

Guided Choices

2024



‘Nothing but the best’

THE BOLSOVER SCHOOL
Nothing but the best



REDHILL ACADEMY TRUST
Exsisto Optimus



Guided Choices 2024 Information



Core Programme

English Language and English Literature

Mathematics

Science

Guided Choices

Geography

History

French and German

Art

Business Studies

Computer Science

Design and Engineering

Drama

Food Preparation and Nutrition

Health and Social Care

Media Studies

Music

Photography

Sports Studies

Textiles

Our Curriculum

When developing the school curriculum, we follow six key principles:

1. Provide a broad and balanced curriculum for all our students.
2. Ensure our curriculum meets all statutory requirements, including lessons on important issues (e.g. S.R.E - Sex and Relationships Education, Religious Education etc.)
3. Ensure our curriculum offers equal opportunities to all our students; including students with special and additional needs (see SEN policy for more details), and students of all abilities; including stretch and challenge for more-able students.
4. Regularly review our curriculum and respond to recent developments and incorporate best practice.
5. Offer a curriculum that promotes learners' enthusiasm for learning and recognises progress and achievement.
6. Encourage students to continue their learning outside of conventional lesson time; through further independent research/study and high quality curriculum plus activities.

Guided Choices 2024

Teachers will help guide our students to make the right choices when it comes to their GCSEs. Along with post-16 decisions, the choices they make now will play a big part in how successful they are in the future and what they progress on to in education and employment in the years to come.

Students will be guided onto different pathways according to their academic attainment, and this will give them a series of subjects to choose from.

What will be on students' timetables next year?

All students are required to study a core curriculum of GCSE and non-GCSE subjects. Every student will sit the following 5 GCSEs: English Language, English Literature, Mathematics and Science (dual award). Students are also required to study Religious Education, which they may opt to take as a short course GCSE. Finally, all students are required to participate in Physical Education lessons; these are only part of a GCSE if Physical Studies is selected as an option.

Personal, Social, Health and Careers Education (PSHCE) and Relationships and Sex Education (RSE) will be delivered through the tutorial programme.

Core curriculum

English Language
English Literature
Mathematics
Science (dual award)
RE (internal certification)
Core PE (non-GCSE)

How are the choices made?

We offer three pathways at GCSE:

- Yellow Pathway: Students will study triple science rather than dual award. They will then choose either French or German, and either history or geography, and then make one additional selection.
- Red Pathway: Students choose either French or German, and either history or geography, and then make one additional selection.
- Blue Pathway: Students choose a language (French or German) or a humanities subject (geography or history), and then make two additional choices.

Students will be guided by their Head of House or SLT mentor when they are making their final choices.

Advice

We encourage our students to make positive, well-informed choices. Whatever they choose, it is a two-year commitment and they will need to be successful in each subject. Students need to choose courses in the areas that will enable them to get the right qualifications for education and employment in the future.

Students often change their minds about their future career ideas. Choosing a broad range of subjects keeps their options open, and is especially important for students who have no clear idea about what they would like to do in the future.

GCSEs and other qualifications

The subjects listed on the options form are GCSE qualifications unless otherwise stated. We also offer a selection of vocational courses in the areas of Health & Social Care (BTEC) and Sports Studies (Cambridge Nationals). Each of these vocational courses is equivalent to a GCSE.

The GCSE grading system

GCSEs in England have gone through a number of changes recently. Their content and method of assessment has been revised, but, crucially, students are now graded using a numerical nine-point scale in their GCSE subjects. This replaces the old eight point A*-G grading system, with 9 as the top grade and 1 the lowest. Broadly the same proportion of students will achieve a grade 4 or above as would have previously achieved a grade C or above. However, these students' achievements will be spread over six different grades (4 up to 9), as opposed to the previous four (C up to A*), providing greater differentiation in student performance at this level.

Ofqual

Grading new GCSEs

| New grading structure | Former grading structure |
|-----------------------|--------------------------|
| 9 | |
| 8 | A* |
| 7 | A |
| 6 | B |
| 5 | C |
| 4 | |
| 3 | D |
| 2 | E |
| 1 | F |
| | G |
| U | U |

Core Subjects:

- English Language
- English Literature
- Mathematics
- Science (dual award)
- RE (internal certification)
- Core PE (non-GCSE)



English Language and English Literature

All colleges and employers demand a good grasp of English from applicants. It is, therefore, essential that all students are aware of the importance of this subject and commit themselves to achieving their full potential.

Students will study two GCSEs in English:

- English Language
- English Literature.

Both courses include the study of Shakespeare and English Literary heritage as well as a range of different writing types and styles.

Course Outline

The new GCSE will comprise wholly of exams:

- Two English Language papers
- Two English Literature papers.

Mathematics

The Mathematics teaching in school aims to introduce students to the many and varied aspects of Mathematics, to stimulate interest in mathematical ideas, to develop useful mathematical skills and to lay foundations for future study.

GCSE Mathematics currently follows the EDEXCEL syllabus.

Course Outline

All students will follow a course in Mathematics to GCSE standard.

GCSE may be taken at one of two levels:

- Higher Tier: Grades 4-9
- Foundation Tier: Grades 1-5.

All students will follow a linear course where the final grade will be awarded according to the standard reached in three examination papers, meaning there is no coursework element to the GCSE in Mathematics.

We must stress that a student who does not reach a satisfactory standard may be ungraded, even though he/she may be entered at Higher or Foundation Level. It is important, therefore, to ensure the correct level of entry and this will be done as the course progresses, after consultation between staff, students and parents/carers.

A pen, pencil and ruler are required for Mathematics, and all students should have access to a scientific calculator for working at home and at school.

Science

In order to ensure that all aspects of the National Curriculum are covered, and that students gain a broad and balanced Science education which provides a solid base for understanding of the world around them, all students will study for one of the pathways below:

Triple science

GCSE (9-1) Biology
GCSE (9-1) Chemistry
GCSE (9-1) Physics

Combined science

GCSE (9-1) Combined Science
(Double Award)

There is no single GCSE Science qualification option.

Combined Science is worth two GCSE qualifications and comprises separate units in biology, chemistry and physics. Triple Award Science offers students the opportunity to gain three distinct GCSE grades in biology, chemistry and physics.

GCSE may be taken at one of two levels:

- Higher Tier: Grades 4-9
- Foundation Tier: Grades 1-5.

Knowledge and application of practical skills will also be required for the written assessments.

Questions assessing students' use of mathematical skills will make up:

- Biology 10%
- Chemistry 20%
- Physics 30%.

Course Outline

The GCSE syllabus will be delivered during Years 10 and 11, with examinations taking place in May and June of Year 11.

Students will sit six examinations, split into the following:

| Assessment: | Topics included: |
|-------------------|------------------------------|
| Biology paper 1 | B1, B2, B3, B4 |
| Biology paper 2 | B5, B6, B7 |
| Chemistry paper 1 | C1, C2, C3, C4, C5 |
| Chemistry paper 2 | C6, C7, C8, C9, C10 |
| Physics paper 1 | P1, P2, P3, P4 |
| Physics paper 2 | P5, P6, P7 (+P8 triple only) |

Time allowed per paper:

Combined science – 1hr 15mins

Triple science – 1hr 45mins

A scientific calculator is required for all science examinations.

Guided Choices:

- Geography
- History
- German
- Art
- Business Studies
- Computer Science
- Design and Engineering
- Drama
- Food Preparation and Nutrition
- Health and Social Care
- Media Studies
- Music
- Photography
- Sports Studies
- Textiles



Geography

Geography in 10 and 11 follows a course that is relevant to the modern, ever changing world in which we live.

Have you ever wondered why...

- Why the storms in the UK now have names?
- Why have different natural landscapes in different parts of the country?
- Why the climate of the world is changing?
- Why some countries are richer than others?
- Where Liverpool's 'scouse accent' came from?

Perhaps you may find answers to these and many other questions in GCSE Geography. Geography is useful in many ways due to the knowledge our students gain and the skills they develop. Students will take part in 2 data collection activities during the 2 year course. The data they collect and analyse forms part of their exam, allowing students to reflect on the implications of their findings.

Exam board: AQA

| Topics you will cover: | The examinations you will sit: | How the qualification is split up: |
|--|---|------------------------------------|
| Natural Hazards (Tectonic Weather, Climate Change) The Living World (Ecosystems) Physical Landscapes of the UK (Coasts and Rivers) | Unit 1 – The Physical Environment 88 marks 1 hour 30 minutes | 35% of the total GCSE |
| Urban Challenges The Changing Economic World The Challenge of Resource Management | Unit 2 – The Human Environment 88 marks 1 hour 30 minutes | 35% of the total GCSE |
| Issue Evaluation Fieldwork | Unit 3 – Geographical Applications 76 marks 1 hour 30 minutes | 30% of the total GCSE |

History

During their history studies, students are encouraged to think for themselves. Most lessons are enquiry-based with students developing communication and analysis skills, at the same time as questioning and interpreting historical evidence. History lessons are stimulating and varied - students should expect to work individually and in groups, answering questions, carrying out research, presenting information and communicating ideas orally and in writing. The History Department is well stocked with written and visual resources and makes use of available technology to enhance the learning of all students.

Course Outline

1. A development study on Medicine in Britain, c. 1250 – present:

This area of study will focus on developing an understanding of the process of change in Medicine c. 1250 – present. This will involve understanding patterns of change within periods and across the topic. The key factors we will study are the impact of individuals such as Galen and Pasteur. The influence of the church, governments, science and technology and attitudes in society. We will also complete a source study on injuries and treatments during World War One.

2. Anglo-Saxon and Norman England, 1060-1088:

This area of study will focus on the structure and society of Anglo-Saxon England, the battles of 1066 leading to the coronation of William as King of England on the 25th December 1066. Furthermore, students will examine the reign of William I, and the methods he used to control and organise England until his death in 1088.

3. The American West:

This in-depth study focuses on the conflict and tension between the expanding nation of the 'United States', and the major tribes of the Great Plains. This topic will investigate the lives and culture of the Plains Indians, and the attempts of settlers to colonise the plains leading to conflict culminating in the Battle of Little Bighorn and the massacre at Wounded Knee.

4. Germany, c. 1919-1945:

In this module we will look at how the end of the First World War in 1918 shaped Germany and eventually led to the beginning of World War II. This module will look at the creation of the Weimar Republic and the problems it faced until its collapse. We will look at the rise of the Nazi party, including how Hitler managed to take full control of the country.

There will also be opportunity to study what life was like in Hitler's 'Third Reich' including the treatment of Jews.

Assessment

The Medicine and Weimar and Nazi Germany examinations are worth 30% each of the total grade and the Anglo- Saxon and Norman England and American West examinations are worth 20% each.

Modern Foreign Languages

Why Languages?

The UK has long been facing a shortfall in people who can speak foreign languages and your skills as a linguist are in high demand.

There are a whole host of reasons why it's important to speak a language other than English. Learning a language at The Bolsover School will equip students with the skills to communicate in French, German or Spanish and to acquire further foreign languages later in life, as well as supporting students' study of English. Speaking the language of other nations will be a huge factor in how successful we are in the future. So in the world of work, language skills are going to be increasingly important in organisations and businesses who want to remain competitive on an international level.

Economics and employability aren't just the factors at play here. By speaking a language other than English, the world opens up to you. You have an asset for life! Languages help us build friendships with people across the globe, and understand and experience different cultures in a way that enriches our own lives too. They open up travel opportunities, the chance to study or live abroad and, ultimately, allow us to experience things that speaking English alone we simply wouldn't be capable of.

Languages are used in a wide range of careers:

Business Services, Central Government, Construction, Creative and Media, Engineering, Event Management, Financial Services, Hair and Beauty, Health, Medicine and Social Care, Land-based and Environmental, Law, Local Government, Manufacturing, Marketing, Public Services, Retail, Teaching, Technology and Computer Gaming, Translation and Interpreting, Travel and Tourism.

Course Outline

As the Year 9 cohort currently studies French and German, the courses offered are:

- GCSE French (Board: AQA)
- GCSE German (Board: AQA).

Students have the opportunity to study one or both of these languages.

Listening, speaking, reading and writing are the four skill areas which are assessed in equal measure, and with equal value in one final exam for each skill at the end of Year 11.

The AQA GCSE themes are shown below:

Theme 1: People and lifestyle

Theme 2: Popular culture

Theme 3: Communication and the world around us

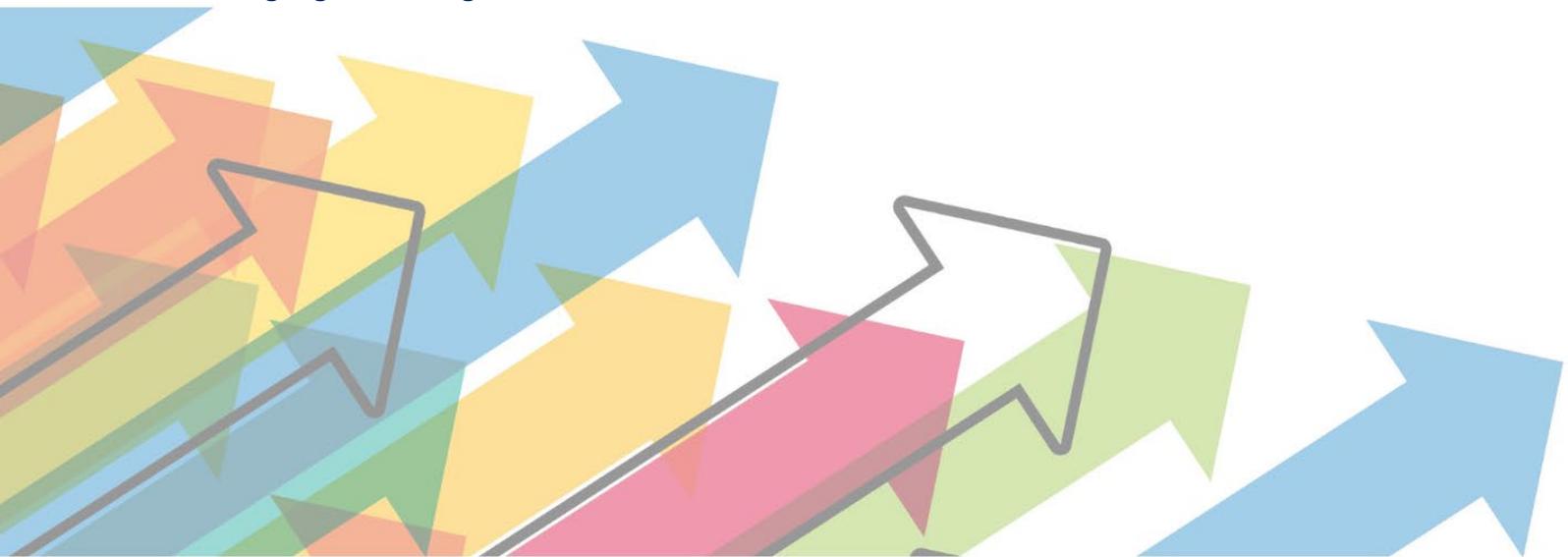
Each theme is broken down into a range of topics and these topics form the Scheme of Work for students from the beginning of Year 7.

What studying a language says about me:

- I am brave. Some people think languages are really hard and quite scary
- I have a good memory
- I can communicate in another language and therefore I must be good at communicating on my own
- I am literate. I can read well in other languages as well as my own
- I am open-minded
- I am culturally aware
- I am international and want to discover the rest of the world
- I am confident
- I am able to multi-task
- I have highly developed listening skills
- Now that I know how to learn a foreign language, I could use those skills to learn more languages
- I can think logically
- I can solve problems
- I can see patterns
- I persevere. Some bits are hard but I stick at it.

For more information on GCSE Languages and how learning a language can help you, take a look at the following websites:

- www.whystudylanguages.ac.uk/ks4
- www.languageswork.org.uk



“A different language is a different vision of life.”

Federico Fellini, Italian film director

Art

GCSE Art & Design : Fine Art (EDEXCEL)

Studying Art *“allows the next generation of artists, designers, engineers, creators and cultural leaders the opportunity to develop the imagination and skills that are vital to our future.”* (Serota, 2012)

Course Structure:

Fine Art students study drawing, painting, printmaking, photography and mixed media. The work of other artists/designers and crafts people from contemporary and historical context is used to inspire and inform. Students will complete 2 practical projects with written artist analysis, skills workshops and gallery visits. In Year 11 students will complete an externally set assignment ending with a practical exam. They will then go on to display artwork in the GCSE exhibition.

Students opting for GCSE Fine Art need to be highly motivated, creative, and able to work independently on practical work and written critical analysis. We expect students to research and respond to projects, along with visiting exhibitions/galleries. Students will also be expected to spend time after school/at home working on their artistic projects. Students may discuss their suitability for the course with their teacher.

Assessment:

- Component 1: Personal Portfolio (60%)

Portfolio containing 2 extended projects; including preparatory studies, visual and written research, sketchbooks and final pieces, in addition to workshops, gallery visits and independent study.

- Component 2: Externally Set Task (40%)

Externally Set Task beginning in January of Year 11, including a 10-week preparation period, then 10 hours supervised time to produce a final piece under exam conditions.

What next?

Studying Art at GCSE will form a solid base from which students can then go on to study Art based courses at college/A Level and then university.

Art related career opportunities include: architecture, fine artist, illustration, graphic design, photographer, advertising, furniture design, journalism, product design, jeweller/silversmith, textiles, make up artistry, ceramics, museum/gallery curation, teaching, art therapy, fashion, computer games design, animation, concept artist, TV and film, theatre/costume design, interior design and many more.



Business Studies

This course will introduce you to the world of business, you will need to demonstrate your ability to communicate your thoughts and ideas, think creatively and apply mathematical theory to solve business problems

Course Outline

You will learn:

The course is made up of two units and broadly requires the study of the following topics:

- 1. Business Start Up** - How small businesses are set up and managed
- 2. Production** - How products are made
- 3. Marketing** - How products are marketed from research and development through to their design, promotion/advertising and launch e.g. how firms use the media to boost sales
- 4. Finance & Accounting** – How to budget (another useful life skill) and produce cash flow forecasts, How to produce balance sheets and profit and loss accounts and how to raise finance for businesses
- 5. Managing People** - How to carry out the recruitment of new staff from the job advert, to the job applications and CVs to the interviews themselves - the students will learn how to do all of these from both the employee and employer's point of view
- 6. Business Growth** – How business organisations grow
- 7. Business Plan** – How to and why prepare a business plan

Numeracy and Literacy

A sound understanding of Mathematics is required for the course as It is expected that 20% of the paper will contain mathematics questions based on business formula and calculations. Examples of this would be calculating interest rate repayments and gross profit margin percentages.

Written stamina is essential in order to gain a higher grade in Business Studies as students will be required to write essay style answers to many of the exam questions. Often these answers will be a minimum of 1 side of A4 in length.

Good numeracy and literacy skills are therefore of the upmost importance to all students selecting the course.

To be successful in Business Studies, students need to be responsible and have a mature outlook. It is a valuable and enjoyable course which gives an insight into modern business technology. This is an excellent foundation for A' level or vocational qualifications.

Assessment

The table below summarises the structure of the EDEXCEL GCSE Business Studies course. There are 2 units to be studied over the two year period, each is assessed separately.

| Content | Assessment | Weighting |
|--|---|-------------------------------|
| <p>Theme 1 Introduction to small businesses</p> <p>Includes: Enterprise, spotting a business opportunity, putting a business idea into practice, making the business effective, understanding external influences.</p> | <p>External Written Exam</p> <p>The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions.</p> | 50% of the overall GCSE grade |
| <p>Theme 2 Building a business</p> <p>Includes: Growing the business, making marketing decisions, making operational decisions, making financial decisions, making human resource decisions.</p> | <p>External Written Exam</p> <p>The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions.</p> | 50% of the overall GCSE grade |

Functional Skills

Business Studies provides opportunities for developing knowledge and skills of a range of functional skills as follows:

- Communication
- Application of Number
- Information Communication Technology
- Working with Others
- Improving Your Own Learning and Performance
- Problem Solving.

Computer Science

Course Title: GCSE Computer Science (OCR J277)

COURSE CONTENT

Our GCSE in Computer Science encourages students to develop their understanding and application of the core concepts in computer science. Students analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs. Strong performance in maths is required in order to deal with the calculations required in this course.

This course contains two components:

Component 01: Computer systems

Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

Component 02: Computational thinking, algorithms and programming

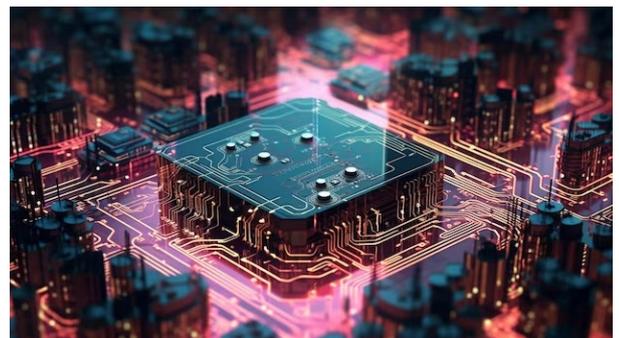
Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

Programming:

Students are also given the opportunity to undertake programming tasks during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02.



This qualification will suit students who want to know how computer systems work, who want to explore future trends in technology and apply creative and technical skills to the programming of computers.



Course Title: GCSE Computer Science (OCR)

Assessment overview

| Component | Marks | Duration | Weighting |
|-----------|-------|----------|-----------|
|-----------|-------|----------|-----------|

| | | | |
|-----------------------|----|-------------------|-----|
| Computer systems (01) | 80 | 1 hour 30 mins | 50% |
|-----------------------|----|-------------------|-----|

Calculators **not** allowed

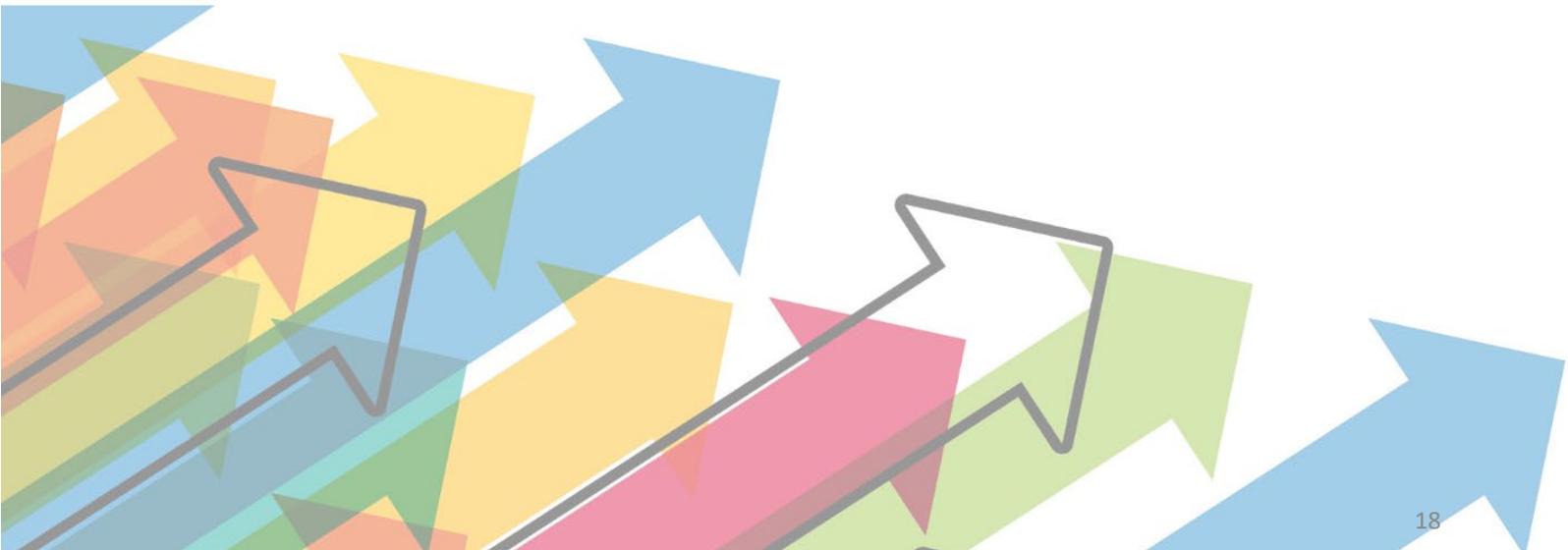
| | | | |
|---|----|-------------------|-----|
| Computational thinking, algorithms and programming (02) | 80 | 1 hour 30 mins | 50% |
|---|----|-------------------|-----|

Calculators **not** allowed

HOW THE SUBJECT CAN HELP WITH POSSIBLE CAREERS

If you've studied computer science, you will have gained many technical and non-technical skills which are highly valued by employers, from leadership to programming. The increasing scope of computer science means you have plenty of choice in a wide variety of highly specialized areas.

Computer technologies are integral to modern life, so you're likely to find your computer science skills in high demand across many different industries. These include financial organizations, management consultancy firms, software houses, communications companies, data warehouses, multinational companies, governmental agencies, universities and hospitals.



Design Engineering

Course Description

GCSE Design and Engineering, specialising in Resistant Materials and Design Engineering, will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences in Design and Technology including historical, social, cultural, environmental and economic factors. They will get the opportunity to work creatively when designing and making and apply technical and practical expertise. Our GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

GCSE Design and Engineering develops thinking skills leading towards inventive and creative design solutions to proposed real and relevant situations. This will help them to advance their practical skills and technical knowledge to manufacture prototypes. The course will prepare them to become critical and creative designers, engineers and knowledgeable consumers of the future.

Year 10

In Year 10, students will undertake activities and theory work to develop their core knowledge of all areas of Design and Engineering. They will also complete a range of focussed mini-projects and practical tasks to develop a more in-depth knowledge of their chosen material area.

Year 11

Students complete an Iterative Design Challenge as an extended piece of coursework which will involve students producing a design folder, a series of models and one final prototype in their chosen material area. The content of this work is very thorough, and students should expect to produce a number of powerpoint slides to evidence research, designing, testing, and evaluating the final prototype. This will be in response to a design context which will be supplied by the exam board each year.

The written examination (2 hours) brings together and tests students' core knowledge and in-depth knowledge of their chosen material area which will require an extensive amount of technical knowledge, mathematical skills, and design ability.

Assessment

Iterative Design Challenge : 50% June Year 10 – March Year 11

Written examination : 50% May/June Year 11

Tiers Target Grades

There is only one standard tier in this subject. 9-1

Certification

OCR – GCSE Design and Technology

Resistant Materials (timber, metals and polymers) with Design Engineering

The course provides an opportunity for students to design and develop creative products using timbers, polymers and metals. Students develop skills with tools and workshop machinery, as well as CAD and CAM to understand computerised production techniques.

They will also have the opportunity to explore electrical and mechanical components if they choose to, combining them to meet the needs of a client.

Students will make careful, thoughtful and skillful use of Resistant Materials and associated pre-manufactured items and components to make high quality prototypes.

It would be beneficial for students on the course to have a good understanding of mathematics and practical skills, however, students who have enjoyed KS3 Resistant Materials will find the course motivating, challenging, enjoyable and fulfilling.

Drama

Examination Board - AQA - Specification Code 8261

This course is suitable for you if:

- You are really interested in any aspect of drama
- You like working creatively in groups
- You like performing in front of an audience.

Course Outline

The course has three components:

- **Component 1: Understanding drama**

What's assessed: 1 hour and 45 minute written exam, 40% of total mark.

The exam will test student's knowledge and understanding of drama and theatre. This will involve students studying a play set by the Exam Board and analysing and evaluating the work of live theatre makers. In order to do this students will need to join us on trips to the theatre.

Questions will include:

Section A: multiple choice (4 marks)

Section B: four questions on a given extract from the set play chosen (46 marks)

Section C: one two part question (from a choice) on the work of theatre makers in a single live theatre production (30 marks).

- **Component 2: Devising drama (practical)**

What's assessed: Performance and Devising Log, 40% of total mark.

Students will plan, create, analyse and evaluate their own piece of drama and record what they have done in a Devising Log. Students may contribute as performer or technical designer.

- **Component 3: Texts in practice (practical)**

What's assessed: Performance of two extracts from one play, 20% of total mark.

Students will choose a play and produce two scenes from it. They may specialise in performing, lighting, sound, set, costume and/or puppets.

Food Preparation and Nutrition

GCSE Food Preparation and Nutrition is an exciting and challenging course, involving a significant amount of theoretical content such as nutrition, food provenance and the working characteristics of food materials. which is reinforced with an emphasis on practical cooking skills to ensure students develop a thorough understanding of At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition and healthy eating.

Students will be expected to provide ingredients for practical sessions, recipes can be modified to suit your family's requirements.

Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice – linked to the various life stages
- Food provenance (Where does food come from?).

Students who choose this course will have the opportunity to:

- work with a range of foods, to develop essential practical skills
- carry out practical investigations in groups to gain knowledge of how recipes work
- develop, test out and evaluate ideas, before making final products in the test kitchen
- use ICT e.g. digital cameras and specialist software, to present work professionally.

How will you be assessed?

Paper 1: Food preparation and nutrition – (50% of the total GCSE)

Written exam: 1 hour 30 minutes

Questions:

Are a combination of short answer structured questions and longer answer discussion based questions.

Controlled assessment

Task 1: Food Investigation (15% of the total GCSE)

This takes the form of report (1500–2000 words) including photographic evidence of the practical investigation.

In September of Year 11 students will be set an investigation by the exam board, which will test their understanding of the working characteristics, functional and chemical properties of ingredients.

Task example: Research and investigate which type of flour would be most suitable to make bread products.

Task 2: Food preparation assessment (35% of the total GCSE)

Written portfolio including photographic evidence.

Start date: November of Year 11 and must be completed by February half term.

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and nutritional knowledge linked to a specific life stage.

Students will prepare, cook and present a final menu of three dishes within a three hour practical session.

Task example: Research the nutritional needs of a particular life stage e.g. teenagers and develop three dishes to match their requirements.

Practical is an integral part of the course and as such students will be required to bring ingredients to support their learning.



Health and Social Care

Why study Health and Social Care?

As from September 2022 we will follow the Edexcel BTEC Technical Award.

The BTEC in Health and Social Care gives students opportunities to:

- Gain a broad understanding and knowledge of the Health and Social Care sector.
- Gain a more focused understanding of health and social care through the selection of optional units.
- Develop a range of personal skills through the selection of the units. These skills will be beneficial for success in working life.
- Gain a nationally recognised Level 1 or 2 Health and Social Care qualification.
- Progress towards the specialised Level 3 qualification or apprenticeships in Health and Social Care.
- Understand aspects of personal development, and the health, social care and early year's sectors, through investigation and evaluation of a range of services and organisations.
- Examine issues which affect the nature and quality of human life, including an appreciation of diversity and cultural issues.

The Edexcel BTEC Technical Award in Health and Social Care consists of three units:

Unit 1 is called Human lifespan development.

You will study:

- How humans grow and develop in different stages.
- How different parts of life can affect how humans grow and develop.
- Self-image and self-esteem.
- Major life events and how people offer support through these.

Unit 2 is called Health and Social Services Care and values.

You will study:

- The different values and rules that workers practice in Health and Social Care.
- How treating patients right can empower them and their recovery.
- The different types of services available and how they are assessed.

Unit 3 is called health and well being.

You will study:

- Explore the purpose, types of and benefits of health promotion.
- Investigate how health promotion can help the nation's health risks.

How will it be assessed?

Unit 1 and Unit 2 are assessed via Pearson Set Assignments (PSA's). The first of these will take place during the January of year ten and the second in the October of year 11. These are controlled assessments and will require students to complete tasks set by the exam board in full examination conditions. Each of these assignments is worth 30% of the overall grade.

Unit 3 is a 2 hour exam at the end of the three years and is worth 40% of the marks. It will include short answer questions and longer case study questions.

Skills you will gain:

- Learning how to look at issues and overcome them.
- To make reasoned judgements.
- Information gathering.
- Self-management.
- Public speaking.

Is Health and Social Care the right subject for you?

If you're interested in working with people, or want to care for and help others this is the course for you. This GCSE course gives you the background knowledge and skills needed if you are considering working with people.

You will:

- Learn through investigation.
- Develop knowledge and understanding about health, social care and early years.
- Learn about and understand the world you live in.
- Research occupations you may want to work in.

This is ideal preparation for progression to more detailed study of health, social care and early years.



Media Studies

Examination Board - Eduqas

This course is suitable for you if:

- You enjoy media products and are interested in knowing more about different forms of media.
- You enjoy English, as similar skills are used to interpret media texts and analyse them.
- You are creative and are keen to produce products with a media audience in mind.

The media plays a central role in contemporary society and culture. They shape our perceptions of the world through the representations, viewpoints and messages they offer. The media have real relevance and importance in our lives today, providing us with ways to communicate, with forms of cultural expression and the ability to participate in key aspects of society.

This course allows you to explore a variety of media products and learn how they intend to interact with their audiences.

Course Outline

The course has three components:

- **Component 1: Exploring the media**

What's assessed: 1 hour and 30 minute written exam, 40% of total mark.

This section assesses media language and representation in relation to two of the following print

media forms: magazines, marketing (film posters), newspapers, or print advertisements.

Section B of the exam explores Media industries and audiences.

This section assesses two of the following media forms: film, newspapers, radio, video games.

- **Component 2: Understand Media forms and products**

What's assessed: 1 hour and 30 minute written exam, 30% of total mark.

This component assesses all areas of the theoretical framework and contexts of the media in relation to television and music.

- **Component 3: Creating Media Products (practical)**

What's assessed: Non-exam Assessment, 30% of total mark.

Students will make a print magazine for a specific audience, applying knowledge of media language and representation. The brief changes every year.

For more information please speak to Mr Hallam

Music

Examination Board – EDUQAS – 601/8131/X)

This course is designed for you if you:-

- are really interested in Music.
- can play an instrument or sing or willing to have lessons on an instrument.
- can read music.
- enjoy learning about different styles of music.

Students should be aware that GCSE Music is very different to the Music lessons they are used to at Key Stage 3. The majority of the lessons are theory based developing our understanding of music and music theory. There is therefore a requirement for students to have studied a musical instrument for at least two years if they wish to take GCSE music.

Course Outline

The course has three components:

Paper 1 - Performance Coursework 30%

You will have to perform and record solo and ensemble pieces of music and must have at least 4 minutes' worth of performance coursework by the end of Year 11. To do well in this component it is essential that you play an instrument or are willing to start instrumental tuition.

Paper 2 - Composition Coursework 30%

You will learn how to compose your own music and so it is essential to be able to read treble clef notation at least. You will write several pieces of music over the course of the GCSE but will only have to submit the best two. You will be taught how to use subject specialist software to help you complete this element of the course.

Paper 3 - Listening Exam 40%

You will listen to and analyse music and learn how to recognise music from many different countries, genres and historical periods. There are four main areas of study and 2 set works that you will learn how to analyse. What is most important is that you are committed throughout the course. It is hard work but very rewarding!

For more information please speak to Mr Stacey.

Photography

GCSE Photography (EDEXCEL)

'There are always two people in every picture: the photographer and the viewer.' Ansel Adams

Course Structure:

The **GCSE in Photography** is devised so that students explore and visually analyse a range of genres of photography and experiment with using DSLR cameras, studio lighting, digital manipulation and editing software. Students will learn how to communicate meanings, ideas and intentions through the medium of photography. The 2 main practical projects will be presented in digital portfolios. In Year 11 students will complete an externally set assignment ending with a practical exam. They will then go on to display their final pieces in the GCSE exhibition.

Students opting for GCSE Photography need to be highly motivated, creative, and able to work independently on practical work and written critical analysis. We expect students to research and respond to projects, along with visiting exhibitions and galleries. Students will also be expected to spend time after school/at home working on their portfolios. Students may discuss their suitability for the course with their teacher.

Assessment:

- Component 1: Personal Portfolio (60%)

Digital portfolio containing 2 extended projects; including visual and written research, digital manipulation and experimentation, analysis of own work and personalised final pieces, in addition to workshops, gallery visits and independent study.

- Component 2: Externally Set Task (40%)

Externally Set Task beginning in January of Year 11, including a 10-week preparation period, then 10 hours supervised time to produce a final piece under exam conditions.

What Next?

Studying Photography at GCSE will form a solid base from which students can then go on to study a range of courses at college/A Level and then university.

Career opportunities include: Art careers, Advertising, Commercial work, Editorial, Fashion, Film, Food, Forensic, Industrial, Architectural, Ariel, Portraiture and Wedding photography, Sports and Travel, Cinematographer, Videographer, General Practice Photographer, Games Development, Games Technologies etc.

Cambridge National in Sports Studies

Level 1/2 Cambridge National Certificate in Sports Studies - Course Outline

The Level 1/2 Cambridge National Certificate in Sports Studies course follows the OCR examination board syllabus.

The teaching of this qualification will be predominantly theory based, with only a small amount of practical lessons.

60% of the qualification is assessed by coursework set and marked by the class teacher and moderated by the exam board. This will be done throughout the duration of the course, in the form of 2 separate assignments.

To ensure the qualification is robust and as stretching as a GCSE, the course has an examination element worth 40% of the final grade.

The exam content covers the following topics:

- Issues which affect participation in sport
- The role of sport in promoting values
- The implications of hosting a major sporting event for a city or country
- The role National Governing Bodies (NGBs) play in the development of their sport
- The use of Technology in sport

The 3 units which are currently assessed during the course can be found below.

| Units Assessed | Method used to assess | % of Overall Mark |
|---|---|-------------------|
| R184: Contemporary issues in sport | Written exam paper 1 hour 15 minutes – 80 marks. | 40% |
| R185: Performance and leadership in sports activities | Centre assessed task (NEA Coursework). OCR moderated (80 marks). | 40% |
| R186: Sport and the media | Centre assessed task (NEA Coursework). OCR moderated (40 marks). | 20% |

The course offers both Level 1 and 2 grades, from Pass to Distinction*.

| Max Uniform Mark | Qualification Grade | | | | | | | U |
|------------------|---------------------|-------------------|-------------|------------|-------------------|-------------|------------|---|
| | Distinction* at L2 | Distinction at L2 | Merit at L2 | Pass at L2 | Distinction at L1 | Merit at L1 | Pass at L1 | |
| 200 | 180 | 160 | 140 | 120 | 100 | 80 | 60 | 0 |

Textiles

Vibrant and dynamic, this specification will give you the freedom to learn GCSE Art and Design in ways that inspire and bring out the best in yourself, whilst equipping you with the skills to continue the subject with confidence at AS, A-level and beyond.

Textiles is defined as the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose.

Areas of study

In Component 1 and Component 2 students are required to work in one or more area(s) of textile design, such as: art textiles, fashion design and illustration, costume design, constructed textiles, printed and dyed textiles, surface pattern, stitched and/or embellished textiles, soft furnishings and/or textiles for interiors, digital textiles, installed textiles. You explore overlapping areas and combinations of areas.

Skills

Within the context of textiles, students must demonstrate the ability to:

- use textile design techniques and processes, appropriate to students' personal intentions, for example: weaving, felting, stitching, appliqué, construction methods, printing.
- use media and materials, as appropriate to students' personal intentions, for example: inks, yarns, threads, fibres, fabrics, textile materials, digital imagery.

| Unit title and description | Assessment | Weighting |
|---|---|-----------------------|
| Component 1: Portfolio <i>What's assessed?</i> A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study. | No time limit 96 marks | 60% of the total GCSE |
| Component 2: Externally set assignment <i>What's assessed?</i> Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives. | Exam Preparatory period 10 hours of supervised time 96 marks | 40% of the total GCSE |

Please be aware that Textiles cannot be taken as well as Art, due to the fact that the course content is very similar. Anyone wanting to do this needs to speak to Mrs Knowles first.



THE BOLSOVER SCHOOL **CAREERS**

You have reached an exciting point in your educational journey where you can start to really focus your learning efforts into areas you find most interesting and enjoyable. Some students may find it difficult to choose their GCSE subjects, and others will find it simpler. You should make sure you discuss your choices and make solid academic decisions. If you have a long term career aim, or if you know what you would like to study at university, then you need to make sure you are choosing subjects which will lead you to your chosen course/career. If you do not know what you want to do in life, then that is OK too. If that is the case, then we recommend that you pick a range of subjects which train/use different skills. But make sure that you are good at it and that you enjoy it too.

Students can contact **Mrs D Crossley, Careers Adviser**, d.crossley@thebolsoverschool.org.uk in school, at any time to make an appointment to discuss their future career aspirations, course choices and so on; together with input from form tutors, Heads of Houses and subject teachers we aim to help students make informed choices at every stage.



**WHAT
WILL YOU
CHOOSE?**

