



Pool Hayes
Academy

Pathway B Key Stage 4 Curriculum

Information for Students,
Parents and Carers

Options
2022

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Letter from the Principal

Dear Parents, Carers and students

These are exciting times for students as in September 2021 they will move on to the final stage of their secondary education at Pool Hayes Academy. Choosing option subjects in Year 9 is a major decision and an exciting opportunity for students. So much in the future depends on students achieving good GCSE results and the more successful each student is, the more choices that will be available to them when considering a career. At Pool Hayes Academy we offer a wide range of courses to suit many different individual needs, all of which provide an opportunity to succeed and help prepare students for the future.

Students are now faced with a wide range of courses from which to select their examination subjects and it is vital that subjects are chosen only after careful consideration. Until now, every student has followed the same broad range of curriculum subjects and all timetables have looked similar. In September students will continue with some of these subjects and could be studying new ones. Also, some students will have to study GCSE Spanish and a Humanities subject, giving them the opportunity to achieve the English Baccalaureate. Where students have the opportunity to select other courses it is important to maintain a broad and balanced curriculum. **We are pleased to confirm that our curriculum will continue to be supported by an enhanced enrichment and extracurricular programme.**

Students should think very carefully about which subjects they enjoy and can succeed in, remembering that they will be working for two years on this course. It is important that students consider where their strengths are, the skills they have and which subjects they will perform well in.

This booklet gives details of each course offered. It is intended to help learners to make the right choices about their future learning and work. It has been designed to inform students and complement other sources of information available. The Options process is designed to inform all stakeholders as fully as possible.

We wish you the best of luck in your future here at Pool Hayes Academy.

Mr McDowall

Principal



INFORMATION TO GET YOU STARTED

Key dates

1. Information sent to parents and carers. **Friday 18th February 2022**
2. Year 9 Parents Evening **Wednesday 2nd March 2022**. An opportunity for parents and carers to discuss their child's progress throughout year 9 with their class teacher for each subject. This will be hosted remotely through out School Cloud service which has provided our virtual Parents Evening for two years now.
3. Year 9 Pathways Evening **Thursday 3rd March 2022, 6-8 pm**. This is an opportunity for parents, carers and students to attend school physically. We will provide key information during this evening around the process for selecting options as well as an opportunity for parents and students to meet with key leaders to discuss specific courses and qualifications that can be studied. Pathway A will have a presentation in the Main Hall at 6 pm followed by an opportunity for parents and students to meet leaders after this.
4. Two-week window for telephone meetings with members of SLT and opportunity to email Lead Teachers for subjects with any queries you may have. You may wish to contact Lead Teachers for each subject with individual queries (in which case you will find their email addresses in the Pathways Booklet on the individual subject pages) or you may wish to contact members of the Senior Leadership Team with more general queries about the process (in which case you will find a link on our website with information on how to arrange these meetings). **From Friday 4th March 2022 until Friday 18th March 2022**
5. Deadline for parents and carers to return Preferences Form for their pathway. **Friday 18th March 2022**.
6. School to contact Parents and Carers to confirm their child's selected pathways. **Monday 30th May 2022** |



Our Curriculum Offer

Compulsory Core Subjects of English, Mathematics, Science, Physical Education and Humanities studied by all students.

For most students, success in these subjects will deliver many good GCSE grades. Subjects not part of the core will also be part of the option choices available to choose from. All students will continue to study Physical Education, Work Related Learning and PSHEe and will take part in Enrichment activities.

After reading all the information in this booklet, please complete the Option Choice Form. Remember to choose the correct amount of choices for subject options. Some subjects are oversubscribed and some students may not get their first choice. Consider very carefully your reserve choice.

IMPORTANT REMINDER - Please remember that we do our very best to accommodate the widest range of subject combinations possible. There is the possibility that any course that attracts only a small number of students may not be viable to run. In such cases we will speak to students and parents/carers as appropriate to discuss this and consider alternatives.



QUALIFICATIONS

The national external examination system is undergoing radical changes at the moment as are the many and varied further education and training opportunities available to young people after the age of 16. Pool Hayes Academy gives all students the opportunity to gain externally recognised qualifications.

Consideration of what you may wish to study Post 16 and any career aspirations that you may have at this stage are both important factors in making your choices as what is chosen now may have implications for the future.

GCSEs are a single system of examinations with a single scale of grades from 1 to 9 being introduced for students commencing all courses since September 2015. The examination will test not only memory and orderly presentation of facts but also understanding, practical and other skills and the ability to apply knowledge. All GCSE courses and examinations will follow nationally agreed guidelines known as 'national criteria'. These will cover course objectives, content and assessment methods. Their aim is to help students to benefit as much as possible from their studies.

BTECs are work related qualifications suitable for a wide range of students, built to accommodate the needs of employers and allow progression to university. They provide a more practical, real-world approach to learning alongside a key theoretical background. They can be taken as well as, or in place of, GCSEs and A levels in schools and colleges. BTECs have some element of external examination. Also, students study real-life, work-based case studies and complete projects and assessments, which contribute to achieving each unit studied.

Technical Awards are more practical in nature and provide students with knowledge and highly sought-after skills to prepare them for further study, apprenticeships and the workplace.

Each Technical Award is equivalent to a GCSE qualification.

To complete the Choice form:

- Research and decide upon the subjects you wish to study at KS4.
- Read the information about all the subjects offered and different choices available.
- Speak to the subject teachers for more information about the subject.
- Choose your preferred subjects and record these on the Option Choice Form.

STUDENT CHOICES

WHICH SUBJECTS?

You must think very carefully about the subjects you choose because once you have started a course it is very difficult to change. Your choice will be influenced by the following factors:-

- Year 9 Review data and reports at Parents Evening will show what you are capable of and which subjects you are most likely to achieve in.
- Teachers will talk to you and your parents/carers and as a result, may recommend certain subjects to you. Usually this would happen face to face but during Lock Down resulting in Covid-19 teachers will be happy to do this remotely where possible.
- Careers staff will help you choose a good combination of subjects which will enable you to use your abilities when you go on to further education, into a skill training scheme or into a job when you leave college. Use websites to investigate more. Usually this would happen face to face but during Lock Down resulting in Covid-19 teachers will be happy to do this remotely where possible.

Some questions you might consider are:-

1. Which subjects are available?
2. Which do I feel most comfortable doing?
3. What level am I likely to reach in them?
4. Which subjects am I recommended to take?
5. Which subjects are necessary for the employment I wish to aim towards?
6. Which subjects might I need to study if I intend to go on to further education?

DO...	DON'T...
Do keep possible future career pathways in mind and check that subject choices are appropriate.	Don't worry if you do not know exactly what career you want to do yet
Do take time to discuss any career ideas with your Form Tutor, subject teachers and parents/carers.	Don't make choices based on what your friends are doing – you may not be in the same group.
Do remember that all qualifications are valuable in their own right.	Don't choose or dismiss a subject based on your current teacher. There is a good chance that your teachers in KS4 may be different.
Do think about your own abilities, strengths and interests.	Don't choose a subject without taking time to find out about what the course involves.
Do think about subjects that you enjoy as you are likely to achieve well in these	Don't forget to ask if you need help and guidance in making these choices.
Do make the most of the information available in making choices.	Don't waste this important opportunity to plan your KS4 curriculum.

CAREER ASPIRATIONS

It is always worth bearing in mind that the subjects you study in Years 10 and 11 could affect your career choices in the future. However, it is most important that your subjects are chosen for the right reasons and the best ones have to be that you really enjoy a subject and are good at it.

If you have a particular career in mind then it is always advisable to check which subjects are required for entry. But to choose a subject that has presented difficulties in the past only because it is needed for a particular career is not such a good idea – if you get a low grade then this will not enable you to enter that career anyway, and if the subject plays a large part in the job then it might not be the right path for you. If you are considering higher education, then it is worth remembering that three or four subjects taken at GCSE might have to be studied to A Level for entry to university, meaning you are making choices for four rather than two years of study.

If you have no career ideas at present, that is perfectly normal at this stage. However, it is then important to consider what career areas you will be knocking out with your choices and be sure you are happy about them. There are equal opportunities in all subject choices so do not be swayed by people telling you there are 'boys' or 'girls' subjects.

Also, never be tempted to choose a subject because a friend is doing it – what works well for them might be a disaster for you!

During Year 10 you will be given the opportunity to undertake one week of work experience and this is strongly recommended as it is not only crucial for developing an understanding of the world of work and an opportunity to develop your confidence, but also a fantastic chance to find out if you actually enjoy a specific job whilst developing skills and knowledge that you can sell in the future. It is also an entry requirement for some career related higher education courses.

The library is open every day and after school containing a wealth of career related information.

There are also some very useful websites to aid your careers research:- www.nationalcareerservice.org.uk
www.purepotential.org www.careersbox.co.uk www.nextstepup.co.uk www.itambassadors.org.uk

Mrs Macey leads on personal development of our students at Pool Hayes and will be able to coordinate any specific careers advice that students may wish to receive. l.macey@poolhayes.atrust.org.uk
We also subscribe to Connexions (an independent careers advice service). They will be working remotely to support our students as well. Should you wish for further advice, please contact them as below;

Tracy Jones: tracy_jones@sandwell.gov.uk Mobile: 07855 035430,
Denise Beckett: denise_beckett@sandwell.gov.uk Mobile: 07800841457

And finally, every student will get the opportunity to have a one to one careers interview with an independent careers adviser over the next two years.

STUDENT CHOICES

Pathways	
Block	Subject (s)
A (Compulsory)	English Language GCSE
B (Compulsory)	English Literature GCSE
C (Compulsory)	Maths GCSE
D (Choose 1 subject)	Combined Science GCSE Triple Science GCSE
E (Choose 1 subject)	History GCSE Geography GCSE
F (Compulsory)	Core PE
G (Choose 3 subjects)	Drama GCSE or Spanish GCSE or AQA Design Technology or IT BTEC or Music GCSE or RE GCSE or Dance BTEC or Food GCSE or Creative Technology BTEC or Health & Social Care BTEC or Business Studies BTEC or Art GCSE or Geography or History or Statistics or PE GCSE or Sport BTEC

Some students will have the opportunity to study a tailored curriculum which will be suited to their assessment profile, taking into consideration their target grades and current progress towards it. Pool Hayes Academy will ensure all students are entered into subjects which allow them to maximise their progress during KS4.



Subject Information

The following pages will outline all key information for each subject. These include both the Core Subjects which all students will study, and the Options Subjects which students can choose from in line with the Pathways outlined on Page 8 of this document. Core Subjects are listed first followed by all options subjects, including a range of GCSEs and BTECs.

Read these pages carefully so you understand what studying these subjects involves.

GCSE Maths

Area Leader: Mrs Smith

h.smith@poolhayes.attrust.org.uk

CONTENT OF COURSE:

We follow the OCR curriculum with students following either the higher or foundation pathway; continuing the same pathway that they have been following in Years 7-9. The qualification encourages students to develop a positive attitude towards the subject and recognise the importance of mathematics in daily life. Students build on a sound base of conceptual understanding to apply mathematical techniques in a variety of authentic contexts. Students are expected to complete homework tasks on Hegarty Maths each week and use their 'Smith proforma' feedback from end of term and mock exams to independently revisit topics that have been identified as areas of weakness.

Equipment required: A Casio fx-83 GTX Scientific Calculator is desirable; students without one will be provided with one to use in class. All other equipment; compasses and protractors will be provided.

Assessment Breakdown:

There are two tiers of entry: Foundation; grades 5 to 1 and Higher; grades 9 to 3. Both tiers have three 90 minute exams of equal weighting. Papers 1 and 3 are calculator papers, paper 2 non-calculator.

Content is arranged by topic area and applies to both tiers. Topics may be assessed on any paper.

The topics covered are:

Number operations and integers. Fractions, decimals and percentages. Indices and surds.

Approximation and estimation. Ratio, proportion and rates of change.

Algebra. Graphs of equations and functions. Basic geometry. Congruence and similarity. Mensuration.

Probability. Statistics.

Level 3 (A Level Equivalent) courses this course can be a gateway for: Students following the higher course students can continue with A level Mathematics and A level Further Mathematics.

Which careers can this course lend itself to: Accountancy, Data analyst, Investment analyst, Research scientist, Secondary school teacher, Statistician, Systems developer, Financial manager, Financial trader, Insurance underwriter, Meteorologist, Operational researcher, Quantity surveyor, Software tester.

GCSE English Language

Area Leader: Miss Evans

s.evans@poolhayes.attrust.org.uk

CONTENT OF COURSE:

For English Language, students will participate in an exciting mix of whole texts and extracts by a wide range of writers from a variety of eras, participating in reading and writing activities that develop practical English skills. Students will learn to read, explore and understand a variety of well-written texts. Students will write in different styles for different purposes and audiences. Students will study and explore literature, non-fiction and literary non-fiction extracts from over the last two hundred years, analysing linguistic and structural choices made by the writer.

This course will require students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

Access to the internet to use: Teams, Seneca, various YouTube channels and gain access to electronic copies of English Language past papers and tasks. Revision guide for course- provided by PHA.

Assessment Breakdown:

English Language:

Paper 1: 1 hr 45 mins: 80 marks: 50% total GCSE

Paper 2: 1 hr 45 mins: 80 marks: 50% total GCSE

Spoken Language:

Non-exam assessed: Separate endorsement

Content which is taught:

English Language:

Paper 1: Explorations in Creative Reading and Writing

Section A: Reading: Literature Fiction Text

Section B: Writing: Descriptive or Narrative writing

Paper 2: Writers' Viewpoints and Perspectives

Section A: Reading: One non-fiction and one literary non-fiction text

Section B: Writing: Transactional Writing

Spoken Language:

NEA: Presenting, responding to questions and feedback, use of Standard English

Level 3 (A Level Equivalent) courses this course can be a gateway for: Links to A Level English Literature and Language course.

Which careers can this course lend itself to: Journalism, Media, the Civil Service, Teaching...English is relevant to virtually every career field!

GCSE English Literature

Area Leader: Miss Evans

s.evans@poolhayes.atrust.org.uk

CONTENT OF COURSE:

In English Literature, students read a modern text and a full Shakespeare play. They will read and experience a lively range of contemporary and classic poetry. Students will also explore and analyse a 19th century novel. They will research who created these texts and when and will be encouraged to express their opinion on them.

This course will require students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods. They will be required to develop their skills in literal and inferential comprehension, critical reading, evaluation of a writer's choices and comparison. Furthermore, they will be required to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

Access to the internet to use: Teams, Seneca, various YouTube channels and gain access to electronic copies of English Language past papers and tasks. Revision guide for course- provided by PHA.

Assessment Breakdown:

English Literature:

Paper 1: 1hr 45 mins exam: 64 marks: 40% total GCSE

Paper 2: 2hr 15 mins exam: 96 marks: 60% total GCSE

Content which is taught:

Paper 1: Shakespeare and the 19th Century Novel

Section A: Shakespeare (Macbeth)

Section B: 19th Century novel (A Christmas Carol)

Paper 2: Modern Texts and Poetry

Section A: Modern Texts (An Inspector Calls)

Section B: Anthology Poetry (Power and Conflict Cluster)

Section C: Unseen Poetry

Level 3 (A Level Equivalent) courses this course can be a gateway for: Links to A Level English Literature courses.

Which careers can this course lend itself to: Journalism, Media, the Civil Service, Teaching...English is relevant to virtually every career field!

GCSE Combined Science

Area Leader: Mr Francis/Ms Mitchell

m.francis@poolhayes.atrust.org.uk t.mitchell@poolhayes.atrust.org.uk

CONTENT OF COURSE:

Combined Science GCSE emphasises explanations, theories and modelling in Science along with the Implications of Science for society. It is a broad and detailed course of study that develops students knowledge and understanding of the living, material and physical worlds. Combined Science encourages students to investigate a range of topics and develop a critical approach to scientific evidence. Alongside the theory, students will develop the skills required to investigate concepts through practical application. They will learn to apply their ideas and understanding to many and varied examples and explore how these ideas relate to the world around them. No special equipment will be required for this course beyond normal writing equipment and a scientific calculator. Science is a factual subject and consequently pupils are expected to work hard and review their knowledge and understanding regularly in order to be able to confidently study the more challenging topics later in the course.

Assessment Breakdown: Six examinations of 1 hour 15 minutes each. Two exams in each of Biology, Chemistry, Physics. The two exams are added together to give the overall grade for each subject, giving two combined GCSE grades in total. Pupils will be given regular ongoing assessments, using past exam questions, to check for understanding and to familiarise them with exam techniques. Practical work from the course is assessed via written questions in the examinations.

Content which is taught: Biology topics: Cell Biology, Organisation, Infection & Response, Bioenergetics, Homeostasis & Response, Inheritance, Variation & Evolution, Ecology Chemistry topics: Atomic Structure & The Periodic Table, Bonding, Structure & The Properties of Matter, Quantitative Chemistry, Chemical Changes, Energy Changes, The Rate & Extent of Chemical Change, Organic Chemistry, Chemical Analysis, Chemistry of The Atmosphere, Using Resources. Physics topics: Energy, Electricity Particle Model of Matter, Atomic Structure, Forces, Waves, Magnetism & Electromagnetism

Level 3 In the sixth form, the Science department offer A-Levels in Biology, Chemistry and Physics. For those students who wish to pursue a more work-related route, we also offer BTEC Level 3 Applied Science.

Which careers can this course lend itself to: Careers in Medicine, Veterinary Science, Mechanical Engineering, Nursing, Mid-Wifery, Child Care, Sports Science, Meteorology, Architecture, Chemical Engineering and Horticulture are all accessible through successful completion of this course. Science is highly valued in other careers where a focused analytical approach is required, such as Accountancy, Air Traffic Control, Games Development and Criminology.

GCSE Triple Science

Area Leader: Mr Francis/Ms Mitchell

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CONTENT OF COURSE:

Triple Science GCSE emphasises explanations, theories and modelling in Science along with the implications of Science for society. It is a detailed course of study that deepens students' knowledge and understanding of the living, material and physical worlds. Triple Science encourages students to investigate a range of topics and develop a critical approach to scientific evidence. Alongside the theory, students' will develop the skills required to investigate concepts through practical application. They will learn to apply their ideas and understanding to many and varied examples and explore how these ideas relate to the world around them.

Students' must have a real interest in science, a curiosity of the world around you, and a desire to achieve. Your teachers will take your ability and motivation into account when deciding whether this is the most suitable Science pathway for you. Most students would be considering studying Science subjects further in the sixth form. No special equipment will be required for this course beyond normal writing equipment and a scientific calculator.

Content which is taught: Biology topics: Cell Biology, Organisation, Infection & Response, Bioenergetics, Homeostasis & Response, Inheritance, Variation & Evolution, Ecology Chemistry topics: Atomic Structure & The Periodic Table, Bonding, Structure & The Properties of Matter, Quantitative Chemistry, Chemical Changes, Energy Changes, The Rate & Extent of Chemical Change, Organic Chemistry, Chemical Analysis, Chemistry of The Atmosphere, Using Resources. Physics topics: Energy, Electricity Particle Model of Matter, Atomic Structure, Forces, Waves, Magnetism & Electromagnetism. (These are the same topics as for Combined Science but they are taught in greater depth).

Assessment Breakdown: Six examinations of 1 hour 45 minutes each. Two exams in each of Biology, Chemistry, Physics. The two exams are added together to give the overall grade for each subject, giving three GCSE grades in total. Students will be given regular ongoing assessments using past exam questions to check for their understanding and to familiarise them with exam techniques. Practical work from the course is assessed via written questions in the examinations.

Level 3 In the sixth form, the Science department offer A-Levels in Biology, Chemistry and Physics. For those students who wish to pursue a more work-related route, we also offer BTEC Level 3 Applied Science.

Which careers can this course lend itself to: Careers in Medicine, Veterinary Science, Ophthalmology, Dentistry, Mechanical Engineering, Mid-Wifery, Child Care, Sports Science, Meteorology, Architecture, Chemical Engineering and Horticulture are all accessible through successful completion of this course. Sciences are highly valued in other careers where a focused analytical approach is required, such as Accountancy, Air Traffic Control, Games Development and Criminology.

GCSE Spanish

Area Leader: Miss Donaldson

c.donaldson@poolhayes.attrust.org.uk

CONTENT OF COURSE:

The study of GCSE Spanish enables learners to understand and communicate with people around the world. We aspire to teach learners to manipulate language to suit their purpose in a range of scenarios and to facilitate understanding of grammar construction. Furthermore, learning a foreign language enhances literacy and communication skills in English and will provide learners with opportunities beyond their everyday experiences. We aim to promote curiosity about, and an appreciation of, the culture and the way of life of the people living in the countries where Spanish is spoken, as well as encouraging learners to be citizens of not just this country, but of their world. Students are expected to organise and enhance their own learning through; accurate note-taking, effective use of vocabulary books to aid vocabulary retention, regular vocabulary revision and self-monitoring of their own progress in the four key skills; listening, reading, writing and speaking. Additionally, students may wish to further support their studies by watching Spanish programmes, listening to music and accessing websites using the target language. Equipment Pearson AQA Spanish Revision guide (provided by PHA), Pearson AQA Spanish Workbook (provided by PHA). Access to the internet to use Active-learn, Quizlet and Seneca websites.

Assessment Breakdown:

Paper 1: Listening

- Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- 40 marks (Foundation Tier), 50 marks (Higher Tier)
- 25% of GCSE

Paper 2: Speaking

- Teacher assessment
- 7–9 minutes (Foundation Tier) + preparation time
- 10–12 minutes (Higher Tier) + preparation time
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

Paper 3: Reading

- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

Paper 4: Writing

- Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 50 marks at Foundation Tier and 60 marks at Higher Tier
- 25% of GCSE

Content which is taught: Theme 1: Identity and culture, Theme 2: Local, national, international and global areas of interest, Theme 3: Current and future study and employment.

Level 3 (A Level Equivalent) courses this course can be a gateway for: A-level Spanish

Which careers can this course lend itself to: Teacher, Interpreter, Translator, Sales executive, Travel consultant, Investment analyst, Personal assistant, Education consultant, Language technician, Broadcast journalist, Fashion buyer, Marketing manager, Diplomatic service officer, International aid worker etc.

GSCE Geography

Area Leader: Mr Brooke

j.brooke@poolhayes.attrust.org.uk

CONTENT OF COURSE:

Geography at GCSE will allow students to explore current global topics such as climate change, poverty and migration as well as better understanding societal issues by considering viewpoints, cultures and values. Pupils will get to look at case studies in the UK, HIC's, NEE's and LIC's to give a broader understanding of global societies. The examination does carry a weighting of around 10% purely based on mathematical questions relating to geographical data, so pupils must be comfortable with numeracy. Equipment required: stationery: Pen, Pencil, Ruler, Rubber, Coloured Pencils. Calculator (provided within class).

Assessment breakdown: There are 3 exams within Geography; paper 1 (35%) paper 2 (35%) and paper 3 (30%).

Paper 1- Living with the physical Environment (physical geography), which is 90 minutes long.

Paper 2- Challenges in the human environment (human geography), which is 90 minutes long.

Paper 3- Geography applications (pre-release task, skills and fieldwork), which is 75 minutes long.

Content which is taught: **Geography has 3 papers.**

Paper 1 –Living within the physical environment (physical geography) topics include:

-Natural Hazards (tectonic hazards, weather hazards, climate change)

- Living world (ecosystems, tropical rainforests and hot deserts)

Physical landscapes in the UK (coasts and rivers)

Paper 2- Challenges in the human environment (human geography) topics include:

-Urban issues and Challenges (in UK and Mumbai)

-Challenge of the economic world (global economic development, tourism, UK economy)

-Resource Management (food, water and energy scarcity and demand, renewable energy, sustainable future)

Paper 3- Geographical Applications

-Pre-release booklet on a global issue

-geographical skills

-field work (Physical-Carding Mill Valley, Human-Birmingham City Centre)

Which Level 3 (A Level Equivalent) courses can this course be a gateway for: Geography, Economics, Biology and Sociology.

Careers which this course can lend itself to: Environmental Scientist, GIS mapping, Urban planner, conservation officer, surveyor, sustainability consultant. Studying geography allows pupils to be given employable skills such as problem-solving and critical thinking skills.

GSCE History

Area Leader: Mrs Prior

l.prior@poolhayes.attrust.org.uk

CONTENT OF COURSE:

With the study of GCSE History, you will engage with key issues such as conflict, change in society and understand what drives change and how the past influences the present. The course looks at British and World History and from Medieval to Modern times. You will build on the skills at Key Stage 3, for example source skills and will look at familiar subjects in more depth, for example Elizabethan England and Native American culture. There is also an opportunity to study new topics, for example the impact of war on medical progress. The exam papers require a large amount of detail so the desire to learn about the past is important. Students will be expected to write in paragraphs in all answers, writing frames are provided to ensure students are able to develop their written style. Course materials will be provided including revision books.

Assessment breakdown: Students will sit four exams. All questions on each paper are compulsory. There is a mixture of source-based question and longer written questions. Each paper is worth 50%

Content which is taught:

Paper 1 - American 1840-1895

Native American life

The Gold Rush

American Civil War

Indian Wars

End of the Native American Life

Paper 2 - East and West relations 1945-1972

Relations at the end of the Second World War

Tension in Europe e.g. Berlin Airlift

Tension in Asia e.g. Vietnam War

Arms Race

Space race

Paper 3 - Elizabethan England

The role of Court

Divisions in Society

Elizabethan theatre

Elizabethan exploration

Religious problems

Paper 4 – Health and the people 1200-present day

This course looks at change and how ideas developed with a focus on Public Health,

Surgery, causes and cures of disease.

Which Level 3 (A Level Equivalent) courses can this course be a gateway for: History, Sociology and English Literature.

Careers which this course can lend itself to: Law, Archaeologist, Accountancy and Teaching. History GCSE provides the skills of evaluation, analysis, presenting a logical argument and problem solving which make the career paths vast and diverse.

GCSE Food

Area Leader: Mrs Hale

J.hale@poolhayes.attrust.org.uk

CONTENT OF COURSE:

The course is a combination of both cooking and written work in line with the assessments that have to be completed (see below). All commodities are studied ie. Cereals, fats and sugars, meat and fish, eggs, fruit and vegetables, and dairy. Expectations of the course are that you must enjoy cooking and be prepared to bring ingredients and research new ideas. Written work is also a requirement of the course.

Equipment required: School provides ingredients for any investigation work, but food ingredients that will be eaten at home should be provided.

Assessment Breakdown:

50% written examination (done in the summer of year 11)

50% Non-Examined Assessment...coursework. This is work assessed in school by the teacher:

15% food investigation (year 9 did an example of this when they investigated the functions of different sugars in a cake)

35% 3 hour practical exam where 3 dishes and their accompaniments have to be made.

Food is always taught within the contexts of:

Nutrition, diet and health

Food safety

Food science and the function of ingredients

Food provenance, cultures and cuisine

Factors affecting food choice eg. Budgeting, likes and dislikes

Food preparation and cooking skills.

Careers which this course can lend itself to: Chefs is the obvious answer, but food has such a variety of career options eg. Dietician, environmental health officer, teacher, carer, armed forces.

BTEC Sport

Area Leader: Mrs James l.james@poolhayes.atrust.org.uk

CONTENT OF COURSE:

This course provides an engaging and relevant introduction to the world of sport. It is for students who want to acquire sector-specific applied knowledge and skills through vocational contexts by exploring the different types and providers of sport and physical activity and the equipment and technology available for participation. It incorporates important aspects of the industry, such as training principles and fitness testing as well as performance analysis and planning and delivery sports sessions. It enables students to acquire and apply their knowledge, whilst also developing a range of relevant practical, communication and technical skills. The BTEC course is taught over two years with three components assessed. Students are expected to work hard and be committed to the course, work from an assignment brief, present information effectively and meet deadlines, complete work to the best of their ability and take part in the practical elements of the course wearing school P.E. kit. Have access to Teams to upload coursework.

Assessment Breakdown: The course comprises of three components.

Component 1 - internal coursework – 60 marks **Component 2** - internal coursework - 60 marks **Component 3** - external synoptic exam - 60 marks.

Final grades are L2 Distinction*, L2 Distinction, L2 Merit, L2 Pass, L1 Distinction, L2 Merit, L1 Pass

Content which is taught: Four units: **Component 1** Learning outcomes:

A - Explore types and provision of sport and physical activity for different types of participant B - Examine equipment and technology required for participants to use when taking part in sport and physical activity C - Be able to prepare participants to take part in sport and physical activity. **Component 2** Learning Outcomes:

A - Understand how different components of fitness are used in different physical activities B - Be able to participate in sport and understand the roles and responsibilities of officials

C - Demonstrate ways to improve participants sporting techniques

Component 3 Assessment objectives:

Demonstrate knowledge and understanding of facts, components of fitness, fitness tests, training methods /processes /principles in relation to improving fitness in sport and exercise. *Apply an understanding* of knowledge and *make connections* with concepts, facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise.

Level 3 (A Level Equivalent) courses this course can be a gateway for: If you are interested in taking your study of sport further, the subject-specific knowledge and skills developed through studying this qualification, will give you a strong foundation for academic or vocational study at level 3, including apprenticeships. Courses could include OCR Cambridge Technicals in Sport and Physical Activity / BTEC Level 3 Sport Courses / Equivalent academic courses.

Careers this course can lend itself to: Sports Coaching, Teaching, Health and Fitness industry, Sport Management, Professional sport, Community sport, Sports Psychology.

ART GCSE

Area Leader: Mrs Kew a.kew@poolhayes.attrust.org.uk

CONTENT OF COURSE:

A vibrant and dynamic course that will inspire and bring out the best in all our students, whilst equipping them with the skills to continue the subject with confidence at BTEC, AS, A-level and beyond. We tailor the art course to our students' interests and our school's strengths. We inspire, challenge and motivate every student, no matter what their level of ability, while supporting them through creative and engaging lessons. We provide our students with a range of creative, exciting and stimulating opportunities to develop and explore their personal interests in art and design. This will allow them to develop the skills to explore, create and communicate their own ideas. Students will need to be dedicated, organised and well equip for all lessons in art. We expect our students to complete an additional 5 hours minimum of learning at home throughout the duration for this course. In art they are required to write about their own and others work so strong English skills are recommended however support materials to help with this will of course be provided. Equipment is provided in class as well as a draw for storage of work in class. We do strongly suggest purchasing a pack from school or dependently so that students can work from home at ease. A basic kit can be purchased from the department for around £7 upwards.

Assessment Breakdown: There are two components, comprising a 'Portfolio' selected from the course of study and an 'Externally set assignment', Component 1: Portfolio A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study. How it's assessed: No time limit, 96 marks, 60% of GCSE, Component 2: Externally set assignment, Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives. How it's assessed: Preparatory period followed by 10 hours of supervised time, 96 marks, 40% of GCSE. Both components set and marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.

Content which is taught: Students are required to develop knowledge, understanding and skills relevant to their chosen title through integrated practical, critical and contextual study that encourages direct engagement with original works and practice. Students may work in any medium or combination of media provided the aims and assessment objectives are met. Students must develop and apply relevant subject-specific skills in order to use visual language to communicate personal ideas, meanings and responses. Students must, over time, reflect critically upon their creative journey and its effectiveness in relation to the realisation of personal intentions.

Which Level 3: We provide a strong foundation for further study at AS and A-level as well as vocational pathways. To support this progression, the assessment objectives, structure and titles are very similar to those detailed in our 6th form program of study.

Careers which this course can lend itself to: Creative director, games, Arts and Entertainment, artist, project manager, gaming, other media and creative, researcher, television, web design and many more.

BTEC Dance

Area Leader: Miss Clarkson

g.clarkson@poolhayes.atrust.org.uk

CONTENT OF COURSE:

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity; whatever their previous experience in the subject. Students will develop key skills, such as being able to respond to and interpret different ideas given to them, and they will experience first-hand the ways in which dance artists work through the development of ideas, rehearsal and then performance. Equipment required: Black fitted shirt (to be embroidered by the department with name), black dance trousers/leggings, hard back folder, class equipment (pens, planner, highlighter etc), water bottle.

Expectations of students: Get changed quickly within the allocated time given (10mins after the bell). Bring and wear full kit to every practical lesson (hair tied up, jewellery off, black Dance top, black leggings, bare foot). Bring all required equipment to lessons – this includes both practical and theory equipment to every lesson (full kit, theory book/folder, stationary). Theory equipment can be left in the Dance studio in between lessons if there is no homework set. Keep up to date with theory work set (logbooks...etc). Attend all extra-curricular rehearsals set as/when necessary.

Assessment Breakdown:

Component 1: Exploring the Performing Arts - Students will develop their understanding of the performing arts by examining practitioners' work and processes used to create performance. Study three pieces by practitioners in contrasting dance styles (practical workshops, rehearsals and performance with theory research) Understand roles and responsibilities within the performing arts sector (presentation). Taught and assessed in Year 10, worth 30% of final grade
Component 2: Developing Skills and Techniques in the Performing Arts - Students will develop their performing arts skills and techniques through the reproduction of dance repertoire. Study one piece of repertoire from a professional performance (practical workshops, rehearsals and performance with theory research) Evaluate personal skill development (logbook) Taught and assessed in Year 10, worth 30% of final grade.
Component 3: Responding to a Brief - Students will be given the opportunity to work as part of a group to contribute to a performance in response to a given brief and stimulus. Create an original piece from conception to performance (practical workshops, choreography, rehearsals and performance with theory research) Evaluate personal skill and production development (logbook). Set by exam board and assessed in Year 11, worth 40% of final grade.

Content which is taught: Contemporary Dance technique, Appreciation of roles and responsibilities within the Performing Arts sector, Experience of a variety of Dance styles, genres and creative processes, Physical, expressive, technical and mental performance skills, Choreography skills, Appreciation of professional repertoire, Safe practice, Production features, Evaluation skills. Which Level 3 (A Level Equivalent) courses can this course be a gateway for: A Level Dance, BTEC Level 3 Dance/Performing Arts.

Careers which this course can lend itself to: Dancer/performer, Teacher, Choreographer, Event management, Arts administrator, Community arts worker, Dance movement psychotherapist, Personal trainer, Physiotherapist, Talent agent, Team manager, Designer.

Drama GCSE

Area Leader: Mrs Monksfield

t.monksfield@poolhayes.attrust.org.uk

CONTENT OF COURSE:

An engaging course that blends both practical and academic skills. You will work in groups to devise and create your own performances based on different stimuli provided by the exam board. You will also perform published scripts to a live audience and watch at least two shows at the theatre ready for you to analyse and evaluate in the written exam at the end of year 11.

Expectations of Students for this course are to be committed to working collaboratively. To attend two theatre trips. To keep a log of rehearsals in the development of your performance. To respond well to direction from others. Develop independence and solve problems that occur in rehearsals.

Equipment Required: Any costumes and props you require. A Computer with Microsoft Word and Adobe PDF software. This should be used at home and School. Sound and Lighting equipment is provided in the Drama Studio.

Assessment and Examination requirements:

Unit 1 – Devising Drama – 30%

Unit 2 – Presenting and Performing Texts – 30%

Unit 3 – Performance and Response – 40%

Content: Unit 1 – Use Devising, Design and Performing Skills to research and explore a stimulus, work collaboratively and create your own performance resulting in a performance to a live audience.

Unit 2 – Undertake a script analysis and use exploration skills to explore dialogue, plot, subplot and characterisation resulting in the performance to a live audience.

Unit 3 – Explore practically and watch two performance texts in a theatre, building knowledge and understanding of how drama is developed, performed and responded to resulting in an analysis and evaluation of a live theatre performance.

Level 3 (A Level Equivalent) courses this course can be a gateway for:

BTEC Nationals in Performing Arts Acting. A-Level Drama and Theatre Studies

Which careers can this course lend itself to: Actor, Director, Stage Manager, Lighting Technician, Marketing, Presenter, Theatre Manager, Public Speaker, Radio Presenter, Drama Therapist, Lawyer, Events Management, Social Worker, Film Actor, Camera Operator, Fight Choreographer, Set Designer, Stunt Artist, Make-up Artist, Hair Stylist.

GCSE Music

Area Leader: Mr Dunphy

w.dunphy@poolhayes.attrust.org.uk

CONTENT OF COURSE:

The GCSE Music course offers students a varied approach to the study of music. They are required to perform in either a solo and ensemble context or just in an ensemble context. Students will also learn how to compose in different styles and are required to compose 2 pieces (or songs) of music. They will have access to our recording studio, equipped with Cubase 7 software, professional plug ins, industry standard microphones and a variety of instruments from electric guitars to drum kits. Students will also develop their aural/listening skills within a wide context of musical styles and learn how to aurally identify what musical devices and features are used to create different styles of music. This is a 2-year course and even though it is desirable for students to already have a musical ability on an instrument, students can learn an instrument at the start of the course and will have time to perform to a standard level by the end of the course.

Equipment Required: **No equipment is required.** If, you do own your own instrument then it would be desirable to utilise it on the course however the music department are well equipped with a wide variety of popular music instruments.

Assessment Breakdown: The two year GCSE Music course is based on:

30% Performance

30% Composition

40% Listening & Appraising

Students are required to perform a minimum of two pieces. Total duration of performances is 4-6 minutes. Students are required to compose 2 pieces. In the first year it is a FREE composition and in the second year it is from a choice of 4 set briefs. Students are required to study music from 4 areas of study and develop their aural listening skills

Content which is taught: Other than performing (which includes practice techniques and technical control amongst other aspects) students will learn compositional techniques and methods, musical devices and characteristics of the style. The listening is based around 4 areas of study:

AOS 1 – MUSICAL FORMS AND DEVICES AOS 2 – MUSIC FOR ENSEMBLE

AOS 3 – FILM MUSIC

AOS 4 – POPULAR MUSIC

Level 3 (A Level Equivalent) courses this course can be a gateway for: A Level Music and A Level Music TECHNOLOGY.

Which careers can this course lend itself to: Performer, Composer, Arranger, Song-Writer, Instrument Maker, Teacher, Music Therapy, PR, Technology, Digital Marketing, as well as a wide variety of other roles in and outside of the music industry.

GCSE RE

Area Leader: Miss Agha

f.gha@poolhayes.atrust.org.uk

CONTENT OF COURSE:

Religious Studies offers a range of faith-specific options and a variety of relevant and contemporary themes studied through the religions of Christianity and Islam. Students 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 them for further study. Students will be expected to understand and apply religious quotes and understand religious beliefs and traditions. Course materials will be provided.

Assessment Breakdown:

Students will sit two exams. Paper one is religious beliefs, teachings and practices of Christianity and Islam and paper two is the thematic paper for Christianity and Islam. For each paper the following will apply: Students must answer questions on two specified religions (Christianity and Islam). Two compulsory five-part questions will be set on each religion. Each five-part question is worth 24 marks, with 12 marks for AO1 (knowledge and understanding) and 12 marks for AO2 Analyse and evaluation). The structure of the five-part questions will be identical across all religions; marks will be allocated as follows: 1, 2, 4, 5 and 12. Up to three marks are awarded in respect of spelling, punctuation and grammar (SPaG) based on performance in the 12-mark extended writing questions. Marks will be awarded on the basis of a student's performance on these questions in the Beliefs section. The percentage weightings of each exam are as follows: Paper 1 50% and Paper 2 50%

Content which is taught: Christian Beliefs, Christian Practices, Islam Beliefs, Islam Practices, Thematic Studies Relationship and Families, Religion and Life, Crime and Punishment, Religion, human rights and social justice,

Level 3 (A Level Equivalent) courses this course can be a gateway for: Philosophy and Ethics, Sociology, Health and Social Care, Law and Psychology.

Which careers can this course lend itself to: Teacher, Law, Social worker, Support worker, Chaplain, Police, Counsellor, Charity worker, Youth worker, Advice worker and Journalism.

AQA Design Technology

Mr. T. Boswell

t.boswell@poolhayes.attrust.org.uk

CONTENT OF COURSE:

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental, and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. Students should pick Design Technology if they have a passion for producing and planning projects that meet consumer needs, with the ability to produce and model these innovative ideas. They should also have an interest in using computers to generate, develop and manufacture ideas. An eye for detail is essential and they must be able to show initiative when completing assignments independently.

Assessment Breakdown: NEA- 50% The non-exam assessment (NEA) for this specification is made up of a single design and make task.

Exam – 50%- 2 hours 3.1 Core technical principles 3.2 Specialist technical principles 3.3 Designing and making principles

Content which is taught:

3.1 Core technical principles To make effective design choices students will need a breadth of core technical knowledge and understanding that consists of: New and emerging technologies, Energy generation and storage, Developments in new materials, Systems approach to designing, Mechanical devices, Materials and their working properties.

3.2 Specialist technical principles In addition to the core technical principles, all students should develop an in-depth knowledge and understanding of the following specialist technical principles: Selection of materials or components, Forces and stresses, Ecological and social footprint, Sources and origins, Using and working with materials, Stock forms, Types and sizes, Scales of production, Specialist techniques and processes, Surface treatments and finishes.

3.3 Designing and making principles Students should know and understand that all design and technology activities take place within a wide range of contexts. They should also understand how the prototypes they develop must satisfy wants or needs and be fit for their intended use. For example, the home, school, work, or leisure. They will need to demonstrate and apply knowledge and understanding of designing and making principles in relation to the following areas: Investigation, Primary and secondary data, Environmental, Social, and economic challenge, The work of others, Design strategies, Communication of design ideas, Prototype development, Selection of materials and components, Tolerances, Material management, Specialist tools and equipment, Specialist techniques and processes.

Level 3 (A Level Equivalent) courses this course can be a gateway for: This course will support students progressing to A Levels such as Design & Technology or other Further Education courses. Progression with this qualification will be enhanced when complimented by GCSE Mathematics, Physics, or other Science options.

Which careers can this course lend itself to: Engineering, Product designer, architect, software engineer, civil engineer, carpenter, aerospace engineer, automotive engineer, building control surveyor, Quantity surveyor, teacher.

BTEC Business Studies

Area Leader: Mr Costello p.costello@poolhayes.atrust.org.uk

CONTENT OF COURSE:

This is a great introduction to Business and Enterprise where you will examine large and small businesses, create a business plan of your own and understand how the wider economy affects us all. We look at businesses you will recognise discuss recent news events, and how these events impact upon businesses, employees and the general public. This is a complex course requiring a high level of written work, research and independent learning. You will be completing coursework immediately and are expected to meet deadlines. Historically, students who work hard have been very successful. Learners who need additional support have also been extremely successful, provided they continue to put in their own effort. You will complete work on computers and will have access to Office 365 for additional work out of school. Textbooks and folders will be supplied.

Assessment Breakdown:

Component 1 Exploring Enterprises – **Coursework** - 30%

Component 2 Planning for and Pitching an Enterprise Activity - **Coursework** - 30%

Component 3 Promotion and Finance for Enterprise - **Exam** - 40%

Content which is taught:

Component 1 Exploring Enterprises:

You will research two local businesses and report on their success, challenges and growth. The current year 10's have studied a small local business they chose, and Gymshark, which is based in Solihull

Component 2 Planning for and Pitching an Enterprise:

You will create a business plan for **YOUR OWN** business. This will be a realistic small business and you will show how it will become a success. The first thing is to choose a business to start. It needs to be small and affordable but also of interest to you. Past students have planned for cafes, wedding planners, mobile mechanics and even a campsite.

Component 3 Promotion and Finance for Enterprise:

This will cover many elements you have looked at for Component 2 but focuses on the promotion methods used by businesses and how they manage and use the money generated by businesses.

The exam is a standard written exam and will require a lot of independent revision. You will need to learn many new terms and definitions. Much of this examination uses numeric data which you will have to perform basic mathematic calculations.

Level 3 (A Level Equivalent) courses this course can be a gateway for:

This qualification can lead straight to our Level 3 course in Business. We would expect pupils to achieve a minimum of a Merit to move onto the Level 3 course.

Which careers can this course lend itself to: Business subjects are a great way to explore careers in retail, hospitality, manufacturing, finance etc. Management roles within all organisations will benefit from a qualification in business and enterprise.

BTEC IT

Area Leader: Mrs Macey

l.macey@poolhayes.attrust.org.uk

CONTENT OF COURSE:

The Award gives students the opportunity to develop knowledge and skills in a subject area essential in a digital age. Learners complete engaging, practical projects with real-world contexts following methods used within workplace scenarios. They learn effective practices and develop a thorough understanding of positive and negative implications for modern society. Information Technology affects each and every one of us in today's society. For current generations it is possible to have a good knowledge of this subject without studying it formally. Past students have found that whatever their academic ability may be, hard work, effort and a willingness to enjoy the subject tends to be more important in gaining success in Information Technology. All hardware and software required for this qualification is supplied but it is beneficial for students to have access to the internet from home.

Assessment Breakdown:

There are three assessed components:

Component 1 is a piece of coursework marked by the teacher where students learn about user interfaces and get to design their own. This is worth 30% of the overall qualification.

Component 2 is another piece of coursework looking at how data is converted into information. Students have to create a system to show information to a given audience for a given purpose. This is worth 40% of the course.

Component 3 is an external examination of effective working practices which contributes 30% of the final qualification.

Content which is taught:

Each of the three components draw heavily on real world examples and the rapidly changing nature of Information Technology. Students have access to an online textbook, many teacher resources but are also encouraged to keep abreast of current technological developments.

Level 3 (A Level Equivalent) courses this course can be a gateway for: BTEC Level 3 National Extended Certificate in Information Technology

Which careers can this course lend itself to: The digital sector is a major source of employment in the UK, with 1.46 million people working in digital companies and around 45,000 digital jobs advertised at any one time. Digital skills span all industries; almost all jobs in the UK today require employees to have a good level of digital literacy.

BTEC Creative Technology

Area Leader: Mrs Barton-Blake/Mrs Macey

c.barton@poolhayes.attrust.org.uk

l.macey@poolhayes.attrust.org.uk

CONTENT OF COURSE:

The creative media sector is a dynamic, growing and rewarding sector to work in, with new opportunities arising continually. The UK's creative industries as a whole are now worth over £84 billion per year to the UK economy. Working in the creative media industry involves a wide range of practical processes, skills and techniques – from broadcast media to increasingly interactive products and platforms. The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. Expectations of students are to work independently and as part of a group. There will be clear deadlines which have to be met in order to meet the qualification needs. All equipment will be provided. There will be an expectation to work from home on reports. Access to Microsoft Office.

Assessment Breakdown:

Component - 1 Exploring Media Products - Internal

Component - 2 Developing Digital Media Production Skills

Component - 3 Create a Media Product in Response to a Brief - External Synoptic

Content which is taught: The three components in the qualification give learners the opportunity to develop broad knowledge and understanding of the media sector and relevant skills such as research, planning, problem solving and communication at Levels 1 and 2.

Level 3 (A Level Equivalent) courses this course can be a gateway for:

BTEC Level 3 Creative Media Production

A Level Media

Careers this course can lend itself to: Interpreter/Translator, Film/Video Editor, Technical Writer, Video Producer, Public Relations Specialist, Blogger, Sound Engineer, Art Director, Photography.

BTEC Health and Social Care

Area Leader: Mrs Pierdziwol & Mrs Mason-Waite

h.pierdziwol@poolhayes.attrust.org.uk c.mason@poolhayes.attrust.org.uk

CONTENT OF COURSE:

This course allows the learner to develop sector-specific knowledge and skills. Developing knowledge, skills and processes of human growth and development, health and social care services and factors affecting the health and wellbeing of individuals. Equally, the importance of care values when working in health and social care along with interpreting data and developing health plans to improve service user's health and wellbeing. This course requires demonstration of academic abilities to be able to complete assignment work in essay form. Also, be able to work independently and carry out effective research is key to inform your work and will contribute to successful assessment. Equipment Required: Students are required to provide their own stationery – pen, pencil, ruler etc. A4 Folders are provided to keep all resources and notes in order. Computers are provided and accessible on school site.

Assessment Breakdown: The course is split into 3 components: - 4 pieces of coursework and an external written exam.

1. Component 1 Learning Aim A: - Growth and Development
2. Component 1 Learning Aim A – Coping with Life
3. Component 2 Learning Aim B– Different types of services and barriers to accessing them
4. Component 2 Learning Aim B - Demonstrate your care values
5. Component 3 – External Assessment - Health and well being

Content which is taught: Growth and development, P.I.E.S (Physical, Intellectual, Emotional and Social), Factors affecting G&D, Impact of life events, Services, formal/informal support, Barriers to accessing services / how to overcome Care values and their importance in practice.

Level 3 (A Level Equivalent) courses this course can be a gateway for:

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A-Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at level 3 such as a BTEC National in health and social care, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in aspects of health and social care.

Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this important sector.

Careers this course can lend itself to: Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. Along with many more using the link below. -<https://www.allaboutcareers.com/careers/industry/health-social-care>

GCSE Statistics

Area Leader: Mrs Smith

h.smith@poolhayes.atrust.org.uk

CONTENT OF COURSE:

This course will give students the opportunity to combine theoretical mathematical methods, ICT skills and practical applications. Much of what is reported in the media has some form of statistical basis and it is important to be able to recognise misleading or incorrect information. These skills will also be of benefit in many occupations where the use and interpretation of statistical methods are required. If you choose this option you will be able to take the higher or foundation level, so it is open to all ability levels. Students are expected to complete homework tasks on Hegarty Maths each week. Equipment required: A Casio fx-83 GTX Scientific Calculator is desirable; students without one will be provided with one to use in class. All other equipment will be provided.

Assessment Breakdown: There are two tiers of entry: Foundation; grades 5 to 1 and Higher; grades 9 to 3.

Both tiers have two 90 minute exams of equal weighting.

Content which is taught: All of the statistical topics that have been learnt in GCSE Maths are also covered in GCSE Statistics such as Averages (mean, median and mode), Statistical Diagrams (Bar Charts, Pie, Chart, Histograms etc) and Probability (Theoretical Probability, Tree Diagrams, Venn Diagrams etc) which can strengthen a students understanding in this area. It then looks deeper into many of these topics, at how they are used more practically in real life situations and different variations of these topics that wouldn't otherwise be covered in GCSE Maths such as considering the Geometric Mean and Spearman's Rank Correlation Coefficient.

Level 3 (A Level Equivalent) courses this course can be a gateway for: Mathematics, Geography, Biology, Business Studies, Economics, Psychology and Sociology.

Careers this course can lend itself to: Accountancy, Data analyst, Investment analyst, Research scientist, Secondary school teacher, Statistician, Systems developer, Financial manager, Financial trader, Insurance underwriter, Meteorologist, Operational researcher, Quantity surveyor, Software tester.

GCSE PE

Area Leader: Mr French

l.french@poolhayes.attrust.org.uk

CONTENT OF COURSE:

This is an engaging course and an introduction to the world of PE and Sports Science where you will experience a combination of academic and physical challenges. You will contextualise the theory and apply your knowledge to practical performance. You will develop a range of skills including communication and understanding of practical performances in three different activities. Throughout the course, there is opportunities to engage with key issues and themes relating to contemporary global influences of physical education and sport Pupils are expected to:

- Work hard and be committed to the course.
- Present information effectively.
- Revise for end of topic tests and exams
- Complete work to the best of your ability
- Take part in the practical elements of the course wearing school P.E. kit.
- Work independently at home to consolidate learning.
- Full Pool Hayes P.E. kit for practical lessons is required

Assessment Breakdown:

Component 1: Fitness & Body Systems

Written exam 1hr 45 minutes, (36%)

Component 2: Health and Performance

Written exam 1hr 15 minutes, (24%)

Component 3: Practical Performance

Practical assessment (30%)

Component 4: Personal Exercise Programme (PEP)

Practical and theory assessment (10%)

Content which is taught:

Component 1: Anatomy and Physiology, Movement Analysis, Physical Training, Use of Data.

Component 2: Health, Fitness and Well-being, Sports Psychology, Socio-Cultural influences, Use of Data.

Component 3: One individual activity, one team activity, one activity of your choice. Skills in isolation and competitive/formal situations.

Component 4: Analysing and evaluating performance – Aim and planning analysis, carrying out and monitoring PEP and evaluation of PEP.

Which Level 3 (A Level Equivalent) courses can this course be a gateway for: OCR Cambridge Technicals in Sport and Physical Activity, A Level Physical Education and Level 3 BTEC in Sport.

Careers which this course can lend itself to: Careers include Sports Coaching, Teaching, Health and Fitness industry, Sport Management, Professional sport, Community sport, Sports Psychology.

Key Stage 4 – Preference Form Pathway B

Name: _____ Tutor Group: _____

Please tick below your preferred subject choices

Humanities (Please choose 1)	Geography GCSE or	
	History GCSE	
Science (Please choose 1)	GCSE Combined Science	
	GCSE Triple Science	
Subject Choice (Please number your choice -1 being first choice and 5 being last choice) Please note that although you are expressing 5 preferences here in order, you will in fact study 3 of these subjects from September 2022 until the end of year 11.	Drama GCSE	
	Spanish GCSE	
	Sport BTEC	
	IT BTEC	
	Music GCSE	
	RE GCSE	
	Dance BTEC	
	Food GCSE	
	Creative Technology BTEC	
	Health & Social Care BTEC	
	Business Studies BTEC	
	Art GCSE	
	Statistics GCSE	
	Geography GCSE	
	History GCSE	
	PE GCSE	
AQA Design Technology		



Please return the **Key Stage 4 – Preference Form Pathway** electronically to year9pathways@poolhayes.atrust.org.uk by **Friday 18th March 2022**.

To do this you can either;

1. Fill this form out by hand and email a photograph or scanned copy from your smartphone
2. Download an electronic copy of this form from our website to complete in Word and return to us.

Notice – At Pool Hayes Academy, staff will work to ensure that students receive a curriculum which is in line with both their abilities and their interests. We will work with students, parents and carers to ensure that our students study an appropriately broad curriculum. There are infrequent occasions where it is not possible for a student to study their first choices. This is why it is important that we understand a range of preferences for our students.

Link to Pool Hayes Option Booklet which is referred to throughout.

https://poolhayesacademy-my.sharepoint.com/personal/n_thompson_poolhayes_atrust_org_uk/_layouts/15/Doc.aspx?source=doc=%7B019AF283-7D0E-4A32-8F32-0D784E7435D9%7D&file=Options%20booklet%2019%20Pathway%20B.docx&action=default&mobileRedirect=true&CT=1586371928691&OR=ItemsView