



The Bromfords School
and Sixth Form College

KS4 Course Choices 2018-2021



Introduction to Key Stage 4

Year 8 is a time when you choose the subjects which you will continue to study in Years 9, 10 and 11. The decisions that you make will have an impact on your future. We want to help you to get these choices right and also ensure that the choices you make now do not limit your opportunities in the future.

All of you should be ambitious with aspirations for what you wish to do after Year 11. You should be aware that the government expects students to stay in a form of education until at least their 18th birthday.

This does not necessarily mean staying in school; you have a choice about how you continue in education or training post-16, which could be through:

- full-time study in a school, college or with a training provider
- full-time work or volunteering combined with part-time education or training
- an apprenticeship

Many of you will want to go to Sixth Form or college after Year 11. A significant number of students will want to give themselves a chance of going to university or college after Sixth Form. Some of you will do this by staying on in the Sixth Form and studying 'A' Level subjects or other similar qualifications.

You may also want to go to one of the colleges in the area. If you want to do this then you will also need to get the best grades possible in your courses here at Bromfords as there will be a great deal of competition for these college places from other young people in other schools across the local area.

The courses offered in Years 9, 10 and 11 have been designed to ensure that students receive the maximum benefit from their studies and are provided with the widest opportunities in terms of progression into Post-16 education or into work. It must also be stressed that while success in your studies is very important, employers and college admissions officers also look for other qualities, such as good attendance, punctuality, a positive attitude to work and high self-esteem, as demonstrated by smart appearance and self-discipline.

In September 2018 all students entering Year 9 will study English Language and Literature, Mathematics and Science. At the end of Year 9, the Science Faculty will determine which students will progress to separate GCSEs in Biology, Chemistry and Physics and those that will progress to Trilogy Science (worth 2 GCSEs) based on prior achievement. Students will also have one period of PE every week even if they do not choose it as a GCSE option. Our Citizenship provision includes elements of Health, Sex Education, Careers Education and Citizenship delivered through calendared opportunities throughout the school year.

There are two main types of qualification, 'GCSE' and 'Technical'. The General Certificate of Secondary Education (GCSE) is a primarily exam-based qualification, which may include some coursework or practical work, depending on the nature of the subject. Technical qualifications result in a Level 2 qualification. The final qualification is mainly based on coursework that takes place throughout the course but all Technical courses also feature an examined element.

All students are asked to choose one subject from the following list; GCSE French, GCSE History, GCSE Geography or GCSE Computer Science.

All students can then choose an additional **two** subjects from the following list: GCSE French, GCSE History, GCSE Geography, GCSE Art and Design, GCSE Photography, GCSE Business or BTEC Business Studies, GCSE Dance, GCSE Drama, BTEC ICT or GCSE Computer Science, GCSE Film Studies, BTEC Health & Social Care, GCSE Music, GCSE PE, GCSE Religious Education, GCSE Food & Nutrition and VCert in Craft Design.

We would also ask that students make reserve choices in case their first choice subject is not available.

Details regarding all of these courses can be found in this pack.

There will be a small number of students for whom GCSEs may not be appropriate and parents/carers of those students will be contacted by Mr Upward, our SENCO, to determine their appropriate course choices but for now we are asking for all students to return an options form.

What should you bear in mind when making your choices?

1. Let the choices be yours

You may have already found that many people will have opinions about your choices. You'll receive advice from parents and teachers - do listen but in the end go for what you'd like to do. You may also have friends suggesting you do the same subjects as them - choose for yourself. Ultimately we suggest you choose subjects that you will enjoy. Further down the line when workload is heavy you'll appreciate enjoying a subject and looking forward to rather than dreading lessons. It's very easy to then talk yourself out of taking a subject you love.

2. Think about your future

This is a simple one but very important. It's almost certain that subjects you take at A Level will have to be part of your subject choices now. If you want to go on that far, what subjects do you see yourself taking? This long term thinking also applies to university and careers. It can be scary to think that far ahead but spend a little time dreaming. What would you like to do with your life?

3. Strike a balance

Good subject choices will look balanced. If you love the Arts, find a subject like History or a language alongside it. The reason for this is it keeps your options open. As your school career progresses you may find you have gifts you never dreamed of. Try to not shut too many doors too soon.

4. Choose the subject not the teacher

We all know sometimes a relationship with a teacher can be hard. You may be tempted to avoid a topic because the teacher is one you find difficult. Try hard not to let that put you off. Similarly you may choose a subject because of a great teacher - but think hard. In the long term teachers will change but it is the subject that will carry you through.

The options process involves tight deadlines and it is essential that students meet these deadlines. Please note, it is not a “first come first served” process, so take your time to make considered decisions. **However failure to return the form by Wednesday 28th March could reduce your chance of being offered your chosen subjects.**

Important dates in the process are listed below.

- Key Stage 4 Course Choice booklets released: Monday 26th February
- Year 8 Parents’ Consultation Evening: Thursday 1st March
- Parental Information Evening: Tuesday 6th March
- Course Choices forms returned by: Wednesday 28th March

A reminder that there will be a small number of students for whom GCSEs may not be appropriate and parents/carers of those students will be contacted by Mr Upward, our SENCO, to determine their appropriate course choices but for now we are asking for all students to return an options form

Both students and parents are encouraged to speak with staff if they have any questions during the process of choosing subjects. In addition you may find the following websites useful:

<http://www.careerpilot.org.uk/info/your-choices-at-14>

<http://icould.com/what-next/choices-at-14/>

<http://university.which.co.uk/advice/gcse-choices-university>

**Mr Jochen Tree
Deputy Headteacher
Student Outcomes, Teaching and Learning**

Course Details:

Core:

- GCSE English Language and GCSE English Literature – (pages 7-9)
- GCSE Maths – (pages 10-11)
- GCSE Combined Science or GCSE Triple Sciences in Biology, Chemistry & Physics (pages 12-13)

GCSE Options:

- GCSE Art (page 14)
- GCSE Photography (page 15)
- GCSE Business Studies (page 16-18)
- GCSE Drama (page 19)
- GCSE French (page 20)
- GCSE Geography (page 21)
- GCSE History (page 22)
- GCSE Religious Education (page 23)
- GCSE Computer Science (page 25)
- GCSE Film Studies (pages 26-27)
- GCSE PE (pages 28-29)
- GCSE Dance (pages 30-32)
- GCSE Music (page 33)
- GCSE Food & Nutrition (pages 34-35)

Technical Options:

- BTEC First Award in Business Studies (page 18)
- BTEC First Award in ICT (page 24)
- VCERT Craft Design (pages 36-37)
- BTEC First Award in Health and Social Care (pages 38-39)

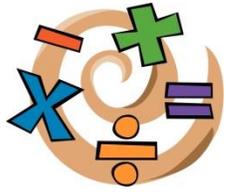


GCSE English

Head of Department:	Miss J Bailey
Exam Board:	AQA
Main Topics:	English Language English Literature
Exam Details – English Language:	<p><u>Paper 1</u></p> <ul style="list-style-type: none">• Weighting: 50%• Time Allowed: 1 hour 45 minutes• Content: Explorations in Creative Reading and Writing <i>Section A</i> -Reading of a literature non-fiction text from either the 20th or 21st century. It will include extracts from novels and short stories. <i>Section B</i> – A choice of scenario, written prompt or visual image related to the reading text in section A, will be used as a stimulus for the student’s own writing. <p><u>Paper 2</u></p> <ul style="list-style-type: none">• Weighting: 50%• Time Allowed: 1 hour 45 minutes• Content: Writers’ Viewpoints and Perspectives <i>Section A</i> – Students examine two linked sources from different time periods and genres in order to consider how each perspective influences the reader. <i>Section B</i> – Students produce a single written text to a specified audience, purpose and form in which

	<p>they give their own perspective on the theme introduced in section A. A range of opinions statements and writing scenarios will be used to provoke a response.</p>
<p>Exam Details – English Literature:</p>	<p><u>Paper 1</u></p> <ul style="list-style-type: none"> • Weighting: 40% • Time Allowed: 1 hour 45 minutes • Content: Shakespeare & the 19th Century Novel <p><i>Section A – Shakespeare:</i> Students answer one question on the play they have studied. They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p><i>Section B – The 19th Century Novel:</i> Students will answer one question on the novel they have studied. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p> <p><u>Paper 2</u></p> <ul style="list-style-type: none"> • Weighting: 60% • Time Allowed: 2 hours 15 minutes • Content: Writers’ Viewpoints and Perspectives <p><i>Section A – Modern Texts:</i> Students will answer one essay question from a choice of two on their studied modern prose or drama text.</p> <p><i>Section B – Poetry:</i> Students will answer one comparative question on one named poem printed on the paper and one other poem from the anthology cluster.</p> <p><i>Section C – Unseen Poetry:</i> Students will answer one question on each of two unseen poems and one comparative question.</p>

What else should I know about this subject?	<p><u>Assessment</u></p> <p>There is no longer any form of Coursework or Controlled Assessments in the new curriculum for students completing their GCSEs after 2017. It is now a 100% linear <u>exam</u> assessment at the end of Year 11 consisting of 2 exams for Language and Literature each –accumulating into <u>4 Exams</u>.</p> <p>The GCSE Literature exams are closed book; so students will not have copies of the text in the exam. It is a government requirement that all students do both language and literature.</p> <p><u>Students should regularly read a wide range of texts, both fiction and non-fiction, in order to be well prepared for their English GCSEs.</u></p>
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GCSE Maths

Head of Department:	Mr B Haines
Exam Board:	Pearson
What is Maths all about?	<ul style="list-style-type: none">• <i>Maths is one of the most useful subjects you will learn at school. It gives you vital tools needed for everyday life and future study.</i>• <i>It teaches you a wide range of transferable skills that will benefit you in whatever jobs you take.</i>• <i>Maths also provides you with the numeracy skills required to take control of your daily lives, whether managing your finances or judging the latest government statistics.</i>
Specification/Main Topics/Assessment	<p><i>Single Linear GCSE Mathematics</i></p> <p><i>This is the linear course which is examined at the end of Year 11 by 3 papers, two calculator and one non calculator. There are 6 elements of mathematics which are taught and examined:</i></p> <ul style="list-style-type: none">• <i>Number</i>• <i>Algebra</i>• <i>Ratio, proportion and rates of change</i>• <i>Geometry and Measure</i>• <i>Probability</i>• <i>Statistics</i>

	<p>Assessment:</p> <p>From 2017 the examinations are changing and students will be assessed through three papers with a new grading system 1 to 9 (9 being the highest). There are two tiers of entry, Higher & Foundation. The Foundation tier will cover grades 1 to 5. The Higher tier will cover grades 4 to 9. There is a much greater emphasis on problem solving through drawing together varied mathematical skills and this will be reflected in the classroom. Problem solving skills are valued highly by employers and will also prepare students well for A-Level Mathematics and University</p>
<p>What post-16 choices will studying this subject lead to?</p>	<p>AS/A2 Mathematics</p> <p>Suitable for those who have achieved at least grade 7 at GCSE. The Higher level course will provide a good foundation for studying Maths at KS5 and will also support Science and Technology at KS5.</p> <p>Students choose to study Mathematics at AS/A2 Level for a variety of reasons. Some use it as a stepping stone to a degree involving Maths. Others choose Maths because it will support their study in other A Level subjects. Many students find that it is a requirement for their career or degree course. Therefore, achievement in Mathematics at all levels is advantageous and often essential for a wide variety of scientific, business and technological vocations.</p>
<p>What else should I know about this subject?</p>	<p>Maths Help club is available every day (either at lunch time or after school – please see displays in every Maths classroom).</p>



GCSE Combined Science Trilogy

Head of Department:	Mr R Marshall
Exam Board:	AQA
Main Topics:	<p>Biology Topics: 1a – Cell Structure and Cell Division, 1b – Transport in Cells, 2a – Tissues, Organs and Organ Systems, 2b – Health and Disease, 2c – Enzymes and Digestion, 3a – Infection and Responses, 4a – Bioenergetics, 5a – The Nervous System, 5b – The Endocrine System, 6a – DNA and Reproduction, 6b – Genetics, 6c – Evolution and Classification, 7a – Organisms and Their Environment, 7b – Human Impacts on the Environment.</p> <p>Chemistry Topics: 1a – Atoms, Elements, Compounds and Mixtures, 1b – The Periodic Table, 2a – Bonding and Structure, 2b – States of Matter, 3a – Quantitative Chemistry, 4a – Chemical Changes, 5a – Energy Changes, 6a – Rates of Reaction, 6b – Reversible Reactions, 7a – Organic Chemistry, 8a – Chemical Analysis, 9a – Chemistry of the Atmosphere, 10a – Using Resources.</p> <p>Physics Topics: 1a – Energy Transfers, 1b – Energy Resources, 2a – Circuits, 2b – Domestic Electricity, 3a – Particle Model of Matter, 4a – Atomic Structure, 5a – Force Basics, 5b – Forces and Elasticity, 5c – Forces and Motion, 5d – Car Safety and Momentum, 6a – Properties of Waves, 6b – Electromagnetic Waves, 7a – Magnetism and Electromagnetism.</p>
Coursework:	Science no longer has Coursework; Practical Skills are assessed through the use of Required Practical Activities, which are set out by AQA. It is essential that all students complete these as any one of them can form the basis for questions to assess scientific thinking in the exams.
Exam Details:	Students will sit 6 exams in total for The Trilogy Course, 2 for each of the subjects. Each of the tests are 1 hour and 15 minutes and are worth 16.7% each. The papers will be made up of topics covered, maths skills and content covered through the required practical work.



GCSE Separate Sciences - Biology, Chemistry & Physics

Head of Department:	Mr R Marshall
Exam Board:	AQA
Main Topics:	Students study the same course as the Trilogy Award students, but will study units in greater detail looking into the science in more depth.
Coursework:	Like with the Trilogy Course, there is no coursework in Science. Practical Skills are assessed through the use of Required Practical Activities, which are set out by AQA. It is essential that all students complete these as any one of them can form the basis for questions to assess scientific thinking in the exams.
Exam Details:	Students will sit 2 exams for each of the Subjects (6 in total). Each of the exams last 1 hour and 45 minutes and will make up 50% of each GCSE. The papers will be made up of topics covered, maths skills and content covered through the required practical work.
<p>Students follow a programme of study that leads to three separate GCSE qualifications in Biology, Chemistry and Physics. Exams are now terminal with all exams sat at the end of Year 11. A number of Required Practical Activities are completed of which some will be the basis of questions in the final exams. Grades available range from 9 - 1.</p> <p>Students taking Separate Sciences will be determined by the Science Department based on prior attainment.</p>	



GCSE Art & Design

Head of Department:	Mr T Von Broen
Main Topics:	This GCSE qualification is designed to cover Art, Craft and Design focusing on Fine Art discipline, which includes Painting and Drawing, Printmaking, Sculpture and Alternative Media. Students will need to demonstrate the use of creative skills and give form to thinking, feeling, observation, design and ideas. Work produced for this qualification should demonstrate the use of formal written elements using Art, Craft specialist vocabulary and evidence of creative practical skills.
Coursework:	GCSE Art and Design (Fine Art) consists of two components of work and two final responses. Component one is coursework or a personal portfolio and component two is an externally set assignment or exam. Coursework comprises of 60% of the overall grade and the externally set assignment comprises of 40% of the overall grade. Students will be assessed by the following objectives, which are; AO1 – Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding. AO2 – Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes. AO3 – Record ideas, observations and insights relevant to their intentions in visual and/or other forms. AO4 – Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.
Exam Details:	Percentage of Marks given to Examinations: 40% Exam consists of 1 x A3 sketchbook & 1 final piece. A 10 hour examination carried out over two days based on a title set by the examination board eight weeks prior. This is marked in the form of a display, with supporting folder, by the art staff and visiting moderator.
Please Note:	There will also be a small charge for educational visits



GCSE Photography

Head of Department:	Mr T Von Broen
Main Topics:	This GCSE qualification is designed to cover the practice of producing images using light-sensitive materials such as photographic film, or digital methods. Students are required to work in one or more areas of photography, such as portraiture, location photography, studio photography, experimental imagery and moving. Students will need to demonstrate the use of creative skills and give form to thinking, feeling, observation, design and ideas. Work produced for this qualification should demonstrate the use of formal written elements using specialist vocabulary and evidence of creative practical skills.
Coursework:	GCSE Photography consists of two components of work and two final responses. Component 1 is personal portfolio and component 2 is an externally set assignment or exam. Coursework comprises of 60% of the overall grade and the externally set assignment comprises of 40% of the overall grade. Students will be assessed by the following objectives, which are; AO1 – Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding. AO2 – Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes. AO3 – Record ideas, observations and insights relevant to their intentions in visual and/or other forms. AO4 – Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.
Exam Details:	Percentage of Marks given to Examinations: 40% Exam consists of 1 x A3 sketchbook & 1 final piece. A 10 hour examination carried out over two days based on a title set by the examination board eight weeks prior. This is marked in the form of a display, with supporting folder, by the art staff and visiting moderator.
Please Note:	Over the term of the course there will be a small charge for educational visits to Galleries and Museums



GCSE Business Studies

Head of Department:	Miss S Scullion
Exam Board:	Edexcel: 1BS0 Business Studies
Main Topics:	<p>The course is suited for students with excellent KS3 results and covers a range of topics including Finance, Marketing and Production. Students will investigate a range of small and large businesses throughout this fascinating course.</p> <p>Theme 1: Investigating Small Business: Topics include enterprise, business opportunities and the external environment. 50% of total GCSE. Assessed via a 90 minute examination. Exam questions consist of calculations, multiple choice, short answer and extended writing questions.</p> <p>Theme 2: Building a Business: 50% of total GCSE. Assessed via a 90 minute examination. Topics including marketing, meeting customers' needs, effective financial management, effective people management and the wider world affecting business. Questions will comprise of a combination of multiple-choice, short and extended answer and scenario based questions.</p>
Coursework:	None - 100% exam assessed
Exam Details:	Two 90 minute exams at the end of year 11. A combination of calculations, multi choice, short and extended writing questions.
<p>This course intends to provide students with an opportunity to experience, at first hand, the world of business. In Year 10, students will get the opportunity to visit a large business to observe how they operate. In Year 11, students have the opportunity to start their own fully functioning business. Students get to keep a proportion of the profit that they earn. Starting their own business requires an after school commitment. The cost of the business trip is approximately £30.00. The trip will normally occur in April or May in Year 10. Students may progress into business related careers such as accountancy, administration, customer service, finance, IT, personnel, stock broking and human resources.</p> <p>Business Studies or Economics are available at A-Level should students wish to study these subjects. The school's Business Studies and Economics at A Level have excelled in comparison to national figures. For more information regarding this course, please email the Head of Department for Business and Economics, Miss Scullion: scullions@bromfords.essex.sch.uk</p>	



BTEC First Award in Business (Equivalent to GCSE grades 9-5)

Head of Department:	Miss S Scullion
Exam Board:	Edexcel
Main Topics:	You will complete three units of work. Two units of the course are internally assessed with one unit being externally assessed in the form of an online examination.
Coursework:	<p>This course is the equivalent of 1 GCSE</p> <p>The course is divided into the following units:</p> <p>Component 1: Exploring Enterprises (Internally Assessed) Component 2: Planning for and Running an Enterprise (Internally Assessed) Component 3: Promotion and Finance for Enterprise (External assessment)</p> <p>Students are graded as either a Pass (equivalent of one '5 Grade' at GCSE), Merit (equivalent of one '6 Grade' at GCSE) or Distinction (equivalent of one '8 Grade' at GCSE) or Distinction * (Equivalent to one '9 grade' at GCSE). Please note students taking the BTEC Technical Award will complete coursework on a weekly basis.</p>
Exam Details:	The BTEC Technical Award in Business is a practical course. You learn by completing projects and assignments that are based on realistic workplace situations, activities and demands.
<p>BTEC Technical Award in Enterprise: This course intends to provide students with an opportunity to experience, at first hand, the world of business. The students will get the opportunity to acquire the skills and knowledge they need to research, set up, run and review their enterprise. The qualification enables learners to develop their technical skills, such as market research skills, planning, promotional and financial skills using more realistic work scenarios, and personal skills, such as monitoring own performance, time management and problem solving.</p> <p>We endeavour to incorporate learning outside the classroom to allow students to bring the subject alive through, business visits & trips, guest speakers and competitions.</p> <p>Students may progress into business related careers such as accountancy, administration, customer service, finance, IT, personnel, stock</p>	

broking and human resources.

The BTEC Technical Award prepares you for employment and provides a good grounding to go on to a level 3 advanced course such as BTEC Level 3 Extended Certificate in Business (equivalent to one A-Level in one year) or BTEC Level 3 National Diploma in Business, (equivalent to two A-Levels over two years.) The school's Business Studies and Economics results have excelled in comparison to National figures.

For more information regarding this course, please email the Head of Department for Business, Economics & Retail, Miss Scullion:

scullions@bromfords.essex.sch.uk



GCSE Drama

Head of Department:	Ms A Rees
Exam board: OCR	
Structure and method of assessment: Year 10: practical assessment (internally examined) Year 11: practical assessment (externally examined) and written exam	
<u>What will be covered in Yr9:</u> <ul style="list-style-type: none">• Autumn: core skills and devising theatre project, roles in the theatre• Spring: staging styles, performance styles, animal study• Summer: scripted performance project	
<u>What will be covered in Yr10:</u> <ul style="list-style-type: none">• Autumn term: Exploring styles and skills. Narration and physical theatre mock assessment. Mock devised assessment (component 1)• Spring term: Unit 2: Watching and evaluating a theatre performance for written exam. Introduction to exam section B and start of exploring text for section A of written exam. Skills and drama styles.• Component 1 assessment• Summer term: Continue to explore text for section A and mock of component 2 with 1 scene from set text	
<u>What will be covered in Yr11:</u> <ul style="list-style-type: none">• Autumn term: Study of set text (Blood Brothers)• Spring term: Component 2 assessment to visiting examiner• Summer term: exam section A workshop and exam section B practice and summer written exam	
<u>Teacher Tips:</u> <ul style="list-style-type: none">• Ensure attendance of lessons and after school rehearsals are good.• Ensure all practice questions are attempted to allow feedback for improvement.• Attend theatre trips when arranged to be able to complete the written exam paper.• Always attempt to apply presentation of good quality in practical work as well as good quality written work• Try to explore different styles and move out of your comfort zone to extend attainment	



GCSE French

Head of Department:	Miss S Thomas
Exam Board:	AQA
Main Topics:	Students will study three main themes: Identity and culture, Local, national, international and global areas of interest, Current and future study and employment.
Exam Details:	Students will be assessed in four different skill areas including speaking, listening, reading and writing. Each exam is equally weighted at 25%. They can be entered for either Higher or Foundation tiers across the board for each exam. Students are assessed at the end of year 11 in each skill area.

French offers many advantages and is very popular with future employers.

It also provides increased job opportunities and promotion: these include areas such as marketing, the travel industry, media, international business, journalism, law, the civil service and technology to name but a few. Many of the better Universities require a language GCSE from prospective graduates as it is considered an important qualification to have in Higher Education.

Communication skills: over 175 million people speak French in the world so French gives you another chance to communicate with non-English speakers. It increases knowledge of your own language and makes language acquisition of another language much easier. Other skill acquisitions include helping problem solving skills, memory skills, self-discipline and self-esteem. It is a highly respected qualification and opens many doors once you leave school.

Students are easily able to measure their progress, have access to many computer software resources and have every opportunity to continue to improve in speaking and writing skills during the two year course.



GCSE Geography

Head of Department:	Mr M Goodlad
Exam Board:	AQA Specification 8035
Main Topics:	<p>3.1 Living With The Environment Three modules; a) the challenge of natural hazards, b) physical landscape of the UK, c) the living world</p> <p>3.2 Challenge In The Human Environment Three modules; a) urban issues and challenges, b) the changing economic world, c) the challenge of resource management</p> <p>3.3 Geographical Applications Two modules; a) issue evaluation linked to exam board pre-release material in March b) fieldwork</p> <p>3.4 Geographical Skills A range of cartographic, graphic, numerical and statistical skills, qualitative and quantitative data to formulate argument and enquiry.</p>
Fieldwork and fieldtrip	This year students will be participating in a fieldtrip to the Peak District for three days to study both physical and human geography in a location unfamiliar to them. The fieldwork is a key section of the course therefore attendance is compulsory. The fieldtrip is residential for 2-3 nights and costs approximately £150-£165.
Exam Details:	Three exam papers with Unit 3.1 and 3.2 both being worth 35% each (88 marks available for both units.) The final 30% is allocated to Unit 3.3 (76 marks available.)
<p>Geography GCSE is an exciting and stimulating course which focuses on many of today's important and relevant issues. The new AQA GCSE Geography A specification is designed to develop the communication, cartographic and problem solving skills of the students. The two year course is examination based with four units being studied. Fieldwork is an important component, with a compulsory fieldtrip (currently to the Peak District National Park) taking place in July to collect the information to complete an exam based assessment.</p>	



GCSE History

Head of Department:	Mr M Read
Exam Board:	EDEXCEL The Schools' History Project
Main Topics and Exam Details:	<p>Paper 1 – Thematic study: Medicine in Britain, c1250–present <i>and</i> The British sector of the Western Front, 1914–18: injuries, treatment and the trenches. Exam: 1 hour and 15 mins = 30% of GCSE</p> <p>Paper 2 – Period study and British depth study: Henry VIII <i>and</i> the American West. Exam: 1 hour and 45 mins = 40% of GCSE</p> <p>Paper 3 – Modern depth study: Weimar and Nazi Germany, 1918-1939. Exam: 1 hour and 20 mins = 30% of GCSE</p>
History	<p>The medicine section will take you through 750 years of medical development, covering The Black Death, the importance of religion, government and key individuals in changing ideas and treatments. You will take away from the course a real sense of how History fit together. You will then learn about the British experience on the Western Front 1914-18 and how they developed medical techniques to deal with the mass of injuries; making World War 1 the first conflict where more soldiers died of wounds, rather than disease. The Germany paper investigates how a modern, powerful, industrialised and democratic state became a genocidal dictatorship. The Henry VIII unit will look at key political and religious issues of the age, whilst the American West unit examines how the West was won. As well as you will learn how to investigate and use sources in order to reach a judgement. You will also be able to evaluate the usefulness of sources and develop a greater appreciation of reliability and balance in evidence. You will be developing skills such as the ability to sustain logical arguments, make effective judgements about causation and consequence and produce analytical critiques.</p> <p>If you choose History GCSE you will be pursuing a highly valued subject that is held in high regard by both the business and academic world. There are many things you can do with a GCSE in History. You could choose to continue with the study of History by taking AS History in the sixth form or at college or you could use your knowledge of History to support other AS courses such as English Literature, Art, Performance Studies or Politics. Many people working in law and business have studied History because of the skills that can be developed in reasoning and arguing your point. There are also many areas more directly related to history, such as travel and tourism, museums, the media industry, libraries, government research and academic research. A GCSE in History shows that you have a high level of literacy and that you are able to analyse complex information. These skills are highly valued by colleges, universities and employers.</p>



GCSE Religious Education

Head of Department:	Mr A Bennett
Exam Board:	AQA specification A
Main Topics:	The course consists of two main units which are then broken down into key topics. Beliefs and Practice: What do Christians and Buddhists believe? How do they worship? Moral and Ethical Issues: Crime and punishment, Marriage and Family Life, Beliefs, Matters of life and Death (eg abortion & euthanasia)
Coursework:	This subject is assessed by 2 written examinations at the end of the course. There are no controlled assessments
Exam Details:	Percentage of Marks given to Examinations: 100% Each exam (both at the end of year 11) is 1 hour and 45 minutes and counts for 50% of the final grade.

Religious Education offers students the opportunity to consider current moral issues and various ultimate questions. The first section concentrates on the variety of beliefs that Christians have about God, worship and life after death. The second section develops these ideas by examining contemporary moral issues. Students will explore ideas about the causes of crime and how society responds; the arguments for and against abortion; the arguments for and against the existence of God and attitudes towards sexuality, divorce and marriage.

Being religious is not a requirement, although an open mind and sound communication skills will help achieve a good result. The subject develops logical thinking and the ability to construct rational arguments. Developing these skills is excellent preparation for studying law or the humanities at university. Anyone wishing to pursue a career which involves working with people in the public services or caring professions; or is interested in sociology, psychology, law or the study of human behaviour will find this course useful.



BTEC First Award in ICT

(Equivalent to GCSE grades 9-5)

Head of Department:	Miss H Victory
Exam Board:	Edexcel BTEC First Level 2 Information and Creative Technology - this is equivalent to one GCSE pass at grades 9-5.
Main Topics:	<p>This is a vocational qualification that will inspire students to become technology savvy and digitally literate. They will become producers of ICT products and systems not just consumers. It is designed to allow students to develop the ICT skills and knowledge needed in the modern world. Students will develop an in depth understanding of online services such as email, collaborative software, search engines and blogging. They will also explore a range of digital devices such as smart phones and music players and consider the technology that enables these devices to work. They will become confident IT users and will understand the key concerns regarding security and privacy and how to safeguard themselves and use ICT responsibly. Students will also study key ICT skills for the modern workplace such as web design and animation. Students will apply their learning in a work related context and will develop skills for the modern workplace such as team working, working to deadlines, and presenting information effectively. This course is suitable for the full range of abilities.</p>
Coursework:	<p>The BTEC First qualification consists of three components in which two are coursework based. Coursework comprises 75% of the overall grade.</p> <p>Students will be assessed in the following coursework components:</p> <p>Unit 3 – The production of a digital portfolio – students have to produce a digital portfolio to showcase their work and to develop their ability to design, implement and test a product.</p> <p>Unit 13 – The students will study a specialist website production unit totalling 50% of the overall grade. This will involve students learning about specialist ICT skills and knowledge in order to produce a usable website to meet a client’s requirements. They will also learn about image manipulation and editing, animation and some basic programming.</p>
Exam Details:	<p>Percentage of marks given to examination: 25%</p> <p>The students will sit a one hour onscreen examination on Unit 1 The Online World. They will be asked a range of questions from multiple-choice to written responses on the online services and digital devices used today.</p>



GCSE Computer Science

Head of Department:	Ms H Victory
Exam Board:	Edexcel
Main Topics:	The course focuses on the main principles behind computing and programming. It also teaches the theory of computing systems and networks. It requires students to have a real interest in computing, and requires good mathematical and logical thinking skills.
Controlled assessment:	Unit 3 is a project completed over 20 hours. It is worth 20% of the overall grade. Students will develop a computer program. The content for this component will draw on: <ul style="list-style-type: none"> • algorithms, decomposition and abstraction • design, write, test and refine a program
Exam Details:	<p>Unit one – Principles of computer science - is an externally assessed written examination and comprises 40% of the overall grade. The examination is 1 hour 40 minutes long and consists of questions about the following topic areas:</p> <ul style="list-style-type: none"> • Understanding of what algorithms are, what they are used for and how they work; ability to interpret, amend and create algorithms. • Understand the requirements for writing program code. • Understanding of binary representation, data representation, data storage and compression, encryption and databases. • Understanding of components of computer systems; ability to construct truth tables, produce logic statements and read and interpret pseudo-code. • Understanding of computer networks, the internet and the worldwide web. • Awareness of emerging trends in computing technologies, the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues. <p>Unit two – Application of computational thinking – is an externally assessed written examination and comprises 40% of the overall grade. The examination is 2 hours long and consists of questions about the following topic areas:</p> <ul style="list-style-type: none"> • Understanding of what algorithms are, what they are used for and how they work; ability to interpret, amend and create algorithms. • Understanding how to develop program code and constructs, data types, structures, input/output, operators and subprograms.



GCSE Film Studies

Head of Department:	Miss H Williamson
Exam Board:	EDUQAS
Main Topics:	<p>The course centres around four key concepts; media language (the way media texts are constructed and put together), audiences, representations and industries through the study of films such as <i>Slumdog Millionaire</i>, <i>Skyfall</i>, <i>Juno</i> and <i>Singin' in the Rain</i>. The course will explore audience appeal, give students a chance to engage with film from different historical periods, consider recent and emerging technologies and how they have changed the world we live in and provide students many rich and challenging opportunities for interpretation and analysis.</p> <p>The course will give a broad education in US and international film and aims to develop knowledge and understanding of:</p> <ul style="list-style-type: none"> • the ways in which meanings and responses are generated through film • a contrasting, culturally diverse range of films from different national contexts • film as an aesthetic medium • how films reflect the social, cultural and political contexts in which they are made • the relationship between film and film technology over time. <p>In addition, the specification aims to enable learners to apply their knowledge and understanding of film to filmmaking or screenwriting.</p>
Assessment:	<p>Non-exam assessment (NEA) – Practical project: 30% of the GCSE</p> <p>This component assesses the ability to apply knowledge and understanding of film to a production and its accompanying evaluative analysis.</p> <p>Learners produce: one genre-based film extract (this can take the form of a moving image production or a screenplay) and one evaluative analysis of the production, where learners analyse and evaluate their production in relation to comparable, professionally-produced films or screenplays.</p> <p>This is internally assessed and externally moderated.</p>

Paper 1 – Written exam: 35% of the GCSE (Key Developments in US Film)

This component assesses knowledge and understanding of three US films chosen from a range of options.

Section A: US film comparative study on two set films produced between 1930 and 1990

Section B: Key developments in film and film technology. One multi-part question on developments in film and film technology

Section C: US independent film. One question on one US independent film.

Paper 2 – Written exam: 35% of the GCSE (Global Film: Narrative, Representation and Film Style)

This component assesses knowledge and understanding of three global films produced outside the US

- Section A: one stepped question on one global English language film
- Section B: one stepped question on one global non-English language film
- Section C: one stepped question on one contemporary UK film.

Both exams take place at the end of Year 11.

Film Studies provides a great opportunity for you to *use* your huge bank of knowledge of film, social media, the Internet and so on, in a productive and stimulating way. The course also enables you to understand the way the film industry is financed and organised, and encourages you to form your own opinions on the effect this aspect of the media industry has on all our lives. The subject will support literacy as it will teach you the skills of close analysis as well as helping you to formulate opinions and justify these.



GCSE/OCR National PE

Students choosing GCSE PE will be taught and assessed on one of the following courses: GCSE PE or OCR Level 2 National Certificate in Sports Studies

Syllabus:	<u>GCSE Physical Education (Full Course)</u>
Head of Department:	Mr K Ford
Exam Board:	AQA specification 8582
Main Topics:	<p><u>Unit 1: The Human Body and Movement in Physical Activity and Sport</u> This unit is assessed via a theory exam and covers the following areas: Applied anatomy and Physiology, Movement Analysis, Physical Training and The Use of Data.</p> <p><u>Unit 2: Socio-Cultural Influences and Well-Being in Physical Activity and Sport</u> This unit is assessed via a theory exam and covers the following areas: Sports Psychology, Socio-Cultural influences, Health, Fitness and Well-Being and The Use of Data.</p> <p><u>Unit 3: Practical Performance in Physical Activity and Sport.</u> This unit is split into 2 sections. i) Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). Activities must be from the exam boards list of approved activities. ii) Analysis and Evaluation of performance to bring about improvement in one activity.</p>
Coursework:	<p>Unit 3 is a controlled assessment and worth 40% of the overall marks. The practical sports performance is worth 30% of the overall mark and the Analysis and Evaluation of a performance is worth 10% of the overall mark.</p>
Exam Details:	<p>Unit 1 and Unit 2 are written examinations each worth 30% of the overall marks (totaling 60% overall). Each written paper is one hour 15 minutes. Multiple choice, short answer and extended answer questions will be asked in each of the exams.</p>
Syllabus:	<u>OCR Cambridge National Certificate in Sports Studies</u>
Head of Department:	Mr K Ford

Exam Board:	OCR J803
Main Topics:	<p><u>Unit 1: Contemporary Issues In Sport</u> This unit is assessed via a theory exam and covers the following areas: Issues that affect participation in sport, sporting values, hosting sporting events, National Governing Bodies in Sport,</p> <p><u>Unit 2: Practical Performance in Physical Activity and Sport.</u> This unit is split into 4 sections.</p> <ul style="list-style-type: none"> i) Practical performance in a team sport. ii) Practical performance in an individual sport. iii) Officiating in a sporting activity. iv) Evaluation and analysis of sporting performance. <p><u>Unit 3: Sports Leadership.</u> This unit covers the skills required to be a good leader, planning and delivering sports sessions and evaluating and analyzing sports sessions.</p> <p><u>Unit 4: Sport and The Media.</u> This unit investigates how the media affects sport and the relationship between the two elements.</p>
Coursework:	Units 2, 3 and 4 are assessed via centre assessed assignments
Exam Details:	Unit 1 is assessed via a one hour written exam.
<p>Students will have two theory lessons a week. In these lessons students will develop their knowledge and understanding of the content in Unit 1 Exam questions and exam practice will be used in order to help students understand these concepts fully. Students will have three practical lessons a week. Practical lessons will focus on individual and team sports alongside officiating within sports. In addition aspects of analysis and evaluation will be worked on throughout lessons.</p>	



GCSE Dance

Head of Department::	Mr K Ford
Delivery of course	Mrs R Hall
Exam Board:	AQA
Main Topics:	<p><u>Assessments</u> Students must complete both assessment components</p> <p>Performance and Choreography Marked by the centre and moderated by AQA</p> <p><u>Performance</u></p> <ul style="list-style-type: none">• Set phrases through a solo performance (approximately 1 minute in duration)• Duet/trio performance (minutes in a dance which is a maximum of 5 minutes in duration) <p><u>Choreography</u></p> <ul style="list-style-type: none">• Solo or group choreography – a solo (2, to 2 ½ minutes or a group dance for two to five dancers (3 to 3 ½ minutes) <p>Internally marked and externally moderated</p> <p><u>Performance</u></p> <ul style="list-style-type: none">• 30 % of GCSE• 40 marks <p><u>Choreography</u></p> <ul style="list-style-type: none">• 30% of GCSE• 40 marks <p>Total component 60 %</p>

Coursework:	Choreography of Dances
Exam Details:	<p><u>Component Dance Appreciation</u> Questions based on students' own practice in performance and choreography and the GCSE <u>Dance Anthology*</u></p> <ul style="list-style-type: none"> • Knowledge and understanding of choreographic processes and performing skills. • Critical appreciation of own work. • Critical appreciation of professional works. • 40% of GCSE <p><u>Written exam: 1 hour 30 minutes</u></p> <ul style="list-style-type: none"> • 80 marks
Set Dances – Written Exam	<p><u>Together the six works, Dance Work Anthology*, include;</u></p> <ul style="list-style-type: none"> • Different dance styles and fusions of style • A selection of established and emerging choreographers • Different numbers and combinations of dancers • A variety of choreographic approaches • Different choreographic structures • A variety of types of performance environment • A variety of aural settings • Inclusive dance • Dance influenced by other cultures <p>Study of the works can inspire students to develop their own performance, creative and choreographic practice, at the same time as the knowledge, understanding and analytical skills required for critical appreciation.</p>

***GCSE Dance Anthology**

Dance work	Dance company	Choreographer
<i>Artificial Things</i>	Stopgap Dance Company	Lucy Bennett
<i>A Linha Curva</i>	Rambert Dance Company	Itzik Galili
<i>Infra</i>	The Royal Ballet	Wayne McGregor
<i>Shadows</i>	Phoenix Dance Theatre	Christopher Bruce
<i>Within Her Eyes</i>	James Cousins	Company James Cousins
<i>Emancipation of Expressionism</i>	Boy Blue Entertainment	Kenrick H2O Sandy

Students must study all six works in their entirety and be prepared to describe, analyse, interpret, evaluate and reflect on the works in response to short answer and extended writing questions.

The GCSE Dance Work Anthology, with details of all six professional works, including films of each performance and interviews with the choreographer or company associate, is available at aqa.org.uk/dance. These can also be found on YouTube.

Teaching methods:

A variety of teaching methods are used, including individual and group work. Lessons will often be delivered in a practical manner. Theory lessons are also important as they aid with the opportunity to gain in-depth knowledge of specific study areas and professional works. It is expected of you to perform in the Annual Dance show – ‘High Flyers’ and you must be prepared to perform as a soloist throughout the course, as this is a requirement for the exam.

Progression:

Candidates have the opportunity to gain in-depth knowledge of specific study areas and professional works as well as connecting areas of practice with their own developing practical and choreographic skills and theoretical understanding. This provides a suitable foundation for study in higher education and for employment.



GCSE Music

Exam Board:	OCR
Head of Department:	Mrs L Hudson
Main Topics:	My Music (Spotlight on My Instrument); The Concerto through time; Rhythms of the World; Film Music; Conventions of Pop.
Coursework:	<ul style="list-style-type: none"> • Integrated Portfolio (a solo performance on the learners chosen instrument and composition to a brief set by the learner) 30% • Practical Component (an ensemble performance and a composition to a brief set by OCR) 30%
Exam Details:	Listening and Analysing (written exam with a CD, 1 ½ hours) 40%
<ul style="list-style-type: none"> • You must be willing and able to play an instrument or sing in order to take GCSE music. • It is strongly recommended that GCSE Music students have lessons on an instrument with an instrumental teacher (either in school or externally). • You must have access to your chosen instrument at home and be prepared to bring it to school for your Music lessons, with the obvious exceptions of piano and drum kit. • You will be expected to take part in at least one extra-curricular music club. <p>You should also be prepared to work musically with others, be creative and take risks, work independently and have an open mind.</p> <p>Although practical musicianship is an extremely important aspect of GCSE Music you can also expect to have to undertake regular written work to help develop knowledge and understanding.</p> <p>You will look at a range of styles including music for your chosen instrument/voice, Concertos, African music, Calypso, Rock ‘n’ Roll, Game music and Pop Ballads.</p> <p>You will be expected to perform, compose, appraise and evaluate music as well as working individually, in small groups and as a class.</p>	
<p>Where could this take me?</p> <p>Performer, DJ, composer/songwriter, lyricist, MD, live sound technician, roadie, artistic management, venue management, studio management, promotion, marketing, A&R, events security, recording company, producer, session musician, CD manufacturer, distributor, retailer, music journalist, broadcaster, teacher, tutor, music therapist.</p>	



GCSE Food & Nutrition

Head of Department:	Miss C Robinson
Main Topics:	<p>The new Food Preparation and Nutrition course equips students with an array of culinary techniques as well as knowledge of nutrition, food traditions and kitchen safety. Food Preparation and Nutrition focuses on setting out the knowledge, understanding and skills required to cook exciting, nutritious meals using practical workshops, guest visitors and trips to local farm producers. We will also apply the principles of food science, nutrition and health eating to support a health, balanced lifestyle.</p> <p>This subject helps to develop essential cooking skills and enables students to make smart food choices for themselves and later in life for their own family. It enables students to be confident in the kitchen and in selecting ingredients to create their own recipes and experiment with new flavour combinations. It also opens the possibility for students to go onto higher education and choose a vocation based in the food industry or food nutrition.</p> <p>A passion for, and interest in food will be of benefit and you will be encouraged to watch food related programmes and read relevant books, magazines and press articles. The ability to use ICT effectively will also be of benefit as this will lead to better presentation of controlled assessment.</p>
Coursework:	<p>GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.</p> <p>Food Preparation skills are broken down into topics: Food, Nutrition and Health, Food Science, Food Safety and Food Choice</p> <p>In Year 11 students will complete one major project for their coursework; they will be expected to make a quality food product that shows consideration of technological, commercial and industrial aspects</p>
Exam Details:	<p>Assessment Requirements</p> <p>Food Preparation and Nutrition - written paper worth 50% of the final GCSE</p> <p>Two tasks which will be completed in class worth 25% each of the final GCSE:</p>

– Food Investigation a written report and Food Preparation a practical assessment

Why choose this course? Studying food preparation and nutrition can lead to exciting and well paid career options. This course could lead you into roles such as a Chef, Food Product Developer, Buyer (who travels the world sourcing new food products for manufacturers), Food Safety Inspectors, Nutritionists, Dieticians, Quality Managers, Teacher, Food Engineer, Food Scientist, Food Technologist, Food Photographer, Food Stylist, Home Economist, Hotel and Restaurant Manager, Microbiologist, working in food magazines.

For more information on food careers please visit www.tastycareers.org.uk



VCERT Craft Design – Vocational qualification (Equivalent to GCSE grades 9 – 1)

Curriculum Team Leader:	Miss C Robinson
Main Topics:	<p>The award is designed to give you the opportunity to develop your craft skills and creativity. The qualification requires you to demonstrate relevant skills and show personal development. You will focus upon the craft process through a variety of pre-selected options in-keeping with your current Technology experience. The work that you produce is recorded in a portfolio for assessment. Successful candidates will gain a NCFE Certificate in Creative Craft (Level 2) equivalent to a GCSE grade C or above.</p> <p>What will I study? Students will develop a broad and comprehensive understanding of craft, develop a significant knowledge core which spans the vocational sector and gain academic and study skills that will support progression within craft and more broadly.</p>
Coursework/Exam Details:	<p>How will I be assessed?</p> <p>Assessment requirements:</p> <ul style="list-style-type: none"> - Internally assessed and externally moderated portfolio of evidence - Externally set and marked assignment <p>Unit 01: Exploring craft and enterprise skills - Mandatory - Internally assessed portfolio of evidence</p> <p>Unit 02: Research and develop design ideas for craft items - Mandatory - Internally assessed portfolio of evidence</p> <p>Unit 03: Respond to a craft brief - Mandatory - Externally assessed assignment</p> <p>Unit 04: Produce final craft work - Mandatory - Internally assessed portfolio of evidence</p>
Progression:	<p>V Certs form part of a comprehensive portfolio of qualifications that aid progression from Year 9 to Apprenticeship programmes or higher education including A Level Product Design.</p> <p>Students who achieve this qualification could progress onto further Level 3 qualifications and A levels, such as:</p>

NCFE Level 3 Certificate in Creative Craft
NCFE Level 3 Certificate in Art and Design
NCFE Level 3 Employability qualifications
A level Product Design, Resistant Materials, Textiles, Art and Design

What possible careers could it lead to?

Fashion Designer, Jewellery Maker and Designer, Milliner, Shoe Designer, Furniture Designer and Manufacturer.

What do I need to do to make sure I get grades 9 - 5 in this subject?

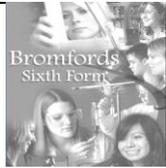
You will need to meet all the deadlines, work hard, respond to feedback in a timely manner, and be motivated and capable of independent work. This course requires a high commitment to practical lessons. All VCERT grades are equivalent to GCSE grades. In the event of a low grade, students are able to sit the examination twice.



BTEC First Award in Health & Social Care (Equivalent to GCSE grades 9-5)

Head of Department:	This is a new course that, should there be demand, we are considering running for the first time from September 2018
Exam Board:	Edexcel BTEC First Level 2 Health and Social Care - this is equivalent to one GCSE pass at grades 9-5.
Main Topics:	<p>This BTEC level 2 is a practical, work-related course that is equivalent to a GCSE at grades 9 to 5 but awarded as a Distinction, Merit or Pass. You will study topics that are based upon realistic workplace situations, activities and demands. You will complete 4 units of work over the three years and these are assessed by 4 individual assignments.</p> <p>Two compulsory core units during: Unit 1 - Human Lifespan Development Unit 2 - Health and Social Care Values.</p> <p>Students will complete 2 optional units from the list below: Unit 3 - Effective Communication in Health and Social Care Unit 4 - Social Influences on Health and Wellbeing Unit 5 - Promoting Health and Wellbeing Internal Unit 6 - The Impact of Nutrition on Health and Wellbeing Unit 7 - Equality and Diversity in Health and Social Care Unit 8 - Individual Rights in Health and Social Care</p> <p>You will cover topics such as:</p> <p>The positions and functions/s of the main organs of the human body; the care that should be given to patients with malfunctions; factors that can influence health and potential health hazards; health and safety legislation for health and social care environments; rights of patients and responsibilities to patients; equality of individuals in society; communication skills and effective communication.</p>

Progression:	Following completion of the BTEC First Certificate in Health and Social Care, successful candidates would be able to enter initial employment as a healthcare assistant or social worker. If you achieve an overall pass grade or better in the BTEC First Certificate in Health and Social Care, it is possible for you to progress further to a BTEC First Diploma in Health and Social Care later on in College, or to move on to a higher level qualification such as a Level 3 BTEC National Certificate in Health and Social Care (equivalent to A Levels) or to other related A Level subjects.
Exam Details:	<p>The qualification consists of four units totalling 120 guided learning hours and you will complete 4 units of work over the three years and these are assessed by 4 individual assignments. There is one exam for Unit 1.</p> <p>Overall, you have the opportunity to achieve either a Distinction, Merit or Pass grade (at level 2, equivalent to GCSE grades A* to C) or a Pass at Level 1 (equivalent GCSE grades D to G).</p>



The Bromfords Sixth Form

Director of Sixth Form:

Ms J O'Reilly

It is important that students consider their future career or further education pathway after Year 11 when choosing their GCSE options. Each compulsory and option subject at GCSE provides the basis for further study post-16.

The Bromfords Sixth Form College offers a wide range of AS and A2 qualifications, and an ever increasing range of vocational courses and Level 3 courses which include BTEC. There is also an opportunity for students to re-sit English and Mathematics if they did not secure a grade 4 at GCSE.

We provide the opportunity for our students to continue studying subjects in which they are interested and have performed well. It is therefore essential that students make sensible decisions now in order to allow themselves the freedom of choice at the end of Year 11.

The Bromfords Sixth Form College offers a caring and supportive environment where students are encouraged to become independent learners. Students receive guidance from staff and their tutors to help them succeed in their chosen subjects and ultimately in their university, apprenticeship and employment applications.

Please contact Ms O'Reilly if you require any further information.

Courses currently offered at Bromfords Sixth Form are:

- Art
- Biology
- Business Studies BTEC
- Chemistry
- Computer Science
- Dance
- Drama and Theatre Studies
- Economics
- English Literature
- Film Studies
- French
- Further Mathematics
- Geography
- History
- Information Technology
- Mathematics
- Photography
- Physical Education/Sports BTEC and A Level
- Physics
- Science BTEC
- Sociology
- Technology: 3D Product Design
- Technology: Textiles
- Government and Politics
- BTEC Travel and Tourism
- Cambridge Technical ICT
- Religious Education