

Yardleys School

Working together for a better future



PATHWAYS TO SUCCESS

2021 – 2024

It's time to make your preferences known

Year 8 Options

Please read through this booklet and make your preferences online. See the page on the VLE - Student Area/Year 8 Options (2021) for further information and instructions

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IMPORTANT INFORMATION FOR PARENTS/CARERS AND STUDENTS

At Key Stage 4 (Years 9, 10 & 11) all students have to study these core subjects:

ENGLISH LANGUAGE & ENGLISH LITERATURE (GCSE)

MATHEMATICS (GCSE)

TRIPLE SCIENCE (GCSE)

This ensures that all students have a balanced curriculum, including the literacy and numeracy skills required for Further Education and the world of work.

For Parents or Carers, this is a really important time for your son or daughter. They now need to think carefully about the option subjects they want to study for the next few years. In some subjects, there is a controlled assessment or coursework portfolio element, which may run from the beginning of the course. In others, there are terminal examinations only.

By working together, we can make sure that your son or daughter leaves school with the best possible qualifications that will enable access to the most appropriate post-16 pathway to cater for their needs.

As Parents or Carers, your support and encouragement will be vital over the coming years.

OPTION SUBJECTS

Some of these subjects will be new to students and some are an extension of Key Stage 3. Students will study 3 optional subjects in addition to the core subjects. The timetable allocation for each option subject is 2 lessons per week in year 9, with 3 lessons per week in years 10 and 11.

These subjects will help students to access the wide range of courses on offer in colleges when they leave school.

If you need any further help or information please contact:

Mr Pohl on 0121 464 6821

STUDENT TIMETABLE

All students will have a timetable made up of 25 lessons (each of 55 minutes in length), together with a 50 minute 'Enrichment Period' on Wednesday afternoons.

Subject	Yr9 Weekly Lesson Allocation
Core compulsory subjects	
English	5
Mathematics	5
Triple Science	6
Core PE	2
General Studies	1
Option subjects	
Option 1	2
Option 2	2
Option 3	2

MAKING YOUR PREFERENCES - ADVICE TO STUDENTS

- Remember – you have to study English, Mathematics and Science.
- You will need to choose 5 optional subjects, in preference order, but will only study 3 of these. The additional choices are required should an option not run or the combination of choices not allow an exact timetable fit. We will try to provide you with your top 3 choices, but this may not always be possible.
- The subjects that you choose will ‘open the doors’ to future learning pathways and careers. It is vital that you choose wisely and work hard to achieve the best grades possible!

Choose the subjects:

1. THAT YOU LIKE
2. THAT YOU ARE INTERESTED IN
3. THAT ‘OPEN THE DOORS’ TO FUTURE PATHWAYS & CAREERS
4. THAT YOU THINK YOU WILL DO WELL IN

DO NOT choose a subject just because your friend has chosen it – you may not be placed in the same group!

REMEMBER

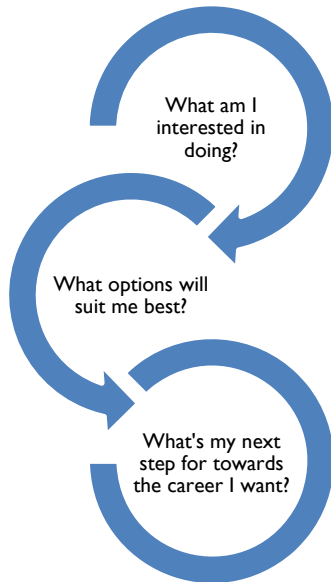
- The qualifications you achieve at KS4 are yours for life! You can use them at any time in your life to get onto a further education course.
- Every grade at examination level is of value. There are many different courses to study from age 16 onwards. There are college courses to suit everyone (please feel free to VLE message Mrs Price, our Careers Education Advisor, should you require more information).

EBacc

The English Baccalaureate (EBacc) is a performance measure for schools, awarded when students secure a good pass across a core of five academic subjects – English, mathematics, history or geography, the sciences and a language. It is not a qualification in itself. Whilst we don’t make this qualification compulsory, we do encourage high achieving students to choose a language subject with history or geography.

How are careers and option choices linked?

Here at Yardleys School each student will receive careers interviews from a highly trained Careers Advisor, with at least one session within the last year at school (to ensure they are prepared and aware of their Post 16 options).



During these interviews the students are encouraged to explore the topics in the highlighted pathway which then in turn encourages them to set aspirational career goals.

The interviews are at the designated key points in their academic route to allow students to develop their understanding of possible careers early on, but also to revisit the topic once they develop a wider understanding of world around them and reach their GCSE exams.

Having multiple interviews, with a sufficient gap between them, also helps to improve their drive and determination to do well, setting them up for a career they feel passionate about.

To help students and parents have meaningful conversations about the wide range of opportunities we have in the employment sector in the UK, we recommend the following website for starting your careers search:

<https://www.careerpilot.org.uk/information/careerometer>

This website allows you to compare up to three careers at once and gives information on (see example below):

- Pay
- Hours of work
- Projected workforce changes (very useful in an ever changing labour market)
- Common tasks required for the role ('more info' link at the bottom of the card)

Vehicle technicians, mechanics and electricians	Engineering technicians	Draughtspersons												
<table border="0"> <tr> <td>Weekly Pay £570</td> <td>Annual Pay £29,640</td> </tr> <tr> <td>Hours/Week 43h</td> <td>Hourly Pay £13</td> </tr> </table>	Weekly Pay £570	Annual Pay £29,640	Hours/Week 43h	Hourly Pay £13	<table border="0"> <tr> <td>Weekly Pay £750</td> <td>Annual Pay £39,000</td> </tr> <tr> <td>Hours/Week 41h</td> <td>Hourly Pay £18</td> </tr> </table>	Weekly Pay £750	Annual Pay £39,000	Hours/Week 41h	Hourly Pay £18	<table border="0"> <tr> <td>Weekly Pay £610</td> <td>Annual Pay £31,720</td> </tr> <tr> <td>Hours/Week 40h</td> <td>Hourly Pay £15</td> </tr> </table>	Weekly Pay £610	Annual Pay £31,720	Hours/Week 40h	Hourly Pay £15
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<p>Workforce Change (projected)</p> <table border="0"> <tr> <td>Contraction -3%</td> <td>Replacement 24.6%</td> </tr> </table> <p><small>The workforce is projected to contract by -3% over the period to 2024, losing 6,100 jobs. In the same period, 24.6% of the workforce is projected to retire, creating 49,900 job openings.</small></p>	Contraction -3%	Replacement 24.6%	<p>Workforce Change (projected)</p> <table border="0"> <tr> <td>Growth 1.3%</td> <td>Replacement 23.5%</td> </tr> </table> <p><small>The workforce is projected to grow by 1.3% over the period to 2024, creating 1,100 jobs. In the same period, 23.5% of the workforce is projected to retire, creating 20,300 job openings.</small></p>	Growth 1.3%	Replacement 23.5%	<p>Workforce Change (projected)</p> <table border="0"> <tr> <td>Growth 1.3%</td> <td>Replacement 23.5%</td> </tr> </table> <p><small>The workforce is projected to grow by 1.3% over the period to 2024, creating 500 jobs. In the same period, 23.5% of the workforce is projected to retire, creating 9,900 job openings.</small></p>	Growth 1.3%	Replacement 23.5%						
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Growth 1.3%	Replacement 23.5%													
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<p>You might find this job in</p> <ul style="list-style-type: none"> Sale of motor vehicles Land transport, etc Motor vehicles, etc Postal, etc Retail trade 	<p>You might find this job in</p> <ul style="list-style-type: none"> Head offices, etc Specialised construction Public admin. & defence Metal products Machinery, etc 	<p>You might find this job in</p> <ul style="list-style-type: none"> Architectural & related Specialised construction Employment activities Metal products Other professional 												
More info	Clear card	More info	Clear card											

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THINGS TO THINK ABOUT

When you are reading the information about the different subjects, think about what will suit **you**.

- Some subjects have some controlled assessment or coursework portfolio element – this helps you to gain marks towards your final grade **BUT** you may have to do extra at various times throughout the course in preparation.
- Some subjects require more reading and writing than others.
- Some subjects are more practical than others (but all have reading, writing and exams).
- Some subjects, like Sport Science, may require special skills as well as written work and exams.

If you need advice – speak to the teacher who teaches you in Year 8 or VLE message the staff below for the following areas –

Art and Design - **Ms Sydenham**

Computer Science / ICT - **Ms Chauhan-Rowe**

Design & Technology - **Mr Deaves**

English – **Ms Austin**

French / Spanish - **Ms Cuniappen**

Geography - **Mr Porter**

History – **Mr Vaughan**

iMedia – **Mr Armstead**

Maths – **Ms Soliman**

Sport Science – **Ms Townsend**

Religious Education – **Ms Waldron**

Triple Science – **Ms Hiley**

Careers Education Advisor - **Ms Price**

CORE SUBJECTS

(All students will study these in year 9)

- English Language and English Literature
- Mathematics
- Triple Science
- Guided Reading* / General Studies* / Core PE*

**These are non-examined*

IMPORTANT NOTES REGARDING GCSE REFORMS

Grading

The Government announced some years ago that there would be changes made to the current grading system and, when your child receives his/her grades, they will be in the form of numbers and not letters. The grading system will run from 9 to 1, with 9 being the highest grade.

Specification changes

The information contained on the following pages represents existing course formats. Over the coming months, some examination boards may continue to release specification updates for some courses. One thing that has changed from previous specifications is the examination and controlled assessment weighting. There is generally now a greater emphasis on the examination component within the course.

Parents/carers will be kept informed by the School of any major changes to course specifications that may affect their child.

English Language

Qualification Type: **GCSE**

Qualification Level: **2**

Examination Board: **Pearson/Edexcel**

Qualification Weighting: **Single Award** (Note: This is separate to English Literature)

Examination / Coursework Breakdown

Paper 1 – Fiction and Imaginative Writing (1 hour 45 minutes - **40%**):

Section A (Reading)

- **Fiction** (1 hour)
 - A series of **short answer** and **extended essay questions** on an unseen 19th century fiction extract.
 - Students will be required to **analyse** and **evaluate** the **language, structure** and **ideas** in the extract.

Section B (Writing)

- **Imaginative Writing** (45 minutes)
 - A choice of two writing tasks - the tasks will be based on the same theme as the reading extract.
 - **Vocabulary, spelling, punctuation** and **grammar** are assessed.

Paper 2 – Non-Fiction and Transactional Writing (2 hours 5 minutes - **60%**):

Section A (Reading)

- **Non-Fiction** (1 hour 15 minutes)
 - A series of **short answer** and **extended essay questions** on two thematically linked, unseen 20th and 21st century non-fiction extracts.
 - Students will be required to **analyse, evaluate** and **compare** the **language, structure** and **ideas** in the texts.

Section B (Writing)

- **Transactional Writing** (45 minutes)
 - A choice of two writing tasks - the tasks will be based on the same theme as the reading extracts.
 - **Vocabulary, spelling, punctuation** and **grammar** are assessed.

Course Description

English Language and Literature is a combined GCSE course leading to the award of two GCSE grades. Students have four hours of English per week in Years 9-10 and five hours in Year 11.

The new GCSE has enabled the English department to bring in new and exciting themes at KS4 which students will study as they prepare for their Language and Literature GCSEs. Specifically, in preparation for their Language examinations, students will examine and create a range of non-fiction texts; compare and contrast a variety of transactional and literary non-fiction texts; and analyse and create their own imaginative fiction texts using their Literature texts as inspiration.

Students will complete all GCSE exams at the end of the course; Exams are no longer tiered.

Benefits

English is a core subject and therefore compulsory for students to study. The study of fiction and non-fiction texts in English Language demonstrates effective writing and allows us to delve into a range of themes and issues that are both historically important and extremely relevant to our lives today. Furthermore, by developing students' written and spoken language, we equip students with the transferrable skills needed to be successful in further and higher education and to confidently and accurately express themselves in all aspects of adult life.

Student Voice

"I enjoy this subject because when we come to English, we get to express ourselves and share our own experiences with our peers; even though the work is challenging, we cover topics that I can relate to my life."

Year 10 Student

"English is helping me to become a better writer. We're also encouraged to link key words and skills to what we're doing in other subjects; even my other teachers have noticed that my grammar is improving and that's definitely because of my English teacher!"

Year 10 Student

English Literature

Qualification Type: **GCSE**

Qualification Level: **2**

Examination Board: **Pearson/Edexcel**

Qualification Weighting: **Single Award** (Note: This is separate to English Language)

Examination / Coursework Breakdown

Paper 1 (1 hour 45 minutes, **50%**):

Section A (1 hour)

- Shakespeare, 'Romeo and Juliet'
 - **Two questions** – one based on an extract of approximately 30 lines and one on the whole play

Section B (45 minutes)

- Post- 1914 British Drama or Fiction, 'Animal Farm'
 - Choice of **essay questions**.
 - Vocabulary, sentence structure, spelling and punctuation are all assessed.

Paper 2 (2 hours 15 minutes, **50%**):

Section A (1 hour)

- 19th Century Fiction, 'Frankenstein'
 - **Two questions** – one based on an extract of approximately 400 words (provided), and one based on whole novel, (closed text exam).

Section B (1 hour 15 minutes)

- Poetry
 - One question **comparing** one named poem from poetry anthology and another anthology poem of students' choice.
- One question asking students to **compare two unseen contemporary poems**.

Course Description

English Language and Literature is a combined GCSE course leading to the award of two GCSE grades. Students have four lessons of English per week in year 9.

The new GCSE has enabled the English department to bring in new and exciting themes at KS4 which students will study as they prepare for their GCSE. Students will study Language and Literature alongside one another, and, in preparation for their Literature examinations will explore poems from the 'Clashes and Collisions' anthology as they examine presentations of war and conflict; debate the role of nature and nurture as they explore the novel 'Frankenstein'; debate the role of loyalty in the play 'Romeo and Juliet'; and finally assess the significance of the satirical allegory 'Animal Farm'.

Students will complete all GCSE exams at the end of the course. Exams are no longer tiered.

Benefits

English is a core subject and therefore compulsory for students to study. The study of Literature- novels, poetry and plays – models effective writing and allows us to explore in lessons: social, moral, spiritual and cultural values, concerns and debates. Subsequently, students have better access to a range of subjects within their studies, and are encouraged to read widely and independently thereby leaving school with the emotional maturity and skills needed to support future learning.

Student Voice

"What I like most about studying literature in English is that it is a great way to expand your vocabulary; finding new words you can then use in your own writing. I also like the way our teacher makes links between the texts we study in class and modern writings – books, film, music and even computer games! It's amazing to see how older texts are often inspirations for some of the more modern novels that are popular today."

Year 10 Student

Mathematics

Qualification Type: **GCSE**

Qualification Level: **2**

Examination Board: **AQA**

Qualification Weighting: **Single Award**

Examination / Coursework Breakdown

Examination: 100%

Course Description

AIMS:

- To encourage students to develop confidence, understanding and a broad range of mathematical skills.
 - To provide opportunities for students to think and communicate mathematically, in clearly written, spoken and graphical forms.
 - To develop students' problem solving skills so that they can apply their mathematical knowledge and ability in a wide variety of situations - practical or theoretical, familiar or unfamiliar.
 - To comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context
 - To build a firm foundation from which to study mathematics further.
- GCSE mathematics is an important foundation for many courses and careers. Almost all jobs and careers require mathematics.
 - There has been an increase in the breadth and depth of content to be covered at both Foundation and Higher tiers.
 - The new structure of the papers will see fewer questions targeted at the lowest grades and more questions targeted at the highest grades at both tiers.
 - The number of formulae that students can be provided with in the examinations has been reduced, so students will need to memorise some formula.
 - The assessments will cover the following content headings:
 - Number.
 - Algebra.
 - Ratio, proportion and rates of change.
 - Geometry and measures.
 - Probability.
 - Statistics.

ASSESSMENT:

- The qualification consists of three equally-weighted written examination papers at either Foundation tier or higher tier.
- All three papers must be at the same tier of entry
 - Paper 1 (non-calculator) – 1 hour 30 mins – 80 marks
 - Paper 2 (calculator) – 1 hour 30 mins – 80 marks
 - Paper 3 (calculator) – 1 hour 30 mins – 80 marks
- Tiers of entry:
 - Higher: Grades 9 – 4
 - Foundation: Grades 5 – 1

Benefits

Mathematics is a core subject and therefore compulsory for students to study. It teaches you practical applications for everyday finance and budgeting. Problem solving skills and logical thinking will open doors to many industries ranging from Architecture to Engineering to Medicine and even Law.

Student Voice

"Maths is used in all subjects. It's really important! My teacher helps me address my weaker areas and how I can improve. 'Mymaths', 'MathsWatch' and 'iamlearning' are really good resources and help me a lot."

Year 11 Student

Triple Science

Qualification Type: **GCSE**

Qualification Level: **2**

Examination Board: **Pearson/Edexcel**

Qualification Weighting: **Triple Award (3 separate GCSE's)**

Assessment

GCSE Route

Examination: **100%**

	Biology	Chemistry	Physics
GCSE Combined Science	Two Papers Paper 1 and Paper 2 Each test = 1 hr 45 min	Two Papers Paper 1 and Paper 2 Each test = 1 hr 45 min	Two Papers Paper 1 and Paper 2 Each test = 1 hr 45 min

Course Description

Studying Triple Science leads to three separate GCSE awards in Biology, Chemistry and Physics.

The new GCSE course does not have a coursework element and has a 100% terminal exam – which means that all of their exams will be sat at the end of Year 11. To cover the practical aspects of the course students are required to complete 8 core practical experiments for each different specialism (24 in total). The practical skills and knowledge gained during practical experiments are assessed within the written exams at the end of Year 11.

Students will study a variety of interesting topics throughout the course, but some of the new material being covered includes:

- Biology - Disease and the development of medicines, the eye and brain.
- Chemistry - Fuel cells
- Physics - Astronomy, and nuclear physics

If you would like more information on the new specification please look at the following website:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html>

Suitability and Benefits

Everybody will study triple Science. This means you are able to sit separate tiers for each specialism, e.g. Higher for Biology and Foundation Chemistry to support you if you are weaker in one of the three Sciences

For students interested in scientific careers such as Medicine, Dentistry, Pharmacy, Engineering, Research Science, triple science provides an excellent precursor to college level study in these areas.

However, even those who are not interested in pursuing a 'science career' will benefit from an enhanced understanding of the world around you. Studying triple Science also teaches you valuable transferrable skills applicable to everyday life e.g. recording data accurately, evaluating a method and suggesting improvements as well as learning how to manipulate data effectively.

Student Voice

"Triple science focuses on all subjects equally, and I enjoy it more than KS3 because we go into more detail"

Year 9 student

"The most interesting part about science is understanding why things happen – and there is so much I didn't know I didn't know until I studied triple science."

Year 10 student

"You do lots of practical experiments and it helps with our learning. We get plenty of opportunity to practise our skills. My favourite so far has been dissecting a real heart"

Year 11 student

"You get 3 teachers for triple science, so the teacher is always an expert on the topic"

Year 9 student

Guided Reading

All students start off their morning reading together as a tutor group. The texts they read have been selected both to expose students to a wider vocabulary, but also to widen their experience and provide them with access to unfamiliar ideas and settings. The texts are sequenced to ensure that they become more challenging as a student progresses through school, both in the demands of reading, but also the subject matter. The sessions aim to develop both the comprehension and inference skills of students; enabling them to comfortably read and understand any text they are presented with; however we also want to increase their Cultural Capital and ensure that all students have been exposed to great works of both fiction and non-fiction.

General Studies

General Studies runs under the Humanities Faculty and is an interdisciplinary course which means it covers a wide variety of subjects. It is designed to allow students to learn and understand the overall development of the universe, life on earth and humanity. It will focus not just on events but also different human ideas, theories and beliefs that have helped us to understand the world around us. The course will be based on a chronological historical framework in order to make it coherent and memorable given our innate ability as humans to follow and remember stories. This in turn will help students to identify and understand key concepts such as change, continuity, causation and consequence. Students will also make connections between topics/subjects studies in school as well between current events and features of the outside world. The course will be delivered through whole class reading, discussion and the use of media such as video. In terms of assessment there is no formal GCSE or other exam qualification. However we will assess students' learning through termly assessments which will be designed to show they have understood and remembered the general developments and the ways in which these interconnect.

Core PE *(dependent on Covid restrictions)*

Students will have the opportunity to plan and participate in a regular, frequent and balanced programme of PE that, among other things, contributes to, and helps to sustain, a healthy and active lifestyle. Students will be provided with the skills to be competitive in the following activities in Yr 9:

Term 1: Basketball and Rugby

Term 2: Dance, Gymnastics, Fitness and Indoor Cricket

Term 3: Striking and Fielding Games and Athletics

It is intended that lessons will provide students with the opportunity to refine techniques required to perform fundamental skills confidently, and learn new techniques necessary to demonstrate sport specific advanced skills in practice and game scenarios. From this it is hoped that there will be an increased likelihood of taking part in competitive sports and activities outside school through community links or sports clubs. During lessons Students will analyse their performances compared to previous ones, suggesting appropriate strategies and practices to ensure improvement, so they can achieve their personal best. Students are encouraged to work in a team and play a role as leader, developing skills to solve problems, either individually or as part of a group.

OPTION SUBJECTS

(Up to three subjects will be studied from this list)

- Art and Design (GCSE)
- Computer Science (GCSE)*
- Design & Technology (GCSE)
- French (GCSE)*
- Geography (GCSE)*
- History (GCSE)*
- IT (BTEC)
- iMedia (OCR)
- Sport Science (OCR)
- Religious Education (GCSE)
- Spanish (GCSE)*

***EBacc Subject**

Art and Design

Qualification Type: **GCSE**

Qualification Level: **2**

Examination Board: **AQA**

Qualification Weighting: **Single Award**

Assessment Schedule

Component 1 Portfolio – worth 60%

Students create a series of sketchbooks for various department-led themes, concluding with a final outcome, usually created during a mock examination style assessment. This component is made up of a series of supporting studies and a sustained focus project.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Introductory Project	Introductory Project	Introductory Project	Portraiture	Portraiture	Portraiture
Year 9 will work on developing foundation skills over a range of disciplines with a practise examination in the summer term.						
Year 10	Detail and Texture	Detail and Texture	Insects	Insects	Identity (project)	Identity (project)
In year 10 students will produce two projects with two mock examinations to create their final outcome. In the summer term students will begin their sustained focus project which continues through the Autumn term of year 11.						
Year 11	Identity (project)	Identity (project)	Component 2	Component 2	Final Exam	

Component 2 Externally Set Assignment – worth 40%

In January of year 11 students receive an Externally Set Assignment from the exam board AQA. Students are expected to respond to a chosen theme in much the same manner as the sustained project, navigating through the four assessment objectives and concluding in a final outcome created in the final exam.

The assessment objectives are evidenced through each project over the course:

Assessment Objective 1 – **Develop** through artists, critical understanding and sources.

Assessment Objective 2 – **Refine** via experimentation of ideas, media, techniques and content.

Assessment Objective 3 – **Record** primary observations, insights and sources.

Assessment Objective 4 – **Present** through final outcomes and aesthetics.

Course Description

Students will learn how to refine and improve a range of painting, drawing, mixed media and printing disciplines throughout the art course using a variety of equipment, some of which is not experienced in KS3. They will investigate and develop themes, showing how they address the four assessment objectives to create an informed and relevant final outcome for each project. Students are encouraged to experiment with a range of media to find their strengths within Art and Design and develop their individual artistic practice.

Enrichment / Extra-curricular opportunities

Students are encouraged to attend the after school art club sessions and would benefit from visiting the free art galleries in the local area. Trips are planned throughout the course to enhance students' artistic experiences and enable primary observations.

Suitability and Benefits

- GCSE Art and Design requires students to be able to work independently both at school and at home for sustained periods of time.
- GCSE Art and Design allows and encourages creative work, using a range of art materials and techniques. This should equip students with a range of transferrable artistic skills for future study at college or preparation to become an artistic practitioner in an increasingly wide range of sectors.
- Art and Design is a therapeutic tool for self-expression.
- Students opting for the course should have a basic understanding of how to draw from observation.

Student Voice

“Choosing Art as an option is a good idea if you enjoy expressing yourself through colour and imagination. I enjoy using different styles of art to portray my ideas. I enjoy experimenting with materials and techniques.”

Year 11 Student

Computer Science

Qualification Type: **GCSE**

Qualification Level: **2**

Examination Board: **OCR**

Qualification Weighting: **Single Award**

Assessment Schedule

Schedule: **2 exams at the end of year 11 (90 minutes each)**

Examination: **100%**

Course Description

This qualification has real relevance in our modern world. While learners will no doubt already have some knowledge of computers and related areas, the course will give an in-depth understanding of how computer technology works and a look at what goes on “behind the scenes”. Computer Science will encourage students to:

- understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to Computer Science.

Units of work to be completed

Component 01 (50%)	Computer Systems
Component 02 (50%)	Computational Thinking, Algorithms and Programming

Suitability and Benefits

Information technologies continue to have a growing importance. This means there will be a bigger demand for professionals who are qualified in this area. If learners want to go on to higher study and employment in the field of Computer Science, they will find that this course provides a superb stepping-stone.

Learners who have taken Computer Science GCSE and who then progress to study the subject at AS Level and A Level or university will have a sound underpinning knowledge of this subject area. The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills.

Skills and qualities needed to be successful on this course

- Hard working
- Independent learner
- Good at problem solving
- Critical thinking and analysis
- Mathematical mind
- Ability to write down solutions to problems for other people to understand

Student Voice

“I really enjoy Computer Science; it’s a great course if you are interested in the technical side of computers. Computing is quite Mathematical so if you enjoy Maths you will certainly enjoy Computing.”

Year 10 student

Design and Technology

Qualification Type: **GCSE**

Qualification Level: **2**

Examination Board: **Eduqas (part of WJEC)**

Qualification Weighting: **Single Award**

Assessment

Assessment Objective 1 - Investigate and Identify the Needs of the User – 10%

Assessment Objective 2 - Design and Make Prototypes and Products – 30%

Assessment Objective 3 - Analyse and Evaluate Wider issues in D&T – 20%

Assessment Objective 4 - Apply Technical Principles and Designing and Making Skills – 40%

Examination: **50%**

2 hour paper sat in the summer of Year 11

NEA (Non-Examined Assessment – Coursework): **50%**

Consisting of three elements:

- Informal Evidence – Sketchbook;
- Formal Evidence – Portfolio;
- Final Prototypes/Product.

Course Description

A GCSE in Design and Technology allows students to identify and solve real problems. Students are encouraged to work creatively, apply technical knowledge and practical skills to design and make products that meet the needs of a specific user. They will have opportunities to learn about and use a wide range of modern materials and processes, including Computer Aided Design and Computer Aided Manufacture. The Exam Board set a range of Contextual Challenges that forms the basis of their final NEA in Year 11.

Year 9

- Students are taught Core Knowledge and Understanding about Materials, Processes and Design and Technology in the Modern World.
- Students will undertake a Mini-Project that is structured in the same way as their final NEA.

Year 10

- Students further develop their Core Knowledge and Understanding, including a wider range of Modern and Smart Materials and Electronic and Mechanical Systems.
- Students will undertake a more detailed Design and Make Project that is structured and assessed in the same way as their final NEA Coursework.
- Their final GCSE NEA is launched by Eduqas at the end of the summer term.

Year 11

- Students will undertake their final GCSE NEA up until the end of the Spring Term in Year 11.
- They will submit all evidence for final assessment which will then be moderated internally and by the examination board.
- They will sit their final exam in the summer of Year 11.

Suitability and Benefits

- This course would suit those wishing to study Product Design at A/S or A level at college.
- Careers leading from Design and Technology include Engineering, Graphic Design, Product Design, Media, Construction, Fashion Design, Interior Design etc

Student Voice

“The course allows you to build loads of skills in designing and making. I not only developed my use of various hand tools, but also learnt how to use the new CAD/CAM equipment, including the 3D printer and scanner!”

Year 10 student

French

Qualification Type: **GCSE**

Qualification Level: **2**

Examination Board: **AQA**

Qualification Weighting: **Single Award**

Assessment

Schedule: **Listening, Speaking, Reading, Writing Exams in summer of Year 11. Each skill is worth 25%.**

Examination: **100 %** Controlled Assessment: **N/A**

Course Description

French GCSE develops upon content studied at Key Stage 3, delving into topical teenage issues.

Content will be covered in an engaging manner, enabling students to not only develop a life-long love of language learning, but also developing linguistic skills and an understanding of grammatical structures.

Students who study a Modern Foreign Language at GCSE will grow in confidence and gain a greater understanding of other cultures and of the multi-cultural society in which we live.

Suitability and Benefits

Students taking a Modern Foreign Language must be hardworking, independent learners who can show resilience and dedication. We recommend that this option will be suitable for you if you are currently working at a Grade 5 at KS3.

French GCSE is regarded as a highly academic subject, which is greatly valued by reputable colleges and universities. It would suit and support any career path offering opportunities to work abroad or with foreign companies. It is also one of the subjects included on the E-Bacc, should you decide to go down the academic route.

By taking French GCSE, you will be able to demonstrate to colleges, universities and employers that you have a variety skills and qualities that you can use cross-curricular and in the world of work.

Student Voice

"I have been learning French for five years and really enjoy this subject. This is because learning a new language allows you to integrate into a different culture and it brings people together. I would recommend GCSE French to students that strive to connect links between other nationalities. In addition, this helps me break the language barrier with different speakers and allows me to communicate with them. Moreover having a language is highly regarded by colleges as they are more likely to accept students with language GCSE."

Year 11 student

Geography

Qualification Type: **GCSE**

Qualification Level: **2**

Examination Board: **AQA**

Qualification Weighting: **Single Award**

Assessment

Schedule: **3 exams at the end of year 11, 2 knowledge based and 1 a skills paper**

Examination: **100%**

Course Description

Over the course you will cover lots of interesting topics in two main areas:

Living with the physical environment (Physical Geography)

Discover more about the challenge of natural hazards and the living world, physical landscapes of the United Kingdom and human interaction with them. This unit develops an understanding of the different processes and features in different environments (the science of planet Earth). It provides you with the knowledge about the need for different ways to manage our planet for the future and different ways humans have changed our planet in both positive and negative ways. We will also look at the challenges of climate change.

Challenges in the human environment (Human Geography)

This unit is all about human processes and how these change across time and place. You will develop an understanding of the factors that produce a wide variety of human environments; the constantly changing nature of the places where people live and how to safely manage those places for our and our children's future.

Geographical enquiry (Fieldwork skills)

You are guaranteed a minimum of 5 days of fieldwork to prepare you for the skills exam. Some of these trips include a day in central Birmingham to look at how our city is changing, a day at Carding Mill Valley investigating the physical world and the science behind nature and a day at Birmingham Botanical Gardens – the closest we can get to a tropical rainforest and a hot desert. We also run optional residential trips to different rural areas and are looking at the possibility of field trips abroad.

Suitability and Benefits

Take this subject if -

- You want to know about the world you live in and how it is changing.
- You want to go to college – as an academic subject and a part of the E-BAC, both colleges and universities like to see Geography.
- You want to give your opinions on real world problems and suggest solutions, justifying what you think and why – an important skill!
- You want a career in business management, law, the financial, environmental or media sectors – the main career routes of Geography graduates. This subject provides many transferable skills and abilities that employers are looking for. In 2019 it was the most employable of all degree subjects with 95% of all graduates employed within a year of completion (UCAS)

Student Voice

“You should really choose Geography if you enjoy science and you are interested in things to do with nature. There are many fieldtrips involved so there are many chances for you to explore different places”

“Choosing Geography as a GCSE subjects allows you to learn the problems of the world and the solutions people are working on to solve them. Geography is an interesting subject as some of the problems might affect you and you can get a good job helping to solve them”

“Geography and Duke of Edinburgh went really well together”

“Geography helps you with other subjects, particularly Biology and Physics as some topics appear in both”

Year 11 students

History

Qualification Type: **GCSE**

Qualification Level: **2**

Examination Board: **Pearson/Edexcel**

Qualification Weighting: **Single Award**

Assessment

Schedule: **3 exams to be taken at the end of Y11**

Examination: **100%**

Course Description

In History, students will study –

Year Nine: Paper 1 (30%)

- Medicine through time – a study of how medicine changed from 1250 to the present day. Students will look at how beliefs went from the supernatural to scientific and follow the journey from Medieval star charts to today's MRI and CAT scans.

Year 10: Paper 2 (40%)

- Elizabethan England 1558-88 – How Elizabeth ruled England, the threats that she faced and what England was like at the time. Students understand how one of England's first female monarchs balanced enemies both inside and outside her country and get the chance to see the life of the average Elizabethan.
- Superpower Relations and the Cold War 1941-1991 – The origins of the Cold War, its crises and how the Cold War ended. This is a study of one of the most dangerous times in world history, looking at how World War Three very nearly happened and why the world is the way it is today.

Year 11: Paper 3 (30%)

- The USA 1954-65: this unit covers the Civil Rights Movement and the Vietnam War. We study the growth, development and success of African American Civil Rights, then study how America fought and lost the war in Vietnam.

Suitability and Benefits

You should consider GCSE History if:

- You want to find out about the past and how it links into the present and future.
- You are considering going to college (especially if you are doing A-Levels)
- You want to have excellent skills of communication, enquiry, research, and argument which look good on your CV and to future employers and colleges.
- You are interested in law, media, medicine, business, sociology or economics.

Student Voice

"You should pick History as the department is incredibly hard-working as they provide useful booklets that help if you are struggling with a lesson or need to catch up."

"History is a challenging and interesting subject allowing you to see things from a different perspective."

"History is great because it helps to develop your curiosity in the past and how life was before we even existed. My favourite topic is Civil Rights."

"What made the subject good is because the teachers are fun and make History interesting."

"It seems to be taught like a story, rather than long, boring content. It's easy and fun to learn."

"History is an interesting and fun subject to learn as it gives you a greater understanding as to how History has shaped the world we live in today."

Current GCSE History students

IT

Qualification Type: **BTEC Tech Award in Digital IT**

Qualification Level: **2**

Examination Board: **Pearson/Edexcel**

Qualification Weighting: **Single Award**

Assessment

Component	Component Title	Weighting	Assessment
1	Exploring User Interface Design Principles and Project Planning Techniques	30%	Coursework
2	Collecting, Presenting and Interpreting Data	30%	Coursework
3	Effective Digital Working Practices	40%	90 minute exam

Course Description

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment.

The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove your aptitude in digital information technology, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data
- process that underpins effective ways of working in digital information technology, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct
- attitudes that are considered most important in digital information technology, including personal management and communication
- knowledge that underpins effective use of skills, process and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

This Award complements the learning in GCSE programmes such as GCSE in Computer Science by broadening experience and skills participation in different type of performance activities with the opportunity to practically apply your knowledge and skills, through project work such as developing ideas and performing for specific audiences.

Suitability and Benefits

Information technologies continue to have a growing importance. This means there will be a bigger demand for professionals who are qualified in this area. If learners want to go on to higher study and employment in the field of Information Technologies, they will find that this course provides a superb stepping-stone.

Learners who generally achieve at Level 2 might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in IT, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the digital sector.

Skills and qualities needed to be successful on this course:

- Hard working
- Independent learner
- Good at problem solving
- Sticking to deadlines
- Good written skills
- Ability to write down solutions to problems

Student Voice

"I really enjoy IT, it is a great course to learn how IT projects are completed in the real world, there is a lot more to it than you actually think."

Year 10 student

iMedia

Qualification Type: **Cambridge National Certificate**

Qualification Level: **2**

Examination Board: **OCR**

Qualification Weighting: **Single Award**

Assessment

Year 9: Research, planning, creating and evaluating a variety of media products including a van wrap, Marvel trainers, a comic and a website. Exam skills and extended project work related to the exam.

Year 10: R094 Visual Identity and digital graphics. R093 EXAM Creative iMedia in the media industry (mock exam).

Year 11: R095 Characters and comics. R093 EXAM Creative iMedia in the media industry.

Course Description

Digital Media is a key part of many areas of our everyday lives and vital to the UK economy. Production of digital media products is a requirement of almost every business so there is huge demand for a skilled and digitally literate workforce. This qualification will help students develop specific and transferable skills such as research, planning, and review, working with others and communicating creative concepts. The qualification's hands-on approach has strong relevance to the way young people use the technology required in creative media.

The students sit TWO mandatory units of the iMedia industry and creating digital graphics which serve to underpin the qualification and reflect key industry skills. The Creative iMedia in the media industry unit (R093) is assessed through an examination and R094 is assessed through a practical task-based assessment with OCR-set tasks. A further unit R095 (Characters and comics) is assessed through a practical task-based assessment with OCR-set tasks.

Suitability and Benefits

This subject is suitable for those who possess good English and ICT skills. There are opportunities to incorporate elements of Drama, Photography, English and of course, IT. Media Studies offers the chance to be imaginative and creative and good ideas and inquisitive thinking will always be rewarded with high marks.

Media Studies is relevant for a wide range of careers as the mass media plays an increasingly important part in everyone's lives. It would benefit you if you are thinking of entering careers such as business and marketing, advertising, research, film, TV, radio, newspaper/magazine publishing, website or game designing to name just a few.

Student Voice

"I enjoy making my own digital graphics like game adverts and book covers and now want to work as a graphic designer."

Year 11 student

"I love using all the different software to create different media products."

Year 10 student

Religious Education

Qualification Type: **GCSE**

Qualification Level: **2**

Examination Board: **AQA**

Qualification Weighting: **Single Award**

Assessment

Schedule: Christianity and Islam **1.45 hour paper** Applied Ethics **1.45 hour paper**

5 questions per topic question. Ranging from 1 to 12 marks. 12 marks are *essay based* answers. **Four** topics must be answered within **each paper**.

Examination: **100%** Exam taken in Yr11

3 hours in total over **2 papers**.

Course Description

The RE department is a high-achieving and popular department within the school. This is because the GCSE is interesting, challenging and relevant, and lends itself to debate and critical thinking. Students have the opportunity to discuss and debate past, present and future global issues, covering a broad range of topics such as the importance of marriage, the rights of animals and the concept of a just war. The two religions covered within theology are **Islam** and **Christianity**. Students will be learning the core **beliefs** both religions have and then how religious people put them into **practice**.

Course Content:

Islam - Core beliefs and practices. **Beliefs:** the history of Islam, including the main prophets such as Ibrahim and Muhammad (PBUH) and the main articles of faith within Sunni and Shia Islam. **Practices:** the Five Pillars and religious festivals.

Christianity - Core beliefs and practices. **Beliefs:** the history of Christianity and the life of Jesus. **Practices:** sacraments including baptism and the Eucharist.

Ethics - Religion and Relationships (marriage, divorce and family life). **Religion and Life** (the treatment of animals, euthanasia, abortion). **Religion, Crime and Punishment** (capital punishment, corporal punishment and the aims and purpose of punishment). **Religion, Peace and Conflict** (protest, terrorism, just war).

Year 9: Islam and Christianity (2 lessons per week.)

Years 10/11: Ethics (3 lessons per week.)

Suitability and Benefits

RE is such a relevant subject to study in school since it helps students develop their own personal, spiritual and moral character. It encourages them to value themselves and those within the community around them. It provides them with the opportunity to ask questions and challenge misconceptions. From studying RE students also gain a greater knowledge of global issues and it motivates them to justify their own beliefs and values. The GCSE allows students to improve their skills in essay writing, research, explanation and justification. It compliments other subjects in school, especially History, Geography, English, Science and Media.

Religious Education does require a lot of **essay writing**, learning quotes and being able to remember and apply academic keywords. Students are guided on how to do this over three years and all of our teachers have GCSE experience and extensive knowledge about Islam and Christianity, but you must be **aware of and comfortable with the written demands** of this subject. The exam layout for each topic follows the structure: 1, 2, 4, 5 and 12 mark questions.

Student Voice

"I love RE because I can learn more in-depth knowledge about my own and another religion. Paper 2 is my favourite, I get to learn about the world and some controversial topics; such as terrorism and the death penalty. It has made me more confident to voice my opinion and learn how to write an essay similar to A-levels in college. Therefore it has also prepared me for the next steps in my education."

Year 10 student

Spanish

Qualification Type: **GCSE**

Qualification Level: **2**

Examination Board: **AQA**

Qualification Weighting: **Single Award**

Assessment

Schedule: **Listening, Speaking, Reading, Writing Exams in summer of Year 11. Each skill is worth 25%.**

Examination: **100 %** Controlled Assessment: **N/A**

Course Description

Spanish GCSE develops upon content studied at Key Stage 3, delving into topical teenage issues.

Content will be covered in an engaging manner, enabling students to not only develop a life-long love of language learning, but also developing linguistic skills and an understanding of grammatical structures.

Students who study a Modern Foreign Language at GCSE will grow in confidence and gain a greater understanding of other cultures and of the multi-cultural society in which we live.

Suitability and Benefits

Students taking a Modern Foreign Language must be hardworking, independent learners who can show resilience and dedication. We recommend that this option will be suitable for you if you are currently working at a Grade 5 at KS3.

Spanish GCSE is regarded as a highly academic subject, which is greatly valued by reputable colleges and universities. It would suit and support any career path offering opportunities to work abroad or with foreign companies. It is also one of the subjects included on the E-Bacc, should you decide to go down the academic route.

By taking Spanish GCSE, you will be able to demonstrate to colleges, universities and employers that you have a variety skills and qualities that you can use cross-curricular and in the world of work.

Student Voice

“Spanish – the world’s 3rd most spoken language. Why choose this language to study for your GCSE? – Because it’s a useful language that will strengthen your CV and career prospects as employers highly value candidates that know more than 3 languages as the language industry is expanding rapidly. As hard as it may seem, it is easy to learn and comprehend.”

Year 11 student

Sport Science

Qualification Type: **Cambridge National Certificate**

Qualification Level: **2**

Examination Board: **OCR**

Qualification Weighting: **Single Award**

Examination Assessment	Practical Assessment
1 Written exam -	Over two units, students are assessed in scenario based coursework.
40% of Qualification	60% of Qualification

Course Description

The course is made up of three units, two worth 40% of your overall grade and one worth 20%. The first two units will be assessed by assignments tasks based on theory and practical elements. The last unit will be assessed by examination.

Your Cambridge National Award will comprise of the three units below -

1. Applying the principles of training: fitness and how it affects skill performance (40%)
2. Nutrition and sports performance (20%)
3. Reducing the risk of sports injuries and dealing with common medical conditions (40%)

Suitability

Skills and Qualities that students need to be successful include –

- A keen interest in Physical Education and Sport
- Enjoying working as part of a team and to be able to work independently
- Ability in demonstrating content understanding through coursework and assignment based tasks
- Being organised and managing time effectively
- Displaying a good understanding of Sciences, particularly Biology

Student Voice

“I like the fact that my sporting abilities can help me to achieve in this subject. I enjoy the theory lessons, where we get to discuss some of the issues affecting sports professionals such as dietary requirements or drugs. This is by far my favourite subject!”

Year 11 student

“I like the fact we get to design and complete our own training programme as part of our assessment for the ‘Applying principles of training’ unit. I have really seen my fitness improve and have learnt lots about training methods and principles of training which I can use outside of school at the gym.”

Year 10 student

“I really enjoy how most of my work is coursework assessed; I find I show my understanding better through assignments rather than written exams. I also like how by the end of year 9 20% of my GCSE equivalent award will have been completed, easing the pressure for my year 11 studies.”

Year 9 student

Choosing your Subject Preferences (2021)

This needs to be completed on-line by **9am Friday 23rd April 2021**.

1) Login to the School VLE at

www.yardleys-vle.com



2) Select 'Year 8 Options (2021)' from the 'Student Area' menu

Select Your Options

3) Follow the link on the page



Collecting Student Choices On-line

Please enter your details:

Username:

Password:



4) Login to the online Options system using the same login credentials you use for IXL. Your username is your 4 digit VLE username and your password is your date of birth in 8 digit format (for example, 1st March 2007 would be 01032007)

5) Confirm that your name appears on the next screen and make your choices – you need to choose 5 subjects in order of preference and will study 3 (sometimes, it may not be possible to study your top 3 choices).

Check your choices carefully and then press 'Submit'. You will not be able to change these online after they are submitted.

Yardleys School 2021 Blocks 1-3

To leave without making any choices: [Log out](#)

Choices for: ~~Yr8~~ Yr8

Extra information: [Click here](#) for an example. [Click here](#) for course information.

Step 1 of 2

Start > Free choice > Confirmation

Please enter your 5 choices by entering 1, 2, 3, etc. in the box by your chosen subjects.

Subject	Choice
Art & Design (Ar)	<input type="text" value="4"/>
Computer Sci (Cp)	<input type="text" value="5"/>
Design Tech (Dt)	<input type="text"/>
French (Fr)	<input type="text" value="1"/>
Geography (Gg)	<input type="text"/>
History (Hi)	<input type="text" value="2"/>
IT (It)	<input type="text"/>
iMedia (Ms)	<input type="text" value="3"/>
Religious Ed (Re)	<input type="text"/>
Spanish (Sp)	<input type="text"/>
Sport Science (Sr)	<input type="text"/>

This will send a confirmation of your Choices to the email address you enter:

Email address:

6) You will be offered the facility to receive email confirmation of your subject choices, but you will need to supply a valid email address for this.