



# Halewood Academy

*Wade Deacon Trust*



## KS4 Options Booklet

2021



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# Principal's Message



Dear Parents and Carers,

As your child is currently in Year 9, they have reached the time when they will be able to choose what qualifications they would like to study in Year 10 and 11.

We are delighted to confirm that although there have been national school closures our options process will be as full and supportive as ever, including a virtual options evening and options interviews. Your child will still receive the same level of support and guidance when it comes to making their choices, and we are always available to answer any questions you might have.

At Halewood Academy, we believe in the importance of teaching a broad and balanced curriculum. Our aim is to develop students who have both the academic skills and the personal attributes to succeed. In Years 7, 8 and 9, students study a core academic curriculum in Maths, English, Science, Humanities and Languages alongside foundation subjects, such as Art, Drama, Music, Design Technology, Food Technology and Computing. All students have lessons of Physical Education each week. Personal, Social, Health and Careers Education is taught through bespoke lessons throughout the year.

During Year 9, students select their GCSE Options and embark on a two-year programme of study in Year 10 which leads to public examinations in Year 11. By choosing options in Year 9, students are able to specialise in subjects they enjoy and excel in and crucially, have more time to develop the depth of knowledge needed to achieve in their GCSE examinations. The new GCSE qualifications are more challenging for students and the standards for a 'good pass' are significantly higher. We have a responsibility to prepare students fully for the demands of these courses and to provide them with the time to master the skills and content.

It is important to remember that we have specifically tailored the option pathways and choices for students based on our knowledge of them and also an understanding of the current educational climate. We offer a variety of option pathways, including a highly academic English Baccalaureate route and consider carefully alternative pathways for students to follow, whilst ensuring that we are preparing our students well for their futures and give them the best opportunity for success.

Your child will have a range of options to choose from and we will look to support them to make the correct decisions about these options. These decisions should be based on the criteria mentioned above, including the school's professional judgement on the suitability, demands of each course and most importantly, their enthusiasm for the subject with a view to the next stages of their education. On each subject page, you will see the different pathways for that subject and also the potential careers that these subjects may lead to.

Ms J Gallagher  
Principal

# Assistant Principal's Message



Dear Students,

We are approaching an important milestone in your education at Halewood Academy. In September, you will enter Key Stage 4 and begin your GCSE courses. This information booklet is designed to be used alongside advice from teachers, any previous details about prior attainment, reports and assessment results to help you and your parents and carers to make informed choices about the most appropriate curriculum for you.

In Key Stage 4, based on your previous progress, attainment and attitude to learning, you will follow a personalised curriculum pathway that will provide you with key life skills that will prepare you for your future and enable you to be competitive within the world of work.

Choices should be made to suit your interests, abilities and future prospects, not because of choices made by your close friends. We all have our favourite teachers. However, please do not make your option choices based on the teacher. At this moment in time, we do not know which teachers will teach which classes. **Please consider your prior attainment, abilities, interests and career prospects only.**

The options process has been designed to maximise choices without restricting potential subject clashes. Wherever possible, it is hoped that you will be able to follow your preferred choices. However, we also ask that you list reserve subjects and these must be seriously considered and valid option choices. **We cannot guarantee you will receive all of your choices due to potential timetabling constraints.**

I hope you will find this booklet helpful and I wish you all the very best for the next exciting challenge in your school career.

Miss J Hayden

Assistant Principal

# Mission Statement

Inspirational teaching and aspirational learners. A community where we value diversity - staff, students and parents working together to create a happy, safe and stimulating learning environment.



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Academy**  
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## Compulsory Subjects

# English Literature/Language



GCSE English Language  
GCSE English Literature  
Subject Leader: Miss A Gilbert

Examining Body: EDUQAS

## Assessment

### English Language (100% examination):

#### **Component 1- 20<sup>th</sup> Century Literature Reading and Creative Prose Writing.**

Written examination: 1 hour 45 minutes - 40% of the qualification

Section A (20%)- Reading- One extract (about 60-100 lines) of literature from the twentieth century

Total marks =40

Section B (20%) - Prose Writing- One creative writing task drawn from a selection of four titles.

Total Marks= 40

#### **Component 2- 19<sup>th</sup> and 21<sup>st</sup> Century Non-Fiction Reading and Transactional/Persuasive Writing**

Written examination: 2 hours - 60% of qualification

Section A (30%)- Reading

Two extracts (about 900-1200 words in total) of high-quality non-fiction writing from the nineteenth and twenty-first centuries.

Total marks=40

Section B (30%)- Writing

Two compulsory transactional/persuasive writing tasks

Total Marks=40

#### **Component 3: Spoken Language (Speaking and Listening)**

##### **Non-exam assessment**

One presentation/speech, including responses to questions and feedback.

### English Literature (100% examination):

Written examination: 2 hours - 40% of the qualification

Section A (20%) Shakespeare

One extract question and one essay question based on the reading of a Shakespeare text.

Section B (20%) Poetry from 1789 to the present day

Two questions based on poems from the WJEC poetry anthology, one of which involves comparison.

#### **Component 2- Post-1914 prose/drama, 19<sup>th</sup> Century Prose and Unseen Poetry**

Written examination: 2 hours and 30 minutes - 60% of the qualification

Section A (20%) Post 1914 Prose/Drama

One source-based question based on a post 1914 text

Section B (20%) 19<sup>th</sup> Century Prose

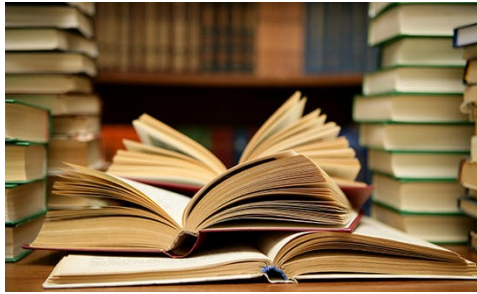
One source-based question based on a 19<sup>th</sup> century prose text

Section C (20%) Unseen Poetry

Two questions on unseen poems, one of which involves comparison.

# Course Outline

Students will gain an understanding of how to access both contemporary and older fiction and non-fiction material. They will have the opportunity to investigate writers' skills and apply them to their own fiction and non-fiction (real-life) writing. Grammar and technical skills feature highly.



# Future Pathways

A Level

- English Language
- English Literature
- Combined English

Degree Level

- BA / MA in English Language
- BA / MA in English Literature

Students may be able to combine English with another subject as well. MAs are higher level degrees and may enable students to study a more specific area of English, such as Victorian Literature.



# Possible Careers

- Advertising
- Public Relations
- Broadcasting
- Authorship
- Publishing
- Teaching
- Law
- Administration
- Journalism



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# Mathematics



GCSE Mathematics

Examining Body: Edexcel

Mrs Roberts (Senior Leader of Maths )

## Assessment

Assessment will take place at the end of Year 11 as three 1 and a half hour written papers.

Each paper is worth 80 marks, totalling 240 marks.

Two tiers are available; Foundation awards Grades 1-5 and higher awarding grades 4-9.

Paper 1-Non Calculator	33.3%	Written Exam	1 Hour 30 minutes
Paper 2-Calculator	33.3%	Written Exam	1 Hour 30 minutes
Paper 3-Calculator	33.3%	Written Exam	1 Hour 30 minutes

The linear mathematics GCSE is examined in the summer of Year 11. The specification that the students will be following is the Edexcel IMA1 specification at Foundation or Higher dependent. Revision guides, online subscriptions and practice resources will be available to support students. This course integrates functional and problem solving mathematics and quality of written communications into the GCSE. Students will study Number, Algebra, Geometry and data handling modules. They will be required to apply these disciplines to both abstract and real life problems. Teaching groups in mathematics are organised to ensure that students are in an appropriate group for their ability and target grades.

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## Course Outline

This qualification involves the study of Number, Algebra, Ratio, Proportion and Rates of Change, Geometry and Measures, Statistics & Probability.

This course enables students to:

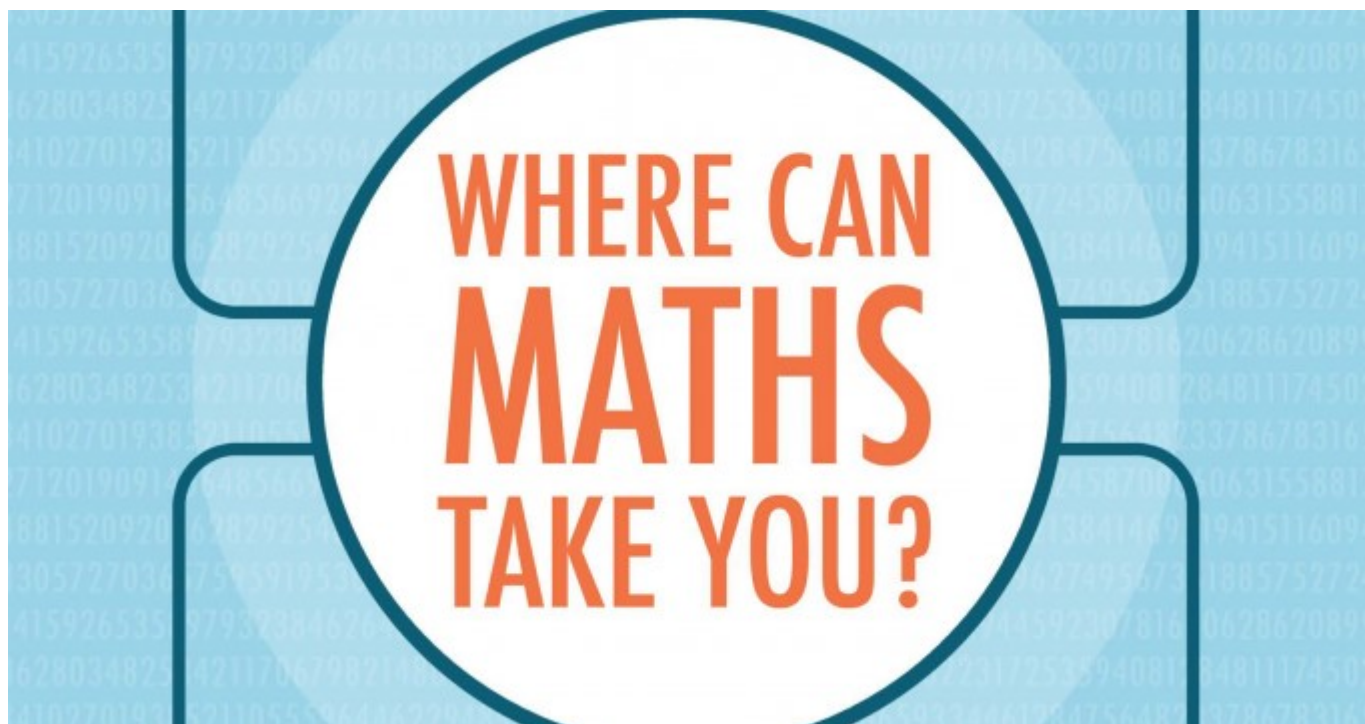
- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions

Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context

Success in Mathematics GCSE comes from a commitment to hard work, enthusiasm, creativity and an eagerness to develop original thinking.

## Future Pathways

A good GCSE in Mathematics provides a strong foundation for further academic and vocational study and for employment. A stepping stone to A Level mathematics, and a necessity for any Science A Levels.



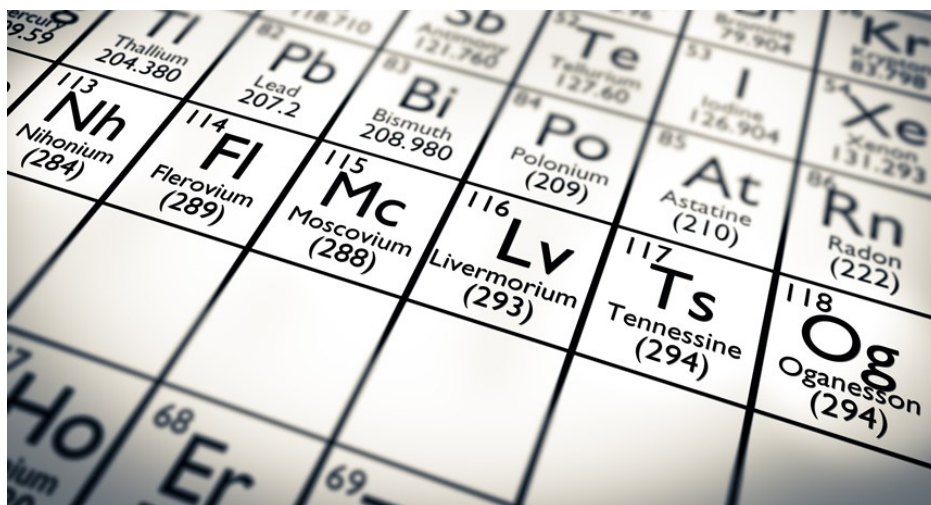
## Possible Careers

All employers require a good pass at GCSE mathematics whatever field or career students choose to go in to in the future.

Animator, Scientist, Architect, Statistician, Computer games designer, Computer Programmer, Forensic Scientist, Cryptanalyst, Engineer, Doctor, Accountant, Operational researcher, Biochemist, Oceanographer, Software developer, Sound engineer, Nuclear Scientist, Pharmacist, Management Consultant, Economist, Meteorologist, Astronaut and Teacher.

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# Science Combined Trilogy



GCSE Combined Science Trilogy

Examining Body: AQA

Mr C Worrall (Senior Leader)

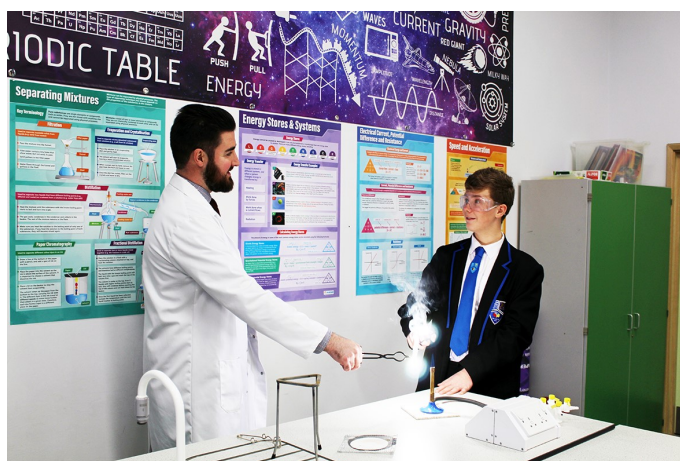
## Assessment

Students will be entered for the higher or foundation tier paper for their GCSE examinations. Tiers of entry will be decided in Year 11 for higher and foundation examinations in both trilogy and separate science.

This is a two-year course where students are assessed in each of the science disciplines (biology, chemistry, physics). GCSE examinations will take place in the summer of Year 11.

There will be 6 examination papers, each lasting 1 hour and 15 minutes.

- Biology — paper 1 and paper 2
- Chemistry — paper 1 and paper 2
- Physics — paper 1 and paper 2



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# Course Outline

Students will gain an understanding of science across the three science disciplines.

**Biology:** Cell biology; Organisation; Infection and response; Bioenergetics; Homeostasis and response; Inheritance, variation and evolution; Ecology.

**Chemistry:** Atomic structure and the periodic table; Bonding, structure and the properties of matter; Quantitative chemistry; Chemical changes; Energy changes; The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere, Using resources.

**Physics:** Energy; Electricity; Particle model of matter; Atomic structure; Forces; Waves; Magnetism and electromagnetism.

## Future Pathways

This course can complement and support learning in other GCSE subjects such as food technology, physical education and geography. This course is particularly well suited for those wishing to progress to A-Level courses and BTEC Level 3 courses. There are numerous career options associated with studying science. Science-related careers include laboratory technician, engineer, nurse, electrician, chemist, sport scientist, forensic scientist, physicist, dentist, physiotherapist, pharmacist, vet, and teacher.



## Possible Careers

Pharmacology, Research assistant, Sports science, Nursing, Veterinary science, Engineering and many more.



If you are interested in following the Separate Science course, this will reduce the number of options available to you.

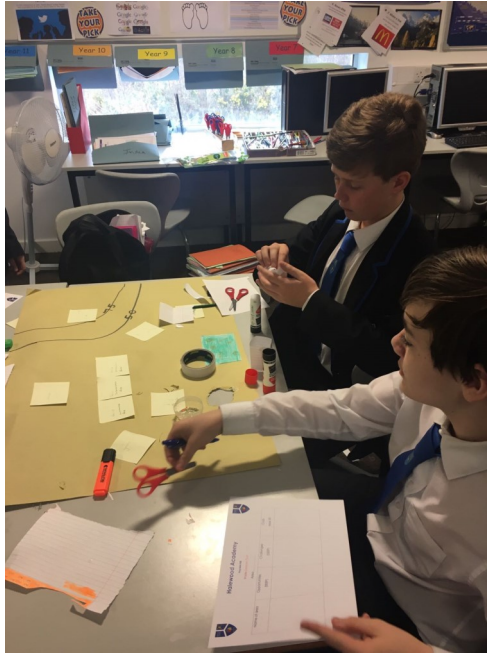
Students following the Separate Science course will be awarded three GCSEs (biology, chemistry, physics) instead of the two GCSEs (an average grade of the biology, chemistry, physics) awarded to those following the Combined Trilogy course. This means that in order to study the full Separate Science course, one of the options available to you will be taken up by

Separate Science.

Specific criteria will need to be met to be accepted onto the Separate Science course.

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# Geography



GCSE Geography

Mr R Ellis (Head of Humanities )

Examining Body: AQA

## Assessment

Our GCSE Geography follows the AQA Specification syllabus which is composed of three units:

**Living with the physical environment** written exam 35%

**Challenges of the human environment** written exam 35%

**Geographical Investigations: Fieldwork and UK Challenges** written exam 30%



***‘The study of Geography is about more than just memorizing places on a map. It’s about understanding the complexity of our world’***

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# Course Outline

**Unit 1: The Physical Environment** This unit is composed of three physical geography units: The challenge of natural hazards, the living world and physical landscapes in the UK. Students have an appreciation of many elements of this syllabus from their foundation study of geography at in years 7 and 8 at Halewood Academy.

**Unit 2: The Human Environment** This unit comprises three human geography units: Urban issues and challenges, the changing economic world and the challenge of resource management. Again, students have an appreciation of many elements of this syllabus from their foundation study of geography at Halewood Academy.

**Unit 3: Geographical applications and skills:** This unit includes the investigation of one Physical Environment and one Human Environment . Pupils will have the opportunity to study geography out of the classroom by visiting two contrasting landscapes (usually a coastal and a city landscape) as well as looking at the challenges facing the UK. Studying geography gives students the opportunity to travel the world via the classroom, learning about both natural and social sciences along the way. They will understand how geography affects everyday life and discover the key opportunities and challenges facing the world. Students will also develop academic and life skills from writing. Teamwork and communication skills to analytical skills and how to construct an effective argument . In the words of Michael Palin “Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?”

## Future Pathways

**Qualifications:** A Levels such as geography and other subjects within earth sciences and humanities. Universities consider GCSE geography to be a high quality qualification which keeps opportunities open.



## Possible Careers

There are many careers that people who study geography can follow.

Examples include: architect, banker, lawyer, military GIS specialist, aerial or offshore surveyor, diplomat, conservation worker, weather forecaster, earth scientist, coastal engineer, social worker, marketing, teacher, university lecturer, insurance, aid worker, armed forces, town planner, surveyor, travel agent and TV researcher.



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# History



GCSE History

Examining Body: AQA

Mr R Ellis (Subject Leader of humanities)

## Assessment

### Paper 1 50%

#### **Section A America, 1920-73: Opportunity and inequality**

This is a study the period of the roaring 20's where we will look at gangsters, flappers, the KKK and more. We then study the Great Depression, a period that caused America to plunge into financial instability and evaluate the effectiveness of the New Deal in dealing with this. We also question if inequality is still alive today and compare to Americas civil rights movement, while looking at key individuals such as Martin Luther King, Malcom X and Rosa Parks.

#### **Section B Conflict and Tension, 1918-1939**

This is a study of the interwar years, we will look at the Treaty of Versailles and discuss if this was justified, evaluate the effectiveness of the League of Nations and analyse whether Hitler caused the outbreak of WWII in 1939.

### Paper 2 50%

#### **Section A Britain: Health and the people c100CE to present day.**

Travel through time from 1000AD to present day and discover how medicine has changed over time, including the fight against disease and infection, developments in surgery and public health. We will analyse these developments across the different factors such as religion, chance, science and technology, war and key individuals that influenced these changes.

#### **Section B Elizabethan England 1568-1603**

Revisit KS3 history and enjoy a more in-depth look at the Elizabethan era. This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints.

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# Course Outline

History teaches us about our past; so that we understand the world, we live in now. Students will learn about different lives and cultures and how they have changed history. Students will learn second order concepts of when events happened and in what order (chronology); why events happened (causation); how different people have recorded the past (source analysis) and viewed the past (interpretation); how and why certain people and events affected the world at the time and in the future (significance). In addition, skills will be developed such as critical reasoning, constructing an argument, investigating and problem solving, analysing interpretations and essay writing.



# Future Pathways

**A-Levels:** History is an excellent subject in its own right. It also opens up other A-Level subjects such as; *Politics, Business studies, Ethics, Media Studies, English, Sociology and Economics.*

**Degrees at university;** *History, International relations, Law, Media, Teaching (to name a few).*



# Possible Careers

Marketing, Journalist, Public relations, TV researcher, Archaeologist, Lawyer, Teacher, Tour guide, Historical researcher, Publishing.



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# Careers



In all subject areas pupils will have the opportunity to participate in activities that use the context of work to develop their knowledge, skills and understanding that will be useful in their future workplace. Furthermore, subject teachers will inform pupils about how their learning in the classroom relates to the world of work and future careers.

Pupils will be provided with opportunities to:

- Learn through work, from direct involvement in, for example, work experience placement and enterprise activities
- Learn about work, by developing knowledge and understanding through careers education
- Learn for work by demonstrating skills for employability in different problem-solving activities, work simulations and mock interviews.

The programme includes:

- Information, advice and guidance on careers from a variety of speakers, organisations and providers.
- Visits to local colleges & universities.
- Links with local employers to enable you to gain experience of mock interviews.
- In Year 10 you will undertake a period of work experience.

Our Career Strategy is developed in line with Gatsby Benchmarks as defined by the Department of Education and OFSTED.

All subject areas refer to and discuss career opportunities to individual areas, as well as exploring the transferable and employability skills which enable pupils to develop across all year groups. The PSHE programme plays a key role in supporting the delivery of the Careers' Strategy. Pupils with SEND are further supported by The Staff from the SEN department, The SENCo liaises with our Careers Coordinator and outside agencies as and when necessary.



## Year 10

All pupils will sample a timetabled day at Cronton/Riverside College. Pupils will sample subjects which they wish to progress onto at Level 3.

During the year College and Apprenticeship assemblies delivered to year 10. This provides opportunities for year 10 to begin thinking about Further Education and courses which they would like to take.

## Work Experience

During the summer term, all Year 10 pupils are required to attend a two-week work experience placement. All pupils are required to find their own placements; this ensures that they have a worthwhile and meaningful experiences. We aim for pupils to complete their work experience in the field that they wish to pursue their future career. Work experience provide our pupils with a taster of the world of work; through interviews, applications, time keeping, health and safety and much more.

The purpose of work experience for the student is to:

- Develop their career ideas;
- Build their confidence and self-esteem;
- Enhance their knowledge and skills.



## Year 11

Careers fair

This is a huge event at Halewood Academy with over 50 Further Educational services attending our school. Pupils are able to have one-to-one talks with their providers to find out courses which they deliver, extra-curricular activities and how to apply for their college.

## Assemblies

During the year College and Apprenticeship assemblies delivered to year 11. This provides opportunities for year 11 to begin thinking about Further Education and courses which they would like to take.

## Colleges

Pupils will be provided with opportunities to go a sample at day at Cronton and Riverside College. During the day they will sample subjects which they wish to take.

## Apprenticeship talks

Apprenticeship providers will be invited into school and deliver sessions to year 11 pupils. The sessions will include: What apprenticeships are out there, how to apply, what work experience is needed and the grades which are required.



<http://www.ucas.ac.uk/>

<http://www.apprenticeships.org.uk/>

<http://www.careersbox.co.uk/index.php>

<https://www.gov.uk/topic/further-education-skills/>

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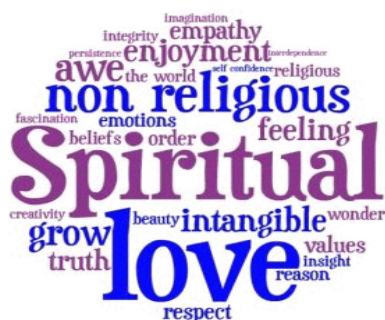
# PSHE

PSHE makes a unique and integral contribution towards the Academy's aims in its core belief that the personal development of young people is essential to their health, safety and achievements, both academically and socially.

At KS4, all students receive timetabled lessons on a fortnightly to basis help prepare them for life after Halewood Academy. The lessons are designed to help students make sensible and informed decisions in their lives.

During their time studying at Halewood Academy, students will engage in various topics within lessons, and these will also cover areas regarding SMSC such as Health and well-being, Relationships and Careers.

Examples of key areas of work include:

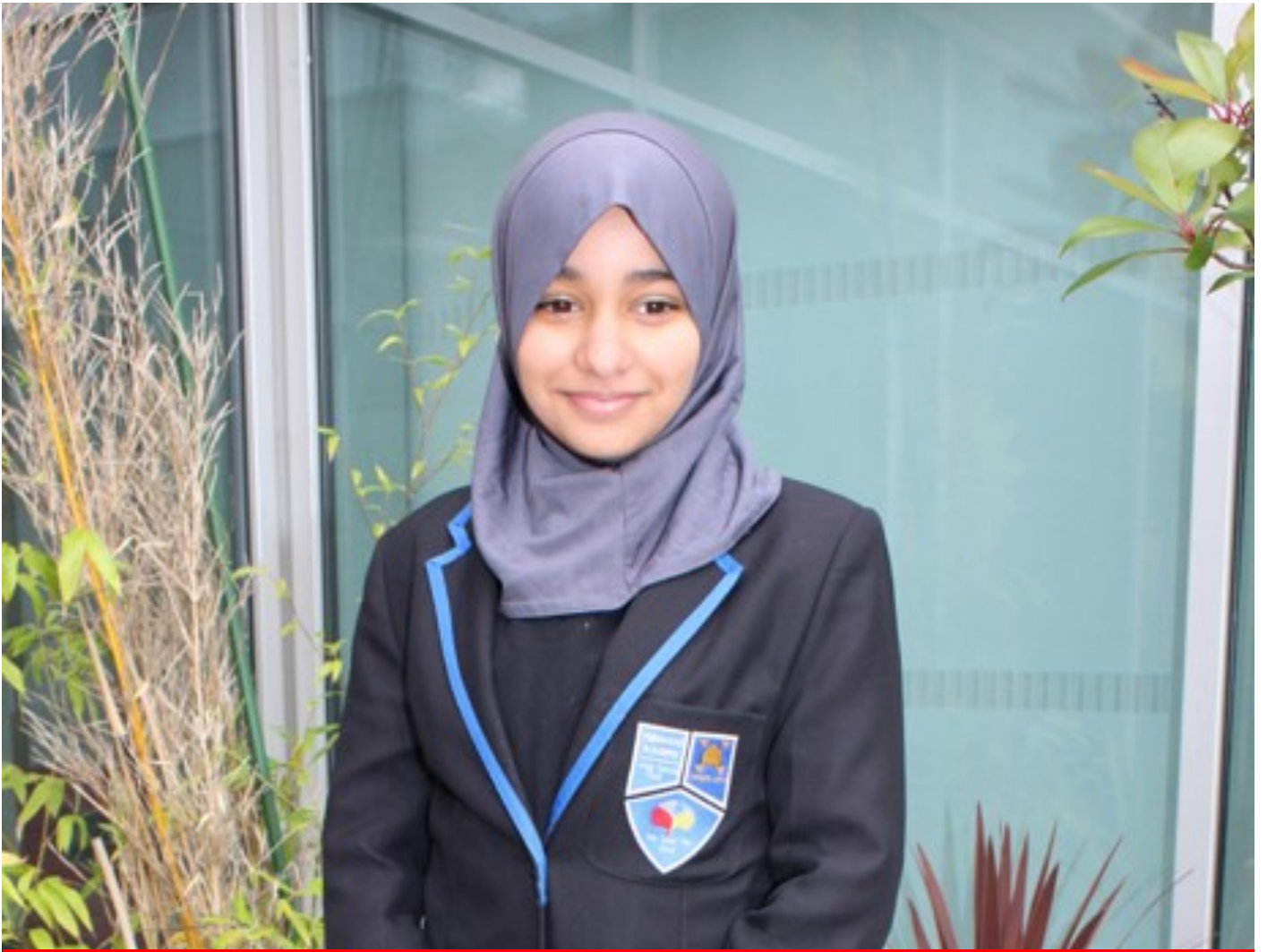


Year 10 Topics	Year 11 Topics
Mental Health and Well-being	Building for the Future
Financial Decision Making	Next Steps– Application Processes
Careers Skills and Independent Learning	Communication in Personal Relationships
Healthy Relationships	Independence
Physical Health and Well-being	Families
Addressing Extremism and Radicalisation	Careers
Preparation for Work Experience	

At Halewood Academy, we are committed to ensuring that students are provided with the knowledge, skills and confidence they need to become good citizens and lead highly successful lives in modern Britain. Opportunities to explore and engage with British Values and SMSC are also planned into our everyday curriculum within lessons, form time, enrichment activities and assemblies. Our aim is to ensure that the students leave us as well-rounded individuals who are ready to take on the many challenges that life after school brings.



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## Further Choices



# Art and Design



GCSE ART

Mrs R Dowling

GCSE Examination Board: Eduqas

## Assessment

Component 1	Coursework portfolio	60%
Component 2	Externally set assignment– Exam	40%

**Component 1** (60%) – the portfolio of work (coursework) will be continually assessed throughout the course. The deadline for submission of this component will be the start of May of the final year of the course. However, all students are encouraged to complete their coursework before they start the exam, to give them time to focus on the preparation work for the Externally set task.

**Component 2** (40%) the externally set assignment (exam paper) will be issued in January of the final year of the course. A period of preparatory studies will commence prior to the Ten hour exam which will take place in March of the same year.

The Art and Design course covers a wide variety of media activities including;  
Fine Art - drawing and painting, working on canvases, acrylics, watercolour and mixed media.  
Printmaking - for example lino, press, calligraphy boards and mono printing.  
Textile design - explore different fabrics, batik and silk painting, sculpture, 3D design, ceramics, card construction and plaster.

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# Course Outline

During the course, students will produce a portfolio of work.

They will develop ideas in a sketchbook and will experience a wide range of materials in two and three dimensions.

Students will look at the work of artists, craftspeople and designers to support their understanding of how other artists work and how they can inspire their own ideas and the creative process.

Students will be expected to work independently and produce work outside of the classroom by completing research and drawing tasks at home.

**Art and Design and Graphics cannot be chosen together .**

## Future Pathways



Qualifications: A levels Art, Textiles and Photography, Art Design and Communication Diploma,

## Possible Careers

Many people often underestimate the career possibilities that can stem from the arts, the creative industries are growing 5x faster than the UK economy rate as a whole. The creative industries employ over 2 million people in the UK and are projected to create an additional one million jobs by 2030 (Creative Industries Federation, 2020).

### Job Role

Artist/designer	Teacher of Art/DT/Textiles	TV/Film Director
Fashion Designer	Gallery Assistant	Prop/Set Designer
Textiles Designer	Gallery Curator	Tattoo Artist
Interior Designer	Art Therapist	Stylist
Furniture Designer	Art Technician	Florist
Photographer	Gaming/Graphics Design	Book Illustrator
Web Design	Art Critic/Author	Architect

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# Business and Enterprise



Level 1/2 Business Studies and Enterprise  
Mr D Mooney (Subject Leader)

Examining Body: NCFE

## Assessment

### External exam

40% of the technical award Written examination:

- 80 marks
- 1 hour 30 minutes
- a mixture of multiple-choice, short-answer and extended-response questions.

The written examination will assess the learner's knowledge and understanding of content from Unit 01 and target assessment objectives AO1, AO2 and AO3.

### Synoptic project

60% of the technical award The completion time for the Synoptic Project is 21 hours of supervised time. The synoptic project will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area. The synoptic project will target assessment objectives AO1, AO2, AO3, AO4 and AO5. The synoptic project will be externally set by NCFE, internally graded by the centre and externally quality assured by NCFE.



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# Course Outline

Typical activities are aimed to reflect the differing learning styles of all students. Class lectures, question and answer sessions, pupil presentation, computer based tasks, reading comprehension; group tasks and individual research tasks are the usual activities and offer the students various ways to improve their learning. The course will also focus on case studies about how business impacts on our society from the individual entrepreneur to multi million pound corporations.

Homework - Pupils will have to complete homework on a weekly basis in conjunction with their progression throughout the various units. Pupils are required to have strong subject knowledge for assessments and background reading is advised alongside the course. Students will have access to an I-achieve online learning platform.

Business studies is an important element in ensuring successful progression to A Level Business and in the workplace. This qualification is designed for learners who want an introduction to business and enterprise that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the business and enterprise sector or progress to further study. The course also has a lot of ICT skills content, which can be readily applied in a variety of positions.



## Future Pathways

A level & BTEC business, A level economics



## Possible Careers

Accountancy, law, marketing, sports management or the leisure and tourism industry, teaching.



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# Child Development & Care



Cache Level 2

Examining Body: NCFE CACHE

Miss G Carson

## Assessment

This qualification provides the opportunity to gain a vocational qualification that introduces the sector. It includes the knowledge and understanding of child development and well-being necessary for working with children in a variety of settings. It is aimed at a range of students who wish to be introduced to childcare and development for children aged 0-5 years. It also gives students an insight into their preferred learning styles and assists in developing their ability to study.

You will complete 3 mandatory units

Unit 1 – An introduction to working with children age 0 – 5.

Unit 2 – Development and well-being 0 – 5.

Unit 3 – Childcare and Development 0 – 5.

Unit 1 & 2 are assessment internally. (50% of total marks)

Unit 3 is assessed by an examination. (50% of total marks)



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# Course Outline

This qualification will enable you to develop significant transferable knowledge and study skills that will support progression to further learning, including:

an awareness of learning styles

a basic introduction in to working with children in a variety of settings

an understanding of roles and responsibilities when working in a setting

an understanding of Equality and Diversity within a childcare setting

a basic understanding of the stages and sequence of child development

an introduction to observing children and how it supports development

an introduction to the influences that affect holistic development

an introduction to everyday care routines and the types of activities that can support the development of independence,

an introduction to supporting children through transition

# Future Pathways

This qualification is a good choice for you if you wish to gain an understanding of child development and well-being. This qualification is ideal for you if you wish to progress to further learning in this area, as it supports progression to a broad range of vocational training courses at Level 2 and above, including Early Years Educator qualifications at Level 3.



# Possible Careers

**Careers:** This could lead to work in Social Care, teaching, nursery nursing or child minding.



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# Computing



GCSE Computing

Mr Jones

Examining Body: OCR

## Assessment

50 % Examination (1 hr 30mins) 80marks

50 % Examination (1 hr 30mins) 80marks

Practical programming tasks (NEA)



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# Course Outline

Computing is of enormous importance to the economy. The role of Computer Science as a discipline itself and as an underpinning subject across science and engineering is growing rapidly.

Businesses today require an ever-increasing number of technologically aware individuals. This is even more so in the gaming, mobile and web related industries. This qualification offers students an in-depth understanding of how computer technology works. It offers an insight into what goes on 'behind the scenes', including computer programming.

Students will learn the theory behind computing systems and how they work. Focussing on the particular roles of the components inside a computer and how they impact on the performance of computers. They will also learn how to think abstractly and gain an understanding of how to plan, develop, create and test a program. These skills will then be used in a practical setting for the programming task within the subject where they will have to write a program for a scenario provided. Homework - Students will be given homework on various topics and exam questions throughout year 10 and 11. They may also have to complete some aspects of programming in their own time.

This exciting new qualification allows you to explore how computer systems work. You will also get the chance to develop the necessary skills to write your own computer programs from scratch.



## Future Pathways

Qualifications:

- A level Computing
- Apprenticeships in computing



## Possible Careers

Possible Careers:

- Web Designer
- Advertiser/Marketing
- Computer Game Designer
- Film Animator
- IT or Media Sector

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# Dance



BTEC Tech Award in Performing Arts Level 1/2 (Dance)

Examining Body: Pearson

Miss G Walsh (Subject Leader of Performing Arts )

## Assessment

### **BTEC Tech Award in Performing Arts: Dance**

**All practical and written coursework and no written exam**

#### **Component 1: Exploring the Performing Arts**

**Learning Aim A** - Examine professional dance/performance work.

**Learning Aim B** - Explore the relationships between features (Set Design, Lighting and Sound) in the performance work.

- Explore the work of dance choreographers.
- Explore the roles and responsibilities in the Performing Arts industry.
- Learn about expressive, physical and mental skills needed as a performer.

#### **Component 2: Developing Skills and techniques in the Performing Arts**

**Learning aim A** - Students will develop their dance skills and techniques through studying different dance styles including Contemporary, African, Bollywood, Street and Musical Theatre.

**Learning aim B**- Apply skills and techniques in rehearsal and performance. Component 2

- You will learn dance movement/motifs and apply technical, mental and expressive skills to the workshop performance.
- You will record all work as evidence during rehearsals, workshops and performances and complete a working log.

#### **Performing to a Brief Component 3**

- You will be given the opportunity to work as part of a group to create a workshop performance in response to a given brief/stimulus.
- You will create movement and ideas in relation to an assignment brief.
- Complete a working log reflecting on the choreographic process, rehearsals and the overall performance.
- Work as a group to develop a dance choreography.
- Perform in front of a live audience in your lesson or a showcase event if the group wants to.

# Course Outline

Component 1 and 2 are assessed internally. (60% of total marks)

Component 3 is assessed externally. (40% of total marks)

## Future Pathways

This qualification is a good choice for you if you wish to gain an understanding of dance, performing arts, and the performing arts industry. This qualification helps to build transferable skills for example, communication, collaboration, respect and much more. This course is ideal for you if you wish to progress to further learning in this area, as it supports progression to a broad range of vocational training courses at Level 2 and above, A levels and High education qualifications.



## Possible Careers

- Choreographer
- Professional dancer
- Dance teacher
- Fitness instructor
- Theatre/stage productions
- Dance photographer/videographer
- Dance physiotherapist
- Stage makeup
- Costume design



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# Design Technology



GCSE Design Technology

GCSE Examination Board: AQA

Mr N Kilty (Faculty Leader)

## Assessment

Component 1	Controlled Assessment	50%
Component 2	Externally set assignment– Exam	50%

50 % Examination (2 hours) ***This is Theory based.***

50 % Controlled assessment ***Design and make activity***

During the course, you will investigate new and emerging technologies, environmental considerations, metals, woodwork, fibres, fabrics, paper and plastics. The subject includes a range of practical work based on the above materials.

Why D&T is an important subject to study as it helps and allows students to:

- Understand what people want
- Create fantastic designs using new tools, material and processes
- Make brilliant products using CAD,CAM and 3D printing
- Work in teams and individually
- Develop empathy and a connection to others
- Understand materials
- Understand how things work
- Have the freedom to be creative
- Design and make real things
- Solve real-world problems
- Future proof their prospects
- Have control over their lives and environment

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# Course Outline

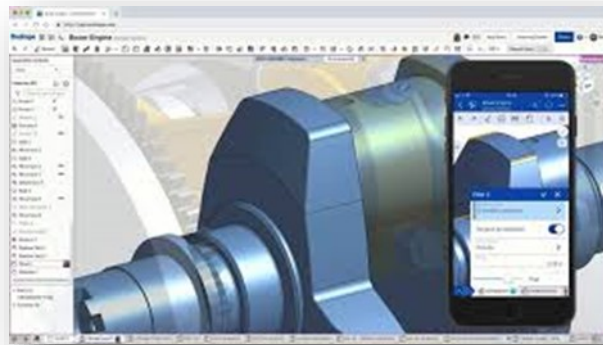
Practical based design and make tasks, which includes identifying and investigating, design possibilities based on a research task. You will produce a design brief and specification, generating and developing design ideas, which will progress towards a final product, which you will make from a range of materials including wood, metal, electronics, plastics and textile materials.

The majority of the specification is delivered through practical application where possible to enable knowledge and understanding of different materials and their uses.

In order to make effective design choices students will need a breadth of core technical knowledge and understanding that consists of: New and emerging technologies, energy generation and storage, developments in new materials, systems approach to designing, mechanical devices, materials and their working properties **Please remember that Design and Technology is all about making. There is a significant amount of theory content to be covered during the course.**

# Future Pathways

Qualifications: A levels Art, Textiles and Photography, Art Design and Communication Diploma, Product Design.



# Possible Careers

## Where could 3D Design take you next?

- This creative and vocational qualification gives students the practical skills and confidence to succeed in a number of careers, especially those in the more practical Industries. Students will gain a real understanding of what it means to be a designer, alongside gaining the knowledge and skills sought by Higher Education and employers.
- This course would prepare learners for jobs in the vocational sector. Practical trades are a major employer in the UK offering a highly diverse and exciting range of career opportunities such as joinery, plumbing, construction and furniture-making in the manufacturing sector.

### Job Role

Artist/designer	Teacher of Art/DT/Textiles	TV/Film Director
Fashion Designer	Product Designer	Prop/Set Designer
Textiles Designer	Gallery Curator	Tattoo Artist
Interior Designer	Art Therapist	Stylist
Furniture Designer	Art Technician	Graphic Designer
Photographer	Gaming/Graphics Design	Book Illustrator
Web Design	Art Critic/Author	Architect

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# Drama



GCSE Drama

Examining Body: AQA

Miss S Owens

## Assessment

### Component 1 Written Test (40%)

- Section A - Knowledge and understanding of drama and theatre.
- Section B -Study set text – Blood Brothers S
- Section C -Analyse and evaluate work of Live theatre makers This Unit is assessed by a written exam 1.45 minutes Open Book.

### Component 2 Devising (40%)

- A devised performance in front of an audience (20 Marks)
- Devising Log -Analyse and evaluate own work (60 marks)

### Component 3 Script work (20%) Performance of two extracts from one play.

- Free choice of play but it must contrast with the set play chosen for Component 1. P
- Performance of Extract 1 (20 marks) and Extract 2 (20 marks)

**Unit 1 & 2: Internally assessed**

**Unit 3: Externally assessed**

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# Course Outline

It is a natural progression from the Key Stage 3 drama curriculum. GCSE drama promotes confidence, performance techniques, team working and creativity.

- It actively engages students in the process of drama in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.
- It will also develop students' skills, knowledge and understanding of a range of drama techniques through exploring performing, creating and appreciating a variety of drama techniques.
- It increases expressive skills through which students are able to communicate their dramatic intention and develop their individual qualities as performers.
- It will present opportunities to develop students' skills, knowledge and understanding of drama through which they are able to communicate ideas, thoughts and meaning drawn from a range of dramatic techniques

# Future Pathways

**Life Skills:** Skills obtained in this subject will enable students to further develop their talent in the dramatic arts and gain the confidence to perform and speak in public, as well as analyse and interpret plays



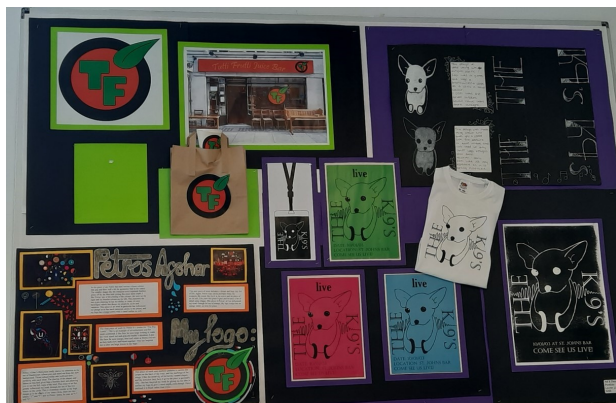
# Possible Careers

- Actor/Actress
- Drama teacher
- Director/Producer
- Event organiser/planner
- Theatre/stage productions
- Drama photographer/videographer
- Stage makeup
- Set designer
- Costume designer



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# Graphics



GCSE Graphics

Mrs R Adams

GCSE Examination Board: Eduqas

## Assessment

Component 1	Coursework portfolio	60%
Component 2	Externally set assignment– Exam	40%

**Component 1** (60%) – the portfolio of work (coursework) will be continually assessed throughout the course. The deadline for submission of this component will be the start of May of the final year of the course.

However, all students are encouraged to complete their coursework before they start the exam, to give them time to focus on the preparation work for the Externally set task.

**Component 2** (40%) the externally set assignment (exam paper) will be issued in January of the final year of the course. A period of preparatory studies will commence prior to the Ten hour exam which will take place in March of the same year.

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# Course Outline

Graphics is one of the biggest growing industries in the UK.

It gives you the opportunity to develop work around your own interests, be it gaming, music, sport, films or fashion.

It is a contemporary course, relates to artwork that we see in our daily lives, and is all around us through video games, advertising, branding of goods.

It allows you to be creative and develop ideas in an imaginative way.

You will focus on two main project themes, developing coursework that shows drawing skills, planning and the development of ideas with a variety of media and outcomes.

Outcomes can include your own logo design printed onto T-shirts and bags, promotional posters and advertising campaigns.

**Graphics and Art and Design cannot be chosen together.**

# Future Pathways

Qualifications: A levels Art, Textiles and Photography, Art Design and Communication Diploma,

# Possible Careers

Many people often under estimate the career possibilities that can stem from the arts, the creative industries are growing 5x faster than the UK economy rate as a whole. The creative industries employ over 2 million people in the UK and are projected to create an additional one million jobs by 2030 (Creative Industries Federation, 2020).

## Job Role

Artist/designer	Teacher of Art/DT/Textiles	TV/Film Director
Fashion Designer	Gallery Assistant	Prop/Set Designer
Textiles Designer	Gallery Curator	Tattoo Artist
Interior Designer	Art Therapist	Stylist
Furniture Designer	Art Technician	Florist
Photographer	Gaming/Graphics Design	Book Illustrator
Web Design	Art Critic/Author	Architect

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# Health and Social Care



BTEC TECH Award LI/2

Examining Body: Pearson

Miss K Henry

## Assessment

BTEC Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. There is one external assessment, Component 3; it provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation.

Component 1—Human Lifespan Development 1/2 Level	30%
Component 2—Health and Social Services and Values 1/2 Level	30%
Component 3—Health and Wellbeing 1/2 Level	40 %

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# Course Outline

The three components focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and, therefore, students need to achieve all components in order to achieve the qualification.

The components are interrelated, and they are best seen as part of integrated whole rather than as very distinct study areas. Students will normally take this qualification over a two-year period or longer. This means that they must be given the opportunity to build their confidence in understanding the sector, vocational contexts and vocational attributes over a long period during the course of study before they are assessed.

As the interrelated components are not linked to occupational roles, certification is not available at component level

# Future Pathways

This prepares students to enter employment or apprenticeships, or to move on to higher education by studying a degree in aspects of health or social care.



# Possible Careers

Students who perform strongly in this qualification compared to their overall performance should strongly consider this progression route as it could lead ultimately to employment in the health or social care sector. For example: midwifery, police, psychology and health care sector.



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# Hospitality and Catering



GCSE Level 1/2 in Hospitality and Catering

GCSE Examination Board: WJEC

Mrs H Parker and Miss J Quane.

## Assessment

**Unit 1 The Hospitality and catering industry: is assessed through a written examination which;**

- Is 90 minutes in length
- Is worth 40% of qualification
- Is out of 90 marks
- Can either taken on-screen or as a written paper
- Includes a range of question types
- Consists of all compulsory questions

You can sit in year 10 and/or year 11 and the best mark stands.

**Unit 2 Hospitality and catering in action: is assessed through a Non-examination assessment task (NEA) which will be completed under controlled conditions, marked by your teacher, externally moderated by WJEC.**

- 9 hours will be allocated for this assessment
- It is worth 60% of qualification
- It will be marked as Level 1 Pass, Level 2 Pass, Merit or Distinction
- There are three scenarios that you can choose from
- You will need to propose 4 nutritious dishes that you think could be served in the catering outlet
- You will need to plan for the production of 2 dishes
- You will need to prepare cook and serve 2 dishes with accompaniments during a set practical session
- Written evidence will be needed to show coverage of the Assessment Criteria.

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# Course Outline

This course has been designed to help pupils develop knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. Pupils will learn about issues related to nutrition and food safety. In this qualification, pupils will also have the opportunity to develop food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

# Future Pathways

After completing the WJEC Vocational Award in Hospitality and Catering you may be interested in progressing to other qualifications relevant to working in the sector, such as: WJEC Level 3 Applied Certificate/Diploma in Food Science and Nutrition Level 2/Level 3 Diplomas in Hospitality and Catering Level 2/Level 3 Diplomas in Professional Cooking

# Possible Careers

## Job Titles in the Hospitality Industry



### Hotel Management

- ▶ Hotel General Manager
- ▶ Group Sales
- ▶ Spa Manager



### Event Planning

- ▶ Event Planner
- ▶ Wedding Coordinator
- ▶ Event Manager



### Food Operations

- ▶ Executive Chef
- ▶ Cook
- ▶ Beverage Manager



### Front-Of-The-House

- ▶ Front Desk
- ▶ Concierge
- ▶ Bellhop

# Media Studies



GCSE Media Studies

Examining Body: AQA

Miss C Sabatina

## Assessment

70% Examination 30% Non-exam assessment

### **Component 1- Industries, audiences and representations.**

Written examination: 1 hour 30 minutes

35% of the qualification

Total Marks= 84

### **Component 2- Media Language and context.**

Written examination: 1 hour 30 minutes

35% of qualification

Total Marks=84

### **Component 3: Non-exam assessment**

Creating a Media product. A range of topics related to the over-arching (annually changing) theme.

30% of qualification

Total marks = 72

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# Course Outline

The study of the Media involves a wide ranging and vast analysis of Media texts and products. Mastery of Media Language terminology is an initial area of study; Analysis of Media representations; The rise of stereotypes and how to challenge these representations; Comparisons of Media products; Analysis of the growing change and progress in technology; Cross media ownership; Globalisation; Government censorship; Marketing techniques; Use of Media theory; Exam techniques; Coursework practical completion.

Homework - Students will analyse texts and express their understanding of Media terminology on a consistent basis throughout the course. Students will need to be able to analyse texts in order to make progress in the subject. Homework will be set on a weekly basis to test students' understanding of course components. Homework will also include coursework once students reach the end of Year 10 and this will continue into Year 11 until the submission date.

# Future Pathways

Media Studies allows you to 'keep up to date' with progressions made in the modern world. Media Studies is essential to enable you to challenge pre-conceived views of the modern world.



# Possible Careers

It opens up a gateway for the future and obvious professions include teacher, journalist, presenter, writer, editor, camera operator, film director



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# Music



BTEC Tech Award (Music)

Miss C Costello

Examining Body: Pearson

## Assessment

Component 1 and 2 are assessment internally. (60% of total marks)

Component 3 is assessed externally. (40% of total marks)



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# Optional Units

## All practical and written coursework and no written exam

### **Component 1: Exploring Music Products**

Through a series of workshops and practical tasks, you will create a portfolio exploring a variety of styles and genres of popular music (such as Disco, Punk, Reggae, Motown, Britpop, RnB, Rock,) world music, music for film and games, western classical styles and blues. Through these practical workshops, listening and theory elements will also be developed.

The aim of this component is to capitalise on, nurture and encourage your own musical interests.

### **Component 2: Music Skills Development**

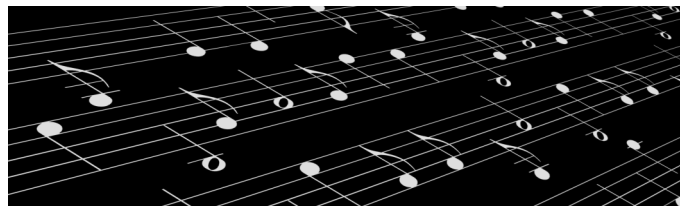
You will specialise in two different areas out of these three: Music Performance, Creating Original Music (song writing/composing) and Music Production (using computer software to produce music)

### **Component 3: Responding to a Commercial Music Brief**

This component will allow you to work to your strengths and interests and apply the skills that you have learned throughout your course in a practical way. You will focus on a particular area of the music industry that excites and appeals to you and respond to a commercial music brief as a composer, performer, or producer.

# Future Pathways

Qualifications: A Levels/BTEC Diploma in Music/Production Arts



# Possible Careers

Music is what makes humans, human! As an industry, music covers and includes a phenomenal number of different jobs. This BTEC is successful as it appeals to a wide range of interests as some students have a passion in performing, others may prefer to learn how to become a composer/songwriter whereas some will want to focus on using computer software to sequence and mix a track.

There is a vast spectrum of careers within the music industry but a snapshot includes performer, composer/songwriter, record producer, manager, music therapist, music journalist/blogger, live sound technician, promoter, concert manager, studio manager, radio presenter, music teacher, instrumental technician etc.



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# Physical Education

Core PE- All pupils at KS4 will take part in one practical PE lesson each week. These lessons will promote a healthy and active lifestyle and encourage lifelong participation in sport and physical activity. Pupils will have the opportunities to take part in a range of activities including badminton, netball, football, fitness, and trampolining. Work on the areas of a balanced diet and goal setting will also be available throughout the key stage. In addition to this you could opt for:



GCSE Physical Education

Examining Body: OCR

Miss H Scott

## Assessment

60% exam. 30% practical sports. 10% coursework

### **Component one**

**Physical factors affecting performance** (Written paper, one hour and 60 marks) This unit equates to 30% of the qualification.

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

### **Component two**

**Socio-cultural issues and sport psychology** (Written paper, one hour and 60 marks). This unit equates to 30% of the qualification.

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

These assessments consists of multiple choice, short answer and extended writing questions.

### **Component three**

**Practical Performance** (Non-examined assessment: internally and externally moderated.)

This unit is scored out of 60 marks (20 marks for each activity) and equates to 30% of the qualification.

The assessment consists of students completing three physical activities from a set list.

One activity must be a team sport.

One must be an individual sport.

The final activity can be a free choice between a team and individual sport.

### **Component 4**

**Analysing and evaluating performance** (Non-examined assessment: internally and externally moderated.)

This unit is scored out of 20 marks and equates to 10% of the qualification.

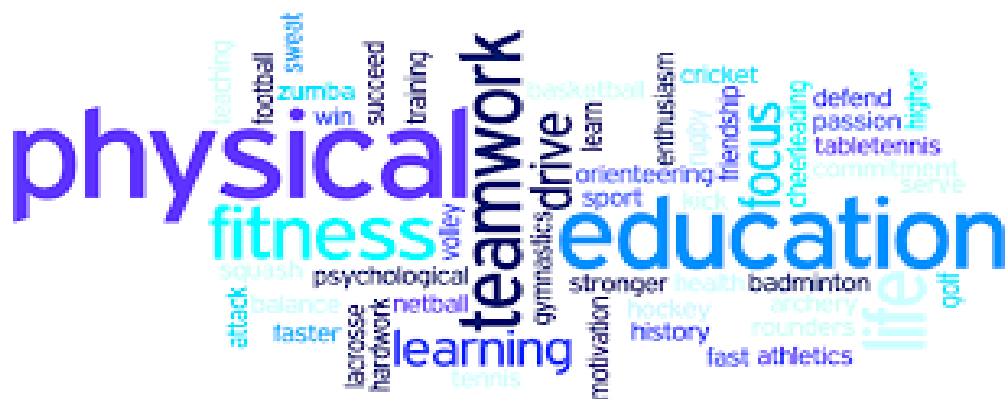
Evaluating and analysing components and movements in a chosen activity and creating a programme for improvement

# Course Outline

60% exam. 30% practical sports. 10% coursework

## Future Pathways

Following GCSE studies in P.E or Sport subject areas natural next steps would include completing an A level in Sport Science, BTEC level 3 Sport and Exercise Science, or a Cambridge Technical in Sport Science / Sport Studies. Other A levels that link well with Sport and PE include Biology and Psychology.



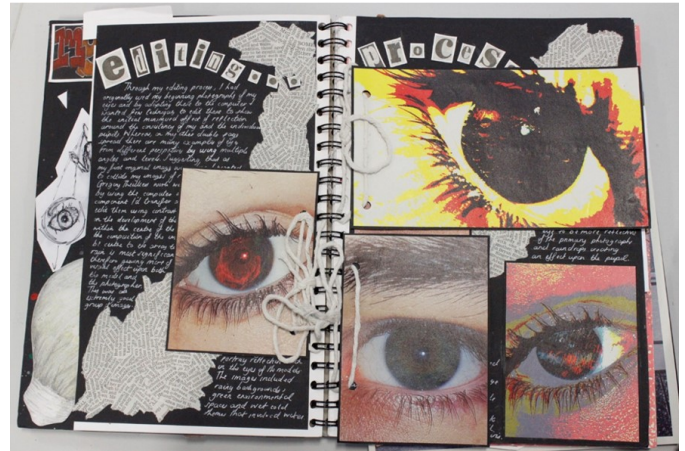
## Possible Careers

Possible careers - Police, Personal Trainer, PE Teacher, Armed Forces Career, Sport Development Officer, Coaching, Physiotherapist, Sports Psychologist, University lecturer



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# Photography



GCSE Photography

GCSE Examination Board: Eduqas

Miss J Carden

## Assessment

Component 1	Coursework portfolio	60%
Component 2	Externally set assignment– Exam	40%

Photography is defined, as drawing with light, and it is this main concept you will explore through using a camera.

You will spend time taking photographs in a fun and experimental manner. You will then be taught how to manipulate those images and present them in a new and exciting format.

This course has a theoretical basis and students will be taught to analyse the work of photographers in depth and respond to their work.

Teamwork will be important as you plan and set up your photo shoots. There will also be the opportunity to create videos, animations and explore cyanotypes, a method of capturing images without a camera

Students will be expected to work independently and produce work outside of the classroom by completing research tasks at home.

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## Course Outline

You will develop skills to take into an industrial environment and have fun setting up your own photo shoots, work outside of the normal classroom setting and explore the use of Photoshop in a creative and imaginative way.

Pupils are given the opportunity to improve the use of and develop skills in facilities that you readily have available, for example the camera on your phone, an iPad etc.

You will learn how to take better pictures and feel proud as you present and display your work.

## Future Pathways

Qualifications: A levels Art, Textiles and Photography, Art Design and Communication Diploma,

## Possible Careers

Many people often under estimate the career possibilities that can stem from the arts, the creative industries are growing 5x faster than the UK economy rate as a whole. The creative industries employ over 2 million people in the UK and are projected to create an additional one million jobs by 2030 (Creative Industries Federation, 2020).

Possible careers - There are a wide range of careers related to photography from product, forensic, fashion, press, wedding to name just a few. It will also provide a good basis for those who want to become filmmakers and animators. Photography also relates well to graphic designer, web designer, interior designer, architect, product designer, illustrator, and gallery or museum curator.

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# Religious Education



GCSE RE

Examining Body: EDEXCEL

Mr R Ellis (Subject Leader of Humanities)

## Assessment

The students study this specification for two years and sit 2 exam papers at the end of the course.

Paper 1: Religion, Peace and Conflict through Christianity

- Christian beliefs (1)
- Crime and Punishment (2)
- Living the Christian life (3)
- Peace and Conflict (4)

Paper 2 :Religion and Ethics through Islam

- Muslim beliefs (1)
- Marriage and the Family (2)
- Living the Muslim life (3)
- Matters of life and death (4)

100% Examination, weighted 50% for each paper

Paper 1 – Religion, Peace and Conflict Through Christianity (1 hour and 45 minutes)

Paper 2 – Religion and Ethics Through Islam (1 hour and 45 minutes)

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# Spanish



GCSE languages (Spanish)

Examining Body: Eduquas

Mrs V Ibanez—Jackson (Subject Leader)

## Assessment

In consultation with teaching staff, students will be entered for the foundation or higher tier

The linear course will assess students in all four skills areas (listening, speaking, reading and writing) in examinations that take place at the end of year 11.

Each assessment is worth 25%.



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# Course Outline

The GCSE MFL course is an intensive 2 year course that builds on the learning of MFL since Year 7. Over the 2 year course you will study 3 main broad themes:

1. Identity and culture (including youth culture, lifestyle and customs and traditions)
2. Local, national, international and global areas of interest (including home and locality, Spanish speaking countries and global sustainability)
3. Current and future study and employment (including current study, world of work and jobs and future plans.)

## Future Pathways

Qualifications: A level Spanish

Degree Level

- BA / MA in Spanish

Students may be able to combine Spanish with another subject as well. MAs are higher level degrees and may enable students to study a more specific area of Spanish, such as Interpreting and translation.



## Possible Careers

A qualification in a Modern Foreign Language increases your employability as is only ever seen as an asset by employers. It shows you have good listening skills, that you can offer opinions, arguments and can converse at length. A GCSE in MFL can open up many career opportunities in Europe and in many other MFL speaking countries and communities throughout the world. The qualification lends itself naturally to careers in education, the hotel industry, travel and tourism, working for the airlines, working as a holiday representative or any career in international business including law, finance, banking and industry.



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# Sports Science



GCSE Sports Studies  
Miss H Scott (Subject Leader)

Examining Body: OCR

## Assessment

### **Unit one (Compulsory)**

#### **Reducing the risk of sports injury** (Written 1 hour and 60 marks)

How to prepare participants to take part in physical activity, which minimises the risk of injuries occurring.  
How to react to common injuries that can occur during sport and how to recognise the symptoms of some common medical conditions.

### **Unit two (Compulsory)**

#### **Applying principles of training** (Internally assessed and externally moderated)

Principles and methods of training  
Fitness testing  
Design of training programmes

Staff will then select two final units will then be from an optional list (shown below)

#### **The body's response to physical activity** (Internally assessed and externally moderated)

The structure and function of the musculo-skeletal and cardio-respiratory systems  
Short and long term effects of exercise on the body systems

#### **Sports nutrition** (Internally assessed and externally moderated)

The composition and guidelines for a healthy, balanced diet.  
The role that diet plays in different sports and activities  
Appropriate and effective diet planning for a performer.

#### **Sports Technology** (Internally assessed and externally moderated)

The changes in technology over time and how different roles in sport have used it to advance performance.  
How this technology has provided both advantages and disadvantages to all involved in sport.

# Course Outline

Practical lessons will cover both team and individual sports. These lessons will support the theory content and provide practical examples for written work.

A one hour written exam in - Reducing the risk of sports injury. (25%)  
3 centre assessed units, which are OCR moderated. (75%)



## Future Pathways

Qualifications: BTEC (National) level 3 Sport,  
Sport Development and Coaching.



## Possible Careers

- Sports coaching
- Sports development
- Teaching
- Nutrition
- Physiotherapy
- Sports medicine
- Sports science
- Sports journalism
- Leisure industry

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# Statistics



GCSE Statistics

Examining Body: Edexcel

Mrs Roberts (Senior Leader of Maths )

## Assessment

100 % examination, two exams sat at the end of the course.

The course analyses and evaluates real life examples of data. The course is based on the statistical enquiry cycle through studying how to plan investigations, the ways to present the data collected and any constraints in the sourcing of the data then interpreting the results before evaluating the investigation and the communicating the results. This can be split into three main areas which are all studied across both papers at the end of the two-year course.

1. The collection of data
2. Processing, representing and analysing data
3. Probability

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# Course Outline

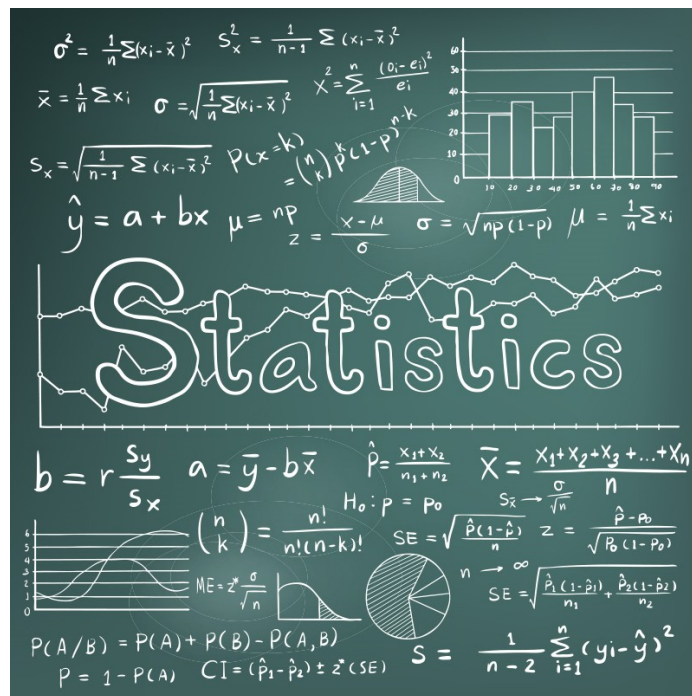
Statistics is an opportunity to investigate and analyse real life data and make decisions about it. It is also an opportunity to research hypotheses you may have and find the answers.

Statistics lessons will focus on the statistical enquiry cycle so there will be a mixture of planning how to collect data, collecting the data and then evaluating it. Activities will include creating graphs, tables and diagrams to represent real life data such as government spending, comparing sales of computer games or looking at growth in the population and then making decisions or comparisons from this.

The course will also give you the opportunity to collect and analyse your own data. Towards the end of the course, there is the opportunity to spend an extended period of time designing and investigating your own topic using all the skills you have learnt.

# Future Pathways

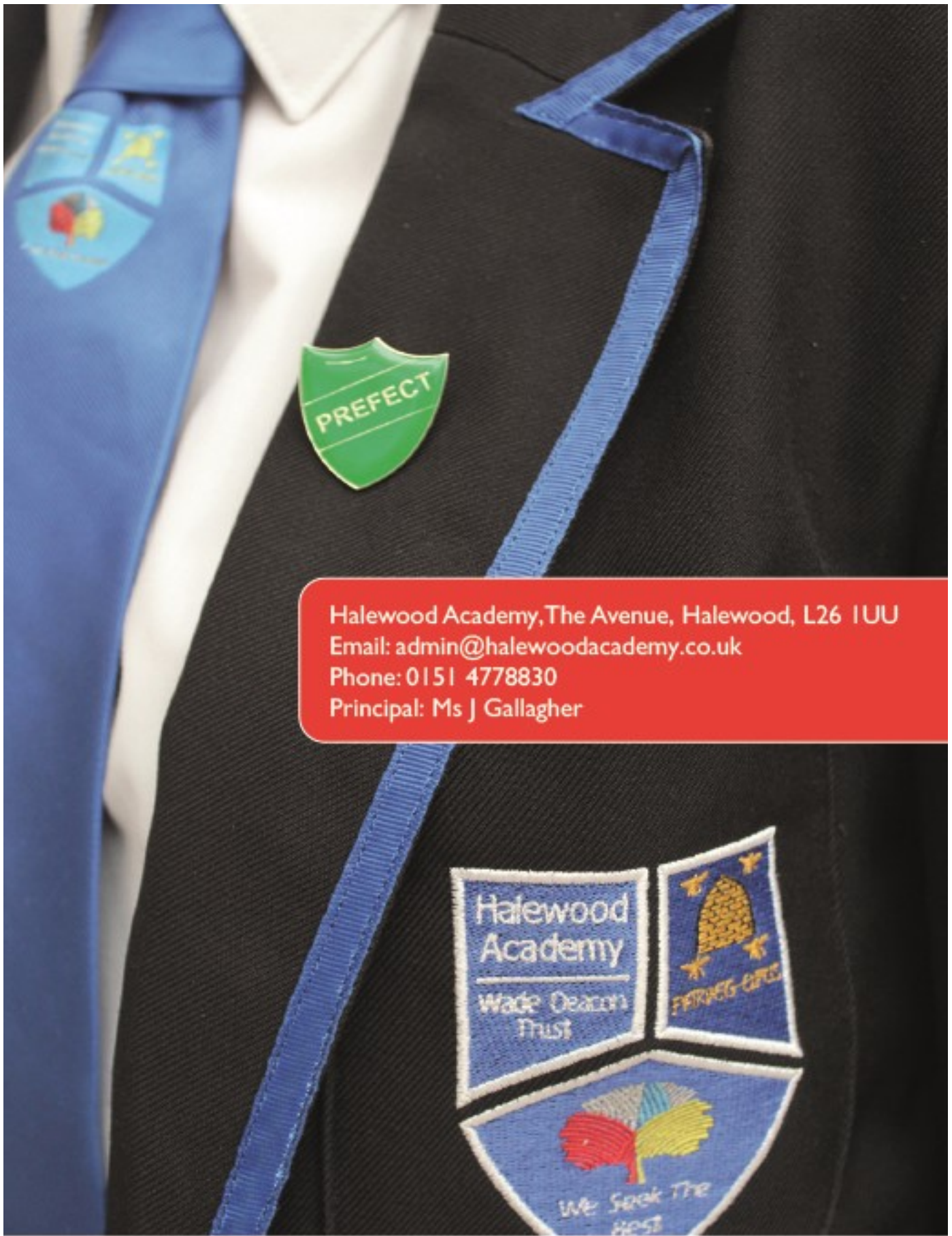
This is a subject where you will be constantly studying real life data and gaining skills which are invaluable for every college course or career you are planning to study. The course will also support your science and maths GCSEs and support you moving onto A Levels in STEM subjects



# Possible Careers

If you google careers which require Statistics, thousands of jobs will come up as the skills which you learn (problem solving, analysis, decision making and communication) are invaluable in all sectors. However, if you would like to continue to study Statistics at A Level and beyond, possible careers include being an actuary, a medical statistician, a risk analysis, a research assistant, a sports statistician or you could even work for the government helping them to make decisions on how the country is run.

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