

Buckler's Mead

— ACADEMY —

Years 10-11

SPECIALISED CURRICULUM

2023-2025

Dear Students and Parents/Guardians

I am delighted to have the opportunity to introduce to you the Specialised Curriculum offer for September 2023. This booklet gives you information about the exciting curriculum opportunities that will be available to your child. To assist in these important decisions, there will be a Specialised Curriculum Evening on Thursday 9th March 2023.

This will be an opportunity to discuss the progress made in subjects as well as explore and ask questions about the potential courses on offer.

In order to assist you further we have set up the Specialised Curriculum page on the website to guide you through the following:

- Online guides for each subject including video presentations from subject teachers about the courses on offer as well as written guidance and information about each subject.
- Recorded presentation on the process and a 'How to' guide to filling in the Google Options Form.
- Information on the different specialised routes students will have been encouraged to follow. Your child will receive a letter relating to this in March.



At Buckler's Mead Academy, we have high expectations for all and seek to ensure that every student has access to a wide range of qualifications and choices. Our aim is to balance personal choice while, making sure that all students have a broad and balanced curriculum that prepares them for future careers and pathways. Students will be sent a link to a google form for their recommended specialised route. This will need to be completed by the deadline **Monday 13th March 2022**. If you are unable to access the form, then you may contact your child's Tutor, who will support you to complete the form.

We will be spending time in the academy working with students on choices and future career progression. We are aiming to provide opportunities for careers advice and guidance sessions in the run up to the finalising choices. In addition to above, we are providing taster sessions for some subjects. This will give your child an opportunity to sample some of the courses on offer to decide whether this is the right choice.

Please be advised that there are some constraints to our offer, including timetabling, staffing levels, class sizes (practical subjects) and accommodation. Whilst every attempt will be made to meet student's requests, it may be necessary to offer some students alternative choices from those that they initially request. This may occur if too few students opt for a subject, or if there are too many to accommodate. For this reason, we ask students to select a first and second choice for each block. In addition, if we hold some concerns about your child's subject choices or combinations, they will receive a guidance session with Mr Balkwill, Deputy Headteacher for Curriculum, where they will be able to discuss their choices and explore a range of appropriate alternatives.

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Finally, we are working with the Midsomer Norton Schools Partnership to develop our Key Stage Four provision and the qualifications on offer. If it is appropriate to do so, we may decide to run different courses or qualifications from the ones outlined in this booklet. Where this is the case, it will be a decision based on the most appropriate course for the students as well as the opportunities and support the trust can offer to improve the provision in certain subjects.

I urge you to read through all the information you receive with your son or daughter carefully to help inform your choices. Please do not hesitate to contact either your child's tutor, Achievement Leader Mr Barker, Pastoral Coordinator Mrs Wheaton, the SENDCO Mrs Thompson, or Mr Balkwill, if you require advice on any aspect of your child's subject choices.

Yours sincerely



Mr M Lawrence
Headteacher



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What will your timetable look like in Years 10 & 11?

Up to now students have followed a set timetable of lessons which is the same for all students in Years 7-9. From September (the start of Year 10), students will have an element of choice in the subjects they study.



Structure of your curriculum

Core Subjects	
	Hours per fortnight
English Language and Literature	7
Mathematics	7
Science Students will enter a 2 GCSEs in Science – This is called Trilogy Science.	9
Other National Curriculum Subjects	
Physical Education Core	4
Personal Development	1
Religious Education	2
Option Subjects	
Students will choose up to 4 subjects set out by their recommended specialised route	5

* Please note that allocated hours are approximate and subject to changes based on academy priorities and DfE guidance

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Types of Courses you will be able to follow

Course	What does this mean?
GCSE	<p>This stands for General Certificate in Secondary Education. Most of our courses lead to this type of qualification.</p> <p>GCSEs have changed over recent years and as a result GCSEs will now be graded on a new 9-1 scale, with 9 being the highest grade. Have a look at the diagram which explains how this is related to the former A*-G scale.</p> <p>Most GCSE courses will be based on terminal examinations that are sat at the end of Year 11 in May and June. During this period students will sit a number of examinations for each subject (usually 2-3) where they will be tested on their knowledge, understanding and skills.</p>
BTEC	<p>This stands for Business & Technology Education Council.</p> <p>These are vocational courses which are assessed through a combination of non examination assessments (NEA) and examinations.</p>
NCFE-VCerts	<p>V Certs are vocational equivalents to GCSEs. These assess pupils using project-based non-exam assessments, as well as external examinations, to give them the opportunity to achieve a qualification based on their skills as well as their knowledge.</p>
CNAT	<p>Cambridge Nationals courses are similar to BTECs in that they are nationally accredited courses, where students are assessed through non Examination assessments (NEA) and examination.</p>



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The English Baccalaureate (Ebacc)

The EBacc is a set of GCSE qualifications which together are collectively called the “English Baccalaureate”. This is not a separate qualification. To achieve the EBacc a student needs to secure, at least a GCSE grade 4 in ALL of the following 5 areas:



English

Mathematics

Science or Computer Science

A Humanities subject (Geography or History)

A Foreign Language (French or German)

The EBacc has been set up for a number of reasons:

- 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 pupil 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.
- The top Universities (such as Oxford, Cambridge and the Russell Group Universities) look more favourably on applicants who have this combination of subjects when applying for certain Degree courses.
- It provides an academically rigorous blend of subjects which also develop students’ knowledge, understanding and skills across a range of subjects.
- Teaches students ‘Powerful Knowledge’ that equips them for further study beyond the academy and provides a broad knowledge and understanding of the world.

English, Mathematics and Science are compulsory subjects and the remaining two areas fall within the specialised route. Students who have been selected for Pathway One will be able to select a range of subjects which will constitute as the EBacc.

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Key Stage Four and GCSE Changes


Over the past few years there have been a number reforms to Key Stage Four qualifications. These include the following:

- Subjects specifications now cover more breadth and depth. Students now need to learn and recall greater amounts of knowledge as part of their courses.
- Coursework or Non Examination assessments carry less weighting, meaning that performance in examinations is just as or more important than the coursework components.
- All examinations will be sat at the end of Year 11 and students will not be given multiple attempts to achieve a certain grade.
- Comparable outcomes mean that the same proportion of students nationally will receive each grade every year. This means that there can be fluctuation and variation in grade boundaries and thresholds.

New grading for GCSEs

New grading		Old grading
9		A*
8	=	A
7		
6		B
5	=	C
4		
3		D
2	=	E
1		F
		G
U	=	U

Source: Ofqual



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What do students need to do?

Students should:

- Use the information in this booklet and on the website to research their choices thoroughly.
- Ask their subject teachers about the different courses on offer.
- Ask their Form Tutor for help and advice.
- Ask other teachers for help, such as:



Achievement Leader
Mr Barker



Assistant Headteacher
Mr Yeates



Pastoral Leader
Mrs Wheaton



SENDCO
Mrs Thompson



Deputy Headteacher
Mr Balkwill

Students will have the opportunity to:

- Attend careers guidance and information sessions in school.
- Attend an assembly and other sessions linked to their specialised curriculum
- Attend the Specialised Curriculum Evening
- Select subject taster sessions
- Access the Specialised Curriculum page on the school website

Students should consider:

- Which subjects do they enjoy?
- What are they good at?
- Which courses will they need for their future career or might they want to study after leaving Buckler's Mead Academy?

Completing the Specialised Curriculum Form:

Students will be provided with an online Googleform to complete for their recommended specialised route. This form is divided into several sections. Students are required to pick a number of subjects, giving their first and second choice.

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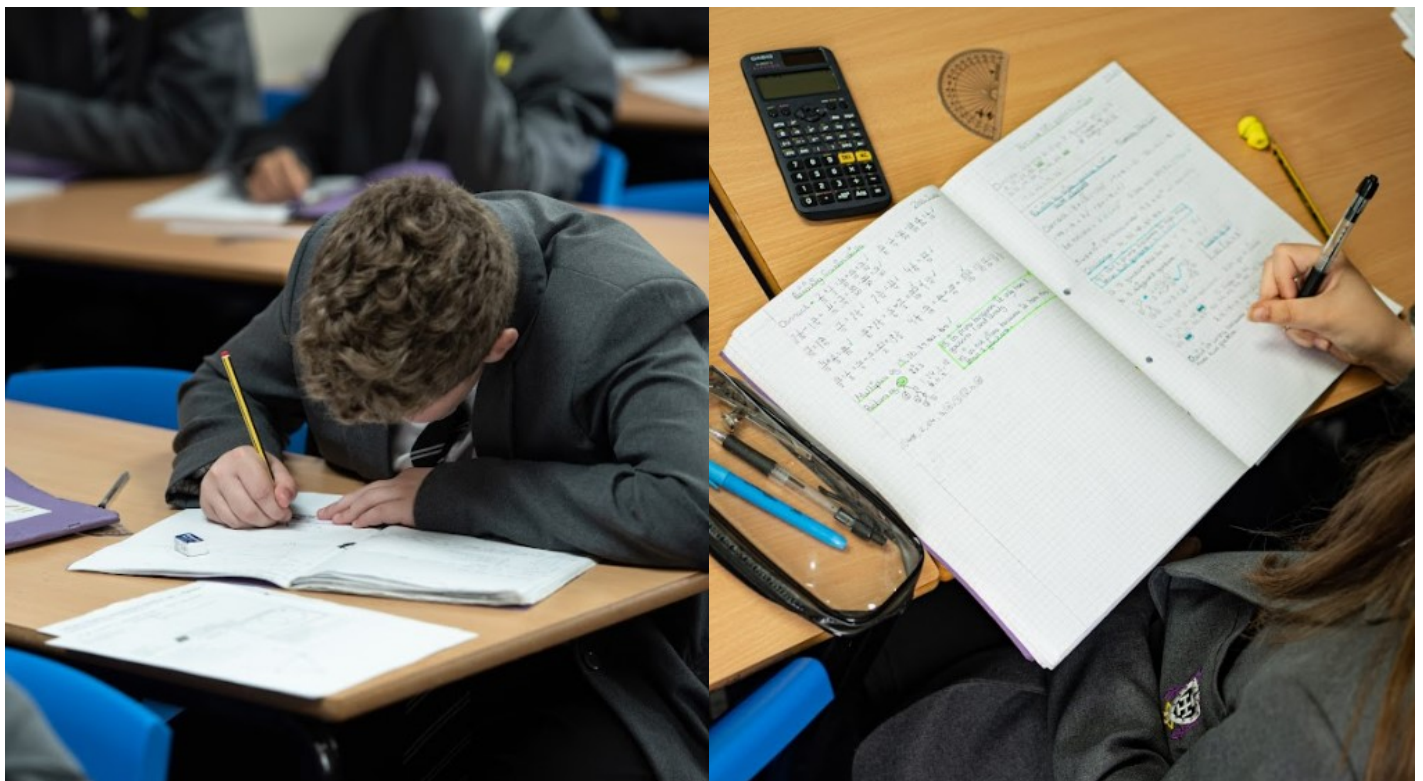
Students cannot do the following:

- A number of subjects may sound very different, but actually use the same skills and assessed in a similar way. This means that Colleges and Further Education will see these as too similar, meaning that you don't have the breadth of subjects and qualifications. This may reduce your chances of progressing on to the course of your choices. Therefore we guide students against taking courses which are very similar.
- The courses which cannot be taken together are-
Art and Photography
Art and Textiles
Photography and Textiles
Computer Science and Creative Imedia

We would also advise students against opting for two technology subjects.

Remember that when each student makes their choices, they are stating a preference. We will try to satisfy all student choices, but if too few or too many students choose a particular subject we may be unable to run the course for interested parties.

A good overall education is important, whatever choices you are going to make. Colleges, Sixth Forms, Apprenticeships, Universities and employers all have one thing in common – they look for young people with an all-round education, a range of skills, wide interests, positive attitude and good qualifications.



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Careers Guidance

Useful Careers Advice

Consider subjects you think you will be good at and will enjoy. You may wish to explore possible related careers, however a balanced range of subjects will ensure as many options as possible are open to you.

Few employers expect specific GCSE passes with the exception of; English, Maths and Science. Your GCSE subject choices and the grades you achieve can affect your ability to study some subjects at College or Sixth Form or an Apprenticeship. In some subjects like Sociology, Law and Economics, it may be possible to study these at A Level without having first taken them at GCSE. However, this does not apply to all subjects, for example Sciences, Languages or the Humanities.

Careers Websites

You can find information on job areas and specific careers using the 'Careers Tools' and the 'Job Profiles' on the National Careers Service website, go to www.direct.gov.uk/NationalCareersService.

To view film and video clips relating to many career areas go to www.careersbox.co.uk or www.icould.com.

Whether you've got a career in mind or you haven't got a clue, Plotr can help you discover your future and guide you to careers you'll love, go to www.plotr.co.uk.

The Government have also recently introduced T-Levels. These are qualifications for 16 to 19 year olds, lasting two years and worth the equivalent of 3 A Levels. <https://nationalcareers.service.gov.uk/explore-your-education-and-training-choices/t-levels>.

An apprenticeship is where you are learning through hands on experience of a job and gaining a nationally recognised qualification. To find out more information and to view vacancies, register online at www.apprenticeships.org.uk.

If you are considering university or completing a degree course, then research and explore entry requirements. Go to www.ucas.ac.uk.



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Specialised Curriculum Routes

In order to support your child to make the right choices and select subjects that are suited to their interests and capabilities, Buckler's Mead Academy has selected one of three possible specialised routes for your child:



1. Ebacc Languages Specialised Route

You will be achieving strong grades in nearly all of your subjects. You have the ability to go to university or an equivalent qualification and need a range of academic GCSEs to support you to prepare for these. This route will provide you with the opportunity to study a broad range of academic subjects alongside other subjects of your choosing. You will have the opportunity to select at least one creative, practical or vocational subject too if you wish to do so. This route will give you the opportunity to achieve a range of qualifications that constitute the English Baccalaureate.

2. Humanities Specialised Route

You will feel that you have made good progress in most of your subjects, but may feel less confident in Modern Foreign Languages. You may feel more confident studying a Humanities (Geography and History) along with a blend of other GCSEs and alternative qualifications. This route will allow you to study some of the subjects (but not all) that constitute the English Baccalaureate.

3. Alternative Specialised Curriculum Route

This is a route for students who the academy feel would benefit from alternative courses and qualifications. Students invited to this pathway will participate in a Foundation Learning programme led by the SENDCo alongside other subjects. We will work with you to make sure that you choose the right blend of subjects and types of courses.



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GCSE French

How will this subject benefit me?

French is a truly global language! Over 250 million people in 53 countries in every continent speak French and knowing French will allow you not only to function but to compete effectively in the global economy of the future. Learning French develops your communication, critical and creative thinking skills. It will also increase your problem-solving skills and improve your memory, self-discipline, and self-esteem.



What will I learn?

The course will help to expand your language and communication skills in the four areas of listening, speaking, reading and writing. You will learn the following themes and topics:

Theme 1: Identity and Culture

Topic 1- Me, my family and friends

Topic 2-Technology in everyday life

Topic 3- Free time activities

Theme 2: Local, national, international and global areas of study

Topic 1- Home, Town, Neighbourhood and Region

Topic 2- Social issues

Topic 3- Global issues

Theme 3: Current and future study and employment

Topic 1- My studies

Topic 2- Life at school/college

Topic 3- Education Post-16

Topic 4- Jobs, career choices and ambitions

How will I be assessed?

You will be assessed in the four skills of Listening, Reading, Speaking and Writing at either foundation or higher tier.

During the course, you will develop your vocabulary, translation skills, grammatical knowledge and application. This will be tested and assessed at regular intervals by the teacher. The final grade awarded will be based on final exams in Year 11. Each of the four skills is worth 25% and will be examined at the end of Year 11 (a separate paper for each skill). The examining board for French is AQA.

Who will be able to tell me more?

Mrs Hares , Ms Harris & Miss Bordas

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GCSE French



What opportunities will this give me?

France and French-speaking countries are leaders in many technical fields such as transportation and aviation. One of the world's fastest rail trains (the TGV), the largest commercial jet (airbus A380), and one of the most widely used satellite rocket launchers (Ariane) are all French-made. Careers include engineering, media, tourism, government roles, finance, diplomatic service, catering, journalism, teaching and sport. This enables you to study languages or language-related courses in higher education. Some colleges and universities also require a language GCSE qualification for acceptance onto a non-language course. It will add a skill to your CV and put you in a stronger position to work for companies with international links.



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GCSE German

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



EVERYONE SPEAKS ENGLISH! This is a common misconception. In fact, approximately 94% of the world’s population does not speak English as its first language. Learning any language is an important way of connecting and communicating with others, deepens your connection to other cultures, helps you gain perspective and enhances decision-making. It is also a useful way of boosting your confidence and self-esteem as well as opening up a range of career opportunities. So why German? The German language is the most widely-understood language after the English language as it is a popular second or third language in many European countries. Knowledge of German increases your job opportunities with German and foreign companies in your own country and abroad. German is a logical language which follows patterns and rules and it is fun!

What will I learn?

The course will help to expand your language and communication skills in the four areas of listening, speaking, reading and writing. You will learn the following themes and topics: -

Theme 1: Identity and Culture

Topic 1- Me, my family and friends

Topic 2-Technology in everyday life

Topic 3- Free time activities

Theme 2: Local, national, international and global areas of study

Topic 1- Home, Town, Neighbourhood and Region

Topic 2- Social issues

Topic 3- Global issues

Theme 3: Current and future study and employment

Topic 1- My studies

Topic 2- Life at school/college

Topic 3- Education Post-16

Topic 4- Jobs, career choices and ambitions

How will I be assessed?

You will be assessed in the four skills of Listening, Reading, Speaking and Writing at either foundation or higher tier. During the course, you will develop your vocabulary, translation skills, grammatical knowledge and application. This will be tested and assessed at regular intervals by the teacher. The final grade awarded will be based on final exams in Year 11. Each of the four skills is worth 25% and will be examined at the end of Year 11 (a separate paper for each skill). The examining board for German is AQA.

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GCSE German

Who will be able to tell me more?

Mrs Hares



What opportunities will this give me?

Careers include engineering, media, tourism, government roles, diplomatic service, catering, journalism, translating, teaching and sport. German enables you to study languages or language-related courses in higher education. Some colleges and universities also require a language GCSE qualification for acceptance onto a non-language course. It will add a skill to your CV and put you in a stronger position to work for companies with international links.



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GCSE Geography

How will this subject benefit me?

Geography is a broad based academic subject. The subject will provide you with knowledge and understanding of our ever-changing world. These can be applied to a whole range of jobs and experiences and enable you to become a responsible citizen of the world.



What will I learn?

Geography is all around us. At Buckler's Mead we make it real for students with refreshing ways of looking at the world. Students will follow the **AQA 8035 GCSE Geography course**. Throughout the GCSE course students have the opportunity to consider a variety of geographical issues and, in doing so, become knowledgeable and critical geographers. There is a strong emphasis on the understanding of physical processes in the environment, as well as the management and mismanagement of resources by people.

Course Structure:

Unit 1: Living with the Physical Environment

In this section, lessons will focus on the challenge of natural hazards (volcanoes, earthquakes and tropical storms), weather and climate change, followed by physical landscapes of the UK (coasts and rivers). The final section will focus on the living world, which includes ecosystems such as rainforests and hot deserts.

Unit 2: Challenges in the Human Environment

This section covers urban issues and challenges (population, migration as well as social/ economic/ environmental opportunities and challenges in both Bristol and Rio de Janeiro). The next chapter focuses on the changing economic world and global development (with a focus on the UK and Nigeria). The final part is on resource management, which looks at the supply and demand of food, water and energy in the UK. The students finish off the section focusing on globally supply and demand of food.

Unit 3: Geographical applications and skills

This unit is split in two.

Fieldwork: Students will undertake two fieldwork enquiries.

Geographical Skills: where students will be assessed on a range of geographical skills, including cartographic, graphical, numerical and statistical skills. They will receive pre-released material 12 weeks prior to the examination, which will be studied in lesson time. This will be based on a topic they have studied in Unit 1 or 2. In the Paper 3 examination, they will receive a new copy of the same information.

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GCSE Geography continued

How will I be assessed?

All content will be examined at the end of Year 11.

Paper 1- Living with the Physical Environment

Written exam: 1 hour 30 minutes

88 marks (including 3 marks for spelling, punctuation, grammar and Specialist terminology (SPaG))

35% of GCSE

Paper 2- Challenges in the Human Environment

Written exam: 1 hour 30 minutes

88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG))

35% of GCSE

Paper 3- Geographical applications and skills

Written exam: 1 hour 15 minutes

76 marks (including 6 marks for SPaG)

30% of GCSE

Pre-release resources booklet made available 12 weeks before Paper 3 exam.



Who will be able to tell me more?

Mrs Lewis, Mr Hawkins, & Mrs Thompson

What opportunities will this give me?

Geography is a superb course to lead you to any career providing students with the knowledge and understanding of what is happening in today's every changing world, as well as key communication skills.

Geographers are good communicators, problem solvers, good team players, and are well-rounded, flexible thinkers. Geographers handle data, ask questions and find answers, make decisions, analyse, solve problems and think independently. Geography is one of the broadest subject areas with one of the highest employability rates post 18. This has led to geographers being valued in the workplace.

Students who have followed a course in GCSE Geography may progress to AS and A Geography, other A level subjects and advanced vocational courses. They could then go on to do a degree at University. There are also jobs in leisure services, sports and recreation, surveying, town planning, transport, ICT, GIS (Geographical Information Systems), teaching, tourism and many more.

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GCSE History

How will this subject benefit me?

Studying **History** enables us to develop better understanding of the world in which we live. Building knowledge and understanding of **historical** events and trends, especially over the past century, enables us to develop a much greater appreciation for current events today.



What will I learn?

History is rich in excitement, adventure and relevance and taught with passion at Buckler's Mead.

Four areas of study make up 25% each for the full GCSE. As History is heavily based around literacy, students will be expected to do a fair amount of reading and writing. They will also be expected to read widely around the subject and prepare fully prior to lessons.



How will I be assessed?

We study the AQA GCSE History course

25% America, 1920-1973, Opportunity and Inequality

25% Conflict and Tension: First World War 1848-1918

25% Britain: Health and the people, *c1000 to the present day*

25% Elizabethan England, *c.1568-1603*

Who will be able to tell me more?

Mr Bailey & Mr Coulter

What opportunities will this give me?

Students learn how to express their views and opinions (both oral and written) clearly, to put forward well-researched ideas and arguments in a concise manner, to investigate and assess a variety of materials and to organise such material in a logical and coherent manner.

Workers in the legal profession often value history students for their highly prized critical and reasoning skills, many politicians (including the former Prime Minister, Gordon Brown) studied history whilst at school. As well as this, employers in publishing, journalism and the media value the study of history with the subject's emphasis on written expression and research of issues. There will always be opportunities for those who can apply the lessons of the past to the problems of the present.

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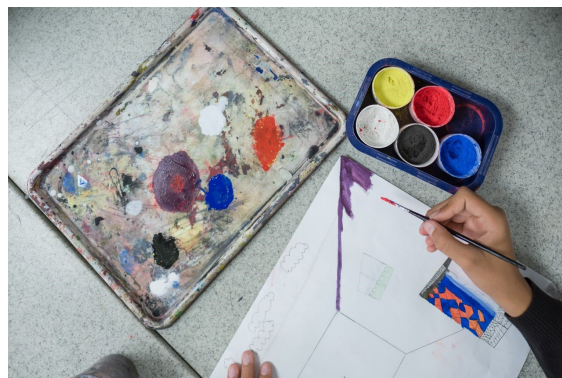
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GCSE Fine Art

How will this subject benefit me?

If you enjoy being creative, want to increase your practical skills and improve your analytical, communication and research abilities, Fine Art is a great choice. The skills you gain also make it a great complement to other subjects. The discipline of independent study and thought is an extremely useful one to acquire. Art is a subject that can give the student confidence and a real sense of achievement.



What will I learn?

GCSE Fine Art is a practical course that enables you to explore a wide variety of approaches and experiences including painting, printing, drawing, mixed media, photography, three dimensional work and artist / designer research both historical and contemporary. Art can also enhance fine motor skills, hand-eye coordination, problem solving skills, lateral thinking, complex analysis and critical thinking skills. No matter what career you choose, those who can arrange, present and display material in a way that is aesthetically pleasing have an advantage.



How will I be assessed?

Coursework Unit = 60%, Externally Set Task Unit = 40%

Who will be able to tell me more?

Mrs Mead & Ms Sims

What opportunities will this give me?

An Art course is a great way to open the door to careers in the creative industries. Typical art careers: fine artist, graffiti artist, illustrator, arts administrator, gallery curator, printmaker, teacher, filmmaker, fashion designer, graphic design, architect, animator, surface pattern design, interior designer, web designer and app designer. It will give you a set of transferrable skills that you will take with you for the rest of your life.

Further Education

AS & A level in Art or Design courses, BTEC Art or Design courses, Art Foundation courses, Degree level courses in Art or Design.

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GCSE Photography

How will this subject benefit me?

Photography is about looking, learning, thinking and communicating ideas. It inspires creative thinkers. Photography means 'drawing with light' and that is what photographers do when they take a picture. Photography is a great companion to all other subjects as creativity, imagination and problem solving skills can give you great ideas for your other subjects.

What will I learn?

A practical course enabling you to explore and experience a wide variety of approaches to photography, ICT and image creation. You will be introduced to a variety of experiences exploring a range of lens-based and light-based media, techniques and processes, including both traditional and new technologies. You will enjoy developing your understanding of the visual world, learning practical skills and responding to ideas and issues in ways that are personal to you.

How will I be assessed?

Coursework Unit = 60%, Exam Unit = 40%

Who will be able to tell me more?

Mrs Mead & Ms Sims

What opportunities will this give me?



A Photography course is a great way to open the door to careers in the creative industries. Typical careers include: photographer, freelance, photo journalism, advertising, fashion photographer, web designer, forensics photographer, photo editor, fine artist, gallery curator, teacher, filmmaker and it will give you a set of transferrable skills that you will take with you for the rest of your life!

Further education

AS & A level Photography, BTEC & Art Foundation, Degree level courses to pursue a career in a vast range of photography / art based jobs.



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Textiles

EDEXCEL Art Textiles

How will this subject benefit me?

The course will inspire and bring out the best in you, whilst equipping you with the skills to continue the subject with confidence at AS, A-level and beyond. You will develop your knowledge and understanding during the course through a variety of learning experiences and approaches, including using a wide selection of sources. This will allow you to develop skills to explore, create and communicate your own ideas.



What will I learn?

GCSE Art & Design (Textiles) teaches you about the development of Textiles-based art and contemporary fashion. The course leads to an Art GCSE and follows the same pattern of projects and assessment as you will be familiar with from Key Stage 3 Art and Textiles. Example outcomes might include fabric prints, sculptural clothing designs and knitted jewellery.

How will I be assessed?

There are two components:

- Component 1 Portfolio: produce a sustained project and a selection of further work that represents the course of study. This is worth 60% of your overall marks.
- Component 2 Externally set assignment: there's a separate externally set task paper for each title. It features seven tasks and you have to complete one of them. You get preparation time, plus ten hours of supervised time. This is worth 40% of your total marks.

There are four main themes:

"Natural Forms" - An introduction to Fashion and Textiles through investigation of natural forms and surface texture. Students learn a range of new techniques focusing on weave, knitting and crochet leading to a final outcome of knitted textile jewellery.

"Water" - This project explores a new theme to apply newly learnt skills and techniques with an exciting outcome focusing on fabric printing. Students will design and produce an item of clothing or home-ware to apply their print.

"Identity" - This final coursework project brings all skills and techniques together, giving students the opportunity to select specific techniques to improve and refine, whilst working towards the design development of their final outcome.

"The Exam Project" – this project requires you to work more independently on a theme set by the exam board. The outcome and media is decided individually between teacher and student to choose what best suits you.

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Textiles

EDEXCEL Art Textiles

Who will be able to tell me more?

Ms Vickery

What opportunities will this give me?

A qualification in this subject will:

- Show an employer you are creative and imaginative, with original ideas and strong presentation skills.
- Develop the way you look at and think about the world around you.
- Build your cultural knowledge and passion for design and the Arts.
- AS & A level in Art or Design courses, BTEC Art or Design courses , Art Foundation courses, Degree level courses in Art or Design.



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Drama

BTEC Tech Award in Performing Arts

How will this subject benefit me?

The BTEC Tech Award is equivalent to 1 GCSE and is a recognised qualification in Further Education. With a BTEC in Performing Arts, students gain valuable hands-on experience which can take them straight into a career in the industry and other professions via transferable skills such as team work; negotiation, communication and creativity.

The BTEC course is very practical and allows lots of opportunities to develop vocal, physical and interpretive skills through the rehearsal and performance process. Throughout the course students will be asked to participate in various workshops and showcases, teaching students how to conduct themselves as a professional artist and supporting the development of their own technique, musicality, individuality and confidence.

While a qualification in drama is valued by lawyers, marketing, the public sector and more, the BTEC should be fun and provide students with a broader curriculum/learning experience.

What will I learn?

This course is designed to give students an opportunity to develop their skills in acting and build their confidence through regular performances. Learners will be guided through three components which all involve written and practical assignments.

Component 1: Exploring the Performing Arts

In this component you will observe live/recorded theatre and analyse the performances. You will learn about the roles, responsibilities and skills that were involved in making it and demonstrate your understanding through practical performances as well as coursework and your own logbook.

Component 2: Developing Skills and Techniques in the Performing Arts

In this component you will develop your skills as an actor. You will gain physical, voice and rehearsal skills and apply these skills in various performances. You will reflect regularly on your performances in your logbook as well as how you can improve.

Component 3: Performing to a Brief

You will combine your knowledge and experience from components 1 and 2 to produce a workshop performance specifically for the brief given by the exam board. You will work in small groups to create a performance and keep record of the ideas and developments made. performance process in a written log and an evaluation report.



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Drama



What opportunities will this give me?

Drama is a fun, creative and practical subject. It promotes self-confidence, teamwork and excellent communication skills applicable in numerous employment settings.

It develops students' imaginative, creative and problem-solving abilities, allowing them to take responsibility for themselves and other group members while working to deadlines. In terms of personal development, drama enables students to become more confident, self-aware and empathic.

Learners who achieve at Level 2 might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- Study a Level 3 BTEC National in Performing Arts, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the performing arts or production arts areas.

Who will be able to tell me more?

Mrs Browncsey (Head of Drama)

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GCSE Computer Science

Students who may consider this choice should be achieving strong grades in Mathematics and Computing. This is a challenging course and may not be appropriate for all students.



How will this subject benefit me?

Over the last 24 months, many businesses have moved their operations online and with this has come an increasing need for workers who have a good understanding of how websites, apps and other online content works and is created. Being able to write and understand computer programs is becoming essential and the demand for these skills will only increase in the next few years.

What will I learn?

High quality computing skills and an understanding of ICT systems are increasingly in demand in the modern workplace. As digital technology has continued to develop, the ability to appreciate how computers work along with their potential and limitations are becoming essential life skills. The GCSE Computer Science course takes a hands on approach to equipping young people with these abilities. It allows them to gain the in depth understanding of the digital world necessary for working life in the 21st century.



How will I be assessed?

The course follows the OCR GCSE Computer Science specification (J277) and is assessed by two one and a half hour exams at the end of Year 11. Paper one, 'Computer Systems', involves students learning about the working of ICT systems and networks. It has been written to provide students with a range of important life skills. Paper two, 'Programming', seeks to prepare students for further study in the subject as well as allowing them to develop competencies that will make them an asset in the workplace such as website and app development. Pupils also can showcase their coding skills with a range of computer programming activities over the two year course.

Who will be able to tell me more?

Mr Wagland & Mr Smith

What opportunities will this give me?

The course provides students with a range of abilities that will prepare them for the 21st century workplace. Further study options at KS5 include A-Level and BTEC courses in Computing and ICT. Workers in Computer Science and programming are in increasing demand and the sector attracts above average salaries. Outside of the tech industry, digital skills are becoming necessary in a wide range of sectors such as media, medicine and business. A key aspect of Computer Science is the development of 'computational thinking'. Computational thinking allows students to look at different ways of problem solving and is directly transferable to other academic subjects. This means that by studying computer science, students are equipped with skills that could allow them to succeed in other subjects too.

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Cambridge National Creative iMedia

The world of Creative iMedia will inspire and equip students with the confidence to use skills that are relevant to the digital media sector and more widely. Students will design, plan, create and review digital media products to meet client and target audience demands. The Creative iMedia course is a combination of both examination and coursework based assessments and incorporates 3 units.

RO93 - Media Industry (Mandatory Unit - Examined - 1 Hour 30 Minutes - 40%): This unit incorporates sectors and products of the media industry; purpose, style, content and layout; target audiences & client requirements. pre-production (including elements such as mind maps, moodboards, storyboards and scripts)

RO94 - Visual Identity & Digit Graphics (Mandatory Unit - Coursework NEA - 25%): In this coursework unit you are required to learn how to develop visual identities for clients. You will also learn to apply the concepts of graphic design to create original digital graphics which incorporate your visual identity to engage a target audience. Visual identity refers to all the graphical imagery and “visual” components of your brand image.

RO97 - Interactive Digital Media (Coursework NEA - 35%): In this unit you will learn to design and create interactive digital media products for chosen platforms. You will learn to select, edit and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience.

Who will be able to tell me more?

Mr Smith & Mr Wagland

What opportunities will it give me?

The media industry is vast, covering different sectors and providing work for freelance creatives as well as large teams in design houses and multinational companies. But there are common aspects to all digital media products. This qualification will help you to develop knowledge, and understanding relating to different sectors, products and job roles that form the media industry. Moving forwards this qualification can lead to opportunities and roles including digital marketing, media researchers, public relations officers, runners in broadcasting/film/video, social media managers, television/film/video producers, television production coordinators and web content managers.



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Music

How will this course benefit me?

In the future, Creativity is going to be one of the most important and in-demand skills at work (*World Economic Forum*.) When business leaders across the world were surveyed, they voted creativity as the most important workplace skill to help their businesses survive and grow. This means that the study of creative subjects, like Music, is becoming even more important and relevant to young people to give you the chance to succeed – whatever your ambitions. At the same time, you will find many opportunities to develop and improve your personal wellbeing both independently and as part of a wider community.

What skills will I gain?

Your practical skills of composing music and performing will be refined and will demonstrate creativity, reflection and resilience. Studying music will give you opportunities for higher order thinking, by considering ideas which go beyond language. You will gain a deep understanding of a number of transferable skills and practice applying these to new situations, developing analytical and problem solving skills. Through studying music, you will be equipped with the skills to succeed in your next steps.



What will I do?

Typical classroom activities will be:

1. Performing (playing music) on your own and in a group. This could be in any style, on any instrument or voice, including DJ skills, rapping, singing, band and orchestral instruments.
2. Exploring how great pieces of music were put together, then when you have learnt some of the techniques, composing your own music. This could involve using GarageBand, writing for a specific purpose, writing songs etc.
3. Listening to a variety of music and learning how to identify the facts about what you hear. You will already have heard about the elements of music in your Key Stage 3 lessons. At GCSE you focus on how these are used for different purposes.

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Music continued

How will I be assessed?

GCSE Music (Eduqas)

1. Performing (30%) - teacher assessed
2. Composing (30%) - teacher assessed
3. Appraising (40%) - 1 external exam

Who will be able to tell me more?

Ms Powell, Ms Ralph & Mr Yeates

What opportunities will this give?

These courses will enable students to develop as musicians.

By choosing GCSE music, it will enable you to demonstrate many skills which employers, colleges and universities are looking for. It will also allow you to access further higher musical education.



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NCFE Level 1/2 Technical Award in Health and Fitness

How will this subject benefit me?

It will give learners the introductory skills to either start a career in sport or progress within employment in the sector. This qualification can also prepare learners for higher or further education and gives a good Introduction to the sport vocation.



What will I learn?

This qualification will promote the learner's understanding of:

- the structure and function of body systems
- the effects of health and fitness activities on the body
- health and fitness and the components of fitness
- the principles of training
- the impact of lifestyle on health and fitness
- testing and developing components of fitness
- health and fitness analysis and setting goals
- planning, developing and taking part in a health and fitness programme and understanding how to prepare safely

How will I be assessed?

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification. The qualification has 2 assessments externally set by NCFE: one **NEA** and one written **NEA**.

Non Examined Assessment (NEA):

Externally set by NCFE. Internally marked and externally moderated.

it is worth **60%** of the final award. The completion time for the NEA is 22 hours which will be completed in school.

The NEA will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole course.

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External Assessment:

Externally set by NCFE and externally marked.
It is worth 40% of the final award

Written examination:

80 marks, 1 hour 30 minutes

A mixture of multiple-choice, short-answer and extended-response questions

The written External Assessment is a terminal assessment and will take place in the May/June of Year 11. It will assess the learner's knowledge and understanding of all the content areas.

Who will be able to tell me more?

Mrs Morrison, Mrs Thomas, Mr Howarth & Mr Crisp

What opportunities will this give me?

Learners who achieve at level 2 might consider progression to level 3 qualifications Post-16, such as: Level 3 applied generals in: Sport and Physical activity; Personal training; Personal training and Behaviour change; Fitness service; Exercise science and Personal training; Personal training for health; Fitness and performance; Physical activity and exercise science and A Level Physical Education (this will support progression to higher education).

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



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NCFE

Level 1/2 Technical Award in Business and Enterprise



How will this subject benefit me?

No matter what career path you decide to follow, understanding business in all its elements, including managing risk, marketing, finance and project planning, is essential to all organisations including the creative industries, engineering, healthcare, recruitment and even teaching!

What will I learn?

Business and Enterprise is an exciting course that will provide you with the opportunity to develop a broad understanding of how businesses operate and what you need to do to be a successful entrepreneur.

Subject Specific Skills

To be successful in this subject you will need to develop your:

Team working skills - the qualification requires you to work with others either on small tasks or during the final project task

Communication skills - verbal and non-verbal communication skills will be developed

Presentation skills - you will learn to present your work in a professional way

Initiative - you will learn what initiative is and why it is important in all aspects of life, including business

Independent working skills – you will understand how to work independently on specific tasks

Problem-solving skills – you will be able to advise business on solutions to problems

How will I be assessed?

Course Content

Unit 1: Introduction to Business and Enterprise 40% externally assessed examination

Externally assessed, examination. In this unit learners will show an understanding of what it means to be an entrepreneur and how businesses are organised. Learners will develop knowledge of marketing, operations management and the influences that affect a business.

Unit 2: Understanding Resources for Business and Enterprise Planning 60% internally assessed

Project

Internally assessed synoptic project: in this unit learners will understand business planning, including research, resource planning and growth. Learners will develop knowledge of human resources and finance and how they support business and enterprise planning.

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NCFE Level 1/2 Technical Award in Business and Enterprise

Who will be able to tell me more?

Mr Wagland

What opportunities will this give me?

Future Pathways vary from an entrepreneur, a charity worker through to accountancy. Studying Business and Enterprise will give you the skills to enter virtually any industry. In addition, Business and Enterprise gives you the choice to specialise in an area of business such as Marketing or to combine all aspects of business by learning about how to run your own enterprise.



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NCFE CACHE Level 1/2 Technical Award in Child Development and Care in the Early Years



The Level 1/2 Technical Award in Child Development and Care in the Early Years is designed for learners who want an introduction to child development and care that includes a vocational and project based element. The qualification will appeal to learners who wish to pursue a career in the early years sector or progress onto further study. It is aimed at 14 to 16 year olds studying Key Stage Four (KS4) curriculum who are interested in the early years sector.

What will I study?

The course will cover the following content:

- Child development
- Factors that influence the child's development
- Care routines, play and activities to support the child
- Early years provision
- Policies and procedures in the early years content area
- Expectations of the early years practitioner
- Roles and responsibilities within early years settings
- The importance of observations in early years childcare
- Planning in early years childcare

How will I be assessed?

1 hour 30 minutes examined assessment . Weighting 50%

14 hours non-exam assessment . Weighting 50%. Externally set and marked by NCFE

Who will be able to tell me more?

Mr Balkwill & Ms Swaine

What opportunities will this give me?

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

- Level 3 Applied Generals in Early Years, Childcare and Education or Health and Social Care
- Level 3 Technical Level qualifications, including T Level programmes, allow for entry to the workforce and higher education: opportunities.
- Progress onto an apprenticeship.

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GCSE AQA Sociology

Like people watching? Trying to understand why they do what they do? Want to understand group dynamics? Ever thought society is fair or unfair? And ever wanted to change that? Ever thought the Media manipulates and tricks people? Then sociology is for you!



How will this subject benefit students?

Sociology helps students gain knowledge and understanding of Society, the people who make up the world around us. It helps students to understand how individuals develop their behaviours and personalities. It helps to gain insights into how we influence others.

Students will develop their analytical, communication and debate skills by comparing and contrasting perspectives on a variety of social issues. They will construct reasoned arguments, make substantiated judgements and draw meaningful conclusions. By studying sociology, students will develop transferable skills including how to: understand others, Investigate facts, develop opinions and better interact with the social world.

What will I study?

Students study key ideas of classical sociologists including Durkheim, Karl Marx and Anne Oakley. View points such as Capitalism, Marxism, Feminism are debated in great depth. Students will also learn how to apply various research methods to different sociological contexts. Taking part in research tasks and trips that gather data on important issues.

Areas of study will include-

- The Process of Socialisation
- Families
- Education
- Social Differentiation & Stratification (The Class System, Different groups within society)
- Crime and Deviance
- Sociological Research Methods
- Applied Sociological Enquiry



How will I be assessed?

2 x 1 hour and 45 minutes written exams - Answering Exam Questions
This academic subject requires confidence in writing extended answers.

Who will be able to tell me more?

Mr Broome

What opportunities will this give me?

Sociology GCSE can lead students onto appropriate Level courses such as A Levels and T Levels. Students can also continue studies of sociology at A Level. Sociology also supports further study in many areas, in particular: Philosophy, Politics, Psychology, Criminology, Religious Studies, History & Geography. Careers benefiting from sociology are any place you work with people!

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Hospitality and Catering

How will this subject benefit me?

You will study a variety of areas including: hospitality industry, diet and health, food provenance (where food comes from), food science and food safety. You will develop skills in researching, testing, practical skill, analysing and evaluating in order to produce suitable products for a specific need. You will also learn practical life skills they can use throughout their life in order to follow a balanced diet.



What will I learn?

You will be taught about the following areas:

- Food related causes of ill health
- Common types of food poisoning
- Food safety hazards in different situations
- Food safety regulations
- Nutrients
- Balanced diets
- Menu planning and dish design
- The catering industry, job roles, working conditions
- Hospitality industry and roles

You will be taught to develop the following skills:

- Knife skills e.g. soups, salads, vegetable cuts
- Methods of cake making
- Yeast doughs
- Pastry making
- Sauces
- Producing dishes using a range of commodities for a range of diets and food tolerance
- Presentation skills
- Organisation and coordination

How will I be assessed?

One examination 90 Minutes 40% of the overall grading
Non examination assessment (coursework) 60% of the overall grading

What opportunities will this give me?

The course is an excellent foundation for Level 2 or Level courses linked to Hospitality, food preparation or catering. Future job roles may include: Teacher of food, Dietitian, Nutritionist, Hospitality roles, Chef, food production and development, Food Buyer, Food Journalist etc. There are so many exciting and interesting careers in Food or Hospitality.

*Please note we are reviewing the Design and Technology courses on offer and this course may not be in the final choices.**

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Design and Technology

How will this subject benefit me?

Design and Technology is a subject that brings learning to life and encourage students to solve real-life problems by drawing upon (students knowledge of other subject areas including Mathematics, Science, Art & Design, Business Studies, Computing, History and Geography). We live in an increasingly technological world and this course will prepare pupils to participate confidently and successfully in our society. The specification seeks to generate empathetic learners who have the ability to confidently critique products, situations and society in every walk of their lives now and in the future. It is designed to encourage a human centred approach to life and to equip pupils with the powerful process of design thinking. Pupils will utilise a number of transferable skills, such as communication, time management and organisation which will serve them well in their future lives.



GCSE Design Technology 9-1

This qualification introduces students to the practices and strategies used by the creative, engineering and manufacturing industries. To encapsulate the essence of this dynamic and evolving subject, learners will cover contemporary topics, such as ethics, sustainability and computer aided design. Students will also learn a broad range of design processes, materials, techniques and equipment and will have the opportunity to use our CAD/CAM suite which consists of a 3D Printer, Laser Cutter and Sublimation Printer.

How will I be assessed?

Non-Examined Assessment (Coursework)	Written Exam
<p>This is worth 50% of your final GCSE grade. This assessment is an iterative design challenge which is a sustained personal project of approx 40hours, designed to assess your ability to 'explore', 'create' and 'evaluate'.</p> <p>The contexts for the challenge are currently released each year in June, when you are in year 10. You will then spend the first half of year 11 completing this project, which will culminate in a design portfolio and prototype of a product which you have designed in response to the contextual challenge set by the exam board. Contextual challenges are generally broad and open to interpretation, thus encouraging pupils to be innovative and experimental in their design. Previous contextual challenges have included: 'Educational Play', 'Multi-Purpose Spaces', 'Sustainable Living', 'Smarter Living' and 'Social Interaction'.</p>	<p>This is worth 50% of your final GCSE grade. This assessment is a written exam which is two hours in duration and designed to assess your technical knowledge as well as designing and making principles.</p> <p>Within this exam students may be expected to demonstrate:</p> <ul style="list-style-type: none"> Analytical skills In-depth technical knowledge of working with materials, ensuring functionality of products or systems and manufacturing processes and techniques. Applied mathematical skills Applied scientific knowledge

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Design and Technology

Who will be able to tell me more?

Ms Vickery & Mrs Hansen

What opportunities will this give me?

These courses is an excellent foundation for Apprenticeships, A Level Design & Technology, Product Design, Systems and Control Technology, Sales and Advertising, arts crafts, broadcast media, performing arts, journalism, publishing, construction, engineering and manufacturing.

https://www.yeovil.ac.uk/our-courses/?course=Product+design&type_course=0

<https://www.ucas.com/job-subjects/design-technology>

*Please note we are reviewing the Design and Technology courses on offer and this course may not be available in the final choices.**



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