



St Edward's
School

Unity - Achievement - Faith

Key Stage 4 Pathways 2024 - 2026

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Letter from the Assistant Headteacher

Dear Parents and Carers,

This KS4 Pathways booklet sets out the courses available to all students in Years 10 and 11 (Key Stage 4) and is designed to help students make the right decisions.

As students look forward to joining Year 10 and beginning their examination courses, it is important that they choose the courses which are right for them. They must think very carefully about choosing which route would best enable them to progress to the next stage of their education or training beyond Year 11. Having a genuine interest and enthusiasm in a subject is always a sound basis from which to start their selection. The choices are for students, parents, and carers to make decisions together. Students should not choose a particular course because they get on well with a teacher or because a friend chooses it. The chances are that they will have different teachers and may not be in the same class as their friends.

Our curriculum is designed to open as many future doors as possible for our young people and has taken into account national surveys on skills shortages, where employers have said they lacked workers who can speak a foreign language (with German and French in highest demand). As a result, French and German were moved into the Core Curriculum in 2022 creating an opportunity for our students to follow 10 GCSE courses, enabling a clear creative pathway through their GCSE programme of learning.

As you may be aware, the English education system continues to evolve. However, we remain focussed on providing a broad and balanced curriculum offer that allows personalisation for individual aspirations. The KS4 curriculum continues to provide vital skills and abilities preparing our students for adult life. It instils the expectations of high standards for all.

As part of the options process, we have given guidance by allocating specific pathways to all students. This is aimed at ensuring students are following an appropriate curriculum as they start to plan their journey into life beyond GCSEs.

Please remember that our independent careers advisor is available to your child for advice and support. I do hope you find the information in this booklet helpful. If you need to seek clarification from me, subject staff or any of my colleagues, please do not hesitate in approaching any of us.

Mr Stuart Keene
Assistant Headteacher

Pathways 2024

Y9 Parent and Carer Consultation Evening

Thursday 25th January 2024

An opportunity to meet with subject teachers

Pathways Request Form Deadline

Thursday 8th February 2024

Individual student's pathway request forms to be submitted to the student office.

Final Confirmation of Subject Allocations

Easter 2024

Letter sent to parents and carers confirming KS4 subject choices for their child.

Useful information

GCSE Qualifications

GCSEs (General Certificate of Secondary Education) are the main qualifications taken by 14–16 year olds. The qualification mainly involves studying the theory of a subject, although some GCSEs are more practically based than others. GCSE subjects are examined at the end of Year 11 following the removal of the modular exam system testing through a two-year course.

BTEC and Technical Qualifications

BTEC and other vocational qualifications are recognised by both employers and Universities. They are different to GCSEs because less of the final grade is based on written examinations and there is more emphasis on assignments completed during the course, but they are equally demanding and carry the same weighting as GCSE subjects.

English Baccalaureate

The English Baccalaureate is the name given to a particular combination of subjects, representing the “gold standard” of qualifications. The government states that, 75% of students should be studying it, and by 2025, 90% of students should be. A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and Maths and can open lots of doors in the future.

Now that there are no AS exams in Year 12 the only grades students will have on university application forms would be their GCSE grades and these will therefore have a greater significance than previously in persuading universities to offer a place. They will expect to see the range of academic qualifications that constitutes the EBacc, and the other students who are applying for the same place will have them. Similarly, employers may take a similar view when assessing applicants for apprenticeships. The EBacc comprises of English Language, English Literature, Maths, Science, French **or** German and Geography **or** History.

The Importance of Studying a Language

In surveys on skills shortages, employers said they lacked workers who can speak a foreign language (with German and French in highest demand). Therefore, studying a language will increase future employability and keep doors open in a world that at present, is unknown. Some universities will also expect their students to study a unit of their degree in a foreign language, whilst others offer the opportunity for students to complete part of their degree abroad. Most importantly, students will gain skills and knowledge that they will not acquire elsewhere in the curriculum. Therefore, a language is part of the core curriculum for most.

Group Sizes

If an option does not attract enough students (a minimum of 15 is required) it may not be viable to run. If this happens, the reserve choices chosen by your son or daughter will be automatically inserted to replace a withdrawn subject. Equally, a subject in a block may attract more students than the class can accommodate (30 for most subjects but 20 for Technology subjects). Where possible we will put on another class if we can both accommodate and staff it. If we cannot create an extra group for an oversubscribed option, then the limited places that are available will be allocated by preference and then according to students' behaviour records and engagement in that subject. In other words, if your son or daughter is a student who works hard and behaves well, they will be given priority over students that have chosen to make poor choices. We will of course consider a student's aptitude in particular subjects. We can, will and do refuse students access to a course or withdraw them from it if their behaviour creates a health and safety risk.

Whilst it is our aim to ensure as many students as possible can study their first choices, the school cannot guarantee this.

Curriculum Overview

In Year 10 and 11, all students study a core curriculum:

Subject	Leading to ...	Number of Teaching Hours per Fortnight
English	GCSE English Language and GCSE English Literature	8
Mathematics	GCSE Mathematics	7
Combined Science	Two GCSEs in Combined Science	9
MFL	GCSE in French or German	5
Core PE		2
RE	GCSE in Religious Education	4

Students then have choices dependant on the allocated pathway.

For a small number of students, we have suggested a personalised pathway which includes ASDAN, Food, IT and additional literacy or numeracy. Each of these choices would also take up one option block and this will be indicated on your SIMs options form.

**CORE
GCSE****English Language and English Literature****Course Description**

In Years 10 and 11, students work towards completing two GCSEs: English language and English literature. All examinations in the subject will be taken at the end of Year 11. Students should also be aware that examinations are closed text (they will not be allowed any of the books in the exam with them) and that they are un-tiered i.e. all students will sit the same paper; differentiation will be by outcome.

During the course, students will study a series of topics which integrate the skills of reading, writing and speaking and listening. They should develop in accuracy, detail and appropriateness in these areas. They particularly need to consider the implications of words they use and read and the effect they have on the reader.

Reading

Students are helped to read accurately and fluently, understand and respond to literature and analyse and evaluate a range of other texts. Students will read:

- One Shakespeare play ('Macbeth') and a C19th novel ('A Christmas Carol' or 'Dr Jekyll and Mr Hyde')
- One modern text (An Inspector Calls)
- A range of poetry by both heritage and modern poets
- A range of fiction and non-fiction texts from the C19th- present day.

Writing

The emphasis at this stage is on:

- Writing in a wide variety of forms for different purposes.
- Developing and communicating ideas, using a wide vocabulary and effective style, structuring sentences grammatically.
- Accurate punctuation, correct spelling and legible handwriting.

Speaking and Listening

Students will prepare and deliver a speech on a topic of their choice.

Method of Assessment

Exam Board: EDUQAS
External Assessment in the form of 4 exams

Course Contact

Jo Amos (Subject Leader) jamos@st-edwards.poole.sch.uk
Sam Lee (KS4 Co-ordinator) slee@st-edwards.poole.sch.uk

Pathways after Year 11

GCSE English language and English literature form the basis for all education or employment pathways after Year 11 as they contain the elements of reading, writing, speaking, and listening which underpin all further education qualifications and employment.

In the Sixth Form, a large number of students choose to continue studying English language and English literature at A Level. A good qualification in GCSE English language and literature as two of the core subjects, will definitely open doors, illuminate pathways and offer opportunities to explore other subjects and qualifications.

CORE GCSE	Mathematics
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Course Description	
<p>GCSE mathematics allows you to develop your skills and understanding across number, algebra, geometry, measures, statistics and probability. You will learn about the relationships between these areas of maths and where and how they apply to real-life situations.</p> <p>Existing maths knowledge will be expanded and applied to new and more in-depth challenges. You will learn to make informed mathematical assumptions and prove or disprove them yourself. Your problem-solving skills will be honed and improved; skills that are applicable and valuable in many other subjects within school and careers in the future.</p> <p>For key pupils Functional Skills Maths will be covered in the first year to support attainment of a grade 4 GCSE. The intent of this course is to equip students with the essential math skills they will need for everyday life. The content of Functional Skills level 1 is synced with the GCSE content, allowing for all pupils to access all parts of the curriculum.</p> <p>The impact of this course is to help students in developing and refining their problem-solving strategies and building the confidence and skills required to tackle unfamiliar challenges that they will face post school.</p>	
Method of Assessment	Course Contact
Exam Board: Edexcel External Assessment 100% Examination One - Non-calculator Examination Two - Calculator Examination Three - Calculator Functional Skills Level 1 - 2hrs external assessment	Matthew Hegarty Subject Leader mhegarty@st-edwards.poole.sch.uk Natalie Parris KS4 Coordinator nparris@st-edwards.poole.sch.uk
Pathways after Year 11	
<p>Mathematics GCSE is a requirement for a huge number of Post 16 courses and for all University degree level courses. It is highly valued by employers, not only for showing your numerical ability, but also to show your ability to learn new skills and processes.</p> <p>At St Edward's many students choose to study A level mathematics. This is a challenging yet rewarding course for both gifted and hardworking Mathematicians. A number of students every year go on to read mathematics at university.</p> <p>Students also have the opportunity to study Core Maths in Sixth Form which focuses on using and applying maths to solve problems drawn from other subjects, work, and real life.</p>	

**CORE
GCSE****Modern Languages – French and German****Course Description**

Learning a foreign language will open doors to you in a way that most other subjects can't. It is this fact that drives our decision to make languages a core subject for many of our students, and it is why the government have made clear that the vast majority of students should study a language to at least GCSE level. Their target is for at least 75%, and ideally 90%, of all students nationally to take GCSEs in languages.

The reason why languages are pushed so strongly is that in our increasingly globalised society employers consistently identify a lack of language skills as a key barrier to their ability to recruit young people in this country, with German and French the languages most in demand. Studying a language at GCSE will increase your future employability and ensure that options are not closed to you.

But the fact that languages are important is far from the only reason to study them; GCSE courses in languages are also enjoyable, interesting, and challenging, and lay a firm foundation for those wishing to progress to fluency at A Level. As well as opening doors, languages also open our eyes and minds to other cultures, giving students an enhanced understanding of the world. As the famous Czech proverb states: "He who learns a new language acquires a new soul".

The new GCSE specifications which are launching this year are designed to develop students' cultural understanding, as well as their language skills, and compared to previous specifications have a more-focused vocabulary list that tests the most commonly used words in the language. Assessment at the end of Year 11 is through 4 exams in listening, reading, writing, and speaking.

Topics studied include: Identity and relationships, education and work, customs and festivals in French and German-speaking countries, celebrity culture, media, the environment and travel and tourism.

As well as the learning that takes place in the classroom, we are one of very few schools in the region to offer students the opportunity to take part in full foreign exchange visits to France or Germany. Far more than a normal school trip abroad, our exchanges provide an opportunity for students to make new friends, use their language skills in context, and to experience life in France or Germany for themselves.

Method of Assessment

Exam Board: AQA
Unit Assessment: All assessment is by final external exam with an even 25% split between 4 assessed skills: Listening, Reading, Speaking and Writing

Course Contact

Matthew Lenarduzzi
Subject Leader
mlenarduzzi@st-edwards.poole.sch.uk

Pathways after Year 11

One of the great things about learning a language is that it is so much more than a subject - you will be acquiring a skill which, with practice, you can retain for the rest of your life. After Year 11 you will have the opportunity to continue studying your chosen language to A level. This enables you to achieve a high level of fluency in the language and, with languages so highly regarded by top universities, can be a ticket for entry to a range of courses. Languages give students a clear edge in their future lives and careers.

CORE GCSE	Combined Science
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Course Description	
<p>Science is a compulsory core subject at KS4. Students will follow the AQA GCSE specification for combined science which assesses across biology, chemistry and physics. Students will have the opportunity to learn about how living organisms grow, change and control their internal conditions. They will discover how and why chemicals react. They will learn about the fundamental forces that control the way objects move and the way in which electricity is used.</p> <p>Students will be able to develop their practical skills and complete experiments to further develop their understanding of the key concepts that underpin the subjects. Students will also complete compulsory practical work which will be assessed across all examination papers in the summer of Year 11.</p> <p>As each course is comprised of topics from biology, chemistry and physics, students will gain a broad foundation in science. Students will need to display a similar ability in each subject as the two GCSE grades awarded at the end of the course contain marks from each subject area. The course can be followed at either foundation or higher tier and the suitability for a student to follow a particular route will be made based upon the evidence gathered in Year 10 and finalised in Year 11.</p>	
Method of Assessment	Course Contact
<p>Exam board – AQA</p> <p>Assessment structure – 100% written examination</p> <p>Exam structure – 6 x 1 hour 15-minute written exams each of 70 marks in the summer of Year 11 (two papers from each of biology, chemistry and physics.) Exams completed at either Higher or Foundation tier.</p>	<p>Steve Dell</p> <p>Subject Leader</p> <p>sdell@st-edwards.poole.sch.uk</p>
Pathways after Year 11	
<p>Science qualifications are a central part of the EBacc and attainment 8 measures. The grades students attain will support further study at A level and access to other education programmes. Students can progress onto A levels in sciences from these two science qualifications including biology, chemistry, physics and psychology. Students will need to sit all examinations at higher tier to gain the entry requirements for A level study in the sciences.</p> <p>Students sitting foundation tier exams are able to gain the entry requirements for the Applied Human Biology (BTEC) course.</p>	

CORE GCSE	Religious Education
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Course Description	
<p>GCSE RE is a vibrant subject that helps prepare students for modern life in a rapidly changing world. It teaches students about different belief systems and how these have an impact upon peoples' lives and the decisions they make. GCSE RE at St Edward's is a very successful subject with many students consistently achieving their target grade or higher.</p> <p>The GCSE course is rigorous and engaging. Students learn about the beliefs, teachings and practices of two main religions; Christianity and Judaism. They also examine how these religions respond to a range of contemporary moral issues.</p> <p>RE helps students to develop and refine a number of key transferable skills such as evaluation and critical thinking. The philosophical and theological elements help students to think in abstract ways and the ethical and moral dimensions encourage empathy and respect for the views of others. There is a focus on the use of scripture which encourages students to engage with original texts and be selective in their use of evidence to support an argument. These skills will help students in their studies for other subjects and help to prepare them for many KS5 (Sixth Form) courses too.</p>	
Method of Assessment	Course Contact
<p>Exam Board: WJEC Eduqas</p> <p>External Assessment in the form of two 2-hour examinations.</p>	<p>Trevor Willis</p> <p>Subject Leader</p> <p>twillis@st-edwards.poole.sch.uk</p>
Pathways after Year 11	
<p>RE is widely recognised and valued as a rigorous academic subject, but it is much more than that. It provides students with another qualification to help them take their next steps into education, training or employment, but GCSE RE will also help them to explore their own beliefs and values so that they can consider more deeply what direction they want their life to take. It is a subject that will challenge them in many ways and help to prepare them for life in a changing and challenging world.</p> <p>In the Sixth Form, students can continue their study and the A Level course allows for further exploration of some of the ideas touched upon at GCSE as well as introducing exciting new concepts. The main areas of study are Philosophy of Religion, Religious Ethics and Developments in Christian thought. The A Level is usually very popular with many students opting to study it.</p>	

Option GCSE	Art & Design
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Course Description	
<p>Art allows students to develop manipulative skills using a range of media, alongside problem solving and creative thinking. An independent approach to learning enables students to make full use of their class time and a motivated attitude to home learning gives students further opportunities to develop skills and explore ideas. A portfolio of work is selected from all work produced during the GCSE course. During the course students will have the opportunity to experience a wide range of materials and techniques such as drawing and painting, printmaking, photography and three-dimensional work. An important requirement of the course is that the student demonstrates an awareness of Art outside the classroom in its historical, cultural and contemporary contexts. Therefore, it is hoped that a student will have the opportunity to see work first hand during the course.</p> <p>The GCSE course in art & design is assessed on a portfolio of coursework completed during Years 10 and 11 and a final externally set assignment in Year 11. There is no written exam for this subject.</p> <p><u>Portfolio of work</u> - 60% of total marks</p> <p>A portfolio of coursework will be selected from work undertaken during the course and will show the development of at least two themes from observational studies and sketches through to concluding pieces of work. There is no limit to the number of pieces of work the portfolio may contain.</p> <p><u>Externally set assignment</u> - 40% of total marks</p> <p>Assignment papers are issued in the spring term of Year 11 and students select one question to explore. Students will have a period of preparation time to prepare preliminary studies. A ten-hour period of supervised time will be allocated in which to produce their concluding piece of work.</p>	
Method of Assessment	Course Contact
Exam Board: AQA Unit 1: Portfolio of Work Unit 2: Externally Set Assignment	Melanie Biggs Subject Leader mbiggs@st-edwards.poole.sch.uk
Pathways after Year 11	
<p>A GCSE in art & design can lead on to A level art & design, BTEC art courses or courses in Photography or Textiles. The creative thinking, aesthetic awareness and manipulative skills are also beneficial to a diverse range of jobs and training. Many of our students, post A Level, go on to a one-year foundation course which leads to a wide range of creative degrees and industries such as illustration, model making, fashion, make up for film or television, architecture, fine art, or photography. Other students have gone on to courses and careers as diverse as Criminology, Paramedic, Accountant or Law!</p>	

**OPTION
GCSE**
Business
Course Description

The study of business is a dynamic and fascinating one. We will be using contemporary business contexts to provide a real and relevant insight into the running of a business in an ever-changing world. The course will provide students with the opportunity to study local business examples in theme 1 through to the study of international brands students recognise in theme 2.

Theme 1 - Investigating Small Business

Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. Many young people will be thinking about setting up their own business in the future and this unit will provide an excellent insight into the skills and qualities required. It provides a framework for students to explore concepts through the lens of an entrepreneur setting up a business.

Theme 2 - Building a Business

This unit builds on the first unit and examines how a business develops beyond the start-up phase. It explores topics such as marketing, operations, finance and human resources. It uses these key business concepts to explore the issues and decisions required to help grow a business. It also considers the impact of the wider world on the decisions a business makes as it grows. This will include the ethical and social decisions international businesses have to make in a complex globalised economy.

Method of Assessment

Exam Board - Edexcel
2 external examinations (50% each at end of Year 11)

Course Contact

Colin Kilpatrick
Subject Leader
ckilpatrick@st-edwards.poole.sch.uk

Pathways after Year 11

GCSE Business aims to develop students' understanding of many concepts and situations that will be encountered after leaving school. It is an excellent foundation for Advanced level courses in Business and Economics, or simply to develop some of the key skills and knowledge required to set up your own business.

Such is the real and relevant use of case studies that students will be more informed of the globalised nature of business and the economy. This will be important knowledge when pursuing any career in a dynamic economy such as the UK. The course can also act as a catalyst to pursue careers in areas such as accountancy, marketing, human resources, and public relations.

**OPTION
GCSE**
Computer Science
Course Description

Computer Science underpins so much of our everyday life and routines - everything from the obvious technology items (phones, laptops, tablets) through to the less-obvious things (bank cards, weather forecasts, bar and QR codes) depend upon this subject.

In GCSE Computer Science, students study 6 topic areas as follows:

- Topic 1 - Computational Thinking (e.g. How do we solve problems with computers?)
- Topic 2 - Data (e.g. Binary, Text, Images, Sound)
- Topic 3 - Computers (e.g. Hardware, Software)
- Topic 4 - Networks (e.g. LANs, WANs, the Internet)
- Topic 5 - Issues and Impact (e.g. Network Security, AI, Environmental Issues)
- Topic 6 - Programming (in Python)

Topics 1 - 5 are assessed in a paper-based exam and Topic 6 is assessed through an on-screen programming exam. Throughout the course, students are prepared for the on-screen exam by doing a wide variety of programming tasks and exam-type problems. They are also provided with a booklet of key Python commands to use during the exam, allowing the focus to be on problem-solving rather than remembering code and syntax.

This course is excellent for students who have an interest in working out solutions to problems, learning how things work at a deeper level and want to be a part of the development of the technology of the future.

Method of Assessment

Exam Board: Edexcel
 Subject Code: 1CP2 (2020 Spec)

2 Exams:
 Paper 1 – Principles of Computer Science (50%, paper exam)
 Paper 2 - Application of Computational Thinking (50%, on-screen exam)

Course Contact

Cain Prince
 Computer Science Subject Leader
cprince@st-edwards.poole.sch.uk

Pathways after Year 11

Studying GCSE Computer Science can lead to a number of pathways with a number of transferrable skills.

Further study within this subject area could either be A Level Computer Science or an Applied or Vocational course at Level 3. It can also lead to apprenticeships in any technology-based industry, which is one of the fastest growing sectors in the UK.

The skills of problem-solving, curiosity and logical-thinking can all be transferred to any other discipline and programming is now a part of a growing number of jobs and higher education courses, all of which are covered in this course!

OPTION GCSE	Drama
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Course Description

Is this the right subject for me?

Do you enjoy:

- expressing yourself in an active and innovative way
- analysing and performing in published plays
- exploring social, cultural and historical contexts of plays and playwrights
- developing your own pieces of drama from stimulus
- working in a group contributing your ideas and evolving those of others
- understanding and developing empathy
- acting a wide range of roles
- visiting the theatre?

If the answer is **YES**, then GCSE Drama is the perfect subject choice for you.

During the course you will learn how Drama is created, both from an acting and technical perspective, and how it transfers from 'page to stage'. You will learn about the historical and cultural context of our set plays and the playwrights. You will use themes, issues and stimulus to create your own pieces of drama and employ the techniques of a range of practitioners including Stanislavski and Brecht. You will also have the opportunity to see productions in both local and West End theatres.

Units of Study

Component 01/02 Devising Drama: using stimulus, students devise and perform a piece of Drama, or take the role of a designer, and create a written portfolio **30%**

Component 03/04 Presenting and Performing Texts Students explore a text and perform two scenes to a visiting examiner. Students can work as either performers or designers completing a pro forma and a final performance showcase. **30%**

Component 05 Drama: Performance and Response, Written examination: Students will answer questions on a set text and write an evaluation of a play they have been to see. **40%**

Method of Assessment

Examination Board	Practical	Written Examination
OCR	60%	40%

Course Contact

Giselle Sinnott
Subject Leader
gsinnott@st-edwards.poole.sch.uk

Pathways after Year 11

Drama is a subject that is celebrated and appreciated in all walks of life and proves advantageous to an eclectic range of careers. Universities and employers widely acknowledge that Drama is the unification of both an academic and practical subject, and one which helps empower people by improving their written and oral communication, self-confidence and empathetic skills. Successful Drama students have gone on to use their skills in acting and technical theatre, law, medicine and health service, public relations, teaching, the police, tourism, journalism, presenting, management to name but a few.

OPTION GCSE	Food Preparation & Nutrition
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Course Description	
<p>This course focuses on both practical cooking skills and the science of nutrition. Your lessons will be made up of a mixture of 50% practical and 50% theory work. You will need to bring ingredients into school to cook approximately once a fortnight. You will learn a wide range of practical food and presentation skills. The five theory units you will study are:</p> <ul style="list-style-type: none"> • Food, Nutrition and Health • Food Science • Food Safety • Food Choice • Food Provenance <p>To be successful on this course you need to love cooking and be willing to practice and experiment with dishes at home. You need to be well organised and have creative ideas.</p>	
Method of Assessment	Course Contact
<p>50% Final exam end of year 11</p> <p>50% NEA. Two tasks are completed in Year 11;</p> <p>NEA 1, a Food Science assessment in the autumn term.</p> <p>NEA 2 Food Preparation assessment where you will cook 3 dishes in 3 hours in the spring term.</p>	<p>Jane Knight Teacher jknight@st-edwards.poole.sch.uk</p> <p>Jane Morris Subject Leader jmorris@st-edwards.poole.sch.uk</p>
Pathways after Year 11	
<p>The course provides a pathway into further education courses such as Food Technology, Food, Nutrition and Health, Professional Cookery Studies, and Hospitality and Catering as well as apprenticeships.</p> <p>Students will develop transferable skills that they can use in all areas of their life. This course provides a solid foundation in food with links to Sports studies, Science and Health studies.</p>	

OPTION GCSE	Geography
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Course Description	
<p>In our modern, globally interconnected society, it is more important than ever that people understand the world around them. This new specification gives you the chance to learn about those changes.</p> <p>Paper 1: Living with the physical environment will give you a sound understanding of the natural world processes such as earthquakes and volcanoes, ecosystems, the atmosphere and climate and the water cycle.</p> <p>Paper 2: Challenges in the human environment focuses on human geography. You will study how populations grow and change, where people live and work and how they exploit and use resources.</p> <p>Paper 3: Geographical applications focuses on practical geography. This requires field study skills and techniques.</p>	
Method of Assessment	Course Contact
<p>AQA Exam based - No coursework</p> <p>Paper 1 & 2, each worth 35% of GCSE. Exam papers are resource based. You will have maps, photographs and diagrams to help you answer the questions. Questions will range from short questions up to larger extended writing questions.</p> <p>Paper 3, worth 30% of the GCSE geographical applications, is a decision-making exercise based on resources given. These will consist of a colour resource booklet on a geographical issue or location. Questions will assess your understanding of the resources in relation to environmental issues and sustainability. You will also be expected to apply your fieldwork knowledge and skills to respond to a range of questions.</p> <p>In GCSE geography there is no controlled assessment (coursework) unit. Instead you will complete two fieldwork and data collection enquiries for knowledge and skills experience, to aid preparation for Paper 3.</p>	<p>Craig Major Subject Leader cmajor@st-edwards.poole.sch.uk</p>
Pathways after Year 11	
<p>Geography is a broad-based academic subject which is well respected by employers and educational establishments. GCSE geography may well be the first step to further education. Geography graduates have one of the highest rates of graduate employment. Geographers enter a very wide range of career areas, the main benefit of studying geography is that the investigation focus will allow young people to develop an incredible range of transferable skills as well as important transferable attributes such as communication, presentation and team-working. Some of the well-paid jobs geographers go into include; engineering, planning, researching and sciences, travel and tourism, banking and insurance, law, journalism, government, marketing, presenting, health services and management.</p>	

OPTION GCSE	History
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Course Description	
<p>History is a subject that gives us the opportunity to delve into the past, to study rulers and regimes seemingly far removed from the world we live in today. However, by learning about what has come before, we develop a much clearer understanding of the present and are able to identify patterns and themes that are both consistent and contrasting. This GCSE course enables students to study a wide range of fascinating topics which set the scene for the modern world. It celebrates the highs and reflects on the lows of humanity over the last thousand years with units on British and global historical events. We also take students to Belgium and France to study the First World War battlefields which forms a core part of the course.</p>	
Method of Assessment	Course Contact
<p>AQA – GCSE History (Code: 8145) has 2 external exams (2hours each)</p> <p>Paper 1: Understanding the modern world</p> <ul style="list-style-type: none"> • Conflict and Tension, First World War: 1894-1918 • Germany: democracy and Nazi dictatorship: 1890-1945 <p>Paper 2: Shaping Britain</p> <ul style="list-style-type: none"> • Health and the people: c1000 to the present day: a thematic study looking at the development of medicine, treatment and changes to disease over time. Students will study medieval medicine, developments of the Renaissance, the impact of scientific discoveries, and the birth of the National Health Service. • Elizabethan England 1568-1603, looking in depth at religion, exploration and politics. This unit includes an historic environment study, previous years being Hardwick Hall, the Globe Theatre and the Spanish Armada. 	<p>Jessica Elms Subject Leader jelms@st-edwards.poole.sch.uk</p>
Pathways after Year 11	
<p>Historians are welcomed into a broad range of careers requiring an inquisitive, creative mind, self-discipline, creativity, analytical thinking and an evaluative understanding of the world. An essay-based subject, history is highly thought of by top universities offering competitive courses such as international relations, law, politics and more. GCSE history prepares students well for both A level study and apprenticeship and job interviews by honing their speaking and listening skills. Potential career opportunities are varied from journalism, law, media, politics and business to the art world, civil service and teaching.</p>	

OPTION GCSE	PE Studies
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Course Description	
<p>The GCSE in physical education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students will also gain understanding of how physical activities benefit health, fitness and wellbeing.</p> <p>The aims and objectives of the course are</p> <ul style="list-style-type: none"> - To develop theoretical knowledge and understanding of the factors that underpin physical activity - Understand how the physiological and psychological state affects performance in physical activity and sport - Perform effectively in at least 3 different sports - Develop the ability to analyse and evaluate to improve performance in physical activity 	
Method of Assessment	Course Contact
<p>Written Paper - 1 hour 45 minutes (Externally Assessed) 36%</p> <p>Written paper 2 - 1 hour 15 minutes (Externally assessed) 24%</p> <p>Practical performance (30%)</p> <p>Personal exercise programme (10%)</p>	<p>Sam Pope</p> <p>Subject Leader</p> <p>spope@st-edwards.poole.sch.uk</p>
Pathways after Year 11	
<p>A Level options: AS/A level PE studies, OCR Technical Level 3 Single or Double Award</p> <p>Progression routes: Degree level – teaching, coaching and physiology courses.</p> <p>Careers: PE teacher, coach, management in the leisure industry, sports events organiser, participant as an athlete, physiotherapist, sports psychologist, sports nutritionist, sports development and coaching manager within the City Council, working with disabled performers and young people.</p>	

**OPTION
GCSE**
Design & Technology - Resistant Materials
Course Description

The course enables students to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes. The qualification enables students to use creativity and imagination to design and make prototypes (together with evidence of modelling to develop and prove product concept and function) that solve real and relevant problems, considering their own and others' needs, wants and values. It gives students opportunities to apply knowledge from other disciplines, including mathematics, science, art and design, computing and the humanities while also helping to develop a functional understanding of the world.

Throughout the course students will experience the range of material areas within Technology and have the autonomy to specialise in a particular area, whether that be wood, metal or plastic.

In Year 10, students will complete a series of short projects where they will develop practical skills and knowledge in designing and fabrication techniques.

In Year 11 students will independently complete a design and make project which is assessed in four key areas;

- Investigate - This includes investigation of needs and research, and a product specification
- Design - This includes producing different design ideas, review of initial ideas, development of design ideas into a chosen design, communication of design ideas and review of the chosen design
- Make - This includes manufacture, and quality and accuracy
- Evaluate - This includes testing and evaluation.

Method of Assessment

Exam Board: Edexcel

Component 1: Written exam worth 50% of the GCSE. The exam tests students on their core and specialist knowledge.

Component 2: Portfolio and final product worth 50% of the GCSE. Students will be assessed on four areas; investigation, design, make and evaluate.

Course Contact

Jane Morris
Subject Leader
jmorris@st-edwards.poole.sch.uk

Tom Cole
tcollection@st-edwards.poole.sch.uk

Pathways after Year 11

A Level Design and Technology and Level 3 Technical Award in Engineering at St Edward's are ideal courses for students who intend to pursue a career in architecture, graphic design, product design, engineering, surveying and design linked courses such as animation.

Apprenticeships at either Year 11 or Year 13 in engineering or construction are also clear progression routes from this course.

OPTION NCFE Level 1/2 Technical Award	Graphic Design
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Course Description	
<p>The Level 1/2 Technical Award in Graphic Design is designed for learners who want an introduction to graphic design that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the graphic design sector or progress onto further study.</p> <p>This qualification has been designed to sit alongside the requirements of core GCSE subjects and is appropriate for learners who are motivated and challenged by learning through hands-on experiences and through content which is concrete and directly related to those experiences.</p> <p>This qualification aims to:</p> <ul style="list-style-type: none"> • Focus on the study of the graphic design sector. • Offer breadth and depth of study, incorporating a key core of knowledge. • Provide opportunities to acquire a number of practical and technical skills. <p>The course encourages the learner to apply their knowledge and use practical tools across a range of areas within graphic design;</p> <ul style="list-style-type: none"> • Components of graphic design • The work of graphic designers • Requirements of a graphic design brief • Planning, development and experimentation • Graphic design production <p>Displaying, presenting and promoting graphic design work</p>	
Method of Assessment	Course Contact
<p>Exam Board: NCFE</p> <p>Non-exam assessment (NEA) worth 60% of the final grade is externally-set, internally marked and externally moderated.</p> <p>Examined assessment (EA) worth 40% of the final grade is a written exam</p>	<p>Jane Morris Subject Leader jmorris@st-edwards.poole.sch.uk</p> <p>Chloe Duke chuerga-duke@st-edwards.poole.sch.uk</p>
Pathways after Year 11	
<p>Learners who achieve this qualification could progress onto level 3 qualifications and A Levels, such as the Level 3 Applied General Certificate in Art & Design and A Level Design and Technology.</p> <p>It may also be useful to those studying qualifications in the following sectors: Design and Technology, Art and Design, and Creative Media.</p>	

OPTION GCSE	Triple Science
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Course Description	
<p>Nationally the Triple Science programme is regarded as being a very demanding course which comprises the Combined Science content along with extension content. The Biology extension material looks in more detail at the way our bodies are regulated and the way humans interact with the environment. The Chemistry material includes greater focus on energy changes in chemical reactions and using the periodic properties to describe trends and patterns in chemical reactions. The Physics extension material includes using light and the natural phenomena of how light behaves along with describing electrical transfer in more detail.</p> <p>Students that are invited to select the Triple Science option (based upon their prior attainment in Science) will follow all three sciences so that the GCSEs awarded recognise achievement in each of Biology, Chemistry and Physics. Students cannot drop any one subject; each must be followed throughout Years 10 and 11.</p> <p>Students that select this course as an option will need to be prepared for a significant part of the timetable to be filled by science subjects (one or two lessons most days) and they should display both a strong aptitude and passion for the subject.</p>	
Method of Assessment	Course Contact
<p>Exam Board: AQA</p> <p>Assessment structure- 100% written examination</p> <p>Exam structure- 6x 1 hour 45 minutes written exams each comprised of 100 marks in the summer of Year 11 (two papers from each of Biology, Chemistry and Physics.)</p>	<p>Steve Dell</p> <p>Subject Leader</p> <p>sdell@st-edwards.poole.sch.uk</p>
Pathways after Year 11	
<p>Students that follow this course will no doubt want to continue to study sciences at A Level and possibly see a career pathway in science. The course supports the transition from GCSE to A Level in Biology, Chemistry and Physics as the extension topics are all seen again in the first topics of A Level study. Students that wish to follow career pathways linked to the sciences such as Medicine, Engineering, Conservation and Ecology, Marine Studies and Chemical Engineering or similar professions should consider selecting this option should their prior attainment indicate they will cope with the demand of this challenging course.</p>	

**OPTION
GCSE**
Music GCSE
Course Description

Edexcel GCSE music is an exciting and enjoyable course about making, listening and forming personal and meaningful relationships with music through the development of musical knowledge, understanding and skills. It covers performing, composing and listening to a wide variety of musical styles – popular music, world music and classical music. There are also opportunities to use music technology.

Students will be encouraged to engage critically and creatively with a wide range of music, develop an understanding of the place of music in different cultures and contexts, and reflect on how music is used in the expression of personal and collective identities. There is also an expectation that students carry out wider listening in addition to their set works, to support them in building transferable appraisal skills.

You will enjoy this course if you want to study a subject that:

- involves performing on your own and with others
- involves listening to and understanding a wide range of music
- involves composing or arranging music on your own and with others in e.g. rock group, bands or orchestra
- will broaden your knowledge of music theory

Method of Assessment

There is one exam in the summer of Y11 worth 40% of the final grade. You will listen to various music tracks and answer questions on twelve different pieces you have studied.

Coursework consists of two compositions (15% each) and two performances (one solo and one ensemble both 15% of final grade) which are worth 60% of the total mark.

Students wishing to study GCSE Music have an expectation of having achieved Grade 3 or working towards Grade 3 on their main instrument.

Course Contact

Lauren Keene

Subject Leader

lkeene@st-edwards.poole.sch.uk

Pathways after Year 11

GCSE Music develops a wide range of vital skills including confidence to perform in front of others, the ability to work effectively in a team, analysis skills, essay writing, target setting and creativity. The skills are essential for further study or any career you choose to pursue after Key Stage 4. GCSE music is highly regarded by universities and leads on perfectly to A Level Music as well as BTEC Level 3 Music.

Previous alumni include students who have gone on to study Music at prestigious Music Conservatoires such as the Royal Academy of Music, Trinity Laban, Leeds College of Music.

GCSE Music is an excellent asset to musicians hoping to achieve their Grade 5 theory, advance on their instrument or improve their ensemble, orchestra and/or choir skills.

OPTION BTEC

BTEC Tech Award in Music Practice

Course Description

Do you love making music? Would you like to learn how to record and produce your own music? We are excited to offer the BTEC Tech Award which is a level 2 qualification (equivalent to one GCSE grade A* - C). This course is an exciting and highly creative course which focuses on developing skills in analysing music from different genres including Britpop, Blues, EDM (e.g. Trap), Grunge, Music for Media (e.g. Music in Gaming and Films), and Reggae to name but a few. You will study these genres of Music, discovering what makes them special and unique whilst developing your theory and vocabulary knowledge. It is a structured course including practical sessions where you will develop skills in performing as part of an ensemble on your chosen instrument. You will be provided with plenty of opportunities to develop your performance ability and confidence through extra-curricular activities and events like Battle of the Bands, Christmas Concerts and the annual school production.

This BTEC in music will allow you to:

- Enhance your performing solo and group performing skills and deepen your skills on Music Technology (e.g. Cubase)
- Understand how to build knowledge on manipulating musical material in creative and unique ways during performance and composing assignments.
- The opportunity to use amazing facilities within the department, including Cubase, Sibelius, MuseScore, BandLab and the use of the recording booth and control room to record, edit and produce your own music.
- Work with industry specialists on creative music projects and visit recording studios and other relevant music venues to gain an insight into the music business.

Method of Assessment

The qualification consists of 3 units, 100% coursework.

1. Exploring Music Products and Styles- 30%
2. Music Skills Development- 30%
3. Responding to a Music Brief- 40%

BTEC Music students are expected to already be able to play an instrument/sing and to consider taking lessons for their instrument if they haven't already. They should have a willingness to learn Music Theory, though prior knowledge is always useful.

Course Contact

Lauren Keene
Subject Leader
lkeene@st-edwards.poole.sch.uk

Pathways after Year 11

Many previous students have gone on to study at prestigious Music Conservatoires including the Royal Academy of Music, Trinity Laban, Leeds College of Music. Alumni have experienced success within the Music Industry, including working with popular artists, composing, producing, performing on tour and teaching. This course sets students up to be well-rounded musicians with knowledge of not only performance and composition, but also knowledge of music events management, record studios, music production, promotion, DJs, Music lawyers and many more. This course is set up well to follow with Level 3 BTEC Music. Music is also well thought after subject for students wishing to continue a career outside of the Music Industry.

Award	ASDAN (CoPE – Certificate of Personal Effectiveness Level 1 & 2)
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Course Description	
<p>The Certificate of Personal Effectiveness (CoPE) is a nationally recognised qualification available at Levels 1-3. The qualification offers imaginative ways of accrediting young people's activities. It promotes, and allows centres to record, a wide range of personal qualities, abilities and achievements of young people, as well as introducing them to new activities and challenges.</p> <p>The CoPE curriculum comprises 13 modules. The modules are divided into three sections: Section A, B and C. Each section is worth one credit. Students will need 12 credits to gain the Certificate of Personal Effectiveness.</p> <p>The module titles are: Communication; Citizenship and community; Sport and leisure; Independent living; The environment; Vocational preparation; Health and fitness; Work-related learning and enterprise; Science and technology; International links; Expressive arts; Beliefs and values; Combined studies (this module allows you to mix and match a combination of challenges from other modules).</p> <p>Students will produce a portfolio of evidence to demonstrate their achievements. Students must also demonstrate competence at Level 1 or 2 in the six CoPE skills units:</p> <ul style="list-style-type: none"> • Introduction to Working with Others • Introduction to Improving Own Learning and Performance • Introduction to Problem Solving • Planning and Carrying out a Piece of Research • Communication through Discussion • Planning and Giving an Oral Presentation 	
Method of Assessment	Course Contact
<p>Level 1 Portfolio of evidence – external moderation</p> <p>Level 2 Portfolio of evidence – external moderation</p>	<p>Dave Dawson ddawson@st-edwards.poole.sch.uk</p>
Pathways after Year 11	
<p>The ASDAN Level 1 & 2 Certificate of Personal Effectiveness (CoPE) is a substantial and wide-ranging qualification the purpose of which is to enable candidates to develop and demonstrate a range of personal, key and employability skills, to broaden their experience and manage their learning in a variety of real-life contexts. It therefore aims to teach candidates to understand, take responsibility for and learn from rich activities, rather than simply to experience them.</p> <p>This quantifies and formalises their preparedness to progress into further education, employment, or vocational training and apprenticeships.</p>	

Award	BTEC Personal Growth and Wellbeing
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Course Description	
<p>Personal Growth and Wellbeing has been designed to prepare learners for future study and employment and is structured to meet the needs of all learners regardless of their age, stage, or ability in terms of content, assessment and progression.</p> <p>The purpose of Pearson BTEC Level 1 in Personal Growth and Wellbeing qualifications is to support learners' skill development in preparation for higher-level learning, therefore increasing opportunities for learners to progress.</p> <p>The qualifications are not designed to lead directly to employment but will provide for the development of skills, which are valued by employers. Usually, learners will also be taking the ASDAN Cope qualification.</p>	
Method of Assessment	Course Contact
<p>All units are internally assessed. Each unit within the qualification has specified assessment criteria which must be satisfied for a learner to achieve a pass.</p>	<p>Dave Dawson ddawson@st-edwards.poole.sch.uk</p>
Pathways after Year 11	
<p>Learners who successfully achieve the Personal Growth and Wellbeing qualifications can progress to:</p> <ul style="list-style-type: none"> GCSEs and/or A level Diplomas Apprenticeships Supported employment Independent living 	

BTEC Tech Award

BTEC Digital Information Technology

Course Description

IT plays such a significant part in our everyday lives and is such a core part of many career paths - this course is for those students who are not studying a language to develop the core skills in this discipline to support their future progression plans. It is equivalent to a GCSE but graded on a BTEC scale.

In BTEC Digital Information Technology, students take 3 components as follows:

Component 1 - Exploring User Interface Design Principles and Project Planning Techniques

Students examine the design behind different applications, from layout and emphasis through to accessibility requirements. They then look at how they can plan projects through techniques such as Gantt charts. The assignment for this component requires students to use Word to plan their projects and PowerPoint to create a prototype of a user interface.

Component 2 - Collecting, Presenting and Interpreting Data

Students examine how data is collected and used by organisations, touching on the threats to individuals and their privacy from this. They then look at dashboards as a means of presenting data using techniques such as conditional formatting, graphs, charts and sparklines. The assignment for this component requires students to use Word to write 2 reports on suitable data collection methods and trends and patterns from a dashboard in context and Excel to produce an analysis and dashboard on some given data.

Component 3 - Effective Digital Working Practices

Students look at the ways modern technology is used in businesses including cloud technologies, communication tools, cyber-security and data protection. All of these things are key to success in modern career paths. This knowledge is assessed through an external exam.

This course is excellent for students to get a grounding in a number of both knowledge-based and practical IT concepts to set them up for success in their future.

Method of Assessment

Exam Board: Pearson
 Subject: BTEC Tech Award Level 1/2 in Digital Information Technology
 3 Components:

- Component 1 - Internal Assignment set by Exam Board (30%)
Typically completed in Spring of Year 10
- Component 2 - Internal Assignment set by Exam Board (30%)
Typically completed in Autumn of Year 11
- Component 3 - External Exam (40%)
Typically taken in Summer of Year 11

Course Contact

Mr C Prince
 Computer Science Subject Leader
cprince@st-edwards.poole.sch.uk

Pathways after Year 11

This course will be valued across any discipline as it demonstrates a number of key transferrable skills. Specifically in the IT sector, there are a number of vocational courses that this could progress to Level 2 or Level 3 or there are a growing number of apprenticeships in the digital sector.