



**Key Stage Four
Pathways
Booklet**

2018-20

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INTRODUCTION

There have been a number of changes to the secondary school curriculum and examination system over the last three years. This has included significant changes to the subject courses and how pupils are examined in the Key Stage 4 (GCSE) curriculum.

Our priority is to continue to offer our pupils a broad and balanced curriculum that gives them every opportunity to succeed at a high level and prepares them fully for the next stage of their lives. We want to ensure our pupils leave school with the knowledge and skills they need to succeed in the real world and throughout their lives.

Year 9 pupils will be making some important choices over the next few weeks about the curriculum they follow in Years 10 and 11. Pupils and parents will have a number of opportunities to seek guidance and discuss their possible choices with their subject teachers and tutors. We want to ensure every pupil is able to make the choices that are right for them and meets their needs fully. We therefore aim to provide a number of different pathways to support all pupils to make excellent progress and exceed expectations at the end of Year 11. We hope you will find this booklet a useful starting point in this process.

L Hiscock
Headteacher

TIMELINE for the PATHWAYS PROCESS

Wednesday 28 th February	Year 9 Futures Day
Monday 5 th March	Year 9 Parents' Information Evening
From Monday 19 th March	Pupil One-to-One Subject Review Meetings with form tutors
By Monday 19 th March	Pathways Subject Choice Forms issued to pupils and parents
Monday 26 th March	Year 9 Parents' Consultation Evening
Wednesday 28 th March	Deadline for the return of Pathways Subject Choice Forms to Pupil Services

Key Stage 4 Curriculum

The design of the Key Stage 4 curriculum is based on the concept of Pathways; the primary aim of which is to provide an appropriate pathway for each pupil. In constructing the pathways, the following objectives have been considered:

- To ensure that pupils follow a broad and balanced KS4 curriculum
- To provide courses that match particular academic abilities, skills, interests and talents
- To focus on the quality of examination outcomes rather than the quantity of qualifications gained by the pupils
- To maximise pupil success in key outcomes, in particular Grade 5 or above in English and mathematics
- To ensure that all pupils have the opportunity to progress on to a Post-16 college course, or an Apprenticeship and, ultimately, into the world of work.

The Three Guided PATHWAYS

Green Pathway – current Key Stage 3 ARE mostly Exceeding

- The most able pupils who will be targeting:
 - Grades 9 to 7 at GCSE
 - 'A' levels at sixth-form college
 - A place at a Russell Group university
- Will be directed to choose subjects which fulfil the requirements of the full English Baccalaureate

Red Pathway – current Key Stage 3 ARE mostly Securely Meeting

- More able pupils who will be aiming for:
 - Grades 9 to 5 at GCSE
 - A place at college post -16
 - A place at a university (or on a Level 3 Apprenticeship) post-18
- Will largely be encouraged to choose subjects which fulfil the requirements of the full English Baccalaureate

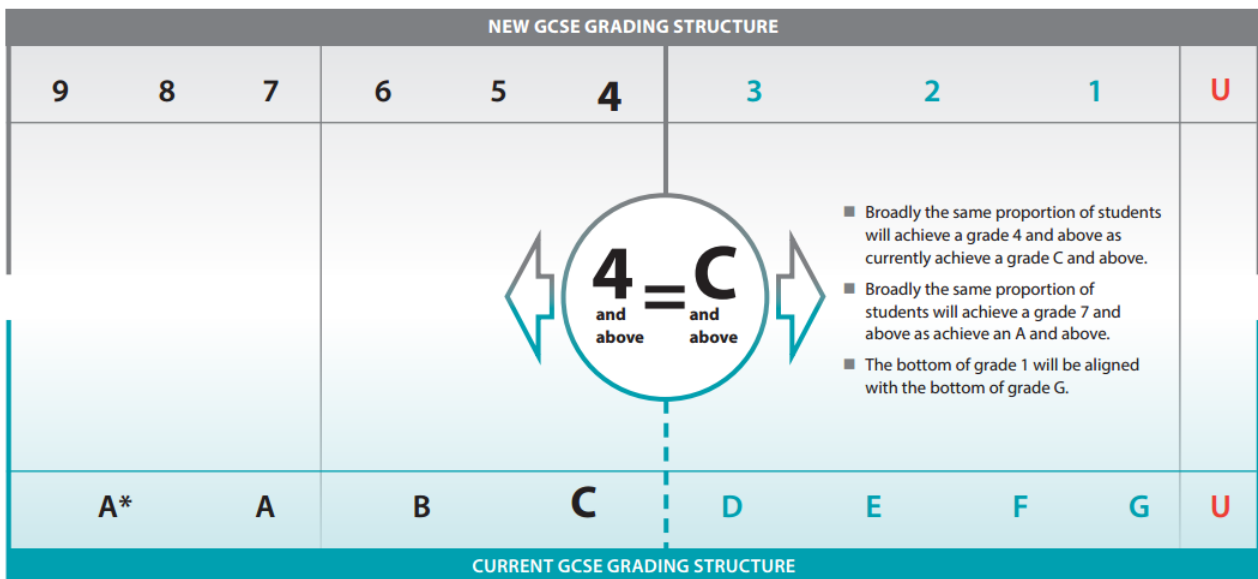
Blue Pathway – current Key Stage 3 ARE mostly Emerging and Developing

- Pupils in need of the greatest support in achieving 5+ Grades 9 to 1 at GCSE
- Pupils aiming for a place at college (or Level 1 or Level 2 Apprenticeship) post-16
- Some will be guided to take a reduced number of GCSEs if selecting a college course in order to follow a more vocational route.

Changes to GCSE examinations from September 2016

The main structural features of the new GCSEs introduced two years ago includes:

- A new grading scale that uses the numbers 9-1 to identify levels of performance (with 9 being the top level). Where performance is below the minimum required to pass a GCSE a U grade will be awarded.
- Tiers of entry (Foundation and Higher tiers) used only for subjects 'where un-tiered papers will not allow pupils at the lower end of the ability range to demonstrate their knowledge and skills, or will not stretch the most able'. English Literature and English Language will be un-tiered. Maths will be tiered with 'improved overlapping', with a foundation tier covering grades 5-1 and a higher tier covering grades 9-4.
- Linear GCSEs, with assessment to be taken at the end of the course in June of Year 11. Re-sit opportunity in November for English Language and Maths only, for pupils attending post-16 establishments.
- Assessment by external exam only, except where non-exam assessment is the only way to provide valid assessment of the skills required. Maths, English Literature and English Language to be externally assessed. English Language to have a Speaking assessment that will be reported separately.



Changes to GCSE examinations from September 2017

Changes to the way in which Design and Technology GCSE is organised and assessed mean that it is now only possible for pupils to study Design and Technology as a general option.

What to consider when selecting the correct Pathway

In selecting the correct pathway, pupils will need to be honest about their current levels of ability and their aptitude. They can best do this by asking themselves the following questions: -

- What are my current Key Stage 3 ARE grades?
- Am I considering a particular vocational course e.g. motor mechanics, veterinary nursing etc. in the future?
- Do I enjoy the science subjects and am I thinking about a career in a science-related area?
- Am I a talented performer in either music, art or drama?
- Would a more academic pathway be most appropriate for me?
- Do I struggle with either basic Literacy or Numeracy skills?

Pupils and parents must remember though, that the move into Key Stage 4 cannot be viewed in isolation from the other Key Transition points at age 16, age 17 and age 18.

GENERAL GUIDANCE FOR PUPILS

Detailed information on each subject is given later in this booklet. Please examine the subject statements carefully before making any decisions.

The actual choice of a subject preference is an individual one, but these general rules apply:

- DO** find out as much as possible about what you will learn in all courses.
- DO** consider how much progress you have made in this subject previously.
- DO** take into account how interesting and enjoyable the subject has been to you.
- DO** consider whether the subject is necessary for any proposed further education course or career.
- DO** take advice from teachers about your suitability for the course.
- DO** seek advice from a variety of sources: parents, older pupils, the Careers Adviser and form tutors. If you do not know something, **ASK**.
- DO** consider subjects you think will motivate and inspire you to learn.

Poor reasons for choosing a subject inevitably lead to problems later on:

- DO NOT** choose a subject because a friend is choosing it, you may not end up in the same group.
- DO NOT** choose a subject because it appears to be an easy option.
- DO NOT** choose a subject because it seems new and interesting, before obtaining full details about all that the course involves.
- DO NOT** choose a subject because of a particular teacher, he/she may not be teaching the subject at KS4.
- DO NOT** worry if you cannot take all the subjects you would like to study; many subjects can be taken up later at Sixth Form College.

Green Pathway - Pupil Profile

Key Stage 2 (End of Year 6)	National Curriculum Level 5 or 6
Key Stage 3 (End of Year 9)	ARE grades mostly Exceeding
GCSE target	Grades 9 to 7 and English Bacculaureate
Post-16 Pathway	Sixth Form College to study 'A' Levels
Post-18 Pathway	University including Russell Group Universities*

Aims

- To challenge and extend the most able pupils
- To maximise the quality of exam outcomes
- To ensure pupils have the opportunity of attaining the English Bacculaureate
- To prepare the most able pupils for appropriate post-16 and post-18 pathways

Core Curriculum

Type	Subject	Qualifications
Core Exam	English	GCSE English Language GCSE English Literature
	Maths	GCSE Mathematics
	Science	GCSE Science X 3
Core Non-Exam	PE	None
	CPR (Citizenship, PSHE) and Religious Studies	None

*Russell Group – the top twenty-four research-led UK universities: Birmingham, Bristol, Cambridge, Cardiff, Durham, Edinburgh, Exeter, Glasgow, ICL, KCL, Leeds, Liverpool, LSE, Manchester, Newcastle, Nottingham, Oxford, Queen Mary, Queen's Belfast, Sheffield, Southampton, UCL and Warwick, York

OPTIONS	
A	B/C
CHOOSE EITHER	CHOOSE TWO From
French or German or History or Geography or Computing	French German Geography History Art and Design Drama Food Preparation and Nutrition Music Physical Education Religious Studies Design and Technology

NOTE: The above courses will only take place if there are sufficient pupils to make the course viable.

Red Pathway - Pupil Profile

Key Stage 2 (Year 6)	National Curriculum Level 4
Key Stage 3 (Year 9)	ARE grades mostly Securely Meeting
GCSE target	Grades 9 to 5 (and English Baccalaureate)
Post-16 Pathway	College to study 'A' Levels or other Level 3 Qualifications
Post-18 Pathway	University or Employment/Apprenticeship

Aims

- To maximise the quality of exam outcomes
- To challenge and extend pupils
- To provide pupils with the opportunity of attaining the English Baccalaureate
- To prepare these pupils for appropriate post-16 and post-18 pathways

Core Curriculum

Type	Subject	Qualifications
Core Exam	English	GCSE English Language GCSE English Literature
	Maths	GCSE Mathematics
	Science	GCSE Combined Science
Core Non-Exam	PE	None
	CPR (Citizenship, PSHE)	None
	Religious Studies	

OPTIONS	
A	B/C
CHOOSE EITHER	CHOOSE TWO From
French or German or History or Geography or Computing	French German Geography History Art and Design Drama Food Preparation and Nutrition Music Physical Education Religious Studies Design and Technology Vocational Course (BTEC Construction or Level 1/2 Course at Sparsholt)

NOTE: The above courses will only take place if there are sufficient pupils to make the course viable.

Blue Pathway - Pupil Profile

Key Stage 2 (End of Year 6)	National Curriculum Levels 2/3
Key Stage 3 (End of Year 9)	ARE grades Emerging and Developing
GCSE target	5+ Grades 9 to 1
Post-16 Pathway	College or Apprenticeship (Level 1 or 2)
Post-18 Pathway	Apprenticeship or Employment

Aims

- To offer pupils the best opportunity of achieving 5 or more Grades 9 to 1
- To maximise the quality of exam outcomes
- To prepare the pupils for the appropriate post-16 and post-18 pathways

Core Curriculum

Type	Subject	Qualifications
Core Exam	English	GCSE English Language GCSE English Literature
	Maths	GCSE Mathematics
	Science	GCSE Combined Science
Core Non-Exam	PE	None
	CPR (Citizenship, PSHE and Religious Studies)	None

OPTIONS	
A	B/C
CHOOSE EITHER	CHOOSE TWO From
French or German or History or Geography or Computing	French German Geography History Art and Design Drama Food Preparation and Nutrition Music Physical Education Religious Studies Design and Technology Vocational Course (BTEC Construction or Level 1/2 Course at Sparsholt)

**Pupils electing to follow a college course during Key Stage 4 will only be able to choose two other subjects - one from Block A and one other from Block B/C. The number will depend upon ability. Places on KS4 college courses are subject to interview and school approval of placement suitability.*

NOTE: The above courses will only take place if there are sufficient pupils to make the course viable.

KEY STAGE 4 PROGRESS FILE

When pupils leave Test Valley School they will take with them a Progress File. This is a record of their progress and is the first stage of a personal record that is designed to last them for life.

The Progress File draws together information obtained from a variety of spheres within the pupils' lives as well as from formal and informal assessments obtained whilst at school.

By recognising achievement the Progress File credits and values pupils' learning and experience. It is intended to motivate pupils because, whatever their strengths, the process involved in completing the document enables them to learn how to evaluate and take pride in their own achievements. By evaluating their achievements they are taking a vital step towards making realistic plans for the future.

Who Completes the Document?

The pupils, together with their form tutor, agree on the contents of the Progress File. The completed file is the positive result of planning, reviewing and the recording of achievement and this process takes place over the Key Stage.

What goes in the Progress File

- Achievements at school
- Qualifications gained both inside and out of school
- Other achievements, experiences and activities (e.g. clubs, community work, sporting achievements etc.)
- Action Plans (including Career Action Plans)
- Any employment experience (including the work experience placement)
- Certificates
- A personal statement – a personal assessment of progress in the subjects being studied
- Curriculum Vitae

What does the Progress File offer?

The Progress File acts as a personal summary of pupils' skills and abilities, a record that can be updated when they leave the school to enter either further education or training. It will help the pupils to give admissions tutors a clear picture of what they have to offer. It should also give them a head start at interviews as it will highlight **all** the good points, not just academic success.

Finally, this document replaces a written reference for all college applications. Therefore, it needs to be regularly updated with as much information as possible to give the college a full personal and academic record.

Core Exam Subjects

Subject	English Language
Examination Board	EDUQAS
Specification	C700/QSL
Assessment	100% Examination
English Baccalaureate	Yes

What do I need to know or be able to do before taking this course?

How to :

- Read a wide variety of texts.
- Write in a variety of ways for different purposes and audiences.
- Speak in a variety of ways for different purposes and audiences.
- Listen to a variety of types of speech.

What will I learn on this course?

The GCSE English Language course builds on the skills that pupils have developed throughout Key Stage 3. In particular, pupils will further develop the ability to:

- Read a wide variety of texts and analyse how writers have matched style with purpose and audience.
- Write in a variety of ways for different purposes and audiences.
- Speak in a variety of ways for different purposes and audiences.
- Listen to a variety of types of speech and analyse how other people speak and listen.

How will I be assessed on this course?

Two examinations:

- One on 20th Century fiction and a Creative Writing task
- One on 19th and 21st Century Non-fiction texts and transactional/ persuasive writing task

What kind of work will I need to do outside of lessons?

- Research
- Exam practice
- Planning
- Reading of fiction and non-fiction texts
- Drafting own writing
- Proof-reading and checking own writing

Subject	English Literature
Examination Board	EDUQAS
Specification	C701/QSL
Assessment	100% Examination
English Baccalaureate	No

What do I need to know or be able to do before taking this course?

- Read a range of fiction texts.
- Be aware of a writer's purpose and viewpoint when writing and the effect of the words and phrases used on a reader.

What will I learn on this course?

How to read and respond to a range of texts, such as:

- Shakespeare
- Poetry
- Modern Drama
- Short stories
- Prose from Other Cultures

How will I be assessed on this course?

Two examinations:

- One on Shakespeare and Poetry from the Anthology
- One on Prose/Drama written after 1914, 19th Century Prose and unseen Poetry

What kind of work will I need to do outside of lessons?

Lots of :

- Reading
- Research
- Essay planning
- Exam practice writing

Subject	Mathematics
Examination Board	Edexcel
Specification	1MA1
Assessment	100% Examination
English Baccalaureate	Yes

What will I learn on this course?

On this course you will continue to study the four main areas of mathematics:

- Number, Algebra, Shape and Space and Statistics and Probability

In addition to this you should be able to:

Use and apply standard techniques

- Accurately recall facts, terminology & definitions.
- Use & interpret notation correctly
- Accurately carry out routine procedures or set tasks requiring multi-step solutions.

Reason, interpret and communicate mathematically

- Make deductions, inferences and draw conclusions from mathematical information
- Interpret and communicate information accurately
- Present arguments and proofs

Solve Problems within mathematics and in other contexts

- Make and use connections between different parts of mathematics
- Interpret results in the context of the given problem
- Evaluate methods used and results obtained

How will I be assessed on this course?

At the end of the course you will sit three exams. Two of which you are permitted to use a calculator, and one in which you are not.

What kind of work will I need to do outside of lessons?

Your Home Learning Task will always involve revising for the next end-of-unit mini-test or key assessment. You may be provided with a specific worksheet or website link, but should use the resources available to you on Moodle. It is recommended that you complete 3 x 20 minute sessions of revision at home each week. This will enable you to better remember what has been learnt in lessons so there is less chance of forgetting topics. As there is so much to cover, getting into these good habits early is essential for success. There are resources in Subjects > Maths > Pupil Resources on Moodle to guide you.

What could I go on to do at the end of my course?

A majority of college courses will require a maths GCSE, many at a grade 5 equivalent or above. Most employers will require a mathematics qualification too.

Pupils in the top groups will also receive grounding in the skills required to follow 'A' Levels in mathematics and science.

Subject	Combined Science
Examination Board	AQA
Specification	8464
Assessment	100% Examination
English Baccalaureate	Yes

What do I need to know or be able to do before taking this course?
A good basic grounding in KS3 Science. Practical skills developed in KS3 Science.
Is this course suitable for me?
All pupils study Combined Science unless they complete Biology, Chemistry and Physics
What will I learn on this course?
The GCSE in Combined Science should enable students to: <ul style="list-style-type: none"> • develop scientific knowledge and conceptual understanding of Biology, Chemistry and Physics. • develop and learn to apply observational, practical, modelling, enquiry and problem solving skills in the laboratory, in the field and in other learning environments. Topics covered include:- <p><u>Biology</u> – Cells; Organisation; Infection; Bioenergetics; Control and regulation of internal environment; Inheritance; Ecology and key ideas.</p> <p><u>Chemistry</u> – Atomic Structure and the Periodic Table; Structure, bonding and properties of matter; Quantitative chemistry; Energy changes; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; Using chemical resources and key ideas.</p> <p><u>Physics</u> – Energy; Electricity; Particle model of matter; Atomic structure; Forces; Waves; Magnetism and electromagnetism and Key ideas.</p> Pupils will also be encouraged to develop knowledge and understanding in science through opportunities for working scientifically. Working scientifically is the sum of all the activities that scientists do.
How will I be assessed on this course?
Six examination papers (2 in Biology, 2 in Chemistry and 2 in Physics) in year 11. These will then be amalgamated to give 2 overall GCSE grades. Pupils will be entered for the same tier for all papers.
What kind of work will I need to do outside of lessons?
Home Learning tasks will be set twice weekly. Due to the large volume of material covered you will need to build up a revision folder throughout the course in preparation for the final examinations. Complete practice papers available on Moodle. Watch Scientific programmes on TV to improve your general Scientific knowledge.
What could I go on to do at the end of my course?
A number of pupils will go on to study science at A Level or BTEC Level 3. This may lead them into a career straight from school; or it may lead them into a variety of university courses. Science A Levels are an essential requirement for those wanting to study for the pure sciences and any medical discipline – including veterinary medicine – as well as for courses such as engineering.

Subject	Biology, Chemistry and Physics
Examination Board	AQA
Specification	8461, 8462, 8463
Assessment	100% Examination
English Baccalaureate	Yes

What do I need to know or be able to do before taking this course?
An excellent grounding in KS3 Science. Pupils should ideally achieve “Exceeding” ARE in all assessment areas at the end of KS3. Practical skills developed in KS3 Science.
Is this course suitable for me?
All pupils study Combined Science unless they have the aptitude to study Biology, Chemistry and Physics as separate GCSE subjects. The latter will require pupils to study greater depth and content than the former.
What will I learn on this course?
The GCSE in Separate Sciences should enable pupils to: <ul style="list-style-type: none"> • develop scientific knowledge and conceptual understanding of biology, chemistry and physics. • develop understanding of the nature, processes and methods of science, through different types of scientific enquiries. • develop and learn to apply observational, practical, modelling, enquiry and problem solving skills in the laboratory, in the field and in other learning environments. Topics covered include:- <u>Biology</u> – Cells; Organisation; Infection; Bioenergetics; Control and regulation of internal environment; Inheritance; Ecology. <u>Chemistry</u> – Atomic Structure and the Periodic Table; Structure, bonding and properties of matter; Quantitative chemistry; Energy changes; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; Using chemical resources. <u>Physics</u> – Energy; Electricity; Particle model of matter; Atomic structure; Forces; Waves; Magnetism and electromagnetism. Pupils will also be encouraged to develop knowledge and understanding in science through opportunities for working scientifically. Working scientifically is the sum of all the activities that scientists do.
How will I be assessed on this course?
Six examination papers (2 in Biology, 2 in Chemistry and 2 in Physics) in year 11. These will then be amalgamated to give a Biology, Chemistry and Physics GCSE grade. Pupils can sit different papers in the different disciplines, but paper 1 and 2 must be the same tier.
What kind of work will I need to do outside of lessons?
Additional reading and consolidation of the lesson content. Pupils will have to be independent and prepared to complete the additional work required for this course. Home Learning tasks will be set twice weekly. Due to the large volume of material covered you will need to build up a revision folder throughout the course in preparation for the final examinations. Complete practice papers available on Moodle. Watch Scientific programmes on TV to improve your general Scientific knowledge.
What could I go on to do at the end of my course?
A good proportion of students go on to study science at A Level or BTEC Level 3. This may lead them into a career straight from school; or it may lead them into a variety of university courses, either science or non-science based. Science A Levels are an essential requirement for those wanting to study for the pure sciences and any medical discipline – including veterinary medicine – as well as for courses such as engineering.

Optional Subjects

WHICH OTHER SUBJECTS AND COURSES CAN YOU STUDY?

The following chart gives an indication of all the subjects and courses available, with the level of each qualification and the G.C.S.E. equivalence.

SUBJECT	QUALIFICATION	Grading system	
Art & Design	GCSE	9 to 1	
Computer Science	GCSE	9 to 1	
Drama	GCSE	9 to 1	
Design Technology	GCSE	9 to 1	
BTEC– Construction	BTEC	Level 1	
Food Preparation and Nutrition	GCSE	9 to 1	
French	GCSE	9 to 1	
German	GCSE	9 to 1	
Geography	GCSE	9 to 1	
History	GCSE	9 to 1	
Music	GCSE	9 to 1	
Physical Education	GCSE	9 to 1	
Religious Studies	GCSE	9 to 1	
College Courses – Sparsholt College*			
Animal Management		Level 1	Level 2
Agricultural Studies		Level 1	Level 2
Equine		Level 1	
Fishery Management		Level 1	
Horticultural		Level 1	
Motor Vehicle and Engineering		Entry Level	

* Subject to availability

Subject	French
Examination Board	AQA
Specification	8658
Assessment	Listening, Speaking, Reading and Writing – 25% each
English Baccalaureate	Yes

What do I need to know or be able to do before taking this course?

You should...

- have studied French at KS3.
- have an understanding of how to form the past, present and future tenses in French.
- be aware that 75% of the world's population speak no English at all!

Is this course suitable for me?

You need to be...

- interested in other cultures.
- willing to contribute by speaking French in lessons.
- keen to learn new vocabulary.

What will I learn on this course?

On this course you will.....

- develop and build on your understanding of French grammar.
- improve your listening, speaking, reading and writing skills.
- use a variety of learning resources to develop your language skills.
- learn the language for real life situations.
- experience current popular music and films in the target language.
- study topics such as identity and culture, media, local, national, international and global areas of interest as well as current and future study and employment.

How will I be assessed on this course?

Four Exams - 25 % each.

Listening – understanding and responding to different types of spoken language.

Speaking – communicating and interacting effectively in speech for a variety of purposes.

Reading - understanding and responding to different types of spoken language.

Writing – communicating effectively in writing for a variety of purposes.

What kind of work will I need to do outside of lessons?

Home Learning tasks will involve.....

- learning vocabulary / verbs.
- completing written tasks.
- attending individual/small group practices to improve spoken language.
- completing past papers.

What could I go on to do at the end of my course?

- continue French at college/university.
- live and work abroad.
- learn other languages.
- use your language skills in international business.

Subject	German
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Examination Board	AQA
Specification	8668
Assessment	Listening, Speaking, Reading and Writing – 25% each
English Baccalaureate	Yes

What do I need to know or be able to do before taking this course?

You should...

- have studied German at KS3.
- have an understanding of how to form the past, present and future tenses in German.
- be aware that 75% of the world's population speak no English at all!

Is this course suitable for me?

You need to be....

- interested in other cultures.
- willing to contribute by speaking German in lessons.
- keen to learn new vocabulary.

What will I learn on this course?

On this course you will.....

- develop and build on your understanding of German grammar.
- improve your listening, speaking, reading and writing skills.
- use a variety of learning resources to develop your language skills.
- learn the language for real life situations.
- experience current popular music and films in the target language.
- study topics such as identity and culture, media, local, national, international and global areas of interest as well as current and future study and employment.

How will I be assessed on this course?

Four Exams - 25 % each.

Listening – understanding and responding to different types of spoken language.

Speaking – communicating and interacting effectively in speech for a variety of purposes.

Reading - understanding and responding to different types of spoken language.

Writing – communicating effectively in writing for a variety of purposes.

What kind of work will I need to do outside of lessons?

Home Learning tasks will involve.....

- learning vocabulary / verbs.
- completing written tasks.
- attending individual/small group practices to improve spoken language.
- completing past papers.

What could I go on to do at the end of my course?

- Continue German at college/university.
- Live and work abroad.
- Learn other languages.
- Use your language skills in international business

Subject	Geography
Examination Board	EDUQAS formerly WJEC
Specification	B (601/8153/9)
Assessment	100% Examination
English Baccalaureate	Yes

What do I need to know or be able to do before taking this course?
At Key Stage 3 you will have been given the foundation knowledge you need to start this course. You need to be interested in world topics and have a good understanding of issues facing our future.
Is this course suitable for me?
This course is open to all pupils who enjoy Geography and who wish to continue studying this subject and learning about the world around them. Pupils who choose Geography must be prepared to work hard, both in the lessons and at home. The subject plays a key role in the English Baccalaureate and can open doors to a number of career pathways
What will I learn on this course?
There are three themes. Theme 1: Changing Places, Changing Economies. Theme 2: Changing Environments. Theme 3: Environmental Challenges. You will learn about the world around you, about people, places and be given geographical problems to investigate and solve. This will involve learning about local, national and global geographical issues. In addition, you will have the opportunity to study current issues as they unfold, such as natural disasters and climate change. This course also gives you the opportunity to construct fieldwork and to collect and analyse your results. You will have the opportunity to make decisions and to explore solutions to geographical problems.
How will I be assessed on this course?
There are three examinations (components). Component 1 is worth 40% of the qualification and is based on the three themes studied throughout the two year course. The exam for this component will be 1hr45. Component 2: This is a problem solving paper. It is 1hr 30 minutes long and is worth 30% of the qualification. Component 3: Applied fieldwork. This will take the form of a written exam. This element is worth 30% of the qualification and is 1hr30 long. You will be assessed regularly throughout the course with exam questions. Your teacher will guide you to answer questions well. Your exams will all be at the end of year 11. You will have exams based on all three components of the course.
What kind of work will I need to do outside of lessons?
You will be set Home Learning tasks each week which will take you at least one hour to complete. You are encouraged to visit some of the local places we are studying in your free time. Geography is about the world around us so watching the news and being aware of issues in your local community will be a good help to you.
What could I go on to do at the end of my course?
A GCSE in geography opens up most career paths due to the diversity of the course and the variety of learning styles you will develop. Employment opportunities include journalism, marketing, architecture, planning, community development, business, conservation, meteorology and writing. More importantly you will develop a life-long passion for places around the world.

Subject	History
Examination Board	EDUQAS
Specification	C100QS
Assessment	100% Examination
English Baccalaureate	Yes

What do I need to know or be able to do before taking this course?

The history course is designed to continue the Year 9 studies of Britain and the Wider World.

Is this course suitable for me?

Along with learning about your own past, you will be equipped with skills that are required for a wide range of careers and for life! You will be taught to read and evaluate all information to ensure you fully understand not only what is being said, but to judge if it is truthful and to interpret the differing views people have had of the past, including themselves.

What will I learn on this course?

Britain 1337 to 1381: Some of the areas explored include: Characteristics of 14th Century life; The Hundred Years' War; Impact of the Black Death; significance of the Peasants' Revolt.

The USA 1929 to 2000: This unit covers the impact of the Wall Street Crash and the ensuing Depression, Civil Rights movement, social and political change in the 20th Century and the relations between the USA and USSR.

Germany 1918 to 1939: You begin by exploring how Germany came to terms with the end of the First World War, questioning what losing a war meant for a country and its people. This is followed by looking at the birth of the Nazi Party and establishing how Hitler successfully took control of Germany and what it was like for ordinary people living under the control of the Nazi Party.

Changes in Health and Medicine 500 to present day: This thematic unit explores the ideas of continuity and change through time focusing on illness, disease and changes in medicine, surgery, medical care and public health. It will be linked to a study of the historic environment, which when examined, will focus on the development of surgery at the Western Front during the First World War.

How will I be assessed on this course?

Examination: Two exams contributing 100% of the final grade

What kind of work will I need to do outside of lessons?

Home Learning tasks are usually based on exam techniques and questions. Reading around the subject on the internet or elsewhere is always useful.

What could I go on to do at the end of my course?

'A' Level History. Any academic course that involves presenting a well-structured, coherent argument in written form.

Subject	Religious Studies
Examination Board	AQA
Specification	Route A
Assessment	100% Examination
English Baccalaureate	No

What do I need to know or be able to do before taking this course?

Ideally you have completed the Key Stage 3 RE course with enthusiasm and you are developing the attributes of reasoning, reflection and resourcefulness.

Is this course suitable for me?

The course will suit anyone who is interested in the 'Big Questions' of life e.g. Why does the universe exist? Is Euthanasia killing or caring? Why am I here? Why do so many people believe in God? Also a look at key topics such as War and Peace; Medical Ethics and the Role of Women within Different Religions.

What will I learn on this course?

Units studied cover the following areas:

- Paper 1 – **Religious, Philosophical and Ethical issues in the Modern World**
 - Relationships: Issues of love, marriage and divorce
 - Religion and Life: Issues of Life and Death, creation and environment
 - The existence of God and revelation
 - Religion, Peace and Conflict
- Paper 2 – **Study of a World Faith**
 - Christianity: beliefs, teachings and practices
 - Buddhism: beliefs, teachings and practices

This course develops learners' ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject. It also provides opportunities for learners to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life. Many pupils deepen their understanding of the relationship between people and become informed about common and divergent views within traditions in the way beliefs and teachings are understood and expressed.

How will I be assessed on this course?

There is no controlled assessment as the course is by examination only, with two 2 hour papers, each covering the topics listed above.

What kind of work will I need to do outside of lessons?

Home Learning will require expressing your own views as well as showing that you have learnt religious views. There will be a variety of tasks including GCSE style questions and revision.

What could I go on to do at the end of my course?

This course leads on to a wide range of further study such as philosophy, psychology and sociology as well as job opportunities such as police, law, journalism, social work, politics, teaching, nursing and the armed forces.

Subject	Art and Design (Fine Art)
Examination Board	OCR
Specification	J171
Assessment	60% Coursework Project 40% Exam Project
English Baccalaureate	No

What do I need to know or be able to do before taking this course?
<ul style="list-style-type: none"> You should have a good record of keeping to deadlines, especially home learning deadlines, in KS3 You should be taking an active interest in art, not just in art galleries, but also in newspapers, magazines, TV, music, advertising, and public works You should equip yourself with basic art materials including a digital camera (some art equipment is available from the art department)
Is this course suitable for me?
<ul style="list-style-type: none"> The course is suitable for you if you are Reflective, Reasoning, Resilient and above all, curious. The course will suit you if, through guidance, you like to develop, explore, experiment, research and investigate your own ideas
What will I learn on this course?
<ul style="list-style-type: none"> You will develop independence and individuality You will learn problem solving skills You will study the work of different artists and different Art Movements You will learn different ways to make observations You will have at least one opportunity to visit an art gallery
How will I be assessed on this course?
<ul style="list-style-type: none"> Assessment for the Art GCSE is based on two projects: a Coursework Project and an Exam Project. Each project has four Assessment Objectives: Artist Study, Observation Work, Planning and Final Piece, each worth 25% . You will have 14–16 weeks to complete each project and there will also be a Mock Project at the end of Year 10.
What kind of work will I need to do outside of lessons?
<ul style="list-style-type: none"> You will develop your own sketch book which will contain preparatory sketches, initial ideas, sketches, observations, research and experimentations. Your sketch book will be the starting point for discussing your ideas with your teacher and will be the basis for your class work and presentation work. It will also form part of the marks for your final GCSE grading. You will need to study art and make observations relevant to your project ideas.
What could I go on to do at the end of my course?
<ul style="list-style-type: none"> Art can lead on to a wide range of careers, including graphic design, theatre design, fashion, advertising, illustration, CGI and animation and game design

Subject	Drama
Examination Board	OCR
Specification	GCSE (9-1) Drama
Assessment	60% - Non exam assessments (Practical performances and written tasks) 40% - Exam Assessment (Written)
English Baccalaureate	No

What do I need to know or be able to do before taking this course?
<ul style="list-style-type: none"> You need to know that there is a WRITTEN exam and that you will spend at least one lesson a week on written theory work. You need to be prepared to show all of your work in performances. You need to be able to listen carefully to instructions and to other members of your group. You will have to go and see live theatre and write notes up on these.
Is this course suitable for me?
<p>You will learn how to:</p> <ul style="list-style-type: none"> become more independent and responsible become a leader and communicator make better decisions and solve disagreements more effectively become better at making plans and carrying them out and reach your full potential
What will I learn on this course?
<p>On this course you will:</p> <ul style="list-style-type: none"> Gather knowledge and understanding of Drama and Theatre and related skills. Learn about the social, historical and cultural influences that inform the way drama is devised and structured. Develop your use of different performance styles and genres. Look at creating Drama from the point of view of a deviser, director, performer and designer. Learn how to analyse your work and improve it after self and peer evaluations. Learn how to write about your performances and the plays you have studied.
How will I be assessed on this course?
<p>60% - Non Exam Assessments. Component 1 – Devising Drama – You will create your own piece of drama using one of 10 stimuli set by the board as a starting point. Component 2 – Text Performance – You will study a text chosen by the centre and then perform two extracts from the text to be performed in front of a visiting moderator.</p> <p>40% - WRITTEN Exam Assessment You will sit a 1 hour and 30 Minutes exam where you will answer questions based on a set text and on a live performance you have seen.</p>
What kind of work will I need to do outside of lessons?
<ul style="list-style-type: none"> Explain your work from lessons and the reasons behind your decisions made in rehearsals and performances and evaluate your work in lessons in written form. Learn lines for assessments. Go and see live theatre and write up notes
What could I go on to do at the end of my course?
<ul style="list-style-type: none"> Study an A Level in Theatre Arts. Study a BTEC in Performing Arts. This course is valuable for careers in medicine, law, public relations, journalism, diplomacy, politics, social work, hospitality, tourism and leisure.

Subject	Music
Examination Board	OCR
Specification	J536
Assessment	60% Coursework 40% Listening Exam
English Baccalaureate	No

What do I need to know or be able to do before taking this course?

A broad understanding of music gained from KS3 lessons. An ability to play an instrument or sing is advantageous although it is possible to take up an instrument at the start of the course if you are willing to practise regularly and keen to do well.

Is this course suitable for me?

This course is perfect for anyone who enjoys and is keen to develop their skills in performing, composing and listening to music and has an open mind and interest in finding out more about music from a wide range of cultures, eras and genres.

What will I learn on this course?

There are five Areas of Study.

Area of Study 1: 'My Music' – exploring the genres, styles and performance techniques associated with your instrument.

Area of Study 2: 'The Concerto Through Time' – studying the development of Western Classical Music and exploring the characteristics of different musical periods.

Area of Study 3: 'Rhythms of the World' – Exploring the rhythms, melodies and characteristics of music from a wide range of cultures.

Area of Study 4: 'Film Music'- Developing your understanding of the role music plays in creating mood and atmosphere in Films and Computer games.

Area of Study 5: 'Conventions of Pop' – Exploring the development of pop music from the 1950s to the present day.

How will I be assessed on this course?

Controlled Assessment 60%, completed in class:

- Integrated Portfolio 30% - a solo performance on your main instrument and a composition for your own choice of instrument(s) and style.
- Practical Portfolio 30% - a group performance and a second composition responding to a set brief.

Written Examination 40%:

- A written listening paper, with questions based on listening examples from areas of study 2, 3, 4 and 5.

What kind of work will I need to do outside of lessons?

Practising your instrument, developing composition ideas, research and revision.

What could I go on to do at the end of my course?

GCSE music will give you an excellent foundation for 'A' Level Music, and a good level of general musical knowledge to support your continued enjoyment of music in the future.

Subject	Computer Science
Examination Board	OCR
Specification	J276
Assessment	20% Controlled Assessment 80% Examination
English Baccalaureate	Yes (Counted as a science subject)
What will I learn on this course?	
<p>The course will provide you with an in-depth understanding of how computer technology works. OCR's GCSE (9–1) in Computer Science will encourage learners to:</p> <ul style="list-style-type: none"> • understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation • analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs • think creatively, innovatively, analytically, logically and critically • understand the components that make up digital systems, and how they communicate with one another and with other systems • understand the impacts of digital technology to the individual and to wider world <p>For more information about the course: http://www.ocr.org.uk/Images/225975-specification-accredited-gcse-computer-science-j276.pdf</p>	
What will I learn on this course?	
<p>Computer systems</p> <ul style="list-style-type: none"> • Systems Architecture • Memory • Storage • Wired and wireless networks • Network topologies, protocols and layers • System security • System software • Ethical, legal, cultural and environmental concerns <p>Computational thinking</p> <ul style="list-style-type: none"> • Algorithms * • Programming techniques • Producing robust programs • Computational logic • Translators and facilities of languages • Data representation <p>Programming project ** (Controlled Assessment)</p> <ul style="list-style-type: none"> • Programming techniques • Analysis • Design • Development • Testing and evaluation and conclusions 	
How will I be assessed on this course?	
<p>Written papers: Two x 1 hour 30 minute written papers 80% (80 marks)</p> <p>One Controlled Assessment of 20% (40 marks)</p>	
What kind of work will I need to do outside of lessons?	
<p>You will be expected to develop your own programming skills as well as complete Home Learning tasks and keep an eye on developments in technology as identified in the media. Research skills along with resilience and determination are a pre-requisite for this course – you will be faced with problems which you will need to solve yourself!</p>	
What could I go on to do at the end of my course?	
<p>The course provides excellent preparation for higher study and employment in the field of computer science. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area.</p>	

Subject	GCSE Physical Education
Examination Board	AQA
Specification	8582
Assessment	60% Examination, 40% Practical (10% of which is a written self-analysis)
English Baccalaureate	No

<p>What do I need to know or be able to do before taking this course?</p> <ul style="list-style-type: none"> • The course is an academic course with 2/3rds of the lessons being classroom based theory lessons. • 30% of this course involves practical sports. • A commitment to regular revision is essential, a minimum of 1 hour a week increasing at test and exam periods. • Completion of HLT's to support learning and understanding is essential. • You are a strong and committed sports performer within three of the potential sports listed on the AQA website.
<p>Is this course suitable for me?</p> <ul style="list-style-type: none"> • Are you strong at Science and English? • Can you work hard in a classroom environment? • Can you regularly work at 3 different sports inside and outside of school and attend extra-curricular sports clubs and fixtures? • Are you willing to commit to achieving your PB in both theory and practical?
<p>What will I learn on this course?</p> <p>The course has two exams and you will learn the following:</p> <p>Paper 1 The Human Body & Movement in Physical Activity and Sport:</p> <ul style="list-style-type: none"> • Applied Anatomy & Physiology and Movement Analysis • Physical Training and Use of Data <p>Paper 2 Socio-Cultural Influences and Well-being in Physical Activity and Sport:</p> <ul style="list-style-type: none"> • Sports Psychology and Socio-cultural Influences • Health, Fitness and Well-being and Use of Data
<p>How will I be assessed on this course?</p> <p>You will be assessed in two 1 hour 15 minute exams:</p> <ul style="list-style-type: none"> ○ Paper 1 The Human body & movement in physical activity and sport ○ Paper 2 Socio-cultural influences and well-being in physical activity and sport: <p>You will be assessed on 3 sports,</p> <ul style="list-style-type: none"> ○ One team activity ○ One individual activity ○ A third area, either in a team or an individual activity. <p>You will be assessed on skills in progressive drills (10 marks) and in the full context (15 marks)</p> <p>Each activity will be worth 10% of the overall grade.</p> <p>You will complete a written assessment on your analysis (10 marks) and evaluation (15 marks) to bring about improvement in one of your activities.</p>
<p>What kind of work will I need to do outside of lessons?</p> <ul style="list-style-type: none"> • A commitment to regular revision is essential, a minimum of 1 hour a week increasing at test and exam periods. • Completion of HLT's to support learning and understanding is essential. • Regularly work at 3 different sports inside and outside of school and attend extra-curricular sports clubs and fixtures.

Subject	Food Preparation and Nutrition
Examination Board	AQA
Specification	8585
Assessment	50% written Examination (1 ½ hrs) 50% - Two practical tasks (Non exam assessments)
English Baccalaureate	No

What do I need to know or be able to do before taking this course?
Interest in Practical Cooking and Nutrition
Is this course suitable for me?
You must enjoy practical work, be organised and provide ingredients each week for practical lessons.
What will I learn on this course?
The majority of the course will be delivered through practical experience. You will learn: 1. The basic principles of food preparation and cooking leading to the making of a wide variety of products, both sweet and savoury. 2. The nutritional value of foods and the relationship of food to good health. 3. Where food comes from.
How will I be assessed on this course?
Two practical tasks that will take place in year 11 Task 1 Food investigation 30 marks Task 2 Food preparation assessment 70 marks to include a 3 hr practical session.
What kind of work will I need to do outside of lessons?
Research and investigations into foods. Collect recipe ideas and purchase ingredients.
What could I go on to do at the end of my course?
Upon completion of this course, you will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries.

Subject	Design and Technology
Examination Board	AQA
Specification	8552
Assessment	50% Examination 50% None Examination assessment
English Baccalaureate	No

What do I need to know or be able to do before taking this course?

You:

- Should enjoy the challenge of **iterative** designing and making in a variety of materials. This is how a designer gradually improves a product over time.
- Will need to remain open minded to new design possibilities
- Will specialise in your preferred material area in year 11

Is this course suitable for me?

Studying Design Technology is an exciting, practical and creative opportunity. You must be able to work independently, but also in small groups. Being organised and keeping accurate records is essential for all practical lessons and folder work

What will I learn on this course?

- This new course focusses much more on the process of design development
- You will learn how products are designed and made in a wide range of material areas including: Textiles, Wood, Electronics, Metals and Plastics
- You will experience designing and making your own products using a **range of materials**
- You will be expected to develop an informed opinion about designed products - regardless of their material – and the aesthetic, social, environmental and practical issues involved in their lifecycle from manufacture to end of life
- You will learn to explore, design, create and evaluate quality products and consider the demands placed on designers, such as sustainability, environmental issues and ethical trading
- The 50% Non-Exam Assessment is completed in Year 11 This work will be an independent response to a context within your preferred material area

How will I be assessed on this course?

50% written exam

Section A – Core technical principles (20 marks)

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding

Section B – Specialist technical principles (30 marks)

Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles

Section C – Core Designing and making principles (50 marks)

A mixture of short answer and extended response questions.

50% None exam assessment is a Practical Assessment

Investigating, Designing, Making, Analysing and Evaluating

You will spend 30 – 35 hrs producing a working prototype and an A3 portfolio of approximately 20 pages.

What kind of work will I need to do outside of lessons?

You will need to review and revise course content in order to fully develop your knowledge and understanding

What could I go on to do at the end of my course?

Following a specialist design course at college could lead on to a wide variety of careers in the design industry including: Engineering, Textile design, Fashion, Product Design, Architecture, Teaching, Film Set Design, Package Design and you could even invent something new.....

VOCATIONAL CURRICULUM

It is expected that this opportunity for a vocational pathway will offer our pupils some further choice and coherence as well as a quality of education that will help pupils to improve their motivation and achievements. Such courses provide opportunities for pupils to gain vocational skills and follow examination courses that lead to nationally recognised qualifications. Pupils will need to be able to organise their own transport to the college.

All courses at Sparsholt College are **subject to acceptance** by the college following an interview. In addition, **courses will only run if sufficient pupils from across the local area select to study them.**

Agriculture	Level 1 and 2
Animal Management	Level 1 and 2
Equine	Level 1
Engineering	Level 1
Fishery Management	Level 1
Horticulture	Level 1
Motor Vehicle and Engineering	Entry Level

Subject	BTEC Level 1 Certificate in Construction
Examination Board	Pearson
Specification	500/6591/9
Assessment	100% centre based assessment
English Bacalaureate	No

What do I need to know or be able to do before taking this course?

- You should be in our Blue Pathway.
- You should enjoy practical work.
- You should be thinking about a future which involves working with your hands but not necessarily a career in the construction industry.

Is this course suitable for me?

- This course is ideally suited to pupils who want to develop and improve practical skills in a range of areas.
- This course would best suit pupils who prefer to be instructed and shown how to develop skills.

What will I learn on this course?

- You will initially learn about a range of aspects relating to health, safety and welfare within the construction industry in order to form a foundation upon which to develop construction skills.
- You will develop bricklaying skills by building a wall.
- You will develop plumbing skills by plumbing a working sink.
- You will develop joinery skills by constructing a wooden stool.

How will I be assessed on this course?

- You will produce a portfolio of evidence showing what you can do during each unit.
- You will be signed off for each part of the unit as you achieve it, therefore enabling you to see your progress as it develops towards completion of this award.

What kind of work will I need to do outside of lessons?

- You are not expected to do any work outside of this lesson in preparation for your lesson work.
- You may be expected to come in at lunch time if you do not complete a reasonable amount of work during the lesson.

What could I go on to do at the end of my course?

- The course is ideally suited to specialise in a specific construction course or apprenticeship, however it will provide a foundation for any practical based work area.