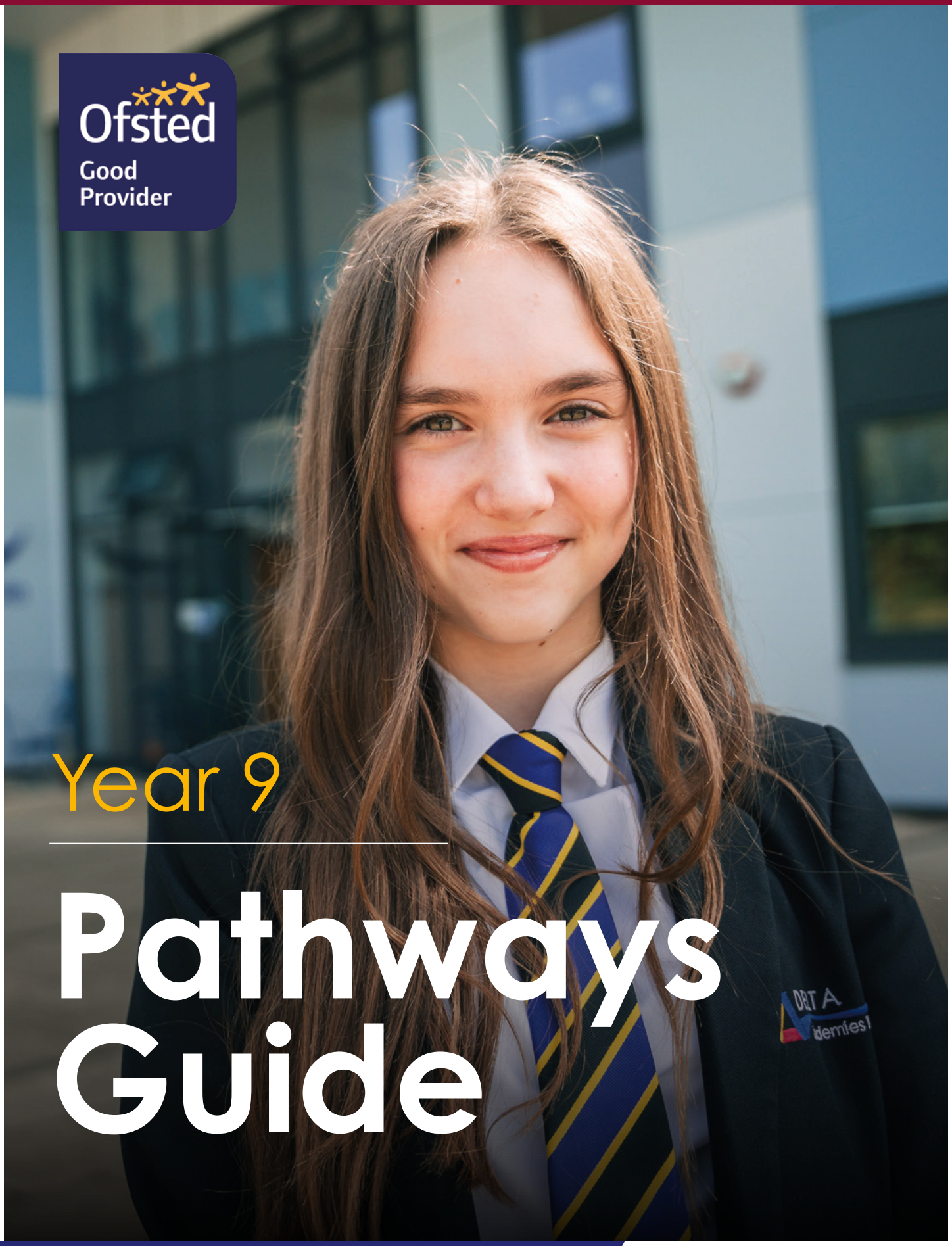


Year 9

Pathways Guide

@TVAbrigg

www.valeacademy.org.uk/

DELTA
The Vale

Introduction

Your son/daughter is approaching another very important stage in their educational journey. With the beginning of Key Stage 4 only 2 terms away, it is now necessary for us all to spend a considerable amount of time, to support your child as they consider which qualification routes to follow.

The Vale Academy provides a broad and balanced curriculum which engages and challenges our students so that they achieve the best possible range of qualifications to enable their future aspirations to be fulfilled. The curriculum is designed to offer students a diverse and coherent choice of courses and learning experiences so that they develop skills and knowledge that remain with them long after examinations. This is so our students leave school as confident and independent life-long learners, equipped with the transferable skills needed to thrive in a changing world.

Students will take a suite of compulsory core subjects at GCSE however they will also be able to choose from a wide range of optional subjects. Some of the subjects will be familiar to you, some will be new. This pack and the parents evening on 20th March are designed to give you the information to help you make the best choices.

It is important that you read through this pack and speak to your son/daughter and their teachers; and if they are thinking of a career path, talk to the careers staff at the academy. The choices have to be right for your child so they need to think about the subjects they need, enjoy or interest them. They also need to think about the ways in which they learn best.

Aim high, choose wisely and work hard.

Regards,

Dr Stokes
Principal

Timeline of events:

FEBRUARY

24th

Subject Areas

Introduce courses to students in lessons
24th February - 7th March 2025

MARCH

12th

1st Pathways Assembly

Introduction of the pathways process
12th March 2025

20th

Pathways Evening

Video's from subject areas and live Q&A session
20th March 2025

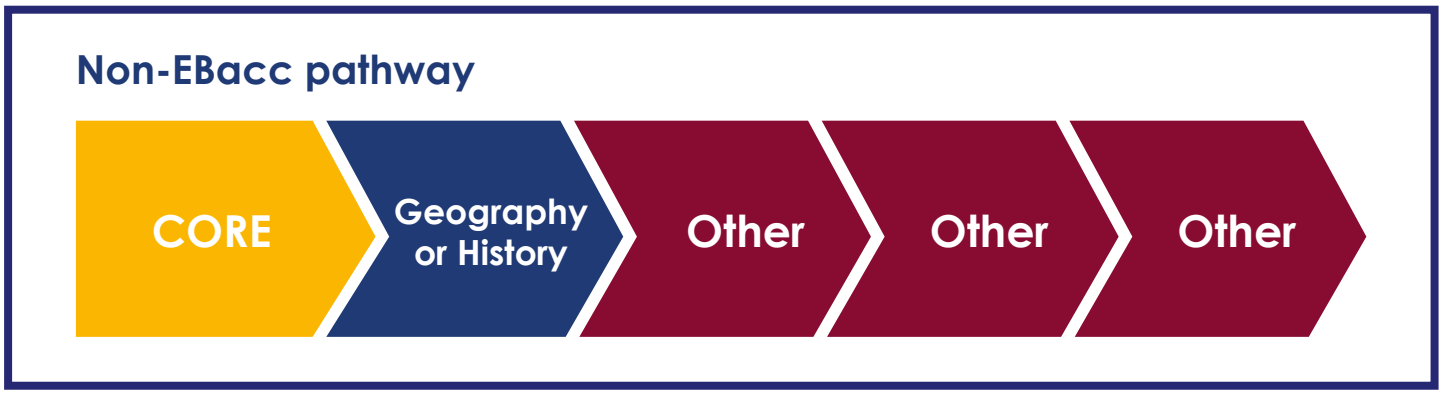
28th

Deadline

For submission of pathways form
28th March 2025

Students Moving From

Students will select an option from each of the option blocks that are outlined below. It is important that students consider their options carefully and ensure they have asked any questions they may have about subjects before making their options.



Y9 into Y10

- All students will be asked to pick either History or Geography, as we believe this ensures students have a broad and balanced curriculum which employers and further education establishments value highly. (see later section on the English Baccalaureate)

- Students who wish to progress on to leading Universities would need to follow the EBACC suite of qualifications which would mean that they would need to study French and select either History or Geography within their options set.

- We have ensured that the options available provide as much flexibility as possible so that students are able to select the courses they wish to study. Please note however that not all courses may run if student numbers are insufficient.

- The subjects offered in our blocks include GCSEs alongside other level 1/2 qualifications which may include BTEC First Awards, BTEC Tech Awards or OCR Cambridge National Certificates.

If there are questions around this then please speak to Mr West or any other senior colleagues on the evening.

Completing the pathways form

All students will be issued with a link to a pathways form in advance of the pathways evening. Students will be asked to choose their first and second choice. Please follow the instructions on the form. Forms should be completed by no later than Friday 28th March 2025.

Year 9 Options

Course offers to students

We offer a 'free choice' of subjects at The Vale Academy and have done so for a number of years now with a very high success rate of students getting their wishes. We try to ensure that you obtain all your choices; however, I wish to make it very clear that in some cases it will not be possible to meet the combination of subjects chosen by some students. Whether or not we can meet your choices depends on:

(1) the number of students that choose each option - we can only offer a limited number of places in any given subject due to staffing considerations or indeed if too few choose the subject it may be unviable.

(2) your aptitude and record in the subject – if there is a history of lack of engagement in the subject then you may be questioned as to the reasons behind your choice

(3) in some cases, the combination of subjects chosen by a small number of students will not work due to their final place on the timetable. In these cases, the student will be advised about the problem and given a chance to reconsider their choice. One to one meetings will be arranged to discuss any of these issues if they arise.

Course offers to students

GCSE's are graded on a 9-1 scale rather than the previous A*-G scale. The reformed GCSE's are more demanding and designed so that all the examinations are taken a the end of the course. Non exam assessment is mainly reduced or in some cases removed completely.

The table outlines the governments view on how the 9-1 scale looks when compared to the former A*-G scale.

Previous GCSE Grade	Current GCSE Grade
A* (Top 20% of A*)	9
A* (Bottom 80* of A*)	8
A	7
B	6
C (Top third of C)	5
C (Bottom 2 thirds of C)	4
D	3
E	2
F	1
G (Top half of G)	1
U	0

Year 9 Pathways

English Baccalaureate

The English Baccalaureate (EBacc) is a performance measure in school league tables that was introduced in 2010. The measure recognises those students who achieve a GCSE grade "standard pass" in English, Maths, two sciences (not including vocational science), a modern foreign language and either Geography or History. It is not a qualification in itself and is currently not certificated for students achieving the EBacc combination of subjects.

The purpose of the EBacc, as stated by the Government, is to encourage students to achieve a broad set of academic GCSE qualifications. At The Vale, students have always been able to study the EBacc combination of subjects and this will continue as it means students gain experience in a broad range of subjects at Key Stage 4. However, for some students a different combination of subjects may be better suited to their strengths and interests and the requirements of their post-16 route.

Making good choices

Making the right choice of courses at Key Stage 4 is very important because it may affect a student's progression after Year 11 and possibly their future career opportunities. Option choices will also determine the number, type and grade of qualifications a student will achieve as well as their enjoyment of Years 10 and 11. Therefore, the decision making involved in the options process deserves careful consideration of the information, advice and guidance provided by the school. Students should also remember the following three questions to help them choose the best combination of courses:

1.

What am I good at and what courses will I succeed in?

Recent progress reports and scores in assessments will help students to identify their areas of strength. If students are unsure about their ability to succeed in a particular course, they should ask their subject teacher.

2.

What am I interested in and enjoy?

Most students can quickly identify their favourite lessons but it is important to make sure students choose a course because they find the subject interesting rather than just because they like the teacher or the group of friends in their current Year 9 class.

3. What qualifications do I need for my next step after Year 11 and beyond?

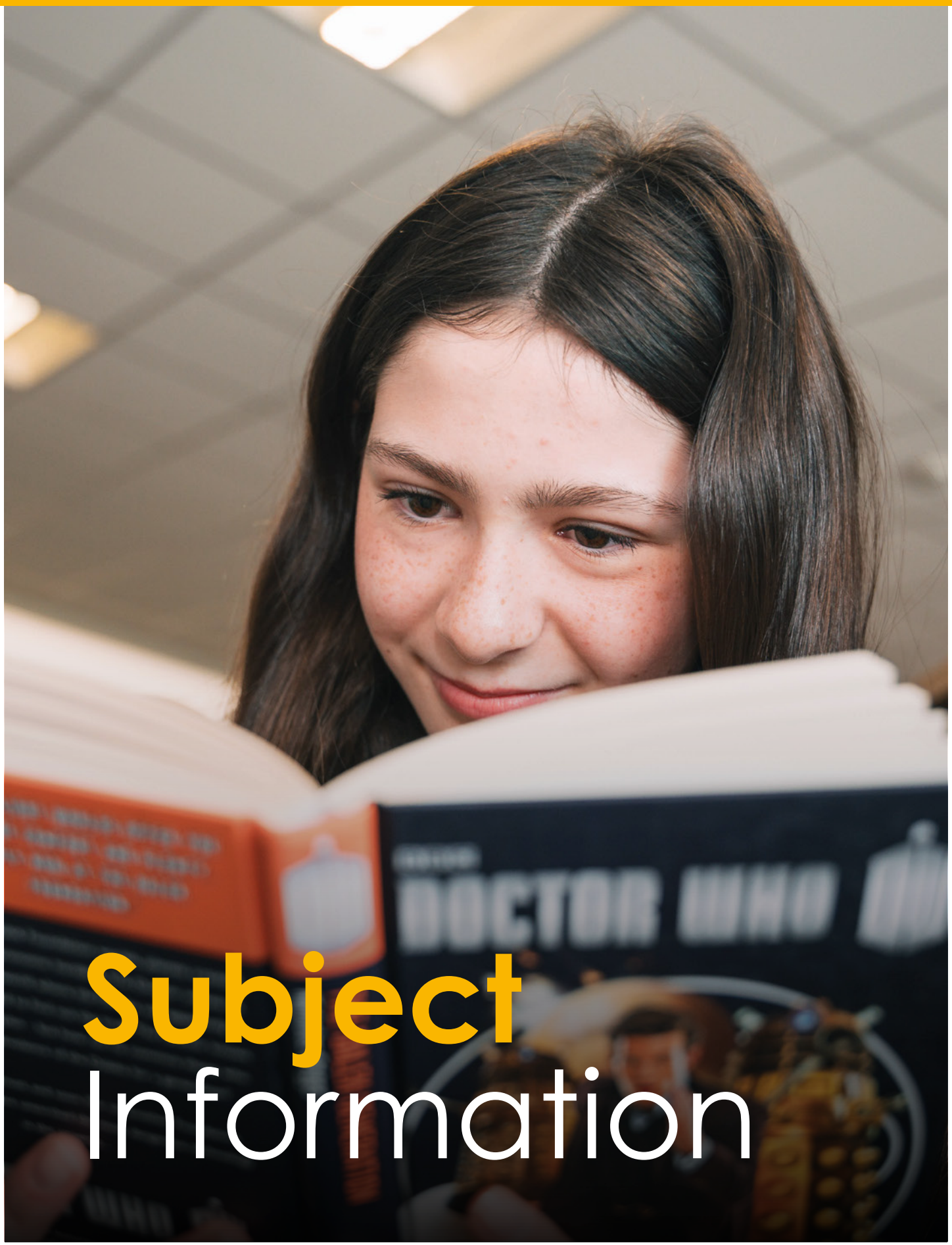
One of the most important outcomes of Key Stage 4 is that students achieve the qualifications that they need for progression to their desired next step after Year 11 and in their long term aspirations. If students are clear about what career they wish to pursue they should seek advice about relevant courses. At this stage, many students will not know exactly what career they want to pursue so it is important to choose a broad and balanced combination of courses to keep their future options open, as explained above. However, it is important that students think ahead as much as possible and find out what qualifications they may need for their desired post-16 education. However, at this stage, students should not be overly concerned if they are unsure about what they want to do after Year 11, so long as they follow the advice of choosing a balanced curriculum to help keep their post-16 options open.

KS4 Pathways

Information, advice and guidance

The next section of this booklet provides subject specific information about the courses on offer. During Year 9 Parents and Pathways evening you will have the opportunity to have discussions with subject teachers about your child's suitability for KS4 courses, there will also be taster events planned for your child to attend during the school day. I have included a list of relevant key staff who you may also want to speak to. In the meantime, students should be proactive in discussing their option choices with their parents and seek advice and guidance as appropriate.

Staff Name	Area of expertise
Subject Teachers	· Subject specific information · Suitability for course · Taster sessions · Student Data
Learning Manager Mr Metcalf	· Booking guidance meetings
SENCO Miss Hewitt	· SEN information
Careers Professional Rachel Jones	· Careers advice and guidance (meetings are held on Wednesday in the small room next to the Science Prep Room)
Mr West	· Options process · One to One meetings · Technical Support · Curriculum model · GCSE Reforms and Grading Structure



Subject Information

AQA GCSE

Art & Design (Fine Art)

Course Summary

The course aims to provide students with the opportunity to plan, develop and create their own artwork. Students will use the skills and abilities that they have acquired at Key stage 3 embedding, refining, and stretching these further to develop their artistic abilities. Students will also explore new techniques and processes to stretch their practice as artists. They will as they work explore other artists, and designers to inform and further stretch the development of their knowledge, practice and own ideas.

Course Description & Structure

Students will develop their drawing, painting, printing, and making skills in Art and Design. As these skills are developed during the first year of the course, they will begin to make more independent decisions about the direction of their own work. Students will learn how to research the work of other artists and art from other countries - they will also learn how artists have created their work and for what purpose. All students will use a sketchbook and design boards, which they will learn to present in interesting ways. Everyone will complete at least 2 coursework projects over the two years. Each of these projects will involve exploring and researching into artists, observational drawing, the development of ideas and the use of different materials as well as a completed final artwork to culminate their project ideas such as a painting, print, batik, textiles, clay model, 3D relief or a sculpture.

Students suited to the course

To be successful in this course each student does not have to be the best artist in their class, but they do have to be interested and should already enjoy the experience of making their own artwork. The more enthusiastic they are as a learner, the better.

Students who want to gain:

- A personal interest in Art and an understanding of why art and design matters.
- Experience of the work practices of artists and designers, and cultures
- Understanding of art, craft and design processes, associated equipment and safe working practice.

Assessment Format

Students will be required to work independently and actively in sketchbooks, on presentation boards and design sheets. Homework will take several forms including research, drawing, and collecting and will be set regularly. This course also requires specialist media and sketchbooks. Work will be marked regularly, and students are expected to respond to feedback, both written and verbal so that they make improvements to their work. Throughout the course students will complete coursework and controlled assessments. Students say the most challenging thing about this subject is 'Meeting deadlines as there is a lot of independent work and getting it all completed to a good standard is important'.

Assessment Methods

- 60% Coursework (component 1)
- 40% Externally set (component 2/ the exam element).

Useful websites: The Tate, Student Art guide, BBC Bitesize, pinterest.

Possible Progression

After students have completed this course, they will be able to study A Level Art and Design at Brigg Sixth Form. At present, most students wishing to take art or design further may also go on to do a one year 'Foundation' course at an art college or college of further education before applying for degree courses in more specialist areas of art and design. Students may wish to do an art GCSE for its own sake, perhaps to form the basis of a future interest or as part of a range of other subjects. Alternatively, students might wish to go into a job where it is useful to have had experience of art, craft,

and design, or where they will need to use some of the skills developed during this course. These might include careers in such fields as advertising, marketing, design, architecture, publishing, and the media. The study of Art can also help students develop transferable skills that they can take into any career or job. Success in A Level Art requires determination and dedication. Achievement in Art and Design will support employment in the creative industries, advertising, illustration, graphic design, textile design, teaching and fashion.

Contact:

Miss Mather

AQA GCSE

Art & Design (Photography)

Course Summary

Learners will be introduced to a variety of experiences and techniques when exploring a range of photographic disciplines. They will explore a range of media, techniques, and processes, including traditional and new technologies. Over the course students will explore relevant genres of working, exploring different working styles. We will gain inspiration from the work of others including photographers and artists both past and present. Students will draw for purpose and annotate to share their thoughts and opinions about their own work and the work of others. Responses to these examples will be shown through practical, written and spoken activities which demonstrate the learners understanding of different styles, genres, and traditions.

Course Description & Structure

Area of study

Candidates should work in one or more areas of lens-based and light-based media such as those listed below. They may explore overlapping and combinations of areas:

- Portraiture
- Landscape photography (working from the built or natural environment).
- Still Life photography (working from natural or manufactured objects).
- Documentary photography, photojournalism, narrative photography, reportage.
- Fine Art photography, photographic installation
- Photography involving a moving image (television, film, and animation).
- New media practice such as computer manipulated photography and photographic projections.

Students suited to the course

Students who want to gain:

- A personal interest in photography and an understanding of why art and design matters.
- Experience of the work practices of individuals, organisations, and creative and cultural industries
- Understanding of art, craft, and design processes, associated equipment and safe working practices.

Assessment Format

Students will be required to work independently and actively in sketchbooks, or presentation boards and design sheets. Homework will take several forms including research, photographs, drawing, and collecting and will be set regularly. This course also requires specialist media and sketchbooks. Work will be marked regularly, and students are expected to respond to feedback, both written and verbal so that they make improvements to their work. Throughout the course students will complete coursework and controlled assessments. Students say the most challenging thing about this subject is 'Meeting deadlines as there is a lot of independent work and getting it all completed to a good standard is important'.

Possible Progressions

After students have completed this course, they will be able to study A Level Art and Design with or without a photography focus at Brigg Sixth Form. At present, most students wishing to take art or design (Photography) further may also go on to do a one year 'Foundation' course at an art college or college of further education before applying for degree courses in more specialist areas of art and design.

Students may wish to do an art photography GCSE for its own sake, perhaps to form the basis of a future interest or as part of a range of other subjects.

Alternatively, students might wish to go into a job where it is useful to have had experience of photography, art, craft, and design, or where they will need to use some of the skills developed during this course. These might include careers in such fields as advertising, marketing, design, architecture, publishing, and the media.

The study of Photography can also help students develop transferable skills that they can take into any career or job. Success in photography requires determination and dedication. Achievement in photography will support employment in the creative industries, advertising, illustration, graphic design, textile design, teaching, and fashion.

Assessment Methods

- 60% Coursework (component 1)
- 40% Externally set (component 2/ the exam element).

Useful websites: The Tate, Student Art guide, BBC Bitesize, Pinterest.

Contact:

Miss Mather

AQA GCSE

Combined Sciences Trilogy

Course Summary

This pathway offers you the chance to study Biology, Chemistry and Physics modules. At the end of the three year course you will be awarded with 2 GCSE grades in Combined Science.

Students suited to the course

Students should enjoy learning science in a classroom environment. Students will have studied Science at Key Stage 3 and have an inquisitive nature about the world they live in.

Essential Equipment

Scientific Calculator—this is of paramount importance. The new GCSE specification makes it essential that students have their own calculator and they become familiar with how to use it. The library sells calculators (£8) but they can also be purchased elsewhere. The recommended calculator of choice is Casio FX83.

Assessment Methods

Each module (Biology, Chemistry and Physics) is split into two equally sized units that focus upon different content. Each module is assessed through two terminal examinations (one for each unit) at the end of Year 11, hence you will be assessed through 6 examinations in total. Within these examinations you will be assessed on your subject knowledge, application of knowledge, data interpretation and practical skills. Students will be awarded grades using the new 9 – 1 numerical system.

Possible Progressions

This qualification allows you to access A-Level and equivalent courses, progressing to Degree level. This is ideal for students wishing to pursue a career in: medicine, veterinary nursing, laboratory work, physiotherapy, forensic science, environmental work, dentistry, teaching and skilled trade work.

Useful Websites

- BBC Bitesize
- AQA Science

Contact:

Mr Court

OCR GCSE

Computer Science

Course Summary

This exciting GCSE gives you an excellent opportunity to investigate how computers work, how they're used, and to develop computer programming and problem-solving skills. You'll also do some fascinating in-depth research and practical work. The course builds upon skills learned through units such as Scratch Games Programming from Key Stage 3 and pupils would be expected to further their skillset.

Students suited to the course

Programming involves a lot of problem solving and the ability to think logically. Pupils who enrol on this course will benefit from strong mathematical skills though this is not absolutely necessary. The ability to learn by reading text however, is an essential skill. Programming involves learning a new language, that although uses English keywords requires new syntax or rules, so reading ability is paramount. Pupils will need to have certain amount of autonomy and self discipline and be willing to attend after school sessions when necessary. Homework is set for every topic of study and is usually a revision topic to help solidify learning from the classroom and boost end of unit test scores.

Possible Progressions

This course follows the new National Curriculum for the subject of Computing. After completing the course pupils will have the skills required to further study a Computer Science A level or work in a Computing orientated apprentice-ship. The course leads into many areas of Computing, problem solving, games development and programming.

Course Structure

The course is made up of 2 units of work as follows.

Unit 1:

Written paper: Computer Systems - The unit embraces the theory of Computer Science and pupils will work through a mixture short and long answer questions, some of which will expect the pupils to write program code. The topics include; systems, software, hardware, data representation, databases, networking and programming.

Unit 2:

Written paper: Computational thinking, algorithms and programming Pupils look at how to problem solve in a logical manner. We look closely at algorithms, computational logic, language facilities and data representation.

Assessment Methods

this qualification is assessed through 2 units.

Unit 1: Computer Systems
Written Paper: 80 Marks (1:30) (50%)

Unit 2: Computational thinking, algorithms and programming
Written Paper: 80 Marks (1:30) (50%)

Contact:

Mr Burrin

OCR Cambridge National Level 2

Creative iMedia

Course Summary

Our Cambridge National in Creative iMedia will inspire and equip students with the confidence to use skills that are relevant to the digital media sector and more widely. They'll design, plan, create and review digital media products to meet client and target audience demands.

Course Structure

For this qualification, students must achieve three units: one externally assessed and two Non Examined Assessment (NEA) units.

- 40% R093 Creative iMedia in the media industry (Exam)
- 30% R094 Visual identity and digital graphics (NEA)
- 30% R097 Interactive digital media (NEA)

Students suited to the course

The Level 1/Level 2 Cambridge National in Creative iMedia is aimed at students aged 14-16 years and will develop knowledge, understanding and practical skills that would be used in the media industry.

Possible Progressions

- Level 3 Alternative Academic Qualification (AAQ) IT
- A level Media Studies
- Level 3 Apprenticeship Media and Broadcast
- Level 3 T Level Digital Production Design and Development or Media, Broadcast and Production

Which subjects will complement this course?

- OCR Level 1/Level 2 Cambridge National in IT
- GCSE Art and Design
- GCSE Computer Science

Contact:

Mr Burrin

AQA GCSE: (Product Design, Textiles)

Design & Technology

Course Summary

GCSE Design and Technology is an inspiring and rigorous course. Using creativity and imagination, students design and make products that solve real and relevant problems within a variety of contexts. Design and Technology develops students' interdisciplinary skills and their capacity for imaginative, innovative thinking, creativity and independence.

Students must show willing to gain knowledge and skills across a range of technological areas including; Product Design, Graphics and Textiles.

Course Structure

This course is suitable for students who are interested in the design and manufacture of 30 consumer products. Designers use a wide range of materials including card, paper, timber, metal, plastics and textiles. Students opting for this course should be enthusiastic about both designing and making products. Students will be taught to design and realistically model a range of real life products, which will meet the needs and demands of 'real life clients'

The course will make use of the Design & Technology department's CADCAM facility, specifically the use of Google Sketchup, other modelling software, 2d designer, Google Sketch up and the laser cutter. Students must show a passion for manufacturing products using traditional methods in the workshop and textiles area as well as understanding that analysing and design products are a major aspect of the course.

The course involves students in activities that develop innovation and flair when designing products. Students who choose to study this course will develop their skills through working in a range of designing media, modelling and production materials and the use of ICT. Over the three year course students will develop a whole range of designing and making skills, technical knowledge and understanding such as; problem solving and time management. Parents will be asked to make a voluntary contribution of £10 towards the cost of materials.

Assessment Methods

Students will be assessed on the range of material areas. Therefore during year 10 Textiles, Graphics and Product Design will be studied.

Students will be able to specialise in a preferred subject area for their portfolio. The option area for this will be Product Design and Textiles or a combination of all material areas.

The course includes links with Maths and Science, therefore students studying this course should have a good understanding of basic skills in these areas.

50% Written Exam - Based on theoretical knowledge

50% Non-Examination Assessment (Detailed Portfolio and 3D Product)

Contact:

Mrs Robbins

EDUQAS GCSE

Drama

Course Summary

GCSE Drama is an engaging course, which allows students to perform and explore a range of theatre styles, forms and practitioners, to develop their understanding of performing and technical aspects of drama. It combines elements of devising, designing, working with script and directing. Students learn to appreciate effective drama and can use the language of drama to be critical thinkers.

Students suited to the course

- Have an interest in drama.
- Enjoy creatively challenging and exploring ideas and issues.
- Enjoy performing.
- Are committed and independent outside of lessons when developing their work.

Assessment Methods

Component 1 is assessed by the teacher in four areas, planning, developing, performing and evaluating. The devised performance is accompanied by a written portfolio, which together is worth 40% of the course. This unit is completed in Year 10.

Component 2 is assessed performance by a visiting examiner based on two extracts from a play. This unit is worth 20% of the final GCSE and is completed around February of Year 11.

Component 3 is a written examination, assessed by an external marker. This unit is worth 40% of the GCSE.

Course Structure

Component 1 - Devising Theatre
Students work in groups to create, develop and perform a piece of devised theatre using either the techniques of an influential practitioner or a genre in response to a stimulus set by the exam board. Students can work as either performers or designers creating a written portfolio and a final performance.

Component 2 - Performing from a text
Students explore a text and perform two different extracts from it to a visiting examiner. Students can work as performers or designers.

Component - Interpreting Theatre
This is a written exam based on a play the students studied practically. Section A contains questions based on the study of the set text and Section B is an extended response, analysing and evaluating live theatre.

Possible Progressions

This course would allow students to continue the study of Drama or Performing Arts. Drama develops many skills not only in acting but in communication, ICT, analysis, research, group work, team building, empathy, social skills, time management, problem solving, planning, organising and independent learning. These skills are relevant, transferable and important to all jobs.

Contact:

Mrs Carmichael

EDUQAS GCSE

English Language and English Literature

Course Summary

This course is worth two GCSEs and incorporates a wide range of skills and techniques. Studying English Language and Literature should allow students to:

- Identify and interpret information from a text.
- Explain and comment on how writers use language and structure to achieve effects.
- Compare writer's ideas and perspectives.
- Critically evaluate texts and support ideas with relevant textual support.
- Communicate clearly and effectively by selecting an adapting tone.
- Use a range of vocabulary, sentence structures, spelling and punctuation accurately.
- Plus a range of speaking and listening skills.

Students suited to the course

All students by the end of Key Stage 3 will be expected to complete GCSE English Language and Literature.

Course Structure

The course will compose of two written exams for GCSE Language

which will cover creative writing, transactional writing and reading of fiction and non-fiction texts. In GCSE Literature students will be exposed to a range of literature across the 19th, 20th and 21st centuries and will include poetry, novels and drama.

Again, literature will be assessed through two external examinations.

Assessment Methods

English will be assessed by 100% terminal examination at the end of KS4.

Possible Progressions

This course will provide a foundation for a variety of progression routes. Virtually all 6th form courses and employers require a GCSE in English and this course would provide access to Level 3 courses. Also, you would need a B grade to study A level in 6th Form. Good English qualifications are also sought after when applying to university.

Contact:

Miss king

Edexcel GCSE

French

Course Summary

The course is divided into 4 skills: listening, reading, speaking and writing, enabling students to develop language skills in a variety of contexts. Students cover topics which come under the broad thematic contexts of:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Course Structure

Students will be taught content from the above six broad thematic contexts including topics such as social media and gaming, TV and films and relationships. They will also learn about equality, environmental issues, physical and mental well-being as well as talking about holidays and the world of school. Finally students will have a chance to explore their future opportunities and how learning a language may benefit them in the future.

Together with developing their topic based vocabulary students will work on grammar skills and develop their ability to translate and use accurate pronunciation.

Assessment Methods

Each skill (listening, reading, speaking and writing) counts for 25% of the final GCSE grade and will be examined at the end of Year 11. All four exams cover all topic areas.

Speaking in French
7- 9 minute exam (F tier), 10-12 minute exam (H tier)

Listening and understanding
45 minutes (F tier), 1hr (H tier)

Reading and understanding
45 minutes (F tier), 1 hr (H tier)

Writing in French
1hr 15 minutes (F tier), 1hr 20 minutes (H tier)

Students suited to the course

Students of all abilities with an interest in the French culture as well as the language will be interested in this course. Students who wish to work in industries such as Business, Leisure, Travel and Hospitality sectors will find this subject a valuable asset.
Students who have studied KS3 French will be in a position to take this course.

Possible Progressions

Students can carry on to A level French or pursue a career in one of the professions mentioned.

Useful Websites

www.languagenut.com

www.newsinslowfrench.com

www.bbc.co.uk/education/subjects/French

Contact:

Mrs Perseu

EDUQAS GCSE

Food Preparation & Nutrition

Course Summary

In Key Stage 4 Food we offer opportunities for students to:

- learn about nutrition;
- learn about food commodities, food provenance and choice
- learn about cooking and food preparation
- learn about the science of cooking

The Eduqas GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

Students will cover the following areas.

- Principles of nutrition
- Diet and good health
- The science of cooking food
- Food spoilage
- Food provenance and food waste
- Technological developments
- Factors affecting food choice
- Food commodities
- Practical cooking skills

Students will also complete their Food Hygiene Certificate Level 2 over the three years. The course requires students to provide their own ingredients on a weekly basis.

Students are assessed throughout the year and a grade is given at the end of each project.

Course Structure

Component 1: Principles of Food Preparation and Nutrition. Written examination: 1 hour 45 minutes, 50% of qualification.

Component 2: Food Preparation and Nutrition in Action
Two pieces of controlled assessment, 50% of qualification.

Assessment Methods

Assessment 1: The Food Investigation Assessment. A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

Assessment 2: The Food Preparation Assessment. Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

Contact:

Mrs Robbins

AQA GCSE

Geography

Course Summary

The new AQA GCSE accredited in 2016 offers a variety of different topics covering both human and physical Geography, as well as allowing students to experience fieldwork in different locations. It aims to give students the chance to investigate the link between the human and physical themes and examine the battles between the natural and man-made worlds. Learners will develop the skills necessary to conduct framed enquiries in the classroom and in the field in order to develop their understanding of specialised geographical concepts and current geographical issues.

Students suited to the course

- Confident in exam situations and enjoys academic subjects
- Enjoys fieldwork visits and carrying out investigations
- An interest in environmental issues and the way the world works

Possible Progressions

Apart from enjoying the course and being a lot more aware of the world around you, GCSE Geography is a solid basis for many A level subjects. Students who have done well in Geography often study higher qualifications in subjects such as Environmental studies, Geology, Economics,and Sociology.

There are also many areas more directly related to Geography, such as Travel and Tourism, the environment, transport management, town planning, careers in airports and the armed services.

Course Structure

Living with the physical environment is split into 3 main topics:

'Natural hazards' (tectonic and weather hazards' causes and impacts on the world)

'The living world'(how ecosystems work in rainforests and polar regions)

'Physical landscapes'(the way the UK has been shaped by its coasts and rivers).

Challenges in the human environment is also split into 3 sections:

'Urban issues and challenges' (the impact that the world's rapidly increasing population is having on the way we live and the world around us).

'The changing economic world' (the causes and impacts of different levels of wealth around the world and the changes that are occurring in the UK as a result of its changing wealth).

'The challenge of resource management'(how food, water and energy supplies can be managed globally and nationally to allow future generations to survive).

Geographical applications contains 2 sections:

'Issue evaluation' (interpreting a wide variety of sources to make an informed decision)

'Fieldwork' (complete 2 different types of fieldwork enquiry)

Assessment Methods

Unit 1: Living with the Physical Environment written exam 1h 30.
- 35% of the awarded grade

Unit 2: Challenges in the Human Environment written exam 1h 30.
- 35% of the awarded grade

Unit 3: Geographical Applications written exam 1h 30.
- 30% of the awarded grade

Contact:

Mrs Turgoose

Cambridge Nationals

Tech Award in Health and Social Care

Course Summary

Health and social care is one of the fastest growing sectors in the UK with demand for both health and social care employees continuously rising. In 2019/20, the adult social care sector contributed approximately £41.2 billion a year to the UK economy. Social care employees, such as care assistants and social workers work with individuals to support them to be as independent as possible in their own homes, in care homes or nursing homes.

Healthcare employees, such as doctors, pharmacists, nurses, midwives, healthcare assistants and physiotherapists, work with individuals to enhance their quality of life by improving their health. Approximately 3 million people are currently employed in the sector. In 2019, it was estimated that by 2035 approximately 2.17 million health and social care job vacancies will need to be filled. Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this important sector.

Students suited to the course

The Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care is for learners who want to acquire sector-specific applied knowledge through vocational contexts by studying human lifespan development, health and social care services and values, and health and wellbeing as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

Course Structure

To achieve this qualification candidates must complete a total of three units consisting of two mandatory units and one optional unit. The coursework units will be completed during year one and the exam in year two.

Assessment Methods

Component 1: Human Lifespan Development
Non-exam internal assessment set by Pearson, completed in approximately 6 hours of supervised assessment - 60 marks. (30 % of course)

Component 2: Health and Social Care Services and Values
Non-exam internal assessment set by Pearson, completed in approximately 6 hours of supervised assessment- 60 marks. (30 % of the course)

Component 3: Health and Wellbeing
External assessment set and marked by Pearson, completed under supervised conditions. The assessment will be completed in 2 hours within the period timetabled by Pearson- 60 marks. (40% of the course)

Contact:
Mr Neal

Edexcel GCSE

History

Course Summary

Pupils will follow the 2017 Edexcel specification which explores many different periods and themes of history. Pupils develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience. They will engage in historical enquiry to develop as independent learners and as critical and reflective thinkers, whilst building on their confidence to ask and answer relevant questions about the past. Alongside this pupils will develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them.

Students suited to the course

If you enjoy or are interested in studying History through the eyes of people who lived through the period, finding out about how people's lives have changed and how people in the past may have thought differently from us, debating and understanding why they are sometimes different, but equally valid points of view on the same subject then the GCSE History is the ideal subject for you. You need to enjoy applying your knowledge, working in a classroom environment and self study and research. You should be confident in exam situations and working in a guided, structured way.

Course Structure

Paper 1) Medicine through time 1250-2000 (30% of the GCSE 1 hour and 15 minutes)

Medieval / Renaissance / Industrial Age / Modern Era
The Black Death – Responses to Pandemics / The Church / Improvements in surgery / The NHS
Deep focus on the First World War – Injuries and Treatments

Paper 2) American West and Elizabeth I (40% of the GCSE 1 hour 45 minutes)

Who are the Native Americans / What are their beliefs?

Paper 3) Weimar Germany and the rise of the Nazi Party (30% of the GCSE 1 hours and 20 minutes)

How and why did Germany lose the First World War?
Who took control of Germany after the war? What were their success and failures?
When did Hitler come to power? Who voted for Hitler? What did the Nazi state look like – Who did they persecute and why?

Possible Progressions

Apart from enjoying the course and being a lot more aware of the world around you, GCSE History is a solid basis for many A level subjects. Students who have done well in History often study higher qualifications in subjects such as Politics, Law, Economics, and Sociology. History also goes well with subjects such as English and languages. Many people working in law and accountancy have studied History because of the skills that can be developed in reasoning and arguing your point. There are also many areas more directly related to History, such as Travel and Tourism, museums, the media industry, libraries, government research, academic research and, of course, history teaching.

Contact:

Mrs Turgoose


DELTA
Academies Trust

Cambridge Nationals

Information Technology

Course Summary

Our Cambridge National in IT will encourage students to:
Understand and apply the fundamental principles and concepts of IT, including the use of IT in the digital world, Internet of Everything, data manipulation and Augmented Reality
Understand, apply and use IT appropriately and effectively for the purpose and audience.
Develop learning and practical skills that can be applied to real life contexts and work situations.
Think creatively, innovatively, analytically, logically, and critically.
Develop independence and confidence in using skills that would be relevant to the IT sector and more widely.
Plan, design, create, test and evaluate/review IT solutions and products which are fit for purpose and meeting user/client requirements and apply design and Human Computer Interface (HCI) considerations appropriate for a defined audience.
Understand the impacts of digital technologies on the individual, organisation, and wider society.

Students suited to the course

This course is suitable for all students that have an interest in IT or understand that IT is likely to play a role in their future employment or study. Homework is regular and supports learning in class. Students that are organised and can meet deadlines will achieve well in this subject. While mathematical skills are not essential students should be independent readers, be able to interpret text and work independently when required.

Assesment Methods

R050 IT in the Digital World (Exam 40%)

R060 Data manipulation using Spreadsheets (NEA 30%)

R070 Using Augmented Reality to present information (NEA 30%)

Possible Progressions

After completing the course pupils will have the skills required to further study an IT based A level equivalent course such as Cambridge Technical IT or T Levels as the skills required to embark on a Computing or IT orientated apprenticeship.
The course leads into many areas of IT &Computing, problem solving and software development.

Course Structure

R050 IT in the Digital World (Exam 40%)

In this unit you will learn the theoretical knowledge and understanding to apply design tools for applications, principles of human computer interfaces and the use of data and testing in different contexts when creating IT solutions or products.
You will understand the uses of Internet of Everything and the application of this in everyday life, cyber-security and legislations related to the use of IT systems, and the different types of digital communications software, devices, and distribution channels.

R060 Data manipulation using Spreadsheets (NEA 30%)

Data manipulation is an important part of many job roles, supporting development and growth in different sectors. Businesses in different sectors such as IT, finance, retail, hospitality, education and government all manipulate data for different purposes.
Spreadsheet applications are commonly used to create input, processing and output solutions which manipulate data In this unit you will learn the skills to be able to plan and design a spreadsheet solution to meet client requirements.
You will be able to use a range of tools and techniques to create a spreadsheet solution based on your design, which you will test.
You will be able to evaluate your solution based on the user requirements.

R070 Using Augmented Reality to present information (NEA 30%)

Augmented Reality (AR) has made it possible to present information so that users can see more detail in items/ products with 2D or 3D images and can place the item

digitally in their surroundings. AR provides increased engagement, interaction and a richer user experience. Businesses in different sectors such as IT, architecture, retail and hospitality, education and government are presenting information and/or products in a digital world using a range of digital devices. Augmented Reality software development kits (SDK) are used to create the AR product for different contexts.

In this unit you will learn the basics of Augmented Reality (AR) and the creation of a model prototype product to showcase how it can be used appropriately for a defined target audience to present information. You will also learn the purpose, use and types of AR in different contexts and how they are used on different digital devices. You will develop the skills to be able to design and create an AR model prototype, using a range of tools and techniques. You will also be able to test and review your AR model prototype.

Contact:

Mr Burrin

Edexcel GCSE

Mathematics

Course Summary

A GCSE in Mathematics should allow students to:

- Develop knowledge, skills, and understanding of mathematical methods
- Acquire and use problem-solving strategies
- Select and apply mathematical techniques and methods to real-world situations
- Reason, make deductions, and draw logical conclusions
- Interpret and communicate mathematical information in various ways

Students suited to the course

All students by the end of Key Stage 3 will be expected to complete Edexcel GCSE Mathematics.

Course Structure

Learners will be equipped with the skills to break down complex functional problems and solve through a variety of methods and styles. The increase in content requires learners to show greater independence in their studies if they are to get the most out of the course. Learners will achieve a Grade 1 to 9 by the end of Year 11.

Assessment Methods

There is one assessment period for the Linear exam — in June at the end of Year 11.

The assessment comprises of three exams (2 with calculator), each paper could assess any aspect of the course content.

Students will be on a higher or foundation pathway. The pathway chosen will allow the student the best opportunity to maximise their potential within the subject.

Students taking the foundation pathway will be able to achieve up to a grade 5, which is considered a good pass.

Students taking the higher pathway will be able to achieve up to a grade 9.

Students will be sitting their final examinations using the Edexcel exam board.

Possible Progressions

Students who complete the Maths GCSE at grade 6 or better are well equipped to continue their study of Maths at A-level. Good Maths qualifications are also sought after when applying to University.

Essential Equipment

Scientific Calculator—this is of paramount importance. The new GCSE specification makes it essential that students have their own calculator and they become familiar with how to use it.

The recommended calculator of choice is Casio FX83.

Students are advised to make use of Sparx Maths (www.sparxmaths.com) this will consolidate their class work through both weekly homework and independent study.

Contact:

Mr Anscombe

OCR GCSE

Music

Course Summary

This is an exciting and engaging GCSE which offers all students the opportunity to develop their musical skills in performing, composing and analysing distinctive styles of music.

Through the study of music students will learn to:

- Develop musical creativity and sense of style
- Refine instrumental and vocal skills and learn to apply these to different musical genres
- Develop self-confidence through individual and group performance

Students are offered free tuition on their chosen instrument or voice as part of the GCSE course. Alongside traditional instrumental tuition, the use of music technology provides opportunities for students to develop complex pieces of music for a range of instruments and sequence detailed performances.

Students suited to the course

To be successful in this course, students need to be willing to explore creative approaches to music, enjoying performing both individually and with others. An ability to play a musical instrument or sing is not a requirement, however, a willingness to learn one is.

Course Structure

During the course there will be structured musical learning through five areas of study:

1. My Music
2. The Concerto Through Time
3. Rhythms of the World
4. Film Music
5. Conventions of Pop

Assessment Methods

This GCSE is made up of a combination of coursework and listening exam. Two performances and compositions are internally assessed and externally moderated. The listening exam assesses students' musical knowledge and understanding of the five areas of study.

Students will complete the following assessments:

1. Performance/Composition on the student's chosen instrument.
   Composition to a brief set by the learner. (30%).
2. Ensemble Performance/ Composition. Performance as a duet or larger ensemble. Composition to a brief, set by the exam board. (30%)
3. Listening Test. A written paper, with CD. Questions are given on excerpts from music based on Areas of Study 2, 3, 4 and 5. (40%)

Possible Progressions

Students may go on to study AS/A Level Music or the BTEC National Diploma at Brigg Sixth Form.

Music also helps students to develop wider skills such as personal organisation, rigorous self-discipline, time management and dedication to succeed. Even if music is not a career path, universities and employers prefer students who are well rounded and have skills outside of the chosen subject, and GCSE Music provides this good foundation.

Contact:

Mrs Stapley

NCFE Level 1/2 Technical Award in

Music Technology

Course Summary

This is a practical, hands-on course, and is designed for learners who want an introduction to the music technology industry that includes a vocational and project-based element. Students will learn how to use of software to create compositions and realised performances, and research and learn about the history of technology and popular music. Students will also learn how to record live instruments and use production techniques.

Students suited to the course

To be successful in this course, students need to have a keen interest in music and the use of technology. Students need to be committed and independent outside of lessons when developing their work and skills.

This course builds on digital music skills explored in year 9, making it suitable for all students.

Course Structure

During the course there will be structured musical and technical learning through content areas:

1. Introduction to music technology and the music business
2. The digital audio workstation (DAW)
3. Musical elements, musical style and music technology
4. Sound creation
5. Multitrack recording

Assessment Methods

The qualification has 2 assessments externally set by NCFE: one non-exam assessment (internally assessed) and a written exam.

Students will complete the following assessments:

1. NEA Synoptic project (17 hours) This is a response to a brief set by NCFE and draws on skills from all 5 content areas. (60%)
2. Written paper (1hr 30 min) This exam assesses knowledge from all 5 content areas. (40%)

Possible Progressions

Students may go on to study AS/A Level Music or the BTEC National Diploma at Brigg Sixth Form.

The study of music technology also allows students to allow explore job opportunities within the industry such as music production, composition, and recording, and opens doors to wider creative areas such as the film and video game industries.

Contact:

Mrs Stapley

OCR GCSE

Physical Education

Course Summary

During the GCSE PE course, students will develop their knowledge and practical skills in a range of physical activities both as an individual and as a team player. Students will also analyse and evaluate their performance in sport.

In the theory element of the course students will examine the physical factors affecting performance and the socio-cultural issues and sports psychology.

Students suited to the course

To be successful in this course a student needs to be a strong performer in three sports and to take part in extra-curricular teams or clubs. If students perform a sport outside of the academy, in some cases, this can be used as one of their practical sports. It is essential that they have an excellent participation record.

Assessment Methods

Students will be assessed in all of their 3 sports and this will form 30% of the final mark. The analysing and evaluating performance component is worth 10%.

The other 60% comes from two, one hour written exams taken at the end of the course.

Possible Progressions

This course develops key skills that employers are looking for and can lead to Employment opportunities in recreational management, leisure activities, coaching, the fitness industry and the armed forces.

This course would provide a solid foundation for students who want to go on to study The OCR Technical at Level 3 or A Level PE at Vale Academy Sixth Form.

Contact:

Mr Neal

AQA GCSE (Biology, Chemistry & Physics)

Separate Sciences

Course Summary

This well-respected academic pathway consists of three separate GCSEs: Biology, Chemistry and Physics. At The Vale Academy you will follow the AQA specification. You will be awarded a grade for each GCSE, one in each of the sciences. This course is particularly suited to students that wish to study Science at higher and further education.

Essential Equipment

Scientific Calculator - this is of paramount importance. The new GCSE specification makes it essential that students have their own calculator and that they become familiar with how to use it. The library sells calculators (£8 each) but they can also be purchased elsewhere. The recommended calculator of choice is Casio FX83.

Students suited to the course

Triple Science is suited to high attaining students in Science and Mathematics. Students should demonstrate a flair for science, enjoy discussing topical issues and have an enquiring mind about the world around them.

Course Structure

The course will last three years and be taught by specialist science teachers. Lessons in each subject will include scientific theory, practical applications and How Science Works. A sample of topics include evolution, genetics, atomic structure, nanotechnology, space and electronics.

Assessment Methods

Biology, Chemistry and Physics GCSEs consists of two equally sized units that focus upon different content. Each subject is assessed through two terminal examinations (one for each unit) at the end of Year 11. Within these examinations you will be assessed on your subject knowledge, application of knowledge, data interpretation and practical investigation skills. Students will be awarded grades using the new numerical 9 – 1 system.

Possible Progressions

These qualifications can lead directly to A-Level Biology, Chemistry and Physics and eventually to a wide range of university and college courses. Possible career options may include: medicine, dentistry, veterinary science, forensics, environmental science and specialist research opportunities.

Contact:

Mr Court

Cambridge Nationals

Sports Studies - Level 2

Course Summary

This course is worth 1 GCSE and incorporates a wide range of skills and techniques. The course is modular and so allows for students to move through units at different times, completing a number of assignments. The course requires students to develop and then demonstrate their theoretical knowledge around the selected units highlighted below. There will also be an expectation to demonstrate their understanding of key assessment criteria through practical performance.

Students suited to the course

This course would suit students who are enthusiastic about Physical Education and Sport and are keen to learn more about the theoretical aspects behind it. The course will suit students who have an existing understanding of the importance of nutrition, types of injuries that can occur within sport, how the body responds when exercising and types of training. Furthermore, the course will require students who are determined to work hard and complete a high number of assignments to achieve the best grade possible.

Course Structure

If you are entered for this qualification you will complete a range of practical and written assessments alongside an exam unit. The practical elements will focus on the different principles of training and how the body responds to varying styles of exercise. The written assignments will support your practical element in addition to demonstrating your understanding of the core units.

Assessment Methods

Mandatory- Contemporary issues in sport (40% -externally assessed exam)

Mandatory- Performance and leadership in sports activities (coursework- 40%)

Optional- Sport and the media (20%- coursework)

Possible Progressions

This course would provide a solid foundation for students who want to go on to study The OCR Technical at Level 3 at Vale Academy Sixth Form. Additionally, the course has strong links with English, where students will be required to formulate coherent assignments. Furthermore, some aspects of the course link with coaching and training methods, with particular focus on the role that different training methods can impact on the different components of fitness.

Contact:

Mr Neal

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