



# ASPIRE LEARN ACHIEVE LORD GREY CAN



## GUIDED CHOICES 2021-2023





## Welcome to Year 9 Guided Choices Curriculum 2021-2023

We recognise that this is an exciting time for you and your child. The choices at year 9 into year 10 are the first stepping stone in being able to specialise the curriculum into the areas your child is interested in. We recommend trying to keep the curriculum as wide as possible to give students the breadth of study in this ever-changing world.

The curriculum at Lord Grey Academy is designed to secure strong aspirations and ambition for all our students. It supports young people to become effective learners and responsible members of our community, confident to take their place in a fast changing world.

Students will access a core curriculum which includes:

- English Language
- English literature
- Mathematics
- Science\*
- Core RE/PSHE
- Core PE

Your Key Stage Four  
Your Future  
Your Choice

### \*Science choices:

Science is a core subject but there are two qualification types. 1. GCSE combined Science- students will study all 3 sciences together (Physics, Biology and Chemistry in an integrated way and will get 2 GCSE grades at the end. 2. GCSE single Science- students study all 3 sciences separately ( Physics, Biology and Chemistry) and will get 3 GCSE's.

Aspire for your future.

Learn new skills and knowledge.

Achieve your ambition.

Students will study a further **THREE** 'option' subjects. Students will choose from the HUMANITIES and LANGUAGES option- **one** subject or up to 3. Students will then choose **up to 2** subjects from the OPEN options and highlight **2 reserves**. At the moment, the current blocking as seen on the last page of this booklet on your practice form is applicable, however please be aware that this is subject to change, due to various factors.

For the remaining three subjects, out of the core curriculum, we operate a guided choices process so that students choose subjects and courses that they will enjoy and be successful in. Students' preferences together with their subject progress and suitability, will be taken into account throughout the guided process.

This booklet gives you the content of each subject including information on how the subjects are assessed as well as links to other courses of study or career opportunities after GCSE.

To help make this choice, students can use the practice form at the back of this booklet. A google form will be sent out to your child's school email account and they should complete this by 26th March 2021. We will aim to meet all request and choices but timetabling restrictions sometimes means the first choice cannot be guaranteed. This is why it is important to choose reserve subjects in case the first choice cannot be met. We look forward to guiding students through the process. if you have any questions, please do contact your form tutor in the first instance.

Samantha Satyanadhan Vice Principal

# 01 The Core

## Curriculum

All students take:

- English Language
- English Literature
- Mathematics
- Science\*
- Core PE
- Core RE/PSHE

\*This may be combined or single sciences.

## **Course Overview:**

Students engage in reading, writing and speaking activities in English Language. The course aims to create literate students, which is essential for day to day life. Developing spelling, punctuation and grammar are also emphasised in this course.

## **Assessment of Course breakdown:**

100% exam. Students will sit two examination papers and complete an internal Speaking and listening assessment, where they will be required to present to a small audience.

Component 1: 20th century fiction reading and narrative writing 1 hour 45 minutes

Component 2: 19th and 21st century non-fiction reading and transactional writing 2 hours

Component 3: Speaking and listening Internally assessed. The spoken word element is internally assessed and appears as a separate qualification on the statement of results. Students are awarded pass, merit or distinction.

## **Topics of Study:**

Students will explore a range of texts and will develop the skills of comprehension, inference, analysis, evaluation, synthesis and comparison. Students will develop their ability to create a narrative, using structural and language features for effect. They will also deepen their knowledge of spelling, punctuation and grammar and explore how to use these consistently and to shape meaning. The course also explores non-fiction texts and will provide students with knowledge of a range of non-fiction texts.

## **Education Progression and Careers Opportunities:**

English Language prepares students for a wide range of courses, professions and is a prerequisite for many areas of further and higher education. Most higher education establishments require a Grade 4 or above in English Language to progress to level 3 courses.

## **Contact name for more information:**

Amanda Brabin: [amanda.brabin@lordgrey.org.uk](mailto:amanda.brabin@lordgrey.org.uk)

## **Course Overview:**

The course covers a wide range of texts from a variety of genres and time periods. The course is aimed at developing a broad understanding of literature and the contexts in which these were written.

## **Assessment of Course breakdown:**

100% exam. Students will sit two examination papers:

Paper 1 Shakespeare and Anthology Poetry 2 hours;

Paper 2 Post 1914 literature, 19th century prose and Unseen poetry. 2 hours 30 minutes.

## **Topics of Study:**

Students will study the following texts:

Macbeth - Shakespeare

Eduqas poetry anthology

An Inspector calls - Post 1914 lit

A Christmas Carol - 19th century prose

Unseen poetry

Students will develop their knowledge and understanding of the way meaning is shaped by writers through language analysis and through the exploration of form and structure. They will explore literal and inferential comprehension, examining aspects of plot, characterisation and settings. Students will engage in critical reading, identifying themes and referring to evidence in a text. They will develop their understanding of writers' social, historical and cultural contexts to inform evaluation and personal responses.

## **Education Progression and Careers Opportunities:**

English Literature prepares students for a wide range of courses, professions and is a prerequisite for many areas of further and higher education.

## **Contact name for more information:**

Amanda Brabin, Head of English: [amanda.brabin@lordgrey.org.uk](mailto:amanda.brabin@lordgrey.org.uk)

# GCSE Mathematics (9-1)

CORE

## Course Overview:

The course aims to prepare students to be numerate in their day to day lives and create foundations for those students wishing to study mathematics or related subjects in the future.

## Assessment of Course breakdown:

100% examination across three papers as follows:

Paper 1- Non-calculator 1h 30m 33  $\frac{1}{3}$ %

Paper 2 - Calculator 1h 30m 33  $\frac{1}{3}$ %

Paper 3 - Calculator 1h 30m 33  $\frac{1}{3}$ %

## Topics of Study:

The GCSE Mathematics course spans six significant branches of mathematics including: number; algebra; geometry and measures; ratio, proportion and rates of change, probability and statistics. Throughout the course students will: develop fluent knowledge, skills and understanding of mathematical methods and concepts; acquire, select and apply mathematical techniques to solve problems; reason mathematically, make deductions and inferences and draw conclusions; comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

## Education Progression and Careers Opportunities:

A GCSE in Mathematics is an entry requirement for most courses and training programmes at Level 3, with some subjects with significant mathematical content requiring a specific grade. Most higher education establishments require a Grade 4 or above in Mathematics to progress to level 3 courses. Students who enjoy Mathematics at GCSE are well prepared for a range of courses in the future including: A Level Maths, Sciences, Business and Economics, Geography and Psychology.

## Contact name for more information:

Lewis Kaye - Head of Mathematics Faculty: [lewis.kaye@lordgrey.org.uk](mailto:lewis.kaye@lordgrey.org.uk)

## **Course Overview:**

GCSE Separate Sciences covers the 3 sciences of Biology, Chemistry and Physics, resulting in a separate GCSE for each Science. Each course looks at Science as a set of ideas about the material world experienced through investigating, observing, experimenting or testing out ideas and thinking about them. Alongside this is the use of mathematics as a tool and the use of mathematical language in explanations, applications and evaluations.

## **Assessment of the course:**

100% exam. Each science consists of two papers of 100 marks sat at the end of the course, each representing 50% of a GCSE and 1 hour 45 minutes in length. Exam questions are a combination of multiple choice, structured, closed short answer, and open response.

Each Science may be taken at either Foundation or Higher level. Students may be entered on different tiers for different Sciences. The Higher Tier offers grades 4 to 9 and the Foundation Tier offers grades 1 to 5.

The decision on whether to sit the Combined or Separate Sciences courses and whether the Higher or Foundation Tier is taken will take place in Year 11 and will be based upon PPE results together with scores from end of topic tests and homework tasks.

## **Education Progression and Careers Opportunities:**

A firm grounding in Science is highly desirable for most post-16 courses, apprenticeships and employment and essential for many. GCSE grade 6 is the entry requirement for A-Level Science courses. Students who are successful at GCSE Science can progress into a wide range of skills-based careers including Medicine, Architecture, Law, Psychology and Engineering.

## **Contact name for more information:**

Dino Vallender, Head of Science: [dino.vallender@lordgrey.org.uk](mailto:dino.vallender@lordgrey.org.uk)

## Course Overview:

Combined Science is designed to inspire and challenge students of all abilities and aspirations. It is a double award worth 2 GCSEs. The course looks at Science as a set of ideas about the material world experienced through investigating, observing, experimenting or testing out ideas and thinking about them. Alongside this is the use of mathematics as a tool and the use of mathematical language in explanations, applications and evaluations.

## Assessment of Course breakdown:

100% exam across six papers sat at the end of the course: two biology, two chemistry and two physics. Each paper is 70 marks, 1 hour 15 minutes and represents 16.7% of the double GCSE. The course may be taken at either Foundation or Higher level. Exam questions are a combination of multiple choice, structured, closed short answer, and open response. The Higher Tier offers grades 4-3 to 9-9 and the Foundation Tier offers grades 1-1 to 5-5. The decision whether the Higher or Foundation Tier is taken will take place in Year 11 and is based upon PPE results together with scores from end of topic tests and homework tasks.

## Topics of Study:

Cell Biology; Organisation; Infection and response; and Bioenergetics. Homeostasis and response; Inheritance, variation and evolution; Ecology. Atomic structure and the periodic table; Bonding, structure, properties of matter; Quantitative chemistry; Chemical changes; Energy changes. The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources. Energy; Electricity; Particle model of matter; and Atomic structure. Forces; Waves; and Magnetism and electromagnetism in addition to scientific knowledge, each exam assesses mathematical skills, the ability to think scientifically and knowledge of the core practicals covered in class. The theory behind these practicals, as well as the practical skills themselves – planning, analysis and evaluation – will be tested in the GCSE exams accounting for 15% of the total marks.

## Education Progression and Careers Opportunities:

A firm grounding in Science is highly desirable for most post-16 courses, apprenticeships and employment and essential for many. GCSE Combined Science grade 6/6 is the entry requirement for A-Level Science courses. Students who are successful at GCSE Science can progress into a wide range of skills-based careers including Medicine, Architecture, Law, Psychology and Engineering.

## Contact name for more information:

Dino Vallender, Head of Science: [dino.vallender@lordgrey.org.uk](mailto:dino.vallender@lordgrey.org.uk)

# Physical Education

CORE

## Course Overview:

All students will take part in some compulsory Physical Education (P.E.) and will learn key skills to complement Vocational Sport Science if chosen as part of their options. Each student will have the chance to learn how important P.E. is to their current and future health and this will enable them to develop the skills they need to help them lead an active, healthy lifestyle once they have finished school.

## Assessment of Course breakdown:

There is no assessment for this course. Effort grade only awarded.

## Topics of Study:

The students will study new and existing skills in football, hockey, netball, basketball, rugby, tag rugby, badminton, gymnastics, outdoor education, health related fitness, cricket, rounders, softball, and tennis. They will learn the importance of how to exercise correctly and use this knowledge as a way of understanding how this will lead to a healthy lifestyle. Learners will also learn key skills in communication, problem solving and teamwork along with the rules of the sports.

If students have chosen to take Vocational Sport Science, then the skills studied from Core PE should consolidate knowledge in the assessed subjects. In Year 10 and Year 11, students will choose from a range of activities building on those taught in Year 7, Year 8 and Year 9 but also additional skills such as young leaders, dodge ball and ultimate Frisbee amongst others.

Sports are being continuously added to the curriculum to keep up with the modern outlook and changes in Physical Education ethos.

## Education Progression and Careers Opportunities:

As students move into Year 10 and Year 11, they are encouraged to complete awards such as the Sports Leaders UK Level 1, Duke of Edinburgh which offers silver and bronze awards plus various other awards to complement and develop their skills, to enable them to deliver coaching sessions to younger students. These awards are recognised nationally and will enable students to work towards more governing body awards or assist fully qualified coaches in a field of expertise.

## Contact name for more information:

Mr Henry: [richard.henry@lordgrey.org.uk](mailto:richard.henry@lordgrey.org.uk)

# Religious Studies

## Course Overview:

Religion, philosophy and ethics in the modern world from a religious perspective. Students study different philosophical and ethical arguments and their impact and influence in the modern world.

## There are four themes of study:

Relationships and families; the existence of God/gods/ultimate reality; Religion; peace and conflict, Dialogue within and between religions and non-religious beliefs.

## Assessment of Course breakdown:

No external assessment. Bronze, Silver, Gold will be used to assess extended writing with the below topics.

## Topics of Study:

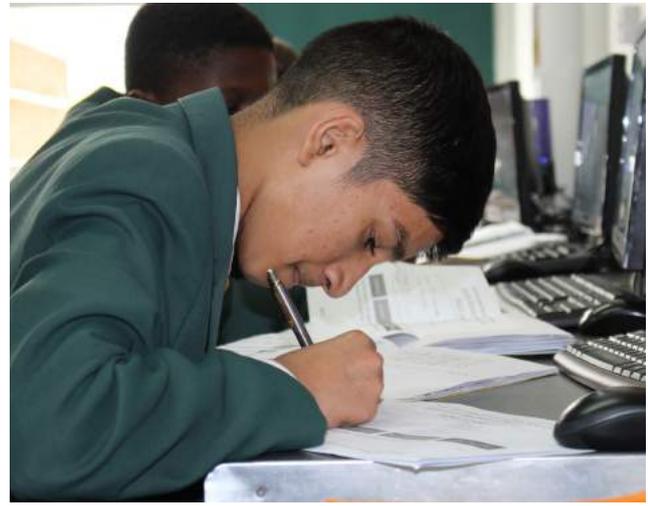
Learners will study different philosophical and ethical arguments and their impact and influence in the modern world from a religious perspective. This is divided into four themes of study: relationships and families, religious teachings about the nature and purpose of families in the 21st century, sex, marriage, cohabitation and divorce. Issues related to the nature and purpose of families; roles of men and women; equality; gender prejudice and discrimination the existence of God, gods and ultimate reality, and ways in which God, gods or ultimate reality might be understood; through revelation, visions, miracles or enlightenment Religion, peace and conflict; violence, war, pacifism, terrorism, just war theory, holy war; the role of religion and belief in 21st century conflict and peace making; the concepts of justice, forgiveness and reconciliation dialogue within and between religions and non-religious beliefs; how those with religious and non-religious beliefs respond to critiques of their beliefs including the study of a range of attitudes towards those with different religious views – inclusivist, exclusivist and pluralist approaches. Religious Studies will encourage learners to develop knowledge, understanding and skills to engage in debate and discussion about life in a modern pluralistic society. This includes developing an understanding of non-religious beliefs. Learners will be encouraged to develop and understand personal values and beliefs, with an emphasis on critical analysis and the ability to construct balanced and informed arguments within the context of religious, philosophical and ethical awareness.

## Education Progression and Careers Opportunities:

Studying religious studies allows you to explore how religious beliefs and practices shape and influence the world we live in. Jobs directly related to your subject studies include: Chaplain, Higher Education Lecturer, Primary School Teacher, Secondary School Teacher, Advice Worker, Archivist, Charity Fundraiser, Counsellor, Civil Service Administrator, Community Development Worker, International Aid/Development Worker, Mediator, Newspaper Journalist, Police Officer and Youth Worker

## Contact name for more information:

Cheryl Rafferty, Head of RS and Social Sciences: [cheryl.rafferty@lordgrey.org.uk](mailto:cheryl.rafferty@lordgrey.org.uk)



## 02 Humanities and Languages

All students must choose  
at least **one** subject from this  
group  
(Maximum of three)

# Eduqas (9-1) GCSE Geography

OPTION

## Course overview:

Theme 1 - Changing Places, Changing Economies: Urban and rural change in the UK, Global Cities, Development. Theme 2 - Changing Environments: Coastal processes and coastal management, River processes and river management, Weather and Climate, and Climate Change. Theme 3 - Environmental Challenges: Ecosystems and how they function, Ecosystems under threat, Water management, and Desertification.

## Assessment of Course breakdown: 100% exam.

Component 1 - Investigating Geographical Issues Written Examination: 1 hour 45 minutes, 40% of qualification: Three structured data response questions. The final part of each question will require an extended response. Question 1 will assess aspects of Theme 1, Changing Places - Changing Economies. Question 2 will assess aspects of Theme 2, Changing Environments. Question 3 will assess aspects of Theme 3, Environmental Challenges.

Component 2 - Problem Solving Geography Written Examination: 1 hour 30 minutes, 30% of qualification. This component will assess content from across the themes using a variety of structured data response questions. Part A will introduce an issue and set the geographical context. Part B will outline a number of possible solutions to the issue. Part C will provide an opportunity for the candidates to choose a solution and justify their choice in an extended response.

Component 3 - Applied Fieldwork Enquiry Written Examination: 1 hour 30 minutes, 30% of qualification A written examination in three parts using a variety of structured data response questions some of which will require extended responses. Part A will assess approaches to fieldwork methodology, representation and analysis. Part B will assess how fieldwork enquiry may be used to investigate geography's conceptual frameworks. Part C will assess the application of broad geographical concepts to a wider UK context and assess the ability to make and justify a decision.

## Topics of Study:

Eduqas GCSE Geography B adopts a distinctive problem solving approach to the study of interactions between people and the environment. By following this course learners will develop skills of interpretation, analysis and evaluation when they collect primary data and are presented with reported evidence and information. Students will become critical learners as they consider the strengths and limitations of this data and evidence. In this way, young people are enabled to become globally and environmentally informed and thoughtful, enquiring citizens.

## Education Progression and Careers Opportunities:

Geography qualifications will have provided you with strong research and analytical skills, which are highly regarded by many employers. Geography careers offer opportunities to develop solutions to some of the most pressing issues for modern society, including climate change, natural disasters, overpopulation, urban expansion, and multicultural integration. Careers specifically related to geography include: Cartographers, Town Planners, Geographical Information Systems designers, Conservation Officers (nature, water, waste management), Landscape Architects, Transportation Planners, Travel Agents.

## Contact name for more information:

Lisa Phipps, Head of Humanities : [lisa.phipps@lordgrey.org.uk](mailto:lisa.phipps@lordgrey.org.uk)

# AQA (9-1) GCSE German

## Course Overview:

This course follows the AQA specification and will build on and broaden your KS3 knowledge, enabling you to further develop your skills in Listening, Speaking, Reading and Writing in the target language. The culture of German speaking countries is also explored.

## Assessment of Course breakdown:

100% exam. The 4 key skills (Listening, Speaking, Reading and Writing) are equally weighted and can be taken at either Foundation or Higher level.

## Topics of Study:

Theme 1 (Identity & Culture) Me, my family & friends Technology in everyday life Free-time activities Customs & festival

Theme 2 (Local, national, international & global areas of interest) Home, town, neighbourhood & region Social issues Global issues Travel & tourism

Theme 3 (Current and future Study and Employment) My studies/ Life at school/college Education post-16 Jobs, career choices and ambitions

## Skills:

Listening - Understanding and responding to different types of spoken language

Speaking - Communicating and interacting effectively in speech for a variety of purposes

Reading - Understanding and responding to different types of written language

Writing - Communicating effectively in writing for a variety of purposes

In order to access higher grades, it is important that students show an awareness of language structure and have the ability to apply this knowledge with some accuracy to oral and written work. A successful linguist will have good literacy skills and be both a confident speaker and a resilient learner.

## Education Progression and Careers Opportunities:

GCSE German builds on prior knowledge and skills gained in previous years. A GCSE in German enables progression to A-Level and beyond to university. Apart from obvious routes such as foreign language teacher or translator, a qualification in German is a real bonus for your employment prospects in general. It gives opportunities for travel, helps in Business and is all the more important in an increasingly globalised economy. Any foreign language you speak is likely to have a positive effect on your salary.

*"A different language is a different vision of life" - Federico Fellini*

## Contact name for more information:

Mr Hateley, Head of German: [mike.hateley@lordgrey.org.uk](mailto:mike.hateley@lordgrey.org.uk)

# AQA (9-1) GCSE History

## Course overview:

We study four units, covering a range of periods, countries and events. Two are completed in Year 10, and two in Year 11. Conflict 1894-1918 Causes of the First World War; America 1920-1973; Britain: Health and the People and Elizabethan England: 1568-1603.

## Assessment of Course breakdown:

Paper One examines Conflict and America units - two hour exam

Paper Two examines Health and Elizabeth I - two hour exam

The majority of exam questions require source analysis, explanation and essay writing.

## Topics of Study:

Throughout the course, students will have opportunities to examine bias, construct logical arguments, make sense of information, learn to prioritise facts and events, explain and assess events and interrogate sources of information. These are essential life skills, especially when considering the prevalence of bias, false news and misleading information online.

## Education Progression and Careers Opportunities:

History is a well respected qualification, by universities and employers. In fact, it is on the short list of subjects accepted by Oxford and Cambridge Universities, as well as being sought after by businesses. Specific employment roles for which students need a History qualification include lawyer, solicitor, History teacher, museum curator and archaeologist. Several occupations prefer people to have a History qualification, including the police force, journalists, accountants, politicians, broadcasters, researchers, editors, the civil service and policy advisers.

## Contact name for more information:

Michelle Cowap, Head of History: [michelle.cowap@lordgrey.org.uk](mailto:michelle.cowap@lordgrey.org.uk)

# AQA (9-1) GCSE Italian

## Course Overview:

As a beginners course following the AQA specification to GCSE level, this is a great opportunity to learn a new language which will enable you to develop your skills in Listening, Speaking, Reading and Writing in the target language. Italian culture is also explored.

## Assessment of Course breakdown:

The 4 key skills (Listening, Speaking, Reading and Writing) are equally weighted and can be taken at either Foundation or Higher level.

## Topics of Study:

Theme 1 (Identity & Culture) Me, my family & friends Technology in everyday life Free-time activities Customs & festival.

Theme 2 (Local, national, international & global areas of interest) Home, town, neighbourhood & region Social issues Global issues Travel & tourism.

Theme 3 (Current and future Study and Employment) My studies/ Life at school/college Education post-16 Jobs, career choices and ambitions

## Skills:

Listening- Understanding and responding to different types of spoken language. Speaking- Communicating and interacting effectively in speech for a variety of purposes Reading - Understanding and responding to different types of written language Writing - Communicating effectively in writing for a variety of purposes

In order to access higher grades, it is important that students show an awareness of language structure and have the ability to apply this knowledge with some accuracy to oral and written work. A successful linguist will have good literacy skills and be both a confident speaker and a resilient learner.

## Education Progression and Careers Opportunities:

This course requires motivation, commitment and a willingness to work independently, knowledge and concepts from other languages can still be applied. A GCSE in Italian enables progression to A-Level and beyond to university. Apart from obvious routes such as foreign language teacher or translator, a qualification in Italian is a real bonus for your employment prospects in general. It gives opportunities for travel, helps in business and is all the more important in an increasingly globalised economy.

*"A different language is a different vision of life" - Federico Fellini*

## Contact name for more information:

Mrs Sacca (Head of Italian) - [carmen.sacca@lordgrey.org.uk](mailto:carmen.sacca@lordgrey.org.uk)

## Course Overview:

This course follows the AQA specification and will build on and broaden your KS3 knowledge, enabling you to further develop your skills in Listening, Speaking, Reading and Writing in the target language. The culture of Spanish speaking countries is also explored.

## Assessment of Course breakdown:

100% exam. The 4 key skills (Listening, Speaking, Reading and Writing) are equally weighted and can be taken at either Foundation or Higher level.

## Topics of Study:

Theme 1 (Identity & Culture) Me, my family & friends Technology in everyday life Free-time activities Spanish customs & festivals

Theme 2 (Local, national, international & global areas of interest) Home, town, neighbourhood & region Social issues Global issues Travel & tourism

Theme 3 (Current and future Study and Employment) My studies/ Life at school/college Education post-16 Jobs, career choices and ambitions

## Skills:

Listening - Understanding and responding to different types of spoken language

Speaking - Communicating and interacting effectively in speech for a variety of purposes

Reading - Understanding and responding to different types of written language

Writing - Communicating effectively in writing for a variety of purposes

In order to access higher grades, it is important that students show an awareness of language structure and have the ability to apply this knowledge with some accuracy to oral and written work. A successful linguist will have good literacy skills and be both a confident speaker and a resilient learner.

## Education Progression and Careers Opportunities:

GCSE Spanish builds on prior knowledge and skills gained in previous years. A GCSE in Spanish enables progression to A-Level and beyond to university. Apart from obvious routes such as foreign language teacher or translator, a qualification in Spanish is a real bonus for your employment prospects in general. It gives opportunities for travel, helps in Business and is all the more important in an increasingly globalised economy.

*"A different language is a different vision of life" - Federico Fellini*

## Contact name for more information:

Miss Vilanova (Head of Spanish) - [marta.vilanova@lordgrey.org.uk](mailto:marta.vilanova@lordgrey.org.uk)



# 03 Open Choice

Students choose up to  
**2 subjects and 2 reserves**  
(depending on how many have been chosen from the previous section.)

A maximum of **3 subjects** can be  
chosen across Humanities, Languages  
and open choice subjects.

Please note courses are subject to change

**Course Overview:**

This course gives you the opportunity to be creative and experimental. It is similar to the Fine Art option, but allows you the chance to explore the creation, selection, manipulation and application of a range of materials. You will learn how to use the formal elements of art effectively to communicate their ideas while exploring a wide range of different media including; felting, batik, printing, drawing, mixed media and stitching. The majority of the lessons are practical and students will learn how to develop personal and practical responses to a set theme, both in 2D and 3D. We actively encourage pupils to become independent learners, and develop their own ideas and outcomes.

**Assessment of Course breakdown:**

60% Coursework 40% Externally Set assignment

**Topics of Study:**

Students will use observational skills to record from sources and communicate ideas. Students will develop their ideas through investigations into artists, designers and crafts people from contemporary and historical contexts. Students will investigate the different purposes and intentions of the work made. Students will record their ideas, observations and insights as work progresses, visually as well as through written annotation, using specialist vocabulary. Students will explore the use of a range of constructed textile materials and techniques. Students will develop printed textiles using monoprint, relief print and pattern. Students will explore creative use of the tactile and physical qualities of textiles Pupils will explore a wide range of materials creating 2D and 3D outcomes. Students will realise their personal intentions through becoming resilient learners, learning from mistakes made and selecting appropriate media to create their work.

**Education Progression and Careers Opportunities:**

Pupils can progress to take Art and Design as an A Level subject specialising in Fine Art, Photography or Textiles and progress onto a University to study Art, Architecture, Interior Design, Textiles or Photography.

**Possible career opportunities include:**

Textile Designer, Fashion Designer, Fashion Buyer, Tailor, Interior Designer, Set Designer, Stylist, Costume Designer, Fabric manufacturer, Printmaker, Art Teacher, Artist Advertising.

**Contact name for more information.**

Kate Harper: [kate.harper@lordgrey.org.uk](mailto:kate.harper@lordgrey.org.uk)

Kate Palmer: [kate.palmer@lordgrey.org.uk](mailto:kate.palmer@lordgrey.org.uk)

Dr Layden: [tim.layden@lordgrey.org.uk](mailto:tim.layden@lordgrey.org.uk)

# GCSE (9 – 1) OCR Business

OPTION

## Course Overview:

Why Choose Business Studies? The OCR GCSE qualification is an up to date and engaging qualification that is relevant to the World of Business today. This qualification equips learners with the skills & confidence to explore how different business situations affect business decisions.

## Assessment & Topics Covered:

The qualification is divided into two years.

Year 1 (Year 10) Paper 1 90 minute Exam (80 Marks representing 50% of the total mark)

Topics covered:

- Business Activity
- Marketing
- People

Year 2 (Year 11) Paper 2 90 minute Exam (80 Marks representing 50% of the total mark)

Topics covered:

- Operations (Business)
- Finance
- Influences on Business
- The Interdependent nature of business.

Students will also take PPEs, Tests and End of Topic Assessments. The team offers considerable amounts of support and one – to – one mentoring.

## Skills & Knowledge:

The qualification will develop students' understanding of business decision making and how to use data and information in making quantitative & qualitative decisions. Students will work on activities and tasks that develop their problem solving skills. Students will learn how to work as effective communicators and collaborators within teams and pairs. They will also develop independent learning and research skills. By the end of the course, students will have developed great communication and learning skills that will equip them for their next pathway.

## Education Progression & Career Progression:

The qualification will encourage learners to make informed choices about a wide range of further learning opportunities and career pathways as well as develop the skills that enable them to become financially and commercially aware. Many of our students continue to follow a business pathway either academically start an apprenticeship or become successful entrepreneurs.

## Contact name for more information:

Mr D Patel (Head of Business) [deen.patel@lordgrey.org.uk](mailto:deen.patel@lordgrey.org.uk) or

Mrs Z Naylor [zoe.naylor@lordgrey.org.uk](mailto:zoe.naylor@lordgrey.org.uk)

# OCR GCSE (9-1) Computer Science

OPTION

## Course Overview:

Relevant to the modern changing world of computing, this course is designed to boost computing skills essential for the 21st Century. Computer Science, like mathematics, underpins a huge range of subjects, and has concepts and ways of working that do not change quickly over time, including programming, algorithms and data structures. A key skill that is developed is 'computational thinking' and this offers insightful ways to view how information operates in many natural and engineered systems. Another core skill in Computer Science is computer programming which is the closest that a student can come to thinking about thinking. (a target of 4+ in Maths is preferable for entry)

## Assessment Overview

277/01: Computer systems This component will assess: 1.1 System architecture 1.2 Memory and storage 1.3 Computer 1.4 Network security 1.5 System software 1.6 Ethical, legal, cultural and environmental impacts of digital technology

Written paper: 1 hour and 30 minutes 50% of total GCSE 80 marks

This is a non-calculator paper. All questions are mandatory. This paper consists of multiple choice questions, short response questions and extended response questions.

277/02: Computational thinking, algorithms and programming. This component will assess: 2.1 Algorithms 2.2 Programming fundamentals 2.3 Producing robust programs 2.4 Boolean logic 2.5 Programming languages and Integrated Development Environments

Written paper: 1 hour and 30 minutes 50% of total GCSE 80 marks

This is a non-calculator paper. This paper has two sections: Section A and Section B. Students must answer both sections. All questions are mandatory.

## Education Progression and Careers Opportunities:

A/AS Level Computer Science; Cambridge Technicals in Digital Media; Cambridge Technicals in IT or Level 2/ Level 3 Apprenticeship

Future Jobs: Cyber Protection Officer, Social Media Manager, E-commerce Manager, Games Developer, Robotics Programmer

## Contact name for more information:

Mr. Pennicooke - [leon.pennicooke@lordgrey.org.uk](mailto:leon.pennicooke@lordgrey.org.uk)

# 3D Ceramics

## Course Overview:

This course is ideal for pupils who have lots of ideas; are creative; love making things in 3D but may struggle with some aspects of 2D Art or Design Technology. Students will learn how to use a wide range of ceramic techniques and make a range of clay responses. The majority of the lessons are practical and students will learn how to develop personal responses to a set theme using a range of techniques, including throwing a pot on a wheel. You do not have to be the best at drawing, but you must like making things and be creative. We actively encourage pupils to become independent learners, and develop their own ideas.

## Assessment of Course breakdown:

60% Coursework 40% ESA

## Topics of Study:

Students will use observational skills to record from sources and communicate ideas. Students will develop their ideas through investigations into artists, designers and craftspeople from contemporary and historical contexts. Pupils will investigate the different purposes and intentions of the work made. They will create a range of ceramic work using both form and surface quality/texture. They will explore and develop skills in a range of ceramic materials, tools and techniques such as modelling, casting, throwing and hand building, glazing, surface decoration/texture and firing. Students will record their ideas, observations and insights as work progresses, visually as well as through written annotation, using specialist vocabulary. Students will actively engage in the creative process of ceramics in order to develop independent learners, and critical and reflective thinkers with enquiring minds.

## Education Progression and Careers Opportunities:

Ceramics can be studied at degree level. You could go on to study ceramics as a BTEC, Diploma and move up to a degree in 3D Design and Craft. Possible careers include: Ceramic Designer; Teacher; Artist; Ceramicist; Domestic or commercial tableware and kitchenware maker; Model maker; Sculptor.

## Contact name for more information:

Kate Harper : [kate.harper@lordgrey.org.uk](mailto:kate.harper@lordgrey.org.uk)

# NCFE CACHE Level 2 Technical Award in Child Development

OPTION

## Course Overview:

This qualification provides the opportunity to gain a vocational qualification, equivalent to one GCSE, which gives an introduction to the child development and care sector. It includes: knowledge and understanding of child development and well-being necessary for working with children, age 0-5 years in a variety of settings• an understanding of roles and responsibilities when working in a setting, an understanding of equality and diversity within a childcare setting, a basic understanding of the stages and sequence of child development, an introduction to observing children and how it supports development.

## Assessment of Course breakdown:

Learners are required to complete and achieve all three components in the qualification.  
Mandatory Unit 01 - Internally assessed: An introduction to working with children aged 0-5 years  
Mandatory Unit 02- Internally assessed: Development and well-being 0-5 years  
Mandatory Unit 03- Externally assessed: Child care and development 0-5 years

## Topics of Study:

Unit 1 - An introduction to working with children aged 0-5 years. This is an introductory unit designed to give an overview of the types of settings and local provision for children. Students will learn how to prepare for working in settings and the responsibilities of early years workers. Assessment is via an internally assessed graded A\*-D Assessment Task. It will be based on how to prepare for a work placement with 0-5 year olds

Unit 2 - Development and well-being 0-5 years. This unit focuses on holistic development and factors that affect development. Students will be introduced to ways of observing children so that you can support development through appropriate activities and care routines. Students will also learn how to work with children when they move from one setting to another. Assessment is via an internally assessed graded A\*-D Assessment Task . It will be based on how an early years worker can promote progress and development of children.

Unit 3 - Childcare and development 0-5 years. This unit will assess your knowledge about the development of children aged 0-5 years. Students will be expected to know about the different types of care settings and your responsibilities if you were learning how to work with children. Students need to show that you understand how children develop, what can affect their development and the individual needs they may have. Students need to show that you know ways to care for them and simple activities that help them to develop in a healthy and safe way. Assessment is via an externally assessed Synoptic Multiple Choice Paper graded A\*-D. The content will be based on what you have learnt in Unit 1 and Unit 2.

## Education Progression and Careers Opportunities:

Nursery Practitioner, Pre-school Assistant, Playgroup Assistant, Room Leader/Supervisor, Nursery Supervisor, Nursery Nurse, Pre-School Leader, Early Years Initial Teacher training leads to becoming an Early Years Teacher.

## Contact name for more information:

Jo May: [joanne.may@lordgrey.org.uk](mailto:joanne.may@lordgrey.org.uk)

Katy Hall: [katy.hall@lordgrey.org.uk](mailto:katy.hall@lordgrey.org.uk)

# Edexcel (9-1) GCSE Fine Art

OPTION

## Course Overview:

This course allows you to visually record personal experiences, thoughts and feelings, as well as learning to observe and record people, places and things. You will learn how to use the formal elements of art effectively, through exploring a wide range of different media including; drawing, printing, painting, mixed media, sculpture and clay. The majority of the lessons are practical and students will learn how to develop personal responses to a set theme both in 2D and 3D. We actively encourage pupils to become independent learners, and develop their own ideas, opinions and voice.

## Assessment of Course breakdown:

60% Coursework 40% Externally Set assignment

## Topics of Study:

Students will acquire and develop technical skills through working with a broad range of media, materials, techniques and processes. Students will develop their ideas through investigations into artists, designers and craftspeople from contemporary and historical contexts. Pupils will investigate the different purposes and intentions of the work made. Students will refine their ideas as work progresses through experimentation with a range of media. Students will develop their use of the formal elements; colour, line, form, tone and texture. Students will record their ideas, observations and insights as work progresses, visually as well as through written annotation, using specialist vocabulary. Students will realise their personal intentions through becoming resilient learners, learning from mistakes made and selecting an appropriate media to create their work. Students will actively engage in the creative process of art and design in order to develop as effective and independent learners, and critical and reflective thinkers with enquiring minds. The majority of the lessons are practical, with students able to select the media they want to work in.

## Education Progression and Careers Opportunities:

Pupils can progress to take Art as an A Level subject, either in Fine Art, Photography or Textiles and progress onto a University to study Art, Architecture, Interior Design, Textiles or Photography. This creative industries is one of the fastest growing sector, jobs include: Fine Artist, Set Designer for Films/TV/Theatre, Interior Designer, Stone Mason, Illustrator, Ceramicist, Printmaker, Art Dealer, Art Critic, Designer, Art Teacher, Advertising, Journalism, Graphic Designer, Architect, Restoration Work, Visual Merchandisers, Buyers.

## Contact name for more information:

Kate Harper: [kate.harper@lordgrey.org.uk](mailto:kate.harper@lordgrey.org.uk)

# AQA (9-1) GCSE Dance

## Course Overview:

The GCSE Dance course is a fantastic, inspiring and exciting course that enables students to cover a range of aspects within the curriculum of Dance. The course focuses on Performance, Choreography and Dance Appreciation. Over the two years of study students will; develop their performance skills by learning and performing set phrases and a duet/trio performance; focus on developing their knowledge of the GCSE Dance Anthology of the six professional works studied during the course, and develop their skills as choreographers.

## Assessment of Course breakdown:

The course is split into two main components, Students must complete both assessment components.

Component One; Performance & Choreography 60%

**PERFORMANCE-** Students will learn two set phrases choreographed by AQA and taught by the teacher, each student will perform two set solo performances that are assessed by the Head of Dance and moderated externally.- Along with the teacher, students will create and perform a duet or a trio that is assessed by the teacher and moderated externally.All three performance pieces will see the students marked on both their technical ability and their expressive skills.

**CHOREOGRAPHY-** Students will create either a solo or a group choreography that explores a stimulus which is provided by AQA. The students will adopt the role of 'choreographer' and submit a creative interpretation of their chosen stimulus. This is assessed by the Head of Dance and moderated externally.

Component Two; Dance Appreciation 40%

This is a 1.5 hour written paper which assesses the student's ability to: Show knowledge and understanding of choreographic processes, Show knowledge and understanding of performance skills, Critically appreciate their own work, Critically appreciate each other's work.

**Topics of Study:** (subjects, content, Skills, Knowledge)

Physical Skills & Attributes, Technical Skills, Mental Skills & Attributes, Safe Working Practices, Knowledge Understanding & Skills for Choreography, Knowledge and Understanding of Critical Appreciation of Own Work, Critical Appreciation of Professional Set Works, Knowledge and Understanding for Critical Appreciation of Professional Set Works.

## Education Progression and Careers Opportunities:

A Level Dance, BTEC Performing Arts; Dance Pathway, Level 3 Dance Diploma, Level 3 Diploma for Dance Teaching Assistants, Dance Degree, Dance, Performance & Teaching Degree, Performing Arts Degree, Musical Theatre Degree, Professional Dancer, Dance Artist, Choreographer, Music Video Dancer, Dance Fitness Instructor, Dance Medicine Specialist, Dance Teacher.

## Contact name for more information:

Sophie Kean, Head of Dance: [sophie.kean@lordgrey.org.uk](mailto:sophie.kean@lordgrey.org.uk)

# AQA (9-1) GCSE Design and Technology

## Course Overview:

A GCSE course in Design and Technology offers an opportunity for candidates to learn and develop skills in working with new materials, processes and technologies such as 3D printing and laser cutting, as well as more established design studio practices. Students will develop their creativity and learn how to identify and solve real problems by designing and making products or systems in a wide range of contexts, relating to their personal interests.

## Assessment of Course breakdown:

Non-exam assessment (NEA): Students will produce a prototype and a portfolio of evidence it will be marked by teachers and moderated by AQA

- 30–35 hours approx
- 100 marks
- 50% of GCSE

Written exam: Students will take a written exam at the end of the course. It will be marked by AQA. The exam will test a broad range of design, make and technical principles that students will have explored throughout the course.

- 2 hours
- 100 marks
- 50% of GCSE

## Topics of Study:

During the first year of the course students will learn how to work with a range of material and components including wood, plastics, mechanisms electronic, smart materials and new technologies such as laser cutting and 3D printing. Pupils will also develop a broad understanding of various computer aided design programs including 2D Design, Google Sketch Up and the industry standard Adobe Photoshop and Illustrator. Using their knowledge of these practices and materials students will design and make a range of exciting products. Projects may include furniture design, mechanical toys or devices and electrical products such radio design and lighting. At the end of year 10 pupils will be set a design challenge and will get to choose what they want to design and make. Design and Technology develops pupils' interdisciplinary skills, all six of the key skills, and their capacity for imaginative, innovative thinking, creativity and independence.

## Education Progression and Careers Opportunities:

Upon completion, learners can progress to A-level Design and Technology or they may want to consider other Level 3 vocational qualifications such as BTEC Level 3. Studying a GCSE in Design & Technology, can lead you onto a creative and expressive career route, or a more Technological, Mathematical or Scientific Route. A career in this field can include: Engineering, Motor Vehicle – Technology And Repair, Automotive Design, Architecture, Carpentry, Building And Construction, Creative Arts, Interior Design, Graphic Design, Product & Industrial Design.

## Contact name for more information:

Ms Brown [melody.brown@lordgrey.org.uk](mailto:melody.brown@lordgrey.org.uk)

Ms Lloyd [megan.lloyd@lordgrey.org.uk](mailto:megan.lloyd@lordgrey.org.uk)

# AQA (9-1) GCSE Drama

OPTION

## Course Overview:

GCSE Drama is an exciting, inspiring and practical course which promotes involvement in and enjoyment of drama as performers and/or designers. Additionally, it provides opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members. In Year 11, students will complete the remaining components in order to achieve their GCSE. Students will participate in the performance of an extract from a play text and demonstrate their knowledge and understanding of drama, including their ability to interpret texts for performance, in a written examination.

## Assessment of Course breakdown:

Component 1: Devising

Component 2: Performance from a Text

Component 3: Theatre Makers in Practice

## Topics of Study:

Component 1; Devising (NEA) (40%) Students are required to devise a piece of original drama from a chosen stimulus. They have ownership on the character and the storyline of the piece. This is internally examined and externally moderated.

Component 2: Performance from a Text (20%) Students are required to participate in a performance from a text. They must work in groups to realise two 10 minute key extracts. The performance is externally assessed by a visiting examiner.

Component 3: Theatre Makers in Practice (40%) This component is a written examination of 1 hour 30 minutes. Students need to demonstrate their knowledge and understanding of how drama and theatre is developed and performed through the study of a performance text and through responding to live theatre.

The exam consists of two sections: Section A: Bringing Texts to Life- Students will study one complete play text and consider how the text is constructed and how performances create meaning. Section B: Live Theatre Evaluation. Students are required to analyse and evaluate one piece of live theatre viewed during the course. Students must consider the role of the actor, designer, director and the reaction and response from the audience.

## Education Progression and Careers Opportunities:

Theatre Manager, Actor, Teaching, Events Manager, Journalist, Marketing, Designer, Musical Theatre Producer.

To find out more visit;

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/drama-2016.html>

## Contact name for more information:

Mia Smithers: [mia.smithers@lordgrey.org.uk](mailto:mia.smithers@lordgrey.org.uk)

# Eduqas (9-1) GCSE Film Studies

OPTION

## Course Overview:

Do you love watching films? Are you interested in Films and understanding the way we respond to them? Do you enjoy watching a range of films, from different genres, styles, periods, and cultures? Then this could be the course for you! Film Studies offers students the opportunity to explore Hollywood, independent, and global films. Students explore the meaning of films and how they affect audiences, then apply their knowledge practically by planning and creating their own film screenplays and film sequences.

## Assessment of Course breakdown:

Component 1: 35% Key Developments in US Film: 1 ½ hour written exam

Component 2: 35% Global Film: Narrative, Representation and Style: 1 ½ hour written exam

Component 3: 30% Production: Internally assessed coursework

## Topics of Study:

All films must be studied in relation to the core study areas: the key elements of film form (cinematography, mise-en-scène, editing and sound); the contexts of film (social, cultural, historical, political, technological and institutional), including key aspects of the history of film and film technology.

Component 1: Key Developments in US Film: Learners study three US films for this component: one comparative study of a pair of mainstream genre films which include one film produced between 1930 and 1960 and one film produced between 1961 and 1990; one independently produced film (and a professional written article relating to it. In addition, learners gain knowledge of key developments in the history of film and film technology.

Component 2: Global Film: Learners study three films from outside the US for this component with specialist focus area for each: one global English language film produced outside the US focusing on narrative; one global non-English language film focusing on representation one UK film produced since 2010 focusing on the aesthetic qualities of film

Component 3: Production: The internally assessed production may take the form of either a filmed extract from a genre film or an extract from a screenplay for a genre film (800 to 1000 words). Alongside their production, students complete an evaluative analysis of their own use of film form and style.

## Education Progression and Careers Opportunities:

Students who choose Film Studies often go on to study A-Levels in a range of subjects, including Film and Media. Learners often progress onto further study/careers that involve production; this can range from broadcasting to theatre production. Past students have gone on to study at degree level and beyond in Law, Business, IT, Film, Media Production, Communications, Journalism, English, History, and Psychology to name a few. Broadcast Presenter, Film Director, Film Video Editor, Location Manager, Production Designer, Programme Researcher, TV Camera Operators, TV/Film/video Producer.

## Contact name for more information:

Maria Edwards (Head of Performing Arts, Head of Media and Film Studies):

[maria.edwards@lordgrey.org.uk](mailto:maria.edwards@lordgrey.org.uk)

# AQA (9-1) GCSE Food and Nutrition

## Course Overview:

If you have enjoyed your Food Technology lessons then this is a good choice for you. This course will focus on the science of the food - developing knowledge and understanding of the nutritional content and properties of food. You will apply this knowledge to your own menu creations and the dishes you cook. There is a focus on developing high end kitchen skills which include working with pastry. This course will help develop knowledge, understanding and skills in the kitchen. At the end of this course you will be able to cook a wide range of dishes and be able to adapt recipes to create a balanced and nutritious meal.

## Assessment of Course breakdown:

The course is broken down into 2 sections Exam (50% of the course) This is externally assessed.

Non Exam Assessment (NEA) worth 50% of the course. The NEA is split into 2 investigation (15% of overall qualification) and practical (35% of overall qualification)

## Topics of Study:

Food preparation skills  
Food, Nutrition and Health  
Food Science  
Food Safety  
Food Choice  
Food Provenance

## Education Progression and Careers Opportunities:

Level 3 vocational qualifications, such as BTEC Nationals, specifically the Pearson BTEC Level 3 in Hospitality, Related academic qualifications, Employment within the food industry such as chef.

## Contact name for more information:

Rachael Reid: [rachael.reid@lordgrey.org.uk](mailto:rachael.reid@lordgrey.org.uk)

# BTEC Technical Award Level 1/2 in Health and Social Care

## Course Overview:

The Health and Social Care Level 1/2 Tech Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the: Development of key skills that prove your aptitude in health and social care such as interpreting data to assess an individual's health Process that underpins effective ways of working in health and social care, such as designing a plan to improve an individual's health and wellbeing Attitudes that are considered most important in health and social care, including the care values that are vitally important in the sector, and the opportunity to practise applying them Knowledge that underpins effective use of skills, process and attitudes in the sector such as human growth and development, health and social care services, and factors affecting people's health and wellbeing.

## Assessment of Course breakdown:

Learners are required to complete and achieve all three components in the qualification.

- 1 Human Lifespan Development
- 2 Health and Social Care Services and Values
- 3 Health and Wellbeing

## Topics of Study:

Component 1 – Human Lifespan and Development. 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. This is an internally assessed unit, worth 30% of your overall final grade.

Component 2 – Health and Social Care Services and Values. 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). This is an internally assessed unit, worth 30% of your overall final grade.

Component 3 – Health and Wellbeing. In this component, you 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. This is an externally assessed unit, worth 40% of your overall final grade.

## Education Progression and Careers Opportunities:

BTEC Level 3 HSC at Lord Grey, Nurse, Social Work, Midwife, Support Worker, Childcare, Youth and Community Work, GP, Dietician, Physiotherapist, Teacher.

**Contact name for more information:** Jo May: [joanne.may@lordgrey.org.uk](mailto:joanne.may@lordgrey.org.uk)

# BTEC Level 1/2 Hospitality and Catering

## Course Overview:

This is a course that will introduce you to the hospitality industry, one of the largest industries in this country, providing a stepping stone into further training and career opportunities. This course is predominantly coursework based with a large opportunity to develop practical skills and competence within the kitchen environment. This is an ideal course for you if you enjoy cooking and lessons to be more practical than theory.

## Assessment of Course breakdown:

1 unit is externally assessed with the opportunity to re-sit this unit once. (25% of the course)  
3 Units are internally assessed and moderated. 100% exam.

## Topics of Study:

Core Units  
Unit 1: Introducing the Hospitality Industry  
Unit 2: Working in the Hospitality Industry  
Mandatory Unit  
Unit 3: Food Safety and Health and Safety in Hospitality  
Optional Units - choose 1 of these units - most likely be unit 6.  
Unit 4: Costing and Controlling Finances in the Hospitality Industry  
Unit 5: Enterprise in the Hospitality Industry  
Unit 6: Planning, Preparing, Cooking and Finishing Food  
Unit 7: Food and Beverage Service in the Hospitality Industry  
Unit 8: Front Office Services in the Hospitality Industry

## Education Progression and Careers Opportunities:

The Pearson BTEC Level 1/Level 2 First Award in Hospitality provides the skills, knowledge and understanding for level 2 learners to progress to:

- Other Level 2 Vocational Qualifications
- Level 3 vocational qualifications, such as BTEC Nationals, specifically the Pearson BTEC Level 3 in Hospitality

## Future Opportunities and Careers:

Employment within the hospitality industry for example, working in junior roles such as Assistant Chef, Waiter/Waitress, Hotel Porter, Assistant Front-of-House Staff, Temporary Events/Matchday Hospitality Staff, Concessions Catering Assistants, Fast Food Servers, etc or Apprenticeships in Hospitality and Catering. Learners who achieve the qualification at Level 1 may progress to related level 2 vocational or academic qualifications, such as BTECs or GCSEs.

## Contact name for more information:

Rachael Reid [rachael.reid@lordgrey.org.uk](mailto:rachael.reid@lordgrey.org.uk)

# OCR Cambridge National in Creative iMedia Level 1/2

OPTION

## Course overview:

Cambridge Nationals in Creative iMedia are media sector-focused, including film, animation and graphics and have IT at their heart. They provide knowledge in a number of key areas in this field from pre-production skills to digital animation. What will I learn?

R081: Pre-production skills – This unit will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.

R082: Creating digital graphics – The aim of this unit is for learners to understand the basics of digital graphics editing. They will learn where and why digital graphics are used and what techniques are involved in their creation.

R085: Creating a Multipage Website – This unit will enable learners to understand the basics of creating multi-page websites. It will enable learners to demonstrate their creativity by combining components to create a functional, intuitive and aesthetically pleasing website.

R086: Creating a Digital Animation – In this unit students will plan and create a digital animation, learning about a range of techniques and fulfilling the requirements of a client brief. Digital animation is used in a wide range of applications in the creative and digital media sector so this unit is perfect for those wanting to show or develop their creativity whether to entertain or inform an audience through modern animation creating software.

## Assessment overview:

R081: Pre-production skills written paper OCR set and marked 1 hour 15 mins – 60 marks

R082: Centre assessed tasks OCR moderated Approx 10 hours – 60 marks

R085: Centre assessed tasks OCR moderated Approx 10 hours – 60 marks

R086: Centre assessed tasks OCR moderated Approx 10 hours – 60 marks

All units are equally weighted and account for 25% each. Assessment is in the form of a level 1 or 2 Pass, Merit, Distinction.

## Future Opportunities and Careers:

Cambridge National in Creative iMedia is effective preparation for a range of qualifications including Cambridge Technicals – IT Level 3 or Digital Media Level 3 (these are OCR vocational qualifications that offer an alternative to A levels for students aged 16+). You could also consider moving into AS or A Level Computer Science. I

## Contact for more information:

Mr Pennicooke: [leon.pennicooke@lordgrey.org.uk](mailto:leon.pennicooke@lordgrey.org.uk)

# BTEC Level 2 Technical Award in Creative Media

OPTION

## Course Overview:

Media is an important aspect of study as it is contemporary, always changing, and affects every one of us. To study media is to analyse and understand the processes that go into producing a text, including how the message reaches the audience, and how the audience responds. This vocational media course gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment alongside developing analytical skills through the study of a range of media products in relation to industry, audience and meaning production.

## Assessment of Course breakdown:

Component 1- 30% of course. Exploring Media Products: Internally assessed written analysis of media products across three sectors

Component 2 - 30% of course. Developing Digital Media Production Skills: Internally assessed portfolio of practical production work across three media sectors.

Component 3 - 40% of course. Create a Media Product in Response to a Brief: Externally assessed, internally supervised production project.

## Topics of Study:

Component 1: Exploring Media Products: Learners develop their understanding of how media products create meaning for their audiences. Students examine existing products and explore media production techniques to meet two learning aims: A Investigate media products; B Explore how media products are created to provide meaning and engage audiences.

Component 2: Developing Digital Media Production Skills: Learners develop skills and techniques in media production processes by reworking media products from one, or all, of the following sectors: audio/moving image, publishing, interactive design. Students create a production portfolio to meet three learning aims: A Develop media production skills and techniques; B Apply media production skills and techniques; C Review own progress and development of skills and practices.

Component 3: Create a Media Product in Response to a Brief: This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2. Learners will apply their practical skills to the creation of a media product in response to a brief. Learners will submit their ideas, pre-production planning and final media product in a portfolio of evidence.

## Education Progression and Careers Opportunities:

Creative Media Production will equip you with the communication and technology skills needed to succeed in the modern workplace, whether in the media industry or not. Whether you choose to pursue a career in film and television, fight for your own fame, or take your skills into business – you'll be well equipped for what the modern workplace is looking for. Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector, on both A-Level and vocational courses.

**JOBS ASSOCIATED WITH THIS COURSE:** Digital Marketer, Media Buyer, Planner, Researcher, Music Producer, Public Relations Officer, Social Media Manager, TV, Radio, Video Producer.

## Contact name for more information:

Maria Edwards: (Head of Performing Arts, Head of Media and Film Studies):

[maria.edwards@lordgrey.org.uk](mailto:maria.edwards@lordgrey.org.uk)

# AQA (9-1) GCSE Music

## Course Overview:

Students will learn about a wide range of musical genres and styles through listening to music, performing music and writing their own music. They will have the opportunity to develop their skills on instruments such as keyboard, guitar, singing and drums. As they will be performing on their own and with others. Students will be introduced to music software such as Sibelius, Musescore, Logic and Bandlab which will allow them to create their own music in a variety of different styles. Although it is recommended that students can already sing or play an instrument and can read music it is not essential as long as you have a keen interest in Music and are prepared to practise outside of lesson time in order to prepare for your performances.

## Assessment of Course breakdown:

30% Performance - 1 solo performance and 1 ensemble performance

30% Composition - 1 free composition and 1 composition to a brief

40% Listening exam

## Topics of Study:

Students will be studying music from a wide range of styles, genres and composers. They will be asked to identify and describe the key musical elements such as dynamics, rhythm, structure, melody, instrumentation, texture, tonality, tempo and harmony. Each area of study has a set work that the students will analyse in more detail.

AOS1: Western Classical tradition 1650 - 1910 Baroque, Classical and Romantic Music. Set work: Mozart Clarinet concerto in A major

AOS2: Popular Music: Rock 'n' Roll, Rock Music, Pop Music 1990s - 2020, Film and Gaming Music, Musicals. Set works: Little shop of horrors - 'Prologue', 'Mushnik & Son', 'Feed me'.

AOS3: Traditional Music: Blues, Jazz, African Music, Caribbean Music, Fusions, Salsa, Samba, Celtic, British folk. Set works: Paul Simon Graceland - 'Graceland', 'Diamonds on the Soles of her Shoes' and 'You can call me Al'.

AOS4: Western Classical tradition since 1910: Orchestral Music of Aaron Copeland and Bartok, Serialism, Minimalism, Kodaly, Malcolm Arnold, Benjamin Britten, Peter Maxwell Davies and John Tavener. Set works: Zoltan Kodaly - Harry Janos 'The Battle and Defeat of Napoleon' and 'Intermezzo'.

## Education Progression and Careers Opportunities:

It is well known that students who study Music and play an instrument are likely to be successful in their GCSEs and A levels as it requires determination, creativity, independence, self-discipline and motivation. There are lots of links between Music and Mathematics and sound and the Sciences. Some students go on to study the Physics of sound and become sound engineers, sound designers and musical producers. Others may go down the business route and become involved in manufacturing, publishing, promoting and managing musicians and their labels. There are also the practical roles of becoming a Session Musician, a Westend performer, a Composer, Conductor or Teacher of Music.

## Contact name for more information:

Mrs Preston: [ellen.preston@lordgrey.org.uk](mailto:ellen.preston@lordgrey.org.uk)

# OCR GCSE (9-1) Religious Studies

OPTION

## Course Overview:

Component group 1: Beliefs and teachings & Practices: Students study the beliefs, teachings and practices of two of the following major world religions: Christianity and Islam.

Component group 2: Religion, philosophy and ethics in the modern world from a religious perspective: Students study different philosophical and ethical arguments and their impact and influence in the modern world from the perspective of one of the religions they studied in component group 1. There are four themes of study: Relationships and families, The existence of God/gods/ultimate reality, Religion, peace and conflict, Dialogue within and between religions and non-religious beliefs.

## Assessment of Course breakdown:

100% exam.

Component Group 1 - The study of a first religion. 63 marks (3 of these for SPaG). 1 hour written paper worth 25%. PLUS The study of a second religion. 63 marks (3 of these for SPaG). 1 hour written paper worth 25%.

Component Group 2 - Religion, philosophy and ethics in the modern world 126 marks (6 of these for SPaG). 2 hour written paper worth 50%

## Topics of Study:

Learners are required to study two major world religions. The focus of study for each religion is on 'Beliefs and teachings' and 'Practices'. Learners will also study different philosophical and ethical arguments and their impact and influence in the modern world from the perspective of one of the religions they studied. This is divided into four themes of study:

- Relationships and families, religious teachings about the nature and purpose of families in the 21st century,
- The existence of God, gods and ultimate reality, and ways in which God, gods or ultimate reality might be understood;
- Religion, peace and conflict
- Dialogue within and between religions and non-religious beliefs.

This course will encourage learners to develop knowledge, understanding and skills to engage in debate and discussion about life in a modern pluralistic society. This includes developing an understanding of non-religious beliefs. Learners will be encouraged to develop and understand personal values and beliefs, with an emphasis on critical analysis and the ability to construct balanced and informed arguments within the context of religious, philosophical and ethical awareness.

## Education Progression and Careers Opportunities:

Studying theology and religious studies allows you to explore how religious beliefs and practices shape and influence the world we live in.

## Jobs directly related to your subject studies include:

Chaplain, Higher Education Lecturer, Primary School Teacher, Secondary School Teacher, Advice worker, Archivist, Charity Fundraiser, Counsellor, Civil Service, Community Development, International Aid or Development Worker, Journalist, Police Officer, Youth Worker.

## Contact name for more information:

Cheryl Rafferty, Head of RS and Social Sciences [cheryl.rafferty@lordgrey.org.uk](mailto:cheryl.rafferty@lordgrey.org.uk)

# OCR Cambridge National Level

## 1/2 in Sports Science

### Course Overview:

Cambridge National in Sport Science helps students appreciate how sport science underpins sport at all levels. They learn about anatomy, physiology, injury prevention, improving personal fitness through appropriate training and the role of technology in improving performance. The completion of the course is heavily weighted towards written coursework. Practical lessons are used to reinforce and embed learning, however pupils should understand that the course has no compulsory practical element or assessment.

### Assessment of Course breakdown:

The course is assessed through the completion of 4 units. 3 coursework and 1 exam unit, each equating to 25% of the overall grade.

Each of the coursework units comprise of 4 learning outcomes with all learning outcomes being completed by candidates in order for the unit to be passed.

Each unit is assessed out of 60 marks, with awarded grades ranging from a level 2 distinction star (L2D\*) which equates to an 8 (numerical grade) to a level 1 pass.

### Topics of Study:

Pupils will complete 4 different units, covering a wide range of topics that impact the world of sport.

R041 - Reducing the risk of sports injury (exam based unit).

R042 - Applying principles of training

R043 - The body's response to Physical training.

R046 - Technology in Sport.

### Education Progression and Careers Opportunities:

Successful candidates are encouraged to progress onto Cambridge Technical Level 3 in Sport (A' Level equivalent). Successful pupils would also be suited to other sport related level 3 courses. Cambridge National in Sports Science offers pupils the opportunity to experience and progress in numerous different aspects of the sporting world.

Due to the diverse content delivered throughout the course, pupils can follow various career pathways such as coach, physiotherapy, PE teacher and Sports Science technician or analyst.

### Contact name for more information:

For further information on the course please contact Mr Richard Henry, [richard.henry@lordgrey.org.uk](mailto:richard.henry@lordgrey.org.uk) or speak to any staff in the Physical Education department

You can also find more information on the OCR Cambridge National in Sports Science website <https://www.ocr.org.uk/Images/82412-specification.pdf>

# Subject Blocking

The below is an example of the subject blocking you can expect to see on the google form, where you will make your choices.

**Your first decision is to choose at least one of the following subjects:**  
**Geography, History, German, Spanish or Italian**

*If you choose German or Spanish it must be the language you are currently studying. Italian can be chosen no matter what core language you have studied.*

**Your next decision is to choose a further two subjects**, from any of the GCSE or GCSE equivalent subjects, ensuring you select one first choice subject, and one reserve subject from each option block only.

OPTION BLOCK A			OPTION BLOCK B			OPTION BLOCK C		
<input checked="" type="checkbox"/> Tick your first choice. Write an <b>R</b> next to your reserve choice			<input checked="" type="checkbox"/> Tick your first choice. Write an <b>R</b> next to your reserve choice			<input checked="" type="checkbox"/> Tick your first choice. Write an <b>R</b> next to your reserve choice		
<b>Subject</b>	<input type="checkbox"/>	<b>R</b>	<b>Subject</b>	<input type="checkbox"/>	<b>R</b>	<b>Subject</b>	<input type="checkbox"/>	<b>R</b>
<b>1. PLEASE CHOOSE AT LEAST ONE OF THE FOLLOWING SUBJECTS</b>								
GCSE Geography	<input type="checkbox"/>		GCSE German (Y band)	<input type="checkbox"/>		GCSE Geography	<input type="checkbox"/>	
GCSE German (Y band)	<input type="checkbox"/>		GCSE History	<input type="checkbox"/>		GCSE History	<input type="checkbox"/>	
GCSE Spanish (X band)	<input type="checkbox"/>		GCSE Italian	<input type="checkbox"/>				
			GCSE Spanish (X band)	<input type="checkbox"/>				
<b>2. CHOOSE A FURTHER TWO SUBJECTS FROM ANY OF THE GCSE OR GCSE EQUIVALENT SUBJECTS BELOW</b>								
<b>GCSE SUBJECTS</b>								
GCSE Art Textiles	<input type="checkbox"/>		GCSE Business Studies	<input type="checkbox"/>		GCSE 3D Art (Ceramics)	<input type="checkbox"/>	
GCSE Business Studies	<input type="checkbox"/>		GCSE Computer Science	<input type="checkbox"/>		GCSE Fine Art	<input type="checkbox"/>	
GCSE Dance	<input type="checkbox"/>		GCSE Design Technology	<input type="checkbox"/>		GCSE Film Studies	<input type="checkbox"/>	
GCSE Design Technology	<input type="checkbox"/>		GCSE Drama	<input type="checkbox"/>		GCSE Music	<input type="checkbox"/>	
GCSE Food and Nutrition	<input type="checkbox"/>		GCSE Food and Nutrition	<input type="checkbox"/>		GCSE Religious Studies	<input type="checkbox"/>	
<b>GCSE EQUIVALENT SUBJECTS</b>								
BTEC Award in Health & Social Care	<input type="checkbox"/>		BTEC Media Studies	<input type="checkbox"/>		BTEC Hospitality and Catering	<input type="checkbox"/>	
OCR L1/L2 CNAT in Creative iMedia	<input type="checkbox"/>					VCERT Child Development and Care	<input type="checkbox"/>	
						Cambridge National Certificate in Sports Science	<input type="checkbox"/>	

Please be aware that subjects will only run if there are viable numbers of students and staffing is available.



# LORD GREY ACADEMY

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