

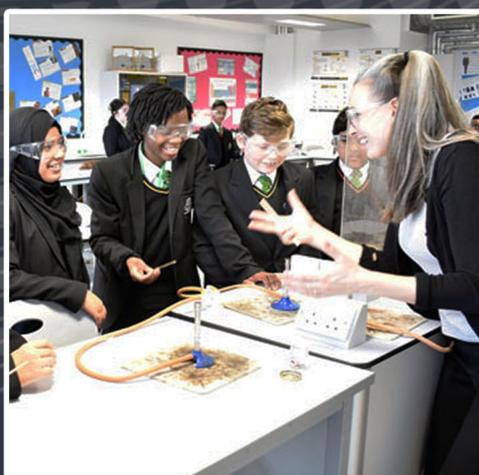
Stockland Green School



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2021

# Options





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## Year 9 Pathways Information Book 2021

We want all of our students to achieve both personally and academically. We will support them throughout key stage 4 to 'Aspire, Believe and Achieve' in order to fulfil their potential.

We want every student at Stockland Green School to grow into a good citizen, ready to make their mark in the world by the time they leave us. To do this we will work with students to develop a strong moral compass, excellent social skills and achieve their full potential in their studies. The three year Key Stage 3 curriculum your child has studied has provided a breadth of knowledge and cultural experience to enable them to make informed choices about their lives by the time they reach year 11. In order for students to continue further education at the end of year 11 they will need results in at least 8 GCSEs and for some students an EBACC as an 'Academic Passport'. At each stage we will ensure students know the opportunities that are out there and have the self-belief to make the most of these.

This options process is about giving each student the best chance of success in life. When our year 9 students complete their exams in 2023, they will leave with a grade from 0-9 in each of their chosen subjects. A 'grade 5' is considered a strong pass and a 'grade 4' is considered a standard pass towards further education. The greatest level of challenge will be for students looking to achieve a grade 9, with this grade being awarded for exceptional performances.

### What is the Ebacc?

The English Baccalaureate requires students to study English, Maths, a language, Science and History, Geography or Computing at GCSE. All students allocated the green pathway will be studying the Ebacc.

### Options Week

Due to current COVID-19 restrictions, this year's Options process will include both an 'Options preparation and guidance' week and an 'Options Selection Week'. As well as the information in this booklet we have created an Options video which is linked on our website. During the preparation week there will be a series of presentations in tutor time and an assembly outlining the 2021 process from Mr Castle (Deputy Headteacher for Curriculum), as well as an online video for each subject which will give you the opportunity to find out more about the programmes of study available and ask any questions before making your choices. You will receive a choices letter with your child's pre guided choices, plus selections of options in the week beginning 10th May.



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## What will be studied?

Every student will benefit from a rigorous and academic core curriculum and will then be able to make choices based on their interests and aspirations. All students will have a balanced curriculum studying between 8 and 10 GCSEs.

Our year 9 students have been grouped into three pathways to suit their learning strengths: **Green**, **Blue** and **Lilac**.

We have guided the students after having studied their academic performance over three years, consulted with their teachers and through our personal knowledge of each of them. It is important that students take the pathway that allows them the greatest deal of support with the appropriate level of challenge for their ability. Each pathway is designed to provide choice and flexibility for each student.

Alongside these qualifications, students will continue to have Physical Education lessons. During the Citizenship programme and wellbeing week students will be taught:

- Personal, social and health education (PSHE)
- Relationships and Sex Education
- Fundamental British Values
- Personalised careers and guidance
- Wellbeing

These subjects do not result in any qualifications but provide vital life skills that equip them to become good citizens. We have also timetabled a range of option subjects so that each student chooses a broad range of subjects in order to develop and hone core skills further.

### New Qualifications 2021

All GCSE exams continue to provide a challenge. In many subjects, students will be expected to know A-Level content to achieve the highest GCSE grades. Now the exams are much longer in length, the content is more challenging and most are 100% exam rather than controlled assessments. In addition to GCSEs we also offer this year an additional BTECs in Performing Arts alongside current Sports Science, Health and Social OCR nationals and I Media. These qualifications provide a more coursework based style approach and less examination.

## Green Pathway will study:

|                            |         |
|----------------------------|---------|
| English Language           | 1 GCSE  |
| English Literature         | 1 GCSE  |
| Mathematics                | 1 GCSE  |
| Science Trilogy            | 2 GCSEs |
| Or Triple Sciences         | 3 GCSEs |
| Ebacc Geography or History | 1 GCSE  |
| Ebacc French, Spanish      |         |
| Or computing               | 1 GCSE  |
| 1st Option Subject         | 1 GCSE  |
| 2nd Option Subject         | 1 GCSE  |

### CORE

PE  
Citizenship  
RSE  
Careers  
PSHE

## Blue Pathway will study:

|                    |         |
|--------------------|---------|
| English Language   | 1 GCSE  |
| English Literature | 1 GCSE  |
| Mathematics        | 1 GCSE  |
| Science Trilogy    | 2 GCSEs |
| Ebacc Geography    | 1 GCSE  |
| Ebacc History      | 1 GCSE  |
| Ebacc Computing    | 1 GCSE  |
| 1st Option Subject | 1 GCSE  |
| 2nd Option Subject | 1 GCSE  |

### CORE

PE  
Citizenship  
RSE  
Careers  
PSHE

## Lilac Pathway will study:

|                          |         |
|--------------------------|---------|
| English Language         | 1 GCSE  |
| English Literature       | 1 GCSE  |
| Mathematics              | 1 GCSE  |
| Science Trilogy          | 2 GCSEs |
| Ebacc Geography, History | 1 GCSE  |
| Or Computing             | 1 GCSE  |
| Functional Skills        |         |
| 1st Option Subject       | 1 GCSE  |
| 2nd Option Subject       | 1 GCSE  |

### CORE

PE  
Citizenship  
RSE  
Careers  
PSHE

New GCSE Grading Structure 2017

|                       |   |   |   |   |   |   |   |   |    |   |
|-----------------------|---|---|---|---|---|---|---|---|----|---|
| NEW grading structure | U | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8  | 9 |
| Old grading structure | U | G | F | E | D | C | B | A | A* |   |



## GCSE English language and literature

### What will I study?

The new GCSEs encompass a wide range of topics.

Students taking the course now will study poetry since 1789, Shakespeare, contemporary plays, novels, non-fiction, website and media texts as well as how we speak!

Each of the topics is interesting and exciting whilst retaining a strong exam focus. One half term you could be looking at Sherlock Holmes and the next month you could be looking at a range of non-fiction, poetry or plays from across the 19th, 20th and 21st century.



### How will my work be assessed?

You will be assessed regularly by taking timed practice exam questions. This will help you to track progress throughout the course. Each half term you will complete Assessment Fortnight tasks. These assessments will prepare you for the terminal GCSE exams at the end of Year 11.

The exams will include unseen texts drawn from each of the three centuries. You will need to be confident with a range of text types and more archaic language. A key skill being tested will be the skill of comparisons.

#### GCSE English Language Assessment

The assessment will be 50% reading 50% writing which includes a 20% allocation for grammar and spellings.

#### GCSE English Literature Assessment

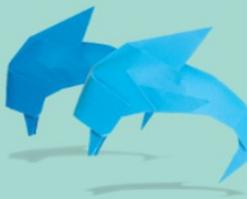
25% of the marks are awarded for making comparisons across texts.

5% for spelling and grammar.

### How will it help me after I leave school?

English is a vital qualification for all jobs. This is because you will almost always be required to either communicate with others, read or write.

Specific jobs that you could go into might be: journalism, teaching, publishing, becoming a writer, law, childcare and many more.



In GCSE Mathematics you will learn about:

- how to apply a broad range of mathematical concepts to solve problems, both abstract and in context.
- the number system and how to effectively work with numbers including percentages, fractions, decimals and ratios .
- the use of algebra to solve problems involving unknowns.

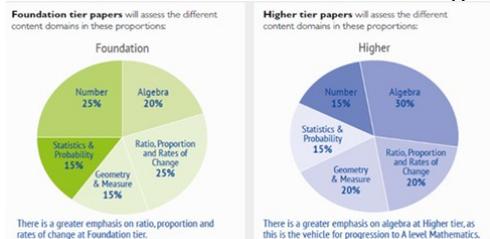
You will learn by:

- working on investigations and rich tasks to solve problems and make mathematical connections and discoveries for yourself
- completing paired and group work to build team working and communication skills alongside developing your mathematical knowledge and skills
- exploring mathematical concepts and how they relate to and describe the world around us

You will be assessed by:

There will be three exams taken at the end of Year 11. The course will cover the following areas:

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



Each of the 3 papers are out of 80 marks, worth one-third of the overall GCSE and 1 hour 30 minutes in length)

- paper 1 (Non-calculator)
- papers 2 & 3 (Calculator)

#### Course Specification

Full details are available  
<https://qualifications.pearson.com/en/qualifications/edexcel-gcse/mathematics-2015.html>  
 Other useful websites are: –  
[www.corbettmaths.com](http://www.corbettmaths.com) –  
[www.bbc.co.uk/education](http://www.bbc.co.uk/education)

The reformed GCSE qualifications will be awarded on a grade scale of 9 (the highest grade) to 1 (the lowest).

Where could Mathematics take you next?

- Mathematics underpins the world around us and a good understanding of maths will help with many everyday life activities from catching a train to managing personal finances to baking a cake!
- Many other subjects have mathematical elements so GCSE Maths will help to support further studies in Science, Geography, Psychology, Economics and many more.
- Careers which require a good mathematical foundation include accountancy and finance, science and medicine, engineering and social sciences: the opportunities are endless!

Any further questions please email [e.javaheri@stockgrn.bham.sch.uk](mailto:e.javaheri@stockgrn.bham.sch.uk)

# SCIENCE



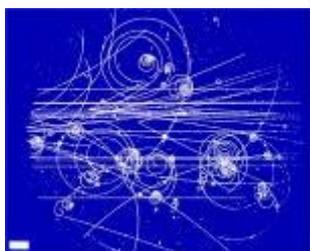
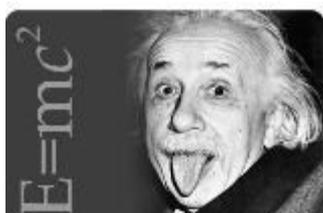
## GCSE SCIENCE

### What will I study?

The course will allow students to study aspects of Biology, Chemistry and Physics leading to a Double (Combined Science) or Triple Award GCSE in Science. The most suitable route will be decided upon a student's performance in Science at the end of year 10. The course allows students to cover different aspects of Science giving them a taste of all Sciences before making the choice on whether to study Sciences at A-level in the future.

### Method of study

- Class practical work
- Learning through discovery and scientific enquiry
- Class discussion
- Data analysis
- Group work and presentations



### How will my work be assessed?

Due to changes made in the exam structure by the Department of Education, Science is now a linear course which means they will be assessed only by exams. If students are following the double or combined route, their exams will be structured as:

2 Biology papers (16.7% each)

2 Chemistry papers (16.7% each)

2 Physics papers (16.7% each)

Controlled assessments are now no longer part of the course but students will be examined on their knowledge of practical and practical skills

If students are following the Triple route (Biology, Chemistry and Physics) they will sit the following :

2 Biology papers  
(50% Paper 1; 50% paper 2)

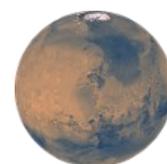
2 Chemistry papers  
(50% Paper 1; 50% paper 2)

2 Physics papers  
(50% paper 1; 50% paper 2)

If you have any further questions, please contact Miss Windebank (Head of Science).

### How will it help me after I leave school?

Both routes will keep opportunities open for students considering A level Sciences. These could lead to students taking Science at university level. Students with A levels in Science have good opportunities in other fields, such as sports, accounting, medical, environmental as well as traditional Science subjects.



# GCSE

## Computer Science

# COMPUTER SCIENCE

### What is Computer Science?

Computer Science is the study of the science behind modern computer technology. The question we ask is not how to use technology but how and why it works for us.

### What will I study?

1. Fundamentals of algorithms
2. Programming
3. Data representation
4. Computer systems
5. Computer networks
6. Cyber security
7. Ethical, legal and environmental impacts of digital technology.
8. Software development
9. Programming project

Computer Science is underpinned by a knowledge of Information Communication Technology and Digital Literacy.

- Computer Science—How computer systems work.
- ICT— The use of technologies to design, create and communication.
- Digital Literacy—Awareness, ability and attitude to appropriately use digital technology.

### Why you need GCSE Computing

Computing applies to virtually every aspect of life, so computing can be explicitly tied to a myriad of interests. You may be fascinated with specific technologies such as mobile phones or have an innate passion for visual design, digital entertainment, or helping society. Computing nurtures your interests, passions, and sense of engagement with the world around you and offers opportunities for you to enhance your knowledge and understanding. Computing enhances your ability to analyse, problem solve and design innovative solutions to real world problems.

### How will it help me after I leave school?

Computer Science is a highly sought after qualification. The ever encompassing nature of technology in the world around us is making the subject ever more relevant.

Any further education or employment within the technology field will look favourably on a Computer Science GCSE.

The skills acquired and demonstrated on the course are applicable to a wide range of disciplines as you will learn to become an effective and logical problem solver and learn to adapt to new situations and challenges around you.

### How will my work be assessed?

Students will be entered for 2 exams and will need to complete a programming project to gain a 1-9 qualification.

Paper 1 - Computational thinking and problem solving (50% of final mark)  
A written examination in year 11 (80 marks)  
Subject content 1–4

Paper 2 -- Computer systems. (50% of GCSE)  
A written examination in year 11 (80 marks)

Subject content 3–7

### Requirements:

- A good mathematical ability
- Logical reasoning skills
- Independence and motivation
- High level of resilience
- Curiosity for problem solving
- Creative thinking
- Confidence to experiment

Over the three years you study History, you will be taken on journey through time from the Ancient world to the modern day, exploring history around the globe and also learn about a variety of interesting people .

## The Course itself:

Stockland Green will follow the AQA GCSE History A course, which consists of 4 units of work. There is no coursework within this course and so the final exams are worth 100%.

In one of the papers there is a site visit which students do prepare in advance for, this replaces the coursework element.

## GCSE content.

There are three key elements to the History course, students will study:

- History from three different time periods
- Studies which include depth, medium and long thematic studies
- Historical contexts which include local, British and European

Students will develop evaluative skills, use sources to comment on key events and consider how significant key events and people were in historical progress.

### What we study: Germany 1890—1945: Democracy and Dictatorship

Students will examine Germany from the Rule of the Kaiser in the 1890's until his abdication following World War One. The problems Germany faced following War will be studied in detail, whilst linking this to the rise of the National Socialist dictator Adolf Hitler. Students will then examine life in Nazi Germany in detail.

### What we study: Britain: Health and the people

We look at how medicine and public health has developed across a 2000 year period. From the Ancient era to the modern world.

## Conflict and Tension 1919—1939

Students will begin the course focus on the impact World War one had on European Countries, the difficulty in settling a fair treaty at Versailles and the struggle to maintain peace with the League of Nations. All of this will come together to finish off examining the causes of World War Two in detail.

## Elizabeth I

Students look at the reign of Elizabeth I with a focus on her court and what life was like during the Renaissance. Students will get an understanding of how this monarch dealt with rebellions and defeated Spanish to become one of England's most remembered monarchs.

## Why study History?

History enables you to develop a range of skills that can be used across a range of disciplines. You will learn how to articulate an argument, using evidence to support opinion and critically analyse events and primary sources.

History will offer you the chance to pursue careers such as; Solicitor, TV researcher, archaeologist, detective, accountant, army officer,

## How's it all broken down?

- 100% examination at the end of Year 11;
- Your examination work will be graded 1-9.

# GCSE GEOGRAPHY

**“Geography is not important: it is essential.” – National Geospatial Centre of Excellence (NGCE)**

A recent survey of employers showed that after Maths and English, Geography is rated as one of the most useful subjects because of the number of different skills used to study the subject.

Students will follow the AQA course which has been developed to be exciting, relevant and interesting. **The issues it deals with are the most challenging facing the world today**, and it will give you inside information on the causes of these different **challenges**, the impact they have on us all and the environment we live in, and what we can do to help overcome the problems we all face.

## How is it assessed?



**Paper 1:** Living with the Physical Environment (including natural hazards and ecosystems)

**Paper 2:** Challenges in the Human Environment

(including urban cities, development and sustainability)

**Paper 3:** Geographical applications (fieldwork and decision making exercise)

**A GCSE in Geography counts towards the ‘English BACC’**

## What skills do I need?

- Analysing and evaluating
- Decision making
- Research (computing and ICT)
- Interpreting data (maps and graphs)
- Problem solving and decision making
- Recognising problems and finding solutions
- Natural interest in our world
- Basic mathematical skills

**As part of your GCSE you will go on 2 field trips!**

**Physical = Rivers trip to Carding Mill Valley**

**Human = Urban development to Brindley Place, Birmingham**

## Direct Job Prospects:

- ◆ Cartographer
- ◆ Town planner
- ◆ International aid/development worker
- ◆ Landscape architect
- ◆ Transport planner
- ◆ Sustainability consultant



Remember that many employers accept applications from people with a variety of subjects so don't restrict your thinking to the jobs listed here.

## Indirect job prospects:

- ◆ Finance careers
- ◆ Journalism
- ◆ Politics
- ◆ Astronomer
- ◆ Military/Armed forces
- ◆ Charity work
- ◆ Public services

**How are slums areas of opportunities and/or challenges?**



**Could you have the answer to reducing global climate change?**



# GEOGRAPHY



## What key topics will I study?

- Earthquakes, volcanoes and tropical storms
- Climate change
- Tropical rainforests & Cold environments
- Rivers and Coasts
- Megacities
- Urban planning
- Development
- Changing UK economy
- Sustainable futures

# LANGUAGES

## GCSE FRENCH/SPANISH



Learning a language provides you with a **valuable life skill**. Knowledge of a foreign language demonstrates to employers that you have the key skills of **communication, lateral and logical thinking, problem-solving, memory, empathy and cultural understanding**.

The Edexcel GCSE course aims to develop your ability to understand and use languages for practical communication, gain an understanding of the culture of the target-language country and increase your understanding of your native language.

The content of the 2-year course will cover 5 themes:

1. Identity and culture
2. Local area, holiday and travel
3. School
4. Future aspirations, study and work
5. International and global dimension

The topics are designed to interest you and will provide a solid platform for language use as an adult.

### Why study a language?

- 94% of the world's population do not speak English as their first language.
- 75% of the world's population do not speak any English at all.
- Knowledge of a language makes it easier to travel, make friends, gain employment, access entertainment and develop cultural understanding.
- Learning a language helps you to develop your vocabulary and grammatical understanding of your native language.
- A qualification in a language is considered an advantage when applying to colleges and universities.

### Assessments

All assessments take place at the **end of year 11**.

- Listening (25%)
- Speaking (25%)
- Reading (25%)
- Writing (25%)

### How will this help me after school?

Languages **combine well with any subject** for further study and are useful in a variety of careers; especially accountancy, business studies, education, fashion, law, marketing, media, tourism, public services and sales.

### Skills

Studying a language will provide you with a number of transferable skills:

- Cultural awareness
- Open mindedness
- Dedication
- Group work
- Communication skills
- Interpersonal skills
- Social skills
- Confidence
- Em



# GCSE RE



*"I have often been asked by little girls, 'What is the most beautiful thing in the world?' The answer is an unthought, unfeeling, uncommunicative."*  
Albert Einstein (1879-1955)

## What is the importance of RE?

RE provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human.

RE encourages students to learn from religions, beliefs, values and traditions, while exploring their own beliefs and questions of meaning. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics to communicate their responses.



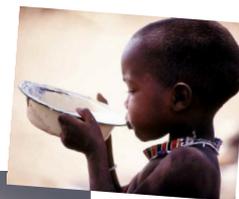
## What topics will I study?

You will follow the AQA GCSE RE specification studying the two religions of Christianity and Islam

50% of the exam will be on the belief and teachings, sources of wisdom and authority, practices, and forms of expression and way of life within Christianity and Islam.

50% of the exam will be on 4 themes on the philosophical and ethical studies in the modern world:

- ⇒ Relationships and Families;
- ⇒ Religion and Science;
- ⇒ The Existence of God;
- ⇒ Crime and Punishment.



## How will RE help me in the future?

RE encourages students to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a diverse society and global community. RE has an important role in preparing students for adult life, employment and lifelong learning. It enables students to develop respect for and sensitivity to others, in particular those whose beliefs are different from their own and it enables them to combat prejudice.

## How will I be assessed?

There are two areas of study which pupils will use to be assessed through two externally set examination papers



# GCSE

## TEXTILE DESIGN



### What will I study?

You will research artists and cultures, create original responses to a chosen theme, collage, photography, printing, batik, weave, embroidery plus many more! Textile design is a creative and imaginative subject with lots of excellent opportunities to be expressive. Using a wide range materials, not just fabrics, you will develop responses to creative design and research briefs.

You will learn and develop an understanding of:

- how sources inspire the development of ideas, drawing on.
- the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures
- contemporary and/or historical environments, situations or issues.
- other relevant sources researched by the student in the chosen qualification title and area(s) of study.

### What skills will I need?

You will need imagination and creativity along with enthusiasm for Textiles and Art.

A positive and hard working attitude is needed to succeed.

*Hard Working,  
Creative,  
Inventive,  
Team working,  
Practically minded,  
Artistic and Expressive*

### How will my work be assessed?

60% Personal Portfolio

40% Externally set assignment  
(Portfolio)

This component allows students opportunities to develop and explore ideas, research primary and contextual sources, experiment with media, materials, techniques and processes, present personal responses to the externally set theme.

Projects include investigating, exploring and creating personal projects from a selection of inspiring starting points.

Topics and themes change every year but previous topics include researching artists such as Jennifer Collier as well as themes such as

Each project is marked on four areas: *investigation, research, development and production of a final response.*



### How will it help me after I leave school?

Costume designer, fashion designer, fashion retail buyer, interior design, merchandiser, textiles designer (printing), Teaching and creative industries.

# TEXTILE DESIGN

# HOSPITALITY & CATERING



## GCSE Hospitality & Catering

### What will I Study?

This is a vocational course. This course involves the study of the Hospitality & Catering industry; how hotels, restaurants, school, events and public services operate. You will learn to develop your cooking and management skills to produce a range of high level, professional dishes. You will develop your understanding of;

- Culinary skills,
- Health, hygiene and safety,
- Hospitality industry.
- Food Management.

### What skills will I need?

- The practical skills which you have already developed in Key Stage 3 Food Technology Lessons.
- Logical thinking skills.
- Problem solving skills

Due to the practical and resource-heavy

### Why Study Hospitality and Catering

Studying Hospitality and Catering can lead to the following careers: Health promotion, nutrition and diet, being a chef, food production, being a food teacher / tutor, working as a food safety officer, working in the food science and microbiology industry, hospitality and catering industry, product design, retail, business entrepreneur, wedding planner, food researcher, banqueting manager.

Level 1/2 Hospitality and Catering allows you to develop your culinary skills and will give you access to a relevant qualification linked

to the food industry, as well as developing essential skills for life. You will use the skills in every day life and will have the knowledge to cook attractive, healthy and nutritious meals from scratch.

### Assessment

You will attain a Level 2 Qualification—distinction, merit, pass.  
Exam: Paper 1, Hospitality & Catering written paper (40%)  
Set task: Class based assessed project (60%)

### What's assessed

#### Unit 1 The Hospitality and Catering Industry(40%)

Students' understanding of how different types of providers within the hospitality and catering industry, the legislation that needs to be adhered to and the personal safety of both staff and customers. Students will also learn the factors of an establishment success, with all of this knowledge they will be able to learn an ability to propose a new provision that could be opened in a given location.

#### Unit 2: Hospitality and Catering in Action(60%)

Students' will gain knowledge of the nutritional needs of a range of client groups in order to plan a nutritional dish to go on a menu. They will develop safe and hygienic food preparation, cooking and finishing skills required to produce nutritional dishes.

# Level 1/2

## Creative Imedia

### What is Creative Imedia?

If you like creating things on the computer, then Creative iMedia is the course you might choose. It has 4 units, 3 of them are based on your coursework in making and changing images using Photoshop, making webpages and making games using Game Maker.

### What will I study?

Students are introduced to a range of essential pre-production techniques used in the creative and digital media, including client brief, time frames, deadlines and preparation techniques.

Building on the skills and understanding that they have developed, students explore where and why digital graphics are used and the techniques that are involved in their creation. They apply their skills and knowledge in creating digital graphics against a specific brief.

### Requirements:

- Independence and motivation
- High level of resilience
- Curiosity for problem solving
- Creative thinking
- Confidence to experiment



### Why you need Creative Imedia?

Creative iMedia equips students with the wide range of knowledge and skills needed to work in the creative digital media sector. They start at pre-production and develop their skills through practical assignments as they create final multimedia products.

### How will it help me after I leave school?

Creative iMedia will provide you with essential knowledge, transferable skills and tools to improve your learning in other subjects with the aims of enhancing your employability when you leave education, contributing to your personal development and future economic well-being. The qualifications will encourage independence, creativity and awareness of the digital media sector. adapt to new situations and challenges around you.

### How will my work be assessed?

Students will be entered for 1 exams and a will need to complete a 3 pieces of coursework to gain a level 1 or 2 qualification

Paper 1 - Pre-Production skills  
(25% of final mark)

A written examination in year 11 (60 marks)

Coursework—Creating digital graphics.  
(25% of final mark)  
(60 marks)

Coursework—Creating a digital animations  
(25% of final mark)  
(60 marks)

Coursework—Creating a digital video sequence  
(25% of final mark)  
(60 marks)



### **Why pursue a performing arts qualification?**

A performing arts qualification affords you the opportunity to develop yourself academically and personally, supporting a very wide array of post 16 pathways

Performing Arts works very effectively alongside history and English. It has strong links to art, business students, psychology, sociology and aspects of law. A qualification in performing arts also supports career pathways into writing, designing, engineering, counselling, journalism and media and business/event management.

You will develop a vast array of skills that will support your academic ability as well as developing highly prized employability skills. Communication, collaboration, creativity and problem solving, aesthetic appreciation, analysis, confidence and self esteem to name a few.

### **What will I study?**

- Component 1

Exploring performing arts- You will be exploring a variety of different theatrical styles, disciplines, including dance, different roles and responsibilities in the theatre and practitioners.

- Component 2

Developing Skills and Techniques in the performing arts- internal assessment- You will specialise as a performer, dancer to produce a piece of practical work and a log book to go with this

- Component 3

Responding to a brief- You will create a performance in response to a brief provided by the exam board.

### **What will the course contain?**

The opportunity to:

- watch, practically workshop and discuss a wide variety of theatre styles and productions
- work with your peers in groups and individually
- discover how the creative industry works, the enormous and diverse career opportunities available
- understand the way in which the creative industry is part of our British culture

### **How will my work be assessed?**

Component 1 will take the form of a written coursework portfolio which is internally assessed

Component 2 will take the form of a performance, pitch or presentation with a coursework log book which will be internally assessed

Component 3 will take the form of a performance which will be externally assessed



### What will I study?

As part of the course you will be:

- Exploring 2 contrasting play texts practically and theoretically
- Independent reading and researching of a chosen topic
- Exploring stimuli in a naturalistic and abstract manner
- Exploring the work of internationally renowned theatre practitioners and their associated styles and intentions
- Working collaboratively to devise extended performances in response to a range of stimuli

### How will my work be assessed?

Component 1 is a theory examination in the hall during which you will be assessed on your knowledge and understanding of the play *The Crucible* and a Live Theatre Production. You will need to have an in depth knowledge of the social/ historical context, characters, plots, themes and motifs in both plays.

Component 2 will require you to devise a performance around a series of stimuli. You will write a 2,500 word essay about your devised work.

Component 3 will require you to learn and perform 2 scripted extracts of a published play to a visiting examiner.

### What will the course contain?

You will learn:

- \* The impact the social, historical, and cultural backgrounds of different styles of theatre; play texts and playwrights
- \* How to practically explore influential theatre practitioners;
- \* How to collaboratively and independently produce different styles of theatre;
- \* To develop yourselves academically, socially and emotionally;
- \* To document your creative development and reflect insightfully on the meaning communicated;
- \* To understand and communicate the psychological complexities of a devised and scripted character to an audience.



### How will it help me after I leave school?

Problem solving, analysing, presenting, aesthetics, communication are just a few of the essential skills desired by a multitude of industries within and outside of the arts.

Drama education traditionally supports career paths outside of the arts in law, the social sciences, engineering, journalism and child care.

Within the arts drama education supports future careers in TV, Film and Theatre design and production, media, marketing and advertising and performance.

# MUSIC



RSL  
MUSIC

Studying Rock School Level 2 Certificate for Music Practitioners allows you to extend and develop your skills and knowledge in the key areas of **Musical Knowledge**, **Performing** and **Composing**. You will compare different genres of music, investigate how music is put together, write your own pieces of music and improve your performance skills both as a soloist and within a group.

### What will I study?

You will complete three units. **Musical Knowledge**: Identify and describe two contrasting styles. You will select the styles of music. **Live Music Performance**: Take part in a live performance in front of an audience. You will perform for 10 minutes as a soloist and/or as part of a group. **Composing Music**: Compose a piece of music. The music can be in any style and music be 2.5 minutes long.

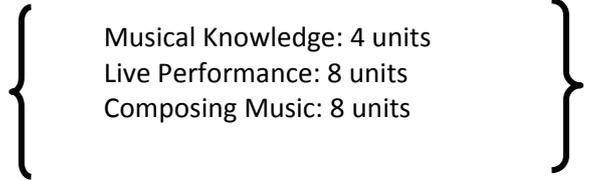


### How will my work be assessed and what will the course contain?

By the end of the course you need 20 credits.



Musical Knowledge: 4 units  
Live Performance: 8 units  
Composing Music: 8 units



| Musical Knowledge Styles |             |         |      |
|--------------------------|-------------|---------|------|
| Blues                    | Jazz        | Country | Rock |
| R 'n' B                  | Funk        | Punk    | Rap  |
| Pop                      | Electronica |         |      |



### Who is this course for?

RSL Music is suitable for all students with a love of and interest in music. It is ideal if you **already play an instrument** as these skills count towards your final grade and your existing musical knowledge will be a huge benefit in your final exam.

### How will it help me after I leave?

Music qualifications are highly regarded by colleges and employers alike as musicians are trained to work methodically and to be self-disciplined. You can use RSL Music as a basis for further study such as AS/A2 Music at a College or you may wish to use it as a springboard into other related areas such as Music Technology, Game Design or Sound Engineering.

### Music Careers...

Musician/Performer  
Songwriter/Composer  
Music teacher/educator  
Studio engineer  
Producer  
Music therapist  
*and many more!...*

# GCSE

## Art & Design

"Art allows you to be independent and express yourself in different ways. There is no right or wrong in Art."

"In Art I can interpret the world and put it down on paper. I enjoy taking a break from lots of writing and going to the Art room. I look forward to my Art lessons."

**Year 11 student**

### What will I study?

You will research artists and cultures, create original responses to a chosen theme, collage, photography, printing, batik, weave, plus many more!

Students will be given a choice of three disciplines:

**Fine Art:** Creating original designs using photography, painting and drawing.

**Graphics:** Using computers to create images and texts to communicate ideas for media publications.

**Textiles:** Researched artists to inspire textile designs.

### What skills will I need?

You will need imagination and creativity along with enthusiasm for Art.

A positive and hard working attitude is needed to succeed. Art and Design is not just a subject to learn, but an activity to practise with your hands, eyes and whole personality.

You need to be able to see a project through from start to finish. You will need self motivation, planning and project management skills.

### How will my work be assessed?

60% Practical Coursework  
40% Practical Exam

Projects include investigating, exploring and creating personal projects from a selection of inspiring starting points.

Topics include Inside/ Outside, Decay, Time, and Natural Forms.

Each project is marked on four areas:

*Develop, Experiment, Record & Present*



### How will it help me after I leave school?

GCSE Art and Design will help you to develop your creative, technical, communication, analytical and problem solving skills that are essential in a wide range of careers.

If you want to go to college, 6th Form or university to study an Art based subject you must have studied Art at GCSE.

Creative industries contribute almost £60 billion to the economy each year (published by the DCMS 2010).

# ART & DESIGN

# OCR

## Sports Science



### **What will I study?**

You will develop an understanding and apply your knowledge of Sports Nutrition, Principles of training, How to reduce injury in Sport and How the body adapts to exercise. You will design a training programme and a diet plan for an individual to improve their sports performance while evaluating changes to the body from exercise.

### **What skills will I need?**

You need to be willing to meet deadlines for coursework, respond to feedback to improve coursework, participate in theory and practical lessons, apply a high level of written communication, enthusiasm, hard work and a positive attitude to succeed

### **Units that you will study**

RO41– Reducing risk of sports injury: an external exam with a range of questions ranging from 1 mark to 8 marks. You get 2 attempts at the exam.

RO42– Applying Principles of Training—focusing on needs to be included in a training programme

RO43– The body's response to physical activity— analysing changes to the body due to exercise

RO45– Sports Nutrition— applying understanding of nutrients, what they provide and sources of nutrients to plan a diet plan for an individual

### **How will you be assessed?**

You will be assessed in 4 separate units with each unit being worth 25% of the final grade. 3 units are coursework based and 1 unit is a 1 hour 60 mark written exam. There will be theory lessons, not just extra practical lessons.

**Assignment Foci**– coursework is needed to demonstrate your knowledge and understanding of key concepts covered. These include:

- Carrying out, recording results and evaluating fitness test result.
- Designing a 6 week training plan to improve fitness test results
- Evaluating and designing a 2 week diet plan for an individual
- Analysing the difference between short and long term effects exercise has on the body– as well as others.

### **Post 16 options**

A Level in Physical Education  
 BTEC Level 3 in Sport  
 VCERT Technical in Health and Fitness  
 OCR Technical Level 3  
 University degree in Physical Education, Sports Science, Sports Psychology

### **Careers**

PE teacher, Coach, Sports Scientist, physiotherapist, sports psychologist, nutritionist, armed forces, emergency services, sports journalist, personal trainer, umpire, referee.



## What will I study?

You will develop an understanding and apply your knowledge of the importance of the main body systems, how they function and how specific disorders can impact health and fitness. You will also learn about effective communication and how to apply this in a nursery setting. Additionally, you will look at how to apply basic first aid and perform risk assessment in a early years setting.

## What skills will I need?

You need to be willing to meet deadlines for coursework, respond to feedback to improve coursework, participate in theory and practical lessons, apply a high level of written communication, enthusiasm, hard work and a positive attitude to succeed

## Units that you will study

**RO21– Essential values of care for use with individuals in care settings–** Learn about the importance of the values of care, how to ensure individuals maintain their rights and how legislation protects those under the care of care workers.

**RO22– Communicating and working with individuals in health , social care and early years settings–** Learn how to effectively communicate in a nursery environment. Role play a group and one-to-one interaction you may have as a nursery worker.

**RO23– Understanding body systems and disorders–** Know how the cardiovascular, digestive and respiratory systems function.

**RO31– Using basic first aid and procedures–** Learn how to identify and treat a range of injuries. Role play the treatment of an injury that you might find in the nursery environment

## How will you be assessed?

You will be assessed in 4 separate units with each unit being worth 25% of the final grade. 3 units are coursework based and 1 unit is a 1 hour 60 mark written exam.

**Assignment Foci**– coursework is needed to demonstrate your knowledge and understanding of key concepts covered. These include:

- Creating posters describing the main body systems, the functions and key parts.
- Planning interactions on a one-to-one and group basis and demonstrating them in a practical environment.
- Learn basic first aid for a range of injuries and practically respond in a range of scenarios.

## Post 16 options

- A Level in Health and Social Care
- BTEC Technical in Health and Social Care
- OCR Cambridge Technical in Health and Social Care
- University degree in Health and Social Care, Physical Education, Nursing, Psychology and many more

## Careers

Nursery worker, Nurse, Midwife, Speech Therapist, Health and Social Care Teacher , Health Care Assistant, Counsellor, Social Worker, Occupational Therapist, Youth Worker, Health Psychologist, Dental Hygienist, Mental Health Nurse



## Qualifications purpose

Functional Skills English (AQA) is a qualification for students who lack confidence in their English ability, emphasising the development of important skills across reading, writing and speaking and listening. It aims to help students embed the skills that are necessary to work, study and life, as well as supporting the work they do towards their English GCSE. This qualification aims to support students in applying their skills effectively in a range of situations, including real life scenarios.

The qualifications give learners the opportunity to:

- Read a range of different text types confidently and fluently
- Write texts for different audience and purposes, with correct spelling, punctuation and grammar.
- Listen, understand and make relevant contributions to discussions on a variety of different topics.

## What could this course lead to?

AQA Functional Skills English will reward students with an additional, Level 2 qualification at the end of year 11. It has many elements in common with AQA English Language, therefore benefitting students with further practise and support as they work towards their English Language GCSE.

| Assessment structure                                 | Duration | Number of marks | Percentage of qualification |
|--|----------|-----------------|-----------------------------|
| Reading Paper  | 1 hour   | 30              | 33.3%                       |
| Writing Paper  | 1 hour   | 30              | 33.3%                       |
| Speaking and Listening component (non-exam assessed) | /        | Pass criteria   | 33.3%                       |

## Content areas

Reading: develop an understanding of how language is used to create effects

Writing: Adapt writing to suit different purposes, communicating clearly, coherently and accurately.

Speaking and Listening: Create your own arguments and contribute to discussions with clarity and conviction

## SKILLS DEVELOPED AND CAREER OPPORTUNITIES

As with any English qualification, this enables students to pursue a wide range of career opportunities and further education. It helps students grow in confidence and will expose them to a range of real-life texts which they might find in the world of work.



Pearson  
Edexcel

Mathematics

## Qualifications purpose

The Pearson Edexcel Functional Skills Qualifications in Mathematics at Level 2 is for learners who have less confidence in their mathematical skills. Pupils will develop their ability to transfer skills in ways that are appropriate to their situation. The content is less than GCSE but not equal to GCSE. The assessments therefore focus on functionality and the application of skills.

The qualifications give learners the opportunity to:

- demonstrate a sound grasp of the underpinning skills and basics of mathematical skills appropriate to the level.
- apply mathematical thinking to solve simple problems in familiar situations.
- enable students to develop an appreciation of the role played by mathematics in the world of work and in life generally.

## What could this course lead to?

Pupils should see the functional skills Level2 pathway as a stepping stone towards GCSE; as a way of developing the skills and more importantly the confidence to a more challenging GCSE course.

| Assessment structure      | Duration   | Number of marks | Percentage of qualification |
|---------------------------|------------|-----------------|-----------------------------|
| Section A: Non-calculator | 25 minutes | 16              | 25%                         |
| Section B: calculator     | 1 hour 30  | 48              | 75%                         |

## Content areas

Using numbers and the number system – whole numbers, fractions, deci-

Using common measures, shapes and space

Handling information and data

## SKILLS DEVELOPED AND CAREER OPPORTUNITIES

This qualification in Mathematics encourage pupils to develop confidence in, and develop a positive attitude towards, mathematics and to recognise the importance of mathematics in their own lives and to society. Mathematics provides excellent life skills and offers skills for life independence. This qualification is recognised by colleges throughout the UK.



## Careers Education, Information, Advice & Guidance

### Guidance at Key Stage 4:

At Stockland Green School we aim to provide your child with clear, helpful and impartial advice and guidance regarding their future education and career choices. Their careers journey starts in year 7 during which time students develop their **knowledge and understanding of a range of industries and careers** through both citizenship and curriculum time. And extra-curricular opportunities. They are also supported to develop their understanding of their **personal strengths and qualities**.

Moving into KS4, students also receive **bespoke advice, guidance** and support that enables them to pursue their post 16 pathways and take them one step closer to achieving their aspirations.

Our resident **Independent Careers Advisor** Mrs Rasmin is in school on Thursdays and Fridays to offer advice to students on a one to one or group basis. Mrs Kalia is always available to support students.

#### NCOP

We work closely with the National Collaborative Outreach Partnership ensuring students have access to a wider range of opportunities. This includes links with employers, university and post 16 provision.

#### Live Employer Interactions

Opportunities to meet with employers is essential to students' understanding of careers but also the development of their aspirations. Students have regular interactions with a diverse range of people who work across different industries and whom have taken different academic and/ or vocational pathways.

#### Work Experience

Traditionally, students in year 10 attend a week's work experience placement. This is a highly valuable opportunity for students to gain some experience in the world of work, hopefully in a sector they are interested in pursuing. We hope that as the situation improves with the global pandemic that this face to face opportunity is available however virtual opportunities are made available to students throughout the year. This year for example, we had students attend a 6 month Aspiring Medics programme whereby they witnessed real, live operations and saw the way in which the medics treated a live patient from diagnosis to treatment.

### Qualifications:

Level 1 and 2 qualifications are offered here at school and students progress onto Level 3 at **post 16**.

For example, a student who has gained 5 A\* to C grades at school could go onto to study A 'Levels in their chosen subjects or a Level 3 BTEC or Advanced Apprenticeship

A student who has gained 4 D to G grades may go onto study further GCSEs or a Level 2 BTEC or an Apprenticeship at Level 2. They can then progress to Level 3 after 12 months.

|                           | Level 2   | Level 3   |
|---------------------------|---|---|
| General Education Courses | GCSE grade A* to C  | A Level, AS Level, A2 level                       |
| Vocational Education      | BTEC Awards, Certificates and Diplomas at Level 2   | BTEC Awards, Certificates and Diplomas at Level 3 |
| Apprenticeships           | Apprenticeship— NVQ level 2,  | Advanced Apprenticeship -NVQ level 3              |
| Foundation Learning       | Foundation Learning goes up to Level 1 and prepares you to progress onto a level 2 course, a job or an apprenticeship |   |



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