

Blue Coat Church of England Academy



Key Stage 4 Option
Pathways
2022-2023

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Principal's Address

Welcome to Options Evening for Year 9 Students, parents and carers. Choosing your options for GCSE is an important point in your education. This is the process that allows you to think about your future goals and supports you to choose some of the subjects that you will study over the next two years. We know that it can be a difficult time and can cause anxiety because there are a lot of questions that you might have: Which subject is right for me? What if I don't know what I want to do at all? Rest assured that we will help you to make choices about your future learning that are right for you.

This booklet and the options process are designed to make this time less worrying for you and your parents/carers. They will help you to start making decisions about your learning and to choose subjects that suit your aspirations, skills and needs. Please use all the information available to you: this booklet; advice from teachers; your tutors and your parents. All of these people know you and may be able to suggest whether they think a subject would suit you as a learner. You will also explore some of the career choices and subjects through assemblies, Personal Development days or through discussions with our careers advisor, Mrs Facey.

At Blue Coat Church of England Academy, we believe in giving young people freedom in selecting their option subjects. Wherever possible we will do our best to ensure you are able to study your first choice in each of the option subjects. You can select GCSE Options using the online survey. The deadline for submitting your choices online will be Friday 11th March 2022. Your options will be used to shape the curriculum next year and to help staff advise you about your choices. After half term, your final option choices will need to be completed online.

We hope that the information allows you to make the right choices that will see you succeeding over the next two years and beyond.



A handwritten signature in black ink that reads "D.J. Smith". The signature is written in a cursive, flowing style.

Mr D.J. Smith
Principal



Option Pathways Guide

You should pay careful attention to the information on the following pages, which will help you to choose your option subjects.

It is a statutory requirement at Key Stage 4 for all Students to study the following:

English Language, English Literature, Mathematics, Science Trilogy, Religious Education, Physical Education and PSHE (which includes: sex education, careers and personal development).

In addition to the compulsory subjects you will **choose 3 subjects** from the **Options Section** in this booklet. We also require that you choose a reserve subject in case your opted course does not run.

You will be required to **select at least 1 EBACC subject**: History, Geography, French, Spanish, Computer Science or Separate Science.

English Baccalaureate (EBACC) Pathway

You should consider this route where appropriate, as it is often valued by colleges and universities. The English Baccalaureate is a measure that recognises where Students have secured a grade of 4 or above across a range of academic subjects – English, Mathematics History or Geography, Science, French or Spanish. This route intended to prepare you for study at Post 16 and into college and university. It may also help employers to identify Students who have followed a more academic curriculum. Students following this pathway **must** therefore choose a Modern Foreign Language and either History or Geography.

Open Pathway

You must choose **at least 1 EBACC subject** from Separate Science, French, History, geography or Computer Science. You then have a **choice of two other subjects** from a range of GCSEs or vocational subjects. Vocational subjects are the equivalent to GCSEs but are assessed in a slightly different way.

Skills Pathway

We also provide a skills route for Students who are not yet ready for a full set of GCSE's. You can receive further advice about this route from your teachers or from our SEND Co, Mrs Pritchard.

Option Pathways Guide

Examination, Coursework and Assessment

GCSEs and other qualifications are assessed through examinations and coursework. This means that some of the school work done from an early stage in Year 10 is directly assessed by your teacher and forms an important part of your final grade.

It is important that study facilities are available at home and that support and encouragement is given from the very beginning of the course.

Despite training in the lower school, it is a fact that many students from the organisation and pressures of Year 10 and Year 11 to be extremely demanding: self-directed study in your own time will become increasingly necessary.

You should remember the following when selecting options:

Do

- Do choose subjects which you like or enjoy
- Do choose subjects at which you are successful
- Do choose subjects which you may need for a career or further education
- Do find everything that you can about the subject before you choose it. Once you have started a subject we expect you to stick with it for two years.
- Do talk to people who know you
- Do listen to the advice your subject teachers give you.



Don't

- Don't choose a subject just because your friend has chosen it
- Don't choose a subject just because you like, or dislike a particular teacher. They may not end up teaching you!



GCSE Grades

This guide below will help to remind you of the conversion between the old GCSE grades and the new number grade system.

9-1 GCSEs	BTEC First Award		BTEC Tech Award	
Grade & Points	Grade	Points	Grade	Points
9	L2 D*	8.5	L2 D*	8.5
8			L2 D	7
7			L2 M	5.5
6	L2 P	4	L2 P	4
5			L1 D	3
4	L1 P	1.75	L1 M	2
3			L1 P	1.25
2				
1				
U/0	U	0	U	0

Compulsory Subjects: English Language

Exam board: AQA GCSE

Throughout the course, students continue to develop the three skills of reading, writing and speaking & listening. Within reading, they are required to demonstrate a good understanding of extended texts, reading widely from 19th, 20th and 21st century texts, including literature fiction and literary non-fiction as well as other writing, such as reviews and journalism. Students are asked to find information, summarise and synthesise information or ideas from texts and respond to how writers achieve their effect, including their choice of linguistic and structural devices. They are also required to evaluate texts critically and make comparisons between them.



Assessment

Examination Board: AQA

Examination: Paper 1 Explorations in Creative Reading and Writing, 50%

Examination: Paper 2 Writers' Viewpoints and Perspectives, 50%

Non-examination Assessment

Spoken Language: Graded Pass, Merit or Distinction

The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade.

As writers, students will use knowledge gained from their wider reading to inform and improve their own writing. They are also required to write effectively and coherently for different purposes, using a wider vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic and structural conventions.

Students are expected to read fluently and write effectively. They need to write with increasing accuracy, in their use of paragraphs, grammatical structures, sentences, punctuation and spelling, demonstrating a confident control of Standard English. In speaking and listening, Students will listen to and understand spoken language and use spoken Standard English effectively, when communicating with others.

Contact Teacher



Mrs L. Gilbert

Head of English

How will English language help me?

You will develop skills in reading, writing, speaking, and listening, which will help you in the real world, as well as in your future career or higher / further education. This course enables you to access all other courses.

What can I do next?

English Language A Level is an exciting course, which develops many of the skills and topics studied in this GCSE course. However, GCSE English is also an essential foundation for many other courses. You could go on to a wide range of careers, including digital marketing, newspaper journalism, screenwriting, librarianship, editing or Social Sciences.

Compulsory Subjects: English Literature

Exam board: AQA GCSE

The course offers students the opportunity to read fluently and with good understanding, responding to a wide range of classic literature, drama poetry and prose. They are also required to make in-depth, critical and evaluative responses to the texts they read. Students are encouraged to appreciate the depth and power of the English literary heritage, during their reading.

Assessment

Examination: Paper 1 Shakespeare and the 19th Century Novel, 40%

Examination: Paper 2 Modern Texts and Poetry, 60%

Four set texts, as specified by the exam board, are studied for examination. Students answer 1 question on each text. This will include extract-based questions, a whole text question, a poetry composition question and a question on 'unseen' poems. Students complete two written papers at the end of the course.



When responding to the texts they read, students are required to write accurately, effectively and analytically about their reading, using Standard English and a wide analytic vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

Students learn to recognise how writers achieve their effects, use language, and convey their attitudes, purpose, and themes. In addition, students develop their understanding of characterisation, and their awareness of how texts are influenced by their social, historical and Cultural contexts.

Contact Teacher



Mrs L. Gilbert

Head of English

How will English Literature help me?

You will read and analyse a number of texts, developing skills in understanding how writers create meaning. During your reading and discussions, you will learn how to analyse what is written and how it impacts on the reader. You will take part in discussions and gain confidence in sharing your opinions with others.

What can I do next?

You can continue to study A level English Literature which will complement your study of other subjects. The skills that you develop can give you a strong foundation for other Arts, Humanities and Social Science subjects. You could go on to a wide range of careers, including marketing, writing poetry or fiction, or education.

Compulsory Subjects: Mathematics

Exam board: Pearson Edexcel

Students are entered for GCSE Mathematics following either the Foundation or Higher tier. The course involves a variety of teaching styles and aims to develop understanding, reasoning and the application of strategies. Students sit three 90-minute external exams at the end of Year 11 as follows:

Paper	Contents	Weighting	Structure	Code
1	Probability, Statistics, Number, Algebra, Geometry and Measures, Ratio, Proportion & Rates of Change.	33⅓ %	Non-Calculator	1F/1H
2	Probability, Statistics, Number, Algebra, Geometry and Measures, Ratio, Proportion & Rates of Change.	33⅓ %	Calculator	2F/2H
3	Probability, Statistics, Number, Algebra, Geometry and Measures, Ratio, Proportion & Rates of Change.	33⅓ %	Calculator	3F/3H



Students are assessed on their ability to recall, select, and apply their knowledge of mathematics and to interpret, analyse and solve problems. Elements of functional mathematics have also been embedded. This ensures Students have the skills they need to use mathematics in real-life contexts. The Assessment Objectives (AOs) are as follows:

Assessment Objective (AO)	Higher Weighting	Foundation Weighting
AO1 – use and apply standard techniques	40%	50%
AO2 – reason, interpret and communicate effectively	30%	25%
AO3 – solve problems within mathematics and other contexts	30%	25%

Contact Teacher



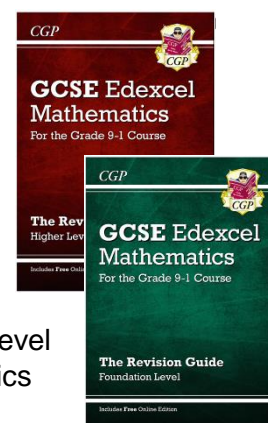
Ms V. Kumari
Head of Mathematics

How will Mathematics help me?

The skills developed in this course will prepare you to function mathematically in the world. It will help you in other subjects such as Business Studies, Science and Technology.

What can I do next?

Students gaining a good grade at Higher Level Mathematics will be suitable candidates for taking A-Level Mathematics or Physics. People who study Mathematics could go on to a wide range of careers including accounting, analyst and engineering roles.



Compulsory Subjects: Science (Trilogy)

Exam board: AQA GCSE

Students will follow the new AQA Combined Science qualification (Trilogy), which is the equivalent to two GCSEs. This qualification is linear therefore, Students will sit all of their exams at the end of the course. The course is divided into two tiers; Foundation and Higher.



There is no longer a coursework component to the examination, instead all students have to carry out 16 required practical's in class that are then examined within the written papers.

Students will sit 6 examination papers. Two for Biology, Chemistry and Physics. The marks for these are then combined to provide an overall GCSE Grade. Science Trilogy is worth two GCSE's.

Over the two years Students will cover:

7 Biology topics: Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, Inheritance and evolution and Ecology.

10 Chemistry topics: Atomic structure and the periodic table, Bonding, Quantitative chemistry, Chemical change, Energy change, Rates, Organic chemistry, Chemical analysis, Atmosphere and Using resources.

7 Physics topics: Forces, Energy, Waves, Electricity, Magnetism and Electromagnetism, Particle model and Atomic structure.

Contact Teacher



Mrs D. Tuft

Head of Science

How will Science Trilogy help me?

Students will develop a critical approach to scientific evidence and methods, organise and present information clearly and use ICT. Students will also gain a greater understanding of how Science works and its essential role in society.

What can I do next?

The Trilogy route is an excellent grounding to progress onto A levels in Biology, Chemistry and Physics. People who study Science could go on to a wide range of careers including bio medical scientists, criminology and dentists.

Compulsory Subjects: Religious Studies

Exam board: AQA GCSE

Religious Studies covers a wide range of topics, all of which help to improve your understanding of people and the religious influence on their lives. You will build on the foundation laid already during Key Stage 3. You will discover how the beliefs and practices of religion affect the ways in which believers lead their lives.

What will I study?

Paper 1:

Beliefs, teachings and practices of: Christianity and Islam.

Assessment

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

The questions within each religion have a common structure of two five-part questions worth 1 mark, 2, 4, 5 and 12 marks respectively.

Paper 2:

Four Religious, philosophical and ethical studies themes:

- Theme A: Religion, Relationships and Families
- Theme B: Religion and Life.
- Theme E Religion, Crime and punishment.
- Theme F: Religion, Human rights and Social justice.

Assessment

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



Questions

Each theme has a common structure of one five-part question worth 1, 2, 4, 5 and 12 marks. Each theme is marked out of 24.

You will be required to make your own judgements about these issues and explore them from a religious perspective. You will also develop the skills of critical thinking, problem solving, describing and analysing information, communication, interpretation and evaluation.

Contact Teacher



Mrs A. Homer

Head of Religious
Studies

How will Religious Studies help me?

Religious studies helps students to: develop transferable knowledge, skills and attitudes, describe, apply and analyse issues that affect their daily lives, e.g., abortion, war, drug abuse, the death penalty; express their own points of view and listen to the views of others. People who study Religious Studies could go on to a wide range of careers including aid workers, teachers and human resource officers.

Compulsory Subjects: Physical Education

Exam board: Non-Examined

"PE helps students develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations."

('Importance of PE in Key Stage 4' - National Curriculum Document 2010)

Statutory Physical Education continues to be compulsory for all students in Years 10 and 11. However this course is non-examined.

The PE staff at Blue Coat Academy believe that PE is extremely important to all, but recognise that by Year 10 most students will have decided if they prefer a recreational style of curriculum which is less competitive and focuses more on participation and enjoyment; or a competitive route which focuses on excellence and performance.



Students in Key Stage 4 are set with this in mind and follow either a competitive or recreational pathway which suits the needs and abilities of the Students in that group. All students will participate in invasion games, net/wall games and striking and fielding games during Year 10 and 11. Students may also participate in a number of other enrichment activities such as fitness, aerobics or sports leadership.

At the end of Key Stage 4 we hope that each student may have experienced some form of physical activity that they will continue into adult life.

Contact Teacher



Mr D. Dawes

Head of Physical Education

How will Physical Education help me?

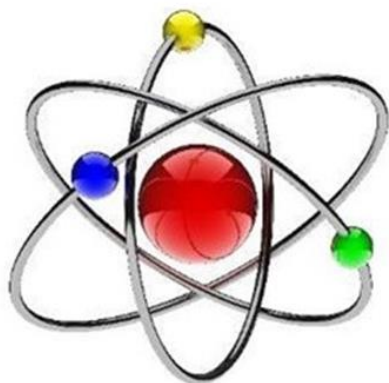
By taking part in a range of physical activities you will be able to make decisions about how to lead a healthy active life when you leave school. You will understand the need for regular exercise and the benefits of leading an active lifestyle. You will improve your confidence and social skills by working in groups, managing and coaching your peers and working alongside staff assisting in the leadership programme.

Optional Subjects: Separate Science

(You will study Biology, Chemistry and Physics)

Exam board: AQA GCSE

Separate Science allows you to gain three GCSEs in Science and you will study each discipline (Biology, Chemistry and Physics) in more detail. If you enjoy and have a clear interest in Science, or if you want to go on to study Science at AS/A level and beyond, this option may suit you.



You will study 3 new science GCSEs: Biology, Chemistry and Physics. Each qualification will have a 9 point grading scale, from 9 (equivalent to A*) through to 1. The grades are awarded independently of each other.

Each Science course will be examined by two papers: Each paper will assess knowledge and understanding from different topics. The questions will use clear language to assess Students only on their scientific ability.

Duration: Both papers are 1 hour 45 minutes. Each is worth 50% of the grade and has 100 marks available.

Question types: Multiple choice, structured, closed, short answer and open response. Required practical's completed in class will also be assessed in the examinations.

Biology has the following units: Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, Inheritance, Variation and evolution, and Ecology.

Chemistry has the following units: Atomic structure and the Periodic table, Bonding, Structure and the Properties of matter, Quantitative chemistry, Chemical changes, Energy changes, the Rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere and Using resources.

Physics has the following units: Forces, Energy, Waves, Electricity, Magnetism and electromagnetism, Particle model of matter, Atomic structure and Space physics.

Contact Teacher



Mrs D. Tuft
Head of Science

How will Separate Science help me?

Students will develop a critical approach to scientific evidence and methods, organise and present information clearly and use ICT. You will also develop practical skills and gain a greater understanding of how Science works and its essential role in society.

What can I do next?

Studying Separate Sciences GCSE will provide you with an excellent foundation for progression onto A level Sciences. People who study Science could go on to a wide range of careers including doctors, forensic scientists and aerospace engineers.

Optional Subjects: Modern Foreign Languages

Exam board: Edexcel GCSE

GCSE French and/or Spanish

A GCSE in French or Spanish is a highly valued qualification by employers and universities. While the ability to speak a foreign language opens up a whole new world of opportunities, the skills that you develop through studying a language are useful in all areas of life. You will improve your memory, your focus, your communication skills, your literacy and your confidence. Employers really respect these skills and having a foreign language will give you a significant advantage when competing for jobs. You will have the opportunity to work in the UK or overseas and potentially earn a higher salary. It will also give you the chance to meet people from different countries and cultures and see the world!

Exam format:

Written exam – 25%

Speaking exam – 25%

Listening Exam – 25%

Reading exam – 25%

During your GCSE course, you will study topics you have covered at Key Stage 3 in more detail, and you will learn about other topics too. These include family, education, holidays and the environment. All four skills are tested at the end of year 11, worth 25% each.



As part of the written element you will be required to translate from and into French/Spanish. For the speaking element, you will make a short presentation and answer questions on a variety of topics. The listening and reading exams cover all topics from the GCSE specification. You will either be entered for foundation or higher level, as advised by your teacher.

French is open to all Students who have studied the language in Years 7-9. Students who wish to study Spanish at GCSE level should already have studied it in Year 9, or be able to speak it already.

Contact Teacher



Mr M. Parrott

Head of Modern
Foreign Languages

How will Modern Foreign Languages help me?

Having a good qualification in French and Spanish shows an employer that you are a hard worker and a confident communicator. You will have much more choice in life — you will potentially be able to work in more countries, meet more people, have more experiences and earn more money. People who study Modern Foreign Languages could go on to a wide range of careers including translators, immigration officers and cabin crew.

Optional Subjects: History

Exam board: GCSE Eduqas

The syllabus we follow here at Blue Coat Academy enables the students to build on the foundations laid in KS3 History. GCSE History has been designed to be exciting, motivating, challenging and purposeful in order for students to gain an understanding of the world around them and the impact that individuals, institutions and events have on society today. We develop their interest in and enthusiasm for history to judge significant events of the past. GCSE History aims to improve learners independence and reliance to enrich their skills as critical and reflective thinkers, through a process of historical enquiry.



Topics studied

1B. The Elizabethan Age, 1558-1603

1H. The USA: A Nation of Contrasts, 1910-1929

2D. The Development of the UK, 1919-1990

2E Changes in Crime and Punishment in Britain c.500 present day

So, why study this course?

To gain vital key skills such as: problem solving, analysis of evidence, empathy and teamwork. These skills are essential, not only for history and other subjects in school, but for any career you may wish to pursue in the future. Choosing History at GCSE will provide you with a wide range of opportunities for further progression. At AS & A Level, in colleges and universities, History is a very relevant subject. For example, many professions such as Medicine and Law feel that History opens the minds of students. Therefore, History can gain you entry into a wide range of careers, including Law, Television, Radio, Journalism, the Police force, Social work and the Civil service.

Contact Teacher



Ms V. Hanmer
Head of History



Optional Subjects: Geography

Exam board: Edexcel B GCSE

GCSE Geography builds on the work students have done at KS3. If students have enjoyed it at KS3 they would do well at GCSE. We offer fresh perspectives on a wide range of topics, such as sustainability and globalisation, to capture the imagination and interest.

GCSE Geography specification:

- Offers learners the opportunity to look at Geography from a new and exciting perspective
- Topics include Volcanoes and Earthquakes, Rivers, Coasts, Development and Urbanisation
- Emphasises a range of issues facing today's society e.g. sustainability, globalisation and uneven development, climate change.
- Helps learners to understand the relevance of geographical studies to their lives and to the world around them.
- Includes two field trips to Leicester City Centre and Carding Mill Valley so learners can understand how the theory works in the real world.



Component 1: Global Geographical Issues

37.5% of the final grade 1 ½ hour examination

Component 2: UK Geographical Issues (this will include a field study)

37.5% of the final grade 1 ½ hour examination

Component 3: People and Environmental Issues – Making Geographical Decisions

25% of the final grade 1 ½ hour examination

Contact Teacher



Mr B. Homer

Head of Geography

How will Geography help me?

Employers value the knowledge and skills that studying Geography can provide, be it knowing how the world works, planning research and report writing, working in a team, using new technologies and communication skills and much more. Universities value the depth of understanding you will develop: Geography is a facilitating subject and is accepted by all universities for the majority of courses.

People who study Geography go on to a wide range of careers: from business management to urban planning, working in the environment to travel and tourism, or in international charities or retail.

Optional Subjects: Information Communication

Exam board: BTEC Tech Award in Digital Information Technology

The BTEC Tech Awards enable students to gain a qualification at level 1 or 2 that develop their skills and understand through practical and scenario based assessments.

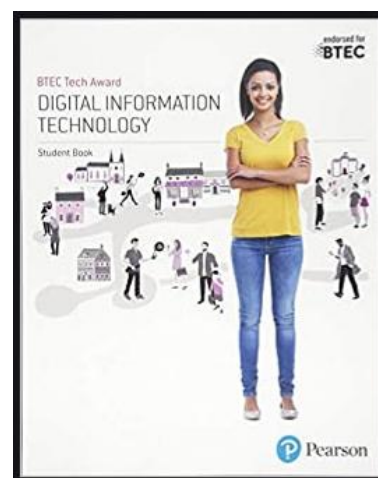
The course is made up of three components; two are internally assessed and one examination.

Component 1 – Exploring user interface design principles and project planning techniques

Aim: Project plan the design and development of a user interface

Assessment: Coursework - 30% of the total course.

During this component you will explore user interface design such as GUI and menu-based interfaces, and look at how they are developed. Investigate how to use project planning techniques to manage a digital project and discover how to develop and review a digital user interface.



Component 2 – Collecting, Presenting and Interpreting Data

Aim: Process and interpret data and draw conclusions

Assessment: Coursework - 30% of the total course

During this component you will explore how data impacts on individuals and organisations, draw conclusions and make recommendations on data intelligence and develop a dashboard using data manipulation tools.

Component 3 – Effective Digital Working Practices

Aim: Explore how organisations use digital systems and the wider implications associated with their use.

Assessment: Scenario-based external 1hr 30min written exam where Students demonstrate their knowledge to propose digital solutions to realistic situations. Weighting - 40% of the course.

Within this exam you will explore how modern information technology is evolving, consider legal and ethical issues in data and information sharing, and understand what cyber security is and how to safeguard against it.

Contact Teacher



Mrs S. Kauser.

Head of ICT

This course will appeal to Students who:

Want to develop practical transferable skills, providing a taster of the skills needed within the IT sector and allowing you to develop skills that will help you in any future employment path.

People who study ICT could go on to a wide range of careers including service engineers, information scientists and software developers.

Optional Subjects: Computer Science

Exam board: Edexcel GCSE

Computing is of enormous importance to the economy, and the role of Computer Science is a discipline itself and as an 'underpinning' subject across science and engineering is growing rapidly. Computer technology continues to advance rapidly and the way that technology is consumed has also been changing at a fast pace over recent years. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees. Many businesses require an ever-increasing number of technologically-aware individuals. This is even more so in the gaming, mobile and web related industries and this specification is designed with this in mind.

Students studying this specification will learn how to create applications using Python, the world's most popular programming language, which is also easy to learn and develop applications.

Computer science is the study of processes that interact with data and that can be represented as data in the form of programs. It enables the use of algorithms to manipulate, store, and communicate digital information. A computer scientist studies the theory of computation and the practice of designing software systems.

Topic 1: Computational thinking – understanding of what algorithms are, what they are used for and how they work, ability to follow, amend and write algorithms, ability to construct truth tables.



Topic 2: Data – understanding of binary, data representation, data storage and compression.

Topic 3: Computers – understanding of hardware and software components of computer systems and characteristics of programming languages.

Topic 4: Networks – understanding of computer networks and network security.

Topic 5: Issues and impact – awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues

Contact Teacher



Mr N. Mytikiotis

Teacher in charge of
Computer Science

Topic 6: Problem solving with programming—understanding what algorithms are, what they are used for and how they work in relation to creating programs. Understanding how to decompose and analyse problems and the ability to read, write, refine and evaluate programs is taught.

The course will appeal to students who enjoy working on the computer to solve problems and wish to develop their knowledge and application of computing skills and computer programming. It will provide excellent progression to A Level and on to degree level courses in the areas of Computing, Engineering and Science. This could lead to careers in web design and app development.

This specification is designed to stretch your deeper thought processes of how to solve problems. The course provides the knowledge, skills and understanding that a growing number of employers and universities are demanding.

Optional Subjects: Business & Enterprise

Exam board: Edexcel GCSE

Whether you want to run your own business or work for a business then Business Studies is the option for you. Throughout this course you will learn about the different types of business, how to manage your money and how a business creates their accounts and looks after their money. If you are interested in marketing then you will learn about the different aspects of marketing and sales, creating and developing your own campaigns and pitching your own ideas.

If you are interested in working for a business then you will learn about how people are recruited, the little techniques that help with an interview and what an employer is looking for in an employee.

You will gain a range of different transferable skills that will help you in your future, not only in your GCSE courses but also in your future careers. From evaluating and interpreting data—both financial and non-financial, producing a business report, giving presentations and using your verbal communication skills. All you need is an enquiring mind and to be interested in learning about the world around you.

Being an entrepreneur is all about taking a risk - are you willing to take the risk? Do you want to learn about running your own business? Do you want to understand what employers are looking for?

What you will learn:

- Different types of business ownership
- Business finance
- Business Law
- Human resources
- Marketing and Sales



Contact Teacher



Ms L. Drewett

Head of Business

What you can do after this course:

After this qualification you'll understand the world of business and have developed skills in: making decisions and developing persuasive arguments, creative and practical problem solving, understanding data, finance and communication. It's also a great step in preparing you for further and higher education such as A levels and BTEC courses. A GCSE Business course could help prepare you for an entrepreneurial role and help you to gain an understanding of what is involved in a business-related profession, like accountancy, law, marketing or the leisure and tourism industry



Optional Subjects: Health & Social Care

Exam board: BTEC Tech Award in Health & Social Care

BTEC in Health and Social Care aims to provide a vocationally related qualification. It has been designed to provide a broad education as a foundation, both for training leading to employment, and for further and higher education.

Coursework and Exam: Coursework accounts for 60% of the total marks. Students will be assessed on 4 pieces of coursework (15% each) in year 1 and an exam in year 2 which equates to 40% of their total grade.

Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care				
Component number	Component title	GLH	Level	How assessed?
1	Human Lifespan Development	36	1/2	Internal
2	Health and Social Care Services and Values	36	1/2	Internal
3	Health and Wellbeing	48	1/2	Synoptic External

Component 1: Human Lifespan Development: You will study the different life stages from infancy to adulthood. Learning about physical, intellectual, emotional and social development, and how an individual's development can be affected by major life events, such as marriage or parenthood. You will learn about how people adapt to these changes, as well as the types of support that can help them.

Component 2: Health and Social Care Services and Values: You will study and explore practically, services and how they meet the needs of real service users. You will also develop skills in applying care values. This component will give you an understanding of related services and will help you develop skills in applying care values that are common across the sector and transferrable across many other sectors.

Component 3: Health and Wellbeing: You will study factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan, to interpret physiological and lifestyle indicators, and what they mean for someone's state of health. You will learn how to use this information to design an appropriate plan for improving someone's health.

Contact Teacher



Mrs F. Bibi

Head of H&SC

This course will appeal to Students who –

Want a career in health and social care. You will learn about all aspects of care, from babies and children to the elderly and disabled. You will learn about caring for service users and the barriers they face.

Examples of Career Prospects / Pathways:

Nursing, Midwifery, Radiology, Nursery nursing, General nursing, Care of the elderly, Residential care, Child care, Social work and Occupational therapy.

Optional Subjects: Art and Design

Exam board: OCR GCSE

This course will provide opportunity for Students to develop a personal interest in Art and Design and understand why Art and Design matters.

Art and Design is a subject that communicates across barriers of language, class and culture. Students will have an insight into the art practices of individuals, organisation and creative and cultural industries.

Students are encouraged to work independently to prepare ideas for a portfolio and develop their creative skills by using their imagination and intuition when exploring and creating works.

Students will begin by reflecting on a wide range of Art and Design related basic skills in year 10 term 1. They will select their own specialist area to base their final GCSE portfolio on for the remainder of year 10 and year 11 before undertaking a specialist externally set task.

Once studying the subject area Students will be able to select a specialist area- Specialist areas are:

- Fine Art
- Textiles
- 3D Design.

They will be challenged to self-reflect and take risks with their work whilst developing their own style throughout.

Components	Component name	Requirements	Duration	Weighting
1	Portfolio	1 Unit of Coursework	Four terms	60%
2	Externally set task	1 Unit of Set Task	10 hours	40%

Course Content: Art and Design

Component 1: Portfolio

Students should produce a portfolio of practical work showing their personal response to a theme provided by the centre.

Component 2: Externally Set Task

The early release paper will be issued on 2nd January and will provide Students with a number of themes, each with a range of written and visual starting points. A response should be based on one of these options. Preparation time and the date supervised time period is set by the centre.

The course would appeal to Students who:

Students who are creative, unique in their approach and actively enjoy Art and Design.

'Many employers now actively seek those who have studied the arts. Steve Jobs, founder of Apple, was fond of saying his success was due to his hiring artists and musicians fascinated by technology rather than computer geeks. Top talent management agency, The Curve Group, specialising in financial and business services, declares that employees with arts background have developed more quickly in their roles from the start and has found them to have discipline and confidence'

Contact Teacher



Mrs T. Liddell

Director of Art &
Design Technology



Career Prospects/ Pathways:

Progression in KS5 education takes Students onto A-level and other vocational courses. As well as this, there are an extensive range of further opportunities to progress onto degree level course for university.

Career progression into various creative positions such as, artist, print maker, Architect designer, Teacher, Gaming designer, surface pattern designer, fashion design, interior designer, Hairdresser, textile artist ... the list goes on!



Examples of past
GCSE Art and Design
Work



Optional Subjects: Music

Exam board: OCR GCSE

GCSE Music enables students to develop a deeper understanding of music from a wide variety of times and places, through an integrated approach to the three main elements: Performing, Composing and Appraising.

Students have the opportunity to study their chosen instrument or sing, develop their skills as composers and show their understanding whilst listening to a wide variety of music. 60% of their final GCSE grade is based upon their practical coursework with the remaining 40% based upon a listening examination.

The course has 5 areas of study which are:

- My Music – which involves the individual study of a chosen instrument or voice
- Concerto Through Time
- Rhythms of the World
- Film Music
- Conventions of Pop



During the course, students will be provided with a variety of performance opportunities both in and out of school. This will develop their ability to work both independently and as part of a group, being able to practise regularly at home is essential to success in Music.

Students have to complete practical coursework related to solo performance, ensemble {group} performance, a free choice composition and a composition to a given brief {set by the exam board}. This makes up 60% of the final GCSE grade.

This course will appeal to Students who:

- Already play an instrument or those who are keen to develop their skills as an instrumentalist or singer
- Have an interest in creating music of their own
- Enjoy listening to a wide variety of music
- Have an interest in Music Technology and sound recording

Contact Teacher



Mr S. Gardner

Head of Music

Career Prospects/Pathways:

Students can go on to study a variety of Level 3 qualifications in Music, Music Technology or Performing arts.

Students can go on to careers working as a musician, composer, music producer, DJ or work in other related areas such as the music and recording industry, media or within the field of Music education.

Optional Subjects: Drama

Exam board: AQA GCSE

This course engages and encourages Students to become confident performers and designers with the skills they need for a bright and successful future. Students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and re- fine their efforts. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.



What is Drama at GCSE?

Drama is a subject that is becoming increasingly valued by businesses, who feel that young people lack confidence at interviews, or the ability to present. Within drama you will study the craft of acting and theatre and learn valuable transferrable skills for example, collaboration, empathy, analysis, evaluation, deconstruction of a given subject and construction of performance pieces. Students are able to perform but also work on production skills such as lighting, costume, sound, set/props etc.

Who is the course suitable for? Those students who are interested in the creation of Drama as an art form and also for those who wish to demonstrate on their CV an aptitude for creativity, good presentation and language skills, confidence and team working skills.

You will like this course if; You enjoy your drama lesson currently, like working collaboratively with others, like to put yourself in other people's shoes, enjoy the process of creating drama, like reading plays or if you enjoy going to the theatre, you like exploring topical issues, you like performing!

Contact Teacher



Mrs K. Trafford

Head of Drama &
Performing Arts

Things you need to be aware of;

You will be filmed at points in the course and need to be comfortable with that, we do explore a range of themes and issues some are funny, some are moving, some are very thought provoking. You need to be prepared to think deeply about difficult situations and support others in doing so. You need to be open minded and respect different opinions to your own. Most practical work is carried out in groups of varying sizes – you must feel comfortable working with all of your peers.

How do the exams run?

The AQA board have three units. Two units are practical based, with a written theory side to support and one unit consists of an examination. As part of the course it is also compulsory to attend a live production at the theatre.

People who study drama could go on to a wide range of careers because of the practical skills it provides students. Possible jobs might include working in the legal profession, human resources, social work, roles within the arts such as an actor, set designer and screenwriters. Any job where you work with people Drama will help support those skills.

Optional Subjects: Dance

Exam board: AQA GCSE

Core Content: Dance Performance, Choreography and Appreciation.

Assessment weighting:

60% of this course is assessed on candidates' practical work – dances that are choreographed by teachers and professional dancers, and also on dances that students choreograph themselves. 40% of this course is assessed on candidates' written work – a mix of shorter answer exam questions, and longer essay style questions based on the rehearsal process, their critical evaluation of their own work, and their analysis of professional dance works.

Core Content Breakdown:

Dance Performance - in their performance work, students will develop more advanced physical skills e.g. their posture, co-ordination, balance, strength and stamina. They will also develop a greater sense of confidence, which will assist them in the ability to perform and present work to an audience. Having a strong sense of self confidence and self-efficacy will support students in being successful in any future study and career.

Choreography - for their choreography assessment, students will create a dance piece on their own, and either perform it as a solo, or teach it to up to three other dancers. This will require them to choose a stimulus (inspiration) for their piece and devise movements that suit it. They will need to demonstrate creativity, organisation, initiative, and a clear sense of vision. Their dance can be in any style, and use any music of their choice, and they will be assessed on how effectively their dance communicates their vision.

Appreciation - Students will analyse professional dance works in a range of styles, including hip hop, contemporary, lyrical and disability dance. They will be assessed on their ability to interpret the movement and production content e.g. lighting, costume and music. They will be taught how to structure their answers in writing, using advanced vocabulary and language structures, which will assist their work in all other GCSEs.

What can I do with a GCSE in Dance?

The short answer is – absolutely anything. The skills a pupil will develop in Dance will give them an advantage in any future study or career that they choose.

Contact Teacher



Mrs L. Haines

Teacher of Dance &
Performing Arts

Obviously, a career in dance performance, choreography, teaching or production is an option, including working in off stage roles such as theatre management, lighting, sound engineering and costume design. Students will also be working regularly as a group during their performance work, enhancing their skills of collaboration and verbal communication. Again, this will support Students in their further career whatever that may be. For example, if you want to go on to become a paramedic, or A&E doctor, verbal communication and listening skills will be vital to give correct patient information. If students wish to pursue a career in advertisement or business marketing, the creativity and sense of personal artistry they will develop in their choreography lessons will give them an advantage. GCSE Dance is an academic qualification, recognised and respected by sixth forms, colleges and universities, it complements the other subjects well, and so is an excellent choice for students wishing to go into further study, or employment in any industry.

Optional Subjects: Sport

Exam board: OCR Cambridge National Sports Studies Level 2

The course would be beneficial to those who are interested in all areas of sport. It provides learners an engaging and relevant introduction to the world of sport. On successful completion of a OCR Cambridge National Level 2 in Sports Studies learners can continue their study in the same or related vocational area.

You will have to complete 4 units over the 2 years. One of these will be an online test.

Compulsory units

UNIT 1 (R051) - Contemporary Issues in Sport (this is externally assessed)

Students will learn about: The issues which affect participation in sport, how sport promotes positive values, why hosting major sporting events is important and what governing bodies are and what is their role.

UNIT 2 (R052) – Developing Sports Skills (internally assessed)

Students will learn about: Rules, regulations, scoring systems, skills, techniques and tactics of sports.



Optional units you will be studying

UNIT 3 (R054) - Sport and the Media (internally assessed)

Students will learn about: How sport is covered across the media, the positive and negative effects the media can have on sport and the relationship between sport and the media.

UNIT 4 (R053) - Sports Leadership (internally assessed)

Students will learn about: Attributes associated with successful sports leadership, Undertaking the planning and leading of sports activities, and Reviewing the planning and leading of sports activities.

Contact Teacher



Mr D. Dawes

Head of Physical
Education

How will Sport help me?

The skills developed in this course may encourage you to do further qualifications within sport and PE. The sport and leisure industry is huge, and there are plenty of opportunities for you to work within an area you enjoy.

What can I do next?

A level 2 course in Sport is a good foundation for A level or BTEC level 3 in Sport. It can also serve as a good foundation for bio-mechanics or science related courses in further education.

Optional Subjects: Hospitality & Catering

Exam board: Eduqas Level 1/2 Award in Hospitality & Catering

WJEC Level 1/2 Vocational Awards enable learners to gain knowledge, understanding and skills relating to the Hospitality and Catering sector. The knowledge and understanding gained from this, supports learners to develop the essential employability skills that are valued by employers, further and higher education. Learners apply their learning to safely prepare, cook and present nutritional dishes. They will draw on their learning of different types of provision in kitchen and front of house operations, as well as personal safety in their preparations. They will then apply their learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate efficiently, legally and financially viable whilst meeting the needs of their potential market.



Unit 1: Internal assessment

The applied purpose of the Unit is for learners to safely plan, prepare, cook and present nutritional dishes. Learners will gain knowledge of the nutritional needs of a range of client groups in order to plan nutritional dishes to go on a menu. Learners will develop safe and hygienic food preparation, cooking and finishing skills required to produce nutritional dishes. **60% of the overall qualification.**

Unit 2: External assessment

Written exam: 90 minutes

Learners will be assessed on their knowledge and understanding of the hospitality and catering industry. This Unit is externally assessed. The online external assessment will be available in June of each year.

40% of the overall qualification

Career Prospects/ Pathways:

Chef, dietician, nutritionists, food demonstrator, caterer, hospitality management roles.

Contact Teacher



Mr R. Edwards & Miss S. Bharat

Head of Technology and Teacher in Charge of Hospitality & Catering

When will I study the Units?

Year 10: Learners will carry out mini projects that contribute towards the skills needed for Unit 1 and also the theory that will be needed for Unit 2.

Year 11: Learners will continue with Unit 1 coursework and with theory for Unit 2 examination preparations.

This course will appeal to Students who:

Enjoy being creative when working with food and have an interest in the hospitality sector. Students have the opportunity to break the boundaries of design.

Optional Subjects: Construction and the Built Environment

Exam board: Pearson Level 1/2 Technical Award in Construction and the Built Environment

This course will give you the opportunity to develop knowledge and technical skills in a practical learning environment. You will develop your knowledge of construction methods, materials and design, applying mathematical and scientific principles to solve problems in a construction context. You will also develop key skills, such as planning work, interpreting technical information and designing to meet a client brief. you will get the opportunity to apply hand skills, safely use tools, measure and check the quality of work completed.

Everyone taking this qualification will study three components, covering the following content areas:

- Construction technology: Understanding common types of construction used to build lowrise buildings, material technologies and the essential maths and science that Designers and Builders use day-to-day, sustainability and how buildings' sub-structures and superstructures are constructed.
- Practical craft skills: covering the principles of safe working, selecting and using materials and tools, planning work in trades in either carpentry or brickwork and evaluating the quality of work produced.
- Construction and design: exploring how the design of different building can meet their function, and how to practically design buildings to meet the needs of the clients and the environment, including the various constraints on the design. Learners will be able to integrate knowledge across the qualification into their response to a design brief.



Pearson BTEC Level 1/Level 2 Tech Award in Construction and the Built Environment				
Component number	Component title	GLH	Level	How assessed
1	Construction Technology	48	1/2	External
2	Construction in Practice	36	1/2	Internal – externally moderated
3	Construction and Design	36	1/2	Internal – externally moderated – Synoptic

What can I do next?

On completion of this course, learners could go directly into a trainee- or apprenticeship, or progress to technician-level qualifications. The content of this award introduces topics covered in more depth in the BTEC National and the new T Level, giving learners a head-start at Level 3. Students could also choose to undertake A Level 3D design

Optional Subjects: Animal Care

Exam board: Pearson Level 1/2 Technical Award in Animal Care

The Pearson BTEC Level 1/Level 2 Tech Award in Animal Care (603/7057/9) is for learners who want to acquire sector-specific applied knowledge and practical skills through vocational contexts by studying animal health and welfare, including signs of good and ill health, causes, transmission and treatment of common diseases in animals, the different health and monitoring checks, factors that affect animal behaviour, and how this impacts of handling and restraint; and what needs to be carried out to prepare, check and clean out animal accommodation

The qualification enables learners to develop their practical skills, such as using appropriate equipment and techniques to handle and restrain different animals, and to prepare and clean out animal accommodation ready for use using realistic vocational contexts. It will also develop personal skills, such as self-management and communication, through a practical and skills-based approach to learning and assessment

What does the qualification cover?

The Tech Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. Learners will have the opportunity to develop knowledge and practical skills in the following areas:

- animal health and welfare, including signs of good and ill health, causes, transmission and treatment of common diseases in animals, the different health and monitoring checks, and the use of animals in society
- factors affecting animal behaviour, the impact on handling and restraint, and when it is safe and unsafe to handle and restrain animals, and the practical application of safe handling and restraint techniques and equipment
- features that need to be considered when selecting accommodation for animals to ensure it is appropriate and meets their needs, and the practical activities of preparing, checking and cleaning out animal accommodation using the appropriate equipment.

What can I do next?

Study A Level Science, which could in turn lead to studying Veterinary courses at University.
Study of a vocational qualification at Level 3, such as a Pearson BTEC Level 3 National in Animal Management, which prepares learners to enter employment or apprenticeships.

Pearson BTEC Level 1/Level 2 Tech Award in Animal Care				
Component number	Component title	GLH	Level	How assessed
1	Animal Handling	36	1/2	Internal – externally moderated
2	Animal Housing and Accommodation	36	1/2	Internal – externally moderated
3	Animal Health and Welfare	48	1/2	External Synoptic

Optional Subjects: Hair and Beauty

Exam board: VTCT Level 1/2 Technical Award in the Study of Hair and Beauty

This qualification is a GCSE equivalent qualification for learners who have an interest in developing their knowledge of the hair and beauty industry.

There are no formal entry requirements for this qualification. However, the units are based around the context of hair and beauty, so an interest in either one of these areas would be an advantage.

Students will work in a professional quality salon, completing a wide range of practical and written tasks relating to the Hair and Beauty Industry. Activities range from developing interpersonal skills through reception work, answering calls and booking clients; to shampooing, blow-drying and styling hair. Students will also develop knowledge of the theory that accompanies the practical skills they will be building in this engaging and popular course.

The Future

Students move on to post-16 training in either the Hair or Beauty sector, where further qualifications can be gained to the work for example, as a hair stylist or beautician. You may eventually want to work in a salon, in television, fashion or theatre. You can work in a care industry, a spa hotel or on cruise ships.

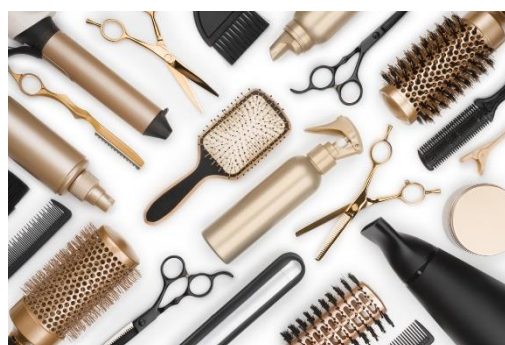
You could go on to run your own business and be your own boss.

Progression opportunities

There are plenty of various options for progression once completed the qualification such as level 2 and 3 in the hair and beauty industry or specialising in one such as nail technology, barbering and aromatherapy.

If you would prefer to progress in apprenticeship work based education then there are many hair and beauty options such as hairdressing, beauty therapy and beauty therapy make-up.

Staying on for A Levels is also a progression from the qualification. Allowing you to study; Applied Business, Physical Education, Drama and Theatre Studies.



Optional Subjects: Engineering Design

Exam board: OCR Cambridge National

This course will provide opportunity for students to develop a personal interest in Design and understand why all forms of engineering matters. This is a subject that communicates across barriers of language, class and culture. Students will have an insight into the manufacturing practices of individuals, organisation and industries. They will learn to use a wide range of materials including woods, metals, plastics and found materials. Students will also be expected to use 3D computer modelling and 3D printing as a form of manufacture.

Components	Component name	Requirements	Duration	Weighting
R038	Principles of engineering design	EXTERNALLY ASSESSED EXAM	48 GLH	40%
R039	Communicating designs	NON EXAMENED ASSESSMENT	36 GLH	30%
R040	Design evaluation and modelling	NON EXAMENED ASSESSMENT	36 GLH	30%

Assessment

Students will be assessed in the components as follows.

In Component R038 exam (Principles of engineering design) students learn about the design process, the principles of engineering design, design requirements, communicating design out comes and evaluating designs.

In Component R039 NEA (Communicating designs) students learn about manual production of freehand sketches, manual production of engineering drawings and the use of computer aided design (CAD).

In Component R040 NEA (Design evaluation and modelling) students will learn about Product evaluation and Modelling design ideas, including using CAD/ CAM.

Contact Teacher



Mr R. Edwards

Head of Technology

Graphic or Web Designer

Games Designer or Animator

The course would appeal to students who:

Enjoy 3D Design are naturally gifted in this subject, are creative, are considering a career that involves Design and / or manufacture.

The main areas of employment with significant Engineering Design content include:

Aerospace industry
Media
Commercial Designer
Product Designer
Industrial Designer

Teaching
3D Designer

Architect
Engineer (all types)
Construction
Set Designer
Retail

Optional Subjects: Media Studies

Exam board: Eduqas GCSE

We are surrounded by the mass media, showing information and entertainment. It is a powerful tool of communication. This course builds upon skills acquired at KS3 in a range of subjects such as English, Design & Technology, ICT and Media Studies. **If you are good at these, then this course is for you.**

Component 1 Exploring the Media

Written exam: 1.5 hours (40%)

Breadth of forms; range of set products studied in relation to key areas of the theoretical framework. Includes analysis of an unseen resource. Learners take clean copies of print set products in the exam. Looking at the Sun newspaper (12/6/18); The Guardian newspaper (12/9/18); GQ Magazine; 'Quality street' and 'this girl can' advertisements; Fortnite (2017); The Archers radio programme.

Component 2 Understanding Media Forms and Products

Written exam: 1.5 hours (30%)

Three forms studied in depth in relation to all areas of the theoretical framework.

Exam based on set products and includes analysis of an extract from an audio-visual set product. Looking at Luther and The Sweeney; 'Roar' by Katy Perry; 'Freedom' by Pharrell Williams and TLC Waterfall (1995).

Component 3 Creating Media Products

Non-exam assessment (30%)

Individual media production.

A range of briefs in four media forms will be set annually. Our center focuses on the print-based film marketing brief using Adobe Photoshop.



You will be studying a range of media texts (e.g. Films, TV Dramas, film posters, magazines, adverts, websites, i-player, social networking sites; popular music and Sport on Television), considering how they are adapted for different audiences. The coursework offers an interesting and challenging opportunity for Students to produce their own media artefacts using a range of equipment. Choose this option if: You want to balance written skills with an element of practical work; you are confident about working independently; you read widely; you are interested in the web platform.

Contact Teacher



Mr M. Richardson

Head of Media Studies

What can I do next?

The course will provide you with a firm foundation of knowledge and skills should you wish to take Film or Media at A level. Furthermore, the analytical, creative and ICT skills you will learn will be transferable to a whole host of other subjects, from English to photography that you may wish to pursue later in your education.



Optional Subjects: Creative Media Production

Exam board: BTEC Tech Award in Creative Media Production

Component 1 - Exploring Media Productions - Weighting: 30%

Aim: learn about the sector and investigate media products across the following sub-sectors:

- Audio/moving image (TV programmes, films, video shorts, animations, radio broadcasts)
- Publishing (newspapers, magazines, books, e-magazines, comics)
- Interactive (websites, mobile applications, mobile games, video games, online games).

During Component 1 you will explore: content and purpose of digital media products, style and the use of digital design principles, idea generation and the production process, industry regulations and professional practices.

Assessment: internally assessed assignments



Component 2 - Developing digital media production skills - Weighting: 30%

Aim: Develop technical skills and techniques in the chosen discipline of audio/moving image, publishing and interactive.

During Component 2: You will experiment with a variety of media production skills and techniques, apply the technical skills that you have learnt and reflect on your progress and use of skills as well as how you could improve. Our centre focuses on moving image: Music video and film extract.

Component 3 - Create a media product in response to a brief - Weighting: 40%

Aim: Apply digital skills and techniques by responding to a digital media brief.

Assessment: Externally assessed task where Students respond to a brief to create a media product.

Contact Teacher



Mr M. Richardson
Head of Media Studies

To do this, you will:

- Learn how to respond to a media brief
- Plan your response to the brief
- Apply skills and techniques to a production
- Justify the process and outcome that you have developed
- Reflect on your application of skills, time management and use of resources.

People who study Creative i-media could go on to a wide range of careers including video editors, computer game developers, and advertising.

Optional Subjects: ASDAN Certificate of Personal Effectiveness

Awarding Body: ASDAN

The Certificate of Personal Effectiveness (CoPE) is a nationally recognised qualification. The qualification offers imaginative ways of accrediting young people's activities. It promotes, and allows centres to record, a wide range of personal qualities, abilities and achievements of young people, as well as introducing them to new activities and challenges which will start to prepare them for adult life. Students will complete a number of tasks in order to gain the qualification. Students will not sit an external examination.

The CoPE curriculum comprises of 13 modules. The modules are divided into three sections: Section A, B and C. Each section should take at least 10 hours to complete – 10 hours is worth one credit.

Students will need 12 credits to gain the Certificate of Personal Effectiveness.



Students will produce a portfolio of evidence to demonstrate their achievements. Students must also demonstrate competence at Level 1 in the six CoPE skills units:

1. Introduction to Working with Others
2. Introduction to Improving own Learning and Performance
3. Introduction to Problem Solving
4. Planning and Carrying out a Piece of Research
5. Communication through Discussion
6. Planning and Giving an Oral Presentation

The module titles are: Communication, Citizenship and Community, Sport and Leisure, Independent Living, The Environment, Vocational Preparation, Health and Fitness, Work-related Learning and Enterprise, Science and Technology, International Links, Expressive Arts; Beliefs and Values, Combined Studies (this module allows you to mix and match a combination of challenges from other modules).

Contact Teacher



Mrs K. Pritchard

SEND Co



Notes