



THE
COLESHILL
SCHOOL



Year 9 Options Booklet 2024





Welcome

GCSE Curriculum 2024-2026

At The Coleshill School, our comprehensive values drive the curriculum. Our aim is to ensure that all young people have access to a broad and balanced curriculum; this curriculum is fully inclusive, enabling students of all abilities to enjoy and achieve as well as equipping them for the demands of the 21st Century world they will enter.

With a three year key stage 3 all students have the opportunity to study a range of subjects. It is now time for you to think about the subjects you wish to continue to develop your knowledge in further, in key stage 4.

All students will follow a bespoke programme of study that will include the compulsory subjects of English, mathematics, science and PE. You will also need to pick either geography or history followed by a choice of options as discussed in the assembly.

There are a number of new subjects that you can choose in Year 10, so make sure you read through this information booklet carefully before opting for your subjects.

Application Process

Thursday 8th February 2024: Information assembly

Friday 9th February 2024: Options booklet given to students

Thursday 22nd February 2024: Options Parents Evening

Friday 23rd February 2024: Online form goes live at 09.00

Friday 8th March 2024: Online options deadline at 15.10

April/May – Students spoken to if options not available

If parents / guardians have any questions about the options process they can either contact the individual subject lead or Mr Warren who oversees the options process.



English Language GCSE



Awarding Body: AQA

Course Summary:

For GCSE English Language students should:

- * Read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism
- * Read and evaluate texts critically and make comparisons between texts
- * Summarise and synthesise information or ideas from texts
- * Use knowledge gained from wide reading to inform and improve their own writing
- * Write effectively and coherently using Standard English appropriately
- * Use grammar correctly and punctuate and spell accurately
- * Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- * Listen to and understand spoken language and use spoken Standard English effectively.

Assessment Method:

Paper 1 (50% - 80 marks) – 1hr 45mins paper Section A, Reading

Students will be given an extract from a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers.

Section B, Writing

Students will write their own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image.

Paper 2 (50% - 80 marks) – 2 hour paper Section A, Reading

Students will read two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader.

Other study/career paths leading on from this subject

Editorial assistant, Lexicographer, Magazine journalist, Newspaper journalist, Primary school teacher, Secondary school teacher, Writer, Advertising account executive, Advertising copywriter, Arts administrator, Information officer, Marketing executive, Public relations officer, Records manager

Course contact(s):

Mrs Bond

bond.s2@thecoleshillschool.org



English Literature GCSE



Awarding Body: AQA

Course Summary:

For GCSE English Literature students should:

- * Regularly enjoy reading a range of literary texts.
- * Form a personal response to texts and explore the themes presented in texts.
- * Analyse the language used in texts.
- * Explore the context the text was written in.
- * Have accurate spelling, punctuation and grammar and use a wide range of vocabulary.

This is a separate qualification, taken alongside English Language. Students study a Shakespeare play, a 19th Century novel, a modern text as well as poetry.

Assessment Method:

Paper 1 (40% - 64 marks) – 1hr 45mins paper **Section A, Shakespeare**

Students will answer one question on Macbeth by William Shakespeare. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B, The 19th Century Novel

Students will answer one question from a choice of two on Charles Dickens's A Christmas Carol. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Paper 2 (60% - 96 marks) – 2 hour 15mins **Section A, Modern texts**

Students will answer one essay question from a choice of two on JB Priestley's An Inspector Calls.

Section B, Poetry

Students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C, Unseen poetry

Question 1 Students will answer one question on one unseen poem.

Question 2 Students will compare the first poem with a second unseen poem.

Other study/career paths leading on from this subject

Magazine journalist, Newspaper journalist, Primary school teacher, Secondary school teacher, Writer, Academic librarian, Marketing executive, Public relations officer, Researcher.

Course contact(s):

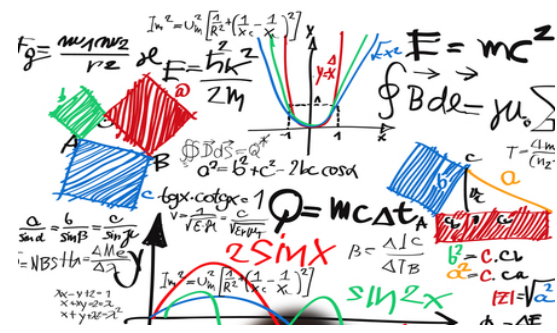
Mrs Bond

bond.s2@thecoleshillschool.org



Mathematics GCSE

Awarding Body: Edexcel



Course Summary:

Students will study towards the Edexcel Linear GCSE in Mathematics.

Assessment Method:

The course is assessed with a final examination at the end of Year 11

- * Paper 1: 1 ½ hours, non calculator
- * Paper 2: 1 ½ hours, calculator allowed
- * Paper 3: 1 ½ hours, calculator allowed

| | <u>Foundation Tier</u> | <u>Higher Tier</u> |
|-------------------------------------|------------------------|--------------------|
| Number | 25% | 15% |
| Algebra | 20% | 30% |
| Ratio, proportion & rates of change | 25% | 20% |
| Geometry and measures | 15% | 20% |
| Probability and statistics | 15% | 15% |

Other study/career paths leading on from this subject

Most career paths currently require a minimum of a grade 4/5 at GCSE Mathematics. Students may undertake A Levels or further education in Maths, Further Maths, Physics, Business Studies, Computer Science or Economics. Careers include Accountancy, Aerospace, Automotive, Bioscience, Construction, Education, Engineering, Financial Services, Government, IT and Computing, Manufacturing, Media, Academic Research, Science and Telecoms to name but a few.

Course contact(s):

Miss Costa

costa.l@thecoleshillschool.org

Miss Mountney

mountney.e@thecoleshillschool.org



Science GCSE



Awarding Body: AQA

Course Summary:

The course helps students to make sense of the science they come across in everyday life. They come to appreciate what science can tell them about themselves, the environment and the universe.

Students will study towards the GCSE Trilogy (Double Award Science) Qualification. The pathway they take will be determined in Year 9 by the depth of knowledge and skills achieved in the KS3 National Curriculum and aptitude for Science.

Areas of study:

There are six papers (1hr 15mins): two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas.

Main areas of study:

Biology

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Chemistry

8. Atomic structure and the periodic table
9. Bonding, structure, and the properties of matter
10. Quantitative chemistry
11. Chemical changes

12. Energy changes
13. The rate and extent of chemical change
14. Organic chemistry
15. Chemical analysis
16. Chemistry of the atmosphere
17. Using resources

Physics

18. Forces
19. Energy
20. Waves
21. Electricity
22. Magnetism and electromagnetism
23. Particle model of matter

Other study/career paths leading on from this subject

Science is an ideal foundation for learners to progress A-Level Sciences. The analysis and practical skills they gain are transferable to other subjects, therefore even students who may not undertake A-Level Science, will still gain knowledge and skills that can be used in any future study/career path. It should be noted that Science is also a highly desirable subject for future employers, showing that the student has gained a greater understanding of how the world works around them.

Course contact(s):

Mrs Lowe

lowe.d1@thecoleshillschool.org



Geography GCSE

Awarding Body: AQA



Course Summary:

Geography inspires students to become global citizens by exploring their own place in the world, their values and responsibilities to other people, to the environment and to the sustainability of the planet. Students will travel the world from their classroom, exploring case studies in the United Kingdom, higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

There has never been a better or more important time to study geography. With growing interest in issues such as climate change, migration, environmental degradation and social cohesion, geography is one of the most relevant courses you could choose to study. Many students don't realise that geography also equips them with a broad range of personal learning and thinking skills, such as teamwork, independent enquiry and creative thinking this makes it a highly valued EBACC subject by employers and top universities

Assessment Method:

The course is broken up into the 3 different elements

Paper 1 – Living with the physical environment (35%, 1hr 30mins)

- * The challenge of natural hazards
- * Physical landscapes in the UK
- * The living world

Paper 2 – Challenges in the human environment (35%, 1hr 30mins)

- * Urban issues and challenges
- * The challenging economic world
- * The challenge of resource management

Paper 3 – Geographical applications (30%, 1 hour)

- * Issue evaluation
- * Fieldwork

Other study/career paths leading on from this subject

Geography is a sought after qualification by employers and universities due to the diverse range of skills that students develop. Some of the careers geographers can go on to include law; planning; resource management; ; engineering; tourism; recreation; environmental management; construction and journalism. Geographers enter a very wide range of career areas and put simply there is no such thing as a geography job, there are jobs that geographers do. Studying geography provides you with valuable skills and a firm base for life-long learning.

Course contact(s):

Miss Jorden

jorden.v@thecoleshillschool.org



History GCSE

Awarding Body: AQA



Course Summary:

History teaches valuable life skills that helps us understand ourselves and the people around us. During the course students study a variety of exciting and interesting topics from medieval to modern and from around the world.

Assessment Method:

Paper 1: Understanding the Modern World

Germany, 1890 – 1945: Democracy and Dictatorship

We will explore the reasons why WW1 broke out and how this led to the growth of democracy within Germany under the Weimar Government. We will examine the reasons why Hitler was able to achieve power in Germany debating which were the most important reasons. Finally, we will explain the changes the Nazis made to Germany and the impact this had on the people.

Conflict and Tension: 1894 – 1918

This unit will examine the causes of the First World War and the experiences of those who fought it. We will explore the major battles on the Western Front, the Somme and Passchendaele and examine the war on other fronts including Gallipoli. It will also look at the weapons and tactics that finally ended the War and its aftermath.

Paper 2: Shaping the Nation

Britain: Health and the People c1000 to Present Day

We will examine medicine from the medieval period to the modern day. We will focus on the key developments that have taken place and the factors and individuals who made them possible. We will explore topics such as the Black Death, development of surgery, vaccinations, discovery of germs and the NHS.

Elizabethan England

In this unit we will explore the reign of Queen Elizabeth I, focusing on the issue of marriage and the succession, what it was like to live during the Elizabethan period, living standards, fashion and the theatre. In addition, we will examine how Elizabeth changed religion, the threats posed to her including Mary Queen of Scots and the Spanish Armada. We will also study a historical site and the changes it has gone through during the Elizabethan period.

Other study/career paths leading on from this subject

History is considered a highly valuable subject to businesses, colleges and universities. This is because History has transferable skills, such as writing using evidence, forming an argument, independence, team work, and debating. It can lead to a wide variety of careers such as Law, Accountancy, Social work, Teaching, Broadcasting, Journalism, Politics, Marketing, Heritage/ Tourism and the world of business

Course contact(s):

Miss Hall

hall.j@thecoleshillschool.org



French GCSE



Awarding Body: EDEXCEL

Course Summary:

Building on the work from Year 7, 8 and 9 the year 10 curriculum continues to explore real life situations that will enable students to interact when they go to France, making connections with other young people and carrying out vital transactions in the target language. In line with the National Curriculum, we aim to promote a love of languages and foster students' curiosity about French.

This course is aimed at students who are interested in developing the ability to communicate effectively in the language. It is suitable for academic students who are considering going to a good university where having a GCSE qualification in a language is a prerequisite for entry. Many good universities now require students to have a GCSE in a Modern Language. This course is worth 1 GCSE and is accepted as a qualification for Post 16 education. It will also provide a general gateway to many different subjects at degree level.

For those who go on to choose French as a GCSE option, Year 10 will also introduce key grammatical concepts, enabling them to make accelerated progress.

Assessment Method:

The course covers 4 skills of

- * Reading
- * Listening
- * Speaking
- * Writing

The syllabus covers a broad spectrum of topics which come under the following main areas:

- * Identity and culture
- * Local area, holiday and travel
- * School
- * Future aspirations, study and work
- * International and global dimension

Other study/career paths leading on from this subject

Languages at A Level, Law, Business—Global markets, Teaching, Arts & Culture, Translation, Interpreting, Journalism, Working abroad.

Course contact(s):

Mrs Daniels

daniels.c@thecoleshillschool.org



Spanish GCSE



Awarding Body: EDEXCEL

Course Summary:

Building on the work from Year 7, 8 and 9 the year 10 curriculum continues to explore real life situations that will enable students to interact when they go to Spain, making connections with other young people and carrying out vital transactions in the target language. In line with the National Curriculum, we aim to promote a love of languages and foster students' curiosity about Spanish.

This course is aimed at students who are interested in developing the ability to communicate effectively in the language. It is suitable for academic students who are considering going to a good university where having a GCSE qualification in a language is a prerequisite for entry. Many good universities now require students to have a GCSE in a Modern Language. This course is worth 1 GCSE and is accepted as a qualification for Post 16 education. It will also provide a general gateway to many different subjects at degree level.

For those who go on to choose Spanish as a GCSE option, Year 10 will also introduce key grammatical concepts, enabling them to make accelerated progress.

Assessment Method:

The course covers 4 skills of

- * Reading
- * Listening
- * Speaking
- * Writing

The syllabus covers a broad spectrum of topics which come under the following main areas:

- * Identity and culture
- * Local area, holiday and travel
- * School
- * Future aspirations, study and work
- * International and global dimension

Other study/career paths leading on from this subject

Languages at A Level, Law, Business—Global markets, Teaching, Arts & Culture, Translation, Interpreting, Journalism, Working abroad.

Course contact(s):

Mrs Daniels

daniels.c@thecoleshillschool.org



Art and Design (Fine Art) GCSE

Awarding Body: EDUQAS



Course Summary:

Art and Design (Fine Art). This course is defined as that aspect of art, craft and design where work is developed primarily for aesthetic, intellectual or purely conceptual purposes rather than for purposes that have a necessarily practical function.

GCSE Art is an opportunity to be creative. To learn new and exciting processes, to take part in Art workshops in and out of school and visit galleries. Students can experiment and create their own Art pieces.

Art is not just about drawing but using materials and processes to be original and creative. Students will work on different scales, using a range of two and three dimensional materials.

Students **can not** take both GCSE Art and Textiles as they count as the same qualification.

Assessment Method:

There are two assessed components; Portfolio worth 60% of your final grade and Externally Set Assignment (Exam Unit) worth 40% of the final grade. Each component is assessed on the same four assessment objectives.

AO1 Critical Understanding - Looking at the work of other artists.

AO2 Creative Making - Exploring and refining a range of media and processes

AO3 Reflective Recording - Drawing, photographing, making notes

AO4 Personal Presentation - Planning and making a final piece

Other study/career paths leading on from this subject

- Teaching, architecture,
- Advertising, designing in fashion, furniture and product design,
- Make up design,
- Animation,
- Computer games,
- Jewellery,
- Fashion and costume design (The list is endless)



"Creativity takes courage." Henri Matisse

Course contact(s):

Miss Bradshaw

bradshaw.j2@thecoleshillschool.org



Art and Design (Textile Design) GCSE

Awarding Body: EDUQAS



Course Summary:

Art and Design (Textile Design). This title is defined as the creation of designs and products for woven, knitted, stitched or printed fabrics and involves an understanding of fibres, yarns and fabrics.

GCSE Textiles Design is an opportunity to be creative. To learn new and exciting processes, to take part in workshops in and out of school and visit galleries. Students can experiment and create their own Textiles pieces.

Textiles is not about making clothes but using materials and processes to be original and creative. Students will work on different scales, using a range of Textiles materials and processes such as; batik, screen printing, mono printing, stitch (both machine and hand stitching) and many more.

Students **can not** take both GCSE Art and Textiles as they count as the same qualification.

Assessment Method:

There are two assessed components; Portfolio worth 60% of your final grade and Externally Set Assignment (Exam Unit) worth 40% of the final grade. Each component is assessed on the same four assessment objectives .

AO1 Critical Understanding -Looking at the work of other artist.

AO2 Creative Making- Exploring and refining a range of media and processes

AO3 Reflective Recording - Drawing, photographing, making notes

AO4 Personal Presentation - Planning and making a final piece



Other study/career paths leading on from this subject

- Teaching
 - Fashion design
 - Interior design
 - Make up design,
 - Jewellery,
 - Fashion and costume design
- (The list is endless)

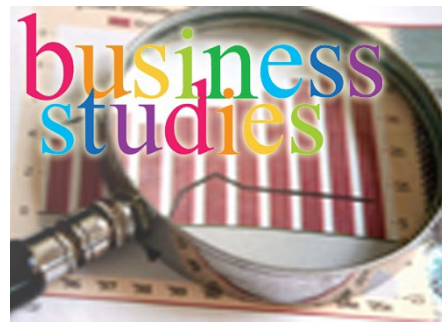
Course contact(s):

Miss Bradshaw

bradshaw.j2@thecoleshillschool.org



Business Studies GCSE



Awarding Body: OCR

Course Summary:

Business Studies is a traditional GCSE in which you will study key elements of business theory in preparation for two written examinations. During the course you will cover a broad range of aspects of business, studying areas such as Market Research, Business Ownership, Human Resources, Production, Finance, Ethics, The UK Economy, Europe and Globalisation. You will also develop your numerical skills and the ability to think and write analytically and evaluatively about a range of business issues.

Assessment Method:

During year 10 and 11 you will cover all topics in both paper 1 and paper 2. Each paper is worth 80 marks, lasts 1 hour 30 minutes and has 2 sections. Section A has 15 multiple choice questions and section B has a range of questions from 1 to 9 marks which are based on multiple mini case studies.

Paper 1

Business Activity, Marketing and People:

- Ownership
- Aims and objectives
- Organisational structures
- Recruitment
- Motivation and retention
- Training
- The marketing mix
- Market research

Paper 2

Operations, Finance and Influences on Business:

- Production methods
- Quality
- Sources of finance
- Revenues, costs, profit, breakeven, cashflow, ARR
- Ethical and environmental considerations
- The Economy

Other study/career paths leading on from this subject

A business qualification will allow you to pursue a range of options for future study and careers. The broad nature of the skills and knowledge you will acquire will support future study in related areas such as A level Business Studies or Economics as well as complementing subjects in the Arts, Sciences or Humanities. Studying business related subjects opens up a variety of career paths in areas such as Marketing, Finance, Banking, Accountancy, Human Resources, Sales and Recruitment, in addition to providing a sound academic basis for a range of other management roles. A business qualification would also support students looking to take up an apprenticeship or employment after Year 11.

Course contact(s):

Miss Sparkes

sparkes.g@thecoleshillschool.org



Computing GCSE

Awarding Body: OCR



Course Summary:

At the start of year 10 students will develop a greater understanding of a range of principles that underpin the key stage 3 computer science curriculum. They will further enhance their knowledge of understanding from previous areas and learn new skills that were not taught in previous years.

Areas to be covered

- Develop a wide range of programming techniques
- Computer hardware and how it affects performance
- Data In a Computer System - Images, sound, numbers and text.
- Computer Networks and their uses
- Cybersecurity – Threats and measures to combat them

Assessment Method:

Component 1: Understanding Computer Science - Written examination (50%)

This component investigates hardware, logical operations, communication, data representation and data types, operating systems, principles of programming, software engineering, program construction, security and data management and the impacts of digital technology on wider society

Component 2: Computer Programming - On-screen examination (50%)

This component requires learners to produce a programmed solution to a problem. They must analyse the problem, design a solution to the problem, develop a final programmed solution, test the solution and give suggestions for further development of the solution.

The course gives students a real, in-depth understanding of how computer technology works. Students will no doubt be familiar with the use of computers and other related technology from their other subjects and elsewhere. However, this course will give them an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing

Other study/career paths leading on from this subject

The course provides excellent preparation for higher study and employment in the field of computer science. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area. Students who have taken a GCSE in computing and who then progress to study the subject at A level or University will have an advantage over their colleagues who are picking up the subject at these levels.

Course contact(s):

Mr Gregory

gregory.a@thecoleshillschool.org



Design Technology GCSE

Awarding Body: AQA



Course Summary:

Design and technology gives young people the skills and abilities to engage positively with the designed and made world and to harness the benefits of technology. You will learn how products and systems are designed and manufactured, how to be innovative and to make creative use of a variety of resources including digital technologies, to improve the world around you. Logical, creative and gives you the opportunity to apply what you learn in maths and science - and apply creative problem solving, as well as material properties and how they can be applied.

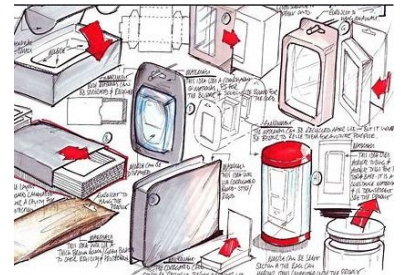
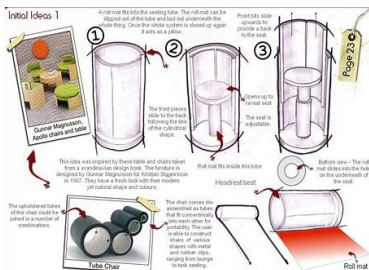
Assessment Method:

50% Non examined assessment

- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating design ideas
- Developing design ideas
- Realising design ideas
- Analysing & evaluating

50% 2 hour written exam

- Core technical principles
- Specialist technical principles
- Designing and making principles



Other study/career paths leading on from this subject

You want a well paid job? The creative industries are one of the largest sectors of employment within the UK, worth around £15.5billion per year, and one of very few sectors to have continued to grow during the recession. Companies are desperate for young designers with fresh ideas, combined with the technical ability to realise creations.

Career Paths:

Management positions, Professional Engineers, Architects, Industrial Designers, Graphic Designers, Marketing, Sales, Business and Entrepreneurship, Mechanical Engineering, Advertising, Apprenticeships such as Rolls Royce.

Course contact(s):

Miss Tongue

tongue.l1@thecoleshillschool.org



Engineering Level 1/2 Vocational Award



Awarding Body: WJEC

Course Summary:

You will develop awareness of possible careers and sectors that are available to you within Engineering, as well as some of the skills and attributes needed for you to access future jobs. You will develop awareness and appreciation of materials, and manufacturing processes learning how material behave mechanically and physically when manipulated// utilised in production. You will also develop the ability to manufacture accurately to drawn plans and plan/ reflect on these skills. Building on your technical knowledge and understand you will design a product to fulfil a design brief.

Why should I study this subject?

Being an engineer is an admired job title; those who don't study the subject will be impressed when they hear it. It takes a lot of hard work and effort to qualify as an engineer, so respect from others tends to come naturally. Engineers have logical thinking, critical analysis and decision-making skills that are sought after by many professional careers.

Assessment Method:

| | |
|---|--|
| 40% Coursework Unit 1 Manufacturing engineering products | <ul style="list-style-type: none">* Have the opportunity to interpret different types of engineering information in order to plan how to manufacture engineering products.* Develop knowledge, understanding and skills in using a range of engineering tools and equipment in order to manufacture and test a final product. |
| 20% coursework Unit 2 Designing engineering products | <ul style="list-style-type: none">* Explore how an engineered product is adapted and improved over time. Reflecting on the component made for unit 1 and adapt an element or part of the product that you will have manufactured. Including a range of modelling sketching and CAD skills. |
| 40% Exam—Unit 3: Solving engineering problems | <ul style="list-style-type: none">* Will involve a single exam, that will last 1 hour and 30 minutes. The exam will be made up of multiple-choice questions, and short and extended answers. It will focus on properties, applied maths and consideration that impact on engineering design and how modern engineering has had an impact on modern day life at home, work and in society in general. |

Other study/career paths leading on from this subject

This course could lead to an exciting careers and apprenticeship : Civil engineering, mechanical engineering, sound engineer, audio engineer, software engineer, Formula 1 engineer, aerospace, electrical engineering, CAD engineer, product Engineer.

Course contact(s):

Miss Tongue

tongue.l1@thecoleshillschool.org



Drama

BTEC Performing Arts Level 2



Awarding Body: EDEXCEL

Course Summary:

BTEC Drama builds on and develops key skills from the KS3 course. It is designed to allow learners to gain a practical understanding of drama, alongside applying this knowledge to their performances while developing their practical skills. Learners can choose to be a performer or can take on the role of designer in lighting, sound, set or costume. Learners will explore a range of topics and stimuli from the world around us, as well as from different times and cultures. There is the opportunity to explore a variety of stimuli and complete texts within the course, with a focus on performance style, structure, cultural background and genre as well as developing an understanding of the theatre practitioners who have made modern drama what it is today.

Year 10 will focus on exploring key practitioners such as Frantic Assembly, Stanislavski and Brecht, promoting collaborative learning and performance. Students will have the opportunity to watch performances from previous students at KS4 and 5 as well as partake in many workshops from external sources. Students will also enjoy live stream productions from National Theatre and RSC, developing their appreciation of theatre and inspiring their practical approach to drama.

BTEC Drama is a practical, engaging and creative course for learners to study. It provides opportunities for learners to understand and create drama as a practical art form in which ideas and meaning are communicated to an audience through informed artistic choices.

Assessment Method:

The course is divided into three components;

Exploring the Performing Arts – Learners will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance – Internally assessed

Developing Skills and Techniques in the Performing Arts - Learners will develop their performance skills and techniques through the reproduction of acting a script extract. This will be performed to a live audience - Internally assessed

Responding to a Brief - Learners will be given the opportunity to work as part of a group to contribute to a workshop devised performance as either a performer or designer in response to a given brief and stimulus by the exam board. This will be performed to a live audience – Externally assessed

Other study/career paths leading on from this subject

- A Level Drama and Theatre
- BTEC National Diploma Performing Arts
- Drama or Stage School

Career Paths:

Actor, Stage Manager, Arts Administrator, Drama teacher, Drama Therapist, Television Production Assistant, Radio Presenter, Theatre Director, Personnel Manager, Social Worker, Journalist, Marketing manager, News Report, Editor, Lecturer plus many more

Course contact(s):

Mrs Howell

howell.a@thecoleshillschool.org



Dance

BTEC Performing Arts Level 2

Awarding Body: EDEXCEL



Course Summary:

Tech Awards are courses that are of the same size and rigour as GCSEs, widening learners' options at Key Stage 4, while keeping all their options open for progression into post-16 education and training.

Objectives of the BTEC Tech Award

- Develop key skills that prove their aptitude in dance, such as reproducing professional repertoire and responding to stimuli
- Understand processes that underpin effective ways of working in dance, such as the development of ideas, rehearsal and performance.
- Build on attitudes that are considered most important within dance, including personal management and communication.
- Develop knowledge that underpins effective use of skills, processes and attitudes in the sector, such as roles, responsibilities, performance disciplines and styles.

Assessment Method:

The BTEC Tech Award in Performing Arts (Dance) is a course delivered in three units across KS4. All units are mandatory.

Component 1: Exploring the Performing Arts (30%) – Internally assessment with 3 externally moderated tasks (12 hours)

- Dance Styles, Creative stylistic qualities, Purpose and its influence, Roles, Responsibilities and Skills, Processes used in Development, Rehearsal and Performance

Component 2: Developing Skills and Techniques in the Performing Arts (30%) - Internally assessment with 3 externally moderated tasks (15 hours)

- Health and Safety, Interpreting Professional Repertoire, Developing and Applying Skills and Techniques, Reproducing Professional Repertoire, Reviewing Processes and Outcomes

Component 3: Developing Fitness to improve other participants' performance in Sport and Physical Activity (40%) – External Synoptic exam (4 hours)

- Understanding how to respond to a Brief, Selecting and Developing Skills and Techniques, Applying and Demonstrating Skills and Techniques, Communicating Ideas through Performance, Evaluating Development Process and Outcome

Other study/career paths leading on from this subject

The BTEC Tech Award provides a suitable foundation for further study within the sector through progression onto qualifications such as the Level 3 BTEC National in Performing Arts or many dance based courses at further education leading toward university.

Course contact(s):

Miss Holland

holland.m1@thecoleshillschool.org



Health and Social Care

BTEC Level 2



Awarding Body: EDEXCEL

Course Summary:

If you want to study something new which will support your learning in other subjects and open up opportunities for a future career path in health, social care or early years settings, then Health and Social Care is for you. Through the use of case studies, you will explore a range of topics and will learn how to apply your knowledge to a range of scenarios.

Assessment Method:

Component 1 – Human Lifespan development (30% Internal Assessment)

In this component students will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events. You will study how people grow and develop over the course of their life, from infancy to old age, this includes physical, intellectual, emotional and social development and the different factors that may affect them. An individual's development can be affected by major life events, such as marriage, parenthood or moving house, and you will learn about how people adapt to these changes as well as the types and sources of support that can help them.

Component 2 – Health and Social care Services and Values (30% Internal Assessment)

In this component students will study and practically explore health and social care services and how they meet the needs of real service users. Students will also be required to apply care values whilst working with service users. This component will give you an understanding of health and social care services and will help you develop skills in applying care values which are common across the sector (some of which are transferable to other sectors that involve interactions with clients or customers).

Component 3 – Health and Wellbeing (40% External Assessment)

In this component students will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators and how to design a health and wellbeing improvement plan. You will look at the factors that can have a positive or negative influence on a person's health and wellbeing. You will learn 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 and wellbeing, including short- and long-term targets. Additionally, you will explore the difficulties an individual may face when trying to make these changes.

Other study/career paths leading on from this subject

This subject compliments Sport and PE related courses as well as developing knowledge and understanding of biology. Health and Social Care is valuable to any student wishing to pursue further education in this area or a career in this field. Possible careers can include: medicine, nursing, social work, working with older adults and working with children.

Course contact(s):

Mrs Garland

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Music

BTEC Level 2 Tech Award

Awarding Body: EDEXCEL



Course Summary:

Studying music offers the opportunity to develop your skills in performing, creating and exploring the different organisations within the music industry.

You can expect to develop your performance skills, composition abilities and to work individually and as a team to utilise real world skills to create music products.

Assessment Method:

This course is made up of 3 Components:

Component 1: Exploring Music Products and Styles (Internal assessment externally moderated)

Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles

Learning Outcomes:

A Demonstrate an understanding of styles of music

B Apply understanding of the use of techniques to create music

Component 2: Music Skills Development (Internal assessment externally moderated)

Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.

Learning Outcomes:

A Demonstrate professional and commercial skills for the music industry.

B Apply development processes for music skills and techniques.

Component 3: Responding to a Music Brief (External Synoptic assessment)

Learners will be given the opportunity to develop and present music in response to a given music brief.

Features Explored:

- Performing stylistically accurate cover versions.
- Creating original music using existing stylistic frameworks and traits.
- Stylistic use of a DAW and associated hardware to create an original piece of music from a given starting point.

Other study/career paths leading on from this subject

Overall, research tells us that “Studying music opens doors to a wide range of careers both within and outside the arts.” (Oxford University) Just a few career and study paths include:

Further Music or Performing Arts Study, Performer, Session Musician, Composer, Film and Media Production, Sound Engineer, Computer Games, Publishing, PR and Marketing, Creative Industries, Journalism, Music Therapy, Arts Administration and many more!

Course contact(s):

Miss Burroughs

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Philosophy and Ethics GCSE

Awarding Body: AQA

Human Rights



Course Summary:

'Knowing yourself is the beginning of all wisdom'- Aristotle.

Religious Studies is Philosophy and Ethics. This is a **very highly** regarded qualification by schools, colleges, universities and future employers. It is an excellent *foundation* for degrees based on Humanities, the Arts, Sciences, Law and English.

It is a subject that **enhances and stimulates** the minds of young people. We study a range of ethical issues including abortion, cloning, divorce, war, the environment, animal rights, sexism and racism, alongside Christian and Islamic beliefs and practices.

Religion is in the news and the community on a daily basis, therefore students become aware and capable of understanding the world they live in and the people they live alongside.

RE is equally accessible to those with and without faith.

Assessment Method:

Unit One: The study of religions: beliefs, teachings and practices (1hr 45mins paper)

In this topic you will look at the beliefs, teachings and practices of **Christianity** and **Islam**.

Unit Two: Thematic Studies (1hr 45mins paper)

In this topic you will study four Religious, philosophical and ethical studies themes

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



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. Lessons are designed in a way where students guide the session through discussion and debate. 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. In Year 9 students will begin to develop the skills needed for GCSE. They will study topics on 'Who was Jesus?', 'The Holocaust' and 'Religion and Life'.

Other study/career paths leading on from this subject

Global Volunteering Projects, Journalism, Armed Forces, Recruitment Consultancy, Business Management, Social Work, Politics and Government, Sports Coaching, Emergency Services.

Course contact(s):

Miss Kirby

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Sport BTEC Tech Award

Awarding Body: EDEXCEL



Course Summary:

Tech Awards are courses that are of the same size and rigour as GCSEs, widening learners' options at Key Stage 4, while keeping all their options open for progression into post-16 education and training.

Objectives of the BTEC Tech Award

- Gives learners a route through education that has clear progression pathways to further study on our L3 course or an apprenticeship.
- Offers a broad and engaging curriculum assessable for all learners.
- Gives learners opportunities to link education and the world of work in engaging, relevant and practical ways.
- Enables learners to enhance their understanding in relevant, applied scenarios linked to the learning topic.
- Gain transferable skills and confidence that will help them in the world today and prepare them for their futures.
- Build applied knowledge and skills that show an aptitude for further learning, both in the sector and more widely.

Assessment Method:

| Component | Weight | Type of Assessment | Length | Key Content |
|--|--------|---|---------|--|
| Component 1: Preparing Participants to Take Part in Sport and Physical Activity | 30% | Internal assessment with 3 externally moderated tasks | 5 hrs | Types and providers of sport Needs of participants Barriers to participation Addressing Barriers in sport Sports clothing and equipment Technology in sport |
| Component 2: Taking Part and Improving Other Participants' Sporting Performance | 30% | Internal assessment with 3 externally moderated tasks | 4hrs | Components of Fitness Officials in sport Rules and regulations in sport Planning drills and sporting skills Drills to improve performance |
| Component 3: Developing Fitness to Improve Other Participants Performance In Sport and Physical Activity | 40% | External Synoptic Exam | 1.5 hrs | Fitness and participation Training principals Exercise intensities Fitness testing Interpreting testing results Training Methods Effects on the body systems Fitness programme design |

Other study/career paths leading on from this subject

The BTec Tech Award provides a suitable foundation for further study within the sector through progression onto qualifications such as the Level 3 Sports Extended Diploma delivered at Coleshill sixth form or many sport based courses at further education leading toward university.

Course contact(s):

Mr Wilkinson

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Triple Science GCSE



Awarding Body: AQA

Course Summary:

The course helps students to make sense of the science they come across in everyday life. They come to appreciate what science can tell them about themselves, the environment and the universe.

Students will study towards the GCSE Triple Science Qualification (Separate Biology, Chemistry and Physics). The pathway they take will be determined in Year 9 by the depth of knowledge and skills achieved in the KS3 National Curriculum and aptitude for Science.

Areas of study:

There are six papers (1hr 45mins): two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas.

Main areas of study:

Biology

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Chemistry

8. Atomic structure and the periodic table
9. Bonding, structure, and the properties of matter
10. Quantitative chemistry
11. Chemical changes

12. Energy changes
13. The rate and extent of chemical change
14. Organic chemistry
15. Chemical analysis
16. Chemistry of the atmosphere
17. Using resources

Physics

18. Forces
19. Energy
20. Waves
21. Electricity
22. Magnetism and electromagnetism
23. Particle model of matter
24. Space

Other study/career paths leading on from this subject

Science is an ideal foundation for learners to progress A-Level Sciences. The analysis and practical skills they gain are transferable to other subjects, therefore even students who may not undertake A-Level Science, will still gain knowledge and skills that can be used in any future study/career path. It should be noted that Science is also a highly desirable subject for future employers, showing that the student has gained a greater understanding of how the world works around them.

Course contact(s):

Mrs Lowe

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