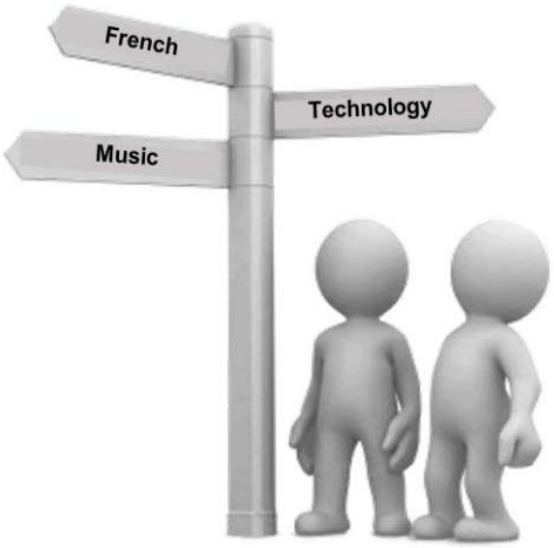
Personalising Pathways

Key Stage 4

2025 - 2027

Which route is best for you?



South Bromsgrove High

Inspiring Confidence Through Learning

Dear Parent / Guardian January 2026

Your son / daughter will shortly be taking the next steps in their educational career by stating a preference for subjects and courses that they wish to study in Years 10 and 11.

All Year 9 students will attend an assembly to outline the pathways process, and you may wish to consider the information provided in your child's most recent report which will help inform your choices.

We offer an evening event on 14th January for you to attend with your son or daughter to discuss their options with subject staff.

To assist our students with making informed decisions we have provided this booklet which outlines all of the courses that are available to study as well as some frequently asked questions. We would suggest using this booklet alongside the report data that has been issued to help make choices from the courses available.

Teachers and form tutors will be only too pleased to help if you need more information or advice about a subject if required. In addition, there is also a parent consultation scheduled for 20th January which provides a further opportunity to discuss subject choices.

Students will be issued a bespoke pathways form (via their school email in a Microsoft form link) alongside this pathways booklet. The link will only let them complete the form once however if students change their minds please contact the pathways team. The subjects that are offered on this form are allocated to provide the most appropriate courses for them to choose from. If you have any questions or queries please contact the pathways team using the email below:

Pathways@southbromsgrove.worcs.sch.uk

In previous years over 95% of students have been allocated a place on their first choice subject. Where demand is exceeded we will look at reserve choices. We offer no guarantee that forms submitted after the deadline will be allocated first choice subjects.

The deadline for submitting forms is **January 28th.**

Yours faithfully

Ian Medlicott, Deputy Headteacher

Frequently Asked Questions

Who do I contact if I have any questions?

If you have questions regarding the content of a subject that is being offered and require more details at subject level, please email the teacher or subject leader of that subject. If you have a general query regarding the options process please email Pathways@southbromsgrove.worcs.sch.uk

Which subjects are compulsory?

All students will continue to study English (Language and Literature) Mathematics, Physical Education (non examined) and Science. The vast majority of our learners will also continue to study French.

Can subjects be selected that are not on the pathways form?

The subjects that are offered are tailored to meet the needs of the individual student based on their academic and assessment profile. There may be occasions when the courses that are offered can be amended (subject to timetable constraints) please email any queries to the Pathways address.

Can subject choices be amended after the form is submitted?

If a student wishes to change their subject choices, we are able to make changes up to May half term in the first instance. Any change requests are subject to capacity, if a subject has reached its maximum number of learners then a waiting list would be introduced.

Can a particular member of staff be requested?

We are unable to offer any choice over which members of staff will be assigned to classes. We would strongly advise against selecting a subject based on who may be teaching the subject in the forthcoming academic year.

When will subject choices be confirmed?

We will confirm all option choices in the Summer Term.

What happens if the pathways form is returned after the deadline?

The form will still be processed, however, we are unable to guarantee first choice requests if subjects have reached their maximum number. If this is the case we will assign reserve choice subjects.

How will my courses be assessed?

All of the information relating to the courses offered is included in the pathways booklet. If you have further questions relating to the specifics of the course please make contact with the subject teacher.

What should I consider when making my choices?

There are numerous factors to consider when making subject choices. These include future study and / or career aspirations as well as which subjects combine well and support each other. One of the key considerations is which subjects you enjoy and which subjects are you good at.

We would strongly advise against choosing a subject because you like the staff as staffing could change at any point. Additionally, we advise against picking the same subjects as your friends as due to the size of our year groups it is unlikely that you will be timetabled in the same groups.

Contents

CEIAG

English
Drama
Media Studies

Mathematics
Statistics
Computer Science
Business
OCR Cambridge National Enterprise & Marketing
Music

Science

Modern Foreign Languages

Physical Education
PE GCSE

Humanities
Geography
History
Religious Studies

Technology
GCSE Art & Design
GCSE Design and Technology

GCSE Food Preparation & Nutrition
OCR Cambridge National Child Development
OCR Cambridge National Health & Social Care

Careers Education, Information, Advice and Guidance (CEIAG)

Careers programme at South

Most students are influenced by their family, their peers, their environment, and their role models. Whilst these are all useful sources of information, sometimes students are unaware of the many exciting opportunities available to them. In this ever-changing global climate, our emphasis must be on ensuring that young people are well prepared to enter the world of work. It is important that we equip students with the necessary skills and guidance that will encourage them to make good choices about their next steps. This could be for their GCSE options, their plans at post 16 or beyond.

In Year 9 students are introduced to Unifrog, which is an interactive online advice and guidance tool that we use here at South. This allows students to think about:

- their personal skills,
- future aspirations,
- which job sectors might be of most interest to them,
- and which path they might need to take for certain job roles.

Students have also had the opportunity to find out more about different job roles and different options after their GCSEs during Futures Morning and at the Careers Fair. Students will continue to receive careers education this year and beyond, including visiting speakers, trips to local companies and universities, and job shadowing. During Years 10 and 11 students are also able to access one-to-one impartial careers guidance interviews to prepare them for their post 16 options.

What should students consider when choosing their Key Stage 4 options.

- Although it may seem early, students must consider what they may want to do after their GCSEs. If they are looking towards further study, which most of our students do, then they must think about what subjects they should be studying now and what grades they may need to achieve to gain entry onto their preferred courses in the future.

- It is essential that students research what exactly they will be learning in their chosen courses. There are always some people who do not research wisely and then find out too late that the subject is not what they expected.

- Most importantly students should choose subjects that they enjoy and subjects they are good at.

Drop-in sessions are available with a qualified careers adviser in Room 1.15 during break (Tuesdays, Wednesdays, and Thursdays), students can pop in to ask questions about careers or education or seek guidance on their GCSE choices. Students can use Unifrog and speak to tutors, subject teachers and older students who are studying the subjects in which they are interested.

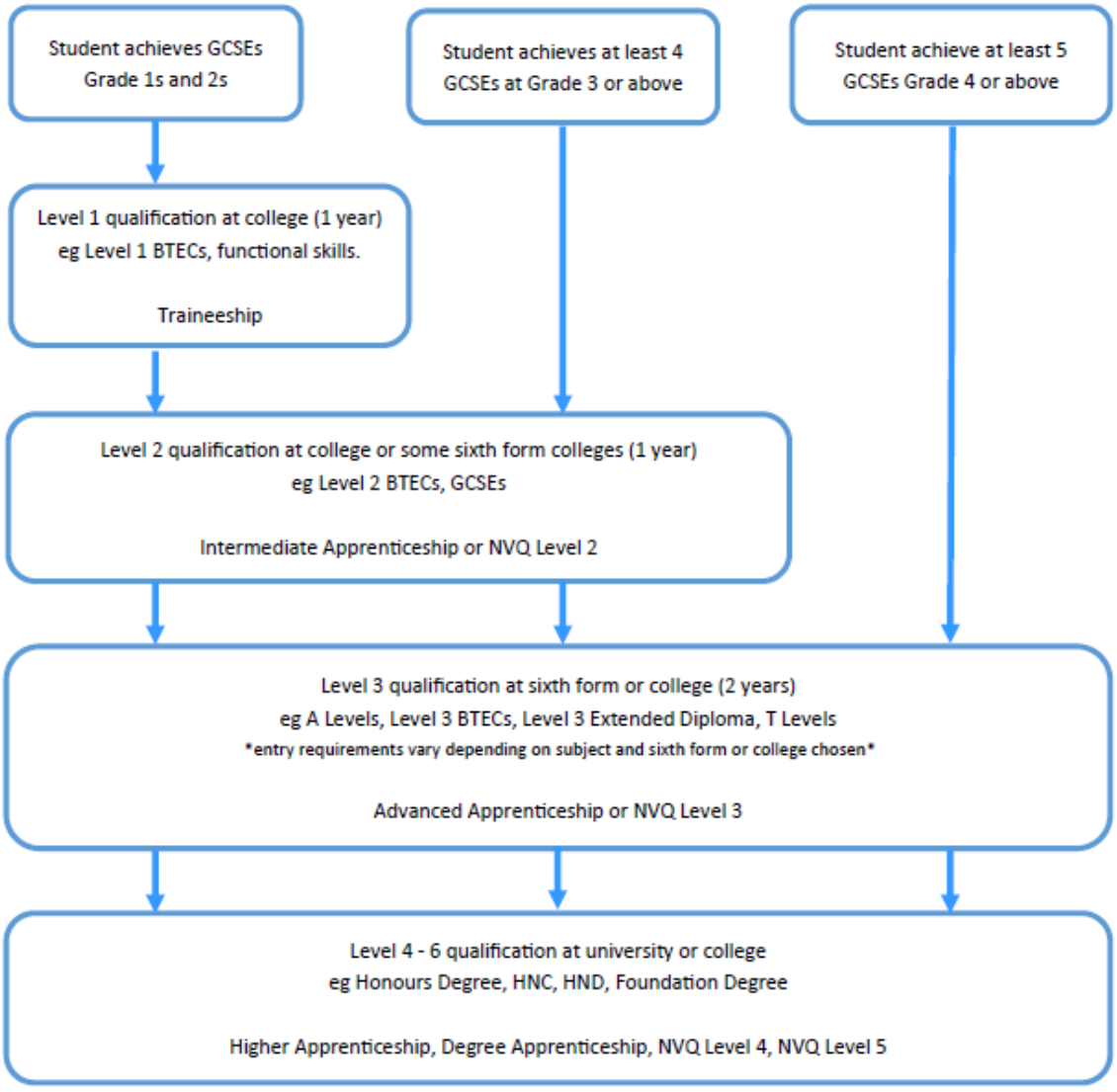
Students or parents/carers can email questions to ljc@southbromsgrove.worcs.sch.uk

Qualifications After GCSEs

Raising Participation Age (RPA) legislation was introduced in 2013 and requires that all young people continue in education or training until they are 18. This does not mean that they must stay at school, but rather can choose from one of the following options:

- Full time education at school, college, or training provider.
- Work based learning such as an apprenticeship or traineeship.
- Part time education or training alongside employment or volunteering.

Qualifications are available at different levels depending on the grades that students achieve in their GCSEs.



More information about different qualifications can be found at: https://simplycareers.co.uk/
The M5 section of Simply Careers has information about the differences between options and qualifications. To unlock all zones you can use Access Code UNLOCK20

GCSE English Language and English Literature

GCSEs in English Language and English Literature are linear and assessed entirely though examinations, which lead to separate GCSE awards in each subject. Students are entered for both GCSEs. The exams are not tiered; students of all abilities will sit the same paper and be awarded a numerical grade of 1-9. A grade 4 is broadly equivalent to the old C grade.

Programmes of Study in Years 9, 10 and 11

In **English Language**, students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes. They will be assessed on their ability to read fluently and write effectively, demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.

In **English Literature**, students are required to read, discuss and write about plays, poems and novels in a variety of ways, reflecting their understanding of plot and character, as well as deeper awareness of themes and attitudes. Above all, they are expected to communicate a sensitive and informed personal response to what they have read.

High standards of grammar, spelling and punctuation and the use of an appropriate and expressive vocabulary are expected at all times in both **English Language** and **English Literature**.

English Language – Specification at a glance

Paper 1: Explorations in Creative Reading and Writing	**+**	**Paper 2: Writers' Viewpoints and Perspectives**	**+**	**Non-examination Assessment: Spoken Language**
What is assessed **Section A: Reading** • one literature fiction text **Section B: Writing** • descriptive or narrative writing		**What is assessed** **Section A: Reading** • one non-fiction text and one literary non-fiction text **Section B: Writing** • writing to present a viewpoint		**What is assessed** • presenting • responding to questions and feedback • use of Standard English
Assessed • written exam: 1 hour 45 minutes • 80 marks • 50% of GCSE		**Assessed** • written exam: 1 hour 45 minutes • 80 marks • 50% of GCSE		**Assessed** • teacher set • marked by teacher • separate endorsement (0% weighting of GCSE)

English Literature - Specification at a glance

Paper 1: Shakespeare and the 19th-century novel	Paper 2: Modern texts and poetry
What is assessed • Shakespeare • The 19th-century novel	**What is assessed** • Modern texts • Poetry • Unseen poetry
How it is assessed • written exam: 1 hour 45 minutes • 64 marks • 40% of GCSE	**How it is assessed** • written exam: 2 hour 15 minutes • 96 marks • 60% of GCSE

English Lessons

Students will be encouraged to work independently and develop their own methods for analysing and responding to texts. They will need to become proficient in reading texts critically, synthesising information from a range of sources and developing their own interpretations and arguments.

During lessons, students will study the set course texts in sufficient depth and detail to enable them write confidently in a closed-text exam. They will develop their knowledge of the English Language, learning to craft and shape their writing to influence their reader. Students will also be encouraged to develop their love of reading; reading widely and extensively in order to develop a greater understanding of literature. Teachers will use a range of resources in their teaching; for example, written texts and materials, photographs and paintings, the interactive white board, DVDs and a variety of ICT software.

Assessment

Progress of examination work will be monitored carefully through regular class-based assessment. All assessments throughout the course are marked according to the exam criteria in the syllabus. Teachers will provide both written and oral feedback to students linked directly to exam marking criteria. Students themselves will become familiar with exam mark schemes and will be encouraged to assess their own work through planned opportunities for self and peer assessment.

Assessment for the spoken language component is separately endorsed. This means that students will receive a grade, but this grade will not contribute to their overall GCSE grade – instead it will appear as a separate grade on their exam certificate.

Beyond Key Stage 4

A Level English Language and English Literature are popular choices amongst GCSE students. Both GCSE courses equip students with the skills essential for the successful study of English Language and English Literature beyond GCSE. English Language and English Literature at A Level can be successfully combined with a wide variety of different subjects. . There is also the opportunity to study Oracy as an enrichment activity, where you develop your spoken language skills, something that is essential for your future.

For more information
please see your Year 9 English Teacher

Drama

The GCSE Drama course is designed for anyone with an interest in the theatre. Students do not only choose this subject because they enjoy drama, although that may well be a strong motivating force. The benefits to be gained in terms of improving presentation and boosting self-confidence, social and communication skills from studying Drama can be used in all areas of your life and will be a valuable asset in any future career.

Programmes of Study

Many aspects of the theatre are explored and you will have an opportunity to work on a variety of different dramatic styles and topics. As you progress through the course you will work on two key coursework pieces, making use of a wide range of dramatic approaches and performing in a variety of different styles. You will also study a text and a live performance in detail in order to prepare for the written examination.

The course involves three main areas of study:

Component 1: Devising - *Coursework - 40% of the qualification*

Content overview

● Create and develop a devised piece from a stimulus
● Performance of this devised piece.
● Analyse and evaluate the devising process and performance in a written portfolio.

Component 2: Performance from Text – *Coursework - 20% of the qualification*

Content overview

● Students will perform in two key extracts from a chosen text. This will be assessed in performance by a visiting examiner.

Component 3: Theatre Makers in Practice - *Written examination: 1 hour 45 minutes - 40% of the qualification*

Content overview

The written paper focuses on the following areas:

● *Section A: Bringing Texts to Life* - Practical exploration and study of one complete performance set text (45 marks)
● *Section B: Live Theatre Evaluation* - Live theatre evaluation – free choice of production (15 marks).

Drama lessons

Student participation in Drama lessons will involve a range of learning activities, but always with an emphasis on practical exploration of work and ideas. Students will have the opportunity to take on a range of working roles within a given lesson, acting as performer, working with text, improvising, interacting with other characters and situations and also in an organising role, acting as a director, viewing and evaluating their own work and that of others. Students will be responsible for maintaining a drama logbook where their ideas, experiences and research will be recorded and reflected upon.

Preparation for the written exam will be conducted throughout the course with a focus on a selected text and performances seen and produced over the two years.

Assessment

Component 1:

- Practical performance of a devised piece
- Written Portfolio

Work is internally assessed and externally moderated.

Component 2:

- A practical performance of a scripted text.

Assessed by a visiting examiner

Component 3:

- A written examination focusing on study of a set text and a response to live theatre

Written examination – 1 hour 30mins

Beyond Key Stage 4

Students can progress to a range of subjects after taking GCSE Drama. The A-Level Theatre Studies course is available to students who wish to pursue the subject further in the sixth form.

For further information please see Mr Sugars

GCSE Media Studies

Media Studies involves looking at how and why media industries (companies such as the Netflix and Apple) produce materials that will be viewed, read or listened to by a mass audience. This will be achieved through both an analytical and creative approach.

Students should consider taking the course if they are interested in one or more of the following:

- a career in journalism or advertising and marketing.
- planning to go into business, as the media is essential for companies to get their message across.
- how the media have an impact on our daily lives.
- planning to go on to do A levels and go to university.

The theoretical framework which comprises media language, representation, media industries and audiences is at the centre of everything we do in the subject, whether exploring or creating.

Component 1 – Exploring Media Language and Representation 1hr 30mins EXAM 40%
Section A – questions based on magazines, marketing (film posters), newspapers, or print advertisements.
Section B – questions based on film, newspapers, radio or video games.

Component 2 – Understanding Media Forms and Products 1hr 30mins EXAM 30%
Section A – Television Genres – Crime Drama
A detailed study of an episode from *Trigger Point* and a comparison with *The Sweeney*.
Section B – Music (Music videos and online media)
A detailed study of Stormzy, Lizzo and Duran Duran.

Component 3 – Creating Media Products NON-EXAM ASSESSMENT 30%
Each student will produce a media production for an intended audience in response to a choice of briefs set by the exam board:
Television – create a sequence from a new TV programme or a website to promote a new TV programme.
Advertising and Marketing: Music – create a music video or website to promote a new artist/band.
Advertising and Marketing: Film – create print-based marketing material for a new film.
Magazines – create a new print or online magazine.

Media Lessons
Detailed analysis of media texts, both from the past and present, will take place using a wide range of print, broadcast and e-media examples. Due to the nature of how the students will be assessed there will be an emphasis on developing students' knowledge and understanding of topics through tasks and discussion in class, consolidation for homework and revisiting texts on a regular basis. There is also a significant practical element to the course and so students will develop practical skills in photography, film making, and using computer packages such as Photoshop.

Assessment
The non-exam assessment will be marked by the teacher according to the criteria in the specification and externally moderated. Progress of examination work will be monitored carefully through regular class based assessment. The teacher will provide both written and oral feedback to students linked directly to exam board marking criteria. Students themselves will become familiar with exam mark schemes and will be encouraged to assess their own work through planned opportunities for self and peer assessment.

Beyond Key Stage 4
Students wishing to continue with A Level Media Studies or A Level Film Studies will need to achieve at least a Level 5 at GCSE. Students who haven't taken GCSE Media Studies before but have a keen interest in the media can pick the subject up at A level although our preference is that it is taken at GCSE level. For students not having studied GCSE Media Studies we would expect them to have gained a Level 5 or above in English or English Literature.

For more information please see: Mr Sprouting in 219

GCSE 9 to 1 Mathematics

We will be following the OCR Mathematics J560.

The course aims to develop a wide variety of mathematical concepts and techniques under the traditional headings of number, algebra, shape and space, and data. The specification focuses on the application of mathematical skills in a variety of contexts, the interpretation of information presented in mathematical forms and the communication of mathematical ideas, more than ever before. Most importantly, the specification includes a very strong problem solving element and introduces a few more challenging topics. Students are expected to learn formulae.

Examination Structure

Students take 3 papers from each tier. The tiers cannot be mixed.

Foundation Tier		
Paper 1	Written paper 100 marks 1 hour 30 minutes Calculator expected	Each 33 1/3% of total GCSE
Paper 2	Written paper 100 marks 1 hour 30 minutes Calculator **not** permitted	
Paper 3	Written paper 100 marks 1 hour 30 minutes Calculator expected	
Higher Tier		
Paper 4	Written paper 100 marks 1 hour 30 minutes Calculator expected	Each 33 1/3% of total GCSE
Paper 5	Written paper 100 marks 1 hour 30 minutes Calculator **not** permitted	
Paper 6	Written paper 100 marks 1 hour 30 minutes Calculator expected	

Maths Lessons

In Maths lessons, much emphasis is placed on the understanding of mathematical concepts, rather than just 'getting the right answer' and classroom approaches incorporate practical and investigative methods to develop this understanding. Generally speaking, students work individually, but collaborative approaches are often part of lessons.

Students are encouraged to show all stages of working and communicate their ideas using concise mathematical language. Although calculators are used regularly in lessons, students are expected to use mental and pencil and paper techniques as a matter of routine.

The Mathematics Faculty subscribes to www.mymaths.co.uk which can be accessed both at school and at home. All pupils have an individual id and login to get to special online worksheets, which can be tracked by their teachers at school. This provides an extremely valuable learning and revision aid for GCSE and also assists pupils in becoming more independent learners.

Assessments

Classwork and homework tasks are used to build up a picture of achievement on a day to day basis, but more formal assessments come in the shape of Recap Tests. These are taken roughly every half term and they help both staff and pupils identify specific areas of weakness. These topic areas will be revisited and students will be retested to ensure that they have sorted out their difficulties. Students will also take full GCSE practice papers in year 10 and year 11 to help prepare them for the final examinations.

South Bromsgrove High School	Name Maths group + teacher Target (end yr11) Term	Mathematics Progress Check

Pink 2 Recap B	How do I feel about this topic?	Test q	How did I do in the Test? Green	Amber	Red	Progress check : Can I get Green?
Work out numbers involving powers, including those which contain zero, fractions and negative powers		1	3,2	1	0	
Work out calculations involving powers of numbers		2	3,2	1	0	
Simplify algebraic expressions involving powers		3	3,2	1	0	
Work out the area of a sector.		4	3,2	1	0	
Calculate the volume a compound solid, including the use of the formulae for the volume of a sphere and a cone.		5	5,4	3,2	1,0	

Beyond Key Stage 4

There are a variety of courses available for students joining the Sixth Form, depending on their potential and future career plans.

A Level Mathematics is available to Year 12 students who have achieved a minimum of a level 7 at GCSE. The most able students may choose to study Further Mathematics as well. We also offer a Core Maths course – OCR Core Maths Level 3 – which is appropriate for sixth form students who do not want to take the full A level, but still want to keep their mathematical skills in good order.

For more information see: Mr Houlcroft, Mrs White, Dr Hodgskiss, Mr Hill, Mr Marseglia, Mrs Stock, Miss Walters, Mr Ward, Miss West, Miss Crump.

GCSE 9 to 1 Statistics

Programme of study:

The GCSE Statistics course at South follows the **Pearson Edexcel GCSE (9 - 1) in Statistics (1ST0**).

The content is split into 3 main areas: The collection of data; Processing, representing and analysing data; and Probability. The qualification aim is to enable students to develop statistical fluency and understanding through:

● the use of statistical techniques in a variety of authentic investigations, using real-world data in contexts such as, populations, climate, sales etc.
● identifying trends through carrying out appropriate calculations and data visualisation techniques
● critically evaluating data, calculations and evaluations that would be commonly encountered in their studies and in everyday life
● understanding how technology has enabled the collection, visualisation and analysis of large quantities of data to inform decision-making processes in public, commercial and academic sectors, including how technology can be used to generate diagrams and visualisations to represent data
● understand ways that data can be organised, processed and presented, including statistical measures to compare data, understanding the advantages of using technology to automate processing
● applying appropriate mathematical and statistical formulae, and building on prior knowledge

Examination structure
There are two papers, both 1 hour and 30 minutes and each weighted as 50% of the final grade. Both papers assess all content. There will be questions on statistical methods, familiar and unfamiliar contexts. The papers contain short response, medium response and extended response questions.

You will need a **scientific calculator** and will be expected to be familiar with the statistical function keys on it. You will be able to use the same calculator for both GCSE Mathematics and GCSE Statistics.

Assessments

Classwork and homework tasks are used to build up a picture of achievement on a day-to-day basis, but more formal assessments come in the shape of Recap Tests. These are taken roughly every half term and they help both staff and pupils identify specific areas of weakness. These topic areas will be revisited, and students will be retested to ensure that they have addressed their difficulties. Students will also take full GCSE practice papers in year 10 and year 11 to help prepare them for the final examinations.

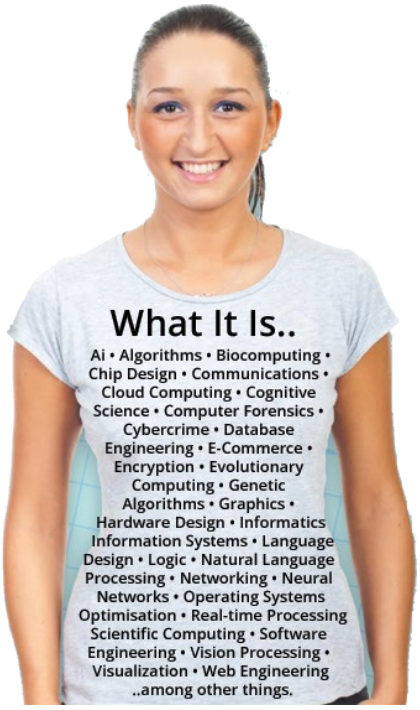
There is some content overlap with GCSE Mathematics – the nature of the pre-requisite knowledge means it is likely that this course is more suitable for students entered for the Higher GCSE papers.

Beyond GCSE
Students can progress from this qualification to:
● GCE AS or A Level Mathematics and GCE AS or A Level Further Mathematics
● Level 3 qualifications, such as GCE in Biology, Economics, Geography, Psychology and Sociology, and vocational qualifications such as a BTEC in Business
● training and employment where quantitative methods are used.

For more information see: Mr Houlcroft or Dr Hodgskiss

Computer Science GCSE (OCR J277)

At KS4 we offer students the opportunity to extend their computer skills by following a dedicated Computer Science GCSE course. This will be available to students as one of their option choices. The course is designed to be of interest to those students who are interested in all aspects of ICT and computing.



Why choose Computer Science GCSE?

This is an exciting GCSE that gives you fantastic opportunities offering a detailed insight into how computers work from the processer up. This qualification will build on the knowledge, understanding and skills established through the Computer Science covered in Year 9. The content has been designed not only to allow for a solid basis of understanding but to engage you and get you thinking about real world application. There is a lot of hands-on work with the components, making it engaging and enjoyable to study. You will also learn about coding (programming) principally using the Python language so you will learn to develop computer applications rather than just use them. Steve Jobs was quoted saying that “everybody … should learn how to program a computer… because it teaches you how to think.”

What topics will I study?

Component 01: Computer systems

Comp 01 introduces you to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

Component 02: Computational thinking, algorithms and programming

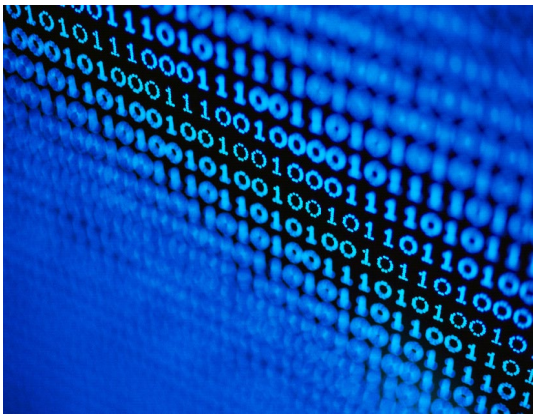
In Comp 02 you will apply the knowledge and understanding gained in Component 01. You will develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

Practical programming

Coding skills will be an important aspect of the GCSE. You will be given the opportunity to undertake programming tasks throughout the course which will allow you to develop the skills needed to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular Component 02 (section B).

How will I be assessed?

This GCSE is assessed in two written examinations that will contribute towards the final grade: Grades 9-1



Component	Marks	Duration	Weighting
Computer systems (01)	80	1 hour 30 mins	50%
Computational thinking, algorithms and programming (02)	80	1 hour 30 mins	50%

What grades could I get?

You could achieve any grade from 9 to 1, depending on how you do in the written exams. All students are able to access the full grade range and there are no tiers.

How could it help with my future?

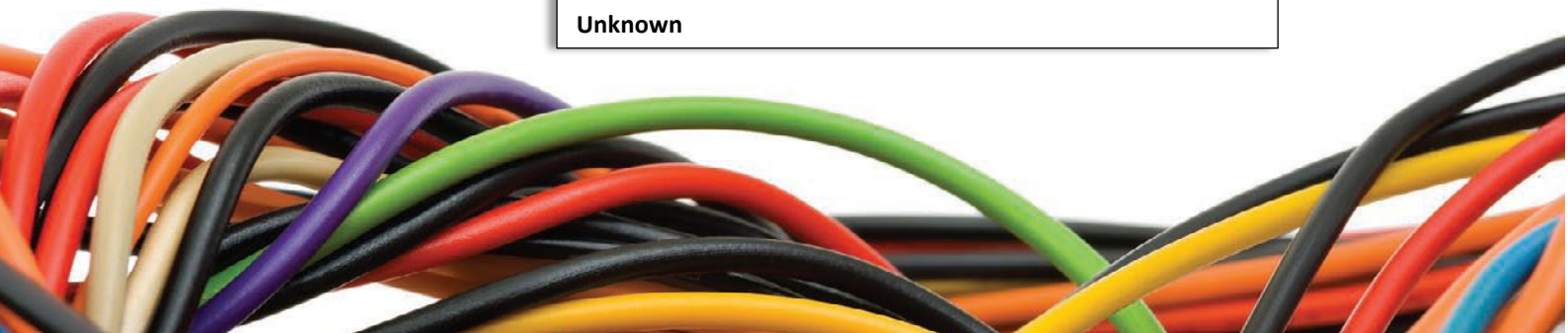
A GCSE in Computer Science offers an incredible world of opportunities for work both in industry and in service sectors. Computational thinking in itself is a transferrable skill that sits alongside technical skills and knowledge.

OCR's GCSE Computer Science course opens doors to diverse career paths such as programming, systems analysis, games design, web/animation development, network management, cyber security, digital forensics, and mobile app development. Taking Computer Science at GCSE can lead into GCE A-Level where the route can progress further on to Computer Science at University.

More Information

If you would like more information ask your Y9 Computing teacher or come and speak to Mrs Walker (Room 134).

> *"There are 10 types of people in this world: those who understand binary and those who don't."*
> **Unknown**



Business

Business is a demanding, exciting and relevant subject that makes extensive use of case study material in its delivery. This is so that work we cover in class is directly related to real life business situations. We are continually developing our resources to make lessons exciting, relevant and varied.

Students will either study the GCSE Business course or the OCR Cambridge National Enterprise and Marketing course. Both courses are equivalent to one GCSE and taken as one option.

Content

- We look at the way that businesses are set up and how they are organised
- We look at how businesses recruit, train and motivate their workforce
- We look all the marketing aspects of a business, from finding out about their customers to advertising
- We identify the stages of setting up a business and the different functional areas
- We analyse how a firm makes its profit and cover such areas as cash flow forecasts, break-even analysis and profit & loss accounts.
- Finally, we examine how businesses have to respond to external factors such as changes in the economy, taxation law and regulation

GCSE Business

Students will study 6 units which cover a broad range of business concepts. They will be assessed by two external exams.

Paper 1 – Investigating Business	**Paper 2 – Building the functions of a business.**
Written paper Mixture of Multiple choice, short answer and case study / data response stimuli. 50% of GCSE	Written paper Mixture of Multiple choice, short answer and case study / data response stimuli. 50% GCSE

GCSE Business encourages students to:

- actively engage in the study of business and economics to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to distinguish between fact and opinion, build arguments and make informed judgements
- develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts
- appreciate the range of perspectives of different stakeholders in relation to business and economic activities
- consider the extent to which business and economic activity can be ethical and sustainable.

OCR Cambridge National Enterprise and Marketing

Students will study a number of units and complete a range of assessments to achieve their qualification. They will have 120 Guided Learning Hours (GLH) over the 2 years of the course.

Unit R067: Enterprise and Marketing concepts	**Unit R068: Design a business proposal**	**Unit R069: Market and pitch a business proposal**
OCR-set and marked exam 1 hour 30 minute written examination 48 GLH	OCR-set assignment and OCR moderated 36 GLH	OCR-set assignment and OCR moderated 36 GLH

Assessment

OCR GCSE in Business	**OCR Cambridge National Enterprise and Marketing**
Students follow a two-year course. Unit 1 looks at the role of enterprise and entrepreneurship and planning a business. This is assessed via a written paper which is worth 50% of the exam. Unit 2 looks at Operations finance and influences of marketing on business activity. This is assessed via a written paper which is worth 50% of the exam. Students are graded 1 – 9	Students follow a two-year course. All assessments are either externally assessed or internally assessed & externally verified All results are awarded on the following scale: • Distinction* at Level 2 (*2) • Distinction at Level 2 (D2) • Merit at Level 2 (M2) • Pass at Level 2 (P2) • Distinction at Level 1 (D1) • Merit at Level 1 (M1) • Pass at Level 1 (P1).

Skills

The skills we aim to develop are those of researching information, problem solving and decision making. Students will need to develop their study skills to enable them to organise their own work and time, both in and out of school. Students who opt for Business will be advised on which course may be most suitable for them, either GCSE Business or OCR Cambridge National Enterprise and Marketing. Wherever possible we make use of ICT in the delivery of the course and students are expected to use the online resources that have been developed for them. There is also an opportunity to experience businesses in the real world.

Subject Value

Any student thinking of a career in business should think seriously about taking Business. It provides an excellent insight into the world of work and offers an introduction to business concepts and ideas. Successful students at GCSE and OCR Cambridge National could proceed to the 6th form to follow A Level Business or BTEC Level 3 Extended Certificate or Diploma.

Further Details

Mrs Millington (Head of Department) Miss Castle and Mrs Fawsitt are always available to discuss with students the options available.

GCSE Music

Introduction

This course will follow the OCR GCSE in Music (J536). The course is split into 60% coursework and 40% examination.
Throughout the course you will further develop musical skills through performing, composing and listening to music.
A requirement for the course is that you must be prepared to perform on an instrument. This could be something we have started in Year 9 Music lessons, an instrument that you already play, or singing. Ideally, you will be aiming for a minimum of Grade 3 on your chosen instrument by the end of the first term in Year 11, as this is what the exam board deem "standard difficulty" for GCSE Performances.
The course is split into three components: Integrated Portfolio, Practical Portfolio, and Listening and Appraising.

Integrated Portfolio

The integrated portfolio is a coursework component and is worth 30%.
In this portfolio, you will focus on independent work around your own musical interests. This includes a performance on your chosen instrument(s), as well as a musical composition in a style/genre of your own choice (guided by staff).

Practical Portfolio

The practical portfolio is a coursework component and is worth 30%.
In this portfolio, you will focus on working with other musicians. This includes an ensemble (group) performance, as well as a musical composition in a style set by the exam board.

Assessment of Coursework

The coursework components are assessed together, and as such the durations of performances/compositions are combined across the integrated and practical components.

Minimum performance duration: four minutes, including at least one minute in an ensemble (group).

Minimum composing duration: minimum of three minutes across two compositions.

Listening and Appraising 40%

The Listening and Appraising component is an exam and is worth 40%.
Pupils will answer questions based on Areas of Study 2-5 from musical extracts that they listen to during the exam. Pupils will be expected to identify musical features in the pieces they hear, as well as compare and contrast musical styles. They will be expected to identify styles and genres that are covered in the areas of study below:

AOS 1: My Music (spotlight on my instrument)
This unit is a chance to explore your instrument of choice. The unit explores how the instrument is played, how it might be used in different genres, what type of ensembles it might be used in and how its use is influenced by context and culture.
This unit ties into the Integrated Portfolio, rather than the listening and appraising.

AOS 2: The Concerto through time (1650-1910)
This unit explores the development of the Concerto throughout 1650-1910. Pupils are exposed to a range of compositions from the Baroque, Classical and Romantic periods with a focus on how the Concerto form changes, and which musical features stay the same or change generally throughout the three eras.

AOS 3: Rhythms of the World
This unit explores the concept of rhythm though the traditional rhythmic roots from four geographical regions of the world: India and Punjab, Eastern Mediterranean and Middle East, Africa, and Central and South America. Pupils will listen to a range of music from the regions including Bhangra, Indian Classical Music, Greek/Palestinian/Israeli Folk Music, West African Drumming, Calypso and Samba.

AOS 4: Music for Film and Video Games
This unit focuses on music that has been composed specifically for a film, music from the Western Classical Tradition that has been used with a film, and music that has been composed as a soundtrack for a video game. Pupils will learn to identify features that represent mood/emotions, characters and specific actions or dramatic effects.

AOS 5: Conventions of Pop Music (1950's to present day)
This unit focuses on the umbrella term "Pop Music", by exploring the following styles of music:
Rock 'n' Roll of the 1950s and 1960s
Rock Anthems of the 1970s and 1980s
Pop Ballads of the 1970s, 1980s and 1990s
Solo Artists from 1990 to the present day

Continuing to Key Stage 5

At key stage 5 we offer A level Music. This continues to develop performing, composing and appraising skills through the study of a variety of styles and composers.

Opportunities to develop outside of lessons

As part of our GCSE Music cohort, pupils will be encouraged to take part in extra-curricular events, such as the Christmas concert, Eisteddfod and Open Mic sessions in 237. This will help develop practical skills, as well as provide opportunities to explore music that is not covered within the five areas of study.
There are also regular trips for those pupils who are studying music. These often involve travelling to the ICC/Symphony Hall in Birmingham to watch the world class City of Birmingham Symphony Orchestra (CBSO). The CBSO concerts are often programmed to cater to the curriculum set by the exam boards, so this is an opportunity to experience some of the music discussed in lessons in a live setting.

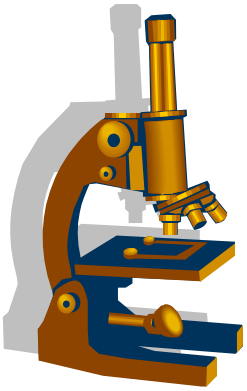
Assessment information

Pupils will be assessed regularly throughout the course, and are provided with feedback to improve performing, composing and appraisal skills.

Further information

For further information on the course, or to discuss options for performance see Mr Lindsay.

Science



All students start their Science GCSE course in the September of Year 9. We follow the specifications from the AQA exam board.

The options for Science are:

- **Combined Science** (Trilogy) – this is the default for everyone. It is a double award GCSE, that covers all three sciences. At the end of year 11 students are awarded a double grade e.g. 54, 66 or 43 etc.
- **Triple Science** (This option is sometimes referred to as taking separate sciences). This option is offered to those students in Year 9 that show a real aptitude to study science. Around 25% of the cohort take this option. Students end up with three separate GCSEs, one in each of the sciences.

Both options are linear qualifications so all examinations take place in May/June of Year 11

Programmes of Study
By providing different pathways we aim to ensure that each student follows a programme of study that reflects their needs, potential and level of scientific interest.

GCSE	**Combined Science (Trilogy) Pathway** (2 GCSEs)	**Triple Science Pathway** (3 GCSEs)
Number of lessons per fortnight	9 in Year 10 9 in Year 11	15 in Year 10 15 in Year 11
Number of examinations at the end of the course	Six papers: two biology, two chemistry and two physics. Each will assess different topics	Six papers: two biology, two chemistry and two physics. Each will assess different topics
Duration of examinations	All papers are 1 hour 15 minutes.	All papers are 1 hour 45 minutes.

Whichever course students take, they will all have a specialist science teacher for each of the sciences and will spend an equal amount of time studying each one.

Science Lessons
The science team prides itself on providing all students with exciting and challenging lessons that include activities such as practical investigations, demonstrations, role plays and model making. All of these learning experiences are used to help students develop their understanding of how science works, how their studies relate to real world applications and to develop their practical, research and analytical skills.

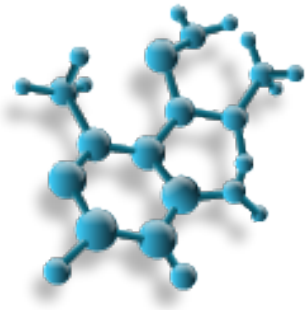
Assessment

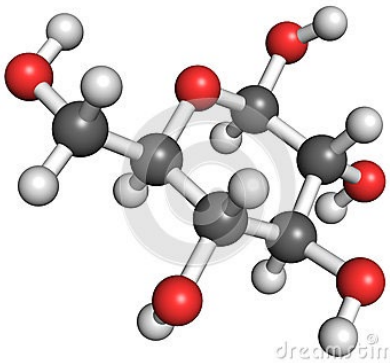
On GCSE courses classwork, homework, feed forward assessments and key assessments are all used to monitor performance. Following each KA students complete a performance review and these, together with teacher feedback, are used to identify individual strengths and areas for improvement. The KA results also provide students, teachers and parents with a good indication of progress towards a student's target GCSE grade.

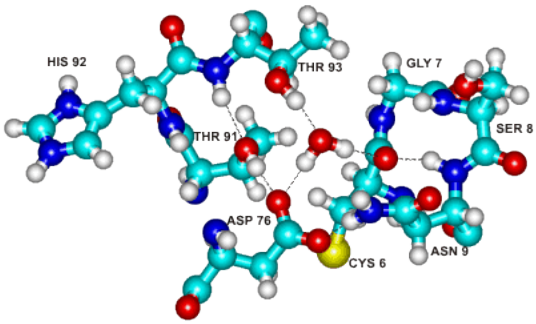
Beyond Key Stage 4

The science faculty offers the following courses:

Course	Entry requirements
A level Biology	Grade 6 GCSE Biology or 66 in Combined Science and grade 6 in maths and English Language
A level Chemistry	Grade 6 GCSE Chemistry or 66 in Combined Science and grade 6 in maths
A level Physics	Grade 6 GCSE Physics or 66 in Combined Science. It is very desirable that students take a maths course, either the A level or the enrichment course
A level Psychology	Grade 6 in English language, maths and Science
Level 3 AAQ in Medical Science	Grade 5 in English language, maths and Science







Languages at Key Stage 4

At South Bromsgrove High we believe in the importance of language learning. Not only will you develop communication skills in a different language and an understanding of different cultures, but you will also learn skills needed to compete in a global job market. Employers value key skills developed by language learners, for example effective communication, team-working, interpersonal, problem solving and organisational skills. Learning another language can also improve your knowledge and understanding of English.

How will languages in Years 10-11 follow on from what I have learned before?

By now you will have developed important language skills and knowledge and will have already started preparing for your GCSE language course. At Key Stage 4, we will continue to build on this work and introduce you to a wider range of language structures and vocabulary. You will learn to apply your new knowledge in a variety of contexts

Which language will I study?

The majority of students will follow a GCSE course in French. Alongside French, keen linguists may have the opportunity to sit a GCSE in a second language. At this stage we are asking interested students if they would prefer to study German, Italian or Spanish. Once we have an indication of students' preferences, we will then consider viable options for a GCSE course. If you have any queries, please contact Mrs Gauntlett - rj@southbromsgrove.worcs.sch.uk.

Teaching and Learning at Key Stage 4

In the Languages department we believe in a rewards-based and enjoyable approach to language learning, integrating the four assessed skills of listening, speaking, reading, and writing. You will be encouraged to make good use of language learning apps and websites to develop your knowledge of key structures, vocabulary and grammar. Regular vocabulary learning and testing plays an important part in the GCSE course, enabling you to make the best possible progress.

Beyond Year 11

We currently offer an A level course in French. We ask that students achieve a minimum grade of 6 in GCSE French to continue to A level and therefore have sat the higher papers. Alongside improving students' language skills, we study a book, a film and a wide variety of themes relating to French society, culture, history and politics.

AQA GCSE Physical Education

The AQA GCSE is divided between theory and practical components. The weighting of the course is 60% theory (2 papers sat in Y11) and 40% non-exam assessment (practical and coursework).

It is a requirement of the course that students show evidence of practical performance in 3 different sports.

Theory component
The theory element of the specification is more important than the practical aspect of the course due to the weighting and therefore this part of the course takes priority during teaching hours. The level of effort and work must be the same as the practical element of the course.

Paper 1: The human body and movement in physical activity and sport
What's assessed:

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

Written exam: 1 hour 15 minutes
30% of GCSE

Paper 2: Socio-cultural influences and well-being in physical activity and sport
What's assessed:

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

Written exam: 1 hour 15 minutes
30% of GCSE

Non-exam assessment:
Practical performance in physical activity and sport (practical and coursework).
What's assessed:

- Practical performance in the three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).
- For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).
- Analysis and evaluation of performance to bring about improvements in one activity.
- This work includes sports psychology, sports coaching and critical analysis skills. It will rely heavily on high level literacy skills.

Assessed by teachers and moderated by AQA
40% of GCSE

Physical Activity Beyond the Classroom
As part of this course, students are required to complete three physical activities across the two-year duration. Video evidence of these activities must be submitted, which will then be subject to external moderation.

Beyond KS4
At sixth form, the PE department offers two BTEC Sport pathways: the BTEC Level 3
National Extended Certificate in Sport, equivalent to one A Level, and the BTEC Level 3
National Diploma in Sport, equivalent to two A Levels. Entry to these courses requires students to have achieved at least a grade 6 in GCSE PE.

For more information, please contact the PE department

GCSE GEOGRAPHY

The GCSE Geography course will provide students with content that develops the skills and extends the areas of study initiated in Key Stage 3. Geography at its simplest is the study of the Earth and allows students to demonstrate an understanding of many key processes and concepts. We look at current issues facing the planet's 8 billion people and consider potential solutions. Additionally, Geography shows candidates are numerate, literate and articulate, able to interpret statistics, write extended answers as well as justify decisions and opinions.

Previous Results
GCSE Geography results are above the national average at South with around a third of our students continuing to study Geography in the Sixth Form.

Programme of study
GCSE Geography students will be following the AQA syllabus. The Geography syllabus consists of 3 units:-

Unit One: Living with the physical environment *The Challenge of natural hazards* – Earthquakes, volcanoes, hurricanes and climate change *Physical landscapes in the UK* – Rivers and Coasts *The Living World* – Ecosystems, rainforests and cold environments Exam taken in June of year 11 worth 35% of GCSE.	**Unit Two: Challenges in the human environment** *Urban issues and challenges* – why urban populations are growing, the impact and solutions *The changing economic world* - including why there is a variation in wealth, how we measure development and how we can close the development gap. *The challenges of resources managemen*t – Water Exam taken in the June of year 11 worth 35% of GCSE.
Unit Three: Geographical applications Issue evaluation, fieldwork (minimum of two days) and geographical skills Exam taken in June of year 11 worth 30% of GCSE	

Geography Lessons
In Geography lessons there is an emphasis on building strong knowledge of subject content alongside the skills required to become a competent and confident Geographer. A wide variety of material will be utilised in lessons to include ICT, newspaper material, photographic evidence, music and film. Students are encouraged to use a variety of presentation styles and methods to record their notes. The subject material is continually updated to reflect current worldwide issues and events to ensure that the course is engaging and relevant.

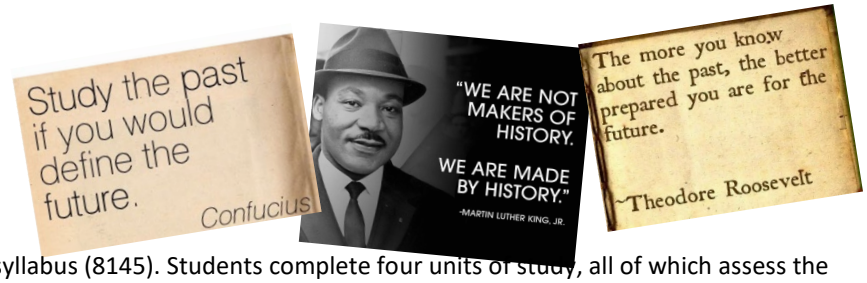
Assessment
Regular class-based assessment will provide an opportunity to practise exam skills, reinforce learning and provide evidence to support the level of entry into the exam. Importance is placed upon the use of examination mark schemes to enable students to become familiar with how their work will be assessed.

Beyond Key Stage 4
Geography at A level is a very popular subject with many students following it through to university. To ensure a degree of continuity the course is also accredited by AQA enabling students to build upon their previous learning. The subject can be taken at many Universities leading to the award of either a Science or Arts degree and as such the subject combines well with the Sciences, Maths as well as with Business Studies, History and English. Many students studying Languages and Design also study the subject.

Geography outside of the classroom
We believe that fieldwork has a positive impact upon students and can provide memorable educational experiences. This course dictates that a minimum of two pieces of fieldwork must be completed over the two years of the course. This will be examined in unit 3.

For more information see: Miss Lodwick, Miss Seymour, Miss Carter or Ms Murray.

GCSE HISTORY



Programme of study:
The GCSE History Course at South follows the AQA syllabus (8145). Students complete four units of study, all of which assess the student's **knowledge and understanding** of history as well as assessing **key concepts** such as cause and consequence, change and continuity and significance. The course also requires students to **analyse sources** in terms of their value and how convincing they are. These are skills that Year 9 students have been developing as part of the curriculum this year. Assessment for History is in the form of two 2 hour written exam papers each worth 50% of the final mark. There are no tiered papers and all GCSE History students have the opportunity to access grades 9-1.

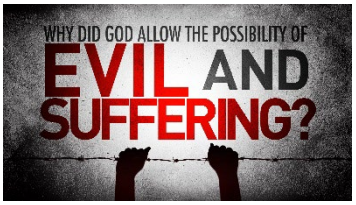
	Unit 1 (Paper 1) **Wider World Depth Study** ***Conflict & Tension 1894-1918***	**Unit 2 (Paper 1)** **Understanding the Modern World** ***USA 1920-1973 – Opportunity & Equality***	**Unit 3 (Paper 2)** **British Thematic Study** ***Migration, Empires and the People: c.790 A.D. to the present***	**Unit 4 (Paper 2)** **British Depth Study** ***Elizabethan England 1568-1603***
Content	➢ **The Causes of the First World War –** *Alliance System, Kaiser Wilhelm II, Crises in the Balkans, Sarajevo* ➢ **Main events in the First World War** – *Western Front, Gallipoli, War at Sea, US contribution, 100 Day Offensive*	➢ **American People and the 'Boom' in the 1920s** – *mass-production, cinema, flappers, KKK and Prohibition.* ➢ **Depression & New Deal in the 1930s** – *Wall St Crash, President Hoover, FDR and the New Deal, World War 2* ➢ **Post-war America –** *McCarthyism, Rock & Roll, Civil Rights, The 'Great Society' of JFK and LBJ.*	➢ **Conquered & Conquerors** – *Anglo-Saxon, Viking and Norman invaders, Angevin Empire, 100 Years' War and English identity.* ➢ **Looking West** – *colonisation in America, slave trade, Huguenots, the Highland clearances.* ➢ **Expansion & Empire** – *East India Co., Indian Mutiny, Scramble for Africa, migrants to UK in 19th century* ➢ **Decolonisation-** *legacy of Empire, post-war migration to the UK, the EU debate.*	➢ **Elizabeth's Government –** Character and background, relationship with Parliament and court, Marriage. ➢ **Life in Elizabethan times –** a 'Golden Age'? Theatre, Exploration, Prosperity and Poverty. ➢ **Troubles for Elizabeth –** Religious conflict, Rebellion, Mary Queen of Scots, the Spanish Armada. ➢ **The Historic Environment –** study of a specific site. Eg The Globe Theatre or Hardwick Hall.

History Lessons
There is a balance in History lessons between building strong factual knowledge of the subject and developing key skills. Lessons are usually enquiry based with a learning question as our starting point. A wide variety of activity and resources support the learning. Students are encouraged to be active learners who think for themselves and come to judgements supported by the historical sources they have been given. There is a strong focus on exam strategy and embedding the skills set that enables students to be exam ready. We often relate the topics that are being covered to events in our modern world and encourage students to read beyond the subject.

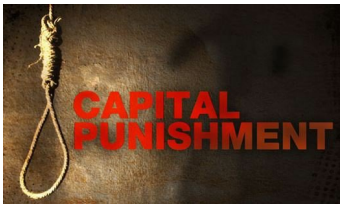
Assessment
Students will be supported through regular class based assessments. Use of pupil friendly mark schemes, feedback forms, structure strips and verbal feedback will help students make progress. Students will learn the different 'question stems' and how to answer them for each unit of the course.

Beyond Key Stage 4
Our GCSE course equips students with the traditional academic skills essential for the successful study of History at A Level and university level. It is an important subject for those studying careers in avenues such as Law, Journalism, Politics and Teaching. History is valued by universities and employers alike as an academic subject in which success indicates hard work and an ability to analyse and judge evidence.

History visits
Students studying GCSE History will have the chance to participate in our annual visit to the battlefields of the First World War, in France and Belgium. (Please note this is an optional trip). At A level an optional trip to Rome is available. We believe History is more than just an academic subject that leads to a qualification. Studying History encourages students to take a more active interest in key aspects of British culture and heritage.
For more information please see: Mr Brooks, Mrs Jennings, Miss Taylor.

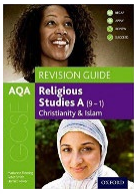


GCSE Religious Studies



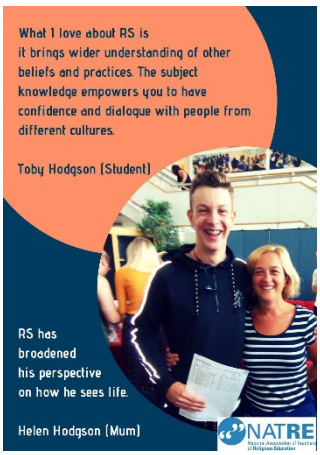
- GCSE RS is a full course option studied over two years, and will be taught by subject specialists with **a history of excellent results in the subject.**
- You will need **a good level of literacy** to be able to answer longer questions, see below for examples of 12 mark questions.
- You will need to be interested in Christian and Islamic **religious beliefs and practices.**
- Universities and **employers highly value GCSE RS** as a qualification due to the wide range of skills it requires; developing students into well rounded citizens with appreciation of other beliefs and cultures.

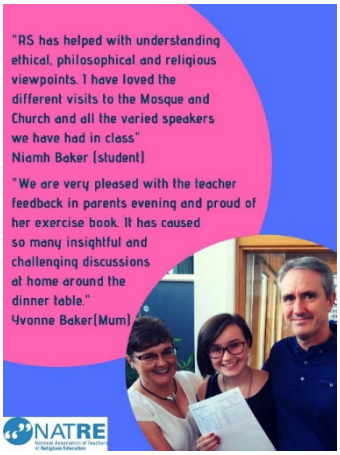
Students who have studied the subject might go on to work in professions such as:				
The Police	**Politics**	**Law**	**Medicine**	**Dentistry**
Nursing	**Veterinary**	**Teaching**	**Charity work**	**Media**



Programmes of study

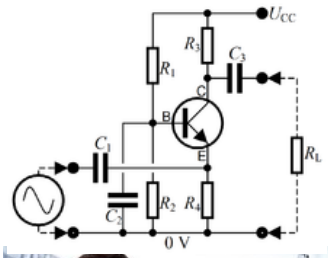
Overview	Course content – AQA Spec A (8062)	Both Assessments at the end of Year 11 – 100% Exam
Year 10 Christian beliefs, practices and Philosophical studies in the modern world.	• **Christian beliefs**, e.g., beliefs about creation, afterlife and the problem of evil and suffering. • **Religion and Life**, abortion, euthanasia, and the use and abuse of animals. • **Christian practices**, food bank, street pastors and pilgrimage. • **Religion and Relationships,** different religious views on sex, marriage and divorce.	**50% of your marks in the final exams is 4 extended 12 mark extended questions. Examples are: Religion and Life:** 'It is not reasonable to believe in life after death.' Evaluate this statement. **[12 marks]** **Crime and Punishment –** 'Religion is the cause of wars.' Evaluate this statement. **[12 marks]** **The Existence of God -** 'The existence of evil shows that God is not all-loving.' Evaluate this statement. **[12 marks]**
Year 11 Muslim beliefs, practices and Ethical studies in the modern world.	• **Muslim beliefs**, e.g., predestination, angels and life after death. • **Religion, Crime and Punishment** – Capital and corporal punishment and forgiveness. • **Muslim practices**, e.g., 5 Pillars, Hajj, Jihad and festivals. • **Religion, Peace and Conflict**, e.g., pacifism, nuclear war, just war and holy war.	





Technology at Key Stage 4

Why choose a Technology course at KS4?



South Bromsgrove naturally places considerable importance on the creative and technological aspects of our curriculum, and we believe that courses in this area offer a tremendous amount to students both in terms of the qualifications achieved, the practical activities that the subjects involve and the life-long skills and enjoyment that they generate. We offer a wide variety of subject choices to meet the individual needs of learners, and students are encouraged to select a technology subject to bring breadth and balance to their curriculum and enrich their timetable.

Many of our courses are work related and all involve practical work. All subjects have an emphasis on coursework - a real plus for students who do not always perform well in written exams! Students need to discuss with their teachers which qualification and subject would be the most appropriate to meet their individual needs.

B Atkinson
Head of Technology

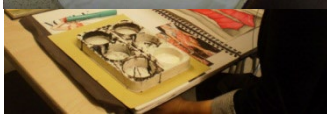
GCSE

We offer GCSEs in the following subjects:

- Art and Design
- Design & Technology
- Food Preparation & Nutrition

OCR Cambridge Nationals

- The Cambridge National qualifications in Child Development and Health & Social Care are the same size and value as GCSEs. They are designed for students aged 14 to 16 and provides an excellent start for vocational study or apprenticeships.



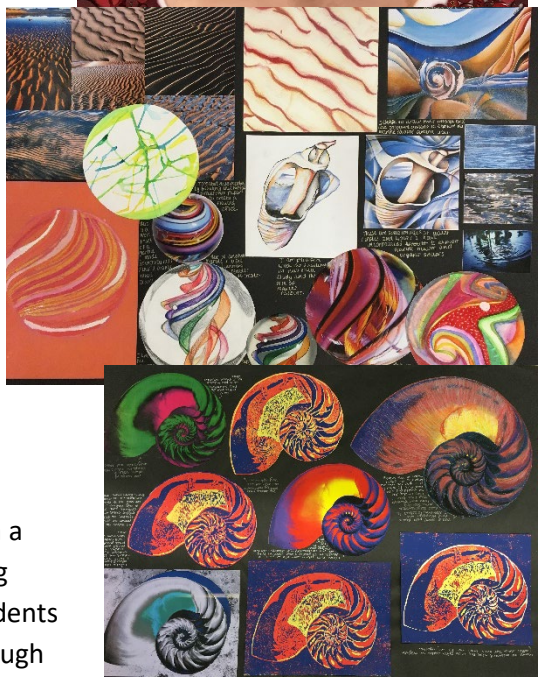
GCSE Art

Why choose AQA GCSE Art and Design?

If you enjoy being creative, want to increase your practical skills and improve your analytical, communication and research abilities, art and design is a great choice.

The skills you gain make it a great complement to other subjects. Art and design is a way of seeing things and making sense of the world around you. It can help you with further study and prepare you for the world of work.

The requirements of the specification allow for the study of art and design in both breadth and depth. It provides progression from Key Stage 3 and a strong and appropriate foundation for further progression to art and design related courses such as A- Level Art.



Specification at a Glance

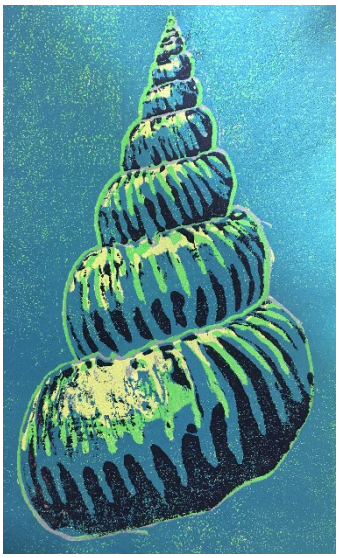
There are two components:

Component 1 Portfolio: For this you will produce a sustained project and a selection of further work that represents the course of study.
This is worth 60% of your overall marks.

Component 2 Externally set assignment: The externally set task paper features seven tasks and you have to complete one of them. You get preparation time, plus ten hours of supervised time.
This is worth 40% of your total marks.

Summary of Subject Content

At South, students will explore practical and critical/contextual work through a range of 2D and/or 3D processes. Students must provide evidence of drawing activity in both their portfolio submission and externally set assignment. Students must also record their ideas, observations and insights both visually and through written annotation using appropriate specialist vocabulary, as their work progresses. Students are required to work in one or more area(s) of fine art, for example: drawing, painting, sculpture, installation, photography, printmaking and mixed media.



Knowledge and understanding of art, craft and design will be developed through research, the development of ideas and making activities working from first-hand experience and, where appropriate, secondary source materials.

Art and design opens the door to lots of exciting careers

• Fashion design • Graphic design • Theatre designer • Animator • Video game designer • Illustrator • Museum curator • Photographer • Architecture • Product design • Textiles design • Ceramics • Advertising • Publishing • Interior design • Fashion and media journalism • Hair and make-up design • Retail design • Exhibition design • Jewellery design • Artist • Visual media • Teaching

If you need any more information, want to look at examples of course work projects or just want to have a chat come and see us!

GCSE Design & Technology

OCR GCSE Design & Technology (J310) is your gateway to becoming a creative, capable problem-solver with real-world impact.

Why it matters

• Develop essential skills valued across industries — problem-solving, 3D modelling, CAD, project management, technical use of materials and tools, and sustainability awareness.
• Opens doors to careers in engineering, product and industrial design, architecture, manufacturing, fashion, UX/UI and more.

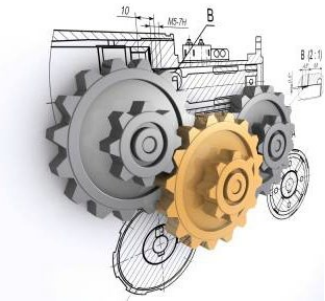
What you'll study

• Identifying requirements: Understanding user needs and contexts
• Learning from existing products: Research and analysis
• Wider issues: Sustainability, ethics, social and environmental impact
• Design thinking & communication: Sketching, CAD, modelling, presenting ideas
• Materials & technical understanding: Properties of paper, boards, timber, metals, polymers, smart/modern materials
• Manufacturing & electronics: Tools, processes, mechanical systems, electronics, CAD/CAM, 3D printing
• Iterative Design Challenge (NEA): Design, prototype, test, evaluate your own project

Skills you'll gain

• Creative problem-solving: developing innovative design solutions
• Technical skills: working safely with materials, tools, CAM
• Digital design: CAD, 3D modelling, prototyping
• Critical thinking: analysing products, evaluating designs, reflecting on improvements
• Project management & communication: planning, teamwork, presenting your ideas
• Sustainability awareness: considering environmental and ethical impacts

Career pathways



- Product design
- Mechanical, civil, electrical, or design engineering
- Architecture, furniture making, or industrial design
- CAD technician, UX/UI designer, technology teacher
- Fashion/textiles design, exhibition/set design, urban/environmental planning

Is D&T right for you?

- Do you enjoy designing, building, and experimenting?
- Do you like maths, science or creative subjects?
- Do you want to use computers, CAD, or 3D printers in projects?
- Interested in understanding how things work, from materials to mechanics?
- Want a hands-on subject that connects theory with real-world applications?

Course structure & assessment

- 50% Written exam (Principles of D&T): Covers all theory—from materials to wider issues.
- 50% Non-exam assessment (NEA): The Iterative Design Challenge—research, design, prototype, test, evaluate

GCSE Design & Technology prepares you for tomorrow's world. It builds creativity, technical skill, critical thinking and sustainability awareness—a perfect foundation for further study, apprenticeships, or straight into innovative, technology-driven careers.

Progression

After you have finished the course, you may want to go on to further study such as A Levels, BTECs or a mixture of both. In the Sixth-Form at South you could go onto study A level Design & Technology.

More Information

For more information about GCSE Design & Technology contact Mr Atkinson, Miss Dowling or Mr Ali.

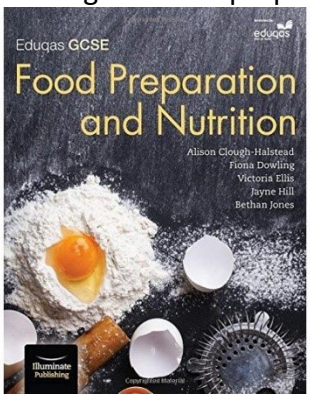
GCSE Food Preparation & Nutrition

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

What will students do in lessons?

This is a practical course where students cook a range of high skill dishes every week. They are expected to be prepared to source their ingredients and will always be given a weeks' notice on the dish they will be making. Every week a new skill will be introduced, and students will be encouraged to be creative and challenge themselves by adapting their recipes. Each student will have the opportunity to design and present their ideas and showcase their skills. Students will also have a theory lesson where they will learn fundamental knowledge on the following 6 areas:

1. Food commodities
2. Principles of nutrition
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation



How are students assessed?

Component 1: Principles of Food Preparation and Nutrition

Written exam: 1 hour 45 mins **50% of the GCSE**

This will consist of two sections both containing compulsory questions and will assess the six areas of content. Students will spend years 10 and 11 learning all areas for the exam and will be assessed on their knowledge throughout the two years. The final exam will be at the end of year 11. Students will be expected to complete revision throughout Year 11 to support their knowledge needed for the exam.
Written examination: 1 hour 45 minutes

Component 2: Food Preparation and Nutrition in Action

Non-examination assessment: internally assessed, externally moderated

Assessment 1: The Food Investigation Assessment (8 hours) 15% of the GCSE

This happens in the Autumn of year 11

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 (12 hours) 35% of the GCSE.

This happens in the Spring of year 11.

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.

These assessments will be based on a choice of tasks released by EDUQAS annually.

Additional Opportunities

Chance to participate in trips/visits to:

Visits from local food producers such as butchers, chefs, fishmongers.

Visit to the Muller Factory in Droitwich

Visits from food industry specialists including chefs, nutritionists and the NAVY.

Students also complete their Level 2 Food Hygiene and Safety.

Beyond Key Stage 4

There are a variety of courses available after their GCSEs. Students could go on to study a T level in Catering from 2024, Diplomas in Culinary skills or Hospitality or a Level 3 in Food Science and Nutrition. Students may go onto university to study Food Science degrees.

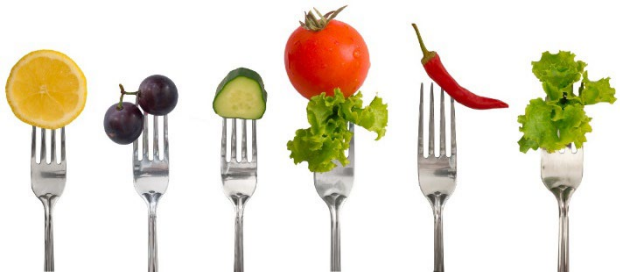
Careers linked to GCSE Food Preparation and Nutrition

Many students are interested in careers such as Chefs, Food product scientist, Food Microbiologist, Nutritionist, Business and Marketing within the Food Industry, Food Photography, Hotel/Restaurant Manager. Students may go on to work in agriculture and farming.

More Information

All students will be expected to purchase an apron which has been embroidered with their name or provide their own apron for every practical lesson.

If you need any more information, please contact Ms Miller or Mrs Lamprell.



OCR Cambridge National in Child Development

Are you compassionate and empathetic? Do you demonstrate patience and understanding? Are you committed, hardworking, and passionate about learning? Do you bring creativity and adaptability to dynamic situations? If so, a career in Child Development may be the perfect path for you

Course Available:

Child Development is available as a Cambridge National Award.

Focus:

This course has been designed to encourage students to:

• understand and apply the fundamental principles and concepts of Child Development to include health and well-being, creating a safe environment, the nutritional needs of children from birth to five years, and the development of children from one to five years.

• 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 childcare sector and more widely.

What is Cambridge National in Child Development about?

Our Child Development course is designed to give students the confidence and independence to thrive in both childcare settings and everyday life. It offers a comprehensive understanding of child development from pre-conception through to age five, while also teaching how to create safe, nurturing environments. This course equips young people with valuable life skills and a strong foundation for future careers in childcare and education.

What will I study?

Unit R057: Health and well-being for child development

Aim of unit: In this unit you will learn about the importance of pre-conception health and reproduction, antenatal care and preparation for birth. You'll also learn about postnatal care and the conditions in which a child can thrive.

Topics include:

o Pre-conception health and reproduction.

o Antenatal care and preparation for birth.

o Postnatal checks, postnatal care and the conditions for development.

o Childhood illnesses and a child safe environment.

Assessment method: This unit is assessed by a written paper. The exam is 1 hour and 15 minutes and worth 40% of the final GCSE grade.

Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years.

Aim of unit: In this unit you will learn how to create a safe environment for children from birth to five years in childcare settings. You'll research and choose equipment that is suitable and safe for use and will learn about children's nutrition and dietary needs.

Topics include:

o Creating a safe environment in a childcare setting.

o Choosing suitable equipment for a childcare setting.

o Nutritional needs of children from birth to five years.

Assessment method: Assessed by set assignment and then OCR moderated. It is worth 30% of the final GCSE grade.

Unit R059: Understand the development of a child from one to five years

Aim of unit: In this unit you will learn the physical, intellectual and social developmental norms for children from one to five years. You'll understand the importance of creating plans and providing different play activities to support children in their development.

Topics include:

o Physical, intellectual and social developmental norms from one to five years.

o Stages and types of play and how play benefits development.

o Observe the development of a child aged one to five years.

o Plan and evaluate play activities for a child aged one to five years for a chosen area of development.

Assessment method: Assessed by set assignment and then OCR moderated. It is worth 30% of the final GCSE grade.

Beyond Key Stage 4 -Sixth Form

We offer an Extended Certificate in Health and Social Care in the sixth form.

Course - - **Pearson Level 3 Alternative Academic Qualification BTEC National in Health and Social Care (Extended Certificate)**

Careers

The broad content of this course supports progression onto healthcare as well as childcare routes. Other qualifications which could complement this course or support progression are: OCR Level 1/2 Cambridge National in Health and Social Care OCR Level 2 Cambridge Technicals in Health and Social Care OCR Level 3 Cambridge Technicals in Health and Social Care OCR GCSEs in Biology, Sociology and Psychology. This qualification can lead to Level 2 or Level 3 OCR Cambridge Technicals in Health and Social Care; the T Level Technical Qualification in Education and Childcare or the Early Years Educator Apprenticeship.

For further information, please see Mrs Sara Mounter

OCR Cambridge National in Health and Social Care

Are you a caring person? Would you like to follow a career in the caring professions? Health and Social Care could be for you.

Course Available:

Health and Social Care is available as a Cambridge National Award.

Focus:

This course has been designed to;

- Provide students with an overview of the health and social care sector
- Equip students with the skills they will need in the workplace or in further education or training
- Give students the technical knowledge, skills and understanding associated with Health and Social Care
- Empower students to take charge of their own learning and development
- Provide a range of teaching and learning and assessment styles to motivate students to achieve success.
- Include visits and placements to provide evidence in this coursework assessed course
- Introduce students to work related learning

What is the Cambridge National in Health and Social Care about?

We try to make the lessons as active as possible and students will undertake a variety of visits, hear from a range of visiting speakers and carry out role plays, creative activities and other tasks to help understand health and social care in the world today.

What will I study?

Unit R032: Principles of care in health and social care settings

Aim of unit: In this unit you will learn about the importance of the rights of service users, person-centred values and how to apply them. You will also learn about the importance of effective communication skills when providing care and support for service users in health and social care settings and the procedures and measures used to protect individuals such as safeguarding, hygiene and security.

Assessment method: This unit is assessed by an exam. The exam is 1 hour and 15 minutes and has 70 marks in total.

Unit R033: Supporting individuals through life events

Aim of unit: In this unit you will learn about life stages and the factors that affect them. You will understand expected and unexpected life events and the impact they will have on physical, social/emotional and socio-economic aspects in an individual's life. You will research the service providers and practitioners that can support individuals, recommend support and justify how this will meet the needs of a specific individual.

Assessment method: internally assessed assignments

Unit R034: Creative and therapeutic activities

Aim of unit: In this unit you will learn about a range of creative activities and therapies that are available in health, and social care settings and understand the physical, intellectual, emotional and social benefits of these. You will learn how to plan and deliver a creative activity with an individual or group and evaluate your planning and delivery.

Assessment method: internally assessed assignments which include planning and delivering a creative or therapeutic activity.

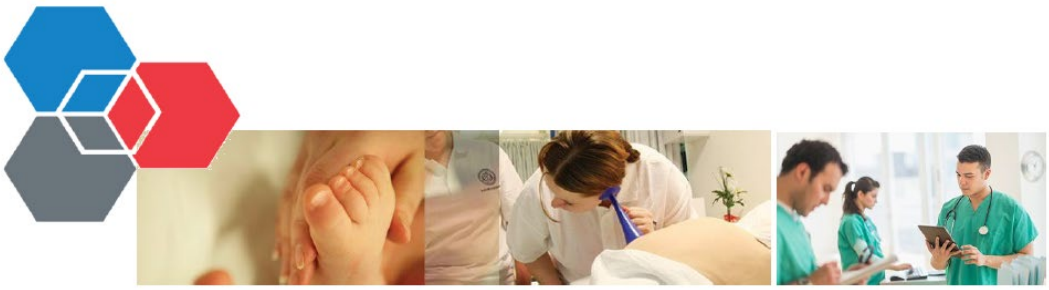
Beyond Key Stage 4

Sixth Form

The Cambridge National in Health and Social Care progresses directly into a Level three BTEC course. We offer an Extended Certificate in Health and Social Care in the Sixth Form.

Careers

This course puts students in a very strong position when applying for all Health and Social Care based courses such as Nursing and Midwifery. Nursing is now the most applied for course through UCAS. Higher Education establishments like BTEC students who have had the opportunity of placements in care settings and who are used to presenting evidence based work. We have a very good record of students being successful from this course in obtaining places on Health and Social Care studies, nursing based courses and teaching.

This qualification will lead to degree courses in health, nursing, social work, occupational health, physiotherapy, teaching, Early Years, play, family support work and other related careers

More Information For further information please see Miss Gunter