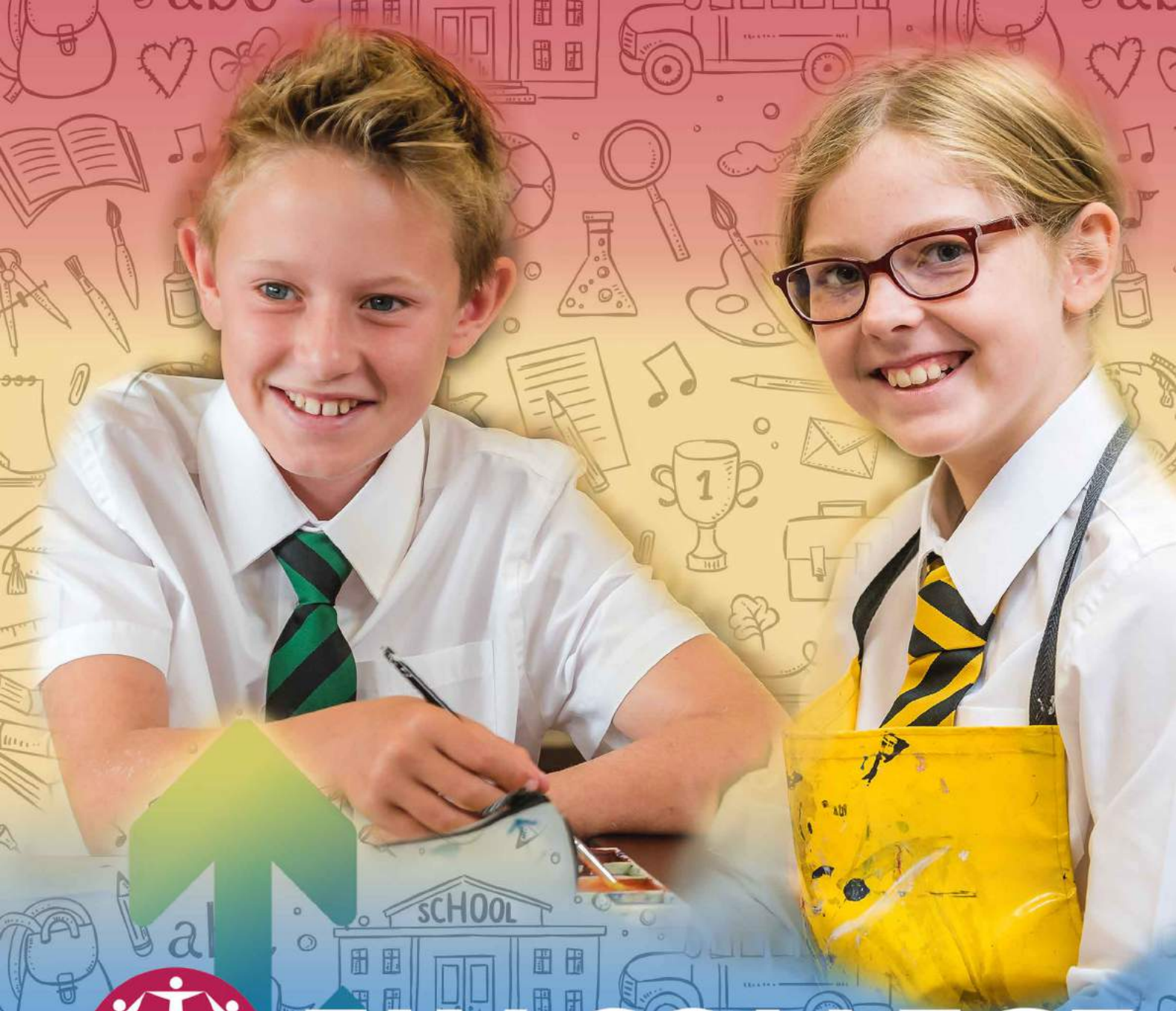

ELY COLLEGE

Subject Information

KS4 2021

CMAT | Cambridge Meridian Academies Trust

This booklet will help you make decisions about the subjects you can choose to study during Years 9, 10 and 11 at Ely College.

The subjects from which you will make your guided choices are outlined in this booklet. These qualifications have been selected to provide you with the best opportunity to achieve your potential.

YEAR 8 GUIDED CHOICES

ELY COLLEGE

These choices are, therefore, very important. The subjects you choose now will form the focus of your study for the next three years, and so you must consider which you will enjoy, and which will best suit your aspirations. Whether you intend to move on to Post-16 study and maybe university, enter into an apprenticeship, or go straight into employment with training, your choices now will have an impact on your choices later.

You will have your own choices to make, and there is no 'golden rule' that will fit everybody. Above all, it is important that you choose carefully. This booklet, together with the support provided by the college staff, is intended to help set you off down the route most appropriate for you.

Introduction

This booklet contains information about all the examined subjects that can be studied from Year 9 onwards. Please use it to help inform the choices you make on the **Options Online system**, which is due to be completed by **Friday 19th March**.

The booklet is split into 3 sections:

- Section 1: Core Curriculum Subjects
- Section 2: List A subjects
- Section 3: List B subjects

Please remember that at least 2 subject choices should be made from List A with the remaining 3 subject choices being made from Lists A or B.

ELY COLLEGE

Core Curriculum Subjects

ELY COLLEGE

ELY COLLEGE

ENGLISH

In English, students will study for English Language and English Literature GCSE.

Type of Qualification: GCSE

How it is assessed: **English Language GCSE** 100% External Examination

English Literature GCSE 100% External Examination

Course Websites:

https://www.aqa.org.uk/subjects/english/gcse/english-language-8700/

https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702

Course Overview:

Students will study English Language and English Literature leading to two separate GCSEs. A wide range of texts are covered, including prose, poetry, drama and various non-fiction texts from the 19th, 20th and 21st centuries.

- Broadly, the aim of the GCSE English Language course is to develop the skills of reading, writing, speaking and listening. Students are encouraged, through a variety of teaching methods, to: communicate accurately, appropriately and effectively in speech and writing and to understand and respond imaginatively to what they hear, read and experience in a variety of media.

- The aim of the GCSE English Literature course is to develop an informed personal response to a range of texts in the genres of prose, poetry, and drama. Students are encouraged to become critical readers of fiction and non-fiction prose, poetry and drama. Students will experience different times, cultures, viewpoints and situations as found in literary texts and explore how texts from different cultures and traditions may reflect or influence values, assumptions and sense of identity.

Post 16 and Career opportunities:

There are very few careers where you will not need English skills which are transferable and highly valued in many occupations. English can lead to careers in law, the media, public services, retail, medical services or academic service. GCSE English Language is required for many further education college courses as well as modern apprenticeships. It is vital for any students wishing to take A Levels in any subjects. Students will focus on becoming mature and reflective readers, writers and speakers to help them navigate the modern world.

MATHEMATICS

Type of Qualification: GCSE

How it is assessed: 100% Examination

Website: https://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300/specification-at-a-glance

Course Overview:

Students will encounter the following strands of Mathematics during their GCSE course:

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

In the Mathematics GCSE there is an emphasis upon the application of each of the skills learned within the topic areas and then upon problem solving by utilising a range of these skills. The course will encourage students to represent, analyse, interpret, evaluate and reflect upon a range of topics within, and across, the strands listed above.

Students will sit three examinations, each lasting one hour and thirty minutes:

- Paper 1 is a non-calculator paper and;
- Papers 2 and 3 allow the use of calculators.

Each paper has an equal weighting for the student's final grade. Students will study the higher or foundation tier for all three papers and these papers must be sat in one series.

Post 16 and Career opportunities:

GCSE Mathematics is generally required by most employers and by those wishing to go on to higher education. It gives a good background for those hoping to go into commerce or industry and especially those professions with a financial or scientific emphasis. A GCSE in Maths will demonstrate that the student is numerate and has access to a wide range of transferable skills. Most areas of study and most employers value this highly. It is anticipated that a GCSE Maths (9-1) grade of 4 or above will be needed for most university courses in any subject.

The current guidance for those students who do not gain a grade 4 at GCSE in Summer 2022 is that the student will need to continue studying for the grade 4 in Maths during their post 16 studies, regardless of the course they choose.

SCIENCE

Type of Qualification: GCSE

How it is assessed: 100% External examination

Course Website: https://www.aqa.org.uk/subjects/science/gcse

Course Overview:

All year 9 students will begin on the Separate Science specification. At the end of year 9, we (students, teachers and parents) will decide which students are best suited to continue the Separate Science course and which students will benefit from taking the combined science course. This decision will be based on test results, engagement and enthusiasm for the subject.

Science is not an "option" subject and all students (combined and separate) have the same number of lessons, therefore separate science students must learn the content at a faster pace.

In year 10 and 11, all students will follow either the Separate Science or the Combined Science AQA specification.

- Separate Science: This course was called "Triple Science" on the old specification. Students study Biology, Chemistry and Physics. They follow a course that, over three years, results in 3 total GCSEs, 1 each in Biology, Chemistry and Physics.

- Combined Science: This course was called "Double Science" on the old specification. Students study Biology, Chemistry and Physics. They follow a course that, over three years, results in 2 total GCSEs, both of which are called "Combined Science".

Grades:

- Separate Science students will receive one grade (9-1) in each of Biology, Chemistry Physics.

- Combined Science students will receive a double grade (9-9 to 1-1) which is their overall Combined Science grade (for example, a 6-5).

Exam Structure:

Separate Science students will have 6 exams in total, 2 each for Biology, Chemistry and Physics. Each exam is 1 hour and 45 minutes and is out of 100 marks. Each of the 6 exams will include relevant course content as well as numeracy and literacy based questions.

Combined Science students will have 6 exams in total, 2 each for Biology, Chemistry and Physics. Each exam is 1 hour and 15 minutes and is out of 70 marks. Each of the 6 exams will include relevant course content as well as numeracy and literacy based questions.

Both Separate and Combined Science have higher tier (Grades 9-4) and foundation tier (Grades 5-1) exams.

Post 16 and Career opportunities:

A Levels in Biology, Chemistry, Physics and Level 3 BTEC in Applied Science can be accessed by this route of study. Sixth Forms presently do not put any preference on the Separate Science course over the Combined Science course. Their acceptance criteria are based on minimum grades, which can be achieved through either course.

List A

Subjects

COMPUTER SCIENCE

Type of Qualification: GCSE

How it is assessed: 100% Examination

Website: https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/

Course Overview:

Computer Science equips students with a solid foundation of the functionality of the internal and external components of computers, software programming and computer networks.

Computer Science is a different subject from BTec in Digital Information Technology (DIT). Computer Science teaches students to understand the functions and inner workings of hardware components and software, while BTec in DIT teaches software skills for developing user interfaces and data analysis techniques. It is recommended that students on the Computer Science course have a strong foundation in mathematics and a passion to learn programming, while students studying BTec in DIT should have a strong interest in analyzing data and creating user interface platforms.

- **Unit 01: Computer systems**: this unit introduces students to the Central Processing Unit (CPU), types of computer memory and how different forms of data is stored within memory, computer networks, network security and systems software. Students will also become familiar with how digital technology can impact on ethical, legal, cultural and environmental issues.

- **Unit 02: Computational thinking, algorithms and programming**: students will be introduced to the design and writing of computing algorithms. They will develop their programming techniques, practice how to produce robust programs, analyse Boolean logic and examine different generations of programming languages and Integrate Development Environments (IDEs).

Post 16 and Career opportunities:

This qualification will provide excellent preparation for higher level study and careers in Computer systems engineering, Software programming, Systems analysis, Artificial Intelligence or allied fields such as Mathematics or Physics.

It supports progress to further study AS, A Level or a Degree in Computer Science.

Modern Foreign Languages: FRENCH OR SPANISH

Type of Qualification: GCSE

How it is assessed: 100% Examination

Course Website: https://www.aqa.org.uk/subjects/languages/gcse

Course Overview:

The courses develop all aspects of students' ability to use French or Spanish using the four communication skills: listening, speaking, reading and writing. This builds on what has already been learnt at KS3 as well as introducing you to a wider range of language and topics. You will be assessed informally throughout the course on these four skills. In Year 11, your final exam will consist of:

- **Unit 1:** Listening examination – 25% of final grade
- **Unit 2:** Reading examination – 25% of final grade
- **Unit 3:** Speaking controlled assessment – 25% of final grade
- **Unit 4:** Writing controlled assessment – 25% of final grade

The course is divided into three key themes:

- **Theme 1:** Identity and Culture (family and friends/technology in everyday life/free time activities/festivals and customs).
- **Theme 2:** Local, national, international and global areas of interest (home, town, neighbourhood and region/social issues: charity work, healthy and unhealthy living/global issues: environment, poverty and homelessness/travel and tourism).
- **Theme 3:** Current and future study and employment (studies/life at school/education post-16/jobs and careers).

There is the potential to use a range of audio and visual resources and the use of ICT is encouraged.

Post 16 and Career opportunities:

A GCSE in a Modern Foreign Language is a key skill for further study at AS/A Level. It facilitates the learning of other languages and leads to plenty of exciting career and social opportunities. Many university courses offer a languages module enabling students to combine languages with other subjects such as business, medicine and law. Many courses also offer the opportunity of spending a year abroad.

We live in a global society, which is why the ability to communicate in other languages and understand other cultures is so important. A GCSE in a Modern Foreign Language can make a significant difference on the employment market and can lead to careers in teaching, interpreting, translating, sales, finance and marketing in many business sectors. Languages also help you develop self-confidence, your powers of deduction, communication and analytical skills, which are useful tools whatever your career plans may be.

GEOGRAPHY

Type of Qualification: GCSE

How it is assessed: 100% Examination

Website: **https://www.aqa.org.uk/subjects/geography/gcse/geography-8035**

Course Overview:

Geography GCSE is an exciting and interesting subject that can form part of a programme of study for the English Baccalaureate. Subject to timetabling restrictions, students can choose to study both Geography GCSE and History GCSE at Key Stage 4.

The study of Geography GCSE enables students to develop a knowledge and understanding of current events, investigate the earth and its populations, and study the features of the earth and how they were formed.

Students develop a range of useful skills throughout the course including map reading, data collection and analysis, ICT and problem solving skills – all of which are highly prised by employers. Mathematical skills also make up a significant part of the course.

The course includes:

Living with the physical environment (Unit 1 – exam 1hr 30mins)

- 3.1.1 Section A: The challenge of natural hazards
- 3.1.2 Section B: The living world
- 3.1.3 Section C: Physical landscapes in the UK

Challenges in the human environment (Unit 2 – exam 1hr 30 mins)

- 3.2.1 Section A: Urban issues and challenges
- 3.2.2 Section B: The changing economic world
- 3.2.3 Section C: The challenge of resource management

Geographical Applications (Unit 3 – exam 1hr 20 mins)

- 3.3.1 Section A: Issue evaluation
- 3.3.2 Section B: Fieldwork

Geographical Skills are covered within each of the units.

Students who succeed most in this course, not only work hard, but are self-motivated and interested about the world around them, for example, take an interest in the news and complete their own reading and research.

Post 16 and Career opportunities:

Geography is a very popular subject that can be studied at many local sixth form colleges. Many of our students go on to study it at A' level and beyond. Students go on to study both physical and human geography, environmental sciences or use it as a facilitating subject which are those subjects which are most commonly required or preferred by universities to get on to a range of degree courses.

HISTORY

Type of Qualification: GCSE

How it is assessed: 100% Examination

Website: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html

Course Overview:

History GCSE is one of the subjects that can form part of a programme of study for the English Baccalaureate. Subject to timetabling restrictions, students can choose to study both History GCSE and Geography GCSE at Key Stage 4.

The course comprises of four sections that are tested in three examinations.

- **Unit 1:** Medicine in Britain 1250 – present and the British sector of the Western Front 1914 – 1918; injuries, treatments, and trenches. Students explore how our understanding of medicine has changed over time. This will involve understanding patterns of change, trends and turning points, such as significant events like the Black Death and Cholera outbreaks of the 19th century. Students explore the influence of factors inhibiting or encouraging change within periods and across the theme. Key factors are: individuals and institutions (Church and government); science and technology; and attitudes in society. The historic environment explores conditions on the western front through analysis of a variety of sources. Exam 1hr 15mins 30%.

- **Unit 2:** Anglo Saxon and Norman England, c1060 – 1088. Looks at the time leading up to the Norman invasion of 1066, how William secures his throne and establishes Norman rule across England.

- **Unit 3:** Super Power relations and the Cold War, 1941 – 1991. Investigates the origins of the Cold War and events that were significant until the end with the collapse of the Soviet Union. Unit 2 and 3 are combined into one exam 1hr 45mins 40%.

- **Unit 4:** Weimar and Nazi Germany, 1918 – 1939. Explores the rise and fall of the Weimar Republic and how the Nazi party were able to assume control of Germany. Students then look at life in society whilst under the control of the dictatorship. Exam 1hr 20mins 30%.

Post 16 and Career opportunities:

History GCSE is excellent preparation for a number of humanities and social science courses in further and higher education. The skills gained through studying History are applicable to many careers including politics, the Civil Service, heritage sector, teaching, law and journalism. History provides a fantastic opportunity to ignite and engage your passion and interests in culture, society and politics.

Studying History will help you develop into an independent learner, a critical thinker and decision maker. All of these personal assets will make you stand out, as you progress to A Level, university and/or the workplace. Students who study GCSE History often continue to study History at A Level and take Government and Politics, English, and other humanities subjects alongside it.

List B

Subjects

ART, CRAFT AND DESIGN

Type of Qualification: GCSE

How it is assessed: Unit 1: 60% - Portfolio Unit 2: 40% - Externally Set Assignment

Course Website: https://www.eduqas.co.uk/qualifications/art-and-design-gcse/#tab_overview

Course Overview:

- The course takes the form of a series of projects, each taking approximately one term to complete. The first year of the course will be focused on building the necessary skills and exploring a variety of media, processes and techniques. Students will spend one term drawing and painting, another producing 3-Dimensional work and another working with mixed media materials. This will then ensure students have the necessary foundation skills needed to produce their coursework portfolio in the second and third year of the course.

- Students choosing art need to have a passion for the subject and be willing to complete work at home. They need to be self-disciplined and organised.

- For their portfolio of coursework students will develop at least three main bodies of work relating to several different themes, one of which will be completed under exam conditions as a mock examination so that students can appreciate the format of the final examination project. Students will learn about the work of other artists and use this knowledge to make connections with their own artwork. Students will also see artwork when they visit museums and art galleries with the department.

- All students initially follow a course that covers a wide range of two and 3-dimensional media, but some may choose to specialise in year 10 and 11. If a student chooses to specialise in ceramics/sculpture, they will undertake the same projects as other art students, but all their finished work will be in clay or 3-dimensional media.

- If a student wishes to explore the medium of photography, both darkroom and digital, they can attend a session 6 KS4 photography club. Please be aware that there is a cost involved to cover materials for this session 6 club and is only open to year 9 GCSE Art students. It may then be possible for them to specialise in photography in year 10 and 11.

- The examination consists of an externally set paper given out in the January of year 11, which students respond to over a period of 10-12 weeks, developing and exploring ideas culminating in a 10-hour final piece held over a two-day period.

Post 16 and Career opportunities:

The GCSE Art course will enable you to develop creative and practical skills as well as other transferable skills which are advantageous in many A Level courses.

Art and Design GCSE would be a key requirement to study Art at a higher level. Many of our students go on to complete A Level courses or a college course in a design specialism that suits them.

The GCSE course is an ideal stepping stone to art-related courses, which are widely available both locally and nationally. Art is a subject which can open many doors to a variety of courses and careers within areas such as: Fashion and Textile design, Graphic design, Spatial design, 3D design, Jewellery design, Fine art, Photography, Digital and multi-media and many more.

Art courses often followed = GCSE > A-Level > Foundation Course or BTEC > Degree > Masters

BUSINESS STUDIES

Type of Qualification: GCSE

How it is assessed: 100% Written Examination

Course Website: https://www.aqa.org.uk/subjects/business/gcse/business-8132

Course Overview:

Students will apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. This will help the students to develop an understanding of how these contexts impact on business behaviour, by applying their knowledge and understanding to business decision making**.**

Students will be studying subjects such as Business in the Real World, Influences on Businesses, Business Operations, Human Resources, Marketing and Finance in order to develop their skills and understanding of businesses and how they operate.

- Business Studies helps students understand more about how and why businesses operate in the way they do. Students are able to relate what they study to everyday activities, such as purchasing goods, and the news reported in the media. As well as developing students' knowledge and understanding of the world of business, this course helps students to develop a range of skills such as: decision-making; interpreting and managing information; devising solutions to problems and issues.

- Students are encouraged to develop a lifelong interest in, and enjoyment of, business subjects, and to develop and apply their knowledge and skills to understand today's issues in local, national and global contexts.

- Students will undertake explorative research and business analysis where they will carry out location studies and market research activities.

Students will be sitting two exams:

- Paper 1 will be on Influences of operations and HRM on business activity.

- Paper 2 will look at Influences on marketing and finance on business activity, both are worth 50% of their overall grade.

Post 16 and Career opportunities:

The successful completion of a Business course at Key Stage 4 will prepare learners for employment or further education. GCSE Business will encourage students to make informed choices about a wide range of further learning opportunities and career pathways as well as develop life skills that enable them to become financially and commercially aware.

Progress on to a Level 3 Business course (A Level Business or Certificate in Financial Studies) or a modern apprenticeship would be an expected pathway.

DESIGN and TECHNOLOGY: (3D Products)

Type of Qualification: GCSE

How it is assessed: 50% Examination, 50% NEA (Coursework assignment)

Website: https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552

Course Overview:

Design Technology: 3D Products is an exciting course for those students who enjoy designing & creating, experimenting & making. **Explore – Create - Evaluate** will be at the subjects' core. It will be used to help students design and develop 3D product outcomes in a range of suitable materials that meet genuine user needs, solve real life issues and improve existing outcomes. The course consists of three key elements. These include:

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

The year 9 curriculum for this course will provide students with an opportunity to build on their KS3 DT experience. There will be a focus on 'upskilling' where students will get to experience a range of practical focused tasks designed to provide a broad experience of materials and processes whilst supporting the students' theoretical knowledge & understanding. Designing techniques and communication skills also underpin the year 9 experience. As the course progresses into year 10, more in-depth tasks are studied to support the **core technical principles.** This core knowledge will then be applied to detailed design and make contextual challenge-based work where students have to consider specific users, their needs, wants & likes.

The NEA (non-examined assessment): Previously known as coursework, 50% of the final marks are given for designing and making a high-quality prototype with a supporting design folder. This will link to a 'contextual challenge' that is set by the exam board at the end of year 10 and has been thoroughly researched and investigated. NEA style supporting activities will be studied throughout the course to help students thoroughly prepare for the demands and rigour of the main NEA task. Students will select themselves which materials and manufacturing techniques are most appropriate for their final design and this can include the use of laser cutting and 3D printing.

The exam: 50% of the final mark is a written exam paper. This exam is split into three sections following the three key elements of the course; general DT knowledge (**Core technical principles**), in-depth knowledge of **one** or **more** chosen material areas (**Specialist technical principles**) and finally design related content and skills (**Designing and making principles**).

The course will be underpinned by the following key skills:

- Design strategies (*including iterative, user centred, creative and design influenced)*
- Exploring modelling and testing ideas
- Materials experimentation (*working characteristics and properties*)
- Manufacturing techniques (*traditional and modern – including CAD/CAM*)

Post 16 and Career opportunities:
Design & technology GCSE is a robust and exciting qualification which prepares students for further study or apprenticeships in various design fields including Product design, Fashion, Graphic Design, Textile Design and Engineering.

Key attributes for success on this course are: A passion and enjoyment for designing and making things, a willingness to recognise all material areas rather than expecting to study just one, embracing trial and error - a fundamental component of D&T, commitment to completing regular external study tasks, maintain a theory folder and accompanying sketchbook, satisfactory making ability / CAD skills. An ability to draw or sketch is an advantage (but not essential).

DESIGN and TECHNOLOGY: (Fashion and Textiles)

Type of Qualification: GCSE

How it is assessed: 50% Examination, 50% NEA (coursework assignment)

Website: https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552

Course Overview: Fashion and Textiles is an exciting course for those students who enjoy designing and creating products for consumers, with an interest in the workings of the fashion and textiles industry. This course offers students the opportunity to design and make a number of different products using a range of different fabrics. **Explore – Create – Evaluate** will be at the subjects' core. **This course can be taken alongside GCSE Art.**
The course consists of three key elements. These include:

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

The Year 9 curriculum for this course will provide students will an opportunity to build on their KS3 DT experience and upskilling in preparation for the NEA. Students will have access to a broad range of techniques, resources and materials to be able to experiment and model with. Designing techniques and communication skills also underpin the year 9 experience. It will focus mainly on the **core technical principles** and **general practical skills** before applying these to in-depth design and make projects through year 10. This **core knowledge** will then be applied to detailed design and make contextual challenge based work where students have to consider specific users, their needs, wants & likes.

The NEA (non-examined assessment): Previously known as coursework, 50% of the final marks are given for designing and making a high quality prototype with a supporting design folder. This will link to a 'contextual challenge' that is set by the exam board at the end of year 10 and has been thoroughly researched and investigated. NEA style supporting activities will be studied throughout the course to help students thoroughly prepare for the demands and rigour of the main NEA task. Students will select themselves which materials and manufacturing techniques are most appropriate for their final design and this can include the use of laser cutting and sublimation printing.

The exam: 50% of the final mark is a written exam paper. This exam is split into three sections following the three key elements of the course; general DT knowledge (Core technical principles), in-depth knowledge of one or more chosen material areas (Specialist technical principles) and finally design related content and skills (Designing and making principles).

The course will be underpinned by the following skills plus many more:

- **Design strategies** (*including iterative, user centred, creative and design influenced)*
- **Fashion drawing techniques and illustration**
- **Clothing/textiles manufacturing techniques** *(traditional and modern – including CAD/CAM)*
- **Materials experimentation** *(including Smart and modern, properties and characteristics)*
- **Exploring, modelling and testing ideas of Fashion, interior and accessory products**
- **Dyeing, printing and embellishment technique investigations**

Post 16 and Career opportunities:
This is an exciting qualification which prepares students for further study or apprenticeships in various design fields, including Textile Design, Fashion Buying and Fashion Design. The industry is diverse with many different roles. Students looking for careers such as garment technologist, fashion designers, retail buyer, fashion illustrator, fashion stylist, fashion journalist and theatrical costume designer will find this course an interesting starting point.

Key attributes for success on this course are: A passion and enjoyment for designing and making things, a willingness to recognise all material areas rather than expecting to study just one, embracing trial and error - a fundamental component of D&T, commitment to completing regular external study tasks, maintain a theory folder and accompanying sketchbook, satisfactory making ability / CAD skills. An ability to draw or sketch is an advantage (but not essential).

BTEC in Digital Information Technology

Type of Qualification: Pearson BTEC Tech Award Level 1 and 2

How it is assessed: One externally assessed exam – 40% of the qualification
Two internally assessed assessments – 60% of the qualification

Course Website:
https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology.html

Course Overview:

The content of the course gives students a real insight into modern fundamentals of IT. Students will learn a strong mix of creative design and technical knowledge. The course comprises 3 components, which follow a structure of Explore, Develop and Apply. This structure helps students to build on and embed their knowledge, which further allows them to grow in confidence and then put into practice what they have learned.

Students will particularly enjoy the creativity of the user interface design element of the course and the link of the cyber security aspects to social media.

- **Component 1 – Explore: Exploring User Interface Design Principles and Project Planning Techniques** – the focus of this unit is to project plan the design and development of a user interface. Students will explore user interface design and development principles, investigate how to use project planning techniques to manage a digital project, and discover how to develop and review a digital user interface. The unit is internally assessed and weighs 30% of the qualification.

- **Component 2 – Develop: Collecting, Presenting and Interpreting Data** – the focus of this unit is to process and interpret data, and draw conclusions. Students will explore how data impacts on individuals and organisations, they will draw conclusions and make recommendations on data intelligence, and will develop a dashboard using data manipulation tools. The unit is internally assessed and weighs 30% of the qualification.

- **Component 3 - Apply: Effective Digital Working Practices** – the aim of this unit is to explore how organisations use digital systems and the wider implications associated with their use. Students will explore how modern information technology is evolving, they will consider legal and ethical issues in data and information sharing, and will understand what cyber security is and how to safeguard against it. The unit is externally assessed and weighs 40% of the qualification.

Post 16 and Career opportunities:

This qualification equips learners to progress to a range of Level 3 or GCE qualifications in:

- ICT
- Computing
- Media Studies
- Design and Technology

DRAMA

"Going to the theatre has changed the way I look at my work – I'm inspired!"

Type of Qualification: GCSE

How it is assessed: A combination of practical and written assessment

Course Website:
https://www.ocr.org.uk/Images/242630-specification-accredited-gcse-drama-j316.pdf

Course Overview:

- Drama GCSE involves working in a variety of ways from devising, shaping and performing.
- Students will study a variety of Drama practitioners and playwrights and learn how their work affects the way performance work is created.
- Different genre, styles and conventions will be studied and used throughout the course. There will also be the opportunity to learn about technical aspects of Drama – lighting, sound, props and scenery. Everything is aimed to enable the student to create and perform their own theatre.
- Students will begin to consider their own artistic intentions and that of others; they will research and present the cultural, social and historical influences on their own work and others.
- Studying Drama provides students with the opportunity to learn about many different topics and interesting characters. They will build the skills to be able to perform confidently in front of audiences; as well as to produce their own exciting and engaging pieces of theatre.
- Students will learn all about teamwork and be expected to work as a 'company' (just like a professional theatre company!).
- The course consists of three units: Devising Drama (creating original drama from a stimulus), Presenting and Performing Texts (the study and performance of scripts) and Drama: Performance and Response (a practical, in-depth study of a play text and a review of a piece of live theatre).
- The first two units of work consists of an assessed Drama performance and one major piece of coursework. The final unit is a written examination assessment.

Post 16 and Career opportunities:

Drama at GCSE aims to prepare students to study Drama or Performing Arts. Many students go on to jobs in the entertainment industry, but Drama can help students access almost any career or higher education subject. The skills students learn in Drama are invaluable and can be applied to a variety of careers. Employers and education providers alike are looking for confident young people who are committed and focussed. If students are able to take the initiative and work well in a team they are opening the door to a career of their choice. The skills they learn in Drama will help them to achieve their goals.

ENGINEERING

Type of Qualification: GCSE

How it is assessed: 40% NEA (coursework), 60% examination

Course Website: https://www.aqa.org.uk/subjects/engineering/gcse/engineering-8852

Course Overview:

Engineering is an increasingly innovative and exciting area to work in. It affects every aspect of modern life – from skyscrapers to smart phones, cars to carrier bags. GCSE Engineering introduces students to a host of new technologies, helping them to gain practical skills and understanding to inspire a lifelong interest in engineering. It is worth noting that we have support from a number of local engineering businesses who offer our learners additional real-life context and some employment opportunities.

Areas of study include:

- The variety of sectors within engineering and their applications, including traditional engineering practices as well as current and emerging technologies.
- Design, communication, CAD CAM, materials and working practices used to manufacture engineered products.

Workshop and machining techniques, allowing students to produce an engineered product using the workshop facilities. Students can use drilling, turning and milling machinery as well as a number of hand finishing skills to produce a high quality and accurately produced product.

Question paper: Externally assessed

What's assessed

The 'Practical engineering skills' section will predominantly be assessed through the NEA, some questions in the written exam will relate to practical contexts and students will need to apply their understanding within these contexts.

How it's assessed

- Written exam: 2 hours
- 120 marks
- 60% of GCSE

Questions

- Multiple choice questions assessing breadth of knowledge.
- Short answer questions assessing in depth knowledge, including calculations.
- Multiple choice questions related to the application of practical engineering skills.
- Extended response questions drawing together elements of the specification.

+

Non-exam assessment (NEA): Practical engineering

What's assessed

- Application of skills, knowledge and understanding in a practical context.
- Analysis and evaluation of evidence.

How it's assessed

- A brief set by AQA released on 1 June in year 10.
- 80 marks
- 40% of GCSE

Questions

Students produce:

- engineering drawings or schematics to communicate a solution to the brief
- an engineering product that solves a problem.

Post 16 and Career opportunities:

Engineering provides excellent prospects for further study, training or apprenticeship. Students can select from a wide range of academic & vocational qualifications in multiple engineering disciplines.

Key attributes for success on this course are:

- Enthusiasm for being creative, using drawing, design, maths and problem-solving.
- An understanding and interest in how things function and how they fit together.
- A passion for working in an engineering sector and the ability to work as part of a team.

HAIR AND BEAUTY

Type of Qualification: Level 2 Technical Award in Hair and Beauty Studies

How it is assessed: One externally moderated assignment (60%)
One externally marked exam, sat under exam conditions (40%)
Grading scale is Pass, Merit, Distinction and Distinction*

Course Website: https://www.cityandguilds.com/qualifications-and-apprenticeships/beauty-and-complementary-therapies/beauty/3038-technicals-in-hair-and-beauty

Course Overview:

If you enjoy looking back in time to explore changing trends and developments within the hair and beauty sector, find out how science is used to create products, and understand why we create images for business use, then this qualification is for you.

You will study how hair and beauty has developed from ancient times to the present day and develop hair styling, make-up and manicure technical skills to produce your own photographic image. You will explore ethics of product testing, effects of ingredients on hair and skin and how disorders of the hair and skin can impact services.

This qualification has three units:

- Exploring the world of hair and beauty
- Science of hair and beauty
- Design in the hair and beauty sector

The qualification develops the following knowledge, understanding and skills:

- Specific services carried out within the hair and beauty sectors, roles and responsibilities and typical working patterns
- Evolution of hair and beauty from use in ancient times to the mid 90s
- How technological advancements, changes to the economy, and social factors have influenced the sector
- Chemistry of cosmetics and biology related to hair and beauty
- Uses of design and images for business use
- Technical hair styling, make-up and manicure skills.

Post 16 and Career opportunities:

This course will provide a basic introduction to the skills required in the Hair and Beauty industry. The course is particularly suited to those who wish to go onto study Level 2 or Level 3 qualifications in this area at post-16. You would also find the understanding and skills useful to progress to an apprenticeship.

Progression options includes courses such as the City & Guilds Level 2 Diploma in Beauty Therapy/Beauty Consultancy/Hair and Media Make-up **or** City & Guilds Level 2 Diploma in Women's Hairdressing/Barbering. You would also find the understanding and skills useful to progress to an apprenticeship.

Key attributes for success on this course are:

Students should have a passion for hair, make-up and beauty treatments and enjoy showing creativity. In additional students will need good research and design skills as this will form a large part of the assessment.

HEALTH AND SOCIAL CARE

Type of Qualification: Level 2 BTEC Tech Award

How it is assessed: 40% - One External Component (Written Examination)
60% - Two Centre Assessed Components (Coursework)

Course Website: https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care.html

Course Overview:

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

• Development of key skills that prove your aptitude in health and social care such as interpreting data to assess an individual's health.
• Process that underpins effective ways of working in health and social care, such as designing a plan to improve an individual's health and wellbeing.
• Attitudes that are considered most important in health and social care, including the care values that are vitally important in the sector, and the opportunity to practise applying them.
• Knowledge that underpins effective use of skills, process and attitudes in the sector such as human growth and development, health and social care services, and factors affecting people's health and wellbeing.

This BTEC Tech is equivalent to a GCSE qualification. There are three compulsory components – the exam component based on the factors affecting physical health and devising an individual plan to support a person. The two centre assessed components are - understanding life stages – studying a person's development from birth to death and – health and social care values and services which studies the role of various services and professions and how they support a person.

Post 16 and Career opportunities:

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

• A Levels as preparation for entry to higher education in a range of subjects

• Study of a vocational qualification at Level 3, such as a BTEC National in Health and Social Care, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in aspects of health or social care.

HOSPITALITY AND CATERING

Type of Qualification: Level 2 Vocational Award in Hospitality and Catering

How it is assessed: Assignments and an exam covering practical skills and underpinning knowledge

Course Website: https://www.wjec.co.uk/qualifications/hospitality-and-catering-level-1-2/#tab_overview

Course Overview:

- WJEC Level 1/2 Vocational Award in Hospitality and Catering, is a course for those students who enjoy cooking, experimenting and learning more about the Hospitality and Catering industry.
- The course is over the 3 years. It has an exam as part of a core unit. Students will carry out task based on practical skills and kitchen based practical assessments. There will be a requirement to complete tests based on core subject specific knowledge.
- The qualification is made up of practical units that will be specific to different food groups, for example, meat and poultry, baked goods, pasta or vegetables. It will also cover sections on healthy eating and special diets.
- The lesson will take place in the skills kitchen where students will have access to an industrial catering kitchen.
- Students will be required to purchase chef whites, shoes and cap. These will be available to purchase through the school.

Post 16 and Career opportunities:

A WJEC Level 1/2 Vocational Award in Hospitality and Catering can lead onto further professional qualifications at Post 16, including a Diploma in Professional Cookery, the Diploma in Professional Food & Beverage Service and an Award in Healthier Food and Special Diets. It would also provide a good starting knowledge for employment in the Hospitality and Catering industry and for apprenticeship schemes.

There are many different careers open to you with a background in food including: chef, dietician, environmental health officer, food chemist, food consultant, food stylist, food photographer, home economist, hotel and restaurant manager, marketing and advertising executive, health professional, farmer, microbiologist, nutritionist, recipe developer, teacher, working in food magazines, radio and television.

Key attributes for success on this course are:

A passion for cooking and developing catering skills, students should enjoy cooking at home and have a basic knowledge of food and cooking methods.

MEDIA STUDIES

Type of Qualification: GCSE

How it is assessed: 70% Examination
30% Controlled assessment (coursework)

Course Website: https://www.eduqas.co.uk/qualifications/media-studies-gcse

Course Overview:

As Media is a new subject for most students, an interest in some of the types of text we will study is essential: this may be films, television, video games, newspapers, the Internet or even new media technologies. The course seeks to develop students' understanding of how these products influence us, who the target audience is and how each product represents society.

The course is divided between practical production work (coursework) and preparation for the written exam. As part of the practical work, students will be required to use industry standard IT software, typically Photoshop and InDesign to create media products such as magazines or film posters. Consequently, good IT and written skills are required for this course.

Overview of the course:

- **Exam paper 1 (40%)** - Learners will explore how different forms of media follow generic conventions, use media language, represent events, issues, places, individuals and social groups, address audiences and reflect their industrial context.
- **Exam paper 2 (30%)** – Learners will explore a range of media to demonstrate media issues and their understanding of theoretical frameworks including media language, representation, audiences and media industries as it applies to each form.
- **Controlled assessment (30%)** – Learners will develop media projects, applying their knowledge and understanding of taught theory to create convincing examples of a finalised media product, e.g. a magazine.

Post 16 and Career opportunities:

The industry is expanding rapidly and there are a vast range of employment opportunities and higher education courses available. The GCSE is an excellent intermediate step towards a career in the media industry.

This course emphasises analytical and theoretical skills as well as a creative and practical approach. It is a creative subject which can also be pursued at Bishop Laney Sixth Form. We have found that many students seek to continue with the subject into Sixth Form and then into University. Media is certainly a first step into a longer career of further education and potential employment opportunities within a diverse media industry.

MUSIC

Type of Qualification: GCSE

How it is assessed: 60% internally-assessed coursework; 40% Examination

Course Website: **https://www.ocr.org.uk/qualifications/gcse/music-j536-from-2016**

Course Overview:

Do you have a passion for music?
Do you want to develop your knowledge of music, and your skills as a performer and composer?
Are you hard-working, inquisitive, and creative?

If the answer is *"Yes"* … read on…

GCSE Music consists of three main elements:

Performing	30%	1x solo performance and 1x ensemble (group) performance.
Composing	30%	1x free-choice composition and 1x set-brief composition.
Listening & Appraisal	40%	Preparation towards a listening exam where students answer questions about unfamiliar extracts of music.

There are five Areas of Study (AofS) within the GCSE Music course:

AofS 1 - My Music	- Student performances and compositions…..
AofS 2 - The Concerto through Time	– Exploring how the concerto developed through the Baroque, Classical and Romantic periods.
AofS 3 - Rhythms of the World	- Exploring different styles of 'world music' include samba, African drumming, calypso, steel pans, bhangra, Indian classical music, Middle East folk music.
AofS 4 - Film Music	- Exploring the development of film music and the techniques used.
AofS 5 - Conventions of Pop	- Exploring the development of popular music, looking specifically at Rock 'n' Roll, Rock Anthems, Pop Ballads and Solo Artists.

In order to study GCSE Music, all students **will** need to be able to play an instrument or sing. However, there is still time to start learning an instrument either now or from Yr.9, by having peripatetic lessons inside or outside school. It is also possible for students to be self-taught, and Mr Newsome will support these students by providing appropriate resources to aid their learning.

Post 16 and Career opportunities:

A GCSE in Music can lead you to whatever you want to achieve. Some students pursue A-Level or other Level 3 courses in Music, Music Technology and the Performing Arts after taking GCSE Music; others take Music at GCSE level because they have a passion for the subject and choose not to pursue this any further.

However, Music is widely recognized to be a difficult, academic subject, and by the end of the course GCSE Music students are: disciplined, hardworking, highly organized, creative, excellent listeners, strong communicators and academic!

Career opportunities include: professional musician, sound engineer, working in media/social media, composer, peripatetic music teacher, primary/secondary music teacher, software development. There are also many examples of doctors, lawyers, scientists and dentists who studied GCSE Music at secondary school! Music really can lead you anywhere…….

Philosophy, Religion and Ethics (PRE)

Type of Qualification: GCSE

How it is assessed: 100% Examination

Course Website: **https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062**

Course Overview:

The PRE GCSE is split in to two areas. The first is the study of philosophical and moral debates. This includes core themes that produce strong opinions and discussion. The debates include the points of views of both believers and non-believers. The second area of study is of two world religions. We have decided to combine our study of Christianity with Buddhism, as these are highly contrasting religions.

Within lessons students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious and moral issues.

Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills; the ability to work with abstract ideas; leadership and research skills. All these skills will help to prepare them for further study.

The course assessment method includes:

Component 1: **The Study of Religions: Beliefs, Teachings and Practices**

Written exam: 1 hour 45 minutes (50% of GCSE)

and

Component 2: **Thematic Studies**

- Relationships and families
- Religion and life
- The existence of God and revelation
- Human rights and social justice

Written exam: 1 hour 45 minutes (50% of GCSE)

Post 16 and Career opportunities:

In today's multicultural workplace and global economy, knowledge about other cultures and religious perspectives is indispensable. The skills gained from PRE will be useful in a career in: medicine, law, travel, advertising, human resources, diplomacy, publishing, journalism, civil service, the media and teaching and the caring professions. However, the skills of being able to put forward an opinion and support effectively with evidence can be an invaluable skill to any profession.

PHYSICAL EDUCATION

Type of Qualification: GCSE

How it is assessed: Theory 60%
Controlled Assessment 10%
Practical 30%

Course Website: https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/

Course Overview:

Students accessing this course will require a strong background in science and be taking part competitively in a **minimum of three sports** with the intention of continuing these through to Year 11. Participation in less than three sports on a regular basis will have a detrimental impact on the final outcome achieved.

This GCSE course gives students the opportunity to further their understanding of Physical Education. Students will study the different roles within sport and the relationship between the factors affecting participation and performance. The course covers how and why people get involved in sport and looks at why it is important to lead an active lifestyle.

The course is broken into three units:

- In unit one, students will study theory aspects based on Physical Factors Affecting Performance including Anatomy & Physiology and Physical Training.

- In unit two, students will study Socio-Cultural Issues & Sports Psychology this will include how Sports Psychology affects performance, Socio-cultural influences on the uptake and continued participation of individuals in sport, as well as gaining an understanding of how Physical Activities impact on Health, fitness and wellbeing.

- Unit three, requires students to be assessed in practical performances across three activities (one of which will be team based and one individual based). Throughout the course, students will be expected to participate in both theory and practical sessions.

Students will be required to complete an analysis and evaluation of performance as part of the controlled assessment element of the course, this will require students to be able to identify strengths and weaknesses in their own performance and compare to the perfect model.

Post 16 and Career opportunities:

The GCSE course provides a good grounding to study more advanced courses such as AS/A2 Physical Education or a Level 3 Sport course. There are many options available to GCSE PE students including further education, higher education, vocational degrees, apprenticeships and jobs that offer workplace learning.

Career opportunities include community sports coach, sports broadcaster, fitness instructor, events manager, sports development officer, physiotherapist, teacher, nutritionist, referee, psychologist, marketing and many more.

SPORT

Type of Qualification: Level 2 BTEC Award in Sport

How it is assessed: 75% Coursework 25% Exam

Website: **https://qualifications.pearson.com/en/qualifications/btec-firsts/sport-2012-nqf.html**

Course Overview:

The Pearson Level 1/2 BTEC Award in Sport has a mix between practical engagement and theoretical understanding. A strong work ethic is required to complete this course with students able to commit to completing assignments to deadlines which will require them to undertake work away from college. Failure to meet deadlines could result in failing the course.

- Level 2 BTEC Award in Sport consists of 3 core units and 1 optional unit (Selected by the College).
- 75% of individual units are graded internally, with 25% externally assessed exam.

Students are able to achieve a Level 1 (Pass) or a Level 2 (Pass, Merit or Distinction); this is determined by the students' points scored over the 4 units. Units include:

Fitness for Sport & Exercise (External): Fitness for sport and exercise is core to the programme of study. This unit underpins the other units for sport. You will cover the components of physical and skill-related fitness and the principles of training, explore different fitness training methods for developing components of fitness, and gain knowledge and skills in undertaking and administering fitness tests.

Practical Sports Performer (Internal): You will investigate the rules and regulations of a sport and apply the knowledge gained through observing officials in action. You might also decide to take part in national governing body coaching and leadership awards to reinforce and extend your knowledge and qualifications in this area. You will take part in a variety of sports. These may be sports in which you excel or have a particular interest. You are required to demonstrate the skills, techniques and tactics within each of the sports selected for assessment. You will review your performance in the sports in which you participated. This review will look at the strengths and areas for development within your own performance.

Training and Personal Fitness (Internal): Takes you through the stages of designing a personal fitness training programme, where you can select a component of fitness and an appropriate method of training to improve or maintain your fitness levels safely for your chosen activity/sport. You will gain awareness of the musculoskeletal and cardiorespiratory body systems and how they respond during the exercise. You will implement your personal fitness training programme, maintaining a training diary. Finally, you will review your programme, looking at strengths, areas for improvement and suggesting recommendations for future training and performance.

The Sports Performer in Action (Internal): You will look at the musculoskeletal and cardiorespiratory systems and how they function normally and how they can function as a result of taking part in training/ exercise/ sport over a length of time. You will also look at the energy systems for different sporting activities. So, if a performer needs energy quickly, they will rely on energy already stored within the body. For a longer-term period of sport or exercise the body struggles to store a lot of energy, but it can make energy from resources inside and outside the body. By understanding how your body works and how it can be trained, as a sports performer or as a coach, you can help to make the necessary adaptations in order to produce improved sports performance.

Post 16 and Career opportunities:

These Level 1 and 2 BTEC courses prepare students for employment and provide a good grounding to go on to more advanced sport related courses such as further BTEC qualifications at Level 2 or progressing to Level 3 Sport qualifications.Career opportunities include community sports coach, sports broadcaster, fitness instructor, events manager, sports development officer, physiotherapist, teacher, nutritionist, referee, psychologist, marketing and many more.

Notes:

ELY COLLEGE

Notes:

ELY COLLEGE

YEAR 8 GUIDED CHOICES

ELY COLLEGE

Your Guided Choices selection should be made via the Options Online system by:

Friday 19th March

YEAR 8 GUIDED CHOICES

ELY COLLEGE

A wealth of advice and guidance is available throughout this process.

As always, your Form Tutor is the first point of contact for general queries. In addition to this, subject teachers are always available to offer advice on the content of their own subject's curriculum.

Queries relating to additional support for learning can be raised with Mrs Kay who can be emailed directly via: skay@elycollege.co.uk

Senior Tutors are available to assist with more complex queries and can be contacted via email:

Scott House: Mr Waters - ScottHouse@elycollege.co.uk
Turing House: Mr Burke - TuringHouse@elycollege.co.uk
Etheldreda House: Miss Bays - EtheldredaHouse@elycollege.co.uk
Franklin House: Ms Anderson - FranklinHouse@elycollege.co.uk