



# Blackburn Central HIGH SCHOOL

Aspire and achieve

# Options 2021

**Blackburn Central High School**  
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# Headteacher's Message

This document is designed to support you in making an important decision which will set you on your chosen career path. All of us at Blackburn Central High School are constantly striving for outstanding, and the choices that you make will enable you to attain your own personal outstanding goals.

It is important to understand that GCSE and other course grades are a record of what you have achieved in each subject. Achievement in the external examinations will be used as a means of deciding the next step in terms of careers, further education and training.

For example you may wish to study A-Levels or follow a vocational course at a sixth-form college or other further education establishment. It has become increasingly evident that colleges are requiring students to have attained at least 5 good GCSE passes at grade 4.

Some subjects will have a coursework element which is important to students who may perform better with a larger weighting on coursework than written examinations. However, under the new GCSE structure the majority of subjects are more heavily weighted or exclusively weighed towards examination performance. In order to make the right decisions staff will support parents and students in choosing the best options based on aptitude and potential.

The education system is very flexible and is constantly aiming to respond to changing technological and economic climate, it is therefore essential that everyone is aware of the opportunities available offered by different subjects.

At Blackburn Central High School we value each and every individual and our aim is to make the options process as simple and straightforward as possible. Our **Year 9 Parents' Evening** on **11th February 2021** is designed to help you through the process and gain an insight into the range of courses on offer. Please visit our school website to make appointments.



**Mrs Hussain**  
**Headteacher**

# Key Stage 4 Curriculum

We ensure that all students receive a broad and balanced education in order to keep as many pathways available to you in the future. This is one of the reasons why the Government introduced the National Curriculum and why Blackburn Central High School provide the following courses in Key Stage 4:

<b>English</b>	<b>5 periods per week</b>
<b>Mathematics</b>	<b>5 periods per week</b>
<b>Science</b>	<b>5 periods per week</b>
<b>Physical Education</b>	<b>1 period per week</b>
<b>Option A</b>	<b>3 periods per week</b>
<b>Option B</b>	<b>3 periods per week</b>
<b>Option C</b>	<b>3 Periods per week</b>

English, Mathematics, Science, Physical Education, PSHE and Careers are compulsory for all students, however a large number of courses are still available for you to choose from guided by staff.

Sets and groups will be decided by subject teachers to ensure that you can access the best possible learning; in order to ensure the highest possible level of achievement.

## **Final Subject Allocation**

Every effort will be made to ensure that you are allocated a course in line with your preference, but this cannot be guaranteed. It is inevitable that some students will need to change their selection due to over subscription or low uptake of a subject. In addition Directors of Learning may feel a student would benefit from an alternative subject or pathway.

## **Careers and Post 16**

Careers guidance also plays an important part in preparing students for life beyond Blackburn Central High School. This will include one-to-one appointments, guest speakers, and computer aided careers guidance. Various options are possible beyond Blackburn Central High School such as Sixth-Form Colleges for academic and vocational qualifications, National Traineeships, Modern Apprenticeships and other employment opportunities.

# Mathematics

Exam Board: Edexcel

Specification Number: 1MA1

Website: <http://qualifications.pearson.com/en/about-us/qualification-brands/edexcel.html>

## Assessment

3 written examination papers each 1 hour 30 minutes. There are three exam papers: paper 1: Non-calculator; paper 2 and paper 3: Calculator allowed

## Foundation Topics (& weightings)

Number (22-28%); Algebra (17-23%); Ratio, Proportion & Rates of change (22-28%); Geometry and Measures (22-28%); Statistics & Probability (12-18%).

## Higher Topics (& weightings)

Number (12-18%); Algebra (27-33%); Ratio, Proportion & Rates of change (17-23%); Geometry and Measures (17-23%); Statistics & Probability (12-18%).

## Course Outline

Students in Years 9, 10 and 11 follow the Edexcel Linear Specification in Mathematics.

The Foundation paper covers Grades 1-5. The Higher Paper covers Grades 4-9.

Both the Foundation and Higher paper cover Number, Algebra, Geometry, Measures, Statistics and Probability.

Each paper will assess students' ability to recall, select and apply their knowledge of mathematics and to interpret, analyse and solve problems.

Functional elements of mathematics ensures that students have the skills they need to use mathematics in real life contexts.

## Careers and Skills

A-levels: Maths, Sciences (Applied & Social), law, music etc. Diplomas etc.

Most employers expect students to have a good GCSE maths grade.

Straight into employment or via Apprenticeships etc.



# English Language

Exam Board: Eduqas

Specification Number: 601/4505/5

Website: <http://www.eduqas.co.uk>

## Assessment

100% examination at the end of Year 11. There are two exam papers. Each paper will contain 2 units.

### Paper 1

20th Century Literature Reading and creative Prose Writing (Written exam: 1hr 45; 40% of the qualification).

#### Section A (20%) – Reading

Understanding of one prose extract (about 60-100 lines) of literature from the 20th century assessed through a range of structured questions.

#### Section B (20%) – Prose Writing

One creative writing task selected from a choice of four titles.

### Paper 2

19th & 21st Century Non-Fiction Reading and Transactional/Persuasive Writing (Written exam: 2hrs; 60% of the qualification).

#### Section A (30%) – Reading

Understanding of two extracts (about 900-1200 words in total) of high-quality non-fiction writing, one from the 19th century, the other from the 21st century, assessed through a range of structured questions.

#### Section B (30%) – Writing

Two compulsory transactional/persuasive writing tasks.

## Careers and Skills

Skills that students will develop...

Read a wide range of texts, fluently and with good understanding; read critically, and use knowledge gained from wide reading to inform and improve their own writing; write effectively and coherently using Standard English appropriately; use grammar correctly, punctuate and spell accurately; acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.

Careers that the subject will lead to...

All careers require a good command of English...but English careers might include: journalism; editing; copywriting; teaching; playwright; librarian; politician.



# English Literature

Exam Board: AQA

Specification Number: 8702

Website: [www.aqa.co.uk](http://www.aqa.co.uk)

## Assessment

2 external examinations. 100% closed book examination assessment. There are two exam papers, which will be sat at the end of Year 10.

### Paper 1

Shakespeare and the 19th Century Novel (Written exam: 1hr 45min; 40% of the qualification).

#### Section A - Shakespeare

Students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

#### Section B - The 19th Century Novel

Students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

### Paper 2

Modern Texts and Poetry (Written exam: 2hrs 15min; 60% of the qualification).

#### Section A - Modern Texts

Students will answer one essay question from a choice of two on their studied modern prose or drama text.

#### Section B - Poetry

Students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

#### Section C - Unseen Poetry

Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

## Careers and Skills

Skills that students will develop...

Literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events; critical reading; ability to compare texts.

Careers that the subject will lead to...

All careers require a good command of English...but English careers might include: journalism; teaching, politician, librarian, researcher.



# Biology

Exam Board: AQA

Specification Number: 8461

Website: <http://www.aqa.org.uk>

## Assessment

2 x 1 hour 45 minute papers. There is no controlled assessment.

### Paper 1: Topics 1–4: Cell biology; Organisation; Infection and response and Bioenergetics

Students will learn how cells are structured, how they are specialised and how they divide. The organisation of cells into organs is studied, alongside the anatomy and working of organs such as the heart.

Microorganisms are studied, including infection control and how to grow bacteria safely in the laboratory. The use of stem cells as an emerging technology is considered, together with the use of monoclonal antibodies.

Plant biology is covered in this paper, including plant physiology and the importance of photosynthesis.

### Paper 2: Topics 5–7: Homeostasis and response; Inheritance, variation and evolution and Ecology

Students will learn how homeostasis is maintained in the body and why this is important for survival. The role of the nervous system is explored, including the brain and the eye.

The reproductive system is studied for this paper, together with the reproductive hormones and menstruation. The use of IVF is evaluated along with contraception for the modern age.

DNA and the process of cell division is studied and put into context through the process of evolution, taught from a scientific point of view. The impact of humans on the environment is considered, with waste management and deforestation among the issues carefully considered for a sustainable future.

## Careers and Skills

Skills that students will develop...

Higher order thinking skills and analytical skills become well developed with studying separate science – this is well sought after by employers of any career path. Application of mathematic skills will be developed.

Careers that the subject will lead to...

Medicine, laboratory research, dentist, pharmacist, ecologist, environmental scientist and law.



# Chemistry

Exam Board: AQA

Specification Number: 8462

Website: <http://www.aqa.org.uk>

## Assessment

2 x 1 hour 45 minute papers. There is no controlled assessment.

### Paper 1: Topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes and Energy changes

Students will learn the structure of the atom and how atoms combine to make molecules and compounds. Mathematics is used to explain and describe chemical reactions and the energy changes that take place in reactions.

The technology and use of nanoparticles is considered in medicines, sun creams, electronics and fuel cells.

Chemical reactions are studied in detail, with a focus on calculating yields and compositions of products.

### Paper 2: Topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere and Using resources

In this paper, the rate of reactions and controlling factors are discovered. In organic chemistry, the use and abuse of crude oil is considered, together with products made from crude oil, such as plastics.

The organic families of alkenes and alcohols are explored, alongside their chemical reactions.

Industrial chemistry is explored with the technologies of chromatography and spectroscopy being covered in this section. The changing atmosphere of the Earth is revealed in this section of the learning, with the impact of humans on the atmosphere also being considered.

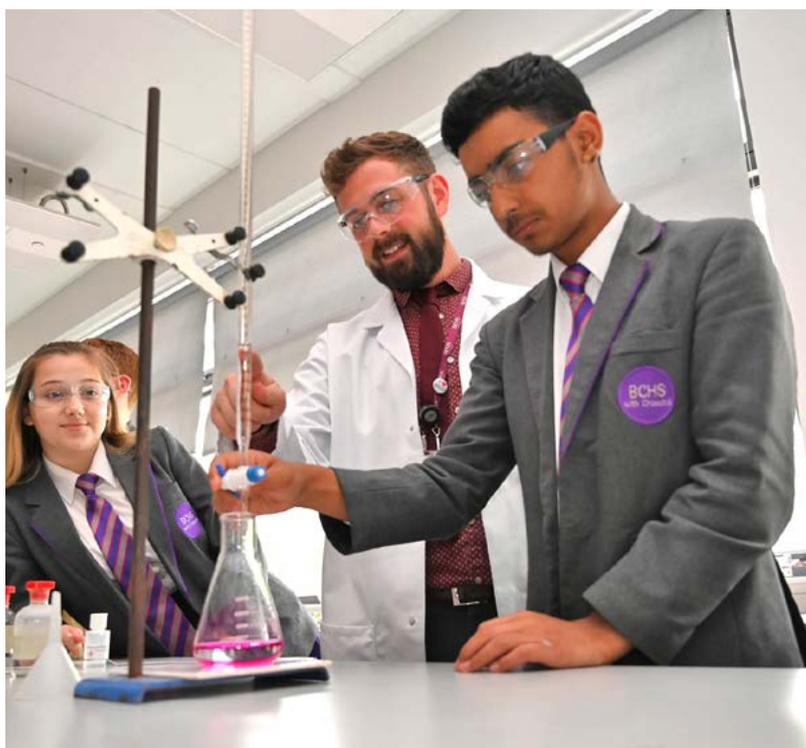
## Careers and Skills

Skills that students will develop...

Higher order thinking skills and analytical skills become well developed with studying separate science – this is well sought after by employers of any career path. Application of mathematic skills will be developed.

Careers that the subject will lead to...

Medicine, chemical analyst, laboratory research, dentist, pharmacist, ecologist, environmental scientist and law.



# Physics

Exam Board: AQA

Specification Number: 8463

Website: <http://www.aqa.org.uk>

## Assessment

2 x 1 hour 45 minute papers. There is no controlled assessment.

### Paper 1: Energy, Electricity, Particle model of matter, Atomic structure

Mathematics is used throughout the paper to develop understanding of the types of and transfer of energy.

The generation and use of electricity, together with the issues of global warming and fuel as a non-renewable resource are discovered in this section.

Density and pressure are explored in this part of the content. Students will learn how particle theory can be used to explain the behaviour of matter and materials.

### Paper 2: Forces, Waves, Magnetism and electromagnetism, Space physics

Students will learn how forces affect the behaviour of matter and objects, including the force of gravity.

Mathematics skills will be used continuously throughout the content to help develop understanding of the effects of forces. Motion and speed-time relationships will be explored, with a focus on graph work.

In space physics, students will explore scientific understanding about the origins of the Universe. The life cycle of stars will be explored, together with the structure of the solar system.

## Careers and Skills

Skills that students will develop...

Higher order thinking skills and analytical skills become well developed with studying separate science – this is well sought after by employers of any career path. Application of mathematic skills will be developed.

Careers that the subject will lead to...

Medicine, radiographer, fighter pilot, optician, particle physicist, physics teacher, roller coaster design, communications, engineer and IT roles.



# Combined Science Trilogy

Exam Board: AQA

Specification Number: 8464

Website: <http://www.aqa.org.uk>

Students will gain an invaluable insight to the world around them and build on their learning from Key Stage 3. The molecular, atomic and sub-atomic world will be explored in physics, alongside the use and transfer of energy.

In chemistry, students will explore the uses of oil, rocks and metals and the chemistry of their reactions.

In biology, students will learn about the environment around them and how we can protect it. They will also learn about how their bodies work and how to keep them healthy.

## Assessment

There are six papers: two Biology, two Chemistry and two Physics. Each paper is worth 16.7% of the total GCSE and is 1 hour 15 minutes in length.

### Biology (Paper 1)

Cell Biology; Organisation; Infection and response; and Bioenergetics.

### Biology (Paper 2)

Homeostasis and response; Inheritance, variation and evolution and Ecology.

### Chemistry (Paper 1)

Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes and Energy changes.

### Chemistry (Paper 2)

The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere and using resources.

### Physics (Paper 1)

Energy, Electricity, Particle model of matter and Atomic structure.

### Physics (Paper 2)

Forces, Waves, Magnetism and electromagnetism.

## Careers and Skills

Skills that students will develop...

Their understanding of the world around them and how their bodies work. Mathematical, reasoning and analytical skills will be developed, which are all highly valued by employers.

Careers that the subject will lead to...

Laboratory scientist, IT, dentist, optician, environmental scientist, science teacher, engineering, physiotherapist, beauty therapist and pharmacist.



# Spanish

Exam Board: AQA

Specification Number: 8698

Website: <http://www.aqa.org.uk/subjects/languages/gcse/spanish-8698>

## Assessment

4 examinations each worth 25% of the final mark. No coursework or controlled assessment.

The units are Listening, Speaking, Reading and Writing. Each exam paper will draw on vocabulary and structures from all themes and topics. Students can be entered for Foundation or the Higher tier, but they must be entered for the same tier across all four examinations.

## Students will study the following topics/themes:

### Identity and Culture

Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models

Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)

Cultural life: celebrations and festivals; reading; music; sport; film and television

### Local Area, Holiday and Travel

Holidays: preferences, experiences and destinations

Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping

Town, region and country: weather; places to see; things to do

### School

What school is like: school types; school day; subjects; rules and pressures; celebrating success

School activities: school trips, events and exchanges

### Future Aspirations, Study and Work

Using languages beyond the classroom: forming relationships; travel; employment

Ambitions: further study; volunteering; training

Work: jobs, careers and professions

### International and Global Dimension

Bringing the world together: sports events; music events; campaigns and good causes

Environmental issues: being 'green'; access to natural resources

### Careers and Skills

Add an extra dimension to your CV.

Be in a stronger position to get a job in companies with international links or to work abroad.

Go on to study A-Level languages/university degree in a language or with languages.

Jobs where a foreign language would be very useful include: The Armed Forces, Pilot, Doctor, Nurse, Police, Secret Services, Interpreters, Lawyer, Air Stewardess, Travel Representative, Teaching languages in the UK or abroad, Sales and Marketing, Working for international companies.



# Urdu

Exam Board: AQA

Specification Number: 8648

Website: <http://www.aqa.org.uk/subjects/languages/gcse/urdu-8648>

## Assessment

GCSE Urdu has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). All question papers must be taken in the same series. 4 examinations each worth 25% of the final mark. No coursework or controlled assessment.

The units are Listening, Speaking, Reading and Writing. Each exam paper will draw on vocabulary and structures from all themes and topics. Students can be entered for Foundation or the Higher tier, but they must be entered for the same tier across all four examinations.

## Students will study the following topics/themes:

### Identity and Culture

Me, my family and friends: Relationships with family and friends; Marriage/partnership.

Technology in everyday life: Social media; Mobile technology.

Free-time activities: Music; Cinema and TV; Food and eating out; Sport.

Customs and festivals in Urdu-speaking countries/communities.

### Local, national, international and global areas of interest

Home, town, neighbourhood and region.

Social issues: Charity/voluntary work; Healthy/unhealthy living.

Global issues: The environment; Poverty/homelessness.

Travel and tourism.

### Current and future study and employment

My studies.

Life at school/college.

Education post-16.

Jobs, career choices and ambitions.

### Careers and Skills

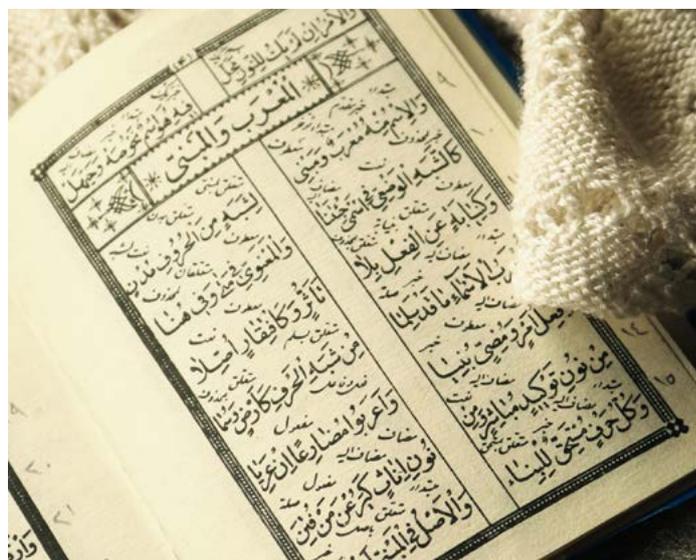
Add an extra dimension to your CV.

Be in a stronger position to get a job in companies with international links or to work abroad.

Go on to study A-Level languages/university degree in a language or with languages.

Careers that the subject will lead to...

The Armed Forces, Pilot, Doctor, Nurse, Police, Secret Services, Interpreters, Lawyer, Air Stewardess, Travel Representative, Teaching languages in the UK or abroad, Sales and Marketing, Working for international companies.



# History

Exam Board: AQA

Specification Number: 81455

Website: <http://www.aqa.org.uk/subjects/history/gcse/history-8145>

## Assessment

2 examinations each worth 50% of the final mark. No coursework or controlled assessment. There are two exam papers. Each paper will contain 2 units.

## Paper 1

### America c1920–1973: Opportunity and inequality

Covers the boom period of the 1920's where jazz, illegal alcohol and Gangsters ruled! The depression caused by the Wall St Crash and the New Deal which was meant to solve all of Americas problems, and finally America at the end of WW2 where various groups such as women and African-Americans were fighting for equality.

### Inter-war Years 1919–1939

Focuses on how Germany was treated badly after World War I, and how this caused the rise of Adolf Hitler and the start of World War II. We will study the creation of The League of Nations and investigate how well it did at avoiding international conflict.

## Paper 2

### Britain: Power and the people

Overview of the main rebellions and revolutions from the Medieval period all the way through to WW2. We will look at events and time periods such as the Peasants Revolt, Henry VIII, English Civil War, Anti-Slavery movement, Industrial Revolution and Women's Rights.

### Norman England 1066-c1100

We will study how the Normans gained control of England with a focus on the Battle of Hastings, how William gained complete control over England, life for peasants in Norman England and the impact of the Church on the Norman reign. One of the questions on the paper refers to a site study and students will have the opportunity to take part in a field study to the chosen site.

## Careers and Skills

History is key to sharpening your critical thinking abilities, which combine analysis, research, essay writing and communication skills to help you to solve problems and form arguments for debate.

With strong analytical, writing, debate and detective skills, you'll be primed for a huge range of careers in law, politics, public sector, business, marketing, journalism, economics, teaching, academia, social research, archaeology and curation.



# Geography

Exam Board: AQA

Specification Number: 8035

Website: <http://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

## Assessment

3 examinations in total. Paper 1 and 2 worth 35% each, paper 3 worth 30% of the final mark. The course consists of 3 Units - 2 written exam papers, and a controlled assessment.

### Paper 1: Living with the Physical Environment

**Challenge of Natural Hazards:** Covers tectonic hazards, earthquakes and volcanoes and why people live by them, tropical storms and their effects, climate change, the future, and how we can reduce it.

**Living World:** Students will study ecosystems at small and large scale including tropical rainforests, and hot OR cold environments.

**Physical Landscapes in the UK:** Students study coastal, river and glacial landscapes.

### Paper 2: Challenges in the Human Environment

**Urban Issues & Challenges:** Students will study population and growth in rich and poor countries, urban change and sustainability.

**Changing Economic World:** Covers the development gap and the difference in rich and poor countries, strategies to reduce this gap and how major changes in the economy in the UK have affected employment.

**Challenge of Resource Management:** Covers the management of EITHER food, water or energy.

### Paper 3: Geographical Applications

**Issue Evaluation:** Students use critical thinking and problem solving skills to demonstrate geographical skills and applied knowledge and understanding relating to a particular issue(s) from the specification. A resource booklet will be available 12 weeks before the exam and will be used to answer a series of questions and an extended piece of writing which will involve an evaluative judgement.

**Fieldwork:** Students undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. There should be a clear link between the subject content and geographical enquiries, and the enquiries can be based on any part of the specification.

## Careers and Skills

Students develop skills that are highly beneficial to further education and academic development, in particular analytical thinking, evaluation, research, numeracy and literacy skills. There has never been a more important time to study geography, with growing interest in issues such as climate change, migration, environmental degradation and social cohesion, geography is one of the most relevant courses you could choose to study.

Geographers are highly employable within particular fields of tourism, teaching, construction, architecture, environmental management, research, marketing and law.



# Religious Studies

Exam Board: Eduqas

Specification Number: 601/8771/2

Website: <http://www.eduqas.co.uk/qualifications/religious-studies/gcse/>

## Assessment

3 written examinations 1 worth 50% and 2 worth 25% of the final mark. No coursework or controlled assessment.

### Paper 1: Religious, Philosophical and Ethical Studies in the Modern World (Christianity and Islam)

2 hours. 50% of qualification. Candidates will study the following four themes.

- Theme 1: Issues of Relationships (study of family life, gender equality and responsibilities).
- Theme 2: Issues of Life and Death (including afterlife, euthanasia and sanctity of life).
- Theme 3: Issues of Good and Evil (focusing on free will, justice, forgiveness and morality).
- Theme 4: Issues of Human Rights (discrimination, extremism, poverty and social justice).

### Paper 2: Study of Christianity

1 hour. 25% of qualification. Christianity - knowledge and understanding of religious beliefs, teachings, practices, and sources of wisdom and authority, including through their reading of key religious texts, other texts and scriptures. Concepts studied include: Omnipotent, Omnibenevolent, Trinity, Incarnation, Atonement, Resurrection, Sacraments and Evangelism.

### Paper 3: Study of Islam

1 hour. 25% of qualification. Islam - knowledge and understanding of religious beliefs, teachings, practices, and sources of wisdom and authority, including through their reading of key religious texts, other texts and scriptures. Concepts studied include: Tawhid, Prophethood, Halal (permitted), Haram (forbidden), Greater/Lesser Jihad, Mosque, Shariah (straight path) and Ummah.

## Careers and Skills

Provides opportunities for you to understand more about the world, the religious challenges it faces and their place within it. You will deepen your understanding of religions and their effect on society, develop your competence in a wide range of skills and approaches to become religiously informed, thoughtful and engaged citizens.

You will develop analytical and strategic thinking; research skills; critical judgement; the ability to work with abstract, conceptual ideas; an ability to 'understand both sides' and negotiate and resolve conflict; problem-solving skills; leadership skills; understanding of the impact of conflicting ideologies; and an appreciation of human diversity, belief systems, cultural and spiritual experiences.

These skills are useful for careers in law, education, social work, politics, medicine, administration or the media.



# Art & Design

Exam Board: AQA

Specification Number: 4200

Website: <http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-4200>

## Assessment

Coursework makes up 60% of their final mark. 10 hour exam plus preparatory material = 40% of overall mark.

## Coursework

Students will complete 2 projects over the course of the 2 years.

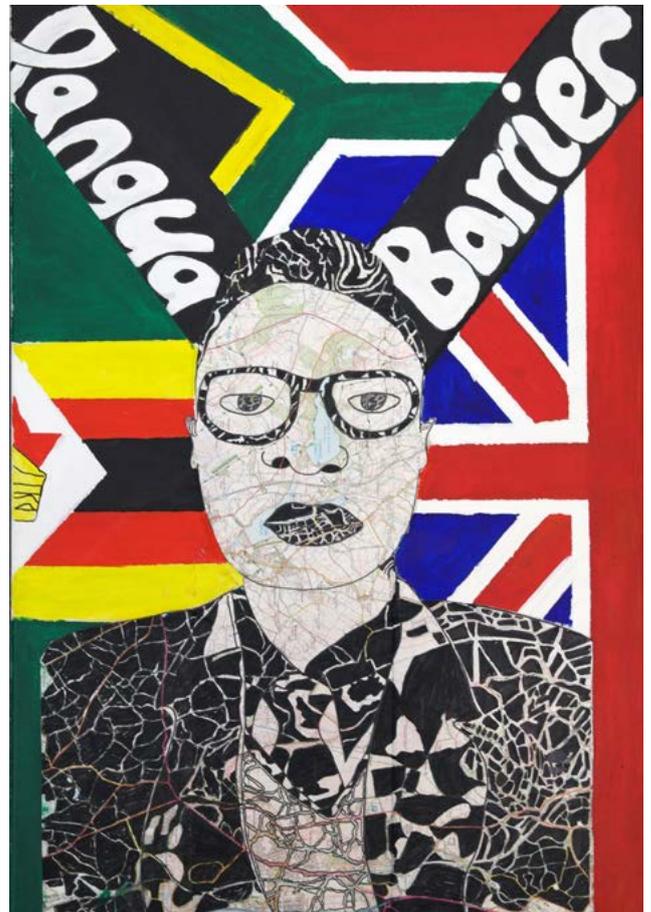
In year 10 students will produce a body of work based on the theme of 'distortion'. The second project will be based on the theme of 'Journeys'.

Both units will follow the 4 assessment objectives outlined by the examinations boards. These units relate to observational studies, development of media techniques, artist research, designing and producing a personal response. Development of their Art skills underpins all of the assessments.

## Exam

In January of year 11, students will receive their exam papers. They must chose 1 question and produce a body of preparatory work leading up to their controlled exam.

They will then sit a 10 hour exam over 2 days were they will produce a final piece relating to their exam question.



## Careers and Skills

Skills that students will develop...

Observational studies, artist critique, development of use of materials and techniques, written and evaluation skills including annotation, personal reflection, developing design skills.

Careers that the subject will lead to...

Photography, artist, stage designer, textile artist, graphic designer, illustrator, advertising, makeup artist, architect, art therapist.

# Art & Design (BTEC)

Exam Board: Edexcel

Specification Number: BF031437

Website: <http://qualifications.pearson.com/en/qualifications/btec-firsts/art-and-design-2012-nqf.html>

## Assessment

The BTEC Art & Design course consists of 4 units worth 25% each towards your final mark. This course is designed to give you a platform and build on skills and knowledge in the art and design industry.

### Unit 1: Introduction to Specialist Pathways in Art & Design - Brave New World

Use specialist materials, techniques, equipment and processes in response to client briefs. Record formal elements within specialist pathways.

For a vintage pop up shop, selling memorabilia, produce a piece of 3D work which can be displayed in their shop. Your design must clearly demonstrate Pop Art. You should also ensure that you use different materials, techniques, equipment and processes and make sure you record all the elements.

### Unit 2: Externally set paper

### Unit 3: Communicating Ideas in 2D - Best of British

Explore 2D visual language and working practices. Investigate how artists, craftspeople and designers communicate in 2D. Communicate ideas using 2D knowledge and skills in response to a brief.

Produce a piece of 2D work for a party celebrating the best of British, which celebrates great British brands that have been successful and sustained their place in the market over many years. The piece should be in different mediums and shows how British companies have changed their logos over time. You should research British Culture to help you understand how art has changed over time.

### Unit 4: Communicating ideas in 3D - Supersized Foods

Explore 3D visual language and working practices. Investigate how artists, craftspeople and designers communicate in 3D. Communicate ideas using 3D knowledge and skills in response to a brief.

Produce a piece of 3D work as a concept for the Food Standards. Food sizes seem to be decreasing however the importance of all the ingredients and nutrients is huge. Your 3D piece should raise awareness on how foods have a big impact on our lives.

## Careers and Skills

Skills that students will develop...

Observational studies, artist critique, development of use of materials and techniques, written and evaluation skills including annotation, personal reflection, developing design skills.

Careers that the subject will lead to...

Film maker, sculptor, photographer, graphic designer, interior designer, industrial designer, art teacher, museum educator, art therapist, curator, arts administrator, or conservator.



# Art & Design - Textiles

Exam Board: AQA

Specification Number: 601/8088/2 - 8204

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

GCSE Art & Design - Textiles is a vibrant and dynamic course which inspires and enables students to develop a working knowledge of a wide range of artistic and textiles techniques, materials and components which will equip them with the skills to continue the subject with confidence at AS, A-level and beyond. The flexibility of the course design means it can be tailored to each students' interests and strengths.

## Assessment

A coursework portfolio makes up 60% of their final mark. 10 hour exam plus preparatory material makes up the other 40% of overall mark.

## Coursework

A portfolio that must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work. A minimum of 3 projects must be completed prior to embarking on the final exam in Year 11.

Students are required to work in one or more area of textiles design: art textiles, fashion design and illustration, costume design, constructed textiles, printed and dyed textiles, surface pattern, stitched and/or embellished textiles, soft furnishings and/or textiles for interiors, digital textiles, installed textiles.

## Examination

The final exam project must demonstrate a creative response, showing students' ability to draw together different areas of knowledge, skill and understanding from initial engagement with their selected starting point through to their final product.

A preparation period begins at the beginning of January is followed by 10 hours of supervised unaided work in which students are required to produce their final piece of work.



## Careers and Skills

Skills that students will develop...

Fashion illustration, garment making, embroidery techniques, constructed textiles, fabric analysis, fabric embellishment, pattern cutting.

Careers that the subject will lead to...

Designer, illustrator, textile artist, fabric analyst, weaver, printer, window dresser, textiles buyer, window dresser, teacher, costume designer, stylist, upholsterer, pattern cutter, fabric manufacturer, tailor.

# Performing Arts

Exam Board: Edexcel

Specification Number: 600/4785/9

Website: <https://qualifications.pearson.com/en/qualifications/btec-firsts/performing-arts-2012-nqf.html>

## Assessment

The BTEC Tech Award in Performing Arts is a practical and coursework based Level 1 or 2 qualification. It is made up of three components, two each worth 30%, and a final performance exam worth 40% of the total marks.

### Component 1: Exploring the Performing Arts - internally assessed (30%)

Get a taste of what it's like to be a professional actor, dancer or musical theatre performer across different styles. Explore:

- Performance styles, creative intentions and purpose.
- Performance roles, responsibilities and skills.
- Performance techniques, approaches and processes.
- How practitioners create and influence what's performed.

### Component 2: Developing skills and techniques - internally assessed (30%)

Develop skills and techniques in the chosen discipline(s) of acting, dance and musical theatre.

- Gain physical, interpretative, vocal and rehearsal skills during workshops and classes.
- Apply their technical, stylistic and interpretative skills in performances.
- Reflect on their progress and use of skills in performance, as well as how they could improve.

### Component 3: Performing to a brief - externally assessed group work (40%)

Consider how practitioners adapt their skills for different contexts, and put this into practice in a performance. Students work in groups of between 3 and 7 members to:

- Use the brief and what they've learned to come up with ideas for the performance.
- Choose the skills and techniques they'll need.
- Build on their skills in classes, workshops and rehearsals.
- Review the development process within an ideas and skills log.
- Perform a piece lasting 10-15 minutes (which is filmed) to their chosen target audience.
- Reflect on the performance in an evaluation report.

## Careers and Skills

Skills that students will develop...

Students will develop confidence and self-belief. The ability to problem solve by communicating and cooperating with their peers.

Careers that the subject will lead to...

Performer, director, writer, stage technician / stage designer, playwrights, casting directors, media, teaching in schools and colleges, sales and business.



# Music

Exam Board: Edexcel

Specification Number: 600/6818/8

Website: <https://qualifications.pearson.com/en/qualifications/btec-firsts/music-2013-nqf.html>

## Assessment

The BTEC Music course consists of 4 units worth 25% each towards your final mark. This course is designed to develop your knowledge of the music industry and your skills as a musician.

## The Music Industry

Learn about the music industry and the different companies, organisations which work within the industry. You will also look at a variety of different job roles within each area which you could work towards as a future career. This will be assessed through a one hour exam in year 11 which is externally marked.

## Managing a Music Product

Work as part of a management team to create a music product. This could be a CD or staging a music concert. You will have to work well as part of a team as well as independently to create the best possible product. This will be internally assessed and then moderated by the exam board.

## Introducing Music Performance

Develop your performance skills on your chosen instrument or voice both in class and in your one to one instrumental lessons with a visiting specialist on your instrument. You will have many opportunities to perform both in and out of school culminating in final performances in year 11, which will be internally assessed and then moderated by the exam board.

## Introducing Music Sequencing

Develop your skills using sequencing software (Logic Express) and how you can use this software to compose, arrange, record and manipulate sounds and music. This unit gives you chance to be creative or learn how to professionally record and produce your own music. This will be internally assessed and then moderated by the exam board.

## Careers and Skills

Skills that students will develop...

Music helps you to learn self-discipline within independent and group tasks whilst developing their creative skills. Skills learnt in music can be transferred to other subjects and are seen as crucial employability skills.

Careers that the subject will lead to...

There are a wide range of careers within the music industry in a variety of settings including: sound technicians, performers, composers, music journalists, record producers and working on music and sound effects for films, music videos and computer games.



# Food Preparation & Nutrition

Exam Board: Eduqas WJEC CBAC

Specification Number: 601/8093/6

Website: <http://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition/>

## Assessment

Two practical controlled assessments with a final written paper.

### Unit 1: Principles of Food Preparation and Nutrition

Written examination: 1 hour 45 minutes. 50% of qualification. This component will consist of two sections both containing compulsory questions and will assess the six areas of content as listed in the specified GCSE content. Section A: questions based on stimulus material. Section B: structured, short and extended response questions to assess content related to food preparation and nutrition.

### Unit 2: Food Preparation and Nutrition in Action

Non-examination assessment: internally assessed, externally moderated. Assessment 1: 8 hours, Assessment 2: 12 hours, 50% of qualifications.

#### Food Investigation Assessment

A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

#### Food Preparation Assessment

Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

These assessments will be based on a choice of tasks released by WJEC annually.

## Careers and Skills

Skills that students will develop are basic knife skills, methods of cookery and a basic knowledge of nutrition.

There is an element of numeracy and literacy with costings and menu planning.

The career path would be catering and hospitality courses at college leading to higher qualifications within the hospitality sector. Jobs range from commis chef to head chef.



# Engineering Design

Exam Board: OCR

Specification: Level 1/2 Cambridge National Award in Engineering Design (601/1411/3)

Website: <https://www.ocr.org.uk/qualifications/cambridge-nationals/engineering-design-level-1-2-award-certificate-j831-j841/>

## Course Description

Engineering design is a process used to identify market opportunities and solve problems which contribute to the development of new products and systems. It is aimed at learners who wish to study the processes involved in designing new engineered products and the requirements of a design specification.

Through research and practical activities, learners will understand how market requirements and opportunities inform client briefs and will use practical skills such as drawing, computer modelling and model making to communicate design ideas. Learners are encouraged to communicate and consult with a client to develop a viable and innovative product.

Learners will apply practical skills to produce a prototype in the form of a model and test design ideas to inform further product development. They will evaluate the prototype, making a comparable outcome against specification points, and assess possible, practical solutions and improvements to their prototype design. This practical subject will provide learners with knowledge in engineering technology and develop their critical thinking, creativity, and expert skills through engaging practical experiences.

## Assessment

40% 1 External Exam, 60% Moderated Coursework

### Unit R105: Design briefs, design specifications and user requirements

Understand the design cycle and the relationship between design briefs and design specifications. Understand the requirements of design specifications for the development of a new product. Know about the wider influences on the design of new products.

### Unit R106: Product analysis and research

Know how commercial production methods, quality and legislation impact on the design of products and components. Be able to research existing products. Be able to analyse an existing product through disassembly.

### Unit R107: Developing and presenting engineering designs

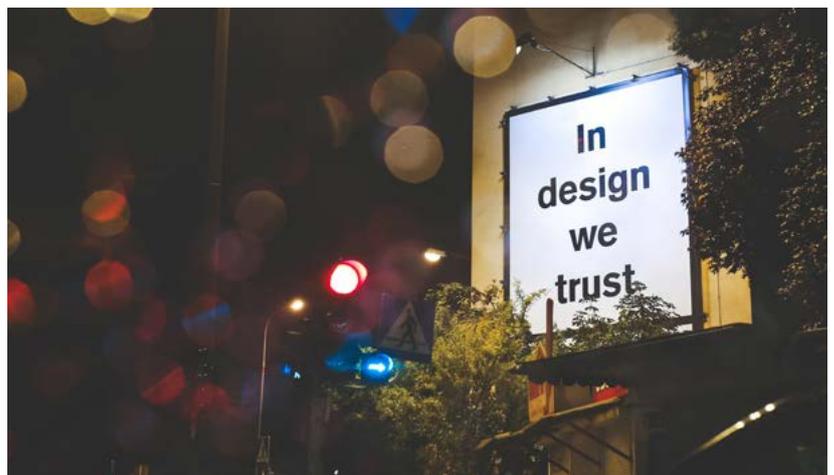
Be able to generate design proposals using a range of techniques. Know how to develop designs using engineering drawing techniques and annotation. Be able to use Computer Aided Design (CAD) software and techniques to produce and communicate design proposals

### Unit R108: 3D design realisation

Know how to plan the making of a prototype. Understand safe working practices used when making a prototype. Be able to produce a prototype. Be able to evaluate the success of a prototype.

## Careers and Skills

The course will prepare you for many engineering sectors or progress you into Sixth Form College. Design engineers are very much in demand all over the country and abroad in lots of different industries. Possible career paths include: Packaging designer, Product Designer, Design Engineer, Industrial Designer, Electrical or Civil Engineer, Mechanical Engineer, Graphic Designer.



# Sport

Exam Board: Edexcel

Specification Number: 600/4779/3

Website: <http://qualifications.pearson.com/en/qualifications/btec-firsts/sport-2012-nqf.html>

## Assessment

75% Coursework over 3 units 25% exam.

### Unit 1 Exam: Fitness for Sport and Exercise

Externally assessed through an on-screen test. Students will learn about physical and skill-related fitness components and why they are important for successful sports performance, the training principles, different fitness training methods, and how fitness testing is used to determine and interpret fitness levels.

### Unit 2: Practical Sports Performance

Internally assessed through assignments. Students will look at rules, regulations, scoring systems, skills, techniques and tactics for performance in a range of different sports, allowing them to participate practically in selected sports and review their own performance. Students will also have the opportunity to officiate and observe each other as part of the unit.

### Unit 3: Training for personal fitness

Assesses students ability to set goals for personal fitness as part of a training programme. Setting SMART targets, showing an understanding of the FITT principles to help plan a successful and progressive programme.

### Unit 6: Leading sports activities

Assesses students ability to plan, lead and evaluate sessions. Students will be expected to demonstrate the core skills of leadership including overseeing and planning a number of practical sessions in their chosen sport.

## Careers and Skills

Skills that students will develop...

Transferable skills in English, through report drafting and writing. Application of mathematics and concepts of science in naturally occurring, relevant, work related contexts. Communication skills through presentations and in discussions where students have the opportunity to express their opinions.

Careers that the subject will lead to...

Physiotherapist, PE teacher, Learning support assistant, Football Coach, Personal Trainer, Schools games organiser, Dance instructor, Sports coach, Fitness instructor, Sports massage, Sports journalist, Leisure centre manager. Learners can progress from to Level 3 qualifications, such as Sport and Exercise Science or to AS and A level PE.



# Computer Science

Exam Board: OCR

Specification Number: J276 (2016)

Website: <http://www.ocr.org.uk/qualifications/gcse-computer-science-j276-from-2016/>

## Assessment

3 Components, 2 exams each worth 50% of final mark and 1 x NEA compulsory to be submitted to exam board.

## Exams

### Computer systems

Written paper (1 hour and 30 minutes - no calculators allowed). Students will study the following: Systems Architecture; Memory; Storage; Wired and wireless networks; Network topologies, protocols and layers; System security; System software; Ethical, legal, cultural and environmental concerns.

### Computational thinking, algorithms and programming

Written paper (1 hour and 30 minutes - no calculators allowed). Students will study the following: Algorithms; Programming techniques; Producing robust programs; Computational logic; Translators and facilities of languages; Data representation.

## Controlled Assessment

### Programming project

Non Exam Assessment (NEA, total 20 hours). Students will study the following: Programming techniques; Analysis; Design; Development; Testing, evaluation and conclusions.

## Careers and Skills

Consultations with organisations such as; Microsoft, Google, Cisco, Codio and Computing at School (CAS) have produced a Computer Science qualification that is both engaging and contemporary. There is a focus on cyber security and you will examine phishing, malware, firewalls, and for the first time at this level, people as the 'weak point' in secure systems.

There is a greater emphasis on 'computational thinking' which encourages mental versatility. Students can use their new-found programming skills on an independent coding project by solving a real-world problem of their choice. The specification challenges and inspires students to further study and to pioneer the use of digital technologies following a related career path.



# Creative iMedia

Exam Board: OCR

Specification Number: J817

Website: <http://www.ocr.org.uk/qualifications/creative-imedia-level-1-2-award-certificate-j807-j817/>

## Assessment

4 Components, 3 x centre assessed tasks (1 mandatory, 2 optional), 1 x exam all 25% of final mark.

## Exam

### Pre-production skills

Written paper (1 hour 15mins). Students will study the following: The purpose and content of pre-production (uses of mood boards, mind maps, visualisation diagrams, storyboards, scripts); Planning pre-production; Produce pre-production documents; Review and identify areas of improvement for pre-production documents (format, clarity, content).

## Controlled Assessments

### Creating digital graphics

Centre assessed task (10 hours). Students will study the following: Purpose and properties of digital graphics; Planning the creation of a digital graphic based on a specific brief; Creation of a digital graphics (assets, technical compatibility, range of image editing software tools/techniques, export, version control); Review and identify areas of improvement for a digital graphic.

### Creating interactive multimedia products

Centre assessed task (10 hours). Students will study the following: Uses and properties of interactive multimedia products (e.g. websites, information kiosks, mobile phone apps, e-learning products); Planning and legislation; Creation of interactive products to meet client requirements; Review interactive products, identify areas for further improvement and development.

### Creating a digital video sequence

Centre assessed task (10 hours). Students will study the following: Uses and properties of digital video; Planning and legislation; Creation of digital video to meet client requirements; Usability testing during production and post-completion.

## Careers and Skills

Desirable, transferable skills and a 'hands on' approach have strong relevance to the way young people use the technology required in Creative iMedia. All will be challenged with demands that encourage independence and on successful completion employability will be enhanced.

This qualification provides a strong foundation for careers in the media sector.



# Enterprise & Marketing

Exam Board: OCR

Specification Number: 603/0646/4 J819

Website: <http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-nationals-enterprise-and-marketing-level-1-and-2-certificate-j819/>

## Assessment

2 controlled assessments, 1 x written exam (1 hour 30mins)

## Exam

### Enterprise and marketing concepts

Written paper (1 hour 30mins). Written paper has two parts and students study how and why customer segmentation is used and how to target a customer market; How to attract and retain customers; Techniques to use when developing products and how to investigate what makes a product viable.

## Controlled Assessments

### Design a business proposal

Students study how to design a product proposal to meet a business challenge scenario; To identify a customer profile for their own product design; Know how to develop market research tools and use these to complete market research for their product; Financial calculations to select a pricing strategy and determine whether their proposal is viable.

### Market and pitch a business proposal

Students study how to pitch their product proposal to an external audience and complete a review of both their pitching skills and product proposal; How to use a combination of branding and promotional methods that complement each other and appeal to a specific customer profile; Development of transferable skills i.e. presenting information to others in a clear and persuasive manner.

## Careers and Skills

This qualification is designed with both practical and theoretical elements, which will prepare students for further study of Level 3 and/or A level related subjects in enterprise, marketing or business.

An aspiration for many young people is to be self-employed and start their own business. The course has engaging content, with practical learning, allowing students to develop their business acumen and enterprising skills in order to make informed decisions about their futures.

