

## CITY OF DERBY ACADEMY

## Guided Choice 2021

Welcome to the City of Derby "Guided Choice" process. This stage is the most important aspect of your child's school career to date and, therefore, deserves the effort and consideration to make this as successful as possible.

You will receive information on the process itself and the subjects being offered, it is important to be well informed before selecting the subjects.

We encourage students to talk to teachers and other students to gain a thorough understanding of the course and the where it could lead.

Some subjects are compulsory; we have called these core subjects and all students will study these. Other subjects are optional but to maximise potential we require some students to study at least one "Ebacc" subject – French, History or Geography. Students considering a university career may want to study more than one of these subjects, depending on entry requirements to different Universities. Please ask subject teachers for advice on this.



#### **KEY DATES**

Guided Choice Forms Issued:	Wednesday 3 <sup>rd</sup> March 2021
Guided Choice Evening:	Wednesday 3 <sup>rd</sup> March 202
Forms to be submitted online by:	Friday 19 <sup>th</sup> March 2021

#### The Principles Underpinning our Curriculum are:-

**A Broad and Balanced Curriculum** defined in terms of each student's entitlement to a range of courses and nationally recognised qualifications.

**Recognition of the Importance of Core Subjects.** Success in English, Mathematics and Science provides a solid foundation for progression onto higher level courses and future careers, and the recognition of the importance of foundation subjects to consolidate this progress.

*Flexibility and Choice.* During years 10 and 11 students are between the compulsory curriculums of year 7 to 9 and the greater choice and flexibility that post 16 education provides, therefore, students deserve a curriculum that is motivating, challenging and prepares them effectively for employment, further learning and adult life.

**Coherence and Progression.** As students begin to develop their own mix of subjects, they should be able to access coherent learning programmes that enable them to progress to further learning.

*High Quality Guidance and Support* is essential to ensure interests, needs and aspirations are met.

*Maximising Chances of Success.* Making use of prior attainment data and national progress data to ensure each student can reach their potential. We can provide a clear indication of the likely progress of students on particular courses and make firm recommendations to students and parents.

#### Guided choice evening: Wednesday 3<sup>rd</sup> March 2021

This is an important part of the process, this year we will be going live online. You will have the chance to ask questions and view the presentations for different subjects.

To prepare for this evening, students and parents might like to think about the following key aspects of subjects you are considering:

#### <u>CONTENT</u>

Will the student be interested and motivated by the subject's specific knowledge and skills?

Remember that each course lasts two years and once you have started a course, it is very difficult to swap to a different one.

#### **EXAMINATIONS**

All courses have an examinable component. Variations, in terms of the number of exams to be sat and their duration, exist within each subject and exam board. The question style can also vary considerably, and it is worth looking at some examples.

#### **ASSESSMENT**

How is the subject assessed? Does this method suit the student?

#### CONTROLLED ASSESSMENT

Work done in school, marked by teachers but done under controlled conditions, usually in a classroom.

#### **PORTFOLIO**

As in Vocational qualifications, where students complete a wide range of assignments, which may be practical or written, to build up evidence towards their qualification.

## CORE CURRICULUM

# These subjects are compulsory

English Mathematics Science Core PE PSHE/Citizenship/RE



## English Language and English Literature



#### Who is it for?

GCSE English Language and English Literature are subjects studied by all students at City of Derby Academy. They are compulsory subjects nationally with good reason – a strong understanding of writing and reading English and how to communicate with others verbally are important skills in all walks of life, no matter the job you want to go for. Employers will always ask you about your English GCSE.

#### What will students study?

In English Language, students study a mixture of fiction and non-fiction texts. They will expand their skills in reading these texts for close meaning and especially in focusing on how and why writers choose to use the techniques they do. Students will also learn to write in a variety of styles for different purposes.

Part of English Language is also Spoken Language. This is where students do a spoken presentation which they answer questions about.

In English Literature, students will study: a Shakespeare play – 'Romeo and Juliet'; a 19<sup>th</sup> Century text – usually 'Great Expectations' or 'A Christmas Carol'; A modern text – 'An Inspector Calls' and a selection of poetry based around a theme of Love and Relationships or Power and Conflict.

#### How will it be assessed?

English Language and English Literature are both assessed through exams at the end of the course. However, there will also be mock exams both in class and in the hall to help students and teachers keep an eye on how students are doing and to help them prepare for the real exams.

#### What can this qualification lead to?

English can lead to a wide variety of subjects at further study and nearly all courses will ask what your English GCSE results were. Employers in future years will ask what grade you got in English and a good grade here is often seen as a sign of a strong communicator and someone businesses want to employ.

#### Do you have any questions?

Speak to your English teacher or Mr Meehan for more information.

## **Mathematics**

Everyone will study Mathematics in year 10 and year 11 and will continue the course started in year 9.

Students are assessed at the end of year 11.

#### **Assessments**

GCSE Mathematics has a Foundation tier (grades 1 - 5) and a higher tier (grades 4 - 9). Students must take three question papers at the same tier.

The information below is the same for both Foundation and Higher tiers.

The course is assessed through three 90 minute written exams, paper 1 is non-calculator, and papers 2 and 3 allow use of a calculator.

Each paper is worth 80 marks and the questions get progressively harder as the student works through the exam.

There is a mix of question styles; from short, single-mark questions to multi-step problems.

Topics covered in the exam are; Number, Algebra, Ratio, Geometry, Probability and statistics

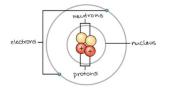
#### Do you have any questions?

Speak to Mr Howell for further information or visit the following link:

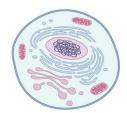
http://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300

#### What can this qualification lead to?

Most colleges or sixth forms require a grade 4 or above in Mathematics. Many training providers or apprenticeships also require a grade 4 or above to access their courses. Students who do not achieve at least a grade 4 are required to study Mathematics after they leave the City of Derby Academy.



Science



#### Who is it for?

All students will study science.

Since the start of year 9, students have been working on their GCSE science course. They will continue this in years 10 and 11.

The majority of students will take double science, which will count for two GCSE grades.

At the end of year 10, students will be selected for triple science, based on their work during the year and their result in the year 10 science exam.

#### What will students study?

Students will study the AQA GCSE Combined Science Trilogy Course. This includes topics from biology, chemistry and physics.

In the biology topics, students will learn about: cells, the human biology, plants, disease, inheritance, evolution and ecology.

In the chemistry topics, students will learn about: atoms, the periodic table, bonding, reactions, carbon chemistry and using resources from the Earth.

In the physics topics, students will learn about: particles, energy, electricity, radiation, forces, waves and magnetic fields.

Students who are selected for triple science, will do AQA biology, AQA chemistry and AQA physics. These courses include more detail and a wider range of examples than the double science course.

#### What can this qualification lead to?

Post 16 science courses Apprentice courses Vocational training

#### Do you have any questions?

Speak to Miss Williams for further information or visit the following link: <u>http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464</u>

## Core PE

#### Who is for?

Everyone. It is a chance for all students to enjoy sports and take part in an active, healthy lifestyle.

#### What will students study?

A range of sports, concentrating on practical lessons and being active participants. You will have 2 PE lessons per week.

#### How will it be assessed?

As the course will not count towards exams at the end of year 11, your progress will be monitored internally by the PE staff to see how your skills have progressed and targets for improvement.

#### Do you have any questions?

Speak to Mrs Kohut or any of the PE staff.

## **QEGS Learning (PSHE & RSE)**

From September 2020, elements of PSHE (Relationships/Sex Education and Health and Wellbeing) are statutory parts of the curriculum. PSHE at CoDA should help prepare our young people for the challenges of living in 21<sup>st</sup> Century Britain. It should encourage pupils to make informed choices which ultimately give them the skills, qualities and attributes to improve their life chances. PSHE is especially useful if you are considering a career in the health services, social services, retail, financial services, careers advice, the law, the police, and business and enterprise.

#### Assessment Criteria:

This course is taught during Year 10 & 11 in a series of topics. There is no final exam; each module is assessed on an individual basis using personal learning checklists.

#### **Topics taught in KS4 PSHE:**

**Living in the Wider World** – This module asks pupils to consider various elements and challenges of being a citizen in the 21<sup>st</sup> Century, including extremism, racism, homelessness, the environment and sustainability. It aims to develop pupils understanding of these topics as well as assessing our impact on them.

**Careers** – This module aims to develop pupils' strengths and skills in order to maximise their employability. This module also outlines pupils' career options and pathways through and beyond school education, as well as looking at Work Experience and CV's.

**Relationships and Sex Education (RSE)** – This module aims to promote healthy relationships (consent and body shaming); challenge homophobia; raise awareness about the dangers of FGM; forced marriage and domestic abuse. Pregnancy, contraception, parenting and fostering/adoption are also considered.

**Health and Wellbeing** – Pupils are encouraged to consider healthy lifestyle choices in relation to pressures from the media over body image and self-esteem. This topic also promotes cancer awareness and demonstrates how pupils can check their health and where to seek help. This module also aims to recognise the strategies that can be used to help manage mental illness.

#### Who to see for more information:

Please contact Ms Dacus for more information regarding PSHE. Email: <u>jdacus@cityofderbyacademy.org</u> or call 01332 270450. For more specific information and detail regarding the course content, please follow this link: <u>Home | PSHE Association</u>

## Option X

## Choose a first and second choice from these subjects

History Geography French German ESOL Vocational qualification Ignite

#### A Year 9's Guide to GCSE History

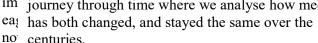
#### You should consider GCSE History if...



Enjoyment Studying for GCSEs becomes much easier when you enjoy the subject. If you look forward to your History lessons, this could be for you.



#### Paper 1: Medicine Through Time 1250-Present Dc From magical charms to MRI scans. This course im journey through time where we analyse how me





cine

more Do you standing of challenge

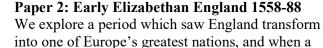
your own beliefs and ideas?



30%

#### What content will you cover? GCSE History

comprises of **3** exams which are all taken at the end of Y11.





40%

#### Paper 2: Superpower Relations & The Cold War, 1941-91

From the Second World War came the emergence of **Paper 3: Weimar and Nazi Germany 1918-39** Hitler and the Nazi Party represent perhaps the most abominable regime in human history. But how did Hitler and his ideology come to power?



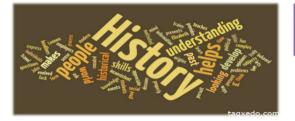
#### Skills you will develop

- **Knowledge.** You will learn about individuals, ideas and events which will challenge your knowledge and understanding of the world around you,
- Analyses. You will develop concepts such as change, continuity, significance and consequences, ultimately allowing you to develop your own well-balanced judgements.
- **Source skills.** You develop your ability to infer, analyse, criticize and utilise a range of historical

#### **Future Opportunities**

History will develop skills which are attractive to all employers. You can display critical reasoning, problem solving, an ability to research and the ability to construct an argument in a clear and persuasive manner.

Areas that history can directly link to include **law**, **business**, **the police**, **marketing**, **market researcher** and the **civil service**.



#### **GCSE HISTORY (EDEXCEL)**

#### How might History be useful for you the future?

History can help you develop a range of high order thinking skills which are valued by employers looking for the ability to form logical arguments and evaluate evidence.

You will improve your written and spoken skills – valued across all areas of your learning.

History will enable you to think critically and be able to make judgements of your own.

#### What will **you** study for your **GCSE History?**

You will study four main areas of interest...

Weimar & Nazi Germany, 1918 – 1939

Early Elizabethan England, 1558 – 1588

> Medicine in Britain c1250 – Present Day

Superpower relations and the Cold War, 1941 – 91.

#### HISTORY is WHAT happened

way back WHEN. It is WHO made it happen. It is *WHERE* we started. History is ₩HY something happened and HOW we have learned from it.

#### What job can **you** get from your **GCSE History?**

History is a well sought after qualification and can lead to many jobs... just to mention a few...

> Teacher Business & Finance Lawyer Medicine Conservation

For more information please speak to Mr Anderson,:

janderson@cityofderbyacademy.org

https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-

## AQA GCSE (9-1) GEOGRAPHY

#### Jobs you can get with a qualification in Geography:

Environmental management; education, professional and social services; scientific services; management; information services; most jobs in the civil service sector.

#### **Assessment Criteria:**

This course is taught over two years and will be assessed by three final exams at the end of Year 11. The final exams are split into Paper 1 (35%); Paper 2 (35%) and Paper 3 (30%). All exams are written papers.

Paper 1 – <u>Living with the physical environment</u> (1 hour and 30 minutes) This is about physical processes and systems, how they change, and how people interact with them at a range of scales and in a range of places. Topics covered include: Tectonics – Weather – Climate – Ecosystems – Rainforests – Deserts – Cold Environments – Coasts – Rivers

Paper 2 – <u>Challenges in the human environment</u> (1 hour and 30 minutes) This is about human processes and systems, how they change both spatially and temporarily. They are studied in a range of places, at a variety of scales and include places in various states of development. Topics covered include: Urban issues and challenges – The changing economic world – The challenge of resource management

#### Paper 3 – Geographical applications and skills (including fieldwork)

(1 hour and 15 minutes)

This is about identifying, understanding and appreciating the interrelationships between the different aspects of studying geography. This paper will test students' abilities to: Evaluate and think critically to problem solve a current issue – Carry out two separate fieldwork enquiries and evaluate the interrelationships between them – Develop geographical skills such as OS map skills, atlas skills, maps is association with photographs, numerical and literacy skills, statistics and qualitative vs quantitative skills.

#### Who to see for more information:

Please contact Mr Barker for more information regarding AQA GCSE Geography. Email: jbarker@cityofderbyacademy.org. For more specific information and detail regarding the course content, please follow this link:

www.aqa.org.uk/subjects/geography/gcse/geography-8035



AQA GCSE French



#### Who is it for?

The course is suited to students who have an interest in French language and/or the culture of France. It will also appeal to those students who wish to boost their confidence through trying something new and exciting- speaking and understanding a foreign language. There may be an opportunity to visit France to consolidate learning and, to that end, we would also encourage pupils to buy a revision guide through school, when the opportunity arises.

#### What will students study?

There are three main themes which you will study over the two years. These are

- 1) Identity and culture.
- 2) Local, national, international and global areas of interest.
- 3) Current and future study and employment.

These three topics break down into twelve further sub-topics, such as 'My family' or 'Music' and it is these which you will encounter in the classroom.

In addition to these topics, there is a large emphasis on both grammar and translation from French in to English and from English in to French.

#### How will it be assessed?

There are four final exams in the language and these are in listening, speaking, reading and writing, each of which contributing to twenty-five per cent of the final grade. Students may either sit a foundation tier or a higher tier exam, with the higher tier papers consisting of more questions and pitched at a higher level of French.

#### What can this qualification lead to?

**There are hundreds of job opportunities which can come around through learning a language.** Business, tourism, journalism, advertising, sales, IT, banking, engineering, law, medicine and the armed forces are just a few of the areas, in which knowing a language is beneficial. If you also factor in to this the increased wage earning potential and low unemployment rates of language graduates, then learning French should be an essential skill for the majority of people.

#### Do you have any questions?

Speak to Mr Milner or your languages teacher for further information.



## **AQA GCSE German**



#### Who is it for?

The course is suited to students who have an interest in German language and/or the culture of Germany. It will also appeal to those students who want to try something a little different to usual foreign language learning.. Most pupils will be encountering the language for the first time or will have only been learning it for a short time, so it really is an exciting opportunity, which will present variety, fun and challenge. There may be an opportunity to visit Germany to consolidate learning and, to that end, we would also encourage pupils to buy a revision guide through school, when the opportunity arises.

#### What will students study?

There are three main themes which you will study over the two years. These are

- 1) Identity and culture.
- 2) Local, national, international and global areas of interest.
- 3) Current and future study and employment.

These three topics break down into twelve further sub-topics, such as 'My family' or 'Music' and it is these which you will encounter in the classroom.

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#### What can this qualification lead to?

There are hundreds of job opportunities which can come around through learning a language. Business, tourism, journalism, advertising, sales, IT, banking, engineering, law, medicine and the armed forces are just a few of the areas, in which knowing a language is beneficial. If you also factor in to this the increased wage earning potential and low unemployment rates of language graduates, then learning German should be an essential skill for the majority of people.

#### Do you have any questions?

Speak to Mr Milner or your languages teacher for further information.



## Choose a first and second choice from these subjects

Construction Level 1 Engineering Business Studies iMedia Music Sport Art: Fine Art Religious Studies Dance Childcare



## Construction

(Constructing the Built Environment)



#### Qualification details: EDUQAS Level 1/2 Vocational Award in Constructing the Built Environment

The course uses a 'plan, do, review' approach to learning where learners are introduced to a context for learning, review previous learning to plan activities, carry out activities and review outcomes and learning. This approach mirrors many work related activities in constructing the built environment, students will be required to practically construct objects and demonstrate their ability to wallpaper, fit skirting boards among other industry related tasks. The qualification provides learners with a broad knowledge of work in construction industry.

#### What will students study?

The EDUQAS Level 1/2 Vocational Award in Constructing the Built Environment is made up of two exam units and one practical coursework unit:

**Unit 1 - Safety and security in construction**– This is an internal coursework component usually completed during Year 10.

Unit 2 - Developing construction projects – This is an externally assessed task (exam - 2 hours).

Unit 3 - Planning construction projects- This is an internal coursework component.

#### How will you be assessed?

The coursework task is a practical 'plan, do, review' activity you will be asked to a plan construction project based on a set case study and will then have to complete the practical work and review your work.

#### **Other Information:**

The course will also involve lots of opportunity for you to practically apply your acquired skills and demonstrate your knowledge on the construction industry and health and safety. Some case study examples will be used to help students learning and specialist visiting speakers where possible to provide students with a real understanding of the construction sector.

#### What can this qualification lead to?

This qualification can lead to study on a Level 2/ 3 qualification in Professional Construction Practice, study on a level 2 qualification in construction, including specialist areas such as plumbing, bricklaying and carpentry or apprenticeships in construction.

#### Do you have any questions?

Speak to Ms Gallagher: <u>lgallagher@cityofderbyacademy.org</u> for further information or visit the following link: <u>https://eduqas.co.uk/qualifications/constructing-the-built-environment/</u>





#### Who is this qualification in Design Engineering for?

The OCR Design Engineering Level 1/2 Cambridge National in Engineering is for learners who wish to acquire technical skills through vocational contexts by Engineering Design. Through practical activities they develop skills in computer modelling and model making and how to communicate design ideas effectively.

#### What will students study and how will it be assessed?

The course is broken up into 4 components, each aiming to give learners a taste of the processes that an engineer might use to solve problems in the workplace.

#### R105: Design briefs, design specifications and user requirements – 25%

60 marks 1hour 30minutes Written paper, set and marked by the exam board

#### R106: Product analysis and research – 25%

60 marks Approx. 30 hours including delivery. Learners will have to produce a presentation or report about the strengths and weaknesses of an identified product from an engineering standpoint. Centre-assessed task, exam board moderated.

#### R107: Developing and presenting engineering designs – 25%

60 marks Approx. 30 hours including delivery. Learners will produce designs for a given problem, using hand-drawn sketches and rendering. The students will then use industry-standard Computer Aided Design to produce the idea in 3D. Centre-assessed tasks, exam board moderated

#### R108: 3D design realisation – 25%

60 marks Approx. 30 hours including delivery. Learners will plan and produce a prototype based on their designs in R107. The students will be assessed for the quality of their planning and making stills. Centre-assessed tasks, exam board moderated

#### What can this qualification lead to?

Learners who want to progress to Level 3 qualifications have the choice of various GCE qualifications at college which will further develop areas of their learning from Level 1/2.

E.g. Design and Technology or Engineering A-Level.

Learners can progress from OCR Level 1/2 Cambridge National in Engineering to other vocational qualifications or apprenticeships.

#### Do you have any questions?

Speak to Mr Green jgreen@cityofderbyacademy.org for further information or visit the following link:

https://www.ocr.org.uk/qualifications/cambridge-nationals/engineering-design-level-1-2-award-certificate-j831-j841/

#### **EDEXCEL GCSE BUSINESS STUDIES**

#### What is it? What do you do?

**Investigating small business**: Concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework to explore core concepts through the lens of an entrepreneur setting up a business. You will develop an understanding of the interactions between business operations, finance, marketing and human resources, as well as the relationship between the business and the environment in which it operates.

**Building a business:** Examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. We also consider the impact of the wider world on the decisions a business makes as it grows. In this theme, students will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behaviour and decisions.

#### **Course Overview:**

#### What will students study?

Pupils will study 2 themes over the 2 years. Investigating small business and building a business. The table below gives an overview of the course and assessment.

Theme 1: Investigating small business	Theme 2: Building a business
Written examination: 1 hour and 30 minutes	Written examination: 1 hour and 30 minutes
50% of the qualification	50% of the qualification
90 marks	90 marks
Content overview:	Content overview:
Topic 1.1 Enterprise and entrepreneurship	Topic 2.1 Growing the business
Topic 1.2 Spotting a business opportunity	Topic 2.2 Making marketing decisions
Topic 1.3 Putting a business idea into practice	Topic 2.3 Making operational decisions
Topic 1.4 Making the business effective	Topic 2.4 Making financial decisions
Topic 1.5 Understanding external influences on	Topic 2.5 Making human resource decisions
business	
Assessment overview:	Assessment overview:
The paper is divided into three sections:	The paper is divided into three sections:
Section A: 35 marks	Section A: 35 marks
Section B: 30 marks	Section B: 30 marks
Section C: 25 marks.	Section C: 25 marks.
The paper will consist of calculations, multiple- choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper. Calculators may be used in the examination.	The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper. Calculators may be used in the examination.

#### What can I do with this subject when I leave school?

- Enable you to understand more about the business world.
- Motivate and challenge, and prepare you to make informed decisions about further study.
- Entry into employment or other training in specific aspects of business, such as apprenticeships and vocational qualifications, which focus on more specialised business areas.



Do you have any questions? Speak to Mr Hughes <u>ehughes@cityofderbyacademy.org</u> <u>https://qualifications.pearson.com/en/qualificati</u> ons/edexcel-gcses/business-2017.html



### Information Technology Creative iMedia Level 1/2



#### Who is this Creative iMedia Level 1/2 qualification for?

The Cambridge Nationals in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products.

#### What will students study and how will it be assessed?

The course is broken up into 4 components, each aiming to give learners experience of the

#### **R081: Pre-Production Skills – 25%**

60 marks 1hour 15minutes Written paper, set and marked by the exam board. Pre-production skills including; understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.

#### **R082:** Creating Digital Graphics – 25%

60 marks Approx. 10 hours including delivery. Understand the basics of digital graphics editing for the creative and digital media sector. They will learn where and why digital graphics are used and what techniques are involved in their creation. Centre-assessed task, exam board moderated.

#### R085: Creating a Multipage Website – 25%

60 marks Approx. 30 hours including delivery. Understand the basics of creating websites. It will enable learners to demonstrate their creativity by combining components to create a functional, intuitive and aesthetically pleasing website. Centre-assessed tasks, exam board moderated

#### **R090: Digital Photography – 25%**

60 marks Approx. 30 hours including delivery. On completion of this unit, learners will understand the features and settings of digital photographic equipment, be able to plan a photo shoot, review the digital photographs and review the final portfolio against a specific brief. Centre-assessed tasks, exam board moderated

#### What can qualification lead to?

Cambridge Technical – IT Level 3 or Digital Media Level 3 (these are OCR vocational qualifications that offer an alternative to A levels for students aged 16+). There are many different careers that this qualification could help you move towards. Some examples are: Photographer, Web-Designer, network manager, Digital agency worker.

#### Do you have any questions?

Speak to Mr Green <u>Istevenson@cityofderbyacademy.org</u> for further information or visit the following <u>https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/</u>

## GCSE MUSIC





## The City of Derby Academy Music Department 'Improving the life chances of all students'

### Why choose GCSE Music?



#### A love of music is essential

If you love music, love creative challenges, and enjoy learning about different types of music from around the world, then GCSE Music might be for you!

#### GCSE Music is a vary varied and exciting option to take. You will study a wide range of activities including performing, composing and learning about different styles of music.

#### Do I need to play an instrument?

Yes - You need to be able to sing or play an instrument to a reasonable standard. You can be self-taught or have had instrumental/vocal lessons.

If you do not already play an instrument, but would love to learn, the music department may be able to help you access instrumental or vocal lessons which you must attend alongside your GCSE Music lessons.

#### How will music help me in the future?

The City of Derby Music Department believes that music 'improves the life chances of all student.'

GCSE Music will show future employers you have a wide range of interests and skills, as well as demonstrating that you have dedication and commitment to learning a musical instrument and to studying music.

GCSE Music can also help with confidence and well-being. You will also learn valuable performance skills that are needed in situations such as job interviews.

### Music GCSE is hard work, but it is also one of the most enjoyable subjects to learn and succeed in!

#### Homework and Extra-curricular expectations

GCSE Music students will complete a range of written and research tasks throughout the course. Students will also be expected to rehearse their chosen instrument or voice weekly and attend extra-curricular clubs, rehearsals and performances.

#### The CoDA Music Department

The City of Derby Academy Music Department is well equipped with a wide variety of instruments for you to experience and learn during your time at the school.

The Music Department has 2 music teachers, each with their own specialised music classroom, 3 practice rooms, as well as a singing specialist who runs the CoDA Chromatics Choir. Additional music lessons are available on request.

The Music is also developing links with the wider community so that our students can experience live music from different cultures.

Page Break

## What will I study?

#### OCR GCSE MUSIC is made up of three components:

- **Listening exam (40%):** An exam paper with listening exercises and written questions using excerpts of music testing both familiar and unfamiliar pieces.
- **Composition (30%):** Students compose two pieces of music. One is a free choice, and one is linked to a brief set by the exam board.
- **Performances (30%):** Students perform two pieces of music; one as a solo and one as an ensemble.

#### 5 Areas of study (AOS)

#### AO1 – My Music

• You will study your own instrument and focus on performing and composing.

#### AOS<sub>2</sub> – The Concerto Through Time

• You will study the Concerto (a composition for soloist and orchestra) from 1610 – 1910

#### AOS<sub>3</sub> – Rhythms of the World

• You will study music from India and the Punjab region, Eastern Mediterranean and Middle East, Africa and Central and South America.

#### AOS<sub>4</sub> – Film Music

• You will study music composed for films and video games as well as classical music used in films.

#### AOS<sub>5</sub> – Conventions of Pop

• You will study pop music from the 1950s to the present day focusing on Rock 'n' Roll, Rock Anthems, Pop ballads and Solo Artists.

#### Do you have any questions?

Speak to Mrs Bell <u>cbell@cityofderbyacademy.org</u> for further information or visit the following link: <u>https://www.ocr.org.uk/qualifications/gcse/music-j536-from-2016/</u>



#### Skills you need to be successful on a JFC PE course

Passion for sport and physical activity Good level of fitness Excellent reading, writing and communication skills Ability to work well in a team Willingness to represent the School in various sporting fixtures Interest in how the body works

#### Entry requirements for the course:

#### Must enjoy taking part in PE, Sport and being active

To always come prepared for lessons Always remember you CODA PE kit Great attendance Enthusiasm for the course and a positive attitude Participation in extra curricular activities Constant commitment to improving your performance

Sound like you something for you? Then please turn over for information on the different course we can offer you!

#### <u>GCSE PE</u>

At CODA students study the OCR GCSE full course over years 10 and 11. The course is divided into practical and theoretical sections with 40% of the final grade being awarded for acquisition and performance of skills in three sports from the following areas:

#### One team activity

#### One individual activity

#### One free choice

Students with their teacher will have to choose their three best sports from the above areas as well as completing a controlled assessment which is based on students evaluating their performance and developing an exercise programme. The remaining 60% of the course is assessed in two separate exams.

The specification for the course includes coverage of topics such as:

- Exam paper 1. 30% 1 hour
- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

Exam paper 2. 30% 1 hour

- Health, fitness and well being
- Sport psychology
- Socio-cultural influences
- Use of data

*This GCSE specification has changed from previous years and is more scientific in its content covered.* 

Lessons will be a mix of theory and practical. You will always have at least one practical a week.

#### Sports Studies

The Sports Studies course is a vocationally related qualification where learners develop knowledge and understanding by applying their learning and skills in a work-related context.

The course engages and encourages learners to take responsibility for their own learning Through a combination of coursework and exam assessment . These skills include: being effective in a team, working from a prescribed brief, meeting deadlines, presenting information effectively and completing administrative tasks and processes.

The Sports Studies course motivates learners, and provide a platform for progression into further study and responsibility within the work place.

There are 3 units of coursework study:

**Developing Sports Skills** 

Sports Leadership

Developing knowledge and skills in Outdoor activities (Compulsory outdoor education trip)

There is one hour exam on Contemporary Issues in Sport. That can be re- sat throughout the course.

These units are delivered through lessons consisting of mainly theory and some practical. Students will be assessed in their practical ability across two Sports.

This course would suit learners who struggle with exams.

You could progress onto a sports course at college, which are run by several local colleges and with further training you could have a career in:

Sports and leisure industry Coaching or teaching Armed and emergency services Physiotherapy, Journalism, Psychology

- Association football	Cannot be five-a-side or futsal.	17
Badminton	Cannot be assessed with singles.	19
Basketball	20	

#### How clued up are you?

Here are some ideas on how you can be getting prepared for taking the step on a CODA PE course:

- Speak to Mrs Kohut nkohut@cityofderbyacademy.org
- Work hard in your KS3 lessons and complete any homework set, these will prepare you for the course you choose.
- Join a club in school and outside of school.
- Research a famous sports person.
- Watch a great sporting event on the TV.
- Volunteer to help at a local sports club.
- Ask you class teacher what you can do to improve your sports performance.

Do you have any questions?

Speak to Mrs Kohut nkohut@cityofderbyacademy.org for further information.



AQA GCSE Art and Design: FINE ART Contact Mrs Wilshaw kwilshaw@cityofderbyacademy.org



Jobs you can get with an art qualification;

Graphic designer, illustrator, games designer, animator, fashion designer, web designers, make-up artist, special effects artist, costume designer, TV/film director, advertisement, product designer, pattern designer, tattoo artist...and more

#### What will you study?

In Fine Art you will have the opportunity to use a range of different media such as paint, print, pencil, pastel, crayon, charcoal for example, to create 2D and 3D work. You will learn new artistic skills as well as improving and building on what you have acquired through years 7-9. Applying those skills to set projects/themes which you will **investigate**, **develop**, **refine** and **present** through a portfolio of work. At the end of year 11 you will present 2 portfolios of work, component 1 (sustained portfolio) and component 2 (Externally set assignment from AQA with 10hr supervised time).

#### How might it be useful in the future?

As well as learning traditional art skills, you will also pick up transferable skills useful in any job. Throughout the course, you will be expected to be creative, work on your own and be independent, come up with original ideas and be able to complete a project from start to finish with deadlines. You will develop resilience skills, how to develop your ideas and can put a personal influence into your work. Art and Design Fine art will prepare you for any creative career you wish to continue onto after GCSE.

#### How will you be assessed?

Component 1= 60% of final grade

Component 2= 40% of final grade

Each component split up into 4 different assessment objectives:

A01	Develop ideas through investigations, demonstrating critical understanding of sources	25%	
A02	<b>Refine</b> work by exploring ideas, <b>selecting and experimenting</b> with appropriate media, materials, techniques and processes	25%	
A03	<b>Record ideas</b> , observations and insights <b>relevant</b> to intentions as work progresses	25%	
A04	<b>Present a personal and meaningful response</b> that realises intentions and <b>demonstrates understanding of visual language</b>	25%	





#### Qualification details:

GCSE AQA Religious Studies

You will learn how religion, philosophy and ethics form the basis of our culture, and develop valuable skills that will help prepare them for further study. You will have the opportunity to discuss contemporary moral issues and explore how religion can impact on personal beliefs.

You will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare you for further study.

#### What will students study?

#### **Component 1: The study of religions: beliefs, teachings and practices**

Beliefs, teachings and practices of two from:

- Buddhism
- Christianity
- Catholic Christianity
- Hinduism
- Islam
- Judaism
- Sikhism.

#### **Component 2: Thematic studies**

- Theme A: Relationships and families.
- Theme B: Religion and life.
- Theme D: Religion, peace and conflict
- Theme E: Religion, crime and punishment.
- •

#### What can this qualification lead to?

Religious Studies equips you with some brilliant skills that can be applied to many different careers. For example, looking at medical ethics might help you in the social and healthcare profession or law. Take a look at <u>Ollie - My Future. My Career. My RE. - TrueTube</u> for more reasons!

**Do you have any questions?** Speak to Mrs Beeson <u>vbeeson@cityofderbyacademy.org</u> or go to:

AQA | GCSE | Religious Studies A | Specification at a glance

# BTEC Level 1/Level 2 Tech Award in Performing Arts: Dance

#### Who is the qualification for?

The Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts is for learners who wish to acquire technical skills through vocational contexts by studying acting, dance or musical theatre as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden the learner's experience and understanding of the varied progression options available to them.

### **Performing Arts: Dance pathway**

Aim for the BTEC Tech Award in Performing Arts Dance Pathway is an introduction to life and work in the industry. Students will develop specific practical skills and techniques, devise and deliver performances and analyse and evaluate their performances. This course will suit students with an interest in the practical side and theory side of dance. This course is not all practical there is a lot of theory lessons to back up the practical lessons, therefore the course is mainly theory but includes practical lessons.

#### **Grades Available**

**Level 2**: Distinction \*, Distinction, Merit, Pass **Level 1**: Distinction, Merit, Pass

#### **Outline of the Course**

**Component One:** Exploring the Performing Arts Students will research different choreographers and their style of dances and recreate and perform in the style of these practitioners. They will explore performance skills and styles and look at roles within the industry.

**Component Two:** Developing Skills and Techniques Pupils participate in workshops of specific performance skills and are then assessed on their ability to demonstrate them through a dance. In this component they will complete a log book to show how their skills have improved.

**Component Three:** Performing to a Brief Pupils will be set a brief which they must use to inspire their own dance performance and complete controlled assessments related to the dance that they have created.

#### **Examinations and Assessment**

Component One: 30%; internally assessed assignment

Component Two: 30%; internally assessed assignment

Component Three: 40%; externally assessed

Contact: Miss Bulloch ebulloch@cityofderbyacademy.org



# **Child Development**



#### Qualification details:

BTEC LEVEL 1/2 TECH AWARD IN CHILD DEVELOPMENT

Through studying on this course students will have the opportunity to develop and apply knowledge and understanding of child development and growth of children up to the age of five. Through practical and written task students will explore how children learn through play and how meeting the needs of individual children will support their development. The course is enjoyable and wherever possible practical elements are used to support students learning and understanding of development and play.

#### What will students study?

The Pearson BTEC Level 1/2 Tech Award in Child Development is made up of two internally assessed unit and one external exam:

**Component 1 - Children's Growth and Development** – This is an internal coursework component usually completed during Year 10.

Component 2 - Learning Through Play – This is an internal coursework component.

**Component 3 - Supporting Children to Play, Learn and Develop** – This is an externally assessed task (exam). This lasts 2 hours and is taken in Year 11.

#### How will you be assessed?

The coursework tasks are formal written pieces of work, you will be prepared to complete these through teaching in lessons, teaching is practical and prepare you for working with children through exploring how they develop and learn.

#### **Other Information:**

The course will also involve lots of opportunity for you to practically demonstrate your skills within school. Where possible we will work with local childcare providers to aim to give you some practical experience of working with children to support your understanding, practice and employability.

#### What can this qualification lead to?

This qualification can lead to further study on vocational qualifications at Level 3, study on apprenticeships, employment or for a move towards higher education to study a degree in the early childhood, childhood and youth areas or in related sectors such as nursing and social care.

#### Do you have any questions?

Speak to Ms Gallagher <u>lgallagher@cityofderbyacademy.org</u> for further information or visit the following link:

https://qualifications.pearson.com/en/qualifications/btec-tech-awards/child-development.html

# Option Z Choose a first and second choice from these subjects

History Geography Business Studies Engineering Art: Textiles Art: Graphical Communication Art: Fine Art Design Technology Hospitality and Catering Health and Social Care Food Preparation and Nutrition

# **Performing Arts: Drama**

#### How do I know this subject is for me?

Drama is for anyone who enjoys performing published plays, creating their own drama and performing on stage or to camera. In this subject you can increase your confidence whilst having the opportunity to express yourself in an active and exciting way. You can develop and present your drama skills and abilities through regular workshops and performances. You could be the next soap actor, film star, TV presenter or stage actor!

#### What will you learn?

You will study how drama is created, including all the acting and staging skills that are needed to devise a piece of drama for performance and how to create a character. You will also develop many skills that are highly valued in any walk of life including teamwork and confidently presenting yourself in public.

#### How will I learn?

Drama is a highly practical subject. You will take part in challenging teacher led workshops and active tasks which will increase your skills and knowledge. You will work independently and as part of groups to create and perform.

#### How will I be assessed?

There are lots of opportunities for practical performance based on different themes and styles. You will be assessed on your acting skills when performing part of a script of a published plays as well as your own devised drama work. You will also be assessed on your ability to analyse drama and performance skills and techniques. Assessment will take the form of performance to camera and the documentary of your journey in the form or an actors log.

#### What could this course lead to?

Drama will enable you to be to become more confident in speaking in public – a highly valuable skill in any career. You will gain a qualification that will give you access to an A level Drama course or entry to a specialised performing arts school. You could continue to study Drama at university for a career as an actor, community arts worker, theatre stage manager, TV or radio presenter, secondary school teacher or drama therapist.

For performing arts, please speak to Mr Corboz jcorboz@cityofderbyacademy.org

Exam board: Edexcel

Website: www.edexcel.org

# A Year 9's Guide to GCSE History

#### You should consider GCSE History if...



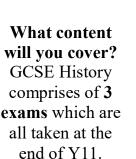
Enjoyment Studying for GCSEs becomes much easier when you enjoy the subject. If you look forward to your History lessons, this could be for you.





Paper 1: Medicine Through Time 1250-Present Dc From magical charms to MRI scans. This course there journey through time where we analyse how me has both changed, and stayed the same over the centuries.

your own beliefs and ideas?





40%

## 

**Paper 2: Early Elizabethan England 1558-88** We explore a period which saw England transform into one of Europe's greatest nations, and when a

Paper 2: Superpower Relations & The Cold War, 1941-91

From the Second World War came the emergence of **Paper 3: Weimar and Nazi Germany 1918-39** Hitler and the Nazi Party represent perhaps the most abominable regime in human history. But how did Hitler and his ideology come to power?



more

Do you

challenge

tanding of

#### Skills you will develop

Knowledge. You will learn about individuals, ideas and events which will challenge your knowledge and understanding of the world around you,

- Analyses. You will develop concepts such as change, continuity, significance and consequences, ultimately allowing you to develop your own well-balanced judgements.
- **Source skills.** You develop your ability to infer, analyse, criticize and utilise a range of historical

#### **Future Opportunities**

History will develop skills which are attractive to all employers. You can display critical reasoning, problem solving, an ability to research and the ability to construct an argument in a clear and persuasive manner.

Areas that history can directly link to include **law**, **business**, **the police**, **marketing**, **market researcher** and the **civil service**.



# How might **History** be useful for **you** the future?

History can help you develop a range of high order thinking skills which are valued by employers looking for the ability to form logical arguments and evaluate evidence.

You will improve your written and spoke skills – valued across all areas of your learning.

History will enable you to think critically and be able to make judgements of your own.

What will **you** study for your **GCSE History?** 

You will study four main areas of interest...

Weimar & Nazi Germany, 1918 – 1939

Early Elizabethan England, 1558 – 1588

> Medicine in Britain c1250 – Present Day

Superpower relations and the Cold War, 1941 – 91.

#### HISTORY is WHAT happened

way back WHEN.

It is WHO made it happen. It is **WHERE** we started. History is ₩HY something happened and HOW we have learned from it.

# What job can **you** get from your **GCSE History?**

History is a well sought after qualification and can lead to many jobs... just to mention a few...

> Teacher Business & Finance Lawyer Medicine Conservation

For more information please speak to Mr Anderson, Ms Roberts & Miss Wayland. https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specificationand-sample-assessments/GCSE History (9-1) Specification Issue 2.pdf

# AQA GCSE (9-1) GEOGRAPHY

#### Jobs you can get with a qualification in Geography:

Environmental management; education, professional and social services; scientific services; management; information services; most jobs in the civil service sector.

#### Assessment Criteria:

This course is taught over two years and will be assessed by three final exams at the end of Year 11. The final exams are split into Paper 1 (35%); Paper 2 (35%) and Paper 3 (30%). All exams are written papers.

**Paper 1 – <u>Living with the physical environment</u>** (1 hour and 30 minutes) This is about physical processes and systems, how they change, and how people interact with them at a range of scales and in a range of places. Topics covered include: Tectonics – Weather – Climate – Ecosystems – Rainforests – Deserts – Cold Environments – Coasts – Rivers

Paper 2 – <u>Challenges in the human environment</u> (1 hour and 30 minutes) This is about human processes and systems, how they change both spatially and temporarily. They are studied in a range of places, at a variety of scales and include places in various states of development. Topics covered include: Urban issues and challenges – The changing economic world – The challenge of resource management

#### Paper 3 – Geographical applications and skills (including fieldwork)

(1 hour and 15 minutes)

This is about identifying, understanding and appreciating the interrelationships between the different aspects of studying geography. This paper will test students' abilities to: Evaluate and think critically to problem solve a current issue – Carry out two separate fieldwork enquiries and evaluate the interrelationships between them – Develop geographical skills such as OS map skills, atlas skills, maps is association with photographs, numerical and literacy skills, statistics and qualitative vs quantitative skills.

#### Who to see for more information:

Please contact Mr Barker for more information regarding AQA GCSE Geography. Email: jbarker@cityofderbyacademy.org or call 01332 270450. For more specific information and detail regarding the course content, please follow this link: www.aqa.org.uk/subjects/geography/gcse/geography-8035

# **EDEXCEL GCSE BUSINESS STUDIES**

#### What is it? What do you do?

**Investigating small business**: Concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework to explore core concepts through the lens of an entrepreneur setting up a business. You will develop an understanding of the interactions between business operations, finance, marketing and human resources, as well as the relationship between the business and the environment in which it operates.

**Building a business:** Examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. We also consider the impact of the wider world on the decisions a business makes as it grows. In this theme, students will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behaviour and decisions.

#### **Course Overview:**

#### What will students study?

Pupils will study 2 themes over the 2 years. Investigating small business and building a business. The table below gives an overview of the course and assessment.

Theme 1: Investigating small business	Theme 2: Building a business
Written examination: 1 hour and 30 minutes	Written examination: 1 hour and 30 minutes
50% of the qualification	50% of the qualification
90 marks	90 marks
Content overview:	Content overview:
Topic 1.1 Enterprise and entrepreneurship	Topic 2.1 Growing the business
Topic 1.2 Spotting a business opportunity	Topic 2.2 Making marketing decisions
Topic 1.3 Putting a business idea into practice	Topic 2.3 Making operational decisions
Topic 1.4 Making the business effective	Topic 2.4 Making financial decisions
Topic 1.5 Understanding external influences on	Topic 2.5 Making human resource decisions
business	
Assessment overview:	Assessment overview:
The paper is divided into three sections:	The paper is divided into three sections:
Section A: 35 marks	Section A: 35 marks
Section B: 30 marks	Section B: 30 marks
Section C: 25 marks.	Section C: 25 marks.
The paper will consist of calculations, multiple-	The paper will consist of calculations, multiple-choice,
choice, short-answer and extended-writing	short-answer and extended-writing questions.
questions.	Questions in Sections B and C will be based on
Questions in Sections B and C will be based on	business contexts given in the paper.
business contexts given in the paper.	Calculators may be used in the examination.
Calculators may be used in the examination.	

# What can I do with this subject when I leave school?

- Enable you to understand more about the business world.
- Motivate and challenge, and prepare you to make informed decisions about further study.
- Entry into employment or other training in specific aspects of business, such as apprenticeships and vocational qualifications, which focus on more specialised business areas.
- Careers such as banking, sales, product management and general management.



**Do you have any questions?** Speak to Mr Hughes for further information or visit the following link: <u>https://qualifications.pearson.com/en/qualificati</u> <u>ons/edexcel-gcses/business-2017.html</u>



# Cambridge National Design Engineering



#### Who is this qualification in Design Engineering for?

The OCR Design Engineering Level 1/2 Cambridge National in Engineering is for learners who wish to acquire technical skills through vocational contexts by Engineering Design. Through practical activities they develop skills in computer modelling and model making and how to communicate design ideas effectively.

#### What will students study and how will it be assessed?

The course is broken up into 4 components, each aiming to give learners a taste of the processes that an engineer might use to solve problems in the workplace.

#### R105: Design briefs, design specifications and user requirements – 25%

60 marks 1hour 30minutes Written paper, set and marked by the exam board

#### R106: Product analysis and research – 25%

60 marks Approx. 30 hours including delivery. Learners will have to produce a presentation or report about the strengths and weaknesses of an identified product from an engineering standpoint. Centre-assessed task, exam board moderated.

#### R107: Developing and presenting engineering designs – 25%

60 marks Approx. 30 hours including delivery. Learners will produce designs for a given problem, using hand-drawn sketches and rendering. The students will then use industry-standard Computer Aided Design to produce the idea in 3D. Centre-assessed tasks, exam board moderated

#### R108: 3D design realisation – 25%

60 marks Approx. 30 hours including delivery. Learners will plan and produce a prototype based on their designs in R107. The students will be assessed for the quality of their planning and making stills. Centre-assessed tasks, exam board moderated

#### What can this qualification lead to?

Learners who want to progress to Level 3 qualifications have the choice of various GCE qualifications at college which will further develop areas of their learning from Level 1/2. E.g. Design and Technology or Engineering A-Level.

Learners can progress from OCR Level 1/2 Cambridge National in Engineering to other vocational qualifications or apprenticeships.

#### Do you have any questions?

Speak to Mr Green for further information or visit the following link: <u>https://www.ocr.org.uk/qualifications/cambridge-nationals/engineering-design-level-1-2-award-certificate-j831-j841/</u>

# AQA Art and Design: GRAPHIC COMMUNICATION



Jobs you could get with a graphic communication qualification;

The news, Fashion, Music Industry, The Media, Advertising, Logo/brand design, Art director, Graphic designer, Web designer, Campaigner, Animator, Illustrator, Print makers, VFX artist, Exhibition designer, Product designer, Film and video editor, Photographer.

#### What will you study?

Studying Graphic communication you will learn how to design visual materials to convey information, ideas, meaning and emotions in response to a brief. Areas of study include drawing, graphics, advertising, branding, typography and motion graphics, illustration and photography. Our main focus will be on illustration, typography and photography. You will explore new media and techniques such as printing, painting, illustration, typography and photography as well as continuing to develop skills from year7-9 Art. Applying those skills to set projects/themes which you will investigate, develop, refine and present through a portfolio of work. At the end of year 11 you will present 2 portfolios of work, component 1 (sustained portfolio) and component 2 (Externally set assignment from AQA with 10hr supervised time).

#### How might it be useful in the future?

You will learn to work to a brief, as well as learning traditional art skills, you will also pick up new skills in illustration and photography and how to layout designs. Throughout the course, you will be expected to be creative, work on your own and be independent, come up with original ideas and be able to complete a project from start to finish with deadlines. You will develop resilience skills, how to develop your ideas and can put a personal influence into your work. Art and Design Graphic communication will prepare you for any creative career you with to continue onto after GCSE.

#### How will you be assessed?

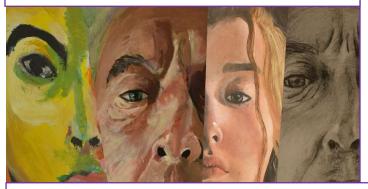
Component 1= 60% of final grade

Component 2= 40% of final grade

Each component split up into 4 different assessment objectives:

A01	<b>Develop</b> ideas through <b>investigations, demonstrating critical understanding</b> of sources	25%
A02	<b>Refine</b> work by exploring ideas, <b>selecting and experimenting</b> with appropriate media, materials, techniques and processes	25%
A03	<b>Record ideas</b> , observations and insights <b>relevant</b> to intentions as work progresses	25%
A04	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	25%

# AQA GCSE Art and Design: FINE ART



Jobs you can get with an art qualification;

Graphic designer, illustrator, games designer, animator, fashion designer, web designers, make-up artist, special effects artist, costume designer, TV/film director, advertisement, product designer, pattern designer, tattoo artist...and more

#### What will you study?

In Fine Art you will have the opportunity to use a range of different media such as paint, print, pencil, pastel, crayon, charcoal for example, to create 2D and 3D work. You will learn new artistic skills as well as improving and building on what you have acquired through years 7-9. Applying those skills to set projects/themes which you will **investigate**, **develop**, **refine** and **present** through a portfolio of work. At the end of year 11 you will present 2 portfolios of work, component 1 (sustained portfolio) and component 2 (Externally set assignment from AQA with 10hr supervised time).

#### How might it be useful in the future?

As well as learning traditional art skills, you will also pick up transferable skills useful in any job. Throughout the course, you will be expected to be creative, work on your own and be independent, come up with original ideas and be able to complete a project from start to finish with deadlines. You will develop resilience skills, how to develop your ideas and can put a personal influence into your work. Art and Design Fine art will prepare you for any creative career you wish to continue onto after GCSE.

#### How will you be assessed?

Component 1= 60% of final grade

Component 2= 40% of final grade

Each component split up into 4 different assessment objectives:

A01	Develop ideas through investigations, demonstrating critical understanding of sources	25%
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A03	<b>Record ideas</b> , observations and insights <b>relevant</b> to intentions as work progresses	25%
A04	<b>Present a personal and meaningful response</b> that realises intentions and <b>demonstrates understanding of visual language</b>	25%



**Paper 1** - How it's assessed: Written exam: 2 hours; 100 marks; 50% of GCSE. Questions: Core technical principles (20 marks) - A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding. 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. Designing and making principles (50 marks) - A mixture of short answer and extended response questions.

**Non-exam assessment (NEA)** - What's assessed: Practical application of: Core technical principles; Specialist technical principles; Designing and making principles. How it's assessed: Non-exam assessment; 100 marks; 50% of GCSE. Task(s): Substantial design and make task; Identifying and investigating design possibilities; Producing a design brief and specification; Generating design ideas; Developing design ideas; Realising design ideas; Analysing & evaluating; Students will produce a prototype and a portfolio of evidence; Work will be marked by teachers and moderated by AQA.

#### What can this qualification lead to?

Possible follow on courses could include: **Derby College:** Advanced Level 3 Design and Innovation **Sixth Forms:** A-level Design and Technology: Product Design, or AS Design and Technology: Product Design.

#### Do you have any questions?

Speak to Mr. Scales, <u>gscales@cityofderbyacademy.org</u> for further information or visit the following link: <u>http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552</u>



Hospitality and Catering



#### **Qualification details:**

WJEC LEVEL 1 / 2 AWARD in HOSPITALITY AND CATERING

The Hospitality and catering sector is a huge employer within the UK. As part of this course, you will study the vocational sector, hospitality and catering careers, how the sector is divided and a range of catering aspects as well as practising practical skills. This course is suitable as a foundation for further study. You will develop a range of specialist and general skills preparing you for employment or further study.

#### What will students study?

The WJEC Level 1/2 Vocational Award in Hospitality and Catering is made up of two mandatory units:

**Unit 1 - The Hospitality and Catering Industry** – Exam taken at the end of year 10 (1hr and 30 minutes)

**Unit 2 Hospitality and Catering in Action** – Practical – Controlled Assessment Set Task – You will plan, cook and deliver your own meal displaying the specialist skills you have developed during the course. This will take place in year 11 and you will have a set allocation of time to complete this under controlled conditions in school.

#### How will you be assessed?

As well as the formal assessment, you will have plenty of practice in lesson time through, mini assessments, quizzes, mock exams and mock practical to ensure you are fully prepared to sit your assessed tasks and exams.

#### **Other Information:**

The course will also involve lots of opportunity for you to practically demonstrate your skills within school, you will have the opportunity to cater for parents evenings and other schools events when possible, supporting your employability skills.

#### What can this qualification lead to?

Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. All of these roles require further education and training through either apprenticeships, further or higher education.

#### Do you have any questions?

Speak to Mr Smithson for further information or visit the following link:

https://www.wjec.co.uk/qualifications/hospitality-and-catering/WJEC-Level-1-2-Award-in-Hospitality-and-Catering-Spec-A-from-2016-e.pdf





#### **Qualification details:**

BTEC Level 1/Level 2 Tech Award in Health and Social Care

Students will have the opportunity to develop sector-specific knowledge and skills such as practical knowledge and the ability to apply the care values, human development and factors that can affect it,

the ability interpreting data to assess an individual's health and how to design a plan to improve an individual's health and wellbeing. Learning will take place in a number of

#### What will students study?

The Pearson BTEC Level 1/2 Tech Award in Health and Social Care made up of two internally assessed unit and one external exam:

**Component 1 - Human Lifespan Development** – This is an internal coursework component usually completed during Year 10.

**Component 2 - Health and Social Care Services and Values** – This is an internal coursework component.

Component 3 - Health and Wellbeing – This is an externally assessed task (exam - 2 hours).

#### How will you be assessed?

The coursework tasks are formal written pieces of work and records of practical tasks such as applying the care values; you will be prepared to complete these through teaching in lessons, teaching takes place in a range of ways but is linked to case study examples to support students understanding of the health and social care sector.

#### **Other Information:**

The course will also involve lots of opportunity for you to apply acquired skills and demonstrate the care values in practice. Case study examples of used and visits to local care establishments where possible to provide students with a real understanding of the skills required when working within the sector.

#### What can this qualification lead to?

The qualification can lead to further study on level 3 courses, apprenticeship, routes to higher education and employment. About 3 million people work in health and social care. while social care roles include care assistants, occupational therapists, counsellors and administrators. Together, they account for nearly one in ten of all paid jobs in the UK.

#### Do you have any questions?

Speak to Ms Dacus/Ms Gallagher for further information or visit the following link:

https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-socialcare.html

# **GCSE Food Preparation and Nutrition**

#### Who is it for?

The new GCSE focuses on **practical cooking skills** to ensure that students develop greater understanding of **nutrition**, **food provenance and the working characteristics** of ingredients. At the heart of the qualification is a focus on developing practical cookery skills and a robust understanding of nutrition.

#### What will learners study?

The new Food Preparation and Nutrition GCSE will help you to develop a greater understanding of nutrition, food provenance and the characteristics of food materials. You'll also learn about **food from around the world**, through the study of British and **international culinary traditions** as well as developing an understanding of where food comes from (**food provenance**) and the challenges surrounding food security. You'll **master culinary skills** and appreciate the science behind food and cooking. This is an exciting and creative course which will allow you to demonstrate your practical skills and make connections between theory and practice.



**Exam (50%)**: There will be one exam of 1 hour 45 minutes for this qualification, which will assess your knowledge of the theory behind food preparation and nutrition.

Task 1 (15%): Learners will carry out an investigation into the scientific principles that underpin the preparation and cooking of food. This task will provide you with an opportunity to demonstrate your knowledge and practically apply your understanding of the science behind cooking. You'll practically investigate ingredients and explain how they work and why. **Task 2 (35%)**: Learners will plan, prepare, cook and present a 3 dish menu. This task will provide you with an opportunity to cook up a storm and showcase your creativity and cooking skills. You might make a street food menu, create delicious tapas dishes or cook up a menu for a student on a budget.



\* All food pictured is previous learners exam work.



Scan the QR code to watch videos on BBC teach you tube channel.

#### What can this qualification lead to?

This GCSE in Food Preparation and Nutrition will help learners develop the **knowledge, skills and experience** and could potentially open the door to a career in related industries.

GCSE Food Preparation and Nutrition will equip you to go on to further study, embark on AS or A-level, begin an apprenticeship or perhaps begin employment in the catering or food industries. You'll also have the knowledge and skills to feed yourself (and others) affordably and nutritiously for life.





#### Do you have any questions?

Speak to Mrs Holden for further information or visit the following link: http://www.aga.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585