



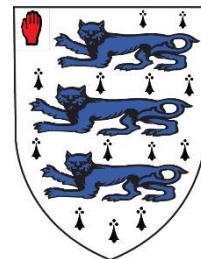
Thomas Adams School

Year 10 and 11 Courses and Options

Respect, Resilience, Success

An Outstanding Choice

**Your options, Your choices,
Your future...**



Year 9 Pathways Booklet 2023

To the student

You are approaching a very important time in your education - the final two years of your compulsory education leading to external examination qualifications. These qualifications will determine, to a great extent, your future opportunities and career.

We offer you a broad and balanced curriculum, with an option of additional subjects which preserve an element of choice. As well as traditional academic courses, we offer a range of more practical and applied learning opportunities.

It is important that you consider these choices very carefully. Discuss them with your parents, teachers and friends and read through the booklet very carefully before making your decisions.

Whatever you choose, you will need to work very hard in the next two years ensuring you attend lessons regularly and punctually. You must learn to organise your time well and complete all coursework and homework on time.

Your GCSE studies will require your commitment and dedication, there will be challenges throughout but I am sure if you remain resilient you will experience success.

**MARK COOPER
HEADTEACHER**

**Your options, Your choices,
Your future...**

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Your future...**

TIMETABLE OF PROCEDURES

After reading this booklet and following the programme laid out below, we hope that you will become familiar with the courses available in KS4 and that you will be able to make realistic and informed choices when you fill in the KS4 Courses form.

Please remember though, that you are most welcome to ask for help and advice from the following people:

Direct enquirers about Pathways choices
Careers Adviser
Your Head of Year
Subject Teachers
Subject Leaders
SENCO
Headteacher

Mr McAleavy
Mrs K Weston
Mr A Coleman

Miss R Turner / Mrs Whitfield
Mr M Cooper

Programme:



Timeline

| Date | Action |
|--|--|
| Tuesday 7 th February | Pathways Information Evening (Parents) / Pathways Student Assembly |
| Friday 10 th February | Pathway Forms issued to Parents / Students issued with Booklets / Pathways Website launched |
| Monday 6 th February – 10 th March | Business Studies, Health and Social, Graphics and Psychology Presentations in Students Assemblies. |
| Week beginning 13 th February | Key Stage 4 week in Subject Areas showing casing their qualifications to students. |
| Thursday 9 th March | Year 9 Consultation Evening (Parents) |
| Monday 27 th March | Final date to submit Pathway Forms |
| Mid - June | Pathways confirmed to parents and students |

The deadline to submit choices on the Pathways Forms is Friday 31st March.

Once all forms have been received, a review will take place analysing all choices submitted by the students against their academic profiles and attitudes to learning.

Courses will be finalised in the summer term, in the light of pupils' choices and available resources.

Your options, Your choices, Your future... **IN THE KNOW – REFERRING TO LEVELS**

After getting used to working towards national curriculum levels from when you first started school until the end of Key Stage 3, you now need to be aware of a different level system that is used in education and in the workplace. There are now 8 levels which will be used for the rest of your education. These start right now, and take you as far as you go, whether you leave school at 16 and undertake job-specific training such as an apprenticeship, choose to do A-Levels, a vocational qualification, a university degree or even a PhD!

To make sure you are '*In The Know*', an overview of what qualifications are available and what level each qualification is offered at is provided below:

Entry Level

- For learners not yet able to tackle level 1 in one or more areas of learning
- General learning, not geared towards specific subjects
- Applying basic knowledge to everyday situations *e.g. Skills for Life*

Level 1

- For learners capable of gaining GCSE grades 3-1
- General Studies, broad vocational or geared to specific occupations
e.g. GCSEs, BTEC First Certificates and Diplomas, NVQ level 1

Level 2

- For learners capable of gaining GCSE 9-4 or equivalent
- General Studies, broad vocational or geared to specific occupations
e.g. all GCSEs, BTEC First Certificates and Diplomas, NVQ level 2

Level 3

- For post-16 learners capable of gaining GCE A level grades A-E or equivalent
- General Studies, broad vocational or geared to specific occupations
- For people wanting Higher Education or work at supervisory level
e.g. AS/A levels, International Baccalaureate, BTEC National Diplomas, NVQ level 3

Level 4

- For post-16 learners capable of gaining a first degree or equivalent
- Academic studies, broad vocational or geared towards specific occupations
- Appropriate for technical and professional jobs
e.g. Foundation degrees, BTEC Higher National Diplomas, NVQ level 4

Level 5 - 8

- Aligned with the Higher Education framework
- Honours degrees, Masters degrees, Doctorates
- Higher level business qualifications *e.g. MBA*
- Job-specific higher level qualifications – NVQ level 5
- Professional qualifications *e.g. PGCE, doctor of medicine*

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Your future...**

A BALANCED CURRICULUM

Section A : Core Studies

At Thomas Adams School we consider it essential that all of our students follow a broad, balanced curriculum throughout Key Stage 4. All students study a core curriculum of:-

GCSE courses in:

- ❖ ENGLISH
- ❖ MATHEMATICS
- ❖ SCIENCE

The vast majority of students will also study (expectation for Set 1 and 2 students to take the qualification):-

- ❖ FRENCH

as well as non-examination courses in:

PHYSICAL EDUCATION

Section B : Pathway Choices

In addition, each student chooses further subjects from:

HISTORY, GEOGRAPHY, COMPUTER SCIENCE BUSINESS STUDIES (GCSE or CNAT), RELIGIOUS EDUCATION, ICT, DESIGN & TECHNOLOGY, FOOD, TEXTILES, ART or 3-D ART, DRAMA, MUSIC, BTEC Sport, TRIPLE SCIENCE, PSYCHOLOGY, GRAPHICS, HEALTH AND SOCIAL

Process

You will be emailed a "Pathways Form" that you are to complete and submit with your choices. Depending upon on your Key Stage 3 profile you will either receive a "Pathway A or Pathway B Form".

Pathway A

Students that are in Sets 1 and 2 in French (and therefore eligible for the EBACC) are expected to select French along with:-

- Either History or Geography
- Select a further two choices in rank order along with two reserves.
- We will strive to provide at least one of your top two choices (if not both)

Pathway B

Students that are not in Sets 1 and 2 in French follow a more technical pathway and are expected to:-

- Select four choices (that includes French) in rank order along with two reserves.
- We will strive to provide at least two of your top four choices (if not all).

This process enables all students to have an element of personal choice in the subjects they study. However, it must be noted that this is a **guided choice**, with some students being strongly advised to take certain subjects. Some students have a particular career path in mind and choose subjects accordingly. However, we realise that many students find it difficult to decide which subjects to study at this stage.

We look at the commitment and ability they have shown in Year 9 across all their subject areas. Discussions will have to take place with some students to agree their course where necessary.

The next few pages give a brief description of the subjects studied at Thomas Adams School.

**Your options, Your choices,
*Your future...***

SECTION A

THE CORE SUBJECTS

**Your options, Your choices,
Your future...**

ENGLISH and ENGLISH LITERATURE (GCSE)

Examination Board/Syllabus: AQA
Person to contact for information: **Mrs S Black**

AIMS AND CONTENT:

All students follow two courses: Language and Literature and are entered for both at GCSE. Both courses are now 100% examination, with oral assignments given a separate level.

Work at Key Stage 4 will build upon and extend those skills learnt at Key Stage 3, but the materials studied - poetry, plays, novels, short stories, newspapers, magazines, films - will be more adult in content and the tasks set more demanding. Contribution to oral discussion will continue to be important despite the fact that it is no longer a part of the Language GCSE.

You will also be expected to make further use of ICT packages, the internet etc., and to take great care and pride in the presentation of your work.

There are TWO examinations for each GCSE and these will test:

- your detailed knowledge of set texts and a poetry anthology and your ability to show that you understand what the author's skills were in writing these;
- ability to show understanding and appreciation of unseen passages of factual and literary information;
- ability to write in a range of styles for different audiences.

The course is challenging and varied. Some students, based on teacher recommendations, may be able to sit the English Literature examination at the end of Year 10.

**Your options, Your choices,
Your future...**
MATHEMATICS
(GCSE)

Examination Board and Specification: AQA 8300
Person to contact for information: **Mr B Warr**

Background:

In preparation for Key stage 4, pupils in years 7,8 and 9 follow the White Rose Maths Scheme of work which prepares them for the rigours of GCSE Mathematics.

Approach:

At Key Stage 4, pupils follow the new AQA GCSE with all external assessment taking place at the end of Year 11. Pupils are set by ability in two strands Higher and Foundation; the end of Year 9 exam is our main indicator. This ensures that the level of challenge in lesson is appropriate to each pupil's ability. A comprehensive homework course is used by all pupils to consolidate learning in school and to assess their understanding of the topics approaching examinations.

Three exams are taken in the summer of Year 11 assessing the whole course, each of an hour and a half (two with a calculator and one without.)

The content of the new Higher Tier GCSE has been augmented with some A Level topics so that the course stretches the most able pupils, it is therefore an ideal springboard for them into further studies of Maths and Science. As an extra opportunity to challenge our most able pupils we will be teaching those students in group 1 the Level 2 certificate in Further Mathematics alongside their GCSE in Mathematics.

Key Skills:

In both tiers of assessment and in all lessons, pupils apply their knowledge, reason mathematically and communicate clearly. They develop their problem solving strategies while building the confidence and skills that are required to overcome unfamiliar challenges. This approach builds on Key Stage 3 mathematics and cross-curricular initiatives on thinking skills and independent working.

Resources:

- Each pupil has access to a Hegarty Maths account for online homework, revision and consolidation.
- It is essential that students have their own scientific calculator for lessons and examinations.

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Your future...**

COMBINED SCIENCE (worth 2 GCSEs)

Examination Board/Syllabus: OCR GCSE Combined Science A (Gateway Science)

Person to contact for information: **Mr T Cuthbert**

Overview of GCSE Science:

Pupils undertake a combined scientific approach, meaning they will have distinct lessons in Biology, Chemistry and Physics. Under the new grading system at GCSE, Science will constitute the equivalent of two GCSEs. During KS4, students will have 5 hours of lessons per week in the three sciences.

The Content to be covered, not including specific practical work, will be:

| | |
|-----------|--|
| Biology | Topic B1: Cell level systems Topic B2: Scaling up Topic B3: Organism level systems Topic B4: Community level systems Topic B5: Interaction between systems Topic B6: Global challenges |
| Chemistry | Topic C1: Particles Topic C2: Elements, compounds and mixtures Topic C3: Chemical reactions Topic C4: Predicting and identifying reactions and products Topic C5: Monitoring and controlling chemical reactions Topic C6: Global challenges |
| Physics | Topic P1: Matter Topic P2: Forces Topic P3: Electricity and magnetism Topic P4: Waves and radioactivity Topic P5: Energy Topic P6: Global challenges |

Pupils will take six external examinations (at either **FOUNDATION** or **HIGHER** level) at the end of Year 11 (2 Biology, 2 Chemistry and 2 Physics). There is no longer a 'coursework' element to GCSE Combined Science. There is, however, a required **practical element**, an important aspect of any Science course to aid understanding and application of the subject.

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FRENCH (GCSE)

Examination Board/Syllabus: Edexcel GCSE

Person to contact for information: **Mrs G Jones**

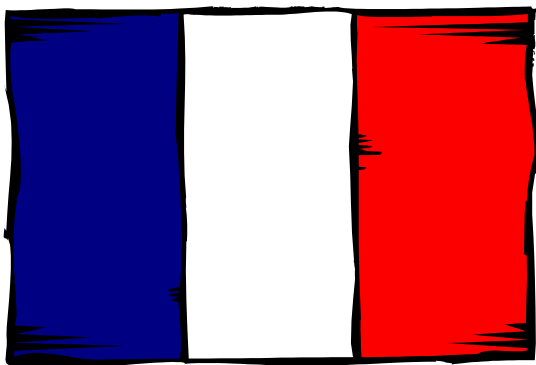
AIMS AND CONTENT:

Students are required to continue with a foreign language until the end of Year 11 with the exception of those students who do not follow a language course in Key Stage 3. Students will continue with French, the language they started to learn in Year 7, as they have already covered a significant amount of content. The GCSE French course is an opportunity for all students to further develop both their language and other transferable skills.

An increasing number of businesses are looking for young people with a variety of skills, one of which is a modern language. Languages can be used in many jobs and professions, for instance in sales, logistics, secretarial work, broadcasting, television, tourism, interpreting and of course teaching! It is important to note that many universities now require a language at GCSE, even for non-linguist courses. Students will also need a language GCSE to attain their EBACC qualification.

Students will work towards the French GCSE examination by continuing to develop the four skill areas of listening, reading, speaking and writing, at greater depth. The work will be based on a variety of topics and situations e.g. family, house and home, transport, holidays, free time and entertainment, education and future careers, shopping, health and welfare, services, communications and festivals.

The four skills, worth 25% each, are examined at the end of Year 11 at either Higher or Foundation level following consultation with the class teacher.



**Your options, Your choices,
Your future...**

PHYSICAL EDUCATION Non-Examination

Person to contact for information: **Mrs C Kempster**

AIMS AND CONTENT:

Physical Education is offered as a compulsory curriculum subject in Years 10 and 11. A "student-centered" curriculum approach is taken with students selecting from three "Sports Pathways" to create their own programme of study to suit their individual needs and gain ownership of their own learning experience.

The fundamental objective of the course is to promote a healthy lifestyle and physical fitness that students will maintain throughout their natural lives.

Throughout the academic year, students will have the opportunity to participate in four main "Pathways" that will allow them to build upon Key Stage 3 achievements, understand the benefits of life-long fitness and alternative roles that can be performed in sport. These pathways are ***Performance, Lifestyle, Leadership and Athletics (Year 10)***.

Performance

Students will have the opportunity to select a game based sport that will then focus upon **selecting and combining** a range of complex skills within **familiar** and **unfamiliar** activities demonstrating **consistency, precision, control and fluency**. **Develop a widening understanding of strategies, tactics and compositions** to overcome challenges **independently** and **imaginatively**.

Lifestyle

Students will have the opportunity to select a **fitness based** or **creative movement activity** that focuses upon the benefits of **regular, safe** and **planned physical activity** on **physical, mental** and **social wellbeing**, and carry out **their own physical activity programmes** based on their choices and preferences.

Leadership

Students complete a unit of work that aims to develop the **core values** and **skills** required to become an effective leader in sport. Students will then have the opportunity to gain a variety of **coaching awards (NGB)**, which will provide them with additional qualifications in their pursuit of a career within the sports industry.

There are also Sports Clubs operating on a regular basis in the Department, both during the lunch hour and after school.

**Your options, Your choices,
Your future...**

PSHE and Work Experience

A Course in Personal, Social and Health Education including Citizenship and Careers

Non-examination - All students in Years 7 - 11
Person to contact for information: **Mr J Hargreaves**

AIMS:

This course aims to meet in full the demands of the National Curriculum and to enable the School to provide a balanced curriculum for all students.

The course emphasises personal and social development and incorporates:-

- Citizenship
- Careers education and guidance
- Health Education, including sexual and drugs issues
- Personal appraisal and awareness
- Aspects of religious, cultural and moral education
- Transition skills, information and planning

The course is based on the active participation of all students. It aims to:

- Help you develop a positive attitude to the changing demands of life in our society
- Give you the knowledge and skills which will enable you to be more effective in obtaining information, making informed decisions, and solving problems which you may encounter
- Encourage the development of critical self-awareness and a moral and social understanding of many features of modern life

WORK EXPERIENCE:

Person to contact for information: **Mr J Hargreaves**

During the course of Year 10, most students will be given the opportunity to complete a one week placement of their choice. It is felt that this will allow students the opportunity to face new social and personal experiences and provide a vocational insight into life beyond the classroom. Each student is expected to arrange their own placement and meet all disciplines of the workplace. The programme will be co-ordinated and monitored by the school.

**Your options, Your choices,
*Your future...***

SECTION B

OPTION SUBJECTS

**Your options, Your choices,
Your future...**

HISTORY (GCSE)

Examination Board: WJEC Eduqas

Person to contact for information: **Mr L Williams**

History is directly useful for a wide variety of jobs such as Law, Police, Journalism, Media, Teaching, or the Civil Service. However, the study of History is also relevant for everybody – many modern day problems, situation and traditions can be explained only by looking at the past.

AIMS AND CONTENT:

In the History department we feel that GCSEs should be interesting and stimulating, as well as developing skills and abilities which will be useful in higher education and the world of work.

This is a brief outline of the course and some of the key issues we will investigate:

COMPONENT 1

Elizabethan Age 1558-1603 (25%)

- ❖ Lifestyles of rich and poor
- ❖ Popular entertainment, including cruel sports
- ❖ The Spanish Armada

Germany in Transition 1919-1939 (25%)

- ❖ Impact of WW1 on Germany
- ❖ The rise of Adolf Hitler and the Nazis
- ❖ The Nazis in power
- ❖ Events leading to the start of WW2

COMPONENT 2

The USA 1929-2000 (20%)

- ❖ Black civil rights
- ❖ Changes in music and the emergence of a youth culture
- ❖ The Vietnam War
- ❖ America's relations with the Soviet Union, Iran and Iraq

Changes in Health and Medicine c500 to the present day (30%)

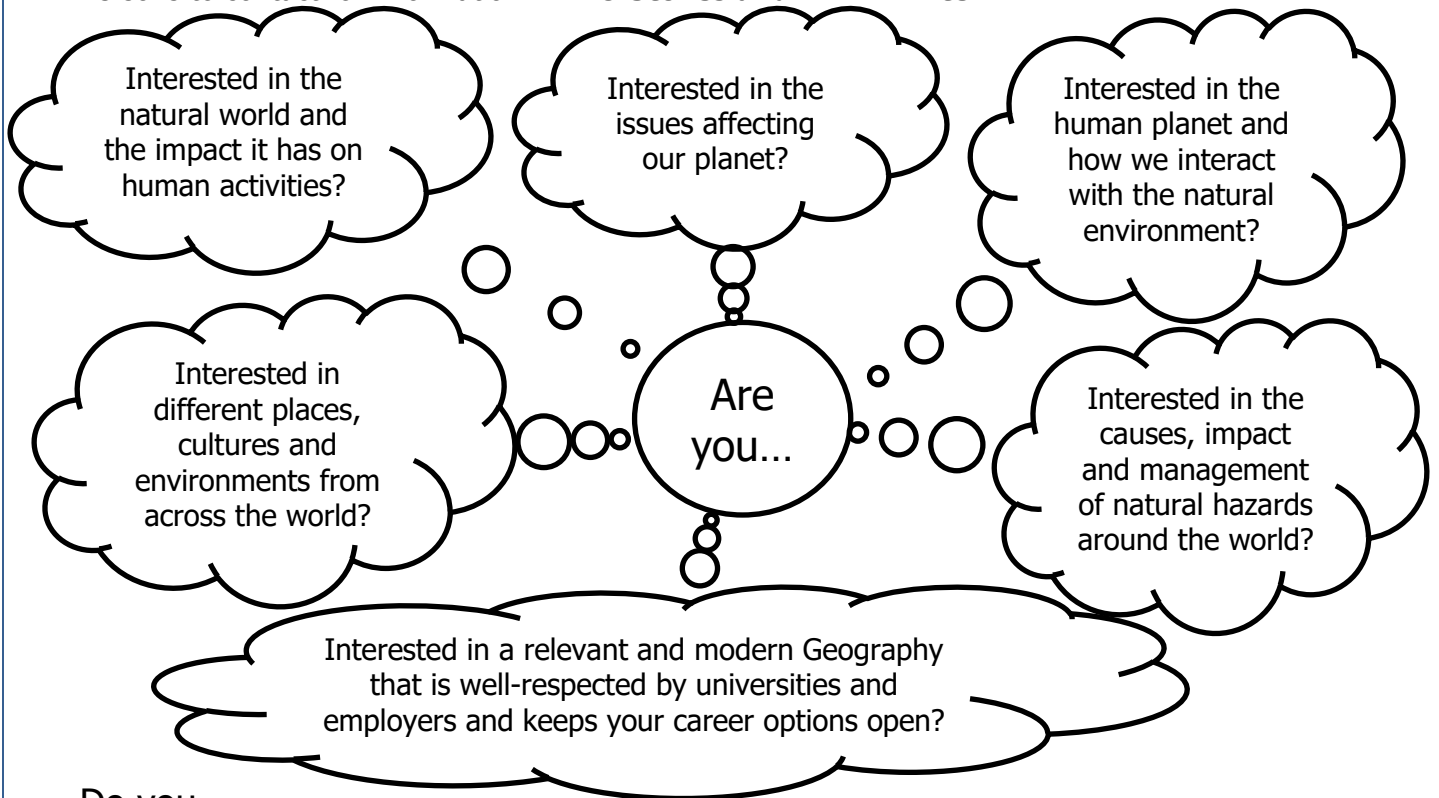
- ❖ The Black Death
- ❖ The discovery of vaccination, anesthetics and antiseptics
- ❖ Improvements in surgery

In Year 10 the department organizes a 4-day educational visit to London.

***LIFE MUST BE LIVED FORWARDS,
BUT CAN ONLY BE UNDERSTOOD BACKWARDS.***

Your options, Your choices, Your future... **GEOGRAPHY** **(GCSE)**

Examination Board/Syllabus: AQA Geography 8035 (aqa.org.uk)
Persons to contact for information: **Mr. O Stokes and Mr. L Winter**



Do you...

- Enjoy varied teaching and learning activities?
- Enjoy a wide range of topics within Geography?
- Enjoy regular assessment and feedback to challenge yourself to achieve high standards?
- Enjoy fieldwork and learning in a variety of locations outside of the classroom?

Then GCSE Geography is for you!

| Paper 1: Physical Geography | Paper 2: Human Geography | Paper 3: Geographical applications |
|---|---|---|
| Natural hazards, tectonic hazards, weather hazards, climate change, ecosystems, tropical rainforests, hot deserts, UK landscapes, coasts and rivers | The urban world, UK urban change, sustainable urban development, the development gap, Nigeria, changing UK economy, resource & water management | Issue evaluation and fieldwork – one day visit to Birmingham and one day visit to Carding Mill Valley |
| 35% of the GCSE | 35% of the GCSE | 30% of the GCSE |

Geography explains the past, illuminates the present and prepares u for the future. So many of the world's current problems boil down to geography: global warming, sustainable food production, natural disasters, the spread of disease, the reasons for migration and the future of energy resources are just some of them. Geography is the subject which holds the key to our future." Michael Palin.

**Your options, Your choices,
Your future...**

Computer Science (GCSE)

Examination Board: AQA

Person to contact: **Mr M Howlett**

Computing is of enormous importance to the economy, and the role of Computer Science as a discipline itself, and as an 'underpinning' subject across science and engineering, is growing rapidly.

Computer technology continues to advance rapidly and the way that technology is consumed has also changed at a fast pace over recent years. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees. Businesses today require an ever-increasing number of technologically-aware individuals. This is even more so in the gaming, mobile and web related industries; the AQA GCSE Computer Science specification has been designed with this in mind.

As a GCSE Computer Science student, you will study:

- **Computational thinking:** this is the process of thinking through a complex problem, taking the time to understand what the problem is and then develop potential solutions for evaluation. These are then presented in a way that a computer, a human, or both, can understand.
- **The fundamentals of data representation and computer networks.** You will learn about the computer systems that you will create and use and also delve in to the world cyber security and ethical legal and environmental impacts of digital technology.
- **Aspects of software development:** You will learn how to implement and test a design to make sure it works effectively.

GCSE Computer Science is assessed in the following way:

- **100% Examination** – Two written exam papers on all content covered during the two years.
- **Paper 1: Computational Thinking and Programming Skills** - covering aspects such as computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code.
- **Paper 2: Computing Concepts** - covering aspects such as computer networks, cyber security, SQL databases and binary representation.

The course will offer excellent progression to 'A' level Computer Science or IT, vocational courses and on to degree level courses in the areas of computing, engineering and science as well as providing a foundation understanding of the concepts required for careers such as:

- Computer Programmer
- Software Engineer
- Computer Games Developer
- Network Engineer/Manager
- Web/Web Applications Developer

**Your options, Your choices,
Your future...**

RELIGIOUS STUDIES (GCSE)

Examination Board/Syllabus: EDEXCEL

Person[s] to contact for information: **Miss E Badger, Miss R Turner**

Why study RS?

We think this GCSE is more relevant to your everyday lives than it ever has been. Religion is all around us, affecting the way in which people in the UK, and indeed the world, think and live.

In the world of work, employers look for someone with an enquiring mind, an appreciation of different viewpoints and an ability to come to clear, balanced decisions. These skills are all developed through RS. If you want to work in social work, teaching, journalism, law, publishing, the police, with children, in health, catering, leisure and tourism, or to travel and work abroad, RS will give you plenty to think about, valuable expertise and teach you important skills.

Our aim is to enable you to recognise the way in which religion affects individual people and the society around us. You will be encouraged to consider issues such as why some people hold a belief in God, while others do not and if there is a life after death. You will debate and discuss ethical issues such as abortion and religious attitudes to euthanasia and the sanctity of life; war and peace and crime and punishment.

We aim to introduce you to the challenging, fascinating and varied nature of religion, philosophy and ethics and the ways in which this is reflected in the belief and practice of Christians and Muslims.

For example, we will consider, debate and reflect on questions such as:

- Does God exist?
- How do we cope with the question of suffering?
- Is there ever such a thing as a Just War?
- Does everyone have a right to life?
- How does belief affect a person's life?
- What is the purpose of punishment?
- Are religion and science incompatible?
- How was the world created?
- Is there life after death?

GCSE Religious Studies is assessed with **100% Examination** – two written exam papers on all content covered during the two years.

So..... if you're a person with an enquiring mind who's not afraid to ask questions to which there may not be answers, then RS is the subject for you!

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Your future...**

BUSINESS STUDIES (GCSE)

Examination Board/Syllabus: AQA Business Studies Specification
(full details can be downloaded from the AQA website: <http://www.aqa.org.uk>)
Person to contact for information: **Mrs A Glover**

AIMS AND CONTENT:

A GCSE in Business Studies is designed to open up a world of opportunities, either through developing skills and knowledge to set up a brand new business, or providing a platform to gain employment in a large multinational organisation.

Pupils will be encouraged to develop initiative, problem solving and decision making skills through a wide variety of learning situations based upon local businesses, simulations, role play, case studies, internet research, online activities and the pupils' own experiences. Students will also be encouraged to attend educational trips to environments such as Alton Towers, in order to see how businesses operate and make money in the real world with the real life challenges they face.

**The course is assessed via two exams, both assessed at the end of the 2 year course.
Exams are divided into two key topic areas:**

- **Operations management and Human Resources**
- **Marketing and Finance**

Both exams are worth 50% of the overall GCSE grade and each exam is worth 90 marks, assessed over 1 hour and 45 minutes per exam.

GCSE Business Studies provides pupils with a challenging and engaging academic course that allows them to see how the real world of Business works. The course allows pupils to understand how the key functions of Business work and provides pupils with an opportunity to develop an interest in these areas.

Business Studies is an extremely popular course at both GCSE and A-level and a large number of pupils continue their studies after GCSE. A large number of students moving on to University from Adams College also choose to study a Business related discipline, ranging from Marketing Management to Football Business Management.

A Business GCSE course has something for everyone!

**Your options, Your choices,
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OCR NATIONAL IN ENTERPRISE & MARKETING (Level 1 / 2 Award)

Examination Board/Syllabus: OCR

Person to contact for information: **Mrs A Glover**

Aims and Content:

This qualification is for learners aged 14-16 who wish to develop applied knowledge and practical skills in enterprise and marketing. It is designed with both practical and theoretical elements, which will prepare students for further study of qualifications in enterprise, marketing or business.

What will the learner study as part of this qualification?

All learners will study three mandatory topics as follows:

- Enterprise and marketing concepts
- Design a business proposal
- Market and pitch a business proposal

The course is made up of **three components: two internally assessed and one external exam**. The three block structure, *explore, develop and apply*, has been developed to allow learners to build on and embed their knowledge. The assessment structure is designed so that learners can build on what they learn and develop their assignment skills.

R067—Enterprise and Marketing Concepts (External Exam)

This first unit underpins the wider learning in this qualification. Learners will develop essential knowledge and understanding of enterprise and marketing concepts, which can be applied to the other units within the qualification. Through the first topic learners will understand the main activities that will need to happen to support a start-up business, and what the key factors are to consider when starting up a business.

This unit is assessed by an external exam worth 40% of total course.

R068—Design a Business Proposal (Internally Assessed)

In the second topic, learners will develop the skills to design a business proposal to meet a specific business challenge. They will identify a customer profile for a specific product, complete market research to generate product design ideas, and use financial calculations to propose a pricing strategy and determine the viability of their product proposal. The knowledge and skills developed by completing this unit will assist learners in the third topic of this qualification.

This unit is internally assessed and worth 30% of total course.

R069—Market and Pitch a Business Proposal (Internally Assessed)

In the third topic, learners will develop the skills to create a brand identity and promotional plan for their specific business product proposal developed in the second topic. They will develop pitching skills in order to pitch their business proposal to an external audience. Finally, they will review their pitching skills and business proposal using their learning, self-assessment and feedback gathered. The knowledge and skills developed by completing this topic will be transferable to further, related learning in areas such as enterprise, marketing or business.

This unit is internally assessed and worth 30% of total course.

**Your options, Your choices,
Your future...**

GCSE in DESIGN & TECHNOLOGY

Examination Board/Syllabus: **EDUQAS: Design & Technology**
Persons to contact for information: **Mrs H Lloyd**

AIMS AND CONTENT:

An academic and practical course, GCSE Design & Technology gives students the opportunity to build a breadth of technical knowledge to help them participate in an increasingly technological world. The course offers a detailed look at the theoretical and practical principle behind the made world. There are sizable overlaps with Science and Mathematical content. To achieve a good grade, students not only should be creative, but be willing to demonstrate an ability to tackle an exciting but challenging exam.

This course would be an excellent option for those students that are interested in exploring a career within the "made world". This could include engineers, architects, designers, manufacturing and construction.

The GCSE Design and Technology consists of 50% Internal Assessment (through design portfolio and practical log of evidence) and 50% External Assessment (through written external assessment set by the board). Success is dependent on doing well in both elements. It will provide students an opportunity to study a backbone of CORE technical principles and choose one *specialist principle* such as Timbers. These two theory units (core + specialist) will constitute 50% of the GCSE. Topics include:

- New and emerging technologies
- Properties and characteristics of materials including modern and smart materials
- Designing skills and making principles
- Industrial processes
- Ethical issues and design considerations
- Detailed study of the specialist area including materials, processes and preparation for coursework.

Students will also be given an opportunity to respond to a creative design brief in Year 11 based around their specialist area choice. They will produce a paper portfolio of design and development work, concluding in the manufacture of a product such as a light, game, table, or functional item. This will constitute the other 50% of the GCSE.

The department is very well equipped and has excellent provision for ICT which enhances the range of making options that will be open to you. You will have the opportunity to explore and work with a range of materials including metal, wood, acrylic or card.

The course structure is as follows:

Autumn Term Year 10: Core knowledge and skills project (theory and practical).
Spring Term Year 10: Specialist knowledge and skills project (laminated lamp) (theory and practical).
Summer Term Year 10: Applying knowledge and skills in a mini coursework preparation exercise.
Autumn Term Year 11: Controlled Assessment launch (50% of the GCSE), selection of brief and exploring the task. Development of initial ideas.
Spring Term Year 11: Manufacture, testing and evaluation of product.
Summer Term Year 11: Revision and preparation for the final written exam. (50% of the GCSE)

Please Note: The school has a limited budget for Design and Technology and, therefore, students opting will need to be responsible for the cost of materials used during the course. If any parent/carers would like to discuss possible assistance in making the necessary contribution, please contact the Headteacher. All enquiries are dealt with on a discretionary basis and treated as strictly confidential.

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Your future...**

FOOD PREPARATION AND NUTRITION

Examination Board/Syllabus: EDUQAS

Persons to contact for information: **Mrs Lloyd**

AIMS AND CONTENT:

This brand new course combines exploring the scientific properties of ingredients and equipping you with an array of culinary techniques, as well as knowledge of nutrition, food traditions and kitchen safety. Topics covered will include:

- Food, Nutrition and Health
- Food Science
- Food Safety
- Food Choice
- Food Provenance

Students will explore and learn about a wide range of ingredients and how to cook with them. Students will consider the sensory properties of different ingredients and how to create interesting and exciting dishes with them. They will be encouraged and expected to develop and extend their practical skills and become an independent young chef. Cooking will be an integral part of the course and their learning experience, and as a result they will be expected to provide ingredients on a routine basis.

The course is assessed with a written exam at the end of the two year course. The remaining 50% is assessed from two controlled assessments tasks in Year 11, which both include practical cooking tasks.

The course structure is as follows:

Autumn Term Year 10: Introduction to food commodities and classic cooking skills.

Spring Term Year 10: Exploring the scientific behavior of food ingredients.

Summer Term Year 10: Designing and making food dishes for different target groups.

Autumn Term Year 11: Planning and completion of first piece of controlled assessment. (15%)

Spring Term Year 11: Planning and completion of the second piece of controlled assessment. (35%)

Summer Term Year 11: Revision and preparation for the final written exam. (50%)

Please Note: The school has a limited budget for Design and Technology and, therefore, students opting will need to be responsible for the cost of materials and ingredients used during the course. If any parent/carer would like to discuss possible assistance in making the necessary contribution, please contact the Headteacher. All enquiries are dealt with on a discretionary basis and treated as strictly confidential.

Your options, Your choices, Your future...

TEXTILES

Persons to contact for information: **Mrs K Mead**

Textile Design is an exciting, experimental, and highly creative subject where you will develop your ideas through a range of research processes. Drawing on your own individual interests, you will create your own textile designs to include fabrics for fashion, interiors, and sculptural pieces. A focus on creativity and technique ensures that you can expect to develop excellent portfolios and final outcomes.

Foundation Skills

Students explore a range of techniques using both hand and machine led processes. Exploring a wide range of skills such as printing, embroidery, machine work, fabric manipulation, drawing, dying, fashion drawing and colour work. Contextual links with artists and designers will be built in as research studies to feed practical outcomes.

Component 1: Portfolio (60%)

Students work to a particular theme and respond to this to meet the course objectives, through practical studies such as drawing, mixed media approaches. Throughout, students learn how to annotate their thoughts through on going creative writing in sketchbooks. Students will build up their development work cumulating in making a final piece.

Component 2: Externally Set Assignment (40%)

Students respond to a chosen brief/theme set by the exam board. Students build up their development of practical work in response to their chosen stimuli through a preparatory study period which leads to a final practical 10 hour exam.

Areas of study include:

- Constructed textiles
- Digital textiles
- Dyed fabrics
- Printed fabrics
- Fashion design
- Installed textiles
- Soft furnishings
- Stitched and/or embellished textiles.

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Your future...**

INFORMATION TECHNOLOGY (IT)

Examination board: **OCR**

Person to contact for information: **Mr M Howlett**

Creative iMedia (New Specification)

Creative iMedia is a hands-on practical based, GCSE equivalent course. The course is ideally suited to those students with a preference for practical work, rather than solely theoretical learning. The course also suits students who prefer assessment which is spread equally throughout the course, opposed to having all the assessment in one lump at the end of the course.

The course features two coursework components, which jointly count towards approximately two thirds of the final overall qualification. For each of the coursework units, lesson time will be dedicated to teaching you the skills you require to successfully complete the coursework project, you will then have around 12 hours of class time to complete the actual coursework piece individually. The remaining third of the qualification is comprised of a theory-based unit, which is assessed through a written examination paper sat at the end of Year 11.

Creative iMedia - Unit Breakdown

Unit R094: This coursework unit will be completed in the second term of Year 10 and is entitled '**Visual Identity and Digital Graphics**'. Through completing this section of work you will learn;

- How and why visual identities are developed
- Commonly used graphics-related terms such as DPI, resolution, compression, bit depth and colour mode etc.
- How to use various graphics editing tools in Photoshop, to produce effective graphics
- How various types of graphic are set-out and what they typically include
- How to plan and create an effective digital graphic, for a specific client

Unit R097: This coursework unit will be completed at the start of Year 11 and is entitled '**Interactive digital media**'. Through completing this section of work you will learn;

- About the different real-world uses for a multimedia interactive product
- The different design considerations that exist when designing a multimedia product
- How to plan and create a multimedia product, produced for an actual client
- How to effectively combine multimedia elements, within a final product

Unit R093: This theory based unit is assessed through a written exam paper, the teaching for which is completed throughout the remainder of Year 11. The unit is entitled '**Creative iMedia in the Media Industry**'. Through completing this section of work you will learn about areas such as;

- The media industry including types, job roles and the products produced in each sector
- Factors which effect the design of a media product
- The importance of pre-production planning when producing a media product
- Differing types of pre-production documents and their uses
- How products produced in the media industry are distributed

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FINE ART GCSE

Examination Board/Syllabus: OCR

Person to contact for information: **Mrs Azzolina : Mrs E Morris**

Opting for Fine Art allows you the freedom to choose your own theme and explore your individual interests and ideas. It is an exciting, and highly creative subject where you will develop your ideas through a range of techniques and research processes. You will explore a wide range of techniques such as, painting, drawing, printmaking, sculpture and photography based on your chosen theme. You will explore the practices and techniques used by a range of artists and develop your own creative ideas in response.

Painting: Candidates will explore the use of tone, colour, composition, materials and context. Candidates can show this through the use of various processes and media, such as inks, acrylic, watercolour or oil paints.

Drawing: Candidates will be encouraged to work from direct observation to explore drawing using line and tone. They will also explore a wide variety of drawing materials using different surfaces. Drawing materials might include pastel, pencil, pen and ink, paint, charcoal or other materials.

Printmaking: Candidates will explore a variety of printmaking techniques and produce either a series of related images or one-off prints using methods such as linocut, etching, mono-printing or screen printing.

Sculpture: Candidates will explore form, space, mass and volume. They will use a range of processes and materials such as carving, modeling, casting or constructing.

Lens-based imagery: Candidates will explore approaches to the production of still and/or moving images using appropriate techniques, processes and equipment such as traditional dark room methods, digital photography, image manipulation, film, animation or other new media.

Other forms of two-dimensional or three-dimensional imagery: Using traditional or new media, candidates can also produce work for assessment in any other 2D or 3D form such as collage, assemblage or textiles. Candidates may employ mixed media or use of improvised or waste materials for collage or constructional purposes to create work.

You will be involved in a course of study made up of one project examining different themes and employing a broad range of media experience. You will be expected to respond to the work of artists and designers as an integral part of each of the projects.

The Coursework Portfolio will carry 60% of available marks. Students choose a theme and start a portfolio of work in Year 10 which is then finished by the end of the first term in year 11.

The exam project, which is usually conducted from January onwards in Year 11, carries 40% of the available marks. The examining board will set a question paper with a range of starting points to which you respond in the form of another project.

**Your options, Your choices,
Your future...**

THREE-DIMENSIONAL ART (GCSE)

Examination Board/Syllabus: OCR

Person to contact for information: **Mrs E Morris : Mrs Azzolina**

This course suits students who enjoy working with clay and making things in three-dimensions. You will be given a choice of themes and you will create a three-dimensional piece of art that can be useful and/or decorative. You will explore a range of techniques and processes such as working with clay, metal, wire, card, textiles and glass to create 3D pieces of art. We will look at working practices and techniques used by a range of artists and designers. You will then generate an expressive and personal response based on your chosen theme from the list below.

Ceramics: We will look at the processes involved in making, drying, firing, decorating and glazing. Candidates working within this specialism could demonstrate a range of different constructional and finishing methods such as hand making through slab and coil, casting including the construction of moulds, throwing, modelling and application of colour and glaze.

Theatre Design: We will look at the use of design for performance through areas such as costume, set design and lighting. Candidates could demonstrate their abilities through a brief which could be a live project in collaboration with a drama, dance or music event. Work could be documented through photographs or video or DVD, as well as a sketchbook.

Environmental/Architectural Design: We will look at the use of spatial design in an environmental/architectural context in either public or private spaces. Public space could include exhibition halls, shopping centres, transport terminals, town squares, city centres, rural and leisure parks. Private space could be the home environment or domestic sets for advertising film and television.

Jewellery: We will look at different techniques, skills and materials. Work can be fashioned as one-off items or a group of items which link through concept, materials or manufacture. Candidates' work should be linked to a clear design brief with a selected starting point. A balance should be achieved in terms of the required technical, craft or design skills which would inform the outcome(s) equally. Jewellery could include pendants, rings, finger sculpture, ear wear, beads, buckles, necklaces, fastenings, hair adornments, broaches, and small artifacts such as boxes, settings for stones and frames. These could be made using one or more techniques such as carving, fusing, soldering, riveting, enamelling, twisting, engraving and etching.

You will be involved in a course of study made up of one project examining different themes and employing a broad range of media experience. You will be expected to respond to the work of artists and designers as an integral part of each of the projects.

The Coursework Portfolio will carry 60% of available marks. Students choose a theme and start making a collection of 3D pieces in Year 10 which is then finished by the end of the first term in year 11.

The exam project, which is usually conducted from January onwards in Year 11, carries 40% of the available marks. The examining board will set a question paper with a range of starting points to which you respond in the form of another project.

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Art and Design GCSE GRAPHICS

Examination board/Syllabus: EDUQAS

Contact: Mr. D Haycocks

What *is* Graphics?

Graphics is a part of your daily life. From humble things like sweet wrappers to huge things like billboards to your favourite T-shirt, poster and book cover. Graphics informs, persuades, organises, stimulates, locates, identifies, attracts attention and provides pleasure.

Graphics at Thomas Adams is an engaging, exciting and refreshing area of the arts - a subject that allows you to pursue your own ideas and encourages you to be a creative as you can be.

This qualification is for students interested in traditional (drawing, painting, printmaking) *and* modern (Photoshop / Illustrator, digital Photography) ways of creating images. Graphics conveys information and ideas through visual means within a set of constraints. The briefs for the GCSE course are varied. You may choose between design for music (CD, album covers, gig posters), game cover design, children's picture books or magazines.

Choosing Graphics will allow you to explore more conventional forms such as print, collage, pen/ink and watercolour, as well as considering the interaction of a range of different areas such as printmaking and computer imaging, or combining photographic imagery with painting or drawing.

The course is divided into 3 components over two years:

Foundation : Learn from scratch: stencil spraying, Photoshop tutorials, photography, illustration, drawing and typography. Work through a series of small, fun tutorials in different mediums and subject matter connected to your favourite bands, musicians, places, books and films. These tasks are internally assessed but not submitted for your GCSE mark.

Component 1 : Research, design and make one of the following: album / CD cover / gig poster, console game cover, children's picture book or magazine. This is 60% of the total GCSE mark.

Component 2 : Research, design and make an artefact based upon a starting point specified by the exam board. You have the freedom to explore an area of your own choosing. This is 40% of the total GCSE mark.

By completing the course, students will develop knowledge and understanding of:

- a wide range of new creative processes and techniques
- the relationship between illustration and narrative
- illustration briefs, the client, the audience
- thumbnails, sketching, character design, dummy books
- the building blocks of visual art – elements, principles and composition
- the anatomy and application of Typography

Your options, Your choices, Your future...

DRAMA (GCSE)

Examination Board/Syllabus: OCR
Person to contact for information: **Ms S Carter : Mrs S Wright**

GCSE Drama offers you various opportunities to explore an exciting range of dramatic techniques and styles of acting.

AIMS:

To develop:

- An understanding and response to a wide range of play texts, an appreciation of the ways through which playwrights achieve their effects and the ability to communicate the authors' intentions to an audience.
- An awareness of the social, historical and cultural contexts and influences through an investigation of plays and other styles of dramatic presentation.
- Increased self and group awareness and the ability to appreciate and evaluate the work of others.
- Skills of creativity, self-confidence, concentration, self-discipline and communication.

No two lessons are the same – you may be studying lighting or costume design in one lesson, watching films of live theatre productions and analysing how the director has brought to life his artistic vision in another, as well as working practically in groups to present your own devised pieces and scripted performances. You will not just perform, but learn all about the different elements and people that go together to produce a show.

COURSE STRUCTURE:

| Content Overview | Assessment Overview |
|---|--|
| Learners will research and explore a stimulus, work collaboratively and create their own devised drama. | Devising drama (01/02) 60 marks Non-exam assessment 30% of total GCSE |
| Learners develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text. | Presenting and performing texts (03) 60 marks Non-exam assessment (Visiting examination) 30% of total GCSE |
| Learners will explore practically a performance text to demonstrate their knowledge and understanding of drama. Learners will analyse and evaluate a live theatre performance. | Drama: Performance and response (04) 80 marks Exam assessment 1 hour 30 minutes (Written paper) 40% of total GCSE |

Your options, Your choices, Your future... MUSIC (GCSE)

Examination Board/Syllabus: WJEC, EDUQAS

Person to contact for information: **Mrs R Heywood**

GCSE Music is a varied and exciting option to take. There are a wide range of activities within the subject, including performing, composing and learning about different styles of music. **60%** of the overall qualification comes from coursework.

Music lessons at GCSE are very different to the lessons in Lower School. The groups are usually quite small and the learning environment is much more informal. Students learn a lot by studying the music of others (including their own work) and discussing it within the group. This enables them to see what can be effective in musical composition and learn about the composition process. This also can inspire them to compose their own music. We endeavour to perform music regularly, either as a group, or as individuals.

The GCSE content for music falls into three parts:

- 1. Performing (30% - Coursework);**
- 2. Composing (30% - Coursework);**
- 3. Listening and Appraising (40% - Written Exam)**

1. Performing (30%)

Students are required to perform on an instrument, or as a singer. This can be on any instrument and the two performances can be on different instruments if the student wishes. The performance can be any style of music. Students are required to provide at least 4 minutes of performances. This must be a mixture of solo and ensemble performing (performing with other people). The ensemble can be anything from a piano duet or a string quartet to a rock band! These two performances are recorded and marked by the teacher. The recordings are then sent to the Board and the marks are checked (moderated). Students are encouraged to do several performances throughout the course, so that we can then choose the best ones.

2. Composing (30%)

Students are required to submit two compositions for this part of the GCSE. There must be at least three minutes' worth of music from both compositions. One composition is written to a brief set by the Board. That is, they will tell you what the music is for and then you must compose for that situation. The other composition is a completely free choice.

3. Listening (40%)

This is the only part of the GCSE that is an actual written exam. Over the two years, students study music ranging in style from classical music, to popular music and music from other cultures. They also learn about the general characteristics of various styles of music. In this 1 hour 15 minute exam, which takes place at the end of Year 11, Students listen to extracts of selected set works and answer questions on the music. There is also a longer question where students are asked to compare a piece they know, with a piece they don't know.

Common questions about GCSE Music:

Do I have to be able to play an instrument?

The simple answer is yes. If you don't already play an instrument or sing, we have teachers coming in to school who can teach you a variety of instruments, or voice. It is possible to start lessons in year 10 and reach an acceptable GCSE standard by the end of year 11, although you should be prepared to work hard at it and PRACTICE!

Do I have to write long essays?

Not very often. The listening exam generally asks you for information in short answers or bullet points. There is one extended writing question, but this is quite straightforward as it always follows a similar pattern.

I can't read music. Can I do GCSE?

You can access much of GCSE music even if you can't read musical notation. However, there is one question that requires you to read a few notes, and studying some of the set works usually requires a bit of note reading as well.

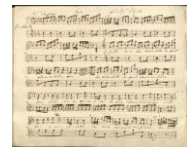
How do I compose music?

Your teacher will guide you through many ways of composing music. Many people who play instruments like to make up pieces for their instruments. Others like to compose at the computer, using the Sibelius or MuseScore programs, and then try it out to see if it works on real instruments. The advantage of using computer programs is that it gives you the printed music, so you don't have to write it all down.

What are the benefits of studying music?

Many people wish to try and work in the performing arts and music. It can be helpful in broadcasting, theatre, teaching and many other jobs. There are also many benefits from studying music which reach far beyond the subject itself. It is well documented that studying music has many educational benefits. Employers, colleges and universities generally look very favourably on music as a subject, as it suggests a person will have many additional skills.

If you have other questions about GCSE music, please come and ask Mrs Heywood.



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TRIPLE SCIENCE: Biology, Chemistry & Physics (worth 3 GCSEs)

Examination Board/Syllabus: OCR GCSE Biology Syllabus B
OCR GCSE Chemistry Syllabus B
OCR GCSE Physics Syllabus B

Person to contact for information: **Mr T Cuthbert**

Overview of Triple Science:

This course is intended to support those students who are expecting to take A Levels in one or more Science subjects. It will help to bridge any gap between a 'regular' GCSE and A Level. It will therefore ease the start to any A Level Science subject and maximize the chances of success in it. This is especially important for those intending to study Higher Education courses such as Medicine, Veterinary Science, and Dentistry etc. where high A Level Science grades are essential. There is, however, no necessity to undertake this course in order to be able to do A Levels in the Science subjects. The Content to be covered, not including specific practical work, will be:

| | |
|-----------|--|
| Biology | Topic B1: Cell level systems Topic B2: Scaling up Topic B3: Organism level systems Topic B4: Community level systems Topic B5: Genes, inheritance and selection Topic B6: Global challenges |
| Chemistry | Topic C1: Particles Topic C2: Elements, compounds and mixtures Topic C3: Chemical reactions Topic C4: Predicting and identifying reactions and products Topic C5: Monitoring and controlling chemical reactions Topic C6: Global challenges |
| Physics | Topic P1: Matter Topic P2: Forces Topic P3: Electricity Topic P4: Magnetism and magnetic fields Topic P5: Waves in matter Topic P6: Radioactivity Topic P7: Energy Topic P8: Global challenges |

Under the new grading system at GCSE, Triple Science will constitute the equivalent of three GCSEs. During KS4, students will have 7½ hours of lessons per week in the three sciences. Pupils will take six external examinations (at **HIGHER** or **FOUNDATION** level) at the end of Year 11 (2 Biology, 2 Chemistry and 2 Physics). There is no longer a 'coursework' element to Triple Science. There is, however, a required **practical element**, an important aspect of any Science course to aid understanding and application of the subject. A strong desire to succeed in Science is valuable.

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PHYSICAL EDUCATION

Sport Examination Courses

EDEXCEL BTEC LEVEL 2 TECH AWARD IN SPORT

Examination Board/Syllabus: Edexcel

Person to contact for information: **Mrs C Kempster**

AIMS AND CONTENT:

The Pearson BTEC Level 2 Tech Award in Sport is for learners who want to acquire sector-specific applied knowledge and skills by exploring the different types and providers of sport and physical activity and the equipment and technology available for participation. They will also explore the different types of participant and their needs in order to gain an understanding of how to increase participation for others in sport and physical activity and further develop their knowledge and understanding of anatomy and physiology. Learners will undertake practical sessions to develop skills in planning and delivering sports activity sessions to participants.

Assessment

The BTEC Level 2 Tech Award in Sport Course consists of 60% Internal Assessment (through assignment based evidence) and 40% External Assessment (through written external assessment set by the board). The assignments allow the student to demonstrate that they have skills and knowledge to achieve a Level 1, Level 2 Pass, Level 2 Merit, Level 2 Distinction and Level 2 Distinction* Grade.

At the end of the course, the student's assignment grades are placed together to determine the overall grade for their qualification.

Units of Work

Students will complete 3 units of work to achieve their qualification. These units are outlined below:

| <u>Unit of Work</u> | <u>Content</u> | <u>Method of Assessment</u> |
|--|---|---|
| Preparing Participants to Take Part in Sport and Physical Activity | In this unit learners will:- <ul style="list-style-type: none"> ➤ Explore types and provision of sport and physical activity for different types of participant ➤ Examine equipment and technology required for participants to use when taking part in sport and physical activity ➤ Be able to prepare participants to take part in sport and physical activity. | This unit is assessed internally through assignment based evidence and externally verified by Edexcel |
| Taking Part and Improving Other Participants Sporting Performance | In this unit learners will:- <ul style="list-style-type: none"> ➤ Understand how different components of fitness are used in different physical activities ➤ Be able to participate in sport and understand the roles and responsibilities of officials ➤ Demonstrate ways to improve participants sporting techniques. | This unit is assessed internally through assignment based evidence and externally verified by Edexcel. |
| Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity | In this unit learners will: <ul style="list-style-type: none"> ➤ Explore the importance of fitness for sports performance ➤ Investigate fitness testing to determine fitness levels ➤ Investigate different fitness training methods ➤ Investigate fitness programming to improve fitness and sports performance | This unit is externally assessed through a written assessment. Edexcel sets and marks the test. The test lasts for one and a half hours and has 60 marks. |

Summary

The qualification is equivalent to 1 GCSE and offers a direct progression on to BTEC Level 3 Extended Certificate in Sport offered at Adams College. The qualification also offers the learners opportunity of employment in the sport/leisure sector.

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PSYCHOLOGY (GCSE)

Examination Board/Syllabus: Edexcel (Pearson)

Person to contact for information: **Miss K Betts**

Psychology is the scientific study of mind and behavior; a unique subject that combines theoretical aspects of human behavior with biological research. Scientific methodologies and the analysis of data are used to study behavior, investigate its origins and consider how it can (or should) be altered.

The course aims to enable students to engage in the process of psychological enquiry, develop an understanding of self and others, and consider how psychological understanding can help to explain everyday social phenomena.

The course has a strong focus on developing research skills and students will discover how researchers utilise and interpret data and learn how to apply these skills themselves. There is a strong emphasis on the development of critical thinking, evaluation and application skills. Students will be required to analyse, make judgements and develop reasoned arguments, as well as to develop essay writing skills.

Students will understand how psychological research is conducted, including the role of scientific methodologies and data analysis, present information, develop arguments and draw conclusions through a critical approach to psychological evidence. Students will need to be reflective thinkers and develop an understanding of the relationship between psychology and personal, moral, social and cultural issues, alongside ethical issues.

Students will gain knowledge and understanding of key features of the following areas:

- Biological – an understanding of biological concepts in psychology, including neuroscience and genetics as contributors to behaviour
- Cognitive – an understanding of thought, information and mental processing as contributors to behaviour
- Social – an understanding of the social area of psychology, the impact of social and environmental factors on behaviour and the influence of groups
- Developmental – an understanding of how individuals change throughout their lives, with a particular focus on childhood and how both nature and nurture can affect individuals
- Individual Differences – an understanding of the complex nature of human behaviour and experiences and why and how people are different.

Students will also gain knowledge and understanding of:

- Debates in psychology, including 'reductionism/holism' and 'nature/nurture'
- How psychological knowledge and ideas change over time and how they inform our understanding of behaviour
- The contribution of psychology to an understanding of individual, social and cultural diversity
- The interrelationships of the core areas of psychology
- Research methods and psychological enquiry.

Topics covered during the course will include: memory & forgetting, depression, addiction, obedience, conformity and sleep & dreaming, amongst others.

Assessment consists of two formal examinations at the end of Year 11

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CAMBRIDGE NATIONAL HEALTH & SOCIAL CARE (CNAT)

Examination Board/Syllabus: Cambridge National

Person to contact for information: **Mr J Daniels or Mr C Smith**

Our Cambridge National in Health and Social Care introduces students to the specialist knowledge and skills needed to work in various care settings. Underpinning the qualification is a focus on core values and communicating with individuals so as to maintain their dignity and sense of being valued.

This is a fantastic qualification for those interested in working with others, particularly in the fields of healthcare, social care or childcare.

The Health and Social Care Cambridge National is equivalent to a GCSE but carries different grades. The students can achieve Pass, Merit, Distinction or Distinction*. The means of assessment are also different; the course is divided into three units, Essential Values of Care (exam), Development Through the Life Stages (coursework), and Public Health Campaigns (coursework). As you can see the majority of the assessment is by coursework, which can give a much truer reflection of the students' ability to work consistently over time.

This qualification will assess the application of Health and Social Care through their practical use. It will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aim of enhancing their employability when they leave education, contributing to both their personal development and future economic well-being. Cambridge Nationals in Health and Social Care will equip learners with sound specialist knowledge and skills for everyday use.

It will also challenge all learners, including high attaining learners, by introducing them to demanding material and skills; encouraging independence and creativity; providing tasks that engage with the most taxing aspects of the National Curriculum (including Values of Care and the current legislation requirements and the importance of softer skills such as communication skills to ensure individuals right to independence and dignity). The hands-on approach that will be required for both teaching and learning will chime appropriately with the way young people use new technology and will underpin a highly valid approach to the assessment of their skills as is borne by what teachers tell us. The qualification design, including the range of units available, will allow students to develop many new skills.

**Your options, Your choices,
Your future...**

THE VOCATIONAL COURSE

Person to contact for information: **Mr J Hargreaves**

We will be inviting about 10-12 students to join the course.

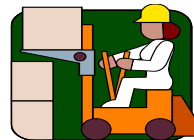
Selected students will follow the core course of:

English
Mathematics
Science
ICT
Technology Based Qualifications
Design and Technology

GCSE entry or equivalent will be possible in all of these subject areas.

In addition, each student will have:

- one day's work experience that matches their career aspirations
- opportunity to gain additional "world of work" qualifications
- structured information, advice and guidance on further education or employment
- workshops on core skills such as application writing, interview technique and employability skills provided by businesses, that work with the school.



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EXTERNAL EXAMINATIONS

Everyone realises how important external examinations are these days. It is our policy to recommend entry for all subjects in which students have completed satisfactorily the appropriate course and to pay the necessary examination fees. If we are concerned about the progress an individual student is making we will make contact with parents, for instance if coursework assignments have not been completed on time.

Most courses studied in Years 10 and 11 [Key Stage 4] lead to examinations for the General Certificate of Secondary Education (GCSE).

Some subjects are offered at two levels for GCSE (Higher and Lower) - for example Maths. The possible grades that a candidate can achieve are partly determined by the level of entry. At the beginning of the Spring Term in Year 11 we send home with each student a statement showing the subjects for which the School is recommending entry, together with details about the level of entry. We are willing to discuss any queries over entries with students and parents recognising that this is in the student's best interest.

Alternative qualifications are offered to some students in some subject areas as you will see in the relevant course details. Before students embark on these courses, we discuss whether this is appropriate with them and contact is made with parents.

THE GENERAL CERTIFICATE OF SECONDARY EDUCATION - GCSE

The emphasis is on positive achievement: GCSE courses attempt to identify what students "know, understand and can do" rather than penalise them for things they cannot do. It is not just about learning facts - the courses include practical work, oral work, fieldwork investigations, projects and group work. Importantly the students have to apply the knowledge they have learnt.

GCSE Grades

All GCSE examinations are now awarded one of the following grades:

9, 8, 7, 6, 5, 4, 3, 2, 1

with 9 being the highest and 1 the lowest.

BTECs and CNATs: These receive either Pass, Merit or Distinction.

Students intending to go on to study subjects at Advanced Level (Level 3) will be expected to gain a grade 4/5 or better in a specified number of subjects (usually a minimum of 5).

The School has a policy for appeals against internal assessment of work for external qualifications.

Copies of the policy are available from our Examinations Officer, Ms Kinnon, on request.

Your options, Your choices, Your future...

SO WHAT'S NEXT? POST 16 OPTIONS

Although this next stage may seem a long way off, it can help you if you have a goal you are working towards. Briefly the options after your GCSEs are as follows:-

THOMAS ADAMS SIXTH FORM

To take 3 or 4 A-Level subjects, or the equivalent, in Btec Level 3 in Year 12 & 13. This choice is the traditional means of access to higher education at universities or colleges. The requirement for entry to these courses is a minimum of five grade 4/5 at GCSE, but ideally pupils will have a range of 4s to 9s with five 4/5s being the minimum requirement.

COLLEGES OF FURTHER EDUCATION

These colleges e.g. Shrewsbury Colleges Group, Walford, Reaseheath or Telford College offer a wider range of Level 1, 2 and 3 Vocational courses. This route would suit those students who have made definite career decisions and have clearly identified their vocational direction. Entry requirements depend on the course chosen.

MODERN APPRENTICESHIPS

This option provides the opportunity for young people to develop their skills in a vocational area. They combine practical skills with nationally recognised training and qualifications. Indeed this is the only recognised route into some trades.

EMPLOYMENT

This may be an option for some students but increasingly, at 16, it is becoming very rare. Only those jobs that give genuine training can offer any form of long term security. This training may be offered through Modern Apprenticeships, whilst the young person is also in employment.

**Your options, Your choices,
Your future...**

CAREERS EDUCATION and GUIDANCE

Careers education and guidance is an integral part of the ethos of life at Thomas Adams. In the coming years it will be of increasing value and importance as decisions need to be made. Careers Guidance links closely with the mentoring and monitoring processes that have been developed within the School.

Careers Education and Guidance endeavours to help individuals develop the knowledge, understanding and skills they need to make informed decisions and to plan and manage their career and lifestyle development. It is delivered through partnerships with the Local Authority, local employers, education and training providers, parents and governors.

STATEMENT OF ENTITLEMENT

As a Student you are entitled to expect that the staff of Thomas Adams School will:

- treat and respect you as an individual
- provide you with the opportunity to learn the skills and gain the knowledge necessary to make decisions about your own future
- offer support as you need it
- offer you a confidential service*
- guarantee access to Careers Information which is up-to-date, comprehensive and unbiased, including computerised guidance programmes
- ensure you have access to information about all the options in education, training and employment open to you at each stage of your career
- provide the opportunity to take part in two weeks' Work Experience
- provide opportunities for individual guidance with qualified Careers Adviser and Shropshire Connexions Service

As a student the staff of Thomas Adams School expect that you will:

- be active in helping yourself as well as expecting us to help you
- be prepared to be realistic and adaptable in considering the range of opportunities available and in making choices about them
- be prepared to use the information and guidance systems that are made available
- carry out actions you have agreed to undertake
- be considerate of others and their needs

As a parent or guardian you are entitled to expect that the staff of Thomas Adams School will:

- enable you to take an active part in the processes described above, which could include -
 - attendance at Parents' Evenings, information sessions and other events
 - attendance at Careers Guidance Interviews - if you wish
- allow you to contact them at any stage for information or advice about your child
- promote and practise Equal Opportunities for all young people regardless of gender, ethnic origin, disability etc.

*On some occasions the Law requires that certain information is to be passed on.
Such circumstances would be fully discussed with you.

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