



VALE OF YORK ACADEMY



Year 8 Options booklet | 2021-24





Planning your future

Dear Year 8 students, parents and carers, welcome to the options process!

Despite these strange circumstances, for the first time, your child has the opportunity to influence the curriculum they will study and as such will have to make some important decisions about their education over the coming weeks. Even though we are not all currently in school, we will endeavour to provide an options experience that will support you and your child through every step of the process so that they make an informed choice and are happy about the subjects they will ultimately take to examination.

ESSENTIAL SUPPORT

At Vale of York Academy, it is essential that we support you to choose the right courses to take to examination in Year 11. As such, there are countless factors to consider and we strongly recommend that you find out as much as you can so that you select the best pathway and most appropriate course choices. We hope that this will not only give you the best chance of achieving the highest possible outcomes, but will also enable you to select the courses you need to progress to post-16 education and training.

We would suggest that every student considers the following points:

- You need a range of courses that are broad and balanced.
- You need to be realistic about which kinds of subjects you do best in; refer to your last report.
- If you are very clear about what you want to go on to study post-16 potentially at university, you need to have that in mind now.
- Most subjects offered are GCSEs. We also offer a range of qualifications which are equivalent to GCSEs. Make sure you understand exactly what is involved in each subject by talking to staff and reading this booklet.
- Above all, you need to choose courses that you will be interested in, which you are committed to, which will give you every chance of success and which will keep as many doors open as possible in the future.

This options booklet contains a wealth of information about the options process as well as an informative course guide for each subject, so please do read it carefully.

We encourage students, parents/carers and teaching staff to work together on this very important decision; do your research about each course. This can be done at our Virtual Parents Evening on Wednesday 24 February.

Parents and carers have a unique knowledge of their own children. You know your child and have the best understanding of his or her strengths and abilities. Students should not choose subjects simply because they wish to stay with friends as they may be in a different group. Neither should they choose subjects because they want to work with a particular member of staff as they may be teaching other groups.

The best advice is to choose subjects you enjoy and are good at, whilst being mindful of any current career aspirations.

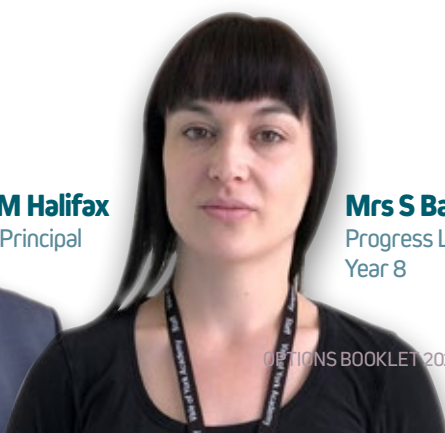
Examination outcomes are important – but so too are other areas of school life. I encourage all students to make full use of the opportunities that this school offers, be they academic, sporting, artistic, theatrical, practical, community based, adventurous or social. These opportunities will be a very important part of your memories of school for years to come – make the most of them!

We aim to make choosing options as smooth as possible but if you have any questions, please do not hesitate to contact us. We will do all we can to help.

With very best wishes,



Mr M Halifax
Vice Principal



Mrs S Barnes
Progress Leader:
Year 8



Essential information

At Vale of York Academy, we are committed to ensuring that every student is continually inspired, challenged and supported to be the very best that they can be. “Sempar ad Optimum”- Always giving the best. Central to this is offering a curriculum that meets our students’ needs.

Below, you will find some key information that everyone involved in the decision-making process should be aware of. Later in this booklet there is subject specific content to help support you and your child in making the best choices for Key Stage 4.

WHAT SUBJECTS WILL OR CAN MY CHILD STUDY?

CORE SUBJECTS

These are the subjects that are compulsory at Vale of York in order to meet the Department for Education’s statutory requirements

of the National Curriculum. All students will study the following Core subjects: Maths; English Language; English Literature; Science (either Combined Science or Separate Sciences), Religious Studies (Short course); as well as non-examination statutory subjects: Core PE and PSHE.

ENGLISH BACCALAUREATE (EBACC) SUBJECTS

The Government believes that schools should offer students a broad range of academic subjects to the age of 16 and the English Baccalaureate (EBacc) promotes that aspiration. Hence the Department for Education (DfE) makes specific recommendations about the other subjects a student should study up to the age of 16. The DfE have clear guidance about the necessity for pupils who hold the potential to follow the EBacc route and achieve the EBacc qualification. The EBacc qualification

requires the pupil to study a Modern Foreign Language and a Humanity subject to examination. We call this the Enhanced pathway (see right). Although the EBacc route is recommended for the majority, it is essential that all pupils select at least one EBacc subject. Please refer to the Standard or Supported pathway.

OPTION SUBJECTS

Open subjects are all the other subjects available for students to choose from. Students have a freedom of choice to select subjects which they find interesting, engaging and have demonstrated an aptitude for over Key Stage 3. The range of subjects is very broad, however, the school retains the final decision over which courses run from September 2021. If a subject has less than 15 students selecting it, it is unlikely this course will run. In this instance students’ preference choices will be applied.

(EBacc subjects also appear in the options subjects listed as students may wish to select two or more of these).

STUDENT PATHWAYS

You will note from your options form that when completing the final choices for pupils

Next steps

The Education and Skills Act 2008, increased the minimum age at which young people in England can leave learning, requiring them to continue in education or training until their 18th birthday.

POST-16 PROGRESSION ROUTES FOR VALE OF YORK STUDENTS

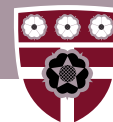
When pupils leave Vale of York at the age of 16 there are a number of options available to them.

It is important to consider these future options alongside their Year 8 option choices. Future options are available at the following post-16 providers:

- Schools: All Saints, Archbishop Holgate, Fulford, Huntington and Joseph Rowntree
- Colleges: York College, Askham Bryan College and Bishop Burton College
- Apprenticeships and Work Based Training: There are various providers for this route in the city. Use the following link: <http://www.apprenticeship-hubs.co.uk/hubs/york-apprenticeship-hub/>

WHAT TYPES OF COURSES ARE OFFERED AT THE POST-16 PROVIDERS?

ADVANCED (LEVEL 3) Where students usually need at least five or six GCSEs at grade 5 or above including English and Maths or an Intermediate Level qualification to gain access onto these courses. Many A Level courses require at least a grade 6 in any GCSE subject which a student wishes to study to an Advanced level. Many applied BTEC or diploma courses can also be studied up to Level 3.



we have made a **strong recommendation** as to which one of the four Key Stage 4 pathways your child will follow: Enhanced, Standard, Supported or Tailored. The rationale for this is to reinforce the school's commitment to pupil achievement as this allows pupils to select the most appropriate pathway for them.

Our recommendation is based upon prior and current attainment and the due consideration of the Vice Principal, Progress Leader and SENDCo which pathway we think is best suited to each child.

- Pupils on the **Enhanced pathway** will study Core subjects, then select EITHER Geography or History, then select at least ONE MFL subject. Finally, they will be allocated TWO further options subjects from their four priority and preference selections.
- Pupils on the **Standard pathway** will study Core subjects, then select ONE EBacc subject. Finally they will be allocated THREE further options subjects from their five priority and preference selections.
- Pupils on the **Supported pathway** will study Core

subjects, then select ONE EBacc subject. They will automatically be placed into the study plus group receiving extra English and Maths support. Finally, they will be allocated TWO further options subjects from their four priority and preference selections.

- Pupils on the **Tailored pathway** will study Core subjects. They will automatically be placed into an extra Maths and English lesson receiving literacy and numeracy support together with a tailored option choice offering appropriate courses designed to the specific interests and needs of the cohort. Finally, they will be allocated option subjects from their four priority and preference selections.

IMPORTANT

Please note, pathways will not influence grouping or setting (when required). These will always be based upon individual pupil performance.

GRADING AND OUTCOMES

Students will receive grade 9-1 for any GCSE qualification and grade Distinction* to Pass for any Cambridge National qualification.

PLEASE NOTE: all courses at the Academy will follow the stated exam board. However, the Academy retains the right to change the course offered if the decision is in the best interest of the pupils and their outcomes. Parents will be informed about any change at the appropriate time.

INTERMEDIATE (LEVEL 2) Usually vocational courses where students will need at least three GCSEs to at least grade 4 to gain access to the courses, although entry requirements vary.

FOUNDATION (LEVEL 1) Usually entry level vocational courses for which students will require at least pass grades at GCSEs.

ENTRY LEVEL These courses include skills for living and preparation for working life and there are usually no formal entry requirements.

There are also a range of Apprenticeships offered at Level 2, 3 and 4 lasting between one to four years in a wide variety of different job areas.

A key point to note is that any students who do not achieve national threshold standards (grade 4) in English or Maths will have to continue to study these subjects at post-16 in addition to specific courses they choose.



KEY DATES

Before February Half Term

Year 8 full report sent home, with invitation to Year 8 Virtual Parents Evening.

Wednesday 24 February

Year 8 Virtual Parents Evening.

Thursday 25 February

New subject information Q&A sessions begin.

Up to Monday 15 March

Consultation, research and decision-making time.

Monday 15 March, 3pm

Final deadline for option form returns.

Easter to June

Processing and resolving of matters arising from pupil choices.

Late June 2021

Pupils informed of final option choices by letter.



Questions

DUE TO THE PANDEMIC, THE VARIOUS LOCKDOWNS HAVE CAUSED INTERRUPTIONS TO LEARNING EXPERIENCES. WHY IS MY CHILD SELECTING THEIR OPTIONS NOW?

This is a very fair question. Your child has had access to our full, broad KS3 curriculum and across the autumn and spring terms in Year 7 and during the autumn term this year. They will have experienced what each subject is about. Some practical lessons have been adversely affected by lockdowns but remote learning has been tailored in Year 8 with a view to preparing pupils for examination courses.

Our Curriculum Leaders have prepared informative short subject guides to explain courses which are available on the school website. Class teachers have and will continue to support and answer any questions your child may have about certain courses.

HOW DOES MY CHILD FIND OUT ABOUT NEW SUBJECTS THEY HAVE NOT STUDIED IN KS3?

Firstly, this booklet provides full and detailed course information about every course offered at Vale of York Academy. Secondly, curriculum specialists for any 'new' subject will provide additional information via Q&A sessions during tutor time over the coming weeks.

If your child is considering one or more of these courses we highly recommend they attend. The times and access arrangements for these sessions will be shared with all pupils in advance. If required, you can email any Curriculum Leader directly with subject specific queries.

MY CHILD DOESN'T KNOW WHAT TO DO, WHERE CAN WE GET HELP?

Ask as many questions of as many people as possible. You could: talk to Mrs Barnes or Mr Kumar; talk to your subject teachers; talk to older pupils who have experienced different subjects; do some research around possible career interests; book an appointment to meet your form tutor or Mr Halifax; or visit Young People's Services at 30 Clarence Street <https://www.yor-ok.org.uk/young-people/>

WHAT DOES EBACC MEAN?

EBacc is an abbreviation for the English Baccalaureate qualification. This is a performance measure for schools, awarded when students secure a grade 5 or above at GCSE level across a core of five academic subjects – English, Mathematics, History or Geography, the Sciences and a Language.

DOES MY CHILD HAVE TO TAKE A MODERN FOREIGN LANGUAGE?

As you will note we have made our strong recommendation as to which pathway your child should follow. The DfE also offers clear guidance as to the number of pupils taking a Modern Foreign Language.

The value of studying a Modern Foreign Language cannot be underestimated. If, when recommended to study a MFL subject, a pupil feels this is not appropriate, they will need to have a discussion with a senior member of staff.

MY CHILD WANTS TO DO MEDICINE; DO THEY HAVE TO TAKE SEPARATE SCIENCE?

Again, not necessarily. Post-16 providers will accept pupils onto separate Science A Level courses with good passes at GCSE Combined Science.

IF MY CHILD DOESN'T TAKE A SUBJECT AT KEY STAGE 4 DOES THIS MEAN THEY WON'T BE ABLE TO DO IT AT A LEVEL?

This is not the case, in fact there are countless A Level and BTEC qualifications that are offered at various post-16 providers that are often not studied at GCSE.

WHAT HAPPENS IF MY CHILD'S COURSE DOESN'T RUN DUE TO LACK OF INTEREST?

This is the reason why we ask for preference choices. Most courses offered will run but some will not. If your child has selected a course that isn't running they will automatically pick up a different preference choice.

In very unusual circumstances that a child cannot be allocated their preferences, Mr Halifax will see them personally to resolve the issue.

WHAT HAPPENS IF ALL THE CHOICES INCLUDING THE PREFERENCE CHOICES DON'T FIT?

This is exceptionally unusual, but not impossible. In the unlikely event of this happening, Mr Halifax will liaise personally with the pupil to resolve the issue.

WHEN WILL I KNOW WHAT MY CHILD HAS FINALLY BEEN ALLOCATED?

Although a lot of the administration of options will happen quite quickly, pupils will not find out which options they have been allocated until late June, early July. The reason for this is to avoid any confusion or disappointment by giving out information that may change.

It is only when we are in full knowledge of how the following year's timetable will look that we can with authority inform pupils what subjects they will be taking. This is usual practice.



Additional curriculum information

At Vale of York Academy we are not only responsible for the academic progress of our learners but we place a huge importance upon investing in the educational wellbeing and cultural development of all our students. As such we have included crucial non examinable elements to our 'well thought-out curriculum' (Ofsted Dec 19).

All students will study an agreed syllabus for Religious Education (RE) for one period a week. This is not only in place to meet the statutory guidance from the Department for Education but also enables us to provide students with an awareness and understanding of key moral, ethical and social issues that will allow them to evolve into well-inform responsible citizens.

This will provide students with the opportunity to undertake a qualification in RE.

We are also committed to our pupils leading healthy, active lifestyles as well as raising aspirations of our students to help them maximise their potential and aim to have the best career after leaving Vale of York.

To meet the commitment to healthy, active lifestyles the Academy retains a strong prominence of Core PE into Key Stage 4. These 'Core PE' lessons are essential to the physical, mental and social

development of our students as they can participate in a range of competitive, recreational and health/fitness orientated activities. Pupils will continue to improve activity specific skills, knowledge and understanding whilst also being challenged to develop leadership, officiating and coaching attributes. The PE department will operate a full programme of extra-curricular activities including fixtures and practices. Key Stage 4 pupils are given the opportunity to enrol onto the Duke of Edinburgh award scheme.

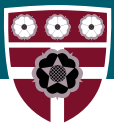
So far, students have engaged in a PSHE programme that aims to raise aspirations and encourage them to aim higher to achieve their goals and come to the realisation that nothing is out of reach if they work for it! This will continue through Key Stage 4.

In Year 10, students will participate in Work Experience to develop their employability and other key skills. This opportunity can have crucial experience of life in the working world, and enable students to gain all-important references from their employers to take forward into further education, training and the workplace. In Year 11 there is a strong focus on IAG (independent advice and guidance). Students will work on essential skills, such as

CV writing, completing post-16 applications, and learning about personal finance and general financial advice to equip them with the necessary skills and knowledge for their future. Through Key Stage 4, students will be kept informed of key events and dates that will support and inform them as to the next steps of their educational journey.

The Academy's Enrichment Day programme is planned to reflect the potential academic and personal requirement of a modern teenage learner. Sessions can focus upon personal safety, mental well-being, study skills, global and cultural awareness and post-16 provision and application support.





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GCSE MATHEMATICS

CORE



EXAM BOARD

Edexcel

SUBJECT CONTACT

Miss A Ward –
Curriculum Leader

WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

They will learn how to develop their knowledge, skills and understanding of mathematical methods and concepts including:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

They will learn how to use more of the special function buttons on their scientific calculator and how to make good notes that include all the information they need to help them to complete assessment and homework tasks in the future.

HOW WILL THEY BE ASSESSED?

GCSE Mathematics has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9). Students

must take three question papers at the same tier. All papers must be taken in the same exam series.

Students are assessed by completing three papers at the end of the three-year course. Each paper counts for one-third of the overall mark and assess content from any part of the specification. One of the exam papers will be non-calculator and the other two will allow the use of a calculator. The examinations will have a mix of question styles, from short, single-mark questions to multi-step problems.

The mathematical demand increases as a student progresses through the paper.

WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?

- Complete all homework tasks on time or in a detention after school.
- Make effective use of 'Maths Watch' and other specialist websites as advised by their subject teacher.
- Revise and reflect on their learning as they go along.

- Copy up notes if they are absent.

- Attend revision classes to complement learning in lessons; as advised by their subject teacher.

WHAT COULD HAPPEN NEXT?

POTENTIAL POST-16 OPTIONS/

CAREER PATHWAYS

A quality grade in Mathematics is an essential requirement for the vast majority of post-16 options. Mathematics is an 'access' subject, which shows potential employers and further education/higher education providers students are able to use knowledge, skills and information to solve problems.

As such there is a requirement for a good level in Mathematics for most career pathways. Some of the careers which are more traditionally linked with mathematics are: banking and finance, economic analyst, statistics, business manager/consultant, accountancy, engineering, business analyst, IT, law and teaching.



GCSE ENGLISH LANGUAGE

CORE

**EXAM BOARD**

AQA

SUBJECT CONTACT

Mr J Gill – Curriculum Leader

All students will study the dual course of English Language and English Literature, resulting in two separate GCSE qualifications. A grade from 9 to 1 will be awarded for each GCSE.

WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

- **Paper 1: Explorations in Creative Reading and Writing**
 - Section A:** Reading (unseen) – one literature fiction text.
 - Section B:** Writing – descriptive or narrative writing.
- **Paper 2: Writers' Viewpoints and Perspectives**
 - Section A:** Reading (unseen) – one non-fiction text and one literary non-fiction text.
 - Section B:** Writing – writing to present a viewpoint.

Please note that the texts covered in these exams will bridge the 19th, 20th and 21st centuries and will be unseen, meaning that

students will not have prior knowledge of the texts.

- **Non-Examination Assessment:** Spoken Language (formerly Speaking and Listening). Students will develop all aspects of this component throughout the course, often using it as a clarification and consolidation tool. However, they will be formally assessed presenting; responding to questions and feedback; and the quality of their use of Standard English.

HOW WILL THEY BE ASSESSED?

GCSE English Language is a 100% exam course with a final grade awarded between 9-1. The course content is weighted as follows:

- **Paper 1:** Explorations in Creative Reading and Writing
- **Reading:** (40 marks) (25%) – one single text
 - 1 short form question (1 x 4 marks);
 - 2 longer form questions (2 x 8 marks);
 - 1 extended question (1 x 20 marks)
- **Writing:** (40 marks) (25%)

1 extended writing question (24 marks for content, 16 marks for technical accuracy)

- **Paper 2:** Writers' Viewpoints and Perspectives
- **Reading:** (40 marks) (25%) – two linked texts
 - 1 short form question (1 x 4 marks); 2 longer form questions (1 x 8, 1 x 12 marks); 1 extended question (1 x 16 marks)
- **Writing:** (40 marks) (25%) 1 extended writing question (24 marks for content, 16 marks for technical accuracy).
- **Non-Examination Assessment**

This component will be assessed by the class teacher and moderated by AQA.

WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?

Due to the level of content and challenge in this course, 100% attendance is the key to success. It is imperative that organised notes are maintained to enable consolidation of skills during the course of study. Students will also need to dedicate time to independent study, building in challenge by reading a wide

range of fiction and non-fiction texts. Students should also build in regular opportunities for timed extended writing activities, placing a focus on writing for different audiences and purposes.

Owning a pocket dictionary/thesaurus will also support the development of students' use of written language, inclusive of their spelling, grammar and punctuation.

WHAT COULD HAPPEN NEXT?**POTENTIAL POST-16 OPTIONS/ CAREER PATHWAYS**

Students require either English Language or English Literature at grade 5 or above to enter any further education course.

Equally, for those with a love of the subject potential pathways include:

- English Language and English Literature A Level.
- Social Sciences or Humanities based A Levels or Level 3 qualifications.
- Examples of potential career pathways include:
 - ▶ Journalism
 - ▶ Speech and Language Therapy
 - ▶ Teaching
 - ▶ Editorial Assistant



GCSE ENGLISH LITERATURE

CORE

**EXAM BOARD**

AQA

SUBJECT CONTACT

Mr J Gill – Curriculum Leader

All students will study the dual course of English Language and English Literature, resulting in two separate GCSE qualifications. A grade from 9 to 1 will be awarded for each GCSE.

WHAT WILL YOUR CHILD LEARN ON THIS COURSE?● **Paper 1: Shakespeare and the 19th Century Novel****Section A:** Shakespeare**Section B:** The 19th Century Novel● **Paper 2: Modern Texts and Poetry****Section A:** Modern Texts**Section B:** Poetry (15 modern and pre-1914 poems from the AQA Anthology)**Section C:** Unseen Poetry**HOW WILL THEY BE ASSESSED?**

GCSE English Literature is a 100% exam course with a

final grade awarded between 9-1. The course content is weighted as follows:

● **Paper 1 Written exam:** 1 hour 45 minutes; 64 marks; Making up 40% of the final GCSE grade.

Section A: Shakespeare: Students will answer one question on a Shakespearean play. 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 a 19th Century novel, such as Dr Jekyll and Mr Hyde or A Christmas Carol. 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 Written exam:** 2 hour 15 minutes; 96 marks; Making up 60% of the final GCSE grade.

Section A: Modern Texts: Students will answer one essay question from a

choice of two on the play 'An Inspector Calls'.

Section B: Poetry: Students will answer one comparative question on one named poem printed on the exam paper and one other poem from the selected 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.

WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?

Due to the level of content and challenge in this course, 100% attendance is the key to success. It is imperative that organised notes are maintained to enable consolidation of skills during the course of study. Resources can be found online and film versions of the text are useful as a supportive measure. However, films should not be used as a substitute for any text.

The English Curriculum Team will always endeavour to run theatre trips to see productions of the texts we are studying in order to further support students' learning.

WHAT COULD HAPPEN NEXT?**POTENTIAL POST-16 OPTIONS/ CAREER PATHWAYS**

Students require either English Language or English Literature at grade 5 or above to enter any further education course.

Equally, for those with a love of the subject potential pathways include:

- English Language and English Literature A Level.
- Social Sciences or Humanities based A Levels or Level 3 qualifications.
- Drama or Theatre Studies A Level.
- Examples of potential career pathways include:
 - ▶ Screenplay/Script Writer
 - ▶ Acting
 - ▶ Teaching
 - ▶ Editor
 - ▶ Publisher



GCSE COMBINED SCIENCE - TRILOGY

CORE

**EXAM BOARD**

AQA

SUBJECT CONTACTMr A McKie –
Curriculum Leader

This is a three-year course which replaces the old Core and Additional Science GCSE. All students will take this course unless they choose separate science as an option.

WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

Students will develop a deeper understanding of the world of Biology, Chemistry and Physics via discrete subject specific units of work. They will also continue to develop their skills as scientists as they plan valid investigations, complete practical activities then analyse the results to reach a conclusion based upon evidence.

There is a focus throughout the course on how the information students are learning can be used in the real world and how it relates to the jobs available to students once they leave school.

Course content:

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

- Forces
- Energy
- Waves
- Electricity
- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure

HOW WILL THEY BE ASSESSED?

Students will sit six external exam papers (two Biology papers, two Chemistry papers and two Physics papers). Each paper is 1 hour 15 minutes long and has 70 marks, they are split into Foundation and Higher Tier. Each exam is worth 16.7% of their final mark.

Students are also required to undertake 15 practical investigations, identified by the exam board. These are not assessed and will not contribute to the final mark but it is essential students carry them out to pass the course.

WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?

- Compile a file of 'independent notes' – one for each of Chemistry, Physics, Biology. These will be built up over the three-year course and will comprise independent study notes on each topic, focused work on the required practicals and exam practice booklets.
- Complete all homework tasks.
- Revise and reflect on their learning as they go along. 'myGCSEScience' is a good

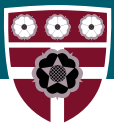
YouTube channel that can help with this. The Science department also offers to purchase the CGP revision guide from the publishers, at a reduced price, at the start of every year.

- Attend intervention classes to improve understanding of topics.
- Approach teachers after school to complement learning in lessons, improving areas in need of development identified in lesson.

WHAT COULD HAPPEN NEXT?**POTENTIAL POST-16 OPTIONS/ CAREER PATHWAYS**

Combined Science can lead students on to Biology, Chemistry and/or Physics A Levels which are available at all post-16 providers. York College also offers apprenticeship and vocational courses for science.

These courses can lead on to a wide range of career pathways including health care, transport, construction, the environment, energy, geology and farming. The possibilities really are endless when it comes to careers in science.



GCSE RELIGIOUS STUDIES

CORE



EXAM BOARD

Eduqas

SUBJECT CONTACT

Mrs A Brown – Curriculum Leader

All students are eligible to study GCSE Religious Studies as the course encompasses the 9-1 grade range. This is an academic subject and therefore the workload is quite high. It will require high levels of commitment from students as it is a rigorous course.

WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

The Religious Studies course provides students with the exciting opportunity to gain a deeper understanding of Christianity and Islam, and explore the religious, philosophical and ethical studies in the modern world from a Christian, Islamic and Humanist point of view.

Relevant topical issues such as relationship, life and death, good and evil and human right

engage students in relevant issues and acquire knowledge and a critical understanding of major issues that are relevant in the 21st century.

HOW WILL THEY BE ASSESSED?

Students will sit three externally assessed examinations at the end of the three year course.

- **Component 1:** Religious, Philosophical and Ethical Studies in the Modern World. (50%) This paper consists of a study of the four themes which are Issues of Relationships, Issues of Life and Death, Issues of Good and evil and Issues of Human Rights. This exam is 2 hours
- **Component 2:** Study of Christianity. (25%) This paper examines the beliefs, teaching and practises of Christianity. This exam is 1 hour.
- **Component 3:** Study of Islam. (25%) This paper examines the beliefs, teaching and practises of Islam. This exam is 1 hour.

WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?

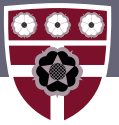
- Attend all lessons and work and participate in a way that demonstrates a positive attitude for learning.
- All homework tasks and research tasks with due diligence.
- Revise and reflect on their own learning, views, opinions and beliefs as they journey through the course of others.
- Keep an open and enquiring mind which allows for recognition of difference and a respect for the views, beliefs and teachings.
- Attend revision classes which complement learning in lessons.
- To watch relevant TV programmes and films; as advised by their subject teacher.
- They will need basic equipment such as pens and pencils as for all other lessons.

WHAT COULD HAPPEN NEXT?

POTENTIAL POST-16 OPTIONS/ CAREER PATHWAYS

A good RS grade would suit A Levels such as English, Social Sciences, Humanities and of course RS. As well as working for a religious organisation a RS qualification will be useful in many careers. Some of these, such as teaching, journalism and broadcasting, offer possibilities to specialise in religious affairs. Other work areas, some of which are listed below, use the skills, knowledge and understanding acquired through studying religion in a more general way:

- Advisory work, broadcasting, career guidance, community work
- Counselling, healthcare, human resources, journalism
- Law, local government, marketing, medicine
- Nursing, police work, prison and probation work, public relations
- Social work, teaching, tourism, youth work



GCSE GEOGRAPHY

EBacc



EXAM BOARD

AQA

SUBJECT CONTACT

Mrs J Peters –
Curriculum Leader

All students are eligible to study GCSE Geography as the course encompasses the 9-1 grade range. It will require high levels of commitment from students as it is a rigorous course.

WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

They will learn how people, places and the environment interact. Through studying Geography, your child will learn to develop a thorough understanding of the world we live in and how people can influence and affect our environment. They will also learn how to develop a range of skills such as 'graphical and cartographical skills'.

HOW WILL THEY BE ASSESSED?

Students will sit three externally assessed examinations at the end of the three-year course.

- **Paper 1: Living with the physical environment**

Making up 35% of the final GCSE grade, this paper looks at the challenges of the natural environment, the physical landscape of the UK and the living world.

- **Paper 2: Challenges in the human environment**

Making up 35% of the final GCSE grade, this paper looks at urban issues and challenges, the changing economic world and the challenge of resource management.

- **Paper 3: Geographical Applications**

Making up 30% of the final GCSE grade, this paper consists of a decision-making exercise, a fieldwork write-up and geographical skills including map reading and statistical analysis of data.

WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?

- All homework tasks with due diligence.
- Revise and reflect on their learning as they go along.

- Attend revision classes to complement learning in lessons; as advised by their subject teacher.

- Watch relevant TV programmes and films; advised by their subject teacher.

They will also need to attend a field trip – the location varies dependent upon the advice given by the examination board.

WHAT COULD HAPPEN NEXT?

POTENTIAL POST-16 OPTIONS/ CAREER PATHWAYS

Geography is a pretty unique subject because it looks at both the physical structure of the planet and the social structure (i.e. how we affect our environment and how it affects us) in the past, present and future.

Geography will help you develop your communication and teamwork skills, as you'll often work on group projects. You'll also develop your research and analysis skills including IT, lab and fieldwork, which means you will be able to collect and

look for patterns in data.

Employers love the mix of technical and social skills people get from studying Geography, which they see as very transferable, i.e. useful for a whole range of jobs.

According to the Royal Geographical Society, Geography graduates have some of the highest rates of graduate employment.

Geography is great for any kind of career that involves the environment, planning, or collecting and interpreting data. Popular careers for people with geography qualifications include: town or transport planning, surveying, conservation, sustainability, waste and water management, environmental planning, tourism, and weather forecasting. The army, police, government, research organisations, law and business world also love the practical research skills that geographers develop.

Because geographers learn about human and population development, Geography can be useful for jobs in charity and international relations too.



GCSE HISTORY

EBacc

**EXAM BOARD**

AQA

SUBJECT CONTACTMs H James –
Curriculum Leader

All students are eligible to study GCSE History as the course encompasses the 9–1 grade range. It will require high levels of commitment from students as it is a rigorous course.

WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

The History GCSE course will develop students' knowledge and understanding of important events and people that have shaped the world we live in today. Students will study British, European and international history that covers medieval, early modern and modern time periods.

This includes a study of the health of the British people over 1000 years and a study of the historic environment during the Elizabethan period in England. Twentieth century history focuses on Weimar and Nazi Germany and the interwar tension that led

to the Second World War.

History is an enjoyable and interesting subject, but it also enables students to develop an understanding of historical concepts, such as cause and consequence, change and continuity, and significance.

It also develops students' skills, particularly using sources and interpretations of the past. Students will learn how to use evidence to find things out for themselves, compare information and reach their own judgements. They will learn how to identify truth and recognise myth, propaganda and lies!

HOW WILL THEY BE ASSESSED?

Students will sit two externally assessed examinations at the end of the three-year course.

- **Paper 1: Understanding the Modern World**

Making up 50% of the final GCSE grade.

Section A: Germany, 1890–1945

Section B: Conflict and Tension, 1918–1939

- **Paper 2: Shaping the Nation**

Making up 50% of the final GCSE grade.

Section A: Britain: Health and the People, c.1000–present day

Section B: Elizabethan England, c.1568–1603

WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?

- Complete all homework tasks with due diligence.
- Revise and reflect on their learning as they go along.
- Read around the subjects studied, using books, magazines and research articles.
- Attend revision classes to complement learning in lessons; as advised by their subject teacher.
- Watch relevant TV programmes and films; advised by their subject teacher.

There may be a field trip to study a historical site in context. This site will change every year and the exam board will select the type of site to study.

WHAT COULD HAPPEN NEXT?**POTENTIAL POST-16 OPTIONS/ CAREER PATHWAYS**

History is highly regarded by

universities and employers. It is a good qualification for many careers, not just the obvious ones, due to the transferable skills that you will learn. These skills involve how to form a reasoned argument, which is useful for law and journalism. You will learn the proper techniques of research and presentation, which is invaluable for business. You will learn how our nation has been formed and the diversity of its people, which can be used in politics, social work and care.

History can also be taken further to A Level, which provides an opportunity to further develop your research skills through a piece of independent research over an extended period of history.

History is also unique because it is something that you will use for the rest of your life. The events that you experience today will be the material that future generations study.

You will be able to contribute to the understanding of future generations, while you understand your heritage and background.



GCSE MODERN FOREIGN LANGUAGES

EBacc



LANGUAGES

French and German

EXAM BOARD

AQA

SUBJECT CONTACT

Mr T Mulhearn –
Curriculum Leader

This course is open to all students as the exam has been developed to help students of all abilities make progress and develop a passion for languages. Languages is a key component of the EBacc qualification. It is advisable to continue with French as students have studied this to a developed standard in Key Stage 3.

We have changed our assessment in Year 9 to fully prepare students for the new style of GCSE. German can be taken as a new subject and is recommended for pupils with an aptitude for language.

WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

Students will learn how European Community language skills are extremely important for work and holidays.

These GCSE courses will equip your child with the skills they will need in French and German speaking situations abroad. By studying a language your child will learn how to communicate with foreign visitors to this country and to feel part of a broader culture. It also helps build confidence. They will learn how to develop their communication skills through the four skills of speaking, listening, reading and writing. These are organised into the following three themes:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

HOW WILL THEY BE ASSESSED?

The AQA GCSEs in French and German consist of four externally examined papers based on the following skills: listening, speaking, reading and writing.

- **Listening:** Students will be assessed in a written exam responding to a variety of scenarios from a recording of French or German speakers.

- **Speaking:** Students are assessed on their ability to communicate and interact effectively in speech for a variety of purposes. They will complete three tasks: a role play, questions based on a picture and a conversation.

- **Reading:** In the reading exam, students will be assessed on their understanding of written texts including adverts, emails, letters, articles and literary texts. The final question will also include a translation task from the target language to English.

- **Writing:** In the writing exam, students are required to produce written texts of varying lengths to express facts, ideas and opinions along with a translation task from English into the target language. There will be some choice of questions.

Each skill is worth 25% of the overall grade. Students will be entered for either the Higher or Foundation tier.

WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?

- Be attentive and diligent in note taking within lessons

- Complete weekly homework tasks that complement their in-class learning
- Reflect on and revise their learning throughout the course. The department will offer to purchase the AQA Grammar & Translation Workbook, as well as the AQA Revision Workbook, both containing targeted exam practice
- Make regular use of online resources such as Quizlet, Memrise & Seneca to revise their learning
- Attend specific intervention classes, where guided, to make progress

WHAT COULD HAPPEN NEXT?

POTENTIAL POST-16 OPTIONS/ CAREER PATHWAYS

A language GCSE qualification complements a variety of career paths and post-16 courses. An obvious next step is a language A Level. Some universities and courses require a language so it is worth checking in advance.

Languages also suit career paths such as fashion, engineering, journalism, law, education and manufacturing to name just a few!



GCSE COMPUTER SCIENCE

EBacc



EXAM BOARD

OCR

SUBJECT CONTACT

Mr D Padgham – Curriculum Leader

This subject has large theory content and will appeal to anyone who wants to develop their understanding of what goes on inside a computer, how computers work and practical programming skills. Good maths and language skills are essential. Grades can be awarded from 9 – 1.

WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

This course gives students a real, in-depth understanding of how computer technology works. The course will give them an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing.

Students will develop critical thinking, analysis and problem-solving skills, which can be transferred to further learning and everyday life.

Students who want to go on to higher study and employment in the field of computer science will find that this course provides a superb stepping stone.

Paper 1 – Computer systems:

- Study how processors work, investigate computer memory and storage.
- Explore modern network layouts and how they function, build skills in the ever important realm of cyber security.
- Investigate how types of software are used within computer systems.
- How computers and computing affect ethical, legal, cultural and environmental issues.

Paper 2 – Computational thinking, algorithms and programming:

- Study fundamental algorithms in computer science, build a firm foundation in programming techniques, and produce programs through diagrams.

- Thoroughly test programs and make them resistant to misuse.
- Explore Boolean algebra (AND, OR, NOT).
- Understand how we store data within computers in binary form.

Programming projects

Students are given the opportunity to undertake a programming task(s) which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. The skills and knowledge developed through doing this will be assessed in paper 2.

HOW WILL THEY BE ASSESSED?

- **Paper 1** – Exam 1½ hours. Making up 50% of the final GCSE grade.
- **Paper 2** – Exam 1½ hours. Making up 50% of the final GCSE grade.

WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?

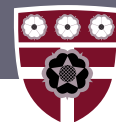
There will be a requirement to commit to working in outside of normal lessons to complete some elements of the course and students will be expected to work in an independent manner on a range of tasks. There will be a requirement to develop a good understanding of a range of a high level programming language and the school's facilities will be made available to support this outside of normal lesson times.

WHAT COULD HAPPEN NEXT?

POTENTIAL POST-16 OPTIONS/ CAREER PATHWAYS

This GCSE would be of benefit to anyone considering a career in computing or programming of any kind. It also provides a good basis for the study of computer science at higher levels.

Possible careers include: software developer, games designer, IT security, network manager.



GCSE SEPARATE SCIENCE

EBacc



EXAM BOARD

AQA

SUBJECT CONTACT

Mr A McKie –
Curriculum Leader

To follow this course, the students will need to pick it as one of their options. They will be awarded three separate GCSEs in Biology, Chemistry and Physics on completion of the course.

Although there are no entry criteria for this option, students must be very comfortably and consistently attaining their minimum expected grade or higher, and have a passion for science as it will take up a large proportion of their timetable. They should also be seriously considering taking Biology, Chemistry and/or Physics at A Level and possibly further. Although not taking separate science GCSEs will not prevent students from moving on to science A Levels or specific science-related careers, it will help students to make the transition to this next stage.

WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

Students will develop a deeper understanding of the world of Biology, Chemistry and Physics via discrete subject specific units of work. They will also continue to develop

their skills as scientists as they plan valid investigations, complete practical activities then analyse the results to reach a conclusion based upon evidence. There is a focus throughout the course on how the information students are learning can be used in the real world and how it relates to the jobs available to students once they leave school.

Course content:

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

- Forces
- Energy

- Waves
- Electricity
- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure
- Space Physics

HOW WILL THEY BE ASSESSED?

Students will be awarded a different GCSE (grades 9-1) for each of the separate sciences. Each discipline will require two exams, each 1 hour 45 minutes long and worth 50% of the final mark. Higher and Foundation tiers are an option for Separate Science.

All students will be required to carry out the combined science required practicals plus eight additional investigations for Biology, Chemistry & Physics. These are not assessed and will not contribute to the final mark but it is essential students carry them out to pass the course.

WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?

- Enjoy Science.
- Compile a file of 'independent notes' – one for each of Chemistry, Physics and Biology. These will be built up over the three-year course and will comprise independent study notes on each topic, focused work on the required practicals and

exam practice booklets.

- Complete all homework tasks.
- Revise and reflect on their learning as they go along. 'myGCSEScience' is a good Youtube channel that can help with this. The Science department also offers to purchase the CGP revision guide from the publishers, at a reduced price, at the start of every year.
- Attend catch-up classes to improve understanding of topics.
- Approach teachers after school to complement learning in lessons, improving areas in need of development identified in lesson.

WHAT COULD HAPPEN NEXT?

POTENTIAL POST-16 OPTIONS/ CAREER PATHWAYS

Separate Science GCSEs are ideal for students wanting to go on to study A Levels in Biology, Chemistry and/or Physics. Many students who take this course have gone on to do this then progress to science related degrees at university.

These courses can lead on to a wide range of career pathways including pharmaceuticals, health care, engineering, education, defence, construction, environment, energy, geology and farming.



GCSE ART AND DESIGN

OPTION

**EXAM BOARD**

AQA

SUBJECT CONTACT

Mr M Wilson – Curriculum Leader

GCSE Art is graded 9 – 1. This course is for anyone who has a passion and interest in the arts with a willingness to explore ideas, artists and inspirations. All students will be expected to work hard and develop core skills established in Key Stage 3. A Succeeding or Exceeding grade in Year 9 is recommended although it is not essential for students wishing to take this option.

WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

The course is designed for those with a passion for art to explore, develop and experience the subject in a variety of processes and Media. Pupils are encouraged to produce work in a range of disciplines over three-four projects, culminating in a personal artistic response to a final exam title.

Students will learn how to develop skills, personal responses, build up the ability, confidence and skill to engage and build up a portfolio

of work showcasing their interests, artistic studies and visual experiences over the length of the course.

HOW WILL THEY BE ASSESSED?

There are four Assessment Objectives (AOs) that work will be marked against:

- **A01:** Artist research;
- **A02:** Experimenting with different media and processes;
- **A03:** Recording ideas and design development with written annotations; and
- **A04:** the final piece.

Students will complete three Coursework projects over the three years. Each project will look at four Assessment Objectives.

- **A01:** Developing ideas through investigations: Initial start, observational and cultural sources.
- **A02:** Refining ideas through exploration: The design process leading to outcome planning.
- **A03:** Recording ideas relevant to intentions: Media exploration and research.
- **A04:** Present a personal response: This is the outcome.

Pupils will complete a mock exam (five hours) and will be expected to complete a ten-hour practical exam as the culmination of the course in Year 11.

- **Component 1:** Project based coursework. Making up 60% of the final GCSE grade.
- **Component 2:** External set controlled assessment. Making up 40% of the final GCSE grade.

WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?

- Complete work for their current project each week.
- Art homework will be set weekly with a basic expectation that it is completed to the student's best ability.
- Research different aspects of their current project, this may include artist studies, material research or practical skills development. Pupils will be expected to develop and practice the skills they are learning in lessons at home to build up and develop their formal skills.

WHAT COULD HAPPEN NEXT?**POTENTIAL POST-16 OPTIONS/ CAREER PATHWAYS**

GCSE Art can lead to A Level, BTEC or Foundation Studies in Art at college or 6th Form. Successful candidates can use the GCSE course as a starting point towards leading to personal specialism and or a degree in the arts.

Art is useful in many career pathways and this GCSE course is an ideal starting point for those considering a career in the arts.

The list below is only a small group of possible career pathways that incorporate art in some way: Animator, architect, designer, ceramic design maker, costume maker, fashion designer, graphic artist, illustrator, interior design, landscape architect, model maker, museum curator, photographer, product designer, prop maker, sculptor, set designer, sign writer, text designer, web artist/designer.



GCSE BUSINESS STUDIES

OPTION

**EXAM BOARD**

AQA

SUBJECT CONTACTMr N Kiernan –
Curriculum Leader

This is a GCSE qualification suitable for all abilities. Students will be awarded a GCSE grade between 1 and 9.

WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

Ever wondered how candidates on The Apprentice got started? This exciting and interesting course covers issues relating to setting up and growing a business, marketing, finance, people and business operations.

Students will consider the practical application

of business concepts. The units provide opportunities to explore theories and concepts in the most relevant way, through the context of events in the business and economic world.

HOW WILL THEY BE ASSESSED?

The Business Studies GCSE is taught over 180 guided learning hours (GLH). It has a total of six units which are examined by two terminal exams, each of 1 hour 45 minutes.

COURSE UNITS

- Business in the real world
- Influences on business
- Business operations
- Human resources
- Marketing
- Finance

WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?

To aid in the development of background knowledge, students are encouraged to broaden their learning through media input – watching appropriate/related documentaries; reading local and national newspapers for Business related news items. Revision for tests to assess knowledge that consolidates their learning is of course a must.

WHAT COULD HAPPEN NEXT?**POTENTIAL POST-16 OPTIONS/ CAREER PATHWAYS**

Becoming knowledgeable about how businesses operate helps increase

your competitiveness in the job market and to understand how businesses and Governments drive our world economies.

With a qualification in Business Studies the world really is your oyster! Here are just a few career options: management consultant, operational researcher, human resources officer, risk manager, business owner.

Courses to further students' study in York include:

Business and professional programmes at every level from extended diplomas, BTECs, A Levels, Apprentices as well as professional qualifications such as AAT courses at Level 2 to 4.



OCR CAMBRIDGE NATIONAL CREATIVE MEDIA STUDIES

OPTION

**EXAM BOARD:**

OCR

SUBJECT CONTACT:

Miss P Doust – Teacher of Creative Media Studies

WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

This course will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning and review, working with others and communicating concepts.

Through the use of these concepts students will create fit-for-purpose creative media products through a theoretical and practical approach. They will ask questions such as:

- How important is the role of media in our lives?
- How important is the design and creativity behind the media part of its success?
- How can I use digital graphics to appeal to a target audience?
- How can I use my digital creativity to produce work for a specific design brief?

WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

- **Understand the purpose and content of pre-production** – creating concepts for new creative media product

development, development of routes and options for an idea, visualisation diagrams, storyboards, scripts, graphics, logos, text and camerawork.

- **Plan pre-production** – interpret client requirements from a brief, identifying timescales, carrying out and analysing audience research, digital research, selecting appropriate hardware and software and working according to legislation surrounding data protection and copyright.
- **Produce pre-production documents** – personally create a range of pre-production documents to show knowledge and understanding of the product and audience. These may include visualisation diagrams, storyboarding, showing an understanding of file formats involved in still images, audio, video and animation.
- **Review and evaluate** – reflect back on work produced and assess its success against the brief set.

Students will study creative digital media texts across a variety of different formats – these may include:

creating digital 2D and 3D characters, digital comic strips, websites and digital animations, interactive multimedia products, digital photography, sound and video sequences, designing and developing digital computer games.

Over the course of three years, students' study of media will provide them with the opportunity to study texts that:

- Are created for particular audiences.
- Demonstrate emerging, future developments of the media world.
- Provide you with challenging opportunities for interpretation and analysis.
- Are examples of cultural, social and historical significance.

ASSESSMENT

This course is assessed through a combination of examination and coursework.

EXAMINATION:

Written examination is taken at the end of the course in Yr 11.

CENTRE ASSESSED TASKS:

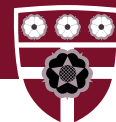
Practical based centre assessed tasks will be carried out throughout the duration of the course.

WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?

- Immerse themselves in a range of different media texts across a range of platforms.
- Demonstrate independent research skills.
- Show elements of creativity when designing media products.
- Work in groups to share ideas and present to the rest of the group.
- Be willing to put in extra time after school to make use of the school equipment in order to produce practical work.

WHAT COULD HAPPEN NEXT?**POTENTIAL POST-16 OPTIONS/ CAREER PATHWAYS**

Post-16 students will be able to move on to a variety of Media and Digital ICT courses including A Levels, BTECs and NVQs. From there they will widen their future career prospects and employment opportunities within the digital media industry: work in TV production, advertising and marketing, film production, radio production, game design and multi-media web design. They could also go on to Media, Communication and ICT degrees.



OCR CAMBRIDGE NATIONAL DESIGN ENGINEERING

OPTION



EXAM BOARD

OCR

SUBJECT CONTACT:

Mrs M Zulkarnain –
Curriculum Leader

This course is suitable for students that enjoy being creative and apply practical skills. Students will explore, design, create and evaluate products that solve real world problems. They will use their creativity and imagination to design and make prototypes considering their own and others' needs, wants and values.

WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

Engineering Design is a process used to identify market opportunities and solve problems which contribute to the development of new products and systems. Through research and practical activities,

students will understand how market requirements and opportunities inform client's briefs and will use practical skills such as drawing, computer modelling and model making to communicate design ideas. Students will apply practical skills to produce a prototype in the form of a model and test design ideas to inform further product development.

A practical approach to teaching and learning will provide students with knowledge in engineering technology and develop their critical thinking, creativity and dextrous skills through engaging practical experiences.

HOW WILL THE COURSE BE ASSESSED?

WRITTEN EXAM:

- **60 marks:** Design briefs, design specifications and user requirements

CENTRE-ASSESSED TASKS WITH EXTERNAL MODERATION:

- **60 marks:** Product analysis and research
- **60 marks:** Developing and presenting engineering designs
- **60 marks:** 3D design realisation

WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?

Students are expected to use everyday experience of products to research themes and products, practice techniques and skills at every opportunity. In addition, they will need colouring pencils and ideally have access to a computer for some homework tasks.

As ever, revision for tests and examinations are a must as they are activities that consolidate their learning.

WHAT COULD HAPPEN NEXT?

In the UK alone, the design, creative and cultural industries were known to employ 678,480 people working in 74,640 businesses, of these a significant number were employed within the design industry specifically. Courses to further students study in York include: Design and Technology A Level, engineering courses at York College, BTEC level 2 Diploma in Graphics and Print-based Media, BA (Hons) Graphic Design. Potential careers include product designer, lightning designer, engineer, model-maker, silversmith, glassblower, industrial designer, marketing, games designer, desktop publishing, studio manager, freelance designer, creative director, brand identity developer.



GCSE DRAMA

OPTION

**EXAM BOARD**

AQA

SUBJECT CONTACTMs R Nicholson –
Subject Leader

AQA GCSE Drama engages and encourages students to become confident performers and designers with the skills they need for a bright and successful future.

HOW WILL THEY BE ASSESSED?

The subject content for GCSE Drama is divided into three components:

Understanding drama**What's assessed?**

- Knowledge and understanding of drama and theatre.
- Study of one set play from a choice of six.
- Analysis and evaluation

of the work of live theatre makers.

How is it assessed?

- Written exam: 1 hour and 45 minutes (80 marks). Making up 40% of the final GCSE grade.

Devising drama**What's assessed?**

- Process of creating devised drama.
- Performance of devised drama
- Analysis and evaluation of own work.

How is it assessed?

- Devising log (60 marks) and Devised performance (20 marks). Making up 40% of the final GCSE grade.

Texts in practice**What's assessed?**

- Performance of two extracts from one play

How is it assessed?

- Performance of Extract 1

(20 marks) and Extract 2 (20 marks). Making up 20% of the final GCSE grade.

WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?

- Carry out any research necessary to help them progress for each unit.
- Learn lines for their productions and arrange extra rehearsals with their groups.
- Perform in at least three evening assessed performances over the three years.
- Practice exam questions and keep a diary of their lessons for their portfolio.

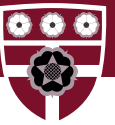
WHAT COULD HAPPEN NEXT?**POTENTIAL POST-16 OPTIONS/ CAREER PATHWAYS**

Communication and confidence are key skills in any job, and drama is a key player in

teaching you these. There are no limits to how, who, or what you want to be.

Drama gives you confidence; the ability to be able to stand up and say – this is who I am and what I'm capable of. It helps you to understand life from a different view, taking on different characters, emotions and problems. It trains you for the future when you may experience similar scenarios in your own life.

Drama isn't just about acting, there are so many jobs that you can do with drama experience such as: acting, stage manager, arts administrator, drama teacher, drama therapist, television production assistant, radio presenter, theatre director, lawyer, public relations specialist, salesperson, voice coach.



GCSE FOOD AND NUTRITION

OPTION



EXAM BOARD

AQA

SUBJECT CONTACT

Ms M Zulkarnain –
Curriculum Leader

This is a GCSE course suitable for all abilities. Students will be awarded a grade from the range 1 to 9. To ensure students are fully prepared key skills are taught during Year 7 and 8.

WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

During the course your child will be given the opportunity to really get to grips with the exciting environment of the kitchen.

They will practise a wide range of skills along with having a greater understanding of nutrition, the science behind food as a material and wider environmental aspects associated with food.

HOW WILL THEY BE ASSESSED?

They are assessed in three parts:

● Task 1: Food Science Investigation (10 hours)

Making up 50% of the final GCSE grade. For Task 1 students produce a report of between 1,500 – 2,000 words. The report will include research into 'how ingredients work and why', document their practical investigation and draw conclusions. For example: Investigate what type of flour is best for bread making.

● Task 2 – Food Preparation Assessment (20 hours including a 3-hour assessment)

Making up 35% of the final GCSE grade. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. Written or electronic portfolio

including the photographic evidence of the three final dishes that must be included.

● Written exam – 1 hour 45 minutes. Making up 50% of the final GCSE grade.

WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?

Students are expected to do their own ingredient shopping and be prepared for lessons, having familiarised themselves with their recipes prior to attending class. Students are expected to research themes and products, practise techniques and skills at every opportunity.

WHAT COULD HAPPEN NEXT?

POTENTIAL POST-16 OPTIONS/ CAREER PATHWAYS

Food Technology is one of the world's fastest growing industries. In fact over 20% of the top 100 British Companies are in food manufacturing.

Once successfully completed students can continue down the path that could lead into a host of careers in catering and further courses to hone their skills.

Courses to further students study in York are numerous including: Professional Cookery Diploma Level 1 and 2 (QFC), Foundation Diploma in Hospitality, Diploma in Introduction to Professional Cookery or NVQ Preparation and Cooking, Professional Patisserie and Confectionery Diploma Level 2 (QFC). Post-16 apprenticeships are available at Nestlé.

Potential careers include: dietician / nutritionist, food sales and promotion, product development, consumer technologist (sensory analysis and product tasting), chef, baker, caterer, food journalist, food critic, environmental health officer/health and safety inspector, food service management, delicatessen.

**OCR CAMBRIDGE NATIONAL LEVEL 2 HEALTH AND SOCIAL CARE**

OPTION

**EXAM BOARD**
OCR**SUBJECT CONTACT**
Ms M Zulkarnain -
Curriculum Leader**WHAT WILL YOUR CHILD LEARN ON THIS COURSE?**

This qualification introduces students to the biggest employment sector in the UK, which includes elements of the NHS, local authority adult and childcare services as well as a range of independent providers which provide care in a variety of settings. It introduces students to this vocational sector and the role it plays in the health, well-being and care of individuals across all age ranges.

Students will also develop transferable skills, in particular communication, aspects of team working and the essential life skill

of first aid. The course will equip learners with sound specialist knowledge and skills for everyday use. It will also challenge all learners, including high attaining learners, encouraging independence and creativity.

Cambridge National in Health and Social Care allows learners the freedom to explore more deeply the things that interest them as well as providing a good opportunity to enhance their learning in a range of curriculum areas.

WHAT'S ASSESSED?

The course consists of four units. Students will have to complete two mandatory units and two optional units. The examination unit will be an externally marked assessment. Three units are centre-assessed tasks and students will gain up to 60 marks in each unit.

Mandatory

- Essential values of care for use with individuals in care settings – Written Paper 1 hour – externally assessed.
- Communicating and working with individuals in health, social care and early year's settings – internally assessed task, OCR moderated.

WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?

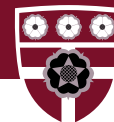
This is a vocational course, so the learning is set in the real world or health and caring professions. Your child will learn skills for report writing, analytical and evaluative processes.

This course will provide learners with a solid understanding of health and social care that will help them to make choices about their future study options and career choices. They will leave the course having developed a wide range of practical skills

some of which are particularly helpful for a career in one of the Health and Social Care sectors. Other skills will be valuable no matter what career path they choose, these include communication, critical analysis and evaluation, decision making and problem solving.

WHAT COULD HAPPEN NEXT?**POTENTIAL POST-16 OPTIONS/ CAREER PATHWAYS**

It is a great partner for A Level and Level 3 courses in Health and Social Care, Child Studies, Sociology, Psychology, Biology and Sport. Careers in health care are wide ranging from medicine, midwifery, nursing and dentistry. Social care such as carers and social workers as well as counselling and psychology. This is an ever-growing industry with many potential opportunities in the future jobs market.



GCSE MUSIC

OPTION

**EXAM BOARD**

WJEC Eduqas

SUBJECT CONTACTMrs P Brady –
Curriculum Leader

This course is open to all students who have an interest in creating and playing music. It is not a requirement when starting the course that students can play an instrument or read music, however performance is a significant part of the content so students should be prepared to work hard on their instrumental skills.

WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

The course provides an opportunity to develop and apply musical knowledge and skills through a wide variety of genres with an emphasis on practical music making. The subject content is divided up into three components:

COMPONENT 1 Performing

Allows students to demonstrate their own style and interpretation of music through performance. There must be a minimum of two different pieces of which one must be an ensemble performance lasting of at least one minute in length. The other piece/s may be solo or ensemble. One of the pieces must link to an area of study.

COMPONENT 2 Composing

Allows students to learn how to develop musical ideas and create musically-convincing compositions. There will be many short tasks during the course to teach these skills and the final outcome will be assessed through two complete compositions. One must be in response to an externally set brief, based on an area of study. The other is a free composition and can be in any genre allowing students to express themselves in whatever style they choose.

COMPONENT 3 Appraising

Students will focus on four areas of study through which they will develop and demonstrate an in-depth knowledge and understanding of musical elements and language. The four areas of study are: Musical Forms and Devices, Music for Ensemble, Film Music, Popular Music.

HOW WILL THEY BE ASSESSED?**COMPONENT 1: Performing (30%)**

- Can be achieved as an instrumentalist or vocalist.
- Between 4-6 minutes of performance time is required, of which at least 1 minute must be ensemble performance (72 marks).

COMPONENT 2: Composing (30%)

- Compositions must be recorded and a written

score or lead sheet provided. Together the compositions must last between 3-6 minutes in length.

- **Composition 1** (36 marks): Respond to a set brief, based on one of the four areas of study.
- **Composition 2** (36 marks): Free composition. Students set their own brief. Does not need to link to an area of study.

COMPONENT 3: Appraising (40%)

- This takes the form of a final exam lasting 1 hour 15 minutes (96 marks).
- Eight questions in total, two on each of the areas of study. Two of the questions are based on pieces which are set by WJEC.

WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?

- Listen to a wide range of music and be open to new, unfamiliar styles.
- Experiment on their instrument using theory from the lessons.
- Consider having private instrumental lessons to progress faster on their chosen instrument.
- Begin preparing performances as early as possible.
- Get involved with extra-curricular music events/bands to further develop skills and understanding.

WHAT COULD HAPPEN NEXT?**POTENTIAL POST-16 OPTIONS/ CAREER PATHWAYS**

Post-16, students will be able to move on to A Level Music and/or Music Technology. From there they may wish to access a plethora of degree courses relating to everything from classical music to jazz, pop, folk, studio engineering and electronic music.

Both music and music technology are useful in many career pathways and this GCSE course is an ideal starting point for those considering a career in music. The list below is only a small group of possible career pathways that incorporate music in some way.

Possible careers include: performer or recording artist, conductor, musical director for theatre/TV/film, backstage theatre crew, DJ, radio DJ/presenter, composer/song writer, producer, sound engineer live/studio, sound recordist TV/film, lighting designer, manager (of bands/artists/events), programmer, publisher, music journalist/critic, instrument/audio equipment technician, teaching, music therapist, tour manager, pyro-technician, record label manager.



GCSE PHOTOGRAPHY

OPTION

**EXAM BOARD**

AQA

SUBJECT CONTACT

Mr M Wilson – Curriculum Lead

GCSE Photography will be graded 9–1. Photography is defined as the production of images using light-sensitive materials such as photographic film, or digital methods of development to create still or moving images (film, video and/or animation). This course is for anyone who has a passion and interest in the arts with a willingness to explore ideas. All students will be expected to work hard. A Secure or Exceeding in Year 9 is recommended, although it is not essential, for students wishing to take this option.

WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

In Component 1 (coursework) and Component 2 (externally set task) students will be required to work in one or

more areas of photography for example portraiture, location photography, studio photography and documentary photography. Students will learn a range of photography skills such as lighting, viewpoint, aperture, depth of field, shutter speed and movement, darkroom development processes and digital media programs.

HOW WILL THEY BE ASSESSED?

Students will complete three coursework projects over the three years. Each project will look at four Assessment Objectives:

- **A01:** Developing ideas through investigations: Initial start, observational and cultural sources.
- **A02:** Refining ideas through exploration: The design process leading to outcome planning.
- **A03:** Recording ideas relevant to intentions: Media exploration and research.
- **A04:** Present a personal response: This is the outcome.

Pupils will complete a mock exam (five hours) and will be expected to complete a ten-hour practical exam as the culmination of the course in Year 11.

- **Component 1** - Project based coursework – 60% of the GCSE grade.
- **Component 2** - External set controlled assessment – 40% of the GCSE grade.

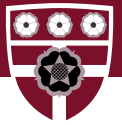
WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?

- Complete work for their current project each week.
- Photography homework will be set weekly with a basic expectation that it is completed to the student's best ability.
- Research different aspects of their current project, this may include artist studies, material research or practical skills development. Pupils will be expected to develop and practice the skills they are learning in lessons at home to build up and develop their formal skills.

WHAT COULD HAPPEN NEXT?**POTENTIAL POST-16 OPTIONS/ CAREER PATHWAYS**

GCSE Photography can lead to A Level, BTEC or Foundation Studies in Photography at college or 6th Form. Successful candidates can use the GCSE course as a starting point towards leading to personal specialism and or a degree in the arts. Photography is useful in many career pathways and this GCSE course is an ideal starting point for those considering a career in the Arts.

Possible career pathways that incorporate Photography include: fashion photographer, journalist photographer, documentary photographer, wildlife photographer, stock photographer, wedding photographer, fine art photographer, photomicrography, astrophotography, product photographer, sports photographer, film maker, animator and web artist/designer.



GCSE PHYSICAL EDUCATION

OPTION



EXAM BOARD

OCR

SUBJECT CONTACT

Mr M Rampling –
Curriculum Leader

Two courses are offered to students for Physical Education: **GCSE PE** and **Cambridge National PE** (See page 29) and both require students to have an active interest in sport. Students will need to participate in school, after-school and local clubs regularly to support learning. Subject teachers in the department will be best placed to advise the best course for your child. Students on GCSE can achieve grades 1-9. The course comprises of 60% theory, 30% practical sport and 10% controlled assessment coursework. Within the 60% theory, students will cover: **Applied Anatomy and Physiology** (course 1) and **Socio-cultural Influences, Sports Psychology, Health, Fitness and Well-being** (course 2). Students will have their top three practical sports put forward for moderation and the final section is completion of Analysing and Evaluating Performance (AEP) coursework. Two lessons a

week are given to GCSE PE, one theory and the other practical.

WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

The combination of physical performance and academic challenge provides an exciting opportunity for students. The learning outcomes for GCSE PE are:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance.
- Understand how the physiological and psychological state affects performance in physical activity and sport.
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.
- Develop the ability to analyse and evaluate to improve performance in physical activity and sport.
- Understand the contribution which physical activity and sport make to health, fitness and well-being.
- Understand key socio-cultural influences which can

affect people's involvement in physical activity and sport.

HOW WILL THEY BE ASSESSED?

Pupils will be assessed in at least eight practical activities over three years of which three will be assessed as part of the overall exam mark. These are initially assessed internally by Vale of York PE staff. At the end of Year 11 these practical activity marks will be moderated externally. This practical element of the course is worth 30% of total GCSE exam mark. During the course, students will study two theoretical components (listed below) and at the end of Year 11 they will sit a written exam for each component.

- **Component 1:** Physical Factors Affecting Performance, 1 hour paper / 60 marks / 30% of final grade.
- **Component 2:** Socio-cultural Issues and Sports Psychology, 1 hour paper / 60 marks / 30% of final grade.
- **Component 3:** A piece of Controlled Assessment involving analysing the performance of another student. The controlled assessment is worth 10% of the final grade.

WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?

- Regularly participate in extracurricular PE activities.
- Complete homework and coursework tasks for theory based lessons.
- Attend revision classes to complement theory learning in lessons; as advised by subject teacher.
- Be well informed on current sporting issues and news across all sports.
- Regularly reading sporting literature, following groups on twitter and accessing sports news websites are excellent ways to stay informed.

WHAT COULD HAPPEN NEXT?

POTENTIAL POST-16 OPTIONS/ CAREER PATHWAYS

In York, there are a range of Level 3 qualifications available such as: A Level PE, BTEC Sports Science courses, Diploma in Sport. In turn, these qualifications could lead to potential career pathways such as: personal trainer, PE teacher, sports coach, physiotherapy, sports medicine, fitness centre manager, sports journalist, referee/umpire, dietitian and marketing.



GCSE PSYCHOLOGY

OPTION

**EXAM BOARD**

AQA

SUBJECT CONTACT

Mrs E Hardy – Subject Leader

This course is suitable for all abilities but would be better suited to students with a target range of 5 or above due to the demands of literacy and numeracy in the course. Students will be graded on the 1-9 GCSE scale.

WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

This engaging and effective qualification introduces students to the fundamentals of psychology, developing critical analysis, independent thinking and research skills. Subject content covers cognitive behaviour, memory, perception, brain development, a range of research methods, data handling skills, social context and behaviour of humans, social influences, language, thought and communication processes, the structure of the brain

and neuropsychology, and psychological problems such as mental health issues.

HOW WILL THEY BE ASSESSED AND WHAT IS ASSESSED?**Paper 1 Cognition and Behaviour****What's assessed?**

- Memory, Perception, Development, Research methods

How it's assessed?

- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE

Paper 2 Social Context and Behaviour**What's assessed?**

- Social influence, Language, thought and communication, Brain and neuropsychology, Psychological problems

How it's assessed?

- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE

WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?

Students will be expected to demonstrate knowledge and understanding of psychological ideas, processes, procedures and theories in relation to the specified Paper 1 and 2 content.

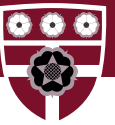
- Apply psychological knowledge and understanding of the specified Paper 1 and 2 content in a range of contexts, analyse and evaluate psychological ideas, information, processes and procedures in relation to the specified Paper 1 and 2 content and make judgements, draw conclusions and produce developments or refinements of psychological procedures based on their reasoning and synthesis of skills, evaluate therapies and treatments including in terms of their appropriateness and effectiveness.
- Knowledge and understanding of research methods, practical research skills and mathematical skills will be assessed in Paper 1 and 2.

These skills should be developed by studying the content and through ethical, practical research activities, involving:

- designing research
- conducting research
- analysing and interpreting data.
- By carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).

WHAT COULD HAPPEN NEXT?**POTENTIAL POST-16 OPTIONS/ CAREER PATHWAYS**

Psychology GCSE will give students an excellent knowledge base for the A Level courses at post-16, the Level 3 courses in Health and Social Care or Sports Studies. These qualifications often lead to university courses in Psychology, Law, Medicine, Business, Sports Studies and Music. Careers are often those working with people or even animals.



OCR CAMBRIDGE NATIONAL SPORT SCIENCE

OPTION

**EXAM BOARD**

OCR

SUBJECT CONTACTMr M Rampling –
Curriculum Leader

The Cambridge National Level 2 Qualification in Sport Science is 75% coursework and 25% examination. There are three internally assessed individual projects looking at Nutrition, Technology in Sport and Principles of Training. These will be covered during 2 lessons a week, where students will work on a computer and work through the course content needed. There is then also one externally assessed exam that is worth 25%. This will be covered during the course before the examination window.

During the 2 lessons a week, the class will do some practical sessions which is linked to their coursework to deepen their knowledge and understanding.

There is also a Dual course that pupils who excel in this could aspire to complete. Cambridge National can achieve Level 2 Pass (4),

Level 2 Merit (5.5), Level 2 Distinction (7) and Level 2 D distinction (8).

WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

The potential of completing 75% of the course before sitting an exam is a very exciting opportunity for students. Students have the ability to strive for high grades through hard work and this will prepare them well for the final 25% exam. The learning outcomes for Cambridge National PE are:

- Develop theoretical knowledge and understanding of the factors that underpin Nutrition, having a good diet and how to plan and progress a nutrition food plan.
- Develop theoretical knowledge and understanding of how to train using the Principles of training and how to design a training programme for an athlete.
- Develop theoretical knowledge and understanding how technology is used in sport, why it's used and in what sport this plays an important role in.

- In the examination module, students will develop their understanding of how to reduce the risks of injury in sport looking at various ways to keep sports people at their best.

HOW WILL THEY BE ASSESSED?

Pupils will be assessed in three pieces of coursework and all three will form part of the overall mark. These are initially assessed internally by Vale of York PE staff and then sent off for moderation to the exam board.

If students excel on the course there is room for us to look at students progressing on to the dual award.

- **Component 1:** Nutrition in Sport, Coursework based (25% final grade)
- **Component 2:** Principles of Training, Coursework based (25% final grade)
- **Component 3:** Technology in Sport, Coursework based (25% final grade)
- **Component 4:** Preventing Injury in Sport, 1 hour paper/ 60 marks (25% final grade)

WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?

- Complete homework and coursework tasks for theory based lessons.
- Attend revision classes to complement learning in lessons; as advised by subject teacher.
- Be well informed on current sporting issues and news across all sports.
- Regularly reading sporting literature, following groups on twitter and accessing sports news websites are excellent ways to stay informed.

WHAT COULD HAPPEN NEXT?**POTENTIAL POST-16 OPTIONS/ CAREER PATHWAYS**

In York, there are a range of Level 3 qualifications available such as: A Level PE, BTEC Sports Science courses, Diploma in Sport. In turn, these qualifications could lead to potential career pathways such as: personal trainer, PE teacher, sports coach, physiotherapy, sports medicine, fitness centre manager, sports journalist, referee/umpire, dietitian and marketing.



GCSE TEXTILE DESIGN

OPTION

**EXAM BOARD**

AQA

SUBJECT CONTACTMs M Zulkarnain –
Curriculum Leader

This is a GCSE course suitable for all abilities. Students will be awarded a grade from the range 1-9. Textile design is defined here as the creation of designs and products from woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose.

WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

In **COMPONENT 1** (Coursework) and **COMPONENT 2** (Externally set task) students are required to work in one or more area(s) of textile design, such as those listed below:

- 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

HOW WILL THEY BE ASSESSED?

Students will complete a range of coursework projects over the three years. Each project will cover the four Assessment Objectives.

ASSESSMENT OBJECTIVE 1

Develop ideas through investigations, demonstrating critical understanding of sources.

ASSESSMENT OBJECTIVE 2

Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

ASSESSMENT OBJECTIVE 3

Record ideas, observations and insights relevant to intentions as work progresses.

ASSESSMENT OBJECTIVE 4

Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

In Year 11 students will be given an externally set task, with their final piece being completed in a ten hour controlled assessment.

COMPONENT 1 – Project based coursework – 60% of the GCSE grade.

COMPONENT 2 – External set controlled assessment – 40 % of the GCSE grade.

WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?

Complete all work for their current project each week:

Textiles homework will be set weekly with a basic expectation that it is completed to the student's best ability.

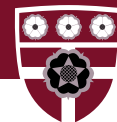
Research different aspects of their current project: This may include artist studies, material

research or practical skills development. Pupils will be expected to develop and practice the skills they are learning in lessons at home to build up and develop their formal skills.

WHAT COULD HAPPEN NEXT?**POTENTIAL POST-16 OPTIONS/ CAREER PATHWAYS**

In the UK alone, the design, creative and cultural industries were known to employ 678,480 people working in 74,640 businesses, of these, a significant number were employed within the design industry specifically. Courses to further students study in York include: Art and Design Textiles A-Level, Fashion Marketing BA(Hons), Interior Design BA(Hons), Furniture Design BA(Hons)

Careers include: Fashion Design, Fashion Blogger, Interior Design, Screen Printer, Textile Designer, Textile Colorist, Textile Stylist, Fashion Illustrator, Costume Curator, Theatrical Costuming.



STUDY PLUS



SUBJECT CONTACT

Mr J Gill and Ms A Ward
(English and Maths)

Additional English and Maths support provided as part of the supported pathway. Any pupil accessing this choice will receive an extra Maths and English lesson taught by subject specialists each week.

WHAT WILL YOUR CHILD LEARN ON THIS COURSE?

This course is designed to support you to achieve the best possible outcome in English and Mathematics. It provides additional Maths and English teaching time to assist you to succeed in these essential subjects. The course

is structured to be flexible so that it can adapt to the needs of the learners in the group. Often it will be used to support work set during the week, alongside specific literacy and numeracy skills.

HOW WILL THEY BE ASSESSED?

This pathway will not necessarily produce an examination outcome. However, as stated it is designed to support key literacy and numeracy development that will impact upon the performance in other subjects.

Throughout the course pupils will be expected to complete assessments and project

based work so that individual progress can be ascertained.

We will also be monitoring the publication of new qualifications and consider the validity of entry for certain pupils on this pathway.

WHAT WILL YOUR CHILD NEED TO DO TO MAKE PROGRESS?

You will need to be organised and able to plan your work. You need to be pro-active in wanting to do everything you can to pass Maths and English.

Strong personal resilience and an ability to try new ideas and approaches to learning are crucial attributes to be successful on this course.

WHAT COULD HAPPEN NEXT?

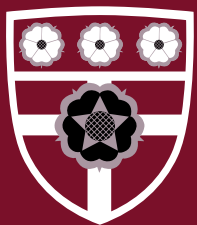
POTENTIAL POST-16 OPTIONS/ CAREER PATHWAYS

Securing English and Maths at GCSE is essential to gain you access to further education, completing this option enhances the chances of success in achieving this.

Please note that if a pupil doesn't achieve the threshold standard in English or Maths at GCSE it is compulsory for them to continue studying either or both subjects until achieved or they are 18.

GCSE English and Maths is a prerequisite of most Level 3 courses at post-16 providers across the city.

Most apprenticeships require GCSE English and Maths.



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Good School

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Hope Learning
Trust, York

Principal: **Mr Toby Eastaugh**, BA Hons MA NPQH