, display and present data.

Knowledge and Skills developed

As students progress through the course they develop the ability to:

- Understand the importance of the careful planning of a clear strategy for collecting, recording and processing data in order to address an identified question or hypothesis.
- Recognise the opportunities, constraints and implications for subsequent mathematical analysis involved in obtaining appropriate data through careful design of primary data collection techniques or through the use of reference sources for secondary data to ensure unbiased research.
- Generate data visualisation and understand the mathematics required to derive these visualisations.
- Calculate statistical measures to compare data.
- Use visualisation and calculation to interpret results with reference to the context of the problem, and to evaluate the validity and reliability of statistical findings.
- Statistical Enquiry Cycle (SEC) The Statistical Enquiry Cycle (SEC) underpins the study of Statistics. Students need to be able to apply the knowledge and techniques outlined in this section within the framework of the SEC.

The cycle covers five stages:

- initial planning
- data collection
- data processing and presentation
- interpretation of results
- evaluation and review.

Future

Statistics is all around us. We are all used to the statistics regularly reported relating to the Coronavirus pandemic. Careers involving statistics include: finance & analysts and advisors, accountancy, business manager, computer programmers, doctors, engineers, games developer

<https://filestore.aqa.org.uk/resources/mathematics/specifications/AQA-8382-SP-2017.PDF>

GCSE Textiles

Course Leader: Miss E Pearson

Contact Email: epearson@sybilandrewsacademy.co.uk

Examination board: AQA

Assessment: 40% exam, 60% coursework

What does the course involve?

Over the two years students produce coursework on two given topics before completing an externally set assignment for one project

Coursework projects- 60%

These projects comprise a 'Portfolio' of coursework on the themes 'Based in Nature', and 'I, me, mine'. These are timed controlled assessments so each lesson and homework counts. The assessment takes place under normal classroom conditions. The 'Based in Nature' project takes place in year 10, where students will learn basic skills of textiles including fashion, furnishing, illustration and costume design, before developing their project independently. At the end of year 10 students will then move onto 'I, me, mine' which counts as a mock project in preparation for the externally set assessment. The layout of this project will be similar to 'Based in Nature', just shorter. Students will sit a 5 hour mock exam during this time, where they will complete an 'out of book piece' linking to their project.

Exam project- 40%

They will then compose a portfolio for an externally set assignment which will also be the Year 11 examination, lasting 10 hours (over two days). After initial research and observational studies, you are required to develop a series of ideas before selecting one to be produced as your final project piece.

During the course you should expect to develop your art and design skills further through drawing, painting, printmaking and researching the work of other artists. You must show an understanding of historical and contemporary artwork and be able to express yourself verbally and visually, as well as through written documentation in your sketchbook. Sketchbooks are compulsory for this GCSE and must be brought to every lesson as they form an essential part of every project set.

What are the course requirements?

The course requires dedication and a passion for Textiles and fashion at GCSE. The course will require a more individual and self-motivated approach. You will often be asked to collect research through drawing, making studies and taking photographs for homework, keeping up with the fast pace.

Knowledge and Skills developed

A wealth of creativity, experimentation, self-evaluation and review will be seen as you develop your artistic pieces and portfolio. Your skills in a wide range of artistic techniques will also grow through the course.

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/textile-design>

Your Future

Where could your subject choices lead you?

Art

Illustrator, designer, animator, medical illustrator, art therapist, fine artist, art gallery curator, model maker

Computer science

Forensic computer analyst, systems analyst, animator, computer games developer, help desk professional

Creative iMedia

Broadcast engineer, video editor, camera person, researcher, public relations, broadcast journalist

Design and Technology

Materials engineer, fine craftsperson, architectural technologist, marine craftsperson, product designer

French

Translator, interpreter, diplomatic service, speech and language therapist, solicitor, international sales, journalist, travel agent, events manager, hotelier

Geography

Teacher, cartographer, town planner, rural surveyor, landscape architect, meteorologist, travel agent

Health and Social Care

Nursing, care assistant, mental health nurse, social worker, therapist, occupational therapist

Hospitality and Catering

Chef, nutritionist, restaurant manager, hotelier, personal trainer

History

Teacher, archaeologist, archivist, conservator, museum curator, art gallery curator, solicitor

Performing Arts

Secondary teacher, stage manager, drama therapist, studio sound engineer, therapist, professional musician, tv and sound technician

Physical Education and Sport

Sport and exercise psychologist, personal trainer, coach, sports therapist, scientist, fitness instructor or trainer

Religion, Philosophy and Ethics

Teacher, advocate, counsellor, solicitor, adviser

Statistics

Data analyst statistician, market research analyst, actuary, economist, investment banker, stockbroker

Textiles

Costume designer, interior designer, fashion designer

Who's Who in The Options Process



Mr Ruffell
Deputy Headteacher



Mr Tanner
Assistant Headteacher
Head of Key Stage 4



Mr Gethin
Head of Year



Mr K Bloodworth
Form Tutor



Mr C Handley
Form Tutor



Miss E Pearson
Form Tutor



Miss Minichiello-Price
Form Tutor



Mrs K Robertson
Form Tutor



Miss V Woollard
Form Tutor



Mrs K Cannard
Careers Adviser