

Barnwood Park



Options Booklet 2024

Your future, your choices

If you have any questions or queries concerning the options process for Year 9 students in 2023-2024 please contact

Mr Stephen Fuller,
Deputy Head, at
sfuller@barnwood-park.gloucs.sch.uk

Please note that while every effort is made to ensure all information is correct at the time of publication, there may be some changes made.

We will inform students and parents of any changes at the earliest possible moment.

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Introduction to Options 2024

Dear Year 9 Students and Parents/Carers,

Welcome to your Options Booklet!

We hope you enjoy reading about all the courses we have on offer for you. We at Barnwood Park are really excited about the range of courses from which you can choose at this important stage in your life. Some of these courses may be familiar to you, and some may be brand new. All the information can seem daunting, so it is important to try to find out as much as you can so that you can make the right choices for you. We are committed to making sure students have the information, advice and guidance to help you make the right decisions.

We think it is important that students begin to think early about their option choices, so you have time to think, talk and research the best decisions for you.

In this booklet you will find:

- Information about new GCSEs and new grades
- Information about what everyone will study
- Information about the courses you can choose from
- Advice from our Head Girl
- Frequently Asked Questions
- Information about each of the courses offered

We have included on each subject page information about useful website links, to help you research the subject further, and information about who you can speak to in order to gain further information. If you are interested or unsure about a subject, please do speak to the member of staff to help you decide whether the subject would be suitable for you. Your Tutor, Head of Year - Miss Owen or Assistant Head of Year—Mrs Petrie, Subject Teachers, Careers Co-ordinators—Miss Dallimore and Mrs Adams and any of the Leadership Group will also be delighted to talk to you about your choices. You can also email me at the address at the bottom of the page.

We have a vital Year 9 Evening on **Monday 15th January 4.00pm-7.00pm**. This is an in-person event where parents/carers and students can talk to teachers about their subjects. There is more information about this evening later in this booklet.

As well as this booklet, students will have information about subjects from class teachers, sessions on Options in PSHE and there are short video presentations on our school website. Students will have an Options Presentation in form time, and this will also be on the website. There is also information about our wider vocational offer. Please make sure you take the time to look at these and discuss with your child. Following Year 9 Options and Parents' Evening, students will make indicative **choices**, and have **discussions with senior staff** before making their **final choices**.

Enjoy the process of choosing your subjects for Key Stage 4. Remember, it is your future, and your choice. Think hard about your decisions, and be true to the person you want to be. Whatever your choices, all the staff at Barnwood Park will expect you to work hard, and will support you to succeed every step of the way.

Mr S Fuller
Deputy Head Teacher

GCSE Grades

The grades for GCSEs changed from A*-G to a numbered 9-1 scale a few years ago and these may be unfamiliar to you. The chart below from the DfE shows how the 'new' numbers compare to the 'old' letters.

NEW GCSE GRADING STRUCTURE									
9	8	7	6	5	4	3	2	1	U
CURRENT GCSE GRADING STRUCTURE									
A*		A	B	C	D	E	F	G	U

Grade 9 is at the very top for students who would have achieved a high A*. Grade 7 is comparable to an old Grade 'A' and Grade 4 is comparable to an old Grade 'C'. A similar proportion of students achieve a Grade 4 or above as achieved a Grade 'C'.

Grade 4 is described as a 'Standard Pass', while Grade 5 is called a 'Good Pass'. 6th Form colleges would expect students to have Grade 5 or above in English and Maths, and in most instances Grade 6 in the subject they wish to study.

Students will be required to continue studying English Language and Maths at their post-16 place of education until they achieve at least a Grade 4 in these subjects.

We also offer a range of Technical or Vocational qualifications which are equivalent to GCSEs. We constantly evaluate the different options available. It is possible that decisions on exam boards may change from what is published in this booklet and what is taught in September 2024. We will inform you of any changes.

Will all courses run?

It is very important to say that whilst we aim to run all the courses described in the booklet, we cannot guarantee to do so. The presence of a course in this booklet is not a guarantee that it will run. Our ability to deliver each subject depends upon confirmation that a subject is on the Department for Education's list of Approved Qualifications for students taking exams in 2026. We also annually review the quality of our provision to ensure we only offer subjects with high quality teaching and learning experiences and outcomes.

Additionally, if there are insufficient students for a subject, it may not be viable to run it. Occasionally, it is not possible for us to meet every student's preferences for other reasons. This may be because there are limited places on courses due to rooming and timetable restrictions.

We will use indicative choices from students to evaluate demands for courses and where the demand is very low we may remove courses from the offer and inform students and parents/carers. We may also remove courses from the offer if demand is too low following final option choices, and will again inform students and parents/carers.

What Everyone Will Study

All students will study English, Maths, Statistics and Science. These are all Graded 9-1.

English	All students will study 2 GCSEs in English Literature and English Language All students will sit all their GCSE English exams at the end of Year 11
Maths	All students will study Maths GCSE. All students will sit their GCSE Maths exams in Year 11
Science	All students will study Two GCSEs in Combined Science (called Trilogy Science)

Information about all these subjects is included in this options booklet so you can find out about all the Key Stage 4 examined curriculum. All students will also have lessons in Physical Education and follow a programme of Personal and Social Development including Careers Education: whilst these are important lessons there will not be GCSE exams in these subjects.

Please note that 6th Forms do not require separate sciences to study at A Level. They do require good grades – Grade 7s is not an unusual requirement for studying science at A Level.

What Subjects Can I Choose?

Students will choose to study 4 subjects from September 2024.

We expect, but do not require, students to choose at least one of Geography, History, Spanish, French and Computer Science. We also encourage students to choose both a humanity subject (History or Geography) and a Modern Foreign Language (French or Spanish) to complete the English Baccalaureate. The subjects which are part of the EBacc are subjects that the Department for Education are keen for students to study as they feel they are the most valued by universities and employers. The website www.informedchoices.ac.uk/ helps students and parents/carers to understand which subjects open up different degrees, especially at the elite Russell Group universities.

Students can choose from subjects in this list:

ε Geography	Music	Photography	Business Studies
ε History	Food Preparation & Nutrition	Design & Technology	BTEC Performing Arts Dance*
ε Spanish	Religious Studies	Sports Studies* #	Physical Education #
ε French	Drama	Fine Art #	Textiles #
ε Computer Science	Child Development and Care *	Travel & Tourism*	Health & Social Care
ε Ebacc subject	ICT *	Statistics	

* These are vocational qualifications, which are the equivalent of GCSEs.

Please note only one of Fine Art and Textiles, and only one of PE and Sports Studies, can be chosen.

We offer a range of GCSEs and Vocational Subjects at Key Stage 4, and students are able to choose any combinations unless indicated above. You will find information about all these subjects in this booklet. Do be sure to investigate each of these subjects. We also recommend finding out which subjects are required or encouraged by 6th Forms and Colleges for further study at A Level or other Level 3 qualifications.

We also offer some students the opportunity to study Functional Skills in English and Maths, and AQA Award qualifications. These will be studied alongside 2 or 3 GCSE/vocational subject choices. This opportunity will be discussed with students at their meetings with a senior member of staff prior to choosing their final choices.

Students will make **indicative choices** following the Year 9 Evening. This is to help us with planning. They will need to put 6 subjects in order of preference, with their 4 preferred subjects and 2 reserve subjects. This also gives subject leaders an opportunity to review choices. Final choices will be made later on.

Students will then have conversations with senior leaders about their choices, before making their final choices, again with their 4 preferred subjects and 2 reserve subjects. Remember, it is possible that some courses will not run if not enough students choose them. Please note the Exam Board/course details may change prior to September 2024 as teachers continuously review the suitability of exam boards and courses.

Vocational Subjects

Firstly I would like to start by introducing myself, I am Mr Del Valle and I have recently been appointed Head of Vocational Education. I am extremely excited about this opportunity as I truly believe the path to success for our children comes in many forms and being able to offer a wide and varied list of vocational courses is vital.

We often find that not a lot is known about the vocational courses offered in schools and their value to your children. These are practical qualifications that offer knowledge and experience in a specific area. These qualifications are equivalent to a GCSE and allow students the flexibility of not having a huge part of their grade to be decided on their final exam.

These courses are assessed with a mixture of internal and external assessments but what is key to know is that unlike GCSE's students get a second bite of the apple with the opportunity for retakes. This all comes together to offer students the chance to learn about an area of interest and also have a different learning and testing journey more suited to them.

If your child has an excellent work ethic and has an interest in one of our key subject areas but doesn't like the pressure of final exams then vocational courses may well be the way forward. This year we are very excited to be offering the following courses:

- Travel and Tourism
- Retail Business
- ICT
- Child Development and Care
- Health and Social Care

Should you have any questions or queries about vocational subjects please feel free to contact me at ddelvalle@barnwood-park.gloucs.sch.uk. It is very important to state that these courses run in conjunction with GCSE's so if your child picks one or two vocational offerings this has no bearing on their other choices so long as they fit in the correct blocks.

AQA Award and Functional Skills Maths and English

Another fantastic new development we are putting in place this year is the offering of the AQA Award to our students. This is a bespoke course that will be led by key staff from the SEND department, we are able to pick modules as we go meaning that each year the course will be tailored directly to the students involved.

The aim of this award is to give students the ability to see genuine progress and success through numerous different skills and challenges ranging from physical activity to developing IT skills. This course will be a fantastic support to key students with developing the skills they need to succeed at GCSE level.

We are also in a position to offer Functional Skills Maths and English which students will do alongside their GCSE in Maths and English. We have seen a need for certain students to be given the opportunity to develop these skills in a slightly different setting in order to give them the best chance of success come the summer. This course will also offer stand-alone qualifications in Maths and English giving students clear pathways to further education. Again if you have any queries or questions please contact me on ddelvalle@barnwood-park.gloucs.sch.uk.

Both of these courses will be invite only. If you would like to discuss your child's eligibility for these courses please speak to Miss Jenkins or Mr Fuller at the Year 9 Options and Parents Evening in January.

Helping Students Make the Best Choices

We expect all students to take a responsible role in their choice of option subjects. There will be a range of activities, to help students make the right choices. This will include:

- Presentations from subject teachers giving information about the subjects on offer
- ‘Taster’ lessons in some subjects that would be new to students
- Meetings with senior staff to discuss their option choices
- Lessons in PSHE focusing on careers and option choices

All students will receive additional information and advice from their subject teachers and will have the opportunity to discuss the various pathways at school. It is important that students find out as much information about the courses as possible before they choose their preferences. We include some useful websites to help with your research in this booklet.

Advice will also be given to students about reasons for choosing subjects. A bad reason for choosing a subject would be in order to stay with particular friends. A good reason might be that they are thinking about taking this subject at A Level, at college or at university.

The taster lessons in new subjects will also give a more practical insight into what the course involves and help students make informed decisions about whether a subject is right for them.

All students will have the opportunity to discuss careers issues with a member of the Leadership Group, their tutors or our Careers Co-ordinators. There will be meetings for each student with staff to talk about the right option choices for them. All students will continue to receive regular and detailed careers advice throughout Years 10 and 11.

Curriculum Evening, Monday 15th January 2024 4.00pm-7.00pm

We have a very special Year 9 Evening in school on **15th January** where all of Year 9 and their parents/carers are able to speak with subject teachers and discuss their option choices.

We expect all parents/carers to attend our Year 9 evening. It is the opportunity for parents and students to find out more information about subjects in 1-2-1 conversations with teachers. Mr Del Valle, Head of Vocational Education and Computing will be available to talk about these new subjects, Mrs Jenkins (Assistant Head, Senco) will also be available, as will Miss Dallimore (Careers Lead) and Mr Fuller (Deputy Head) to talk about subjects and choices and answer any queries or concerns you may have. If parents/carers or students cannot make this evening it is vital students speak to Mr Fuller or Miss Owen (Pastoral Lead in Year 9) in advance.

Additionally, there is a lot of information in this booklet, and students should talk to their class teachers and tutors too. Final decisions do not need to be made until later in March, and we want the time before then to be one for research and reflection. Look at the ‘Questions to Ask Yourself’ section below, the advice available online (some links on the next page) and the advice from the Head Student too. Learn about unfamiliar new subjects, and ensure you are informed about the content of subjects you already study.

Questions to ask yourself when thinking about your GCSE options

- What do I want to be doing in 10 years' time?
- What do I need to study now to achieve my goals?
- What subjects do I enjoy and want to learn more about?
- What are my strengths and skills now? What do they need to be?
- What subjects will help me keep my future options open?
- What subjects will I find it hard to return to in the future if I stop learning them now?
- Do I prefer coursework or end of course exams?
- What information do I need and where can I find it?

We recommend also looking at the questions and answers on the following website too:

<https://www.youthemployment.org.uk/choosing-gcse-options-19-questions-ask/>

All staff are here to help and point you in the right direction.

Option Choices Websites

There are a wide range of resources to help students think about their choices, and the questions above.

Here are just a few we recommend.

<https://www.studential.com/GCSEs/choosing-your-GCSE-subjects> pointers to what to consider when choosing your options

<https://icould.com/stories/choosing-your-gcse-options/> discusses how the subjects you study now can make a real difference to your future

<https://www.careerpilot.org.uk/information/your-choices-at-14> what to bear in mind when choosing GCSEs

<https://www.bbc.co.uk/bitesize/articles/zrjh92p> a video and guide to things to think about when choosing options

<https://www.youthemployment.org.uk/choosing-gcse-options-19-questions-ask/> 19 questions to ask yourself before choosing your options

<https://www.informedchoices.ac.uk/> This Russell Group universities website has been developed to help pupils, parents and teachers find out more about how subjects taken can affect students' options at university and later on.

<http://university.which.co.uk/advice/gcse-choices-university/how-important-are-gcse-choices-when-it-comes-to-university> This has tips to help you pick the right options for universities.

Some websites are also specifically designed for parents to help their child make their option choices:

<https://careerpilot.org.uk/parent-zone/choices-at-14>

Advice from our Head Girl



At last the time has come, the time for you to choose your GCSE options. I know that this decision may be different for all of you. It could be daunting, exciting because you get to study the subjects you like and are really interested in further, or to some it may be something you haven't even thought about yet. But whichever way you feel, I wanted to reassure all of you from experience that it is nothing to worry about and there will be many teachers at Barnwood to support and guide you when you choose your options.

Even though it's great that there is this guidance and help at school if you wish it, ultimately this decision is up to you. Due to me being able to say that I don't regret the subjects I took at all, I thought I would share some advice on how I picked mine so you can all make the best choice for you.

Firstly, I know this is a phrase you will hear over and over again during this decision time, but please **do not** choose a subject because your friends are going to take it! These are your options not anyone else's so you want to make the right choice of subjects for you, even if you fear that you aren't friendly with anyone in your class. For example when I picked DT I didn't know anyone who was also picking it, however, now because of my option choices I have now made new, great friendships in this subject with people I didn't even know before Year 10. So what I'm trying to say is when you choose your options, I urge you to pick the ones you like and are interested in, not the ones your friends like and are interested in because it can be greatly beneficial in many ways.

I also know this is a big decision you have to make as you will have to further study these subjects for your remaining 2 years at Barnwood Park, however, I urge you to not put too much pressure on yourself. There is no reason for you to stress and try and figure everything out now. If you do already know what sort of career path you want, that's great and it would be beneficial for you to pick subjects that will help and aid your learning in that career, however, if you don't, that's completely fine too! I remember when I was in your position I had no idea what I wanted to do when I was older and the options I chose helped me understand the things I was good at and how I could use these skills in the future. So instead, I strongly advise you to pick the subjects you enjoy, are passionate about and are interesting to you. This is because in the future it will make the learning and revising for the subjects easier and more enjoyable. You should also know that your GCSEs are just the first step on your staircase to your desired future and whatever subjects you pick to take will not restrict what you end up choosing to do as your career when you are older.

Lastly, my final piece of advice is that even if you definitely think you are going to choose a subject you should still talk to the subject teacher about what taking the option at GCSE will be like. This is because it is really important to understand what to expect when studying the subject so it is less of a surprise. Some subjects you learn in Years 7-9 can be very different when taking them at GCSE and students are often unprepared for the course ahead so again please talk to your teachers!

I hope this advice has helped you in deciding your option choices and has given you some guidance. If you have any questions or need any further guidance from anyone who has had the experience of choosing their options, don't hesitate to speak to me, the Head Boy or any of the Year 11s. Remember not to stress too much and look into every subject that you are passionate about, Good luck.

Carys Fellows 2023

*"Choose options that you'll be interested to learn, don't choose what your friends are doing. This is **your decision**, so make sure you make the right choices."*

"Think what you might like to do when you are older and which options are relevant and helpful for that."

Advice from Miss Dallimore, Careers Lead

Tips for picking Year 9 GCSE options:

The thought of picking your GCSE's can seem a little daunting so, here are a few tips to help you.....

Breathe - you've got this 😊

Use the Options Booklet and other resources to get information about what you can choose.

Future – What do you want to do?

Think seriously about what it is you want to do in the future, your goals, your interests, your ambitions.

If you know what you want to do as a career or the university or college you would like to go to, then find out what subjects and grades you need to get you there.

If you are not sure then choose a good balance of subjects which will then help you in the future, when you may have more of an idea. It's ok not to know what you want to do 😊

You can use various sites to help you with what kinds of qualifications you will need for certain careers. For example: <https://www.careerpilot.org.uk> You will find the entry requirements for the colleges, sixth forms or universities on their websites.

What subjects do you enjoy?

Choosing subjects you will enjoy will keep you motivated and engaged in your studies. You are going to be doing it for 2 years – so do something you enjoy.

Find out what the course will contain. What will you be studying? What will the exam process be? This will help you to make an informed choice about choosing that subject. Speak with the subject teachers too.

Remember the choice is YOURS, Make your own decisions...

Gain advice from trusted sources.

Talk it through with parents, teachers, career advisors or others who know you well.

Talk with siblings or someone you know who has recently been through this process.

Do your own research – use links in this booklet to help.

Take it one step at a time.

DO NOT CHOOSE A SUBJECT....

...BECAUSE YOUR FRIEND CHOSE IT.... As it may be right for them but not for you – this is all about YOU and what you want to do for your future. It's scary but choosing for you, will increase your self-esteem and confidence. You will make more friends in your new classes.

...BECAUSE YOU HEAR IT IS EASY.... With hard work and dedication, you can be successful in any subject you choose. There are no easy subjects in Years 10 and 11.

Remember – Breathe – You've got this 😊

Thinking beyond Year 11

It is really important, as part of your research into the right choices for you, to know what 6th Forms and Colleges want or require from you in terms of subjects and grades. If there are A Levels or courses you are keen to be able to study, do find out what their entry requirements are. If you have subjects that you are thinking about studying at university, do find out what A Levels they require, and make sure you study the GCSEs to allow you to study those A Levels. You will find information about 6th Forms and Colleges and their requirements on their websites, and do speak to Miss Dallimore, Careers Advisor, and staff at school for help and information about next steps.

Frequently Asked Questions

What subjects do I have to study?

All students will study and be examined in English (Language and Literature), Maths, and Science. They will also have lessons in Physical Education and follow a programme of Personal and Social Development which will include Religious Education. Students will then choose 4 option subjects.

What is the EBacc?

The EBacc is a combination of subjects that the Government wants students to study. It means choosing at least one of History or Geography, and a Modern Foreign Language (E.g. Spanish or French) which together with English, Maths and Science create the English Baccalaureate or Ebacc. Following changes to A-levels in recent years, universities may well look at GCSEs more when making a decision about your application – especially when it comes to competitive subjects or universities. Many of the top Russell Group of Universities—such as Oxford, Cambridge, Bristol, Exeter, Birmingham and Warwick will look more favourably at students with the EBacc. We do not require all our students to choose subjects to fulfil the EBacc, though all students are able and encouraged to do so. We will discuss this with students in their meetings.

Who can choose which subjects?

All students are able to choose from the same list of subjects though you of course need to be working hard in the subjects now in Year 9 to show that you are a suitable student in that subject for Years 10 and 11. Are your effort grades at least a Grade B? Teachers will also give feedback on student suitability for courses so it is expected that you talk to subject teachers to get advice about which subjects might be suitable for your skills, ambitions and future plans.

Are there any combinations that are not allowed?

Yes, it is not possible to study more than one of Fine Art or Textiles. You can also only choose one of PE and Sports Studies. This is because they have the same qualification code. When choosing your choices, do think about the balance of your subjects, and whether they are all exams, or coursework. Think about how you learn best. Think also about what you want to do in the future: what do you want to study? What careers are you interested in? What subjects do these require from you? What subjects might 6th Forms, Colleges or Universities want to see? Have a look at the Useful Website Links in this booklet.

Will I get all my choices?

Whilst we will try to fulfil all of your choices, it is possible that we will not be able to fit you onto all of your preferred courses. Some courses may not run if not enough students choose them. This is why we will also ask you to put reserve choices.

When will I find out what subjects I have got?

We will aim to inform you of your choices as soon as possible after Easter. If this changes we will let you know.

What happens if I change my mind about my option choices?

If you change your mind about your choices, then you need to see Mr Fuller. You will need to fill out an Option Change Form and see the teachers of the subjects you wish to change. Whilst we will try to fit your new choices, you may find that some courses are full or are not running. Think carefully before changing course as you are unlikely to be able to change back.

When will I choose my Options?

You will choose your final Options Choices following a meeting with a senior member of staff later in March. You will need to choose the 4 subjects you wish to study and 2 reserves. How to fill this form in will be explained closer to the time.

If you have any questions, please ask a member of staff. We are all here to help.

Notes

If any further information is required on any of the option subjects or the options process in general, please do not hesitate to contact the staff members in the table below.

Subject	Name	Email
General	Mr Fuller	sfuller@barnwood-park.gloucs.sch.uk
English	Mrs Fitzgerald-Johnson	ajohnson@barnwood-park.gloucs.sch.uk
Maths/Statistics	Mrs Taiwo	ctaiwo@barnwood-park.gloucs.sch.uk
Science	Mr Dowle	cdowle@barnwood-park.gloucs.sch.uk
Languages	Mrs Kincaid	tkincaid@barnwood-park.gloucs.sch.uk
Humanities (History, Geography, RE)	Ms Patel	zpatel@barnwood-park.gloucs.sch.uk
Computer Science	Miss Wellington	ewellington@barnwood-park.gloucs.sch.uk
Child Development	Mrs Hanlon	nhanlon@barnwood-park.gloucs.sch.uk
Dance	Miss Saunders	esaunders@barnwood-park.gloucs.sch.uk
Drama	Ms Jones	mjones@barnwood-park.gloucs.sch.uk
Fine Art	Mrs Dunford	tdunford@barnwood-park.gloucs.sch.uk
Textiles	Mrs Dunford	tdunford@barnwood-park.gloucs.sch.uk
Design and Technology	Mrs Workman	jworkman@barnwood-park.gloucs.sch.uk
Business Studies/Retail Business	Mr Del Valle	ddelvalle@barnwood-park.gloucs.sch.uk
Travel and Tourism	Mr Del Valle	ddelvalle@barnwood-park.gloucs.sch.uk
ICT	Mr Del Valle	ddelvalle@barnwood-park.gloucs.sch.uk
Health and Social Care	Mr Del Valle	ddelvalle@barnwood-park.gloucs.sch.uk
Food Preparation & Nutrition	Mrs Workman	jworkman@barnwood-park.gloucs.sch.uk
Music	Ms Knight	cknight@barnwood-park.gloucs.sch.uk
Photography	Mr Hayne	dhayne@barnwood-park.gloucs.sch.uk
PE/Sports Studies	Mrs Aboud	raboud@barnwood-park.gloucs.sch.uk



Exam Board & Course Name **Edexcel MA1 Linear**

Course content outline and how you will be assessed

You will follow a linear course; that has one terminal examination which consists of three papers (two calculator papers and one non-calculator) the results of these are combined to give you a grade. There is no coursework component.

There are two levels of entry: Foundation (Grades 1 to 5) and Higher (Grades 3 to 9).

Organisation

You will continue to be taught in groups arranged by prior attainment so that everyone is working at an appropriate level.

What you will study

You will continue your study of Mathematics working on the areas of:

- Using and Applying Mathematics
- Number and Algebra
- Geometry and Measures
- Statistics and Probability
- Ratio and Proportion

Skills Developed

The course aims to encourage you to:

- apply mathematical knowledge and understanding to solve problems;
- think and communicate mathematically – precisely, logically and creatively;
- apply mathematical concepts to situations arising in your own life;
- acquire a firm foundation for further study;
- work cooperatively, independently and practically;
- appreciate the place and use of Mathematics in society;
- develop a positive attitude to Mathematics;
- consolidate basic skills and meet appropriately challenging work.

Progression

Further Education / Careers In previous years students have gone on to study Mathematics at A and AS level at 6th Form. Some of whom have then continued to study Mathematics at University or to use their subject knowledge to complement a wide range of other areas of study or employment, for example, Science, Computing, Geography, Law, Technology, Education and Physiotherapy.

What students say: *“Maths is definitely hard work but it’s so worth it in the end”. “Although it’s challenging, it has helped me in other areas”.*

Useful website link: Edexcel examination board <https://qualifications.pearson.com/en/home.html>

Further information - See your Mathematics teacher or Mrs Taiwo, Head of Mathematics

Exam Board & Course Name Edexcel Statistics**Course content outline and assessment**

You will follow a linear course that has one terminal examination which consists of two papers (both are calculator papers). The results of these are combined to give you a grade. There is no coursework component. There are two levels of entry: Foundation (Grades 1 to 5) and Higher (Grades 4 to 9 (Grade 3 allowed)).

What you will study

The assessments will cover the following content headings:

- The collection of data
- Processing, Representing and Analysing Data
- Probability

Skills Developed

The course aims to:

- Actively engage students in an accessible and relevant discipline.
- Help students acquire knowledge and understanding of statistical techniques and concepts.
- Encourage statistical problem solving.
- Develop student understanding of the importance of limitations of statistics.
- Support students in their progression through statistics and other related disciplines.

Progression

This specification enables students to acquire transferable skills and knowledge which enhance their career opportunities. It is particularly suitable for students who wish to progress to a range of A-level subjects outside Mathematics, including A-level Sciences, Geography, Business Studies and Psychology.

You will probably enjoy this course if....you like to solve real life problems and want to develop your analytical skills. We will challenge your preconceptions and expect you to justify your answers.

Useful website links <https://qualifications.pearson.com/en/home.html>

Further information - See your Mathematics teacher or Mrs Taiwo, Head of Mathematics





Exam Board & Course Name **AQA Trilogy Combined Science**
(previously known as 'Double Science'), worth 2 GCSEs

Course content outline and how learning will be assessed

- BIOLOGY 2 x 75 minute written papers (16.67% each paper)
- CHEMISTRY 2 x 75 minute written papers (16.67% each paper)
- PHYSICS 2 x 75 minute written papers (16.67% each paper)

Exam questions will be a mixture of multiple-choice, structured, open and closed response, graph skills and calculations. There are foundation and higher papers.

There will be no controlled assessment. Investigation skills will be assessed through questions on the exam papers. Students will carry out a number of required practicals during the learning of the content. These are set by the exam board.

Skills Developed

During GCSE Science you will continue to develop your scientific knowledge alongside enquiry, analysis and numeracy skills. You will learn how to apply your understanding to new, unfamiliar contexts and develop a host of transferable skills that will help you when applying for sixth form, college and jobs in the future.

Progression

Good progression to A-Level Science including Biology, Chemistry and Physics as well as some social sciences like Psychology, leading on to a wide range of related degree courses. From here there is a huge range of career options.

What students say: *"The experiments are fun and interesting. The work is challenging but it's made fun and definitely worth all of the revision done."*

Useful website link: <https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/specification-at-a-glance>

Further information - See Mr Dowle, Head of Science



Exam Board & Course Name **AQA English Language**
AQA English Literature

Course content outline and how learning will be assessed

2 GCSEs, one in English Language and one in English Literature.

Your two year English course will focus on developing your skills in reading, writing, speaking and listening. You will study 4 texts: a Shakespeare play, a 19th century novel, a modern novel or play and a collection of poetry linked by the theme of either Love and Relationships or Power and Conflict.

At the end of the course, you will sit 4 examinations which will allow you to demonstrate your knowledge, understanding and skills in response to unseen passages of literary texts, non-literary texts and poetry and in writing about the texts you have studied. You will not have copies of the studied texts in the examinations for English Literature.

There is no coursework component. The grades given will be from 1 to 9.

Skills Developed

Reading:

- Literal and inferential comprehension.
- To be able to read and evaluate texts critically.
- Evaluation of a writer's choice of vocabulary, and structural features.
- To be able to compare texts.
- To be able to summarise and synthesise information.

Writing:

- To be able to produce clear and coherent texts.
- To be able to use accurate Standard English: accurate spelling, punctuation and grammar.

Speaking and Listening:

- Students will explore speech in a variety of contexts, adapting language according to task, audience and purpose.

Progression

A GCSE in English is a requirement for most jobs and Post-16 courses. Many of our students from previous years have gone on to study English Literature or English Language at A Level. Students will also find English GCSE useful if they wish to pursue other subjects at Advanced Level as all of the skills are transferable.

What students say: *"I read a lot at home but in my English classes I get the opportunity to read more interesting books as well as other text types." "In my reading I like to look at things from different perspectives and this course allows me to do that. Creative writing is fun too!"*

Further information - See Mrs Fitzgerald-Johnson or your English teacher

Exam Board & Course Name AQA - GCSE Geography 8035

Course content outline and how learning will be assessed

Paper 1: Living with the physical environment (35% of GCSE)

Section A - The challenge of natural hazards (30 marks)

Section B - Physical landscapes of the UK (30 marks)

Section C - The living world (25 marks)

1 hour 30 minutes. 88 marks available including Spelling, Punctuation and Grammar.

Paper 2: Challenges in the human environment (35% of GCSE)

Section A - Urban Challenges (30 marks)

Section B - The changing economic world (30 marks)

Section C - The challenge of resource management (25 marks)

1 hour 30 minutes. 88 marks available including Spelling, Punctuation and Grammar.

Paper 3: Geographical Applications (30% of GCSE)

Section A – Issue Evaluation (34 marks)

Section B – Fieldwork (36 marks)

1 hour. 76 marks available including Spelling, Punctuation and Grammar.

Pre-release resources issued to students before exam.

Skills Developed

Students will travel the world from the classroom, exploring case studies in the United Kingdom (UK), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

What students say: *“Geography gives us a broader understanding of the situations going on around us in the world. The lessons are very interactive and are always out of the ordinary to keep us fully engrossed. Everyone gets a chance to speak their own thoughts without having to worry about being judged. Geography just rocks in general!”* (Year 10 student).

Progression

Geography could lead you to exciting career prospects - Remember Geography achieves good examination results nationally and is one of the most versatile subjects. The Russell Group of top Universities consider Geography to be a key subject in terms of the EBacc. Geography A Level is taught in many of the local schools which Barnwood feeds after GCSE. All have excellent Geography departments to study this subject at A Level.



You will probably enjoy this course if.....you have a keen interest in the world around you and how this can affect people, places and the environment. You should be prepared to work hard and be able to research topics by yourself. You will also enjoy this course if you like variety in your studies as we look at various topics which also take in the physical and human sciences.

Useful website link: www.aqa.org.uk › Qualifications › GCSE › Geography

Further information - See Ms Patel, Miss Thomas, Mr Jones

Exam Board & Course Name **Edexcel GCSE History**
Course content outline and how learning will be assessed

This new GCSE History course includes both Thematic Studies and Depth Studies. There will be 3 exams:

Paper 1: British Thematic Study with Historic Environment (30%)

- Medicine in Britain, 1250 – present day including a study of the medieval treatment at the British sector of the Western front in World War One

Paper 2: British Depth Study and Period Study (40%)

- Anglo-Saxon and Norman England, c1060 -88
- Superpower Relations and the Cold War, c1941 -95

Paper 3: Modern Depth Study (30%)

- The USA, 1954 -75: Conflict at home and abroad, Civil Rights and Vietnam

Skills Developed

This course will help you understand the way we live today and develop an understanding of continuity and change and allow you to debate and assess information. Research and essay writing skills will be developed.

What students say:

‘I am glad I chose History. There is a lot to learn and it is fun.’ (Year 10)

‘History is a very academic subject and is worth having a look at. I enjoy History and feel it will benefit me even after my GCSEs.’ (Year 10)

Progression

Many students carry on with their studies in 6th Form or college and study A level History and go on to university.

History is a useful and often necessary subject for a lot of careers and it is highly valued by employers.

The analytical skills you develop are invaluable for careers in for example Law, Journalism and Politics and its use of evidence is great for detectives. It is a good qualification for administrators, bankers, scientists and many more.

You will probably enjoy this course if.....

- You like studying PEOPLE - it will be useful for any job which involves understanding what makes people tick; what they think and feel.
- You enjoy INVESTIGATING - asking questions and analysing information and reaching conclusions.
- You enjoy COMMUNICATING - this is useful in any job which involves explaining something to others.



Useful website link:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>

Further information - See Ms Patel, Miss Turner, Mrs Petrie



Exam Board & Course Name **Edexcel GCSE Spanish**

Course content outline and how learning will be assessed

Paper 1 - Speaking (non-examined assessment)

25% of total marks

Includes reading aloud, role play and picture description.

Paper 2 - Listening and Understanding

25% of total marks.

All questions set in English. Includes multiple-choice, short-answer open response questions and dictation.

Paper 3 - Reading and Understanding

25% of total marks.

All questions set in English. Includes multiple-choice, short-answer open response questions and translation into English.

Paper 4 - Writing

25% of total marks.

Includes Photo-card (Foundation only), two writing responses with a choice of two options for each question and translation into Spanish.

Skills Developed

Spanish GCSE builds upon learning in Key Stage 3, as well as introducing new topics such as debating environmental issues and talking about issues that affect young people today. A wider range of grammar and vocabulary is taught as students develop skills to adapt language and respond to unexpected, unscripted situations. Writing skills are further developed to enable students to write coherent and fluent essays on topics, and reading and writing skills are developed to understand information from longer passages.

Progression

Spanish GCSE is well recognised by 6th Form Colleges and employers and forms an integral part of the EBacc. It can lead onto further study of languages at A Level and University, and to careers in many areas including business, travel and finance. It is increasingly valuable beyond Europe, in North America and in the emerging markets of South America.

You will probably enjoy this course if.....you have a passion for learning about an exciting and vibrant culture as well as gaining invaluable language skills to put you ahead of others when applying for college, university and in the job market.

What students say *“Doing Spanish gives me an opportunity to travel and communicate with other countries. In the future, having a language at GCSE will help me with my career choices at A Level and beyond.”* Year 11.

Useful website link: www.aqa.org.uk

Further information - **Speak to Mrs Kincaid**

Course content outline and how learning will be assessed:

Paper 1 - Speaking (non-examined assessment)

25% of total marks

Includes reading aloud, role play and picture description.

Paper 2 - Listening and Understanding

25% of total marks.

All questions set in English. Includes multiple-choice, short-answer open response questions and dictation.

Paper 3 - Reading and Understanding

25% of total marks.

All questions set in English. Includes multiple-choice, short-answer open response questions and translation into English.

Paper 4 - Writing

25% of total marks.

Includes Photo-card (Foundation only), two writing responses with a choice of two options for each question and translation into French.

Skills Developed

- Confidence, communication and cultural understanding.
- Language skills developed in a variety of contexts.
- Students develop the confidence to communicate in French in a safe, supportive environment.
- Students learn to appreciate the French culture through the study of not only the French language, but also festivals and traditions as well as aspects of the geography and history of France.

Progression

The Edexcel GCSE French course builds on the KS3 programme of study and prepares students for further study at A Level and Degree. Careers areas for Modern Foreign Language students could include: translating and interpreting, journalism, travel/tourism and teaching. It is also very useful for business.

You will probably enjoy this course if.....you want to immerse yourself in an indulgent and sophisticated new culture and the language that goes with it. Speaking another language is a life skill that will allow you to communicate with people from an entirely new culture. Learning another language enriches the mind and opens up new horizons, both personal and professional.

Useful website link:

<http://www.aqa.org.uk/subjects/french/gcse/french-4655>

Further information - Speak to Mrs Kincaid



Exam Board & Course Name **AQA Drama GCSE**

Course content outline and how learning will be assessed

Your course will be assessed in Year 10 and 11. Unit 1 is a devising unit where you prepare a play based on stimulus material provided by the exam board. A portfolio that explains the reasons behind your chosen genre and the influences of a chosen theatre practitioner accompanies the exam. This is all submitted as coursework and moderated by an examiner. For Unit 2 you will perform two extracts from the play 'Shakers' by John Godber or 'DNA' by Dennis Kelly and you will write a justification of your decisions to accompany the exam. This will be marked by an external examiner. The final unit is a written exam. You will answer several questions about how to direct 'Blood Brothers' by Willy Russell and the second part will be an evaluation of a live performance you have seen during the course.

Skills Developed

Collaboration, Evaluation, Research, Leadership, Commitment, Analysis, Interpretation, Presentation, Discussion, Imagination and Creativity. Specifically to Drama; vocal projection, spoken language, characterisation, drama structures, movement skills, staging, lighting and sound.

Progression

A student can go on to pursue a place at Drama School, BTEC courses or in Community Theatre. At university level, particularly for those wanting to study Law, Drama is seen as particularly useful. A student with Drama is seen as confident and able to express themselves. They are also seen as someone who is able to work well with others and have empathy with others, a life skill that employers and universities are looking for. Technical students have abundant career opportunities.

You will probably enjoy this course if...you love making plays, performing and working with others in an environment where you are treated as an adult and work hard because you want to... where plays are created with real life and world issues and your understanding of the world is listened to and respected.

What students say *"Drama is great for me because I am emotional and I have learned how to use that effectively to create characters in performance. I have also learned that theatre can change the world as well as help me understand myself!"*

Useful website link: <https://www.aqa.org.uk/subjects/drama/gcse/drama-8261>

Further information - See Ms Jones





Exam Board & Course Name: Edexcel BTEC Tech Award in Performing Arts; Dance.

Course content outline and how course is assessed:

This course comprises of 3 components, all of which have a strongly weighted practical element, with the addition of a written element. Two of the units are internally assessed throughout the 2-year course with the students compiling a portfolio of work that will be graded either Pass, Merit, Distinction or Distinction * level.

Component 1 – Exploring the Performing Arts

In this unit, you will look at professional dance in a variety of styles and how all the features of the piece work together to communicate a theme. You will explore the style, ideas, influences, process and people involved in creating the piece.

Component 2 – Developing skills and techniques in the Performing Arts

You will participate in practical workshops to develop your dance skills towards learning and performing a professional group dance piece. You will review your progress and performance throughout the process.

Component 3 – Performing to a Brief

You will be given a brief and a starting point to create a piece of choreography portfolio. This is group work where everyone is encouraged to contribute and work collaboratively to create an effective dance piece that clearly communicates an idea to the audience.

Progression

Those who study Dance may progress onto various pathways in the future such as performance, choreography, fitness and movement therapy, BTEC level 3 course or A level Dance or Performing Arts. It is a strong foundation for those wishing to study Dance or the Performing Arts at university or even the possibility of study at a national dance school.

You will probably enjoy this course if..... you are interested in Dance and the Performing Arts, creating your own dances and working with other people to develop your skills as a dancer. You do not need any previous dance training. This course is an enjoyable and creative outlet alongside more academic subjects.

What students say: “Dance is a great option for you to choose if you like to be creative.” “Dance is a thrilling and fun way to explore your own dance abilities as well as adapting your style using inspiration from set works.” “Dance allows you to learn and grow as a dancer and performer.” “Don’t be scared to do it. Be bold, be yourself. Everyone can dance.” “Dance allows you to explore your creativity as an individual but also to work together as a group.”

Useful website link: <https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts-2022.html>

Further information - See Miss Saunders

Exam Board & Course Name OCR - GCSE Computer Science

Course content outline and how learning will be assessed

Unit 1 (50%) Written Exam 1 hr 30 mins: Computer Systems (80 marks).

- Topics in Computer Systems module: Systems Architecture, Memory, Storage, Wired and Wireless Networks, Network Topologies, Protocols and Layers, System Security, and Systems Software. It also includes a section on ethical, legal, cultural and environmental concerns.

Unit 2 (50%) Written Exam 1 hr 30 mins: Computational thinking, algorithms and programming (80 marks).

- Topics in this module: Algorithms, Programming techniques, Producing robust programs, Computational logic, Data representation, Translators and Facilities of languages.

Skills Developed

Computer Science is concerned with logical thinking, computer design, and computer programming. It gives learners a real, in-depth understanding of how computer technology works. This course provides excellent preparation for higher study and employment in Computer Science and allows learners to develop critical thinking, analysis and problem-solving skills.

During the course you will gain an in-depth understanding of how the computer works and what you can make it do, exploring networks and systems development.

Progression

A Level courses in Computing, Media, and Graphics leading on to Degree Courses on the above subjects. Computing is of enormous importance to the economy and new career areas are opening up all the time. Career areas would include IT or graphic designer, website designer, games developer, and software engineer. This is a course for those interested in one of the most rapidly advancing areas of technology, leading to challenging and stimulating careers.

You will probably enjoy this course if...

- You like solving problems (whether these are game puzzles or real-life situations).
- You are a good lateral thinker.
- If you are curious about technology which underpins everyday activities.
- Programming – Using Python Programming language.

What students say: *“I really enjoy learning how to write code, it’s a bit like learning a new language. I like the fact that we have to solve problems, even when it doesn’t go exactly right first time.”* Year 11

Useful website links: www.ocr.org.uk

<https://code.org/educate/resources/videos>

Further information - See Miss Wellington



Course content outline and how learning will be assessed

Unit 1:

This unit allows learners to explore the wide range of uses of hardware, application and specialist software in society. They will investigate how information technology is used in a range of contexts, including business and organisations, education and home use.

- 1.1 How IT can be used to fulfil the needs of organisations and individuals
- 1.2 How data and information is used and transferred
- 1.3 Legal, moral, ethical, cultural and environmental impacts of IT and the need for cybersecurity

Unit 1: ICT in Society On-screen examination: 1 hour 20 minutes (40% of qualification—80 marks) Questions requiring objective responses, short and extended answers, based around applied situations. Learners will be required to use stimulus material to respond to questions.

Unit 2:

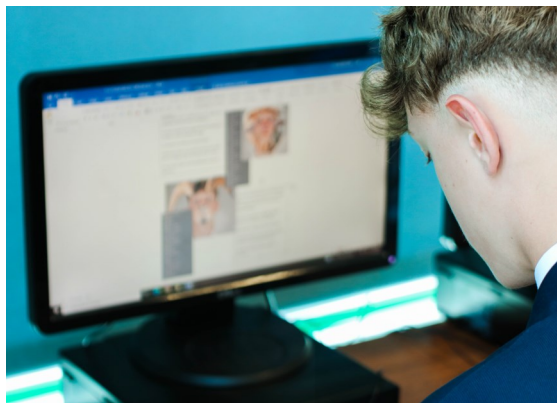
This unit enables learners to gain a broad working knowledge of databases, spreadsheets, automated documents and images and to apply their knowledge and understanding to solve problems in vocational settings

- 2.1 Planning, creating, modifying and using databases
- 2.2 Planning, creating, modifying and using spreadsheets
- 2.3 Planning, creating and modifying an automated document
- 2.4 Planning, creating, manipulating and storing images

Unit 2: ICT in Context Controlled assessment: 40 hours (60% of qualification—120 marks)

Skills Developed

- ◆ Communication
- ◆ Coping with rapid changes in technology
- ◆ Critical thinking
- ◆ Designing, programming, testing and evaluating software systems
- ◆ Learning independently
- ◆ Numeracy and data handling
- ◆ Problem solving
- ◆ Research
- ◆ Taking on responsibility
- ◆ Time management.



Progression

Careers in ICT are vast and ever expanding as we would expect but below are some of the possible routes that this course could lead too. Of course this route will also prepare students for their next steps educationally giving them the grades and the opportunities to move onto FE settings.

- ◆ Data analyst
- ◆ Digital content producer
- ◆ Systems engineer
- ◆ Web marketing manager

You will probably enjoy this course if..... You are passionate about technology, you like solving problems, you are curious about all things digital, and want to learn some fantastic new skills.

Useful website links

<https://www.wjec.co.uk/qualifications/level-1-2-vocational-award-in-ict>

Further information—See Mrs Wellington or Mr Del Valle

Course content outline and how learning will be assessed

Learning outcomes for this course are split into two outcomes:

A Understand the different types of health and social care services and barriers to accessing them.

A1 - Healthcare services. Learners will explore a range of healthcare conditions and how they can be managed by the individual and the different healthcare services that are available.

A2 - Social care services. Learners will explore a range of social care needs and how these can be met by the social care services that are available.

A3 - Barriers to accessing services. Learners will explore barriers that can make it difficult to use these services and suggest how these barriers can be overcome.

B Understand the skills, attributes and values required to give care

B1 - Skills and attributes in health and social care. Learners will explore the skills and attributes that are required when delivering care.

B2 - Values in health and social care. Learners will explore the values that are required when planning and delivering care.

B3 - The obstacles individuals requiring care may face. Learners will explore the personal obstacles that individuals requiring and receiving care may face.

B4 - The benefits to individuals of the skills, attributes and values in health and social care practice. Learners will explore how skills, attributes and values benefit individuals when receiving care.

Skills Developed

Learners will develop their understanding of the human body, its needs and how it develops. They will learn about the different roles available in the health and care industry whilst developing their resilience, time management and how to structure strong well thought out assignments developing their use of the English language.

Progression

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification. Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in Health and Social Care, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the health or social care sector.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- Study at Level 2 post-16 in a range of technical routes designed to lead to work, employment, apprenticeships or further study at Level 3. Learners who perform well in this qualification compared to their overall performance, should strongly consider this progression route as it can lead to employment in the health and social care sector.
- Study at Level 2 post-16 in a range of technical routes designed to lead to work, progression to employment via apprenticeships or further study at Level 3.

You will probably enjoy this course if.....you are interested in finding out more about how we develop and grow through our lives, understanding the needs of both children and vulnerable adults and how you can support them. Gain an understanding of what constitutes a disability and how we can help ensure everyone is treated fairly. If you have a desire to work in the health industry or just understand more about how you can help in your community.

Useful website links

[Health & Social Care \(2022\) | BTEC Tech Award | Pearson qualifications](#)

Further information - See Mr Del Valle

Exam Board & Course Name NCFE Level 1/2 V.Cert in Childcare and Development

Course content outline and how learning will be assessed

There are 9 content areas that are taught in Y10.

Examples are key areas of child development, factors affecting a child's development, play activities and the planning cycle.

In Y11, students carry out the NEA (non-examined assessment) or coursework tasks. These 6 tasks make up 50% of the final grade.

The remaining 50% of the grade comes from a written exam which takes place alongside the other GCSEs at the end of Y11.

Skills Developed

- Assessing a child's progress by using observations and tracking against key milestones.
- How to answer essay style exam questions.
- IT skills— use of PowerPoint and word documents to produce coursework.
- Referencing and sourcing relevant information.
- Planning activities to meet a child's individual needs.

Progression

If you achieve a level 2 in this qualification:

- You could progress to a level 3 (A level equivalent) in Childcare and Development. You can access this at college.
- You could study A levels/ BTECs in Health & Social Care, Sociology and Psychology which all link to this course.

If you achieve a level 1:

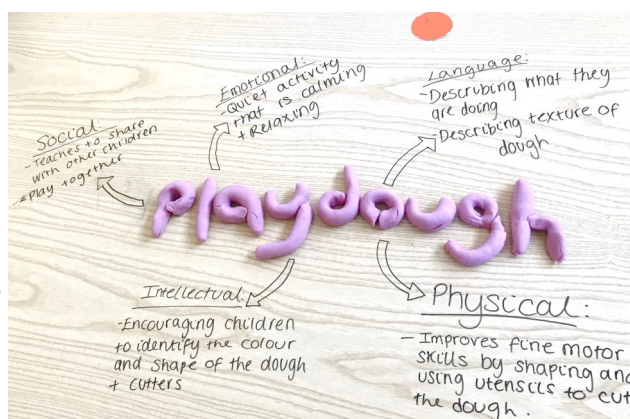
- You could do a level 2 on Early Years at college with work placement in a nursery.
- Some students prefer to go straight into an apprenticeship and work in a nursery post-16.

You will probably enjoy this course if...you enjoy being with young children (aged 0-5years). You will also need to be able to work independently to complete coursework and be creative in play ideas. There is a practical element to this course but also significant amounts of writing.

What this course does NOT offer

- Work placement in a childcare setting
- The opportunity to take home a baby doll that cries and needs looking after.

What students say: *'This is a great course if you prefer a more practical approach to learning and enjoy working with and learning about children!'*



Further information - See Mrs Hanlon

Exam Board & Course Name OCR: Music

Course content outline and how learning will be assessed

1. My music
2. The Concerto through time
3. Rhythms of the world
4. Film music
5. Conventions of Pop

Listening Exam: 40%

Composing Music: 30%

Performing Music: 30%



Skills Developed

- Performance skills: how to perform with confidence and style on a chosen instrument (including voice).
- Composition Skills: be creative with new and existing musical ideas and develop your own style of writing music.
- Listening skills: delve into different genres and cultures of music, based on the areas of study above, understanding how they are put together.
- Music theory: understanding of musical symbols and different notation used in composition.
- Personal Skills: develop broader life skills and attributes including critical and creative thinking, aesthetic sensitivity, emotional awareness, cultural understanding, self-discipline, self-confidence and self-motivation.

Music GCSE is scientifically proven to help in several other important areas of education. It greatly improves skills such as numeracy, literacy, social skills, problem solving and team work.

You will probably enjoy this course if.....you already have a basic understanding of Music Theory. You are creative and are inspired by the music around you. You enjoy performing music and want to know more about other musical cultures and want to write your own piece of music and have it performed by live instruments.

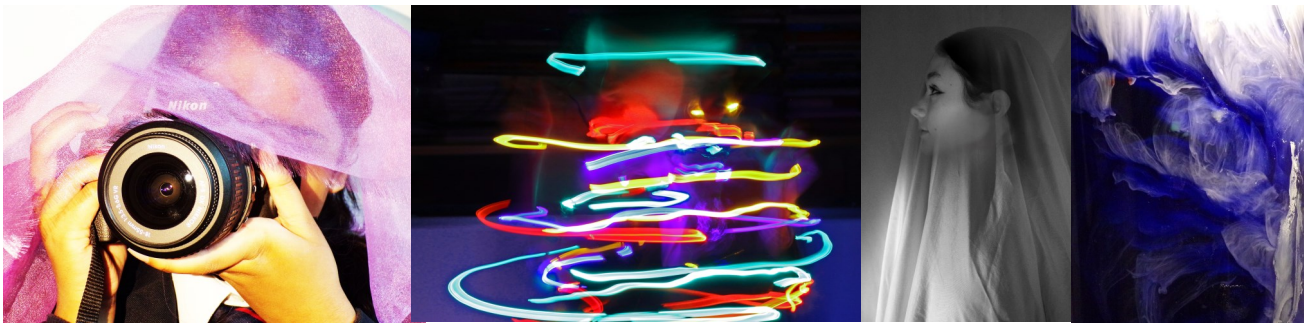
Music is a performance subject and so there is an expectation at GCSE that learners will take up an instrument (including Voice) and take part in musical performances.

Progression Post 16

- A Level courses in Music, Music Technology, Performing Arts, Theatre Studies.
- Leading to Degrees in Performance (all instruments), Music, Music Technology, Music Psychology, Sound Technology.
- Career opportunities: Performing artist, Composer, Sound technician, Sound and Recording engineer, Teacher of Music, Musical therapist, Musical Psychologist.

Useful website link: www.ocr.org.uk

Who to contact - Ms Knight



Exam Board & Course Name **AQA Art and Design – Photography Endorsement**

Course content outline and how learning will be assessed

60% Controlled Assessment – 2 Units

- Disguise – Creative Portraits
- Creative Response to a Photographer

40% Terminal Examination

- Completed during Terms 3 and 4 in Year 11; an extended creative response from a choice of 7 themes set by the exam board.

Learning is assessed through completion of work on-line, in sketchbooks and in a final portfolio.

Skills Developed

- ability to be self-motivated and work independently
- understanding how to use a camera and related technology to explore your creative potential
- confidence with using digital manipulation and editing techniques
- an awareness of the meaning and value of photographic images
- an ability to reflect, criticise and modify your learning

You will probably enjoy this course if.....

- you have a good level of commitment to the subject and are able to work independently
- you want to learn how to take and edit great photos
- you want to learn about using creative editing software and improve your computer skills
- you have creative and imaginative potential that you want to explore

Progression

Understanding how to create, transfer, manipulate, store and present digital information and imagery is a valuable skill in a great many areas of employment. Progression can also be to other creative areas of study including:

- Fine Art and Graphic Design
- A Level / BTEC at post-16 education providers including 6th Forms and College of Further Education
- Degree or Higher Diploma

What students say *“It develops focus and time-management skills.” “You can work on your own ideas.”*

Useful website link: www.aqa.org.uk

Further information - See Mr Hayne

Course content outline and how learning will be assessed

60% Portfolio

40% Externally Set Task (Examination)

Learning is assessed through completion of work in sketchbooks and in larger final pieces.

Skills Developed

- Confidence with handling a range of artistic media.
- Ability to be self-motivated and work independently.
- Ability to explore your creative potential.
- An awareness of the meaning and value of visual arts.
- An ability to reflect, criticise and modify your learning.

Progression

An Arts education to a higher level can support a range of careers and jobs where an ability to work independently and develop creative visual outcomes is required.

Progression can be to:

- other creative areas of study including Textiles, Photography and Digital Media
- A Level / BTEC at post-16 education providers including 6th Forms and College of Further Education
- Degree or Higher Diploma

You will probably enjoy this course if.....you have a good level of commitment to the subject and are able to work independently, you have creative and imaginative potential that you want to explore and you want to improve your knowledge, understanding and artistic ability.

What students say: *“It’s an enjoyable and creative subject in which I can release my inner passion!”*

Useful website link: www.aqa.org.uk

Further information—See Mrs Dunford, Miss Oliver and Miss Lai



Please Note: Unfortunately, you are able to choose only 1 of Fine Art and Textiles



Exam Board & Course Name **AQA Art and Design – Textile Design Endorsement**

Course content outline and assessment

60% Portfolio

40% Externally Set Task (Examination)

Learning is assessed through the completion of work in sketchbooks and the production of larger final textile pieces.

Skills Developed

- Confidence with handling, exploring and experimenting with a range of artistic media, textile techniques and processes such as print, weave, batik, embroidery, silk painting etc.
- The ability to be self-motivated and work independently.
- The ability to develop exciting sketchbook work and final outcomes using a range of media and materials as well as showing an awareness of work from other artists and cultures.

The ability to evaluate through the reflection and modification of your learning to improve progress.

Progression

An Arts education to a Post 16 level and beyond can support a range of careers and jobs where an ability to work independently and develop creative visual outcomes is required.

Progression can be via:

- Other creative areas of study including Fashion, Art, Photography and Digital Media.
- A level / BTEC at Post-16 education providers including 6th Forms and Colleges of the Further Education.
- Degree or Higher Diploma in Textile or Fashion courses.

You will probably enjoy this course if.....you wish to use your interest in visual images, patterns and textures to create a final textile piece. This will be achieved by; drawing on inspiration from a range of sources, your own imagination, developing these into exciting ideas, an ability to work independently and the ongoing evaluation of your work by yourself and teacher.

Useful website link: www.aqa.org.uk

For further information - See Mrs Dunford

Please Note: Unfortunately, you are able to choose only 1 of Fine Art and Textiles

Exam Board & Course Name **AQA GCSE Design and Technology 8552**

Course content outline and how learning will be assessed

Exam: 50% of total grade

NEA: 50% of total grade

Year 10

Subject knowledge and design skills delivered through a variety of design and make tasks which will cover:

- Designing and making principles
- New and emerging technologies
- Energy generation and storage
- Structural and mechanical design
- Understanding materials
- Systems approach to designing
- Ecological and social footprint
- Production engineering
- Investigation, primary and secondary data
- Environmental, social and economic challenge
- Communication and modelling of design ideas

Year 11

- Substantial design and make task (Non Exam Assessment)
- Assessment criteria to include the following:
- Investigating
- Designing
- Making
- Analysing and evaluating
- Exam preparation and completion

Skills Developed

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making, and apply technical and practical expertise.

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

Progression

The study of Design and Technology can lead to future careers in product design, engineering, architecture, fashion and graphic design; it will develop your design and thinking skills that open up a world of possibility, providing the tools to create the future.

You will probably enjoy this course if.....you are interested in designing and making things and enjoy problem solving.

Useful website link: <https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552/specification-at-a-glance>

Further information - See Mrs Workman





Exam Board & Course Name **WJEC GCSE Food Preparation & Nutrition**

Course content outline and how learning will be assessed

50% Controlled Assessment (2 tasks) and 50% Exam

Year 10 – Developing practical skills and deepening your understanding of nutrition, food science and culinary theory.

Year 11 – Embedding the practical skills learnt in Year 10 and moving on to assessment tasks to develop the skills before a final exam.

Areas covered include;

- Advanced culinary skills including how to bone a chicken and fillet a fish
- International Cuisine
- Health, safety and food hygiene
- Food preparation, cooking and presentation
- Nutrition and menu planning
- Costing and portion control
- Specialist equipment
- Environmental considerations

You will probably enjoy this course if.....you love cooking or want to improve your cooking skills, or are interested in working in the catering or hospitality industry, interested in food, its origins and meeting chefs and suppliers and feeding those around you with delicious food.

Skills Developed

- High-level culinary skills such as how to make fresh pasta.
- Time keeping and organisation; making sure all your tasks are completed on time and remembering all your ingredients.
- Team work and co-operation; many tasks require teamwork and good communication with others.
- Resilience; bouncing back when a dish has failed.
- Research and evaluative skills are frequently used to improve and develop skills and understanding.

Progression

This course is great preparation for any Hospitality & Catering course or career. Also if you are planning on going to university it gives you good skills for being independent and opens up part-time job opportunities.

Useful website link: <http://eduqas.co.uk/qualifications/food-preparation-and-nutrition/>

Further information - See Mrs Workman

Exam Board & Course Name Edexcel: GCSE Business Studies

Course content outline and how course is assessed

This course is made of **two** mandatory units:

Unit 1: Investigating Small Business (Externally assessed Written Paper: 1 hour 30 minutes) 50%

This concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework to explore core concepts through the lens of an entrepreneur setting up a business. It has the following 5 sections:

- 1.1 Enterprise and entrepreneurship
- 1.2 Spotting a business opportunity
- 1.3 Putting a business idea into practice
- 1.4 Making the business effective
- 1.5 Understanding external influences on business

Unit 2: Building a Business (Externally assessed Written Paper: 1 hour 30 minutes) 50%

Unit 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes. It has the following 5 sections:

- 2.1 Growing the business
- 2.2 Making marketing decisions
- 2.3 Making product decisions
- 2.4 Making financial decisions
- 2.5 Making human resource decisions

Skills Developed

Successful students will develop enterprising minds and analytical skills to problem solve in business scenarios. You will develop an ability to evaluate numbers and statistics, and the short-term and long-term impacts of business decisions on finances and people. You will understand the importance of planning and effective research to aid better decision making, and gain awareness of the impact of real economic factors on the world around us.

Progression

This course is designed to equip students with business knowledge, commercial skills and an understanding of modern organisations. Ideal for students who are considering a business related discipline or a career in the business world. It can lead on to further study of business and marketing ideas at college or 6th Form, including Level 3 courses at college or 6th Form in Business, Economics or Accounting.

You will probably enjoy this course if.....you like numbers, and enjoy mental maths so you are able to consider issues such as percentage return on investment, profit and loss and break-even points. You are interested in our consumer culture and how it works. You follow current affairs and are interested in the world around you. You are keen on a career in business and have creative ideas. You are keen to learn a lot of new terms and concepts and enjoy written exams. If you are interested in entrepreneurs like Mark Cuban or Elon Musk and finding out what made them reach the top of their fields. After studying Business the world will be your oyster.

Useful website links

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html>

Further information - See Mr Del Valle

Course content outline and how learning will be assessed

Unit 1:

- 1.1 Introduction to retail business
- 1.2 The retail business environment
- 1.3 Using data and recommending solutions to retail business issues

Unit 2:

- 2.1 Introduction to customer service
- 2.2 Meeting customer expectations
- 2.3 Investigate customer experiences in retail business

Unit 3:

- 3.1 Visual merchandising for retail business
- 3.2 Marketing retail businesses and products

You will be assessed through a mixture of exams and project work.

Skills Developed

The Vocational Award in Retail Business will develop students' knowledge and understanding of the retail business sector and provide them with opportunities to develop associated practical skills. It covers the business of retail, customer service for retail business and merchandising and marketing retail products. Meaning they will gain a genuine understanding of how key businesses work in this sector preparing them for future roles. Due to the nature of the course they will develop their time management skills and organisation whilst working to deadlines.

Progression

Retail Business will give you good IT knowledge, great analytical skills, and excellent problem-solving skills. This means that when it comes to potential careers, there will be lots of choice. Specific retail business careers include:

- Content writer
- Customer service representative
- E-commerce web developer
- Logistics
- Marketing assistant
- Marketing management
- Retail buyer
- Retail management
- Sales associate
- Social media
- Team leader
- Visual merchandiser



As well as preparing you for next steps at college or 6th Form.

You will probably enjoy this course if.....if you are interested in retail and finding out what it takes to run a successful business. Perhaps you are interested in one day starting your own business? This course will give you an insight into the business world and hopefully allow you to see which aspects are for you. If you like a challenge and also work well to deadlines then this course is for you.

Useful website links

<https://www.wjec.co.uk/qualifications/level-1-2-vocational-award-in-retail-business>

Further information - See Mr Del Valle

Exam Board & Course Name AQA Religious Studies A 8062

Course content outline and how learning will be assessed

This GCSE in Religious Studies A consists of two externally examined papers.

Component 1 : Study of Religions; Beliefs and Teachings and Practices

You will study 2 religions (Christianity and Islam) and sit one exam of 1 hour and 45 minutes worth 50% of the GCSE. You will study topics such as the nature of God, creation, evil and suffering, worship and prayer, celebrations.

Component 2 : Thematic Studies

You will study four themes from the following:

- Theme A: Relationships and families.
- Theme B: Religion and life.
- Theme C: The existence of God and revelation.
- Theme D: Religion, peace and conflict.
- Theme E: Religion, crime and punishment.
- Theme F: Religion, human rights and social justice.

One hour and 45 minutes exam worth 50% of the GCSE



Skills Developed

You will learn skills in interpreting and evaluating pieces of information, communicating and applying your knowledge, and in solving problems. You will also have an opportunity to develop your debating skills.

Progression

"In the world of work employers look for someone with an enquiring mind, an appreciation of different viewpoints and an ability to come to clear, balanced decisions."

This qualification can help if you are looking to study A Levels in Philosophy or Ethics. It could also take you towards a number of careers, including working in the police, or as a counsellor, social worker, nurse, youth worker, teacher or philosopher.

You will probably enjoy this course if.....you enjoy thinking about and searching for the answers to quite complex questions such as: When does life begin? Is war ever right? Why is there evil in the world? Is everyone equal? Are the poor really our problem? Is there life after death? Is euthanasia murder? Does science prove religion wrong? Are animals as important as humans?

What students say: *"RE is very interesting, it's fun and we get the opportunity to do lots of discussion and group work. It helps us to have a better understanding of the various beliefs and practices around the world."*

Useful link: <https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>

Further information contact – See Ms Patel

Exam Board & Course Name PEARSON BTEC Level 1 /2 Tech Award in Travel and Tourism

Course content outline and how course is assessed

The course is split into three components:

Component 1: Travel and Tourism Organisations and Destinations

- The aims of travel and tourism organisations, how different organisations work together, types of travel and tourism, the features that make destinations appealing to visitors and different travel routes.

Component 2: Customer Needs in Travel and Tourism

- How organisations use market research to identify travel and tourism trends, customer needs and preferences, their selection of products and services and how to plan a holiday to meet customer needs and preferences.

Component 3: Influences on Global Travel and Tourism

- Factors that may influence global travel and tourism, how travel and tourism organisations and destinations respond to these factors, the potential impacts of tourism on global destinations, how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism.

The course is assessed with a mixture of internally marked coursework and an external synopsis based on all learning.

Skills Developed

This qualification enables learners to develop their transferable skills, such as researching, planning, and making decisions and judgements. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

Progression

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in Travel and Tourism.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- Study at Level 2 post-16 in a range of technical routes designed to lead to work, employment, apprenticeships or further study at Level 3.

You will probably enjoy this course if.....If you are interested in the tourism industry and want to find out more about each element. If you feel like you may have a future in any aspect of this industry such as flight attendant, tour operator, travel agent and many more roles.

Useful website links

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/travel-and-tourism-2022>

Further information - See Mr Del Valle

Course content outline and how learning will be assessed

Cambridge National in Sport Studies offers students the solid foundation required for further study or progression into industry. Students will develop a wide range of highly desirable, transferable skills such as communication, problem solving, team working and performing under pressure.

The Cambridge National in Sport Studies has a sector-based focus, whilst also encompassing some core sport/physical education themes. Students have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Students will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and how this shapes the sports industry.

What you will study

Units	Optional?	GLH	How assessed?	Year completed
R184: Contemporary issues in sport	Mandatory	48	1 hour 15 minute written exam - Externally	11
R185: Performance and leadership in sports activities	Mandatory	48	Coursework - Centre assessed and OCR moderated	10
R187: Increasing awareness of outdoor and adventurous activities	Selected	24	Coursework - Centre assessed and OCR moderated	11

Contemporary issues in sport:

Topics include: Issues which affect participation in sport, the role of sport in promoting values, the implications of hosting a major sporting event for a city or country, the role National Governing Bodies (NGBs) play in the development of their sport, the use of technology in sport.

Performance and leadership in sports activities:

Topics include: Key components of performance, Applying practice methods to support improvement in a sporting activity, organising and planning a sports activity session, leading a sports activity session, reviewing your own performance in planning and leading a sports activity session.

Increasing awareness of Outdoor and Adventurous Activities:

Topics include: Provision for different types of outdoor and adventurous activities in the UK, equipment, clothing and safety aspects of participating in outdoor and adventurous activities, plan for and be able to participate in an outdoor and adventurous activity, evaluate participation in an outdoor and adventurous activity.



Further information contact – See the PE Department

Students will be able to opt for a Physical Education option and based on practical ability and academic performance across KS3, students will be appointed onto either the GCSE PE or the Cambridge Nationals Sport Studies course by the PE staff.

Exam Board & Course Name **OCR GCSE Physical Education**

Course content outline and how learning will be assessed

Component 1: Applied Anatomy and Physiology

Written examination: 1 hour. The assessment consists of multiple-choice, short-answer, and extended writing questions. 30% of the qualification (60 marks)

Content overview:

- Applied anatomy and Physiology
- Physical Training

Component 2: Socio-cultural issues and Sports Psychology

Written examination: 1 hour, the assessment consists of multiple-choice, short-answer, and extended writing questions. 30% of the qualification (60 marks)

Content overview:

- 2.1 Socio-cultural influences
- 2.2 Sport Psychology
- 2.3 Health, fitness and well-being

Component 3: Performance in Physical Education

Non-examined assessment: internally marked and externally moderated 40% of the qualification (80 marks)

Content overview:

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

- One must be a 'team' activity
- One must be an 'individual' activity
- One other from either list

Skills Developed

Practical skills in a range of physical activities, analysis and evaluating of performance levels.

Progression

On to A Level PE, BTEC Sport Level 3 and a range of education pathways.

Due to the current concerns about health and fitness of society, more jobs are likely to be created in the health and leisure industry. Other occupations that may be pursued include P.E. teaching, Coaching, Physiotherapy & Sports Medicine and Media related jobs.

You will probably enjoy this course if.....you enjoy sport and recreation, developing knowledge and understanding through practical involvement, learning about the benefits of sport and exercise, improving your own performance in a range of sports roles, or if you are considering a sports-related career or an A Level/Higher Education course.



Useful website link:

<http://www.ocr.org.uk/qualifications/gcse-physical-education-j587-from-2016/#>

Further information contact – See the PE Department

Exam Board & Course Name NCFE Functions Skills in Maths and English

Course content outline and how learning will be assessed

Functions Skills qualifications are key to building foundations for learners to progress into their specialist skillsets. These subjects are a vital part of the entry/exit requirement for vocational study, apprenticeships and traineeships.

Positioned as a support for the GCSE's, Functional Skills offer learners a vocational pathway into English and Maths with the flexibility to sit their assessment all year round. At Barnwood this will be added onto your child's normal uptake of Maths and English in order to ensure they have the success needed to allow them to move onto the next stage of their educational journey.

Skills Developed

Learners will be able to competently use English in the real world and gain a sound grasp of basic English knowledge and skills. Functional Skills Maths qualifications enable learners to gain confidence in using Mathematics. They provide a foundation for learners to progress into employment or further technical education and develop skills for everyday life.

Progression

This course will support our students with their understanding of their GCSE English and Maths and will ensure that irrespective of the one off exams in the Summer they are able to see success and progression in the subjects. They will also have tangible results that allow them to progress onto level 2 and 3 courses at college and support in their ongoing English and Maths development.

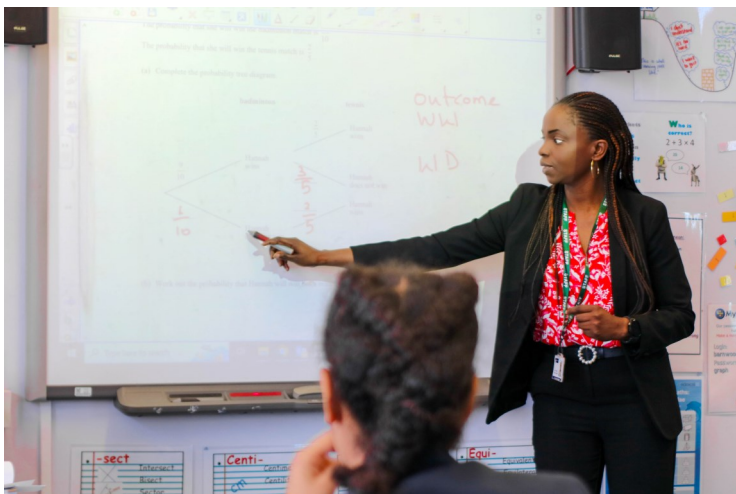
This course will be invite only. If you would like to discuss your child's eligibility for these courses please speak to Miss Jenkins or Mr Fuller at the Year 9 Options and Parents Evening in January.

You will probably enjoy this course if.....you feel that extra support and opportunities in Maths and English will help you to achieve your goals. If you are a more practical learner and enjoy the flexibility of in year assessments rather than the pressure of a big exam.

Useful website links

[Functional Skills - English and Maths | NCFE | NCFE](#)

Further information - See Miss Jenkins—TJenkins@barnwood-park.gloucs.sch.uk



Course content outline and how learning will be assessed

UAS allows all students to engage with learning and have their achievements formally recognised.

Students are rewarded with a certificate each time they successfully complete a unit of learning. They can build up a portfolio of certificates to evidence their skills, knowledge and experience.

The scheme boosts confidence, increases engagement and improves motivation, helping students to make progress on their lifelong learning journey.

The course is completely bespoke to our students as we are able to mix and match modules from a wide variety of topics to create an interesting and varied learning path. The course is assessed by staff through observation records and assessments carried out in school. We are then able to send in evidence to AQA at any time of the year for students to receive their certificates. This means students can see the progress they are making across the modules in rapid time with no pressure of final exams or assessments.

Skills Developed

With units ranging from childcare to intermediate boxing skills then switching to making a wicker bag we truly are going to be developing a wide range of skills. This course will allow all students to develop their sense of achievement and pride in their work, giving them the opportunity to find new things they are passionate about. We will work on resilience as well as developing a students use of the English language, and allow each student to grow as an individual.

Progression

These awards will initially assist students to gain and improve their confidence for their GCSE's but then create a clear pathway to FE colleges and level 2 and 3 courses in numerous subjects. We would love to see students go on to study key topics we cover in the award scheme after having had their interest piqued.

This course will be invite only. If you would like to discuss your child's eligibility for these courses please speak to Miss Jenkins or Mr Fuller at the Year 9 Options and Parents Evening in January.

You will probably enjoy this course if.....You like varied lessons as we will be changing modules regularly so you don't need to have a particular strength in one subject or aspect of school life as we will be creating a very varied curriculum that we think suits you as an individual.

Useful website links

<https://www.aqa.org.uk/programmes/unit-award-scheme>



Further information - See Miss Jenkins—TJenkins@barnwood-park.gloucs.sch.uk

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