



Sir Robert Pattinson

ACADEMY

**Year 9 Options Booklet
September 2021**

Via diversa vita una



Introduction

This booklet is designed to help parents and students make choices from the subjects and course available in Key Stage 4. Decisions made at this point in time can affect the future direction that students take in life: making the right choices is incredibly important.

In this guide, you will find:

- a guide to the process and timescales;
- advice on choosing courses and combinations;
- a guide to the English Baccalaureate and other important government initiatives;
- a guide to the qualification types on offer and how they are graded, including the new style GCSE's that are being introduced;
- a description of each course on offer; and,
- an overview of our University programme.

Over the coming weeks, a wide array of events and consultation meetings will ensure that each student has a curriculum which is right for them.

A number of staff are involved, including:

- the Head Teacher and Senior Leadership Team;
- Directors of Achievement;
- Heads of House;
- the Heads of Department;
- Class Teachers;
- our Career Adviser; and,
- your child's Form Tutor.

If you have any questions, please do not hesitate to contact us at the Academy.



Welcome from the Head

Dear Parent/Carer

I am delighted to present the Sir Robert Pattinson Academy Year 9 Options booklet showing course choices available from September 2021.

Year 9 marks the end of Key Stage 3 National Curriculum subjects and your son or daughter now has to take the next important step in their education, which will form the basis of their career pathway post-16. It is important that your child thinks carefully about their next steps in education and it is essential that both the Academy and you as parents support them in the process of making these decisions. Making the right choices means that, at the end of two years of hard work, they will have achieved qualifications needed as the basis for their future success.

As an Academy, we will provide your child with guidance in making their choices in tutor time, lesson time, options week and via a bespoke microsite. There are a range of subjects on offer; some courses demand performance in examinations whereas others have a more practical or coursework focus. I hope this guide, with details on individual subjects, will support you and your child in making the most appropriate decision about options.

Over the past few years, the examination system has undergone significant change nationally with new grades being introduced, the return to linear courses with examinations taken at the end of two years of study and less emphasis on coursework. Please ensure you read this booklet carefully; all the changes are explained. However, if you have any questions at any point, please do not hesitate to contact the Academy.

Finally, I should like to take this opportunity to invite you to attend the Virtual Year 9 Options week, beginning on Monday 25 January. I hope the microsite is useful in helping you make your decisions.

House Teams, Mrs Todd, who is Careers Advice and Guidance Coordinator, and members of the Senior Leadership Team will also be available to answer individual questions on the options process or future careers during this week.

I look forward to continuing to work with you over the next few years to support your child in achieving their potential.

Yours faithfully

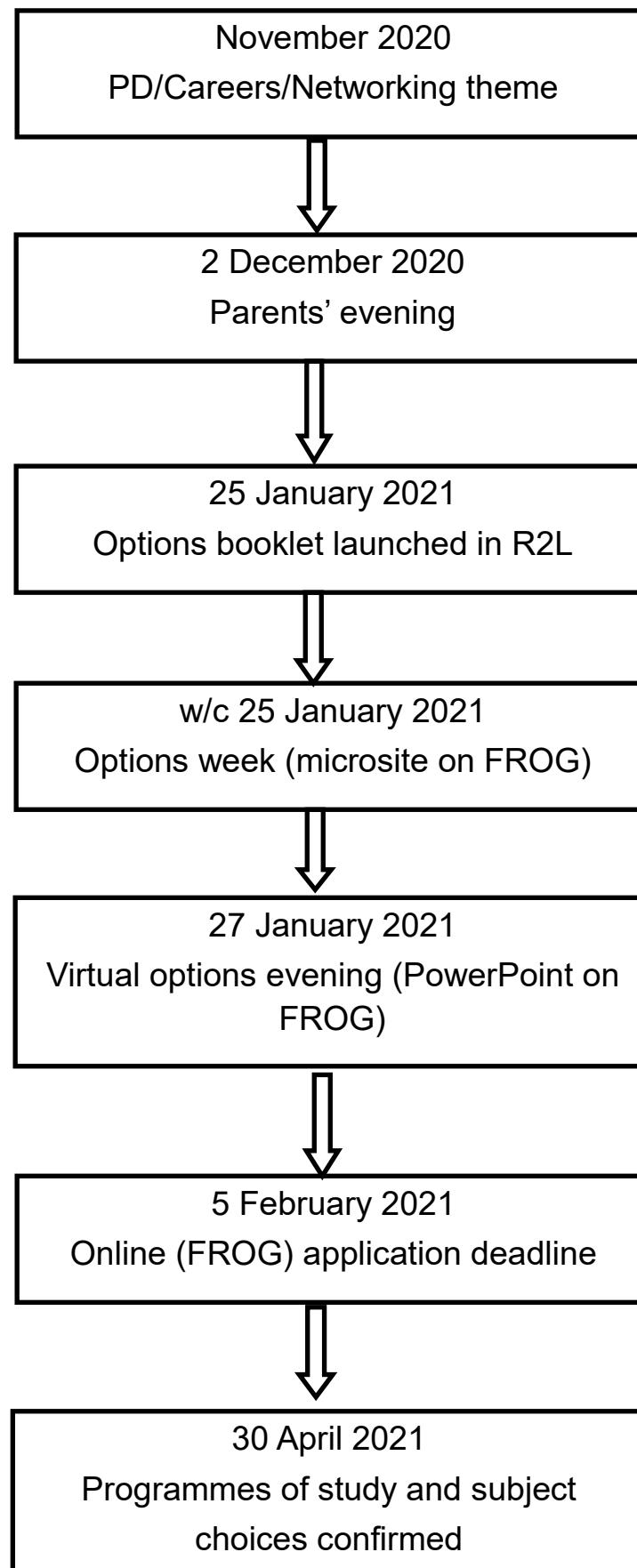
Mr D Hardy
HeadTeacher



Mr D Hardy—Head



Application Process and Timeline





Options Week: w/c 25 January 2020

Y9 Options Assembly

Monday 25 January 2021 (VIRTUAL through R2L)

Options Evening

Wednesday 27 January 2021 (VIRTUAL Event—all on Microsite from Monday 25 January)

Mr Kirk's talk will contain information about national changes to the examination system and how these will affect our students. We highly recommend that parents access the microsite to ensure they are in receipt of all of the information.

The options process is understandably operating under different circumstances this year. There will be more detailed information available on each subject through our microsite on FROG. Our staff will also try and answer any further questions for you by email throughout the week. You will be able to find the contact details of individual staff in the subject pages.

Wednesday 3 February 2021—Live Q&A (VIRTUAL Event—details will follow)

It is important for students to experience the true nature of the courses on offer at Key Stage 4. During options week, students should make every effort to talk to the teachers of subjects that they have not studied at Key Stage 3.

Subjects such as:

- Computer Science/iMedia
- Business/Business & Marketing
- Art & Photography
- Construction/Engineering/Design & Technology/Food
- Media Studies
- Physical Education/Sports Science
- Child Development
- Sociology
- Psychology

'Options week is not about making the choosing easier; It's about making sure you are well informed before reaching a decision.'





The Link to Careers



Secondary education is, in many ways, an elementary introduction to the world and represents a basic level of education. That is not to say that it is easy or straightforward. In general, however, no career will be closed to someone with a broad and balanced curriculum at Key Stage 4.

It is only at Level 3 that career sectors start to be restricted as students specialise down to three or fewer subjects/vocations. However, some post-16 courses require you to have studied a subject at Level 2 (GCSE level). For example, to study French at A-Level, you must have studied French at GCSE.

Most careers require good grades (4/5 or above) in English, mathematics and science at GCSE level. There are a vast number of jobs and positions in the modern world; this is exciting and some even say that up to 50% of our students will one day be doing a job that has not even been invented yet.

Most career sectors offer two or more tiers of positions:

- vocational training on-the-job, sometimes highly skilled;
- a professional tier, often containing indicators such as chartered, registered, commissioned etc.

Professional positions are usually higher paid and attract better working conditions of service. The GCSE courses needed for a few of the popular professions are shown on this page.

Further careers information can be found on websites or additional guidance can be provided by our careers adviser.

The Academy's careers service also provide drop-in sessions at lunchtime to support students with their options.

www.nationalcareersservice.gov.uk
(includes information about apprenticeships)

Popular Professional Careers

Architect (Chartered)

5 GCSEs at grades 4 above to include English, mathematics and science.

3 A-Levels or equivalent in useful subjects e.g. mathematics, physics and art.

Degree in architecture from a university and post graduate study.

Teacher (Secondary)

5 GCSEs at grades 9 - 4 to include English and mathematics.

3 A-Levels to include subject being taught
Degree in chosen subject from a university and teaching qualification.

Engineer (Chartered)

5 GCSEs at grades 4 above to include English, mathematics and science.

3 A-Levels or equivalent to include mathematics & physics

Degree in engineering from a university.

Nursing

5 GCSEs at grades 4 above to include English, mathematics and science.





Important National Initiatives & Qualification Types

English Baccalaureate (EBacc)

This is not a qualification in its own right. However, a student has achieved the EBacc if they have gained grade 5 or above in:

- GCSE English;
- GCSE Mathematics;
- GCSE Combined Science or two of the separate sciences;
- GCSE Geography or GCSE History; and,
- a GCSE in a modern foreign language.

Whilst this is not presently a separate qualification, many students are now following such a curriculum although clearly this is not right for everyone.

The EBacc suite of subjects at GCSE level has become increasingly important and is looked upon favourably by universities and employers; we recommend any student who is thinking of higher education in the future to ensure their options include such a combination.

Rising Participation Age

All students now have to remain in some form of education or training until at least their 18th birthday.

This does not have to be a school sixth form; it can be:

full-time study at a college or other training provider;
an apprenticeship or work-based training; or,
part-time study whilst in employment.

Ensuring that our pupils are well-qualified at the end of Key Stage 4 remains our first priority, but future destinations post 16 should also be considered.

Qualification Levels

In the UK, qualifications are offered at different depths and difficulties of knowledge. A GCSE, passed at a grade between 1 and 4, is said to be a Level 1 qualification. Similarly a GCSE, passed at a grade of 5 or above, is said to be a Level 2 qualification. There are other Level 2 qualifications, including BTECs, CNATs, Awards and Certificates.

A-Level courses are known as Level 3 qualifications. Universities and higher education providers offer degree level courses and certificates that may range from Level 4 to 8.

GCSE Courses

GCSE stands for the General Certificate of Secondary Education and is studied in a traditional manner. These have undergone huge reforms; students currently choosing their options will study the new-style GCSEs.

To be awarded a GCSE in some subjects, you may have to produce a number of pieces of work called controlled assessments and/or take a number of examination papers at the end of the course.

All examinations will be taken at the end of the two-year period, following recent reforms to the examination system. There are currently no opportunities to resit modules or units.

The new-style GCSE courses, which were introduced from September 2016, are graded from 1 to 9 with 9 being the highest. The content of them is more demanding than the existing GCSE qualifications that they have replaced.

The new grading system is being advertised as equating in the following way:

New grading structure	Current grading structure
9	A*
8	A
7	B
6	C
5	D
4	E
3	F
2	G
1	
U	U

All GCSE courses now contain marks for spelling, punctuation and grammar.



Vocational Courses

All vocational qualifications are assessed by portfolio and assignment over the course of study as well as an examination.

The GCSE, being a general certificate, is more broadly based, while a vocational course is usually focused on a particular area of employment and is intended to start preparing pupils for work in a particular sector. Assignments are set and marked by the staff of the Academy, but externally moderated.

Vocational courses are generally graded using a four-point scale of pass (P), merit (M), distinction (D) and starred distinction (D*).



Other Certificates and Awards

Vocational certificates, technical awards and awards are offered by a number of awarding bodies, including City & Guilds and other professional organisations. They share many of their features with BTECs. They are available at Level 2 (equivalent to GCSE) and higher, often being known at higher levels as diplomas.

We offer a number of certificates, technical awards and awards; they are often focused on particular career sectors and specific job roles.



CACHE Qualifications

We offer a CACHE qualification in Child Development and Care. CACHE stands for the Council for Awards in Care, Health and Education. These are high quality vocational qualifications, with the syllabus based on workforce development strategy for the sector, or jointly developed with employers. The assessments are developed, to determine if the learners have gained sufficient knowledge and skills from the course to be awarded the qualification.





Our Curriculum Offer

Young people can change their minds a great deal between the ages of 14 and 19 about what direction they wish to take in life. Our curriculum ensures future career options are kept open for as long as possible; we operate a core curriculum for all students to help to achieve this, whilst allowing as much freedom as possible to allow the pursuit of personal interests. Please remember a good range of subjects is preferable.

Core Examined Curriculum

The mandatory core curriculum leads to externally assessed qualifications in English, mathematics and science. All students will study this.

Core Non-Examined Curriculum

These courses do not lead to an externally assessed and recognised qualification, but form a central part of a well-rounded education. They are also required by law and will be found in all UK school curricula.

Optional Examined Courses

We have kept the core quite small so as to allow a significant amount of flexibility for students in the curriculum time that remains; we want our pupils to have as much choice as possible as they move into upper school.

You must choose one of the following subjects in any block

GCSE French , Spanish or Russian - OR - GCSE Geography or GCSE History

Then 3 subjects, one from each, of the remaining 3 blocks below

BLOCK A

Level 2 CACHE in Child Development
Level 2 Award in Constructing the Built Environment
Level 2 CNAT in Creative Media **
GCSE Drama
Level 2 Award in Engineering
GCSE French
GCSE Geography
GCSE History
GCSE Physical Education ***
GCSE Photography
Level 2 CNAT Cert in Sports Science***

BLOCK B

Level 2 CNAT in Enterprise & Marketing
GCSE Business*
Level 2 CNAT in Creative Media**
GCSE Design & Technology
Level 2 Award in Engineering
GCSE Geography
GCSE History
GCSE Music
GCSE Physical Education***
GCSE Photography
GCSE Religious Studies
GCSE Separate Sciences ^

BLOCK C

GCSE Fine Art
Level 2 CNAT in Enterprise & Marketing *
GCSE Business*
Level 2 Award in Constructing the Built Environment
GCSE Drama
GCSE Food Preparation & Nutrition
GCSE Geography
GCSE History
GCSE Photography
GCSE Psychology
GCSE Spanish

BLOCK D

GCSE Fine Art
Level 2 CACHE in Child Development
GCSE Computer Science**
GCSE Design & Technology
Level 2 Award in Engineering
GCSE Geography
GCSE History
GCSE Media
GCSE Russian
GCSE Sociology
GCSE Separate Sciences

*/**/** (only 1 of these 2 subjects permitted)



Core Examined Curriculum

GCSE English Language

GCSE English Literature

GCSE Mathematics

GCSE Combined Science Trilogy ^

[^] Separate sciences are also available through the options system, a Target Grade 6 is required and should come with a teacher recommendation.

Core Non—Examined Curriculum

Physical Education

Personal Development Programme

Core Non—Examined Curriculum

All students follow a common curriculum of mandatory subjects. These are not examined, but form an integral part of a broad and balanced curriculum that aims to develop the whole student, including an understanding of and appreciation for values and beliefs within our country's society.

The programme supports the aims of the school and in particular the creation of a social ethos which encourages students to feel secure, and to be tolerant and respectful towards each other, and to give students the maximum opportunity to develop all their abilities.

The teaching of discrete Personal Development is delivered to students across the school in tutor groups once every two weeks. Through this programme we aim to equip students with the skills, knowledge and understanding necessary to develop an understanding of and respect for themselves, to develop a healthy lifestyle, learning how to recognise and manage risks and how to make safe and healthy choices, to develop effective and fulfilling relationships and to respect the needs and rights of others, and to develop an understanding of our society and local community and learn how to play an active part in community life.

Identify the subjects that you like the sound of or particularly enjoy.

Identify your best subjects, asking your teachers how well you are likely to do in a GCSE examination if you are unsure.

Research any subjects you have not studied before by reading the pages in this guide carefully and talking to the subject staff.

Do you have a particular career in mind?

Look at university courses, sixth form prospectuses and online careers websites to find out what subjects, if any, are needed for this career. The Academy also has a University Programme (details on Page 11)

Keep your options broad and balanced. Consider booking a careers interview. Research possible careers online and use the guidance within this booklet.

Seek out and listen to the advice of your tutor, director of achievement, careers advisor, other teachers, parents, the senior leadership team, employers and any other internet research.

Think about the advice and guidance you have been given, consider the subjects you have identified and choose your options.

NB: If the options as provided do not permit you to take the course you require, please talk to us as soon as possible.



Personal Development Curriculum

Personal Development at SRPA forms a huge part of the curriculum. Our students acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. During this programme, students will develop the qualities and attributes they need to thrive as individuals, family members and members of society.

Through the SRPA Personal Development Programme our core aims are to;

- support the development of physically, emotionally and socially healthy young people (PSHEE and RSE)
- develop essential employability skills for the 21st Century
- reduce or remove barriers to learning, such as bullying, low self-esteem, unhealthy or risky behaviours
- promote British values, including democracy and prepare students to become an active member of society
- promote equality and diversity so that students respect others, as well as promoting tolerance and understanding of different religious and cultural beliefs

There are four key elements to personal development at SRPA. These are:

- The Tutor Programme
- Personal Development Days
- Careers and Work Related Learning Programme
- Enrichment Programme

*PD is also taught through subject curriculum areas

Personal Development Days

At SRPA we have an entire day each half term dedicated to students' personal development. All of our students from Year 7 through to Year 13 will experience a completely different timetable of sessions. These are all focussed on our core aims highlighted on our Personal Development introduction.

Careers and Work Related Learning Programme

There are a number of key elements that make up our careers programme. These are:

- Our University Programme and work with aspiration
- Work Experience
- Entitlements programme per year group Y7 to Y13
- Supporting our parents

Enrichment

We are particularly proud of the enrichment provision we have for our students here at SRPA. The variety of opportunities our students have are wide ranging and provide further support with building character.

- Extra Curricular Activities Calendar – Rise and Read through to Science Club, check it out!
- PE Sports Clubs – All students have the opportunity to be active and get involved!
- Expressive Arts Clubs – Will you be involved in the next production?
- Termly House Activities Calendar – Will it be a bake sale or a spelling bee? Can you win House Points for your House.
- Student Leadership – Get involved with your House Team! Could you support other students around the academy?
- Mathematics Challenge – Problem solving and chances to represent the Academy against other schools nationwide!
- Reading Challenge – Read books and get House Points for it! Read the book of the month for extra House Points!
- House Fundraising Challenge – Can your House raise the most for your own nominated charity?
- World Challenge – Do you like exploring? Want to work in a team to make a difference all over the world?
- Duke of Edinburgh Award – Do you love an adventure and want to meet like-minded people?

These amazing opportunities all develop 'the qualities and attributes students need to thrive as individuals, family members and members of society', supporting our core aims set out in our personal development programme.

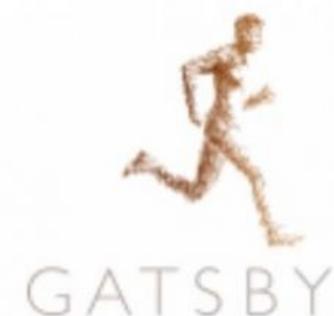


University Programme

The Academy are proud to offer a University and Employer programme across years 7-13 to support the Gatsby Benchmarks. The programme aims to raise aspirations and awareness of the variety of opportunities available to students for Post 16 and Post 18 destinations. Students get to visit Further Education and Higher Education providers, employment establishments as well as taking part in school based workshops.

Gatsby Benchmark

- 1 A Stable Careers Programme
- 2 Careers and Labour Market Information (LMI)
- 3 Addressing the Needs of All Students
- 4 Careers in the Curriculum
- 5 Encounters with Employers and Employees
- 6 Work Experience and Other Experiences of the Workplace
- 7 Experiences of HE, FE and Work Based Training
- 8 Personal Guidance



Year 10

September	Riseholme/Bishop Burton Taster Day SEN
November	NHS Careers Fair Lincoln City FC Foundation College – Assembly First Steps to Study - BGU Amazing Apprenticeships
January	First Steps to Study - BGU
February	Benefits of HE
April	Building Confidence and Resilience
July	Workwise Day Employer Engagement Activity

Year 11

October	First Steps to Study – BGU Stem weekly mentoring University of Lincoln
November	Bishop Burton/Riseholme Taster Day SEN Post 16/18 Progression Routes Market Place Stem weekly mentoring University of Lincoln
December	First Steps to Study – BGU Stem weekly mentoring University of Lincoln
January	Stem weekly mentoring University of Lincoln Lindum Group Work Place Visit (selected students) Interview Skills Day
February	Stem weekly mentoring University of Lincoln Boost the Grade Maths & English Student Finance and Budgeting Memory Techniques for Effective Study
March	Stem weekly mentoring University of Lincoln Academic Resilience
April	Stem weekly mentoring University of Lincoln ends 29 April



Course Descriptions

Further information on the courses that are available



GCSE English Language (part of the core curriculum)

Contact: Mrs N Selwood (NSelwood@srpa.co.uk)
Course type: GCSE
Specification: AQA 8700

Why study GCSE English Language:

The English Language GCSE offers the opportunity to develop your skills in reading, writing and speaking and listening in a variety of ways and through the study of a wide variety of texts. The course is varied and interesting, and will enable you to develop the critical reading skills you need for other subjects across the curriculum as well as for life in general.

Qualities & Qualifications Needed:

- Skimming and scanning texts
- Inferring meaning
- Writing for a particular purpose – e.g. to persuade, to describe, to entertain
- Confident speaking skills
- Effective listening

Assessment Details:

Paper 1 – 1 hour 45 mins/80 marks/50%

Reading fiction (40 marks)

Writing to describe or narrate (40 marks)

Paper 2 – 1 hour 45 mins/80 marks/50%

Comparing non-fiction texts (40 marks)

Writing to argue and persuade (40 marks)

Oral Endorsement

A recorded speech on a topic of your choice, awarded Pass, Merit or Distinction

Course Content:

During the two year course you will read a variety of extracts from works of fiction, both old and modern, focusing on the decisions writers make when crafting narratives and using these same skills to produce creative writing of your own. In addition, you will study non-fiction writing from different time periods and the different methods writers use to put forward their ideas and perspectives on issues which are important in our everyday lives. Through speaking and listening, you will have the chance to discuss issues which are important to you, and to practise important communication skills which you will use throughout your life once you enter employment.

Examinations:

Paper 1 – 1 hour 45 mins / 80 marks

Paper 2 – 1 hour 45 mins / 80 marks

Methods of curriculum delivery:

Students will learn in a wide variety of ways including:

- Through whole class, group and paired discussion of extracts
- Through attempting to emulate the style and technique used by a wide variety of writers when crafting their own creative texts
- Independently – through directed homework tasks to consolidate and extend learning in class
- Through repetition and regular exam practice questions, to ensure students are aware of the key components required for each question on the separate exam papers



GCSE English Literature (part of the core curriculum)

Contact: Mrs N Selwood (NSelwood@srpa.co.uk)

Course type: GCSE

Specification: AQA 8702

Why study GCSE English Literature:

The English Literature GCSE offers the opportunity to develop your skills in reading and to study a wide range of literacy texts from different periods. There is something for everyone to enjoy, from older authors such as Shakespeare and Conan Doyle, to modern text such as Blood Brothers and An Inspector Calls. In addition, you will study Anthology of poems from different periods and cultures, and have an opportunity to relate the texts you read to your own experiences.

Qualities & Qualifications Needed:

- Skimming and scanning texts
- Inferring meaning
- Discussion skills
- Essay writing

Assessment Details:

Paper 1—1 hour 45 mins/64 marks

Shakespeare (34 marks) - 19th century Prose (30 marks)

Paper 2—2 hours 15 mins/96 marks

Modern text (34 marks)

Anthology Poetry (30 marks)

Unseen Poetry (32 marks)

Course Content:

During the two year course you will study a Shakespeare text (Macbeth), a 19th century novel (Jekyll and Hyde or A Christmas Carol), a modern text (Animal Farm, An Inspector Calls, Blood Brothers and DNA), and an anthology of poetry and unseen poetry.

Examinations:

Paper 1 – 1 hour 45 mins / 64 marks

Paper 2 – 2 hour 15 mins / 96 marks

Methods of curriculum delivery:

- Independently, including completing reading and research
- Collaboratively, in pairs and groups
- Through discussion—as a whole class and in smaller groups
- At home—by accessing additional resources available online and resources directed by subject teachers to consolidate and extend learning in class



GCSE Mathematics (part of the core curriculum)

Contact: Mr G Ireland (G.Ireland@srpa.co.uk)

Course Type: GCSE

Specification: AQA 8300

Why study GCSE Mathematics:

Mathematics is for everyone, and as a core subject students will study the subject at foundation or higher level. Mathematics is diverse, engaging and essential in equipping students with the right skills to reach their future destination, whatever that may be.

Qualities & Qualifications Needed:

The successful student will require resilience and determination in order to solve complex problems. Students will develop logic, planning skills and the ability to interpret questions and evaluate their approach.

Assessment Details:

AO1: Use and apply standard techniques

AO2: Reason, interpret and communicate mathematically

AO3: Solve problems within mathematics and in other contexts

Course Content:

The subject content of this specification matches that set out in the Department for Education's Mathematics GCSE subject content and assessment objectives document. The content has been organised into broad topic areas:

- Number
- Algebra
- Ratio
- Geometry
- Probability & Statistics (Combined)

Examinations:

This is a linear qualification. Three examinations in the June session of Year 11. All assessments must be taken in the same series. All GCSE exams in mathematics must include questions that allow students to draw on elements from within and across different topic areas, and questions that allow students to provide extended responses.

- Assessment is at either foundation or higher tier
- All students will sit 3 examinations of 90 minutes
- Each paper has a total of 80 marks. Students are awarded a grade based upon their total score out 240 marks
- Students sitting the higher tier paper can be awarded grades 3-9
- Students sitting the foundation tier paper can be awarded grades 1-5
- Grade 4 is a pass grade

Methods of curriculum delivery:

- Students are taught the GCSE syllabus over five years starting in Year 7. Students will study a range of topics each term which will increase in challenge progressively from Year 7 to Year 11
- Progress is assessed on a termly basis and all students will sit a formal end of year exam



GCSE Combined Science Trilogy (core curriculum)

Contact: Miss L Griffiths (LGriffiths@srpa.co.uk)

Course Type: GCSE

Specification: AQA 8464

Why study GCSE Combined Science Trilogy:

All students are required to study science. Studying this subject broadens your understanding of the world around you and how it works. Science will help you to understand how your mobile phone works, why your eyes are a particular colour, and why a firework display looks so spectacular. In that regard, it is truly fascinating.

GCSE Combined Science is equivalent to two GCSE grades. Successful completion of this course provides the ideal stepping stone to continue studying science at the SRPA Sixth Form, with A Level Biology, Chemistry, Physics and Applied Science courses all available.

Qualities & Qualifications Needed:

All students are automatically entered into studying GCSE Combined Science. Studying science enables you to develop key skills that will help prepare you for whichever career you pursue in the future, such as problem solving skills, communication skills and the ability to analyse data.

Assessment Details:

The course is 100% examination based. You will sit 6 examinations at the end of the course, giving you two GCSE grades.

Your teachers will assess you regularly through home learning assessments and end of topic assessments to ensure that you are making good progress and to support you in achieving your potential in the subject.

Course Content:

Biology

1. Cell Biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Chemistry

8. Atomic structure and the periodic table
9. Bonding, structure and the properties of matter
10. Quantative chemistry
11. Chemical changes
12. Energy changes
13. The rate and extent of chemical change
14. Organic chemistry
15. Chemical analysis
16. Chemistry of the atmosphere
17. Using resources

Physics

18. Energy
19. Electricity
20. Particle model of matter
21. Atomic structure
22. Forces
23. Waves
24. Magnetism and electromagnetism

Examinations:

Biology

- Paper 1—Topics 1-4
1hr 15 mins 16.7% of
GCSE
Paper 2—Topics 5-7
1 hr 15 mins 16.7% of
GCSE

Chemistry

- Paper 1—Topics 8-12
1hr 15mins 16.7% of
GCSE
Paper 2—Topics 13—17
1hr 15mins 16.7% of
GCSE

Physics

- Paper 1—Topics 18—21
1 Hr 15 mins 16.7% of
GCSE
Paper 2—Topics 22-24
1 Hr 15 mins 16.7% of
GCSE

Methods of curriculum delivery:

There's no better way to learn about science than through purposeful practical activities. Students have regular opportunities to carry out practical work, developing planning and observation skills, as well as an ability to work safely with laboratory equipment in order to gather accurate data and identify patterns in results.



Separate Sciences (GCSE Biology, Chemistry & Physics)

Contact: Miss L Griffiths (LGriffiths@srpa.co.uk)

Course Type: GCSE

Specification: AQA 8461/8462/8463

Why study GCSE Separate Science:

Do you have a passion for science? Do you already know that you want to continue studying science beyond GCSE? Do you see yourself choosing a career in a science or engineering based field, such as medicine or veterinary science? If so, Separate Sciences (GCSE Biology, Chemistry & Physics) is the course for you!

Choosing this option will allow you to gain three science GCSE grades; one in each specialism. Though this option is NOT essential for studying science at A Level and beyond, it will help to increase your enthusiasm for the subject and will better prepare you for the demands of the science courses post-16. If you choose to study the separate sciences you will cover all of the same exciting topics from the GCSE Combined Science course but in greater detail.

Qualities & Qualifications Needed:

You will need to have made excellent progress in science at Key Stage 3 and have a target grade 6 in science. You should demonstrate an enthusiasm and passion for science, and must also have a teacher recommendation to study this qualification.

Assessment Details:

The course is 100% examination based. You will sit 6 examinations at the end of the course, giving you three individual grades in Biology, Chemistry and Physics.

Your teachers will assess you regularly through home learning assessments and end of topic assessments to ensure that you are making good progress and to support you in achieving your potential in the subject.

Course Content:

Biology

1. Cell Biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Chemistry

1. Atomic structure and the periodic table
2. Bonding, structure and the properties of matter
3. Quantative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

Physics

1. Energy
2. Electricity
3. Particle model of matter
4. Atomic structure
5. Forces
6. Waves
7. Magnetism and electromagnetism
8. Space physics

Examinations:

Biology

- Paper 1—Topics 1-4
1hr 45 mins 50% of
GCSE
Paper 2—Topics 5-7
1 hr 45 mins 50% of
GCSE

Chemistry

- Paper 1—Topics 1-5
1hr 45mins 50% of
GCSE
Paper 2—Topics 6-10
1hr 15mins 50% of
GCSE

Physics

- Paper 1—Topics 1-4
1 Hr 45 mins 50% of
GCSE
Paper 2—Topics 5-8
1 Hr 45mins 50% of
GCSE

Methods of curriculum delivery:

There's no better way to learn about science than through purposeful practical activities. Throughout GCSE Separate Sciences (GCSE Biology, Chemistry & Physics), students have regular opportunities to carry out practical work, developing planning and observation skills, as well as an ability to work safely with laboratory equipment in order to gather accurate data and identify patterns in results.



Contact: Mrs N Hughes (NHughes@srpa.co.uk)

Course Type: GCSE

Specification: AQA 8658

Why study GCSE French:

There are approximately 274 million French speakers throughout the world. To put that in context the population of Britain at the moment is roughly 64 million! French is one of the six official languages of the United Nations, the EU, UNESCO, NATO, IOC, International Red Cross and international courts. The UK economy loses £48 billion each year because of a lack of language speakers and French was the most widely sought after foreign language by UK businesses. If you really need any further reasons to choose a GCSE in French, bear in mind the fact that people with language qualifications often earn between 8% and 20% more than people who don't have them!

Qualities & Qualifications Needed:

To be successful at GCSE languages you need to be self-motivated and self-disciplined. You need to have excellent attention to detail and to be willing to work hard. You must be conscientious, independent, well organised and have very good time management.

Assessment Details:

- Speaking
- Writing
- Reading
- Listening

Course Content:

You will learn to understand and discuss topics such as identity and culture, environment and global issues, travel and holidays, work and future aspirations.

Examinations:

- Speaking—25%
- Writing—25%
- Reading—25%
- Listening—25%

All examined at the end of the 2 year course.

Methods of curriculum delivery:

We use the AQA textbook online and all students are given an account to enable them to access this independently. We also use Quizlet for vocab and grammar learning, plus Languagenut and Duolingo for skills practice.



Contact: Mrs N Hughes (NHughes@srpa.co.uk)

Course Type: GCSE

Specification: AQA 8698

Why study GCSE Spanish:

Spanish is the second most widely spoken language in the world after Mandarin Chinese and it is the first language of more countries than any other! Spanish is the second most widely spoken language in the USA and employers there are desperate for Spanish speakers who will enable them to unlock a market which represents \$1.5 trillion! The UK economy loses £48 billion each year because of a lack of language speakers and Spanish was the third most widely sought after foreign language by UK businesses. If you really need any further reasons to choose a GCSE in Spanish, bear in mind the fact that people with language qualifications often earn between 8% and 20% more than people who don't have them!

Qualities & Qualifications Needed:

To be successful at GCSE Spanish you need to be self-motivated and self-disciplined. You need to have excellent attention to detail and to be willing to work hard. You must be conscientious, independent, well organised and have very good time management together with a teacher recommendation.

Assessment Details:

- Speaking
- Writing
- Reading
- Listening

Course Content:

You will learn to understand and discuss topics such as identity and culture, environment and global issues, travel and holidays, work and future aspirations.

Examinations:

- Speaking—25%
- Writing—25%
- Reading—25%
- Listening—25%

All examined at the end of the 2 year course.

Methods of curriculum delivery:

We use the AQA textbook online and all students are given an account to enable them to access this independently. We also use Quizlet for vocab and grammar learning, plus Languagenut and Duolingo for skills practice.



GCSE Russian

Contact: Mrs N Hughes (NHughes@srpa.co.uk)

Course Type: GCSE

Specification: 1RUO 603/1200/2

Why study GCSE Russian:

Russian is only offered in 2% of UK state schools. Taking up the challenge of GCSE Russian will really make you stand out from the crowd and in a world where business is increasingly global, the ability to speak Russian will make you highly employable! It is spoken by approximately 260 million people; that's 260 million potential customers! The UK economy loses £48 billion each year because of a lack of language speakers and if you really need any further reasons to choose a GCSE in Russian, bear in mind the fact that people with language qualifications often earn between 8% and 20% more than people who don't have them! In addition the ability to speak Russian is highly sought after by many government agencies and the Ministry of Defence. Who knows where in the world a career using Russian may take you?

Qualities & Qualifications Needed:

To be successful at GCSE languages you need to be self-motivated and self-disciplined. You need to have excellent attention to detail and to be willing to work hard. You must be conscientious, independent, well organised and have very good time management.

You must have learned Russian in years 8 and 9 to be able to continue with this in Year 10.

Assessment Details:

- Speaking
- Writing
- Reading
- Listening

Course Content:

You will learn to understand and discuss topics such as identity and culture, environment and global issues, travel and holidays, work and future aspirations.

Examinations:

- Speaking—25%
- Writing—25%
- Reading—25%
- Listening—25%

All examined at the end of the 2 year course.

Methods of curriculum delivery:

We use the Red Square Russian course books as a basis for our teaching, supplemented by online resources such as Quizlet and Duolingo for vocab learning and skills practice.



Contact: Mrs S Mather (SMather@srpa.co.uk)
Course Type: GCSE
Specification: AQA 8035

Why study GCSE Geography:

There are many reasons you might decide to study geography at GCSE e.g. you might enjoy learning about people and the environments in which they live, maybe you are interested in the economies of different countries around the globe, or perhaps you want to learn more about the environment.

Whatever the reasons you might choose from the list above you will also be keen to learn and develop a wide range of skills such as fieldwork, teamwork, problem solving, literacy and numeracy.

Qualities & Qualifications Needed:	Assessment Details:
<ul style="list-style-type: none">• Hard worker• Well organised• Good recall of knowledge• Willingness to learn• Good Literacy• Good Numeracy	<p>Paper 1: 1 hour 30 minutes (35% of GCSE) Living with the physical environment.</p> <p>Paper 2: 1 hour 30 minutes (35% of GCSE) Challenges in the human environment</p> <p>Paper 3: 1 hour 15 minutes (30% of GCSE) Geographical Applications</p>

Course Contents:

- The Challenge of Natural Hazards - volcanoes, earthquakes, tropical storms, extreme weather and climate change
- The Living World including ecosystems such as tropical rainforests and cold environments
- Physical Landscapes in the UK including coastal studies and rivers
- Urban Issues and Challenges - studies of Sheffield and Lagos and the problems associated with the growth of cities
- The Changing Economic World including studies of development, population change, Aid and trade
- The Challenge of Resource Management - the availability and management of energy, water and food resources
- Issue Evaluation – an in depth study of a particular topic via a pre released booklet
- Fieldwork involving two field study visits to undertake a Human and Physical Geography investigation
- Geographical Skills - practising those skills required in Geography. They may link to literacy, numeracy and fieldwork

Examinations:

Paper 1: 1 hour 30 minutes (35% of GCSE) - Living with the physical environment. Written paper
Paper 2: 1 hour 30 minutes (35% of GCSE) - Challenges in the human environment. Written paper
Paper 3: 1 hour 15 minutes (30% of GCSE) - Geographical Applications. Written paper

Methods of curriculum delivery:

- Independent research e.g. using books and/ or the internet
- Class discussion. Group work in class and when undertaking fieldwork
- Learning from films/documentaries/videos
- Model building to illustrate certain theories
- ICT based tasks e.g. quizzes



Contact: Mr P Watson (PWatson@srpa.co.uk)

Course Type: GCSE

Specification: Edexcel 1H10

Why study GCSE History:

Studying history will enable students to develop their understanding of the world around them. They will gain an understanding of both national, but also international history. The course has both depth and breadth studies, so students will be able to compare different time periods and see how historical issues develop over time.

History is an academic subject and is a well-considered qualification in the workplace, as it requires the ability to investigate, analyse information and communicate answers in a range of ways. As such, history careers include the areas of law and policing, journalism and archivist.

Qualities & Qualifications Needed:

You will need to have a love of the subject and the desire to succeed. Taking history involves a great deal of written communication in the form of short answers and longer essay style questions, so anyone considering taking the subject needs to be prepared to develop their writing techniques.

Assessment Details:

The course is assessed at the end of the two years with three exams.

Course Content:

- Medicine in Britain, c1250 - present day
- Superpower relations and the Cold War, 1941 - 91
- Early Elizabethan England, 1558 - 88
- Weimar and Nazi Germany 1918-1939

Examinations:

- Paper 1 – Medicine in Britain: 1hr 15mins
- Paper 2 – Superpower Relations and Early Elizabethan England: 1hr 45mins
- Paper 3 – Weimar and Nazi Germany: 1hr 20mins

Methods of curriculum delivery:

You will be taught using a range of teaching and learning techniques including:

- How to analyse source for usefulness
- How to create balanced arguments and clear judgements
- How to explain the reason for the causes of an event
- How to describe the key features of a period



Contact: Mr D Palethorpe (DPalethorpe@srpa.co.uk)
Course Type: GCSE
Specification: OCR J171

Why study GCSE Art:

A GCSE in Art and Design can lead to a number of art and photography courses post-16, including those offered within the joint sixth form. An education in art and design can lead to a wide range of careers in arts management, conservation and restoration, stage design, art therapy, video, film and TV production, art education, packaging design, graphic design, computer games design or illustration, advertising, game design, web design, animation, fashion design, textiles design, interior design, theatre design.

It is also incredibly enjoyable as a past-time and lifelong interest.

Qualities & Qualifications Needed:

To successfully undertake the course students need good KS3 results and a commitment to producing independent work, along with a passion for the subject.

Assessment Details:

The course is divided into two units of work:

- 60% portfolio
- 40% examination

Course Content:

Studying art and design provides the opportunity to develop both practical skills and theoretical knowledge. It is a subject which concentrates on the visual image.

Examinations:

The portfolio consists of class-based projects that contribute 60% of the final mark.

The final unit is the examined unit which is worth 40% of the final mark.

The portfolio unit is completed for Christmas in Year 11 and the examination unit then begins. Students have up to ten weeks to develop their projects before completing a final piece in examination conditions over a 10 hour period.

Methods of curriculum delivery:

GCSE Art and Design allows students to build upon their good knowledge, understanding and art skills developed at KS3. Students have the chance to develop new skills and explore working in a range of materials.



Contact: Miss L Norman (LNorman@srpa.co.uk)
Course Type: GCSE
Specification: AQA 8132

Why study GCSE Business:

GCSE provides an excellent foundation for students who have an interest in Business. GCSE Business provides students with a practical insight into how businesses operate and is a really valuable subject whether students are keen to pursue their studies at a higher level or whether they are looking to enter the workplace through completing apprenticeship or relevant work experience.

Qualities & Qualifications Needed:

No formal qualifications are needed to study GCSE Business Studies although it is important students possess good basic numeracy and communication skills.

Assessment Details:

Students are assessed through two formal exams.

- Unit One: Influences on Operations and Human Resource Management on Business Activity (50%)
- Unit Two: Influences of Marketing and Finance on Business Activity (50%)

Course Content:

Students will study key topics in both Year 10 and Year 11:

- Business in the Real World: The purpose and nature of business, business aims and objectives and types of business ownership
- influences on Business: Technology, ethical and environmental considerations, the economy and legislation
- Business Operations: The production process, the concept of quality and the provision of good customer service
- Human Resources: Organisation structures, recruitment and selection of employees, motivation of employees and staff training
- Marketing: Market segmentation, the purpose and methods of market research and elements of the marketing mix
- Finance: Sources of finance available to business, cash-flow, financial terms and calculations and analysing the financial performance of a business

Examinations:

Students will complete two examinations at the end of Year 11:

- Paper 1: Influences of Operations and Human Resource Management on Business Activity - 50%
- Paper 2: Influences of Marketing and Finance on Business Activity - 50%

Methods of curriculum delivery:

Students will learn in a number of different ways. Practical learning will involve students visiting local businesses to see how businesses operate and to enable them to relate theoretical concepts covered in class to 'real life' situations. Students will be expected to carry out their own market research to help them produce homework tasks and will have guest speakers come into school to discuss specific areas including marketing and human resource management. Students will also be expected to deliver group presentations based on work covered in class and research undertaken by students outside of the class.



Level 2 Cambridge National in Enterprise and Marketing

Contact: Miss L Norman (LNorman@srpa.co.uk)
Course Type: Cambridge National Certificate
Specification: OCR J819

Why study Cambridge National in Enterprise and Marketing:

Cambridge National in Enterprise and Marketing gives students the practical skills and applied knowledge they'll need in business. Practical elements build on theoretical knowledge so that students can put their learning into practice while also developing valuable transferable skills. It will provide an excellent grounding in Enterprise and Marketing. This qualification provides both an academic and vocational element to study and will assess students through both an internally and externally assessed examination and coursework.

As part of this course students will develop essential knowledge and understanding of enterprise and marketing concepts. They will understand the main activities that will need to happen to support a start-up business, and what the key factors are to consider when starting up a business. Develop the skills to design a business proposal to meet a specific business challenge. They will identify a customer profile for a specific product, complete market research to generate product design ideas, and use financial calculations to propose a pricing strategy and determine the viability of their product proposal. This knowledge and skills will assist students to develop the skills to create a brand identity and promotional plan for their specific business product. Cambridge National in Enterprise and Marketing is an ideal introduction to Enterprise and Marketing and offers students a good starting point for students to continue with their studies in business to a higher level.

Qualities & Qualifications Needed:

There are no specific recommended prior learning requirements for this qualification. But it is recommended that students enter with a basic standard of numeracy and literacy skills.

Assessment Details:

Students will be assessed in 3 mandatory modules. The form of assessment includes both internally assessed coursework and one unit is an externally assessed exam.

Course Content:

Students will be assessed through completing three key units including:

R064 – Enterprise and Marketing Concepts: externally assessed exam

R065 – Design a Business Proposal: Internally assessed portfolio of evidence

R066 – Market and Pitch a Business Proposal: Internally assessed portfolio of evidence

Examinations:

R064: Enterprise and Marketing Concepts is an externally assessed exam. Students will understand how and why customer segmentation is used and how to target a customer market. They will also develop an understanding of how to attract and retain customers, the techniques to use when developing products and how to investigate what makes a product viable.

These elements will provide students with underpinning knowledge and understanding for completion of Units R065 and R066 within this qualification.

Methods of curriculum delivery:

Teaching delivery is varied and will involve both traditional delivery of information, use of guest speakers and educational visits to enable students to access information from real business organisations.

Students will learn through peer group assessment, independent research, group activities and traditional teaching.



Level 2 CACHE Award in Child Development and Care

Contact: Ms S Papaioannou (SPapaioannou@srpa.co.uk)

Course Type: Level 2 Award

Specification: CACHE VRQ

Why study CACHE Award in Child Development and Care:

Child Development and Care is a vocational subject which allows learners to develop knowledge and understanding by applying their learning and skills in a work-related context. It is ideal for any student who wishes to understand the development of children and wishes to pursue a career working in childcare or other forms of working with children.

Qualities & Qualifications Needed:

Students will need to be good independent learners and work to deadlines.

Assessment Details:

The course is 40% examined listening and appraising examination and 60% performance and portfolio.

Course Content:

Working with Children aged 0 – 5:

This unit focuses on settings that exist for young children and how they support child development.

Development and well-being of young children:

Focusing on the holistic development of young children including establishing daily care routines.

Examinations:

- 5% Examined component – This must be passed to complete the course
- 95% Controlled assessment

Methods of curriculum delivery:

- Guided research
- Inquiry based learning
- Personalised and differentiated instruction
- Demonstration
- Flip Learning



Contact: Miss L Norman (LNorman@srpa.co.uk)

Course Type: GCSE

Specification: OCR J277

Why study GCSE Computer Science:

GCSE Computer Science is the study of modern computing devices and how they work.

This course is engaging and practical, encourages creativity and problem solving. Students will develop their understanding and application of the core concepts in computer science. This will involve analysing problems in computational terms and devising creative solutions by designing, writing, testing and evaluating programs.

If you enjoy programming, solving problems and understanding how computers work then this could be the course for you. GCSE Computer Science will provide students with valuable thinking and programming skills that are extremely attractive in the modern workplace, a deep understanding of computational thinking and how to apply it through a chosen programming language. This will provide an excellent starting point for students to continue with their studies in Computer Science / Computing / IT to a higher level.

Qualities & Qualifications Needed:

Entry requirements for this qualification are that you must have a Target Grade 5 in Computer Science, however, we would expect you to be strong at mathematics, programming and solving problems.

There is an expectation that you will complete weekly homework challenges outside of the classroom.

Assessment Details:

100% external examination

- Unit 1: Computer systems. Written paper: 1 hour and 30 minutes. 50% of total GCSE
- Unit 2: Computational thinking, algorithms and programming. Written paper: 1 hour and 30 minutes. 50% of total GCSE

Course Content:

The course consists of two examinations:

Paper 1

- Systems architecture
- Memory and storage
- Computer networks, connections and protocols
- Network Security
- Systems software
- Ethical, legal, cultural and environmental impacts of digital technology

Paper 2

- Algorithms
- Programming fundamentals
- Producing robust programs
- Boolean logic
- Programming languages and Integrated Development Environments

Examinations:

Students will have two examinations (paper 1 and paper 2), summer 2023. Students have one attempt at these examinations.

Methods of curriculum delivery:

Students are expected to print and keep notes organised in an exercise book to allow for successful revision and assessment points. Students will also be expected to download software at home to enable them to practice programming techniques/challenges.



Level 2 Cambridge National Certificate in Creative iMedia

Contact: Miss L Norman (LNorman@srpa.co.uk)

Course Type: Level 2 National Certificate

Specification: OCR J817

Why study Cambridge National Certificate in Creative iMedia:

The Level 2 Cambridge National in Creative iMedia will equip students with a range of IT and digital media skills to enable them to progress onto sixth form or college Level 3 courses in either IT or Digital Media. This is a vocational course which involves creating digital applications such as comics, digital animations and digital graphics. Students will also develop transferrable skills such as research, planning, designing and evaluating.

Qualities & Qualifications Needed:

There are no formal entry requirements for this qualification. We expect all students to demonstrate a real passion for IT, digital media, computers and technology in general.

Assessment Details:

- 25% external examination
- 75% coursework

Course Content:

The course consists of four units of study. Each unit is worth 25% of the overall grade:

- Unit R081: Pre-Production Skills – Examination
- Unit R082: Creating Digital Graphics – Coursework
- Unit R086: Creating Digital Animation – Coursework
- Unit R084: Creating Comic Strips – Coursework

Examinations:

The examination will be sat in Year 10 (June 2022) and the second attempt in Year 11 (June 2023). The best score from these two attempts will count towards your overall grade. In preparation for this exam, students will be given a revision guide, past papers and other resources to help them succeed in the examination.

Methods of curriculum delivery:

Unit R081 students are expected to print and keep notes organised in an exercise book to allow for successful revision and assessment points. For the coursework units students will be expected to create a portfolio of evidence, which will be marked by their teacher and submitted to the OCR exam board.



Level 2 Constructing the Built Environment

Contact: Mr D Palethorpe (DPalethorpe@srpa.co.uk)

Course Type: Level 2 Award

Specification: WJEC

Why study Constructing the Built Environment:

The WJEC Level 1/2 Vocational Award in Constructing the Built Environment is designed to support learners to develop an awareness of construction processes. It mainly supports learners in schools and colleges who want to learn about the construction industry from the build perspective. It provides learners with a broad introduction to the different trades involved in the sector, the importance of safety and security, and the types of career opportunities available. It is mainly suitable as a foundation for further study and on completion, learners may wish to start an apprenticeship or continue in full time education.

Qualities & Qualifications Needed:

There are no previous learning requirements to study this course. Successful students will need to demonstrate the ability to plan, work safely, produce quality outcomes, and be able to evaluate their own and others work.

Assessment Details:

The course is assessed through a combination of internal and external assessment.

Unit 1: Safety and security in construction – externally assessed 60 minute on-screen examination featuring short and extended response questions

Unit 2: Developing construction projects – internally assessed Contextualised controlled assessment, which includes three practical skills

Unit 3: Planning construction projects – externally assessed 120 minute on-screen examination featuring extended contextualised tasks

Course Content:

The qualification is unitised and each unit has been designed so that knowledge, understanding and skills are developed through tasks that have many of the characteristics of real work in the construction industry. Each unit has an applied purpose which acts as a focus for the learning in the unit. This approach is called applied learning and it enables learners to develop:

- Skills required for independent learning and development
- A range of generic and transferable skills
- The ability to solve problems
- The skills of project-based research, development and presentation.

Examinations:

Unit 1 : Safety and security in construction—25%

Unit 2 : Developing construction projects—50%

Unit 3 : Planning construction projects—25%

Methods of curriculum delivery:

Students will have frequent opportunities throughout the course to apply their knowledge and understanding through practical application.



Contact: Mr D Palethorpe (DPalethorpe@srpa.co.uk)

Course Type: GCSE

Specification: AQA 8552

Why study GCSE Design & Technology:

This GCSE aims to prepare you to develop an awareness of the importance of Design & Technology in a rapidly changing society. Design is everywhere in the modern world and this course specification calls for you to become an independent and creative problem solver. Students develop the knowledge, skills and understanding of Design & Technology within an overall design and make approach to everyday products.

Students design and manufacture products using a combination of wood, metal, plastic, composite and smart materials. Typical examples of products include: contemporary lighting, house signage, bespoke furniture, etc.

The course will enable you to understand and appreciate the design and manufacture of products, making you a more discerning purchaser. It will help you to be creative in your approach and you will use a range of design techniques to design and create your products including CAD/CAM.

Qualities & Qualifications Needed:

There are no previous learning requirements to study this course. Successful students will demonstrate problem solving skills, being logical and pragmatic, and also confident in mathematical and scientific knowledge and understanding.

Assessment Details:

The course is assessed through: both a written examination (50% of overall grade) and also through a non-exam assessment (50% of overall grade).

The non-exam assessment (NEA) will last between 30-35 hours and will be assessed on students' performance in the following areas:

- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating design ideas
- Developing design ideas
- Realising design ideas
- Analysing and evaluating

Course Content:

The course is split into the following three sections:

- Core technical principles
- Specialist technical principles
- Designing and making principles

Examinations:

- Written exam – 2 hours
- 100 marks
- 50% of GCSE
- The exam is split into three sections:
 - Section A – Core technical principles (20 marks)
 - Section B – Specialist technical principles (30 marks)
 - Section C – Designing and making principles (50 marks)

Methods of curriculum delivery:

Students will have frequent opportunities throughout the course to apply their knowledge and understanding through practical application.



Contact: Miss S Johnson (SJohnson@srpa.co.uk)

Course Type: GCSE

Specification: AQA 8261

Why study GCSE Drama:

The study of drama can have a huge impact on students in more ways than the obvious and expected development of performance skills. Students also typically develop skills in empathy, self-management and creativity and become much more self aware and confident during their course of study. These skills are transferable and desirable in the world of work and provide a background for further study at A level.

Qualities & Qualifications Needed:

The subject requires good written skills including textual analysis and students must be willing to take part in school productions.

Assessment Details:

The course is 60% externally examined and 40% moderated assessment. The written exam makes up 40% of the total grade and consists of short and longer question responses.

Course Content:

In year 1 students develop their understanding of a variety of practitioners followed by a devising unit where students work with a variety of stimuli. This work is supported by development log coursework.

In Year 2 students explore set texts through a series of workshops. This will include developing evaluation skills as well as a second performance unit examined by an external moderator. In both years students will need to visit live theatre.

Examinations:

- 40% written exam
- 40% devising and development log
- 20% texts in practice

Methods of curriculum delivery:

- Inquiry based and flip learning
- Personalised and differentiated instruction
- Demonstration
- Discussion and evaluation of performances
- Practical exploration



Level 2 Award in Engineering

Contact: Mr D Palethorpe (DPalethorpe@srpa.co.uk)

Course Type: Level 2 Award

Specification: WJEC 9790A1

Why study Level 2 Award in Engineering:

Level 2 Award in Engineering focuses on applied learning. In other words, acquiring and applying knowledge, skills and understanding through purposeful tasks set in a context that will have many of the characteristics of real work.

Everything you will learn is centred on three key areas:

- engineering design
- producing engineering products
- solving engineering problems

You will learn how to analyse a product so you can see what features make it work and how it meets certain requirements. You will learn how to take ideas from different products in order to produce a design specification and design ideas for a product. You will develop the skills needed to work safely with a range of engineering processes, equipment and tools and will use these skills to produce an engineered product. Each unit has an applied purpose which acts as a focus for the authentic work-related learning. This means your learning is made relevant and purposeful. The qualification provides you with a broad appreciation of work in engineering related industries and wider opportunities for progression into further education, employment or training.

Qualities & Qualifications Needed:

There are no previous learning requirements to study this course.

The nature of this course is heavily practical-based. As a result, it also means you should be enthused, engaged and motivated to study engineering.

Assessment Details:

Assessment of this course is split as follows:

- 25% external examination
- 75% internal assessment

Course Content:

The course is split into three distinct units:

- Unit 1: Engineering Design (internally assessed)
- Unit 2: Producing Engineering Products (internally assessed)
- Unit 3: Solving Engineering Problems (externally assessed)

Examinations:

Students sit one externally assessed examination based on Unit 3: Solving Engineering Problems (externally assessed):

- 90 minute examination; Total of 60 marks; Three questions on each paper;
- Short and extended answer questions, based on stimulus material and applied contexts

Learners are allowed one re-sit opportunity. The highest grade will contribute towards the overall grade for the qualification

Methods of curriculum delivery:

Students will have frequent opportunities throughout the course to apply their knowledge and understanding through practical application.



GCSE Food Preparation and Nutrition

Contact: Mr D Palethorpe (DPalethorpe@srpa.co.uk)

Course Type: GCSE

Specification: OCR J309

Why study GCSE Food Preparation and Nutrition:

A qualification in Food Preparation and Nutrition will equip learners with the knowledge, understanding and skills required to cook and apply the principles of nutrition and healthy eating. It encourages learners to cook, as well as make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously.

Learners will be able to demonstrate effective and safe cooking skills using a variety of food commodities, as well as understand the characteristics and properties of a range of foods. They will understand the importance of good nutrition, diet and health and how good food choices contribute towards a healthy lifestyle. Furthermore, learners will demonstrate a good understanding of food safety and the role of food science and how it affects the properties of foods.

Qualities & Qualifications Needed:

There are no previous learning requirements for this specification. GCSE Food Preparation and Nutrition helps shape students into independent and resourceful young adults who are able to demonstrate a high calibre of transferable skills in the work place, such as creativity, being able to make fast-paced decisions and the ability to multitask.

Assessment Details:

Assessment of this course is split as follows:

- 50% external examination
- 50% non-examination assessment (NEA)

The non-examination assessment (NEA) is split into two individual assessments:

Assessment 1 – The Food Investigation Assessment (15% of total qualification);

Assessment 2 – The Food Preparation Assessment (35% of total qualification)

Course Content:

The course is split into two distinct components:

Component 1 – Principles of Food Preparation and Nutrition (externally assessed)

This component is split into 6 areas of content; food commodities, principles of nutrition, diet and good health, the science of food, where food comes from, cooking and food preparation

Component 2 – Food Preparation and Nutrition in Action (non-examination assessment)

Examinations:

Students sit one externally assessed examination based on Component 1 – Principles of Food Preparation and Nutrition:

- Written examination: 1 hour 45 minutes
- 50% of the qualification
- 100 marks

Methods of curriculum delivery:

Teaching begins by ensuring that students have a good solid understanding of how to work in a practical environment, resulting from a series of practical lessons. Alongside this, the key principles of healthy eating and nutrition are reinforced. Students who opt to study food/catering finish with an excellent understanding of food, nutrition and cooking.



Contact: Mrs J Murdoch (JMurdoch@srpa.co.uk)

Course Type: GCSE

Specification: AQA 8572

Why study GCSE Media Studies:

Simply put, media is the word we use to collectively describe things such as television, film, magazines, newspapers, radio, the internet and so forth. It is the means by which we humans communicate, entertain and educate ourselves.

In our society, we cannot escape the power and influence the media has on our lives. From the smart phones and wearable technology that keep us continually connected to each other and the rest of the world, to our choice of evening television, we have to be aware of what we are seeing and hearing.

Media studies would be an ideal stepping stone towards a career in the media industry, particularly things like journalism and advertising. There will be plenty of written work, discussions and independent research to be undertaken during the course.

Qualities & Qualifications Needed:

While there are no entry requirements, the course content is designed to appeal to students who choose GCSE Media Studies for its relevance to their lives and for the opportunities it provides, exploring contemporary issues through the use of different media in creative and practical ways. It helps to have a high standard of English targeting Grade 4 and above and an analytical mind.

Being able to use or at least having a willingness to learn how use different forms of technology and software to help create your media product is vital.

Assessment Details:

2 written examinations:

Paper 1 - 35% of your total grade focusing on media industries, audiences and representation.

Paper 2 - 35% of your total grade focusing on analysing media productions and the theoretical framework using media language and contexts of the media.

Non-exam assessment:

Create a media product based on an annually changing theme which is assessed by teachers - 30% of your total grade.

The focus for the non-exam assessment changes each year so be prepared to create anything the exam board picks!

You will be asked to produce a statement of intent and create a media product for an intended audience.

Course Content:

Case studies issued by the exam board covering a range of different media forms such as: television, online, social and participatory media, video games, newspapers, magazines, advertising and marketing, radio and the film industry. We look at issues, developments and examples to learn how media has evolved over time.

Create our own media products based on the case studies and applying our understanding of how media texts are produced and engage the audiences.

Examinations:

2 written papers worth 35% of the exam each; NEA worth 30% marked internally

Methods of curriculum delivery:

- Independent tasks in class and on computers
- Group tasks and presentations
- Research tasks looking to support individual
- Creating your own media product



Contact: Mr E East (EEast@srpa.co.uk)

Course Type: GCSE

Specification: Edexcel 1MUO

Why study GCSE Music:

This music course gives students the opportunity to develop the three key areas of music; performance, composition and appraising. Students will achieve this throughout the course by participating in a variety of performances which will culminate in a solo performance and an ensemble performance. Students will explore composition through software such as Sibelius and BandLab and have opportunities to compose music for film, write pop songs and explore several other compositional ideas. Finally, students will develop their listening and appraising skills through four areas of study, covering a wide variety of genres and composers which in turn allows them to develop their own musical ability and make judgements about musical quality.

Qualities & Qualifications Needed:

Students taking GCSE music must be able to play an instrument or sing. Students should also be resilient and be able to work independently and with others in performance and composition. It is expected that students be willing to take part in school performances.

Assessment Details:

The course is 40% examined listening and appraising examination and 60% performance and portfolio.

Course Content:

Students will study the following topics;

- Instrumental Music 1700–1820
- Vocal Music
- Music for Stage and Screen
- Fusions.

Examinations:

- 30% Performance - Solo performance and an Ensemble performance.
- 30% Composition - Composing to a set brief and a free composition
- 40% Listening and Appraising Examination - 1hr 45 exam with short and longer questions responses.

Methods of curriculum delivery:

- Inquiry based learning
- Personalised and differentiated instruction
- Demonstration
- Flip learning
- Practical exploration



GCSE Photography

Contact: Mr D Palethorpe (DPalethorpe@srpa.co.uk)

Course Type: GCSE

Specification: OCR J173

Why study GCSE Photography:

Photography is an ideal subject for those with a keen interest in the arts and who wish to study art to a higher level. The course provides a strong foundation to those wishing to study or build a career in photography. Students will develop a professional portfolio ready for use in interviews.

Photography students may continue study of the subject in the sixth form.

Qualities & Qualifications Needed:

Students are required to demonstrate achievement in photography through responses to four groups of requirements: visual recording; understanding contexts in art, craft and design; practical developing; and realising intentions.

Assessment Details:

The course is divided into two units of work: a portfolio and an examination.

Course Content:

Photography is an area of art and design, taught as a specialised subject. Given a broad area, students produce work using lens-based media and at least two approaches, such as: printed photography, digital photography, photomontage and photographic manipulation.

- taking photographs, exploring imaging techniques such as depth of field, film speed, lighting, exposure and viewpoints
- editing and refining digital images using specialist software
- use of camera equipment, format and lenses
- elementary darkroom practice
- lighting and exposure techniques
- alternative print exposure techniques
- digital manipulation of images (image scanning, use of digital camera), photomontage and story grams.

Examinations:

The portfolio consists of class-based projects that contribute 60% of the final mark.

The final unit is the examined unit which is worth 40% of the final mark. The portfolio unit is completed after Christmas in Year 11 and the examination unit then begins. Students have up to ten weeks to develop their projects before completing a final piece in examination conditions over a 10 hour period.

Methods of curriculum delivery:

When responding to the titles given in their chosen activities, students learn new skills and a variety of processes and techniques that can be used when making images.



Contact: Mr G Fell (GFell@srpa.co.uk)

Course Type: GCSE

Specification: AQA 8582

Why study GCSE Physical Education:

GCSE Physical Education provides students with the opportunity to develop their knowledge and understanding of a wide variety of sport and exercise related topics and issues. It also build on their practical performance from Key Stage 3. This course is ideal for students who have an interest in the world of sport, exercise and physical education and who perform at a high standard in a range of sports or activity areas.

This course leads to opportunities for further study in A-Level Physical Education and CTEC Sport that are currently offered in the sixth form. Potential future careers include sports management, coaching, armed forces, emergency services etc.

Qualities & Qualifications Needed:

It is strongly recommended that all GCSE Physical Education students participate in sport or physical activity on a regular basis, both in and outside of school. Regular participation in physical education lessons is essential. Students need to be able to link theories and topics to sporting scenarios, therefore a keen interest in sport and physical activity is essential.

Assessment Details:

- 60% Examination (2 exams, 30% each)
- 40% Non-Examination Assessment. This includes practical assessment in three activity areas based on skill performance and competitive performance in the full context of the activity. This also includes a controlled assessment piece of work analysing and evaluating performance in one activity area applying theoretical theories from the course. Practical performance outside of the academy can be assessed in a range of activities, criteria set out by the exam board would need to be met and recorded evidence provided.

Course Content:

Topics covered in the theoretical aspect of the course include:

- anatomy and physiology
- sport psychology
- movement analysis
- health, fitness and well-being
- sociocultural influences
- physical training
- movement analysis

Examinations:

2 x 1hr 15minute examinations:

- Paper 1 – The human body and movement in physical activity and sport
- Paper 2 – Socio-cultural influences and well-being in physical activity and sport

Methods of curriculum delivery:

Teaching will take the form of both theoretical classroom based lessons and practical PE lessons. Practical teaching is likely to cover badminton, handball, netball, athletics and table tennis. Within theoretical lessons, students will be required to apply theories and topics to physical activity and sporting scenarios.



Level 2 Cambridge National Certificate in Sport Science

Contact: Mr G Fell (GFell@srpa.co.uk)

Course Type: Level 2 Cambridge National Certificate

Specification: OCR J812

Why study Cambridge National Certificate in Sport Science:

The Cambridge National in Sport Science helps students appreciate how sport science underpins sport at all levels. They learn about anatomy, physiology, injury prevention, improving personal fitness through appropriate training and diet, and the role of psychology in improving performance.

This course is ideal for students who have a keen interest in the world of sport and exercise and leads to opportunities for further study in A-Level Physical Education and CTEC Sport. Both are currently offered in the sixth form.

It is also relevant to those wishing to pursue a career in the health and fitness industry, or who wish to apply the principles to their own training.

Qualities & Qualifications Needed:

A keen interest in sport and physical exercise is required. Students will need to apply topics and theories to sporting scenarios. It is essential that students have the ability to meet regular deadlines.

Assessment Details:

- 1 x 1hr examination (60 marks) – externally assessed.
- 3 units of work (60 marks each) assignment based projects – internally assessed.

Course Content:

Mandatory units:

- Reducing the risk of sports injuries - 1 hour Written paper, OCR-set and marked
- Applying principles of training - Centre-assessed task, OCR moderated

Optional units (2 to be selected from):

- Sport psychology - Centre-assessed tasks, OCR moderated
- Sports nutrition - Centre-assessed tasks, OCR moderated
- Technology in sport - Centre-assessed tasks, OCR moderated

Examinations:

1 x 1 hour written exam on Reducing the risk of sports injuries.

Methods of curriculum delivery:

Teaching will predominantly be classroom based, although some aspects will be delivered within a practical setting. The majority of tasks will be ICT based allowing students to research and complete their assignments.



Contact: Miss K Walker (KWalker@srpa.co.uk)

Course Type: GCSE

Specification: AQA 8182

Why study GCSE Psychology:

In the current world of employment, there isn't a job available that doesn't require an element (no matter how small) of human contact. Psychology is, therefore, essential!

Studying Psychology allows you the opportunity to explore the cause of behaviour, how our thoughts can impact how we act, an insight into mental illness and help us to appreciate and begin to understand the world and people around us. You will have the opportunity to develop not only your communication skills, but also critical thinking skills, analytical skills and research skills, which will help you in your other GCSE option choices and ultimately your future career.

Qualities & Qualifications Needed:

In order to study Psychology, you must be:

- Organised and determined: Psychology isn't an easy subject and you will need to understand different theories
- An interest in Science: Psychology is a Science and you will need to get your head around some scientific concepts, as well as conduct your own scientific research and practical investigations
- An interest in people: In Psychology everything can be applied to humans and your own experiences
- A love of discussion: Discussion and debate is always important in Psychology. You must be prepared to contribute
- Literacy, numeracy and science skills: You will need to perform lots of statistics and be able to write logical, clear and well explained essays, as well as explaining biological processes in the brain
- Most importantly... be independent! You will be expected to conduct a lot of work and research on your own... so you must be motivated to work outside of the classroom!

Assessment Details:

AO1: Demonstrate knowledge and understanding of psychological ideas, processes and procedures.

AO2: Apply knowledge and understanding of psychological ideas, processes and procedures.

AO3: Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.

Course Content:

Throughout this course, you will study different areas of Psychological theory including:

- Perception
- Development
- Research Methods
- Social Influence
- Language, thought and communication
- Brain and neuropsychology
- Psychological problems (mental health)

Examinations:

2x 1hr 45 minute exams

Methods of curriculum delivery:

Through class discussions and investigations focusing on Psychological research and theory, you will develop an understanding of the key studies within this subject. You will also get the chance to design your own experiments to conduct on those around you to develop the essential research methods skills required in this course.



Contact: Ms S Papaioannou (SPapaioannou@srpa.co.uk)

Course Type: GCSE

Specification: WJEC Eduqas C120P3

Why study GCSE Religious Studies:

GCSE Religious Studies challenges students with questions about belief, value and meaning enabling them to develop their own attitudes towards religious issues in society. Students will also gain an appreciation for how religion, philosophy and ethics form the basis of our culture and British Values.

Religious Studies students develop critical thinking skills, the ability to work with abstract ideas and research and leadership skills that are sought after qualities for potential employers and in higher education. In addition, health professionals, the police force, social workers, teachers and many more professional bodies note Religious Studies as a valuable course because of the insights it provides in working with diverse groups of people.

Qualities & Qualifications Needed:

A mature attitude is required due to the sensitive nature of some of the topics discussed. Students must enjoy writing as the exam is essay based and finally, students must be excellent independent learners and like to keep up with current affairs.

Assessment Details:

Each exam consists of a range of question styles that will assess the students' ability to show their knowledge and to analyse and evaluate using a range of sources.

Course Content:

- Theme 1: Relationships
- Theme 2: Life and Death
- Theme 3: Good and Evil
- Theme 4: Human Rights
- Beliefs, teachings and practices of Christianity and Islam

Examinations:

- Religious, Philosophical and Ethical Studies in the Modern World - 50% 2 hour written exam
- Study of Christianity - 25% 1 hour written exam
- Study of Islam - 25% 1 hour written exam

Methods of curriculum delivery:

- Guided research
- Personalised and differentiated instruction
- Demonstration
- Flip Learning
- Discussion and evaluation of sources



Contact: Ms S Papaioannou (SPapaioannou@srpa.co.uk)

Course Type: GCSE

Specification: AQA 8192

Why study GCSE Sociology:

GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification.

Students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions.

By studying sociology, students will develop transferable skills including how to:

- investigate facts and make deductions
- develop opinions and new ideas on social issues
- analyse and better understand the social world.

Qualities & Qualifications Needed:

A mature attitude is required due to the sensitive nature of some of the topics discussed. Students must enjoy writing as the exam has lengthy essay requirements as well as short answer responses. Finally, students must be excellent independent learners and like to keep up with current affairs.

Assessment Details:

There are two exams, each consisting of a range of multiple choice, short and long answer questions that will assess the students ability to show their knowledge and to analyse and evaluate.

Course Content:

- Family life
- Education
- Crime and deviance
- Social Stratification

Examinations:

Paper 1 – 1 hour 45 mins - The sociology of families and education - 50%

Paper 2 – 1 hour 45 mins - The sociology of crime and deviance and social stratification - 50%

Methods of curriculum delivery:

- Guided research
- Personalised and differentiated instruction
- Flip Learning
- Discussion and evaluation of sources



Notes





Notes

Find this information on our website:

www.srpa.co.uk/our-curriculum

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