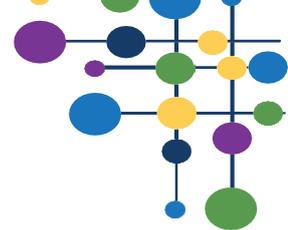


# **Year 9 GCSE Options Booklet and Curriculum Guide**

**2022-23**



## GCSE Options Booklet and Curriculum Guide

In this booklet you will find a range of useful information to help you support your child making their options choices. There is also a notes page at the back of the booklet which will allow you to record ideas and next steps.

### Our Aim

Our aim is for all of students to achieve their personal best and to transition successfully from their education at Royds Hall on to a variety of post 16 opportunities and pathways including apprenticeships and College courses. The options process will allow your son/daughter to choose from a range of GCSEs and vocational qualifications enabling them to study the subjects that are required nationally as well as choosing subjects which fulfil their other interests and skill sets too.

Your child does not have to make the option decision on their own; they should use all of the support and guidance available to them. Please encourage them to:

- Think carefully about why they want to choose some subjects in preference to others. Choose subjects because; they enjoy them, they are good at them and they would potentially like to study them at A Levels and university. (Don't choose the subject because their friend is choosing it or because they like the teacher!)
- Research the careers they are interested in and consider which subjects would help them to achieve this goal. There is a 'Careers Directory' on the school website, which may help.
- Talk to their subject teachers about the subjects that they are interested in studying and find out more about the courses that they will be taking.

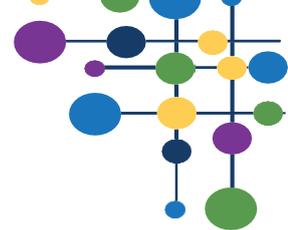
### Support

We aim to support students through this process by working with them in the following ways;

- Assemblies to guide students through the process of option choices
- Taster sessions of subjects that are new to them
- Options evening for students and parents to attend
- Guidance from members of staff to ensure they are making the best choices for them.

### Year 10-11 Curriculum

We strongly believe that one of the core purposes of secondary school is to equip all students with a range of skills which are developed through a broad, balanced and ambitious curriculum. These key skills enable Royds Hall students to successfully progress at the age of 16 to a Sixth-form college, a vocational course, or into an apprenticeship or job with training. Therefore, the Key Stage 4 (Years 10 and 11) curriculum at Royds Hall is designed to provide a rigorous academic core for all students, alongside a range of curriculum options which enable students to specialise in the subjects they enjoy the most.



### What are GCSEs?

GCSE stands for General Certificate of Secondary Education. It is highly valued by schools, colleges and employers, therefore vital for any path the students are planning to take post-16. The qualification involves studying the theory of a subject combined with investigative work. Some subjects also involve practical work. GCSEs are graded at 9-1. Some GCSEs on offer are tiered, meaning that the student can be entered at either a Foundation level (grades 1 – 5) or higher level (grades 4 – 9). These subjects include GCSE French, GCSE Mathematics and GCSE Science.

### What are Vocational Qualifications?

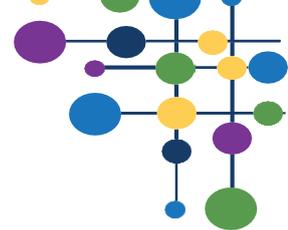
We offer a wide range of Vocational courses at Royds Hall. These include the BTEC Tech awards, OCR Cambridge Nationals, NCFE Tech awards and WJEC Vocational award. Vocational qualifications enable learners to gain knowledge, understanding and skills relating to a specific vocational sector. In addition to developing sector-specific knowledge and understanding, these qualifications also support learners to develop the essential employability skills that are valued by employers, further and higher education. The qualifications offer a mix of theory and practice. They are equivalent to the GCSE qualifications. There are two levels of entry for these qualifications, Level 1 and Level 2 and they are graded at Distinction\*, Distinction, Merit and Pass.

### What is the English Baccalaureate?

English schools are now required to deliver an English Baccalaureate (EBacc) curriculum to the vast majority of its students. The government believes that schools should offer students a broad range of academic subjects to the age of 16, and the English Baccalaureate promotes this aspiration.

The EBacc is not a qualification in itself. It will recognise students' achievements across a core of selected academic subjects in getting 'good passes' (**standard pass = Grade 4, good pass = Grade 5**) in rigorous GCSEs. The English Baccalaureate will cover achievement in English, Mathematics, Sciences, a Language and a Humanities subject. A student who achieves the English Baccalaureate will, therefore, gain GCSEs at grades 5 and above at Royds Hall in:

- English or English Language and Literature (Double Award)
- Mathematics
- Two Sciences
- A Humanities subject (this must be either History or Geography)
- A Modern Foreign Language
- In addition, students will also choose two options, meaning they achieve two additional qualifications to suit their interests, skills and enthusiasm



The government's policy is that a high proportion of students should study the EBacc subjects (The government's ambition is to see 75% of pupils studying the EBacc subject combination at GCSE by 2022, and 90% by 2025). The prestigious universities will expect students to have completed the EBacc in addition to their A-Level subjects.

### **Timeline for the Options Process at Royds Hall**

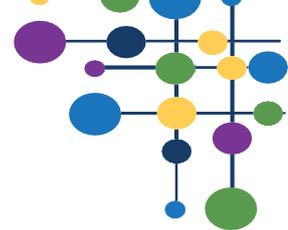
<b>Date(s)</b>	<b>Event</b>	<b>Audience</b>
Thursday 9 <sup>th</sup> February	Initial Options Assembly	Students
w/c 20 <sup>th</sup> February	Students select Options Taster Sessions	Students
Thursday 2nd March 5-7pm	Options Evening	Parent/Carer(s) and students
w/c 6 <sup>th</sup> March	Options Taster Sessions	Students
Thursday 9 <sup>th</sup> March	Options Online will open	Parent/Carer(s) and students
Thursday 16 <sup>th</sup> March	Deadline for Options Online	Parent/Carer(s) and students

### **Entry requirements for post-16 study**

Post-16 Further Education establishments do not publish their entry criteria so far in advance. Therefore, we have published this year's requirements as a point of reference.

Most qualifications have a difficulty level. The higher the level, the more difficult the qualification is.

<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
qualifications are:	qualifications are:	qualifications are:
GCSE - grades 3, 2, 1 or grades D, E, F, G Level 1 vocational awards Traineeship	GCSE - grades 9, 8, 7, 6, 5, 4 or grades A*, A, B, C Intermediate apprenticeship Level 2 Vocational Qualifications including the Tech award	A levels T Levels (equivalent to 3 A Levels) Advanced apprenticeship Level 3 Vocational Qualifications



**Comparing the old and new GCSE system:**

**Ofqual**

**Grading new GCSEs from 2017**

New grading structure	Current grading structure
9	
8	A*
7	A
<div style="display: flex; justify-content: center; align-items: center; gap: 20px;"> <div style="border: 1px solid black; padding: 5px; background-color: #808080; color: white; border-radius: 10px;"> <b>GOOD PASS (DfE)</b>                      5 and above = top of C and above                 </div> <div style="border: 1px solid black; padding: 5px; background-color: #008080; color: white; border-radius: 10px;"> <b>AWARDING</b>                      4 and above = bottom of C and above                 </div> </div>	
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

**Information to support your understanding of the post-16 entry requirements for local colleges**

**Greenhead College – Entry Requirements 2022-23**

Greenhead College’s minimum entry requirement for A Levels is **grade 6 in three GCSE subjects**. All students must have achieved a minimum **grade 4 in both GCSE English Language and GCSE Mathematics** – grade 6 and above in these subjects would count towards the minimum entry requirement.

Some subject specific A Level courses have additional requirements such as:

- A Level Biology - Grades 6/6 in GCSE Science AND Grade 5 GCSE Mathematics OR Grade 6 in GCSE Biology, Grade 5 in GCSE Chemistry AND Grade 5 in GCSE Mathematics.
- A Level Chemistry - Grades 6/6 in GCSE Science and Grade 6 in GCSE Mathematics OR Grade 6 in GCSE Chemistry AND Grade 6 in GCSE Mathematics.
- A Level Physics - Grades 6/6 in GCSE Science AND Grade 6 in GCSE Mathematics OR Grade 6 in Physics AND Grade 6 in GCSE Mathematics. The course is heavily mathematical and there will be mathematics used in most lessons.



- Computer Science - Grade 6 in GCSE Maths, with some experience of programming preferred. It is strongly recommended that you take A Level Mathematics alongside this subject.
- Further Maths - Grade 8 in GCSE Mathematics.
- Statistics - Grade 6 in GCSE Mathematics.
- Modern Foreign Languages – Grade 6 at GCSE in relevant language.

**Greenhead College also offer the following Vocational Courses:**

**WJEC Level 3 Medical Science** – The requirement for this course is Grades 4/4 in GCSE Science OR Grade 4 in GCSE Biology

**Music Performance (BTEC)**

Other than the College's general entry requirements there are no additional qualifications needed to study BTEC Music other than to be a confident performer with a desire to perform in front of others.

**Cambridge Technical Level 3 Health & Social Care Extended Certificate** - Other than the College's general entry requirements there are no additional qualifications needed to study the Business Cambridge Technical Level 3 course.

**Shelley College – Entry Requirements 2022-2023**

A student must achieve a minimum of five 9-4 grades at GCSE, including English and Maths (at least to Level 4) from five different subject areas.

Purely vocational pathways require a minimum of four 9-4 grades at GCSE, including English and Maths (at least to Level 4) from four different subject areas.

**Kirklees College – Entry Requirements 2022-23**

Kirklees College offer a huge range of courses and qualifications across many levels catering for all abilities.

Entry level 1 and 2 - These qualifications support students in developing their basic skills in English, Maths and ICT. They typically also involve practical tasters in vocational subjects and life/work skills development. No formal requirements, although students usually enter with English and Maths at grade 1/U.

Entry level 3 – These qualifications are usually for students with GCSEs below Grade 2 in English and Maths. Entry Level qualifications are offered in Maths and English as well as practical subjects such as Construction, Motor Vehicle, Catering, and Hair and Beauty. They usually take one year to complete.

Level 1 – These are usually for students with GCSEs Grade 2 or above in English and Grade 1 Maths.

Level one qualifications provide an introduction to a subject area and are available in a wide range of work-related subjects. They usually take one year to complete and you would be awarded a pass or fail.



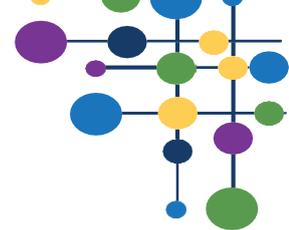
Level 2 – These are usually for students with GCSE’s grade 3 or above in English and 2 in Maths. Level 2 qualifications provide a more in-depth look at a wide range of work-related subjects. Students studying a Level 2 qualification will usually be assessed via set course work and assignments, completion of synoptic (practical) tests and usually some form of an exam or on-line assessment. It usually takes one year to complete.

Level 3 – These are usually for students who have achieved 5 GCSE’s grade 4 or above in English and 3 in Maths. In very practical subjects, e.g. Hair, Bricklaying, Motor Vehicle, you would only join this level after you have achieved a Level 2 qualification in the subject because of the foundation skills needed for Level Three skills to be developed from. You will usually complete your Level 3 qualification in one year. At this level, you will study both practical and theory of the work-related area you have chosen. This level is equivalent to A Levels. You may need to complete work placement hours as part of your qualification to be successful. This is usually graded Distinction, Merit, or Pass.

### **Huddersfield New College - Entry Requirements 2022-2023**

Alongside your grades meeting the general and subject entry criteria, you must also demonstrate the following. If you do not meet these expectations, Huddersfield New College will not be able to offer you a place.

- Your school or college reference must demonstrate an excellent attendance record (at least 95%) and positive punctuality
- The reference should also demonstrate excellent standards of behaviour and a very positive attitude to learning



Course Pathways	General entry criteria
<b>A Level</b>	<ul style="list-style-type: none"> <li>Minimum of 5 GCSEs at grade 5. One of the grade 5s must be in English Language and GCSE Maths must be at a grade 4 or above.</li> </ul>
<b>Applied</b>	<ul style="list-style-type: none"> <li>Minimum of 5 GCSEs at grade 4 or above, including English Language. GCSE Maths at grade 3 or above.</li> <li>If you have studied a BTEC or other vocational qualification, you can include one subject with a pass or above in one of your 5 GCSE grades.</li> </ul>
<b>Blended Pathways</b>	<ul style="list-style-type: none"> <li>For more information about blended pathways, please see here: <a href="https://huddnewcoll.ac.uk/apply-courses/entry-requirements">https://huddnewcoll.ac.uk/apply-courses/entry-requirements</a></li> </ul>

### The Royds Hall Curriculum Offer for your Son/Daughter

#### The Core Curriculum

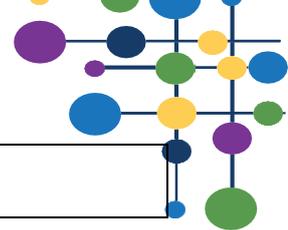
- English – all students study English Language and English Literature GCSE
- Mathematics – all students study Mathematics GCSE
- Science – all students study either double award Science (leading to 2 GCSEs), or the separate sciences (leading to separate GCSEs in Biology, Chemistry and Physics)
- Personal Development (This covers PSHE, Citizenships, Religious Studies and RSE) – non-examined. Students take a discussion-based approach to key themes from the careers, citizenship, RE and RSE curriculum.
- PE – An opportunity to do physical exercises or sport, which support wellbeing and healthy lifestyle choices.

#### GCSE Science

All GCSE Science courses are assessed through examinations taken at the end of the course. Throughout the course students are required to undertake practical work. There are two pathways. One pathway is **Separate Sciences** which allows each student to achieve three GCSEs - one in Physics, another in Chemistry and the third in Biology. The alternative pathway is known as **Trilogy** which is two science GCSEs and includes content from all three of the Sciences. Entry onto the separate science pathway is decided primarily by the science teachers at Royds Hall, who will consider data and aptitude towards the subject. The separate science course covers all the content of the trilogy course but studies some areas of science in more breadth and depth. Entry on to A Level Science courses is not dependent on students taking the separate science course.

#### **Separate Sciences (AQA Specification)**

Subject	Level	Units	Exam/NEA	Percentage	Duration
Biology (Higher or Foundation) GCSE		Paper 1	Examination	50%	1hr 45m
		Paper 2	Examination	50%	1hr 45m
Chemistry (Higher or Foundation) GCSE		Paper 1	Examination	50%	1hr 45m
		Paper 2	Examination	50%	1hr 45m
Physics (Higher or Foundation)		Paper 1	Examination	50%	1hr 45m



GCSE	Paper 2	Examination	50%	1hr 45m
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### Trilogy Science (AQA Specification)

Subject	Level	Units	Exam/NEA	Percentage	Duration
Biology (Higher or Foundation)		Paper 1	Examination	16.6%	1hr 15m
		Paper 2	Examination	16.6%	1hr 15m
Chemistry (Higher or Foundation)		Paper 1	Examination	16.6%	1hr 15m
		Paper 2	Examination	16.6%	1hr 15m
Physics (Higher or Foundation)		Paper 1	Examination	16.6%	1hr 15m
		Paper 2	Examination	16.6%	1hr 15m

### GCSE Mathematics

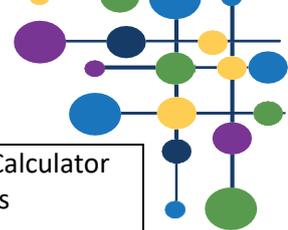
**Mathematics** equips students with uniquely powerful ways to describe, analyse and change the world. The GCSE Mathematics course will develop learners' confidence, fluency and problem-solving skills in the following mathematical areas: Number, Algebra, Ratio, Proportion and Rates of Change, Geometry and Measures, Probability and Statistics.

**Mathematics** requires a great deal of hard work and effort by students in order to be successful. Regular attendance and full involvement in all the tasks and activities provided is essential. Independent learning (IL) must be completed to a high standard and submitted on time. It must be accurate and well organised. Support will always be available when required. Mistakes are inevitable, but good Mathematicians will learn from their mistakes and be prepared to 'have a go' until they get it right.

**Mathematical** thinking is important for all members of society for use in the workplace, business and finance, and for personal decision-making. Mathematics is fundamental for the economy in providing tools for understanding Science, Engineering, Technology and Business. It is essential in public decision-making and for participation in the knowledge economy.

### GCSE Mathematics

Subject Details	Skills and Content	Tiers of entry and grades	Assessment method and duration
GCSE Mathematics Edexcel Exam Board Code: 1MA1	A01 – Attainment target is to recall facts and carry out procedures  A02 – Attainment target is to reason, interpret and communicate mathematically	<b>Foundation Tier Grades 1-5</b>	Paper 1 Non-Calculator 1 hour 30 mins 80 marks  Paper 2 Calculator 1 hour 30 mins 80 marks  Paper 3 Calculator 1 hour 30 mins 80 marks



	A03 – Attainment target is to solve problems in a mathematical context	<b>Higher Tier Grades 4-9</b>	Paper 1 Non-Calculator 1 hour 30 mins 80 marks  Paper 2 Calculator 1 hour 30 mins 80 marks  Paper 3 Calculator 1 hour 30 mins 80 marks
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### GCSE English Language

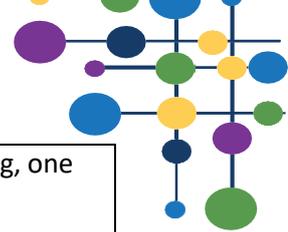
Students will follow the Eduqas GCSE English Language specification; the course includes two externally assessed examinations and a non-exam assessment component.

Throughout the course, students will learn how to read, understand and analyse a range of fiction and non-fiction texts from the 19<sup>th</sup> to 21<sup>st</sup> centuries. Some examples of these include extracts from literary prose, letters, journalism, biographies and autobiographies. Students will develop their creative and non-fiction writing; for example, writing narratives, speeches, letters, reviews and reports. In addition, students will have the opportunity to complete some spoken language activities, such as delivering presentations.

Understanding how to use language is important: as we can see when watching a great speech, powerful language has the ability to affect the world and people's lives. Students will develop a wide range of transferable skills that will be invaluable as they move towards further study or employment, for example; literacy, creative and transactional writing skills, evaluation and research skills, analytical skills, presentation and communication skills.

<b>Component 1: 20th Century Literature Reading and Creative Prose Writing</b>	
<b>Written examination: 1 hour 45 minutes</b>	<b>40% of qualification</b>
<b>Section A (20%) - Reading</b>	
Understanding of one prose extract (about 60-100 lines) of literature from the 20th century assessed through a range of structured questions	
<b>Section B (20%) – Prose Writing</b>	
One creative writing task selected from a choice of four titles	

<b>Component 2: 19th and 21st Century Non-Fiction Reading and Transactional/Persuasive Writing</b>	
<b>Written examination: 2 hours</b>	<b>60% of qualification</b>
<b>Section A (30%) - Reading</b>	



Understanding of two extracts (about 900-1200 words in total) of high-quality non-fiction writing, one from the 19th century, the other from the 21st century, assessed through a range of structured questions

**Section B (30%) –Writing**

Two compulsory transactional/persuasive writing tasks

**Component 3: Spoken Language**

**Non-exam assessment**

**Unweighted**

One presentation/speech, including responses to questions and feedback.

Achievement in Spoken Language will be reported as part of the qualification, but it will not form part of the final mark and grade.

**GCSE English Literature**

As well as studying English Language as part of the core curriculum, students will complete a GCSE in English Literature. For GCSE English Literature, we follow the AQA specification.

The AQA English Literature GCSE allows students to study a range of inspiring Literature texts, including Shakespeare’s ‘Macbeth’, Dickens’ ‘A Christmas Carol’, J.B Priestley’s play ‘An Inspector Calls’ and a range of poetry. The course is challenging and engaging, encouraging students to look at contextual issues, such as cultural and historical aspects, through Literature.

This GCSE is assessed through two external examinations.

**Paper 1: Shakespeare and the 19th-century novel**

What's assessed

- Shakespeare plays
- The 19th-century novel

How it's assessed

- written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE

**Section A Shakespeare:** students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

**Section B The 19th-century novel:** students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

**Paper 2: Modern texts and poetry**

What's assessed

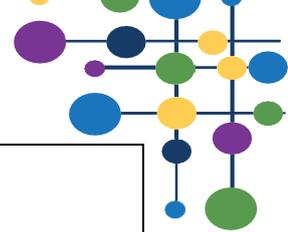
- Modern prose or drama texts
- The poetry anthology
- Unseen poetry

How it's assessed

- written exam: 2 hour 15 minutes
- 96 marks
- 60% of GCSE

**Section A Modern texts:** students will answer one essay question from a choice of two on their studied modern prose or drama text.

**Section B Poetry:** students will answer one comparative question on one named poem printed



on the paper and one other poem from their chosen anthology cluster.

**Section C Unseen poetry:** Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

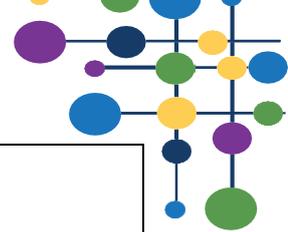
## Option Subjects

### AQA GCSE Geography

Geography is a focus within the curriculum for understanding and resolving global issues. It is an important link between the natural and social sciences. Through geography we learn to appreciate the diversity of landscapes, people and cultures. Geography requires a range of skills including the ability to write extended answers, interpret sources, recall case studies, complete investigations and show numerical and statistical skills. For this reason, the course is both challenging and accessible for all, providing a broad range of skills to develop and showcase. Students will gain a broader understanding of the world around them, to think about world issues enabling them to find solutions to a variety of challenging problems.

35% of GCSE	Paper One: Living with the Physical Environment	Students will study Natural Hazards (weather, climate change and tectonics), The Living World, Physical Landscapes in the UK (rivers and coasts) and Geographical Skills. Students will be assessed through a written examination of 1 hour 30 minutes.	Knowledge gained would be of use for further studies in courses such as geology, statistics, biology, physics, chemistry, and environmental science.
35% of GCSE	Paper Two: Challenges in the Human Environment	Students will be assessed on the following: Urban Issues and Challenges, The Changing Economic World, The Challenge of Resource Management, Geographical Skills. Students will be assessed through a written examination of 1 hour 30 minutes.	Knowledge gained would be of use for further studies in courses such as sociology, economics, politics, global studies, or environmental management.
30% of GCSE	Paper Three: Geographical Applications	Students will be assessed on the following: Issue Evaluation, Fieldwork, Geographical Skills. Students will be assessed through a written examination of 1 hour 15 minutes.	Evaluation skills and fieldwork skills are developed which compliment a wide range of courses including science, maths, statistics, health and social sciences.

<p><b><u>What Could I Study post-16?</u></b></p> <ul style="list-style-type: none"> <li>- As geography focuses on both natural and human sciences, it compliments a wide range of post-16 opportunities</li> <li>- A-levels such as Geography, Geology, Politics, Economics and Environmental Science.</li> <li>- BTEC Diploma in courses such as Travel and Tourism, Horticulture, Agriculture, Environmental Health/Consultation</li> </ul>	<p><b><u>Careers?</u></b></p> <p>This course would be beneficial to the following career paths:</p> <ul style="list-style-type: none"> <li>• Landscape architect</li> <li>• Meteorologist</li> <li>• Quantity surveyor</li> <li>• Geoscientist / geologist</li> <li>• Environmental consultant</li> <li>• Logistics manager</li> <li>• Urban planning</li> <li>• Conservation officer</li> </ul>
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	<ul style="list-style-type: none"> <li>• Hydrologist</li> <li>• Architect</li> <li>• Demographer</li> <li>• Politician</li> </ul>
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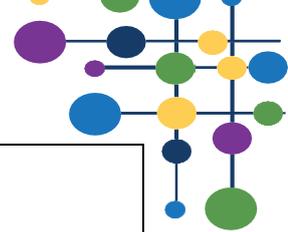
### **Edexcel GCSE History**

What will be studied? History at GCSE encompasses a variety of topics from the medieval period to the 21st century. Students will have the chance to build on topics studied during their Key Stage 3 curriculum as well as some entirely new and diverse topics. It will include a mix of both world and British history. Written skills will be tested during this GCSE; there are marks for spelling, punctuation and grammar alongside the skills and content requirements. These skills will be developed over the course.

### **How is the course assessed?**

<b>Unit 1</b>	Thematic study and historical environment. The focus for this unit is Medicine in Britain, 1250 – present and Medicine is on the Western Front 1914-1918.	This paper is worth 30% and will be examined for 1 hour 15 minutes.
<b>Unit 2</b>	Period study and British depth study. The focus for the British depth study is Early Elizabethan England, 1558-88 and the period study is The American West, c1835–c1895.	This paper is worth 40% and will be examined for 1 hour 45 minutes.
<b>Unit 3</b>	Modern depth study. Focusing on Weimar and Nazi Germany, 1918–39.	This paper is worth 30% and will be examined for 1 hour and 20 minutes.

<p style="text-align: center;"><b><u>What could I study post 16?</u></b></p> <p>This course will lead onto AS and A2 Level History and a wide variety of university degrees such as Law, Journalism, Teaching and many more</p>	<p style="text-align: center;"><b><u>Careers?</u></b></p> <p>This course would be beneficial to the following career paths:</p> <ul style="list-style-type: none"> <li>• Museum or gallery exhibitions officer</li> <li>• Secondary school teacher</li> <li>• Academic librarian</li> <li>• Archaeologist</li> <li>• Archivist</li> <li>• Journalist</li> <li>• Civil Service administrator</li> </ul>
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	<ul style="list-style-type: none"> <li>• Editorial assistant</li> <li>• Information officer</li> <li>• Politician’s assistant</li> <li>• Solicitor</li> <li>• Web content manager</li> </ul>
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### AQA GCSE Religious Studies

AQA Religious Studies GCSE covers the study of Christianity and Islam where students will discuss the beliefs and teachings, as well as the practices of each faith. In addition to this, students will study four ethical topics – Religion and Families, Religion and Life, Religion Human Rights and Social Justice, and Religion Crime and Punishment. In these topics we look at issues such as abortion, euthanasia, animal rights, drug abuse, and many more contemporary issues. Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All of these skills will help prepare them for further study.

50% Examination	Paper One: The study of religions: beliefs, teachings and practices	Students will gain knowledge of the beliefs, teachings and practices of Christianity and Islam. Students will be assessed through a written examination of 1 hour 45 minutes.	Knowledge gained would be of use for further studies in Ethics, Philosophy and Humanities based subjects.
50% Examination	Paper Two: Thematic Studies	Students will explore four key themes: Religion and Families, Religion and Life, Religion Human Rights and Social Justice, Crime and Punishment. Students will be assessed through a written examination of 1 hour 45 minutes.	Evaluation skills are developed, which would be of use in further studies in a number of areas.

<p><b><u>What Could I study post-16</u></b></p> <ul style="list-style-type: none"> <li>- Courses such as Travel and Tourism and Teacher Education</li> <li>- A levels such as Religious Studies, Sociology, Philosophy, Ethics</li> <li>- BTEC Diploma in Public Services or CACHE Certificate and Diploma in Childcare and Education</li> </ul>	<p><b><u>Careers?</u></b></p> <p>This course would be beneficial to the following career paths:</p> <ul style="list-style-type: none"> <li>Teacher</li> <li>Social Worker</li> <li>Civil Servant</li> <li>Counsellor</li> <li>Police Officer</li> </ul>
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### OCR Cambridge National Technical Award in Child Development and Care



The Technical Award in Child Development and Care provides students with the opportunity to gain a vocational qualification that gives a basic introduction to the childcare industries. It includes the knowledge and understanding of child development and well-being necessary for working with children in a variety of settings. It is aimed at a range of students who wish to be introduced to childcare and development of children aged 0-5 years.

50% Examination	Health and well-being for Child Development	All students will learn the essential knowledge and understanding for child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, care, and conditions for development, childhood illnesses and child safety.	Knowledge gained would be of use for further studies in PSHE, Biology and other child development qualifications
25% Controlled Assessment	Understanding the equipment and nutritional needs of children from birth to five years	Students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all these needs. They will also gain knowledge of nutrition and hygiene practices and will be given the opportunity to evaluate dietary choices.	Evaluation skills are developed, which would be of use in further studies in a number of areas.
25% Controlled Assessment	Understanding the development of a child from birth to five years  *Child Study*	Students will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five. Students will research, plan and carry out activities with children and make observations of their development.	Researching, planning, observing and evaluating skills are developed and are useful transferable skills.

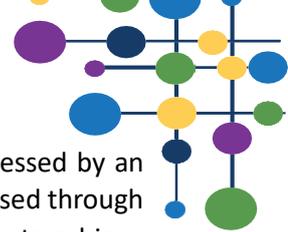
<p style="text-align: center;"><b>What could I study post 16?</b></p> <ul style="list-style-type: none"> <li>• Courses such as Health &amp; Social Care and Child development and care</li> <li>• A levels such as Sociology, Biology, and Psychology</li> <li>• BTEC Level 3 National Extended Certificate/Diploma in Health and Social Care</li> <li>• Apprenticeships such as Early years Childcare and Education.</li> </ul>	<p style="text-align: center;"><b>Careers?</b></p> <p>This course would be beneficial to the following career paths:</p> <p style="text-align: center;">Teacher Nursery Nurse Nurse Midwife Social Worker</p>
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### **BTEC Pearson Technical Award in Health and Social Care (Levels 1 and 2 are available)**

The Technical Award in Health and social care provides students with the opportunity to gain a vocational qualification that gives a broad introduction to health and social care settings. This course provides an investigation into the relevant knowledge and skills needed to work the diverse fields of health and social care.

#### **How the course is assessed**

The BTEC Technical Award will have a written exam worth 40% and portfolio units worth 60%. The BTEC Technical Award course is graded Level 1/2 PASS, MERIT, DISTINCTION or DISTINCTION \* and the marks for all



3 units are added together to decide your final grade. Unit 3 is assessed by an external written examination and accounts for 40% of the final marks. The other 2 units are assessed through a controlled assessment assignment that match the assessment criteria for the unit. Students have to achieve in all 3 units to pass the course.

The qualification will cover:

- Human lifespan development
- Health and Social Care services and care values
- Health and wellbeing exam

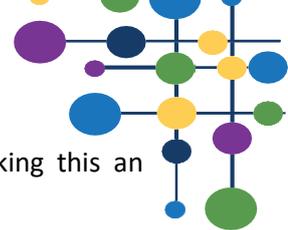
Please note: due to the nature of this course being continually assessed we cannot allow any late starters onto the course.

40% Examination	External Assessment	This unit pulls together learning through both controlled coursework topics below. Students will build upon this by considering what it means to be well and the indicators of wellness in society. Students will use their skills and knowledge to produce detailed improvement plans for individual's health and wellbeing.	Knowledge gained would be of use for further studies in PSHE, Biology and Health and Social care courses at level 3 or equivalent.
30% Controlled Assessment	Human lifespan development	Students will examine all the changes that can occur within an individual's life from a physical, intellectual, emotional and social perspective. Students will consider what factors can have an impact on an individual's life for better or for worse. This will be displayed in a report detailing a famous individual's life from birth to their elderly life.	Students will consider a number of factors and events which will prepare them for their own futures. Students will consider topics linked to Biology, PSHE and Childcare.
30% Controlled Assessment	Understanding the range of health and social care services and how to promote best practice in care	Students will gain knowledge of the diverse professions within the field of health and social care. Students will then go on to consider what good practice is and how to succeed in this field. This will be displayed through a write up report linked to physical demonstrations of good practice.	Students will develop skills to succeed in the field alongside knowledge of the varying roles available to them in the future.

<p><b><u>What could I study Post-16?</u></b></p> <ul style="list-style-type: none"> <li>- Courses such as Health and Social Care and Child Development and Care</li> <li>- A levels such as Sociology, Biology and Psychology</li> <li>- BTEC Level 3 National Extended Certification/Diploma in Health and Social Care</li> </ul>	<p><b><u>Careers?</u></b></p> <p>This course would be beneficial to the following career paths:</p> <ul style="list-style-type: none"> <li>- Health Worker</li> <li>- Outreach Worker</li> <li>- Occupational Therapist</li> <li>- Social Worker</li> </ul>
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### **OCR Cambridge National in Creative iMedia**

The Cambridge National in Creative iMedia is an excellent practical introduction to life and work in the digital media industry, students can explore the sector while developing technical skills and techniques, producing a digital media product in response to a brief, reviewing and reflecting on the process and outcome. The UK



lacks skilled people in excellent first step into this career.

the rapidly growing digital media industry, making this an

The mixture of units gives students an excellent taste of the range of job prospects available while also equipping them with transferrable technical skills for the world of work.

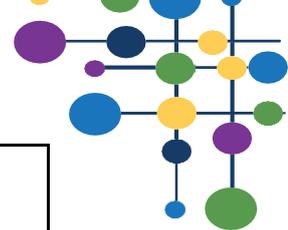
Subject	Level	Units	Exam/NEA	Percentage	Duration
Cambridge National in Creative iMedia	L1 or 2	R093 – Creative iMedia in the Media Industry	Examination	40%	1hr 15m
		R094 – Visual Identity & Digital Graphics	Non-exam assessment	30%	N/A
		R097 – Interactive Digital Media	Non-exam assessment	30%	N/A

What could I study post 16?	Careers?
<ul style="list-style-type: none"> <li>✓ A-levels such as Computer Science, Film Studies, Media Studies, Drama</li> <li>✓ BTEC Level 3 Creative Media, Information Technology, Film studies, Performing Arts</li> <li>✓ Apprenticeships such as Web development, Film Production.</li> </ul>	<p>This course would be beneficial to the following career paths:</p> <ul style="list-style-type: none"> <li>✓ Audio engineering</li> <li>✓ Cinematographer</li> <li>✓ Web design</li> <li>✓ Games design</li> <li>✓ Digital artist</li> <li>✓ Animation designer</li> <li>✓ Product designer</li> </ul>

### OCR Cambridge National in Enterprise & Marketing

Setting up and running a business enterprise is an exciting challenge which lots of people embark on every day. On this course you will learn about the key factors to consider and activities that need to happen to operate a successful small start-up business. You will also learn how market research gives the entrepreneur an insight into the wants and needs of its customers, so that products and services can be developed to satisfy them. It also complements other competing products and services on the market to ensure a financially viable business. As well as understanding your target market's needs, you will learn how the marketing mix elements must be carefully blended to enhance business performance.

Subject	Level	Units	Exam/NEA	Percentage	Duration
Cambridge National in Enterprise & Marketing	L1 or 2	<b>R067 – Enterprise &amp; Marketing Concepts</b>  Learners will develop essential knowledge and understanding of enterprise and marketing concepts, which can be applied to the other units within the qualification.  Through the first topic learners will	Exam	50%	1hr 30 mins

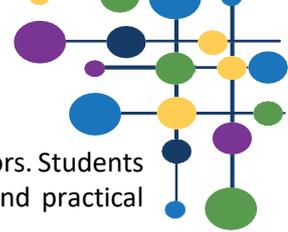


		understand the main activities that will need to happen to support a start-up business, and what the key factors are to consider when starting up a business			
		<p><b>R068 – Design a Business Proposal</b></p> <p>Learners will develop the skills to design a business proposal to meet a specific business challenge. They will identify a customer profile for a specific product, complete market research to generate product design ideas, and use financial calculations to propose a pricing strategy and determine the viability of their product proposal.</p>	Set-Assignment	25%	N/A
		<p><b>R069 – Market &amp; Pitch a Business Proposal</b></p> <p>Learners will develop the skills to create a brand identity and promotional plan for their specific business product proposal developed in the second topic. They will develop pitching skills in order to pitch their business proposal to an external audience. Finally, they will review their pitching skills and business proposal using their learning, self-assessment and feedback gathered.</p>	Set-Assignment	25%	N/A

What could I study post 16?	Careers?
<ul style="list-style-type: none"> <li>✓ A-levels such as Business Studies</li> <li>✓ BTEC Level 3 Certificate in Preparing for a Business Venture, BTEC Level 3 Cambridge Technicals in Business, Introductory Certificates in Marketing</li> </ul>	<p>This course would be beneficial to the following career paths:</p> <ul style="list-style-type: none"> <li>✓ Accountancy</li> <li>✓ Human Resources</li> <li>✓ Management</li> <li>✓ Marketing/Advertising</li> <li>✓ Retail Management</li> </ul>

### GCSE Design and Technology

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences of Design and Technology



including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing, making, and applying technical and practical expertise. Students will then have an option to specialise in a certain material area.

The GCSE allows students to study core technical principles of technology, as well as designing and making skills. They will learn a broad range of design processes, materials techniques and equipment, including textiles, paper, board, timber, metal and polymers providing students with an insight into the world of design, engineering and manufacturing industries.

Subject	Level	Units	Exam/NEA	Percentage	Duration
Design & Technology	GCSE	Written Paper	Examination	50%	2hrs
		Non-exam assessment	Non-exam assessment	50%	35hrs - in lesson time

<p><b>What could I study post 16?</b></p> <ul style="list-style-type: none"> <li>- A level Design and Technology, Product Design and Engineering</li> <li>- Further education: Diploma, HNC, Foundation Degree or L 2/3 Apprenticeships in related areas such as Model Making, Graphic Design and Construction.</li> <li>- Degree Course such as BA (Hons) Product Design, Games Development, Web Design and Architecture.</li> </ul>	<p><b>Careers?</b></p> <p>This course would be beneficial to the following career paths:</p> <ul style="list-style-type: none"> <li>Architect</li> <li>Design and Technology Teacher</li> <li>Quantity Surveyor</li> <li>Electrician, Engineer</li> <li>Cabinet Maker</li> <li>Plasterer</li> </ul> <p>or any job that requires creativity, problem solving, good communication and organisation.</p>
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### **Vocational Award in Hospitality and Catering (Levels 1 and 2 are available)**

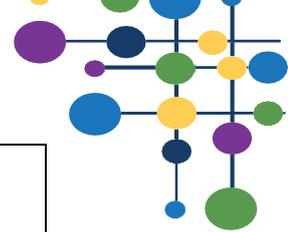
The award in Hospitality and Catering is for students who want to learn about the Hospitality and Catering sector and the potential it can offer them for their careers or further study. The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering is not their primary service but is increasingly important to their success.

According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce.

As well as the structure of the hospitality sector, you will learn about; food safety, nutrition, meal planning and will cook using a wide variety of food preparation skills.

For the internal controlled assessment you will need to plan, cook and serve a variety of nutritional dishes, in a safe and hygienic manner, that are suitable for different situations and customer needs and requirements.

Subject	Level	Units	Exam/NEA	Percentage	Duration
Hospitality and Catering WJEC	L1/2 Award	Unit 1: The Hospitality and Catering Industry	Examination	40%	1hr 30m



		Unit 2: Hospitality and Catering in Action	Non-exam assessment	60%	N/A
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<p><b>What could I study post 16?</b></p> <p>Level 3 Hospitality and Catering          HND Hospitality Management          Apprenticeships in the Hotel and Catering Industries</p> <p>Degree courses such as BA (Hons) Hospitality Business Management, Events Management.</p>	<p><b>Careers?</b></p> <p>This course would be beneficial to the following careers.</p> <p>Chef          Cake Decorator          Waiting Staff          Barista          Butcher          Baker          Catering Manager          Air Cabin Crew</p>
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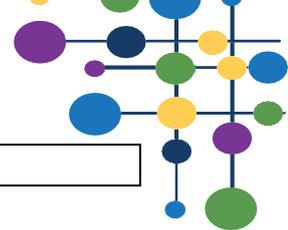
**BTEC Tech Award in Travel and Tourism (Levels 1 and 2 are available)**

Travel and Tourism allows students to use the knowledge and skills from their GCSEs, giving students opportunity to apply their academic knowledge and skills to everyday and work contexts. The course focuses on three components: the aims of travel and tourism including how different organisations work and different types of travel and tourism; how organisations use market research to identify travel and tourism trends, customer needs and preferences regarding planning a holiday; and factors that may influence global tourism. This Tech award builds upon key stage 3 Geography knowledge and also complements GCSE Geography.

**How is the course assessed?**

Component	Type of assessment	Percentage of final grade
Component 1: Travel and Tourism Organisations and Destinations	Internal assessment	30%
Component 2: Customer needs in Travel and Tourism	Internal Assessment	30%
Component 3: Influences on Global Travel and Tourism	External assessment (2 hours)	40%

<p><b><u>What could I study Post-16?</u></b></p> <ul style="list-style-type: none"> <li>- A wide range of A-levels</li> <li>- BTEC Level 3 National in Travel and Tourism</li> <li>- Apprenticeships in travel consultancy</li> <li>- Aviation and Travel level 3</li> <li>- Aviation Management and Operations with Pilot Studies</li> </ul>	<p><b><u>Careers?</u></b></p> <p>This course would be beneficial to the following career paths:</p> <ul style="list-style-type: none"> <li>- Travel representative</li> <li>- Cabin Crew</li> <li>- Resort manager</li> <li>- Events Management</li> </ul>
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**Eduqas GCSE Film Studies**

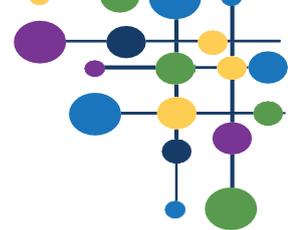
GCSE Film Studies is a course designed to develop critical thinking, analysis skills, an understanding of the world historically and contemporarily, and provides students the opportunity to explore film both creatively and theoretically.

With the Arts and Media industry booming within the UK, and the most recent development of Channel 4 moving its headquarters to Leeds, there has never been a better opportunity for students to gain a qualification in Film.

It is clear to see the relevance of the subject within the curriculum as it provides opportunities to develop English analysis skills and SMSC (spiritual, moral, social and cultural development), as well as leading to a variety of possible carers, such as production crew, journalism, film finance and so on. Currently, the course is also offered at A Level at both Greenhead and New College.

35% Examination	Component 1: Key Developments in US Film	Section A: US Film Comparative Study Section B: Key Developments in Film & Film Technology Section C: US Independent Film	Film Studies develops your critical thinking skills which will support you in your GCSE English and Modern Foreign Language classes. As you will also be developing your historical and cultural knowledge, you could apply this in your Humanities lessons.
35% Examination	Component 2: Global Film: Narrative, Representation and Film Style	Section A: Global English language film Section B: Global non-English language film Section C: Contemporary UK film	
30% Non-Exam Assessment (NEA)	Component 3: Production	The non-exam assessment is a creative production task. You will have the opportunity to demonstrate your knowledge of films, film-making and screenwriting. Example tasks include producing a: film extract (video) or film extract screenplay (with storyboard) and evaluative analysis.	The non-exam assessment will develop your planning skills, and independent creative research skills. As this unit may include some visual and design aspects, your art skills will develop. Evaluating and reflection skills are also important and you can then transfer these to other subjects.

What could I study post 16?	Careers?
<p>Courses such as A Level Film Studies or Media Studies</p> <p>A Diploma in filmmaking or Media</p> <p>A levels such as Sociology, Biology, and Psychology</p> <p>Degree courses such as BA(Hon) Filmmaking or Film and Television Production</p>	<p>This course would be beneficial to the following career paths:</p> <p style="text-align: center;">                     Film director                      Broadcast presenter                      Film/video editor                      Television/film/video producer                      Location manager                      Journalism                 </p>

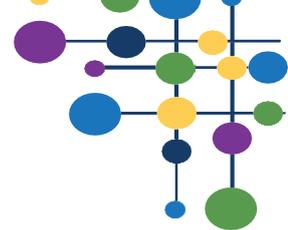


## GCSE French

The GCSE in French enables students to work towards grades 1-5 at foundation level and grades 5-9 at higher tier level and covers speaking, reading, writing and listening. It will enable learners to build on the strong foundation they have developed at KS3 and further enhance their knowledge and understanding in the French language, build confidence and fluency and learn more about French culture and French speaking countries.

25%	Reading Translation into English	Students will learn how to tackle a variety of texts and question types and will develop skills in translation sentences and short texts from French into English,.	.Students are tested in the following topic areas across the 4 exams: <ul style="list-style-type: none"> <li>• Family, friends</li> <li>• Technology</li> <li>• Free time</li> <li>• Customs &amp; festivals</li> <li>• Home, town, neighbourhood</li> <li>• Social &amp; global issues</li> <li>• Travel &amp; tourism</li> <li>• Schools and future study/career plans.</li> </ul>
25%	Listening	Students will develop confidence and ability to identify key information and answer a variety of question types.	
25%	Writing Translation into French	Students will prepare for describing photos, write texts of varying lengths from 40 to 150 words.	
25%	Speaking	Students will build confidence in preparation for a 3 part speaking: role play, photo card description and general conversation.	

<b>What could I study post 16?</b>	<b>Careers?</b>
A level French Business French enrichment course with 16 UCAS Points Language degrees Applied languages as a modular option for other degree courses	This course would be beneficial to the following career paths in the UK and overseas and could apply to almost any job. Popular options for students of foreign languages include: <ul style="list-style-type: none"> <li>Sales, marketing</li> <li>Travel &amp; tourism</li> <li>Teaching</li> <li>Voluntary work</li> <li>Gap year/seasonal work</li> </ul>



### GCSE Spanish (fast track)

The introduction of GCSE Spanish to Royds Hall will suit motivated and confident students who like learning languages and who are willing to commit the time needed to study from scratch to GCSE level in two years. Learners will develop a knowledge of the vocabulary and grammar as well as an appreciation of Spanish culture relating to both Spain and South America on this accelerated pathway which will require weekly focused study to cover the curriculum in a two-year time frame.

25%	Reading Translation into English	Students will learn how to tackle a variety of texts and question types and will develop skills in translation sentences and short texts from Spanish into English.	Students are tested in the following topic areas across the 4 exams: <ul style="list-style-type: none"> <li>• Family, friends</li> <li>• Technology</li> <li>• Free time</li> <li>• Customs &amp; festivals</li> <li>• Home, town, neighbourhood,</li> <li>• Social &amp; global issues</li> <li>• Travel &amp; tourism</li> <li>• Schools and future study/career plans.</li> </ul>
25%	Listening	Students will develop confidence and ability to identify key information and answer a variety of question types.	
25%	Writing Translation into Spanish	Students will prepare for describing photos, write texts of varying lengths from 40 to 150 words.	
25%	Speaking	Students will build confidence in preparation for a 3 part speaking: role play, photo card description and general conversation.	

<b>What could I study post 16?</b>	<b>Careers?</b>
A level Spanish Business Spanish enrichment course with 16 UCAS points Language degrees Applied languages as a modular option for other degree courses	This course would be beneficial to the following career paths in the UK overseas and could apply to almost any job. Popular options for students of foreign languages include: Sales, marketing Travel & tourism Teaching Voluntary work Gap year/seasonal work

### GCSE Music



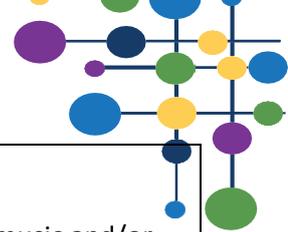
The Eduqas Music GCSE Course is a highly creative and exciting course designed for students with previous experience of music to develop their skills in performing, composing and appraising. It is ideal preparation for students who are looking to study music at post-16. There are three sections to the course, Composing, Performing and Appraising, details are below. The four areas of study are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context. The Western Classical Tradition forms the basis of Musical Forms and Devices (area of study 1), and learners should take the opportunity to explore these forms and devices further in the other three areas of study. Music for Ensemble (area of study 2) allows learners to look more closely at texture and sonority. Film Music (area of study 3) and Popular Music (area of study 4) provide an opportunity to look at contrasting styles and genres of music.

Students will also learn about the many jobs and opportunities in the music industry, which is invaluable for those who wish to work in this sector. Previous instrumental experience is not a requirement for the course; however, prior instrumental experience would be **highly recommended**.

## B

Subject	Units	Exam/NEA	Percentage	Duration
Music	<b>Component 1 – Performing</b> A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner’s choice.	Non-exam assessment	30%	4-6mins
	<b>Component 2 - Composing</b> Two compositions, one of which must be in response to a brief set by WJEC. Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition for which learners set their own brief.	Non-exam assessment	30%	3-6 mins
	<b>Component 3 - Appraising</b> This component is assessed via a listening examination. Eight questions in total, two on each of the four areas of study. Area of study 1: Musical Forms and Devices Area of study 2: Music for Ensemble Area of study 3: Film Music Area of study 4: Popular Music Two of the eight questions are based on extracts set by WJEC.	Examination	60%	1 hour 15 mins

<b>What could I study post 16?</b>  A Level Music A level Music Technology BTEC Level 3 Music BTEC Level 3 Music Technology BTEC Level 3 Performing Arts BTEC Level 3 Musical Theatre	<b>Careers?</b>  This course would be beneficial to the following careers. <ul style="list-style-type: none"> <li>• Performer</li> <li>• Composer/Songwriter</li> <li>• Session Musician</li> <li>• Freelance Musician</li> <li>• Music Teacher</li> <li>• Sound Engineer</li> <li>• Record Producer</li> </ul>
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<p>It could also support accessing courses such as English, Media, Drama and Dance</p>	<ul style="list-style-type: none"> <li>• Music Agent</li> </ul> <p>The list is endless... any job where there is music and/or performance!</p>
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### BTEC Tech Award Performing Arts

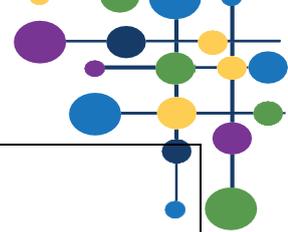
BTEC Performing Arts is a course designed to develop the actor through performance. Students will explore existing performance work and develop a variety of different skills and techniques leading to performing script work and devising a performance piece. It is a highly practical course and will develop confidence, teamwork, creativity and possibly a star of tomorrow!

Students must be prepared to be professional, committed and reliable. If students enjoy challenging themselves and studying in a diverse, practical manner, then they will enjoy this course.

Students will be required to generate various forms of evidence such as diary logs, rehearsal/production notes, video or audio recordings, research, presentations, showcases, photographs, and individual performances.

As a vocational course, students will participate in workshops with industry professionals and also be invited on theatre trips to see professional productions outside of school times. Trips and workshops previously attended by students include: Wendy & Peter Pan & Wizard of Oz (both at Leeds Playhouse), devising workshop ran by Leeds Playhouse and held in the Royds Hall drama studio, various pantomime productions at the Lawrence Batley Theatre.

<b>Different Components of the course</b>	<b>Outline of what we do in each component</b>	<b>How this might link to further education</b>
<p><b>Component 1: Exploring the Performing Arts</b> Internal Assessment 30%</p>	<p>Students will get a taste of what it is like to be an actor in different acting styles using existing repertoire. They will study 3 different performance styles and plays and present their findings in a research PPT and project report. Plays that have been studied by previous cohorts are: Hamilton, Blood Brothers, An Inspector Calls, Missing Dan Nolan, Goodnight Mr Tom &amp; Aladdin (Pantomime).</p>	<p>Knowledge gained would be used for further studies in Performing Arts, Theatre Studies, Media and Creative Arts.</p> <p>Students will develop their knowledge of various professional roles in Performing Arts such as the actor, director, set/costume/lighting designer.</p> <p>Research and IT skills will be developed.</p>
<p><b>Component 2: Developing Skills and Techniques in the Performing Arts</b> Internal Assessment 30%</p>	<p>Students will identify their acting skills and develop these skills through exploration of a professional play text. They will review and reflect on progress and demonstrate your skills through performing an extract from the chosen play.</p>	<p>Evaluation skills in reviewing your own work and the work of others</p> <p>Transferable skills such as problem solving, communication and collaborative skills will be developed.</p>



<b>Component 3: Responding to a Brief</b> External Assessment 40%	Students will explore different devising techniques and create their own piece of original theatre from a given assignment brief.	
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<b>What could I study post 16?</b> <ul style="list-style-type: none"> <li>◦A Level Theatre Studies</li> <li>◦A Level Performing Arts</li> <li>◦BTEC Level 3 Performing Arts</li> <li>◦BTEC Level 3 Music Theatre</li> </ul> <p>It could also support accessing courses such as English Language, English Literature, Film Studies, Media, Music, Dance.</p>	<b>Careers?</b> This course would be beneficial to the following careers. <ul style="list-style-type: none"> <li>• Performer</li> <li>• Director</li> <li>• Producer</li> <li>• Presenter</li> <li>• Barrister</li> <li>• Teacher</li> <li>• Writer</li> <li>• Youth worker</li> </ul>
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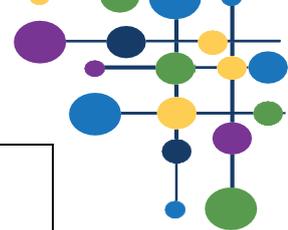
### GCSE Art, Craft and Design

GCSE Art and Design provides students with a wide range of creative, exciting and stimulating opportunities which explores a range of media and art techniques. During the course students will produce 2-3 projects around themes such as Still Life or Culture and a Mock Exam piece. Students will acquire skills in researching, working independently and evaluating their own progress. They will develop their self-confidence, creativity and visual awareness. This course is ideal for any students who are interested in developing their skills to express themselves in a practical way, or are interested in pursuing a career in creative arts.

Assessment: Using the work you have created during the course, you will need to present a portfolio of your best work for assessment. This will be worth (60%) of your final grade. The remainder of your marks (40%) come from your Externally Assessed Assignment. This is a project set by the examination board. You will create a body of preparatory work - in a sketchbook, before spending 10 hours on a final piece.

Subject & Level	Units	Exam/NEA	Percentage	Duration
Art & Design (Art, Craft & Design) GCSE	Portfolio	Non-exam assessment	60%	N/A
	Externally set assignment	Examination	40%	10hr

<b>What could I study post 16?</b> Fine Art (A Level course) Art & Design (3 A Level equivalent) Art & Design at different levels 3D Design HND Beauty Therapy Art, Design & Media Practise Creative media Digital production Production Arts	<b>Careers?</b> This course would be beneficial to the following careers. Artist Art Therapist Designer Illustrator Art & Design Teacher Special effects
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<p>It could also support accessing courses such as Photography, Design Technology, Textiles, Illustration and 3D Design, Graphics Design and Animation.</p>	<p>Make-up Artist Theatre design</p> <p>The list is endless... not just any job linked to Art &amp; Design, but jobs that require attention to detail, problem solving and using your creative flair.</p>
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### GCSE Art and Design – Textile Design

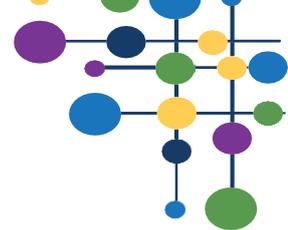
Textile design is the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose. Students will develop knowledge, understanding and skills relevant to textile design through practical, critical and contextual study that encourages direct engagement with original works and practice.

Students will learn through lots of practical experience and demonstrate knowledge and understanding of sources that inform their creativity. Ideas will be brought to life with a purposeful engagement with visual language, visual concepts, media, materials and the application of a myriad of techniques and working methods.

Assessment: Using the work you have created during the course, you will need to present a portfolio of your best work for assessment. This will be worth (60%) of your final grade. The remainder of your marks (40%) come from your Externally Assessed Assignment. This is a project set by the examination board. You will create a body of preparatory work - in a sketchbook, before spending 10 hours on a final piece.

Subject	Units	Exam/NEA	Percentage	Duration
Art & Design (Textile Design) GCSE	Portfolio	Non-exam assessment	60%	N/A
	Externally set assignment	Examination	40%	10hr

<p><b>What could I study post 16?</b></p> <p>Fashion &amp; Textiles (At different levels) Fashion Costume with textiles Design Fine Art (A Level course) Art &amp; Design (3 A Level equivalent) Art &amp; Design at different levels 3D Design HND Art, Design &amp; Media Practise Production Arts</p> <p>It could also support accessing courses such as Photography, Design Technology, 3D Design, Graphics Design.</p>	<p><b>Careers?</b></p> <p>This course would be beneficial to the following careers.</p> <p>Textiles Artist Tailor Fashion Designer Textiles Designer Print Maker Costume Design Theatre- stage set design Fashion buyer</p> <p>The list is endless... not just any job linked to Art, Design &amp; Textiles, but jobs that require attention to detail, problem solving and using your creative flair.</p>
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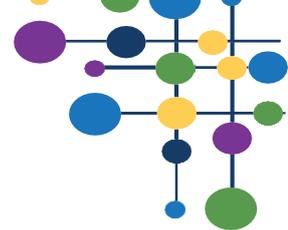
### GCSE Photography

GCSE Photography provides students with a wide range of creative, exciting and stimulating opportunities which explores a range of photomanipulation techniques. During the course students will produce 2-3 projects around themes such as Shape, Architecture & Identity. Students will acquire skills in researching, working independently and evaluating their own progress. They will develop their self-confidence, creativity and visual awareness. This course is ideal for any students who are interested in developing their skills to express themselves in a practical way, or are interested in pursuing a career in Photography or Design.

Assessment: Using the work you have created during the course, you will need to present a portfolio of your best work for assessment. This will be worth (60%) of your final grade. The remainder of your marks (40%) come from your Externally Assessed Assignment. This is a project set by the examination board. You will create a body of preparatory work - in a sketchbook, before spending 10 hours on a final piece.

Subject	Units	Exam/NEA	Percentage	Duration
GCSE Art & Design <b>Photography</b>	Portfolio	Non-exam assessment	60%	N/A
	Externally set assignment	Examination	40%	10hr

What could I study post 16?	Careers?
Photography- At different levels Art & Design- At different levels Art, Design & Media Practice Fashion Production Arts  It could also support accessing courses such as Art& Design, Design Technology, Creative media, Graphics Design and Performing Arts.	This course would be beneficial to the following careers. Photographer (In all areas) -Weddings, Products, Homes, Cars etc. Teacher Videographer Photographer mentor Creative designer Web designer  The list is endless... not just any job linked to Photography, but jobs that require attention to detail, problem solving and using your creative flair.

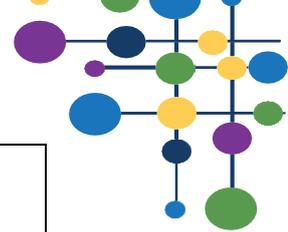


### OCR Cambridge Nationals – Sport Studies

Within the Sports Studies qualification, students will develop their own performance and how to effectively lead others as well as gain knowledge about the national sports context. This qualification is accessible for all learners.

The qualification will also help students to develop learning and skills that can be used in other life and work situations, such as: Completing research, working with others, evaluating and making recommendations to help improve performance, Creating and delivering presentations, writing reports, leadership skills, healthy living and lifestyle skills

Subject	Level	Units	Exam/NEA	Marks	Duration
Sport Studies Cambridge National Certificate	L 1 and 2	<b>Contemporary issues in sport</b> In this unit, students will learn about a range of topical and contemporary issues in sport, relating to; participation levels and barriers, promotion of values and ethical behaviour, the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport.	Exam	70	1 hour 15 mins
		<b>Performance and leadership in sports activities</b> In this unit, students will learn how to develop their skills as both a performer, in two different sporting activities, and as a leader in one activity. As a leader they will have the opportunity to plan, deliver and review safe and effective sporting activity sessions. They also have the opportunity to develop a range of transferable skills. Students will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when they perform. They will	Controlled Assessment	80	N/A



		perform under pressure, both as a participant and as a leader, and will use their initiative to solve problems and make decisions. They will also deal with rapidly changing conditions and situations			
		<b>Developing knowledge and skills in outdoor activities</b> In this unit, students will learn how to find out information about what opportunities there are in their local area, as well as nationally in the UK, for all different types of activities. They will learn how you can benefit from and enjoy activities safely by finding out what equipment, clothing, facilities and technology you need, as well as completing planning to help keep them safe.	Controlled Assessment	40	N/A

### NCFE Level 1/2 Technical Award-Health and Fitness

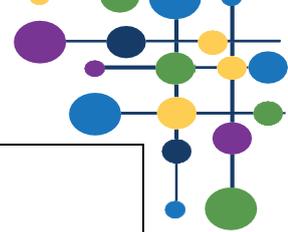
The NCFE Health and Fitness qualification allows students to develop an understanding of the human body and how it can adapt to different health and fitness activities. The course has two units with Unit 1 (Examination) and Unit 2 (Synoptic project)

Unit 1 will develop students understanding of the different bodily systems needed in different health and fitness activities, such as the skeletal, cardiovascular and respiratory systems.

Unit 2 is a controlled assessment where students will have to plan and create a health and fitness plan in a real-life situation. You will learn how to create a fitness programme for a client, as well as setting goals fitness testing and developing their fitness levels.

Subject	Level	Units	Exam/NEA	Percentage	Duration
NCFE- Health and Fitness	L 1 and 2	<b>Unit 1</b> The bodies systems and principles of training in health and fitness	Examination	40%	1 hour 30 minutes
		<b>Unit 2</b> Preparing and planning for health and fitness	Synoptic project	60%	Approx. 22 hours

<b>What could I study post 16?</b> - A – level PE	<b>Careers?</b> – Teaching
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<ul style="list-style-type: none"> <li>- BTEC Level 3 extended diploma in sport</li> <li>- BTEC Level 3 extended certificate in sport and exercise science</li> <li>- BTEC Level 3 diploma in sport and sport and exercise science</li> </ul>	<ul style="list-style-type: none"> <li>- Sports coaching</li> <li>- Leisure and centre management</li> <li>- Sports development</li> <li>- Fitness instructor/Personal trainer</li> <li>- Physiotherapist</li> </ul>
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### GCSE Dance

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. The AQA specification recognises the important role of Dance and the Arts in young people's lives and students will study a range of dance styles and style fusions. Apart from the solo performance, they can choose any style in which to perform and choreograph, providing it meets the assessment criteria. The study of the anthology of professional works will develop their ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks.

Subject	Level	Units	Exam/NEA	Percentage	Duration
Dance	GCSE	Component 1: Performance and choreography	Non-exam assessment	60%	N/A
		Component 2: Dance appreciation	Examination	40%	1hr 30m

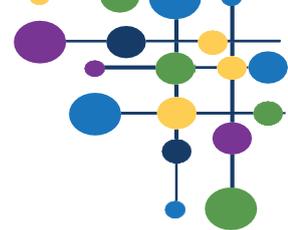
<p><b><u>What could I study Post-16?</u></b></p> <ul style="list-style-type: none"> <li>• BTEC level 3 extended certificate in Dance</li> <li>• BTEC level 3 diploma in musical theatre</li> <li>• BTEC level 3 diploma creative performance and acting</li> </ul>	<p><b><u>Careers?</u></b></p> <ul style="list-style-type: none"> <li>• Dance teacher</li> <li>• Choreographer for a dance company or cruise ship</li> <li>• Arts administrators</li> <li>• Yoga/Pilates instructor</li> <li>• Dance photographer/videographer</li> </ul>
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### GCSE Sociology

Sociology is an in-depth analysis of the interactions between individuals and groups in society. Students have the opportunity to examine concepts that they can apply to real life, such as developing skills in debating. The topics include:

- Family - Looking at why families are important and if we need families to be the best people we can be
- Education - Looking at why education is important, who does the best in education and why some are left out and don't succeed
- Stratification - Looking at who has power and why others have to struggle in life
- Crime and deviance - Looking at why some groups turn to crime and the effect that crime has on society.

Although not necessary to complete an A level in Sociology the course will benefit students by giving them a solid foundation of knowledge.



Subject	Level	Units	Exam/NEA	Percentage	Duration
Sociology GCSE		Component 1: Understanding Social Processes	Examination	50%	1hr 45m
		Component 2: Understanding Social Structures	Examination	50%	1hr 45m

What could I study post 16?	Careers?
<p>After securing a good GCSE grade in sociology you will have the option to continue with the subject at A-Level. The most obvious higher education path would be to study a degree in sociology but due to the diversity of the subject you are able to choose a vast array of courses, to name just a few: psychology, media studies, criminology, history, geography, social work, English, law, politics and journalism.</p>	<p>The nature of Sociology makes the subject an ideal choice for a range of careers and higher education option. Sociology has become a central part of specialist training courses for professions such as:</p> <ul style="list-style-type: none"> <li>• Teaching</li> <li>• Nursing</li> <li>• Police</li> <li>• Social work</li> <li>• Journalism</li> <li>• Counselling</li> </ul>

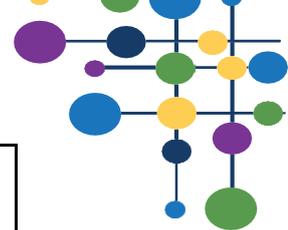
**OCR GCSE Computer Science \* ONLY a small cohort of identified students will take this option \***

The GCSE Computer Science qualification will be re-introduced at Royds Hall, a Share Academy from September 2023.

It will offer learners the chance to build upon their KS3 understanding of the implications of the digital world, develop computational thinking and apply problem solving skills to real world problems. Students also develop their understanding and use of programming languages from KS3 Computing, through the learning of Python code.

The course is relevant to the modern, changing world of computing and it's designed to boost computing skills essential for the 21st century.

Subject	Units	Exam/NEA	Percentage	Duration
OCR GCSE Computer Science	<b>Unit 1 - Computer Systems</b> <ul style="list-style-type: none"> <li>• 1.1 Systems architecture</li> <li>• 1.2 Memory and storage</li> <li>• 1.3 Computer networks, connections and protocols</li> <li>• 1.4 Network security</li> </ul>	Examination	50%	1hr 30 mins



	<ul style="list-style-type: none"> <li>• 1.5 Systems software</li> <li>• 1.6 Ethical, legal, cultural and environmental impacts of digital technology</li> </ul>			
	<b>Unit 2 - Computational Thinking, Algorithms and Programming</b> <ul style="list-style-type: none"> <li>• 2.1 Algorithms</li> <li>• 2.2 Programming fundamentals</li> <li>• 2.3 Producing robust programs</li> <li>• 2.4 Boolean logic</li> <li>• 2.5 Programming languages and Integrated Development Environments</li> </ul>	Examination	50%	1hr 30 mins

What could I study post 16?	Careers?
<ul style="list-style-type: none"> <li>✓ A-levels such as Computer Science, Maths, Physics</li> <li>✓ BTEC Level 3 Nationals in Computing</li> <li>✓ Apprenticeships such as Computer Programming and Web development,</li> </ul>	<p>This course would be beneficial to the following career paths:</p> <ul style="list-style-type: none"> <li>✓ Computer Programmer</li> <li>✓ Games Designer</li> <li>✓ App Developer</li> <li>✓ Software Developer</li> <li>✓ Web Developer</li> <li>✓ IT Project Manager</li> <li>✓ IT Technician</li> <li>✓ Systems Architect</li> <li>✓ Systems Security Analyst</li> </ul>

### Options Pathways

All students are placed into one of four coloured pathways. This is based on their attainment during baseline tests at the start of Year 7 (given that this cohort did not sit KS2 SATs, due to Covid 19), and current attainment in school. These pathways support the decision making regarding the combination of subjects which students can choose.

Pathway	Explanation
<b>RED</b>	<b>EBacc pathway with triple Science</b>
<b>PURPLE</b>	<b>EBacc pathway with combined Science</b>
<b>YELLOW</b>	<b>1 x Humanity with 3 other open choices (a more flexible option route that allows for the</b>



	<b>choice of vocational and traditional GCSE course.</b>
<b>GREEN</b>	<b>A route that allows for vocational and traditional GCSE choices at level 1 and 2.</b>

### Frequently Asked Questions

#### **What does the school do if too many students opt for one subject?**

We are usually able to fulfil all option requests. In the rare situation that the first choices result in a subject being oversubscribed, then we will do everything we can to find a solution. This will involve liaising with both student and parent/carers.

#### **What do you do if too few students opt for one subject?**

If demand for a particular subject is too small, it may not be possible to offer that subject. Should this situation arise, we will liaise closely with students and parents/carers.

#### **Can all the choice combinations be timetabled?**

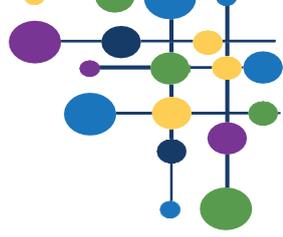
In some cases, it may not be possible to timetable certain choice combinations. Should this situation arise, individual interviews will take place with students who have chosen subject combinations. Students and their parent/carer(s) will be kept informed at all times.

#### **Do students have to follow a course at GCSE to be able to take it at College?**

It is generally required and advisable for students to have studied the subjects that they choose for A level at GCSE, where possible. However, in many circumstances students of a suitable aptitude may be accepted for post-16 courses at College, even if they have not covered the GCSE course at Key Stage 4. For more information, please check the entry requirements of the college your child would like to attend.

#### **What will happen if students change their mind about their option choices?**

For most students we would hope when choosing their option, they will make informed and appropriate choices that they remain happy with. However, a smaller number of students may change their mind and wish to change option courses before the new timetable has started. Whilst this is generally not advisable, it may be a possibility if the timetable allows and if there is space in the subject they wish to switch to. The opportunity to move after the start of the courses is much more complex and may not be possible. It will also be more difficult, as the student would need to catch up on any work missed since the start of the course.



**NOTES PAGE**