

Belmont
Community
School

KS4 Options 2017
Course Details



KS4 Options 2017

At Belmont Community School we are proud to be able to continue to offer our students a strong core programme that is supported by a diverse range of option choices.

Please note:

The information contained within has been provided by the appropriate Head of Department and is correct as of April 2017. Whilst we will always endeavour to accommodate individual requirements, we reserve the right to make changes that may affect arrangements prior to, or during Key Stage 4.

An electronic version of this publication is available from the "Our Curriculum" section of the STUDENTS or PARENTS drop-down menu on our website at:

www.belmontschool.org.uk

(Clicking on any text that is underlined in blue will take you directly to the linked documentation.)

Parents' & Options Evening:

Wednesday 3rd May 2017, 3.30-6.30 pm

Options Choice Form Deadline:

Wednesday 10th May 2017



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Making Choices

Making the right choices

The next few years are the most important in your education so far. For the first time you will be able to choose some of the subjects you are going to study. Choosing the right subjects is very important. The choices you make now will open doors to the next phase in your education and future career.

This booklet contains information on our core curriculum, which all students must follow, as well as information about subjects that are options. Whatever you choose to study, you can be assured that the range of subjects on offer provides a tremendous opportunity to follow a curriculum that is suited to your own strengths, interests and ambitions.

Support to help you make the right choices

As well as the information provided within this booklet, you will also receive advice and guidance in the following ways:

- Parents' and Options Evening, where you and your parents/carers will have the opportunity to discuss individual subjects with staff.
- Talking with subject teachers.
- An individual discussion with a member of staff, should you wish.

Making your final decision

Make sure that you take advantage of all of the support on offer. Discuss the options subjects you are considering with your parents/carers at home, as well as teachers in school.

Make sure that you understand all of the relevant information about individual subjects that you are interested in, for example, the qualification awarded; the assessment requirements, progression to work and further education etc.

If you, or your parents/carers, are unsure about anything at any stage during the options process, please feel free to contact your Head of Year, Mrs Brooker at school for further advice.

s.brooker@belmontschool.org.uk

Remember that the choice is yours so make sure you make the right choices for you!

Completing the form

Once you are ready to make your final choices you will need to complete the separate Options Choice Form provided. If you require any support with this, please ask a member of staff.

What happens next?

We look at the options you have selected and try to fit them with the options choices of all of the students in your year group. We always try our very best to give you your first choice of options, however, in some cases we may need to use your reserve choices too. It is therefore very important that you record 2 reserve choices **in order of preference**. We will then notify you of which options subjects you have been allocated.

And finally....

At Belmont Community School we are committed to making sure that you have the very best preparation for adult life. We have a tradition of students who have made successful choices and have gone on to achieve excellent outcomes at the end of year 11. We believe that our curriculum will help all of you to make the best possible start to the next exciting stage of your individual journeys.

Key Stage 4 Curriculum

Curriculum Overview

We believe an excellent curriculum is one that:

- challenges, motivates, inspires and leads to a lifelong interest in subjects
- allows students to achieve
- helps prepare students for further education whether academic/vocational or combined
- prepares students for the world of work and life

We are committed to providing a curriculum with breadth that allows all of our students to be able to achieve this. It is very important that all students can access an individual learning pathway that is suitable and challenging.

Most students will study core subjects as follows:

- English Language
- English Literature
- Mathematics
- Science
- Computing
- Ethics
- Physical Education

Students are required to choose from French, Geography or History for Option 1, plus 2 free choices.

Students wishing to follow an EBacc route must choose French and either Geography or History as 2 of their options. This would leave 1 free choice.

The timetable is comprised of 6 x periods per day, each lasting 50 minutes.

Students will spend 21 periods per week following the core curriculum.

In addition, they will also spend 9 periods per week studying 3 option subjects of their choice.

The English Baccalaureate (EBacc)

The English Baccalaureate (EBacc) is not a qualification in its own right. It has been established to provide information to parents, and others, about the achievements of pupils in a core set of academic subjects which are shown to enhance the chances of progressing onto further study.

To meet EBacc criteria, a pupil must have obtained a 'strong' pass at grades 5 -9 in:

- English
- Mathematics
- Science
- History or Geography (referred to as humanities)
- An ancient or modern foreign language (e.g. French)

To pass the English element of the EBacc pupils either need to:

- get a 'strong' pass at grades 5 - 9 in English Language GCSE and achieve a grade in English Literature GCSE

To pass the Science element of the EBacc pupils either need to:

- get a 'strong' pass at grades 5 - 9 in Combined Science
- take 3 single sciences (from Biology, Chemistry, Physics or Computer Science) and get a 'strong' pass at grades 5 - 9 in 2 of them

Subjects that contribute to the EBacc criteria are highlighted throughout the booklet.

Post 16 Progression

Raising the Participation Age

The Education and Skills Act 2008 has raised the age of compulsory participation in education or training for young people until their 18th birthday for all those born in September 1997 or later. The aim of raising the participation age (RPA) is to help ensure that every young person has the opportunity to gain skills and qualifications that enable them to progress to higher education, work and adult life.

The qualifications that students gain aged 16 strongly influence their post-16 route and subsequent life prospects. Evidence from a DfE study in 2010 showed that students with 5 or more GCSEs at grades A*-C earn on average around 9-11% more than those without, while those with 2 or more A-Levels earn on average around 14% more than those without.

All young people will therefore be required to continue to study or train until their 18th birthday in one of several ways:

- Study full-time in a school, college or with a training provider
- Full-time work or volunteering combined with part-time education or training
- An apprenticeship (www.apprenticeships.org.uk)

From August 2014 students who have not achieved a “good pass” in English and/or maths GCSE by age 16 must continue to work towards achieving these qualifications or an approved interim qualification as a ‘stepping stone’ towards GCSE as a condition of student places being funded. See <https://www.gov.uk/government/speeches/maths-and-english-provision-in-post-16-education> for up-to-date guidance on this.

As a school, we will continue to provide careers education and guidance as part of the core programme during Key Stage 4. The National Careers Service website (<https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>) can also be accessed by parents and students at any time for more information about education, training and work.

Financial support is available for young people struggling with additional costs. Up to £1200 a year is currently available from the 16-19 Bursary Fund (www.gov.uk/1619-bursary-fund). Sixth Forms and Colleges can also offer bursaries to anyone finding it difficult to pay costs like transport, meals, books or equipment.

Further information on RPA is available at:

<https://www.gov.uk/government/policies/increasing-opportunities-for-young-people-and-helping-them-to-achieve-their-potential/supporting-pages/raising-the-participation-age>

Progression to University

It is critical that all students make curriculum choices that will allow them to progress to particular employment and courses when they leave school. To this end we have included information about this for each course, as well as links to websites that provide further information and support.

GCSE grades can play an important part in securing a place at a university of choice. A good GCSE pass in English is often required for many courses, as is Mathematics. Some courses require higher grades in these subjects; for example, many science and engineering courses will specify higher grades in GCSE English. Some universities require you to have a good GCSE pass in a foreign language as well.

Universities are entitled to set their own admission criteria based on points made up from A-level or vocational courses.

Some courses recommend for you to have studied specific subjects at A-level.

Detailed information on each university's entrance requirements can be found on the UCAS website at: <https://www.ucas.com/ucas/undergraduate/getting-started/entry-requirements>

English Language

**Core subject
EBacc subject**

Qualification:	1 GCSE
Awarding body / specification No.	AQA / 8700

Why study?

English provides you with the literacy skills to function competently in life, whether it is reading a newspaper or applying for a job. English allows students to demonstrate their ability in functional English – it provides students with the skills and abilities to take an active and responsible role in their communities, workplaces and everyday lives. Learning to communicate their ideas and emotions, through reading, writing, speaking and listening, provides students with greater access to the whole curriculum and beyond.

Course content:

English Language is a single GCSE but provides a depth of study that includes texts from a range of genres, speaking and listening, creative writing and the functional elements of English. Pupils are assessed on their ability to read a text and explore it in depth and on their ability to write for different audiences and purposes.

English Language GCSE comprises two externally assessed examinations and one non-examination assessment:

- Explorations in Creative Reading and Writing (50% of final GCSE)
- Writers' Viewpoints and Perspectives (50% of final GCSE)
- Non-examination assessment in Spoken Language (0% weighting of GCSE)

Assessment and examinations:

The qualification is 100% terminally assessed by examination at the end of the course.

There are no tiers of entry for this examination. Questions are designed to take students on an assessment journey from lower tariff tasks through to more extended responses.

Curriculum enrichment:

The English Department offers after school sessions for all pupils. Students also have the opportunity to take part in enrichment activities, such as theatre trips, to support their learning.

Further education:

Sixth Form / College courses	University courses
A-Level English Literature A-Level English Language	English Literature; Education; Linguistics; Creative Writing; Media; Drama; Psychology; Sociology; Social Work and Journalism.

Careers:

Education, media, advertising, public sector roles, law, journalism, publishing and social work are only a few examples of the many careers that the study of English and English Literature can lead to.

Further information, advice and guidance:

Head of Department contact	Miss L. Richardson L.richardson@belmontschool.org.uk
Useful websites and other support	http://www.aqa.org.uk/subjects/english/gcse/english-language-8700 http://www.afterenglish.ac.uk

English Literature

Core subject
EBacc subject

Qualification:	1 GCSE
Awarding body / specification No.	AQA/ 8702

Why study?

The majority of pupils will study English Literature. English Literature allows students to respond to global literature as well as texts that have had a significant influence on our heritage. Students experience a range of literature, drawn from contemporary and modern texts and English Literary Heritage texts.

Literature plays a key role in the cultural, emotional and social development of young people, through widespread reading of a range of literary genres.

Course content:

English Literature comprises two externally assessed examinations.

- Paper 1: Shakespeare and the 19th-century novel (40% external examination)
- Paper 2: Modern texts and poetry (60% external examination)

All students will study a Shakespeare text, a 19th-century novel, a modern prose or drama text and a range of poetry,

Assessment and examinations:

The qualification is 100% terminally assessed by examination at the end of the course. There are no tiers of entry for examinations.

All assessments are closed book: any stimulus material required will be provided as part of the assessment.

Curriculum enrichment:

If possible, theatre trips are arranged for our students, so they can broaden their appreciation of literature beyond the written text.

Further education:

Sixth Form / College courses	University courses
A-Level English Literature	English Literature; Education; Linguistics; Creative Writing; Media; Drama; Psychology; Sociology; Social Work and Journalism.

Careers:

Education, media, journalism, performing arts, advertising, public sector roles, law, publishing and social work are only a few examples of the many careers that the study of English Literature can lead to.

Further information, advice and guidance:

Head of Department contact	Miss L. Richardson L.richardson@belmontschool.org.uk
Useful websites and other support	http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702 http://www.allaboutcareers.com/campaigns/what-can-i-do-with-an-english-degree www.whystudyenglish.ac.uk/you-are/index.htm www.brightknowledge.org/brightside/knowledge-bank/arts-and-humanities/careers-and-courses/what-can-i-do-with-an-english-literature-degree

Mathematics

Core subject
EBacc subject

Qualification:	1 GCSE
Awarding body / specification No.	Edexcel / 1MA1

Why study?

Mathematics provides you with the numeracy skills required to take control of your daily lives, whether managing finances or judging the latest government statistics. It's not just at university that the ability to follow logical instructions, to manipulate equations and deal with basic geometry can be useful. Most people, in all walks of life, find that the topics they were taught at GCSE come up again and again. For example, employers rate data-handling ability as one of their top requirements in new recruits.

Mathematics gives you the vital tools needed to study many degree subjects, particularly among the laboratory and social sciences, as well as in engineering and technology. It also teaches you a wide range of transferable skills that will benefit you in whatever job you take.

Course content:

Students will study Statistics and Probability, Number, Ratio, Proportion, Rates of change, Algebra, Geometry and Measures over the three year course. Students will also be taught the skills to recall, select and apply their knowledge of mathematics and to interpret, analyse and solve problems throughout the course. There is an increased emphasis on the ability of students to apply their mathematical knowledge to solve problems in mathematical and non-mathematical contexts. .

Assessment and examinations:

Assessment consists of three written examinations of equal weighting taken at the end of the course. The first paper is a non-calculator paper, and the second and third papers are both calculator papers. Each paper is 90 minutes long.

There are two tiers of entry: foundation and higher.

The foundation tier covers grades 1 – 5

The higher tier covers grades 4 – 9

All students will sit examinations at the end of the course.

Regular, unseen past paper assessments will take place throughout the course with detailed feedback on strengths and areas for improvement. These assessments are full GCSE papers and provide extremely accurate information about the current attainment of our students.

Curriculum enrichment:

The Mathematics department run a variety of workshops for Key Stage 4 students after school, as well as a drop-in facility for additional support with homework. Students are encouraged to participate in a number of challenges including the UK Mathematics Challenge and the Durham County Secondary Mathematics Challenge. Students will apply their functional skills in Mathematics in real life contexts such as planning visits, financial aspects or looking at healthy lifestyles as an integral part of the course.

Further education:

Sixth Form / College courses	University courses
AS / A-Level Mathematics AS / A-Level Further Mathematics AS / A-Level Use of Mathematics	Mathematics; Accounting; Engineering; Sciences; Computing; IT and many more. Many university disciplines welcome and value Mathematics qualifications.

Careers:

Scientific; engineering; IT; banking and finance; health and medicine; accountancy and many more.

Further information, advice and guidance:

Head of Department contact	Mr N. Siday n.siday@belmontschool.org.uk
Useful websites and other support	http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html http://en.wikibooks.org/wiki/A-level_Mathematics/Edexcel http://www.whatuni.com/degrees/courses/Degree-list/Mathematics-Degree-courses-UK/qualification/M/search_category/5967/loc.html

Combined Science

Core subject
EBacc subject

Qualification:

2 GCSEs

Awarding body / specification No.

Edexcel/1CS0

Why study?

GCSE Combined Science provides students with the opportunity to study Biology, Chemistry and Physics to a solid foundation ready for many careers in science subjects or related disciplines. Students will acquire and apply skills, knowledge and understanding of how science works and its essential role in society and acquire scientific skills, knowledge and understanding.

Course content:

Biology

Paper 1 - Key concepts in biology; Cells and control; Genetics; Natural selection and genetic modification; Health, disease and the development of medicines

Paper 2 – Key concepts in biology; Plant structures and their functions; Animal coordination, control and homeostasis; Exchange and transport in animals; Ecosystems and material cycles

Chemistry

Paper 1 – Key concepts in chemistry; States of matter and mixtures; Chemical changes; Extracting metals and equilibria

Paper 2 – Key concepts in chemistry; Groups in the periodic table; Rates of reaction and energy changes; Fuels and Earth science

Physics

Paper 1 – Key concepts of physics; Motion and forces; Conservation of energy; Waves; Light and the electromagnetic spectrum; Radioactivity

Paper 2 – Key concepts of physics; Energy - Forces doing work; Forces and their effects; Electricity and circuits; Magnetism and the motor effect

Assessment and examinations:

There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas through a combination of multiple choice, structured, closed short answer and open response. Questions in the written exams will also draw on the knowledge and understanding students have gained by carrying out specific required practical activities. These questions will count for about 20% of the overall marks for the qualification. Students will be required to take all Science GCSE assessments in June at the end of the course. Each paper has a written exam: 1 hour 10 minutes worth 60 marks (16.7% of the GCSE).

Curriculum enrichment:

Homework support, drop-in and revision classes are available for Key Stage 4 students after school twice a week.

Further education:

Sixth Form / College courses

AS / A-Level Biology, Chemistry and Physics

University courses

A range of courses including, for example, degrees in Biology; Biochemistry; Chemistry; Physics; Environmental Sciences; Ecology; Engineering and Sports Science.

Careers:

Careers in a range of areas including scientific; biological sciences; marine biology; zoology; biochemistry; pharmacy; health and medicine; sports science; physics; chemistry; environmental sciences; engineering.

Further information, advice and guidance:

Head of Department contact

Mr I Davidson
i.davidson@belmontschool.org.uk

Useful websites and other support

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html#tab-3>

Triple Science

Core subject
EBacc subject

Qualification:	GCSE Biology, Chemistry & Physics / 3 GCSEs
Awarding body / specification No.	Edecel 1BI0/1CH0/1PH0

Why study?

GCSEs in the three separate sciences provide students with the opportunity to study Biology, Chemistry and Physics in greater depth as well as to develop a critical approach to scientific evidence and methods. Students will acquire and apply skills, knowledge and understanding of how science works and its essential role in society and acquire scientific skills, knowledge and understanding.

Course content:

Biology

Paper 1 - Key concepts in biology; Cells and control; Genetics; Natural selection and genetic modification; Health, disease and the development of medicines

Paper 2 - Key concepts in biology; Plant structures and their functions; Animal coordination, control and homeostasis; Exchange and transport in animals; Ecosystems and material cycles

Chemistry

Paper 1- Key concepts in chemistry; States of matter and mixtures; Chemical changes; Extracting metals and equilibria; Separate chemistry 1

Paper 2 - Key concepts in chemistry; Groups in the periodic table; Rates of reaction and energy changes; Fuels and Earth science; Separate chemistry 2

Physics

Paper 1 - Key concepts of physics; Motion and forces; Conservation of energy; Waves; Light and the electromagnetic spectrum; Radioactivity; Astronomy

Paper 2 - Key concepts of physics; Energy - Forces doing work; Forces and their effects; Electricity and circuits; Static electricity; Magnetism and the motor effect; Electromagnetic induction; Particle model; Forces and matter

Assessment and examinations:

There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas through a combination of multiple choice, structured, closed short answer and open response. Questions in the written exams will also draw on the knowledge and understanding students have gained by carrying out specific required practical activities. These questions will count for at least 20% of the overall marks for the qualification.

Students will be required to take all Science GCSE assessments in June at the end of the course.

Each written paper lasts 1 hour 45 minutes and is worth 100 marks which is 50% of the GCSE in that subject.

Curriculum enrichment:

Triple Science students are encouraged to take part in a residential field trip usually held in September of Year 10. The Science department run homework support drop-in and revision classes for Key Stage 4 students after school.

Further education:

Sixth Form / College courses

AS / A-Level Biology, Chemistry and Physics

University courses

A range of courses including, for example, degrees in Biology; Biochemistry; Chemistry; Physics; Environmental Sciences; Ecology; Engineering and Sports Science.

Careers:

A range of scientific careers in areas including biological sciences; marine biology; zoology; biochemistry; pharmacy; health and medicine; sports science; physics; chemistry; environmental sciences and engineering.

Further information, advice and guidance:

Head of Department contact

Mr I Davidson
i.davidson@belmontschool.org.uk

Useful websites and other support

<https://qualifications.pearson.com/en/qualifications/edexcel-gcse/sciences-2016.html#tab-3>

Computing: Creative Media

Core subject

Qualification:	BTEC First Award in Creative Digital Media Production
Awarding body / specification No.	Pearson / 600/6381/0

Why study?

ICT skills are vital for success in employment and higher education and are among the key transferable skills required by employers. This qualification has been developed to help you develop practical skills and knowledge relating to a broad employment area. It lets you gain knowledge in a number of key areas in the IT and media fields and offers a hands-on approach to learning. You will develop useful transferable skills such as research, planning and review, working with others and communicating creative concepts effectively. You will be able to apply your knowledge in creative and practical industry-related contexts.

Course content:

The course is made up of 4 units, **2 of which are compulsory**. The compulsory units are:

Unit 1 - Digital Media Sectors and Audiences:

This unit is externally assessed through a written exam. The unit covers the fundamental knowledge and understanding of IT and media principles across 5 key themes - digital moving image, digital audio production, digital publishing, website production and digital games production. The unit also examines the different types of audience and how they engage with each sector.

Unit 2 - Planning and Pitching a Digital Media Product:

This unit is internally assessed. You will formulate, develop and pitch ideas for a product that you will then plan to produce. This unit develops essential communication techniques.

The other internally assessed optional units include web design, animation and digital games production.

Assessment and examinations:

75% of this qualification is assessed by coursework that is set and marked in school. 25% is assessed through one written exam based on Unit 1. The remaining units are assessed internally through a portfolio of evidence. This can be made up of assignment and project work (e.g. production of a video, radio programme, website or game), case studies (e.g. on a successful film) and presentations. These units are then externally moderated.

Curriculum enrichment:

The ICT department run weekly after school drop in sessions for students to receive additional support. As well as using case studies of real life businesses we also aim to draw upon the use of visiting speakers and visits to local workplaces.

Further education:

Sixth Form / College courses	University courses
AS / A-Level Computer Science Level 3 IT or Digital Media IT/Creative Media Apprenticeship	ICT; Computing and ICT; Business and ICT; Computing in Business; Computer Science.

Careers:

There are many different careers that this qualification could help you move towards. Examples include: Web developer, programmer, software architect, software developer, ICT professional, games developer, network administrator and network manager. Even if you aren't interested in a career in ICT, you will learn skills that can help you succeed, whatever you wish to do in the future.

Further information, advice and guidance:

Head of Department contact	Mrs H. Latta h.latta@belmontschool.org.uk
Useful websites and other support	https://qualifications.pearson.com/content/demo/en/qualifications/btec-firsts/creative-digital-media-production-2013-nqf.coursematerials.html#filterQuery=Pearson-UK:Category%2FSpecification-and-sample-assessments

Ethics

Core subject

Qualification: n/a

Awarding body / specification No. n/a

Why study?

Ethics was a new course introduced last year, designed to cover a range of content including Religious Education. It is not about being religious, but about exploring what you think and being aware of what others think. It is a flexible and interactive course of study in which students will examine how religious beliefs interact with moral, ethical and cultural issues. Students will learn about British Values and what they mean in the modern world, preparing them for life in 'Modern Britain'.

Course content:

Students will cover a range of relevant topics across the three years of Key Stage 4. These include: Relationships, Poverty, Health, Drugs and Addiction, Sex and Relationships Education.

Personal Insight and Spiritual Development:

We will nurture students' curiosity about the world around them and encourage them to embrace new experiences which broaden their understanding.

Moral Understanding and Relationships:

We will strive to develop a sense of moral and social purpose; ensuring students are able to make reasoned and responsible responses to moral dilemmas and have a clear recognition of right and wrong. Students will have a clear understanding of the consequences of their actions.

Social Development and Skills:

We will actively support students in their social development. Our core values underpin the ethos of our school and characterise the way we work.

We will provide opportunities for students to develop their leadership, teamwork and other social skills.

Understanding and Respect for Different Characteristics:

We will provide purposeful opportunities for students to learn about people of different characteristics: Be that cultural, religious, gender, racial, sexual, disability or age in order to appreciate and respect diversity.

Promotion of Spiritual, Moral, Social and Cultural Development and Community Cohesion:

We will develop strategies to work with communities locally, regionally, nationally and internationally.

Work related learning:

We will provide a suite of work related learning opportunities for all students across all curriculum areas.

Learning Outside of the Classroom:

We will provide students with a wealth of learning outside the classroom opportunities to enrich their curriculum and learning experiences.

Enterprise and Employability:

We will provide opportunities for students to develop their entrepreneurial employability skills.

British Values:

We will educate students on what it means to be British and prepare them for life in the multicultural society that is modern Britain.

Physical Education: Core

Core subject

Qualification: n/a

Awarding body / specification No. n/a

Why study?

Physical Education is a compulsory subject in the Key Stage 4 curriculum with two periods set aside for activities for all students, including those who opt for GCSE PE or BTEC Sport. One of the main aims of the course is to encourage long-term participation in sport and exercise, further developing an understanding of what constitutes a healthy lifestyle. Students are also encouraged to improve and refine skills in a particular sport.

Course content:

Through a P.E. options system you will be able to participate in activities that you enjoy and experience new sports that have not been available to you at Key Stage 3. This includes a unit of work in sports leadership.

Assessment and examinations:

This does not lead to an external qualification, however you will continue to develop important physical and social skills during Key Stage 4 PE, such as leadership and communication. You will also develop your ability to plan and work independently by developing strategies and tactics in various activities. These are vital skills for you as you progress towards GCSE examinations and prepare for life after Belmont.

Curriculum enrichment:

Students are encouraged to improve their practical skills by taking part in the wide range of extracurricular clubs and activities that run at lunchtime and after school.

Further information, advice and guidance:

Head of Department contact

Mrs N. Roberts
n.roberts@belmontschool.org.uk

Useful websites and other support

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00198952/pe/ks4>

Geography

Option subject
EBacc subject

Qualification:

1 GCSE

Awarding body / specification No.

Eduqas Geography A

Why study?

Geography is a diverse subject that covers many aspects of global living; in particular, it allows a focus on the geographical processes that shape our world through a study of both physical and human geography. Geographers are very versatile and highly employable as they tend to have a wide range of transferable skills such as communication, technological and problem solving skills, as well as a solid base of literacy and numeracy skills.

Course content:

Component 1: Changing physical and human landscapes:

Students consider what makes landscapes in the UK distinctive. Students will then focus on river and coastal landscapes to understand their formation and the processes that work together to make unique landscapes. Students will then regard the planning and management issues that humans need to consider to protect and manage these landscapes.

Component 2: Environmental and Development issues:

Students study two core themes in this unit including weather, climate and ecosystems and then social development including the management and planning of resources.

Component 3: Applied fieldwork enquiry:

Students will complete fieldwork investigations that will be applied to the examination in Section A. These fieldwork visits will be out of school and students will complete a range of methods of study and analysis.

Assessment and examinations:

Assessment consists of three externally assessed units which take place in the Summer Term. The students also complete fieldwork for unit 3 to support their examination. Paper 1 consists of a 90 minute examination and is worth 35%, Paper 2 is also 90 minutes and worth 35% and Paper 3 is 90 minutes and worth 30% of the qualification.

Curriculum enrichment:

The Humanities department run after school sessions for Key Stage 4 students. We also provide revision sessions and a drop in facility where students can come for additional support with homework.

Further education:

Sixth Form / College courses

AS / A-Level Geography
AS / A-Level Environmental
Studies
AS / A-Level World Development

University courses

A range of courses including, for example, degrees in Geographical Information Systems, Geography (BA or BSc), Environmental Studies, Geology, Marine Geography, Soil Science, Geophysics and Earth Sciences.

Careers:

A range of careers including urban planning, community development, broadcasting, customer service (particularly in the tourism industry), cartography, graphic design, civil service, meteorology, forestry, legal profession, armed forces, local government, housing management and air traffic control.

Further information, advice and guidance:

Head of Department contact

Humanities Department
humanities@belmontschool.org.uk

Useful websites and other support

<http://www.eduqas.co.uk/qualifications/geography/gcse-a/>

<h1>History</h1>		Option subject EBacc subject
Qualification:	1 GCSE	
Awarding body / specification No.	Edexcel History	

Why study?
<p>The History course aims to facilitate an understanding of the links between key individuals, events and developments throughout history and develops long lasting skills. Students are provided with the opportunity to study history in a variety of ways: in depth, across a broad span of time, thematically and with reference to a diversity of cultures. The course prepares students to make informed decisions about further learning opportunities and career choices.</p>
Course content:
<p>Unit 1: Thematic study of a historic environment Crime and punishment in Britain, c1000-present and Whitechapel c1870-c1900 including crime, policing and the inner city.</p> <p>Unit 2: Period study and British depth study The American West c1835-1895, and Anglo-Saxon and Norman England c1060-88.</p> <p>Unit 3: Modern depth study Weimar and Nazi Germany c1918-39.</p>
Assessment and examinations:
<p>Assessment comprises three modules. Unit 1 (30%) and Unit 2 (40%) and Unit 3 (30%), all written examinations taken in the Summer term of Year 11.</p>
Curriculum enrichment:
<p>The Humanities department run after school sessions for Key Stage 4 students. We also provide revision sessions and a drop in facility one lunchtime per week where students can come for additional support with homework.</p>

Further education:	
Sixth Form / College courses	University courses
AS / A-Level History AS / A-Level Ancient History AS / A-Level Law	A range of courses including, for example, degrees in History, Law, Journalism, Business and Politics.
Careers:	
Journalism, politics, police, administration, civil service, legal profession, armed forces, local government, teaching, archaeology, archivist or any profession which requires logical thought.	

Further information, advice and guidance:	
Head of Department contact	Humanities Department humanities@belmontschool.org.uk
Useful websites and other support	http://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html

<h1>French</h1>		Option subject EBacc subject
Qualification:	1 GCSE	
Awarding body / specification No.	AQA / 8658	

Why study?
A foreign language provides you with the ability to communicate in the wider world. With the ever-growing globalisation of the job market, having a command of a foreign language can be a real advantage in the workplace. Studying an additional language, in this case French, increases your employability within this contest. Not everyone who studies a language specialises in it. You do not have to follow the career of a teacher, translator or interpreter - most people use languages as an extra skill to supplement their chosen career path. Who knows where you may be in ten or twenty years' time – perhaps working abroad? If you have a language GCSE, employers can see that you have good communication and decoding skills.
Course content:
The course deals with three broad themes:
<u>Identity and culture</u> - this includes relationships with family and friends, free-time activities, customs and festivals in the foreign country and technology in everyday life.
<u>Local, national, international and global areas of interest</u> - this includes looking at your local area, travel and tourism, social issues and broader global issues such as the environment, charity work and homelessness.
<u>Current and future study and employment</u> - this includes your current studies, life at school and your plans for when you leave at 16 as well as looking further ahead to your long term career plans.
Assessment and examinations:
Assessment comprises of four components: listening, speaking, reading and writing, with each component having equal weighting. There are two tiers of entry, foundation and higher and all papers must be taken at the same tier. The foundation tier can cover the grades 1 - 5 The higher tier can cover the grades 4 - 9 All assessment is completed at the end of year 11.
Curriculum enrichment:
The MFL department has run trips to France to visit the beautiful city of Paris as well as to Aachen in Germany to visit the famous Christmas market. We also offer after school sessions for Key Stage 4 students for extra revision or help.

Further education:	
Sixth Form / College courses	University courses
AS / A-Level French	French language degrees or language as a subsidiary (for example Law with French)
Careers:	
There are any number of careers in which a language can be useful: law, journalism, politics, cabin crew, coach driving, teaching, armed forces to name a few.	

Further information, advice and guidance:	
Head of Department contact	Mr M. Pine m.pine@belmontschool.org.uk
Useful websites and other support	www.topuniversities.com/subject-guides/modern-language-degrees http://www.aqa.org.uk/subjects/languages#bm-GCSE www.memrise.com www.quizlet.com

<h1>Art, Craft and Design</h1>		Option subject
Qualification:	1 GCSE	
Awarding body / specification No.	AQA / 8201	

Why study?	
<p>If you choose to study Art, Craft and Design you will explore a range of practical activities and respond in a personal way to different themes and ideas. The course is broad based and offers you a variety of experiences in a range of media, processes and techniques. These include: print, collage, surface pattern, painting and drawing enabling you to develop confidence with your skills. You will continue to develop your critical thinking in response to a range of art, artists, craftspeople and designers. You will also develop skills including research, investigating, experimenting and problem solving.</p> <p>The GCSE course will provide you with the relevant skills-based knowledge for the study of Art and Design and related subjects at further/higher education and subsequent careers within the art and design field.</p>	
Course content:	
Component 1: Portfolio:	
<p>A portfolio that shows explicit coverage of the four assessment objectives. This will include a sustained project evidencing the journey from initial engagement to realism of intentions and a selection of further work undertaken during the course of study. The work show evidence of two or more areas of study which are: Fine Art, Graphic Communication, Textiles Design, Three Dimensional Design and Photography.</p>	
Component 2: Externally set assignment:	
<p>Set by the examination board. Students select one question to research, explore ideas and develop a personal response to their chosen question/theme. This involves a preparatory period followed by 10 hours of controlled assessment.</p>	
Assessment and examinations:	
<p>A portfolio of work studying at least two areas of work and an externally set assignment:</p> <p>Component 1: Portfolio work - 60% of the award Component 2: Externally set assignment – 40% of the award</p> <p>The portfolio should be selected from work undertaken during the course of study and must include a sustained project and a selection of further work undertaken during the course of study.</p>	
Curriculum enrichment:	
KS4 Art Club held weekly	

Further education:	
Sixth Form / College courses	University courses
BTEC Nationals in Art and Design AS/A2 in: Art, Craft and Design Fine Art; Graphic Communication, Photography, Textiles Design, Three Dimensional Design.	A range of courses including degrees in: Fine Art; Fashion Design; Textile Design; Surface Pattern; Sculpture; Product Design; Illustration; Animation; Interior Design and Architecture.
Careers:	
Artist; sculptor; illustrator; interior and architectural designer; television, film and theatre set designer; fashion/textiles designer; surface pattern designer; animator; ceramics; silversmithing; jewellery designer; graphic designer; product design; web designer; game designer and advertising.	

Further information, advice and guidance:	
Head of Department contact	Mrs L. Dobbs L.dobbs@belmontschool.org.uk
Useful websites and other support	http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206 http://www.bbc.co.uk/education/subjects/z6hs34j http://www.studentartguide.com/articles/a-level-art-sketchbook http://creativeskillset.org/creative_industries

Business Studies BTEC

Option subject

Qualification:	BTEC First Award
Awarding body / specification No.	Edexcel / 600/4786/0

Why study?

This course aims to give you a practical understanding of what “being in business” is all about. Business covers a broad range of fields, including retail; human resources; finance; law; sales; marketing and administration. This course will help you develop your knowledge, understanding and competency in different areas of business. It will help you develop a range of skills, techniques, personal qualities and attitudes essential for successful performance in working life. The BTEC course has been redesigned to bring it up to date and make it relevant for today’s students.

Course content:

The course includes 2 mandatory units. These are: Enterprise in the business world and Finance for business. You will also study two further optional units from a range of choices. These include Principles of customer service; Promoting a brand; Sales and personal selling; Recruitment, selection and employment; Retail business and business support.

Assessment and examinations:

25% of the course is externally assessed. This assessment is an on-screen test based on the mandatory finance for business unit. The remaining 75% of the course will be assessed through a series of coursework assignments, compiled to create a portfolio of work that is then externally verified by a moderator. Evidence for assessment can be provided in a variety of ways including assignment and project work; case studies; workplace assessment; role-plays and presentations – so there’s something to suit everyone.

Curriculum enrichment:

Students will take part in educational visits to collect evidence for their portfolio. In recent years, we have visited Sunderland’s Stadium of Light to work with a young entrepreneur. We have also visited Hollywood Bowl as part of the unit on customer service. Links are made to local and national businesses wherever possible. The Business Studies department offer weekly after school drop in sessions for additional support.

Further education:

Sixth Form / College courses	University courses
AS / A-Level Business Studies Level 3 BTEC Business	Business Studies; International Business; Business Management; Business Administration; Business and Economics; Business and Enterprise; Business Law.

Careers:

There are a wide variety of careers related to Business Studies. Examples include: banking, finance, entrepreneurship, administration, human resources, customer service, marketing, retail, advertising, product management, general management, teaching, and financial planning.

Further information, advice and guidance:

Head of Department contact	Mrs H. Latta h.latta@belmontschool.org.uk
Useful websites and other support	http://www.edexcel.com/quals/firsts2012/business/Pages/default.aspx http://www.careers-in-business.com/ http://www.whatuni.com/degree-courses/search?subject=business-studies

Business Studies GCSE

Option subject

Qualification:

1 GCSE

Awarding body / specification No.

Edexcel / 1BSO

Why study?

Do you enjoy communicating and explaining your ideas, thinking creatively and making decisions? Are you interested in solving business problems and learning about the world of business? This course will introduce you to the world of small businesses and what makes a successful business person. You will find out how to make a business effective and how to manage money. You will also learn how the world around us affects small businesses and all the people involved. You will learn about how small businesses are developed, how businesses promote themselves and how they keep their customers happy. Business Studies is a subject that is relevant to the world of work and it gives you real opportunities to progress in education or employment. When you get your first job, you will understand more about how the business works. Or if you choose not to work for someone else, you will have the skills and knowledge needed to start up your own business.

Course content:

This course is made up of 2 units.

Theme 1 - Investigating Small Business:

Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. There are 5 key topic areas:

- Enterprise and entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making the business effective
- Understanding external influences on business

Theme 2 - Building a Business:

Theme 2 examines how a business develops beyond the start-up phase. There are 5 key topic areas:

- Growing the business
- Marketing decisions
- Operations decisions
- Financial decisions
- Human resource decisions

Assessment and examinations:

The qualification is assessed in two equally weighted exam papers. Each exam lasts 90 minutes and there are 90 marks available. There is no coursework. Paper 1 will be based on Theme 1 and paper 2 will be based on Theme 2. Both exams will include a range of multiple choice, calculation, short answer and extended writing questions.

Curriculum enrichment:

This course will involve real businesses as much as possible. This could be through educational visits and visiting speakers such as young entrepreneurs. We offer weekly after school drop in sessions for additional support.

Further education:

Sixth Form / College courses

AS / A-Level Business Studies
Level 3 BTEC Business

University courses

Business Studies; International Business; Business Management; Business Administration; Business and Economics; Business and Enterprise; Business Law.

Careers:

There are a wide variety of careers related to Business Studies. Examples include: banking, finance, entrepreneurship, administration, human resources, customer service, marketing, retail, advertising, product management, general management, teaching, and financial planning.

Further information, advice and guidance:

Head of Department contact

Mrs H. Latta
h.latta@belmontschool.org.uk

Useful websites and other support

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html>
<http://www.careers-in-business.com/>
<http://www.whatuni.com/degree-courses/search?subject=business-studies>

<h1>Computer Science</h1>		Option subject EBacc subject
Qualification:	1 GCSE	
Awarding body / specification No.	Edexcel / 1CP1	

Why study?
This qualification was introduced in September 2016. It is designed to reflect the importance of computation in the modern world today and in the future. You will be introduced to the core principles of computer science and develop skills in problem solving and computational thinking. You will learn to design, build and test your own programming solutions. This course gives you excellent preparation for further study and employment in the field of computer science. The world is changing. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area. You will develop your knowledge and understanding of how technology can be used proactively to help with current issues that impact on modern society, preparing you for your next steps in today's global world.
Course content:
This course is made up of 3 components:
Component 1 - Principles of Computer Science (40%)
This component is based on the underlying principles of computer science. This includes algorithms, writing program code, binary and data representation, the components of computer systems, understanding computer networks and awareness of trends in computing technologies. This component is assessed by a written examination lasting 1 hour 40 minutes.
Component 2 - Application of Computational Thinking (40%)
This main focus of this component is understanding what algorithms are, what they are used for and how they work, and understanding how to develop program code. This component is assessed by a written examination lasting 2 hours.
Component 3 - Computer Science Project (20%)
In this component you will create a computer program. This component is internally assessed through a 20 hour controlled assessment project.
Assessment and examinations:
There are 2 written papers worth a total of 80% of the overall grade. Component 1 is worth 40% and lasts 1 hour 40 minutes. Component 2 is worth 40% and lasts 2 hours. Component 3 is a controlled assessment task which is internally marked and externally moderated. This is worth 20%.
Curriculum enrichment:
The department run weekly after school drop in sessions for students to receive additional support. Prior to the written examinations a series of after school revision sessions will also be available.

Further education:	
Sixth Form / College courses	University courses
AS / A-Level Computing / Computer Science Level 3 Diploma BTEC Technical Level in Computing	Computing; Computer Science; Games Programming; Computing with Business; Computing with Mathematics; Computer Forensics; Information Systems; Creative Technology; Software Engineering;
Careers:	
Possible careers include game designer, applications developer, network manager, software engineer, IT consultant, IT trainer, multimedia programmer, systems analyst, database administrator, network engineer and teacher.	

Head of Department contact	Mrs H. Latta h.latta@belmontschool.org.uk
Useful websites and other support	http://qualifications.pearson.com/content/dam/pdf/GCSE/Computer%20Science/2016/Specification%20and%20sample%20assessments/computer-science-spec-updated.pdf http://www.whatuni.com/degree-courses/search?subject=computer-science

Construction and the Built Environment

Option subject

Qualification:	Level 2 Award in Constructing the Built Environment
Awarding body / specification No.	WJEC / 601/0543/4

Why study?

WJEC Level 1/2 Award in Constructing the Built Environment offers a learning experience that focuses learning through acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.

This nationally recognised work related qualification designed to prepare you for employment or further training in the construction sector.

As well as finding out about the materials, processes and careers that are involved in creating our everyday environment, you will work in three occupational areas (carpentry and joinery, electrical and tiling), learning skills that you can use in everyday life.

Course content:

Unit 1: Safety and Security in Construction

- Knowing about possible hazards associated with construction processes is the starting point of working safely and securely. In this unit you will learn how to look for and identify hazards to safety and security. You will learn how to measure the risk of these hazards so that you can plan ways in which you can limit the risk and work safely and securely, whatever your role or location.

Unit 2: Practical Construction Skills

- Throughout this unit you will learn how to understand technical information in order to identify the materials, tools and equipment needed to complete construction tasks. You will develop skills in three areas: carpentry and joinery, plumbing and basic electrics, ensuring that you take account of any health and safety issues.

Unit 3: Planning Construction Projects

- Through this unit you will learn about different types of jobs that exist in the construction sector and how these jobs contribute to successful projects. You will develop an understanding of the processes that are followed by people working in construction that ensure projects are successful. You will use the knowledge and understanding you have acquired through carrying out practical construction tasks and consideration of safety and security of construction processes, together with planning skills developed through this unit, so that you can plan construction projects.

Assessment and examinations:

Unit 1 is assessed externally through an online examination in year 10.

For Unit 2 you will need to produce a practical outcome with supporting written portfolio showing how you planned the activity and reviewing its success.

For Unit 3 you will need to produce a written portfolio outlining your plan in response to a given scenario.

Curriculum enrichment:

Support for completing portfolio and practical work is available through weekly after school sessions and lunchtime drop ins.

Further education:

Sixth Form / College courses	University courses
Level 3 WJEC qualifications, Construction NVQ and Apprenticeships	Civil Engineering, Surveying, Site Management

Careers:

The WJEC Level 2 Award in Constructing the Built Environment is a widely recognised entry point into the many different training and career opportunities in construction.

Further information, advice and guidance:

Head of Department contact	Mr A. Hall a.hall@belmontschool.org.uk
Useful websites and other support	http://www.wjec.co.uk/qualifications/construction-and-built-environment/constructing-the-built-environment-level-1-2-award.html http://www.citb.co.uk/news-events/blogs/2017/why-construction-is-the-career-for-me/

<h1>Design and Technology</h1>		Option subject
Qualification:	1 GCSE	
Awarding body / specification No.	AQA/8552	

Why study?
This new course gives students the opportunity to get a much broader insight into the world of design and the application of new and emerging technologies. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.
Course content:
This new GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. These are: New and emerging technologies; Energy generation and storage; Developments in new materials; Systems approach to designing; Mechanical devices and Materials and their working properties. They will be taught in the context of a range of different materials comprising: Papers and boards; Natural and manufactured timbers; Metals and alloys; Polymers and Textiles. All of this section must be taught and all will be assessed. Students will have the opportunity to study specialist technical principles in greater depth in one material area choosing from: Papers and boards; Timber based materials; Metal based materials; Polymers; Textile based materials; Electronic and mechanical systems. (It is anticipated that Electronic and mechanical systems will be our chosen area of study).
Assessment and examinations:
There are two elements to the assessment. A single 2 hour exam to be taken at the end of year 11 worth 50% of the overall award, and a non-examined assessment (NEA) also worth 50% of the final award, The exam will cover the Core technical principles (20 marks); Specialist technical principles (30 marks) and Designing and making principles (50 marks) The NEA will allow the students to show their understanding of these same principals in one practical design and make project. They are required to produce a completed prototype artifact and a portfolio of supporting evidence.
Curriculum enrichment:
The Technology department runs workshops for Key Stage 4 students after school. This facility is designed to give help with both design and practical work issues. Homework support sessions are also offered.

Further education:	
Sixth Form / College courses	University courses
A-Level Design and Technology BTEC National Electronics/Electrical Engineering	Product Design, Design and Technology Degree, 3 Dimensional Design Degree
Careers:	
Product Designer, Architect, Architectural Technician, Electrical Engineer, Teacher/Lecturer	

Further information, advice and guidance:	
Head of Department contact	Mr A. Hall a.hall@belmontschool.org.uk
Useful websites and other support	http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552 http://www.aqa.org.uk/subjects/design-and-technology/as-and-a-level https://www.whatuni.com/degree-courses/search?q=design-and-technology

<h1>Drama</h1>		Option subject
Qualification:	1 GCSE	
Awarding body / specification No.	Edexcel/1DRO	

Why study?
This course will allow students interested in theatre, arts and the spoken word to develop their knowledge and dramatic skills. Students will take part in a variety of workshop based lessons, developing their skills using text-based plays and presenting their work through the medium of drama.
Course content:
The course is made up of three components.
Component 1: Devising
Students work in a group of between 3- 6 to create and develop a devised piece from a stimulus. Students create a portfolio covering the creating and developing process and analysis and evaluation of this process as well as performing their finished piece. This unit is worth 40% and is internally assessed and externally moderated.
Component 2: Performance from text
Students will either perform in and/or design for two key extracts from a performance text. This can be a monologue, duologue or a group performance. This is worth 20% and is internally assessed by a visiting examiner.
Component 3: Theatre Makers in Practice
Students take part in the practical exploration and study of a complete performance text. They also watch and evaluate a live theatre performance. This is assessed by a 1 hour and 30 minutes written examination. This is worth 40 % of the qualification.
Assessment and examinations:
Students are assessed on their practical performance work and portfolio for components 1 and 2. Students can choose to be assessed as a designer (Sound/lighting or performer)
Curriculum enrichment:
Throughout the two years students are offered a variety of enrichment and extracurricular activities in Drama. Examples include: drama club, theatre visits and workshops with professional performers, London trip, pantomime, summer show, weekly GCSE help sessions after school and the opportunity to take graded examinations in musical theatre (vocal).

Further education:	
Sixth Form / College courses	University courses
AS / A-Level Performing Arts; Drama & Theatre Studies; Music Technology; BTEC Level 3 Diploma in Performing Arts AS / A level English Literature	Drama; Dance; Performing Arts; Stage and Costume Design; Theatre Studies
Careers:	
Actor; performer; lighting/sound technician, childcare; tutor; teacher; lawyer.	

Further information, advice and guidance:	
Contact	Mrs J Cooper j.cooper@belmontschool.org.uk
Useful websites and other support	http://qualifications.pearson.com/en/qualifications/edexcel-gcses/drama-2016.html http://www.bbc.co.uk/education/subjects/zbckjxs

Food Preparation and Nutrition

Option subject

Qualification:	1 GCSE
Awarding body / specification No.	AQA / 8585

Why study?

Food Preparation and Nutrition is a new, exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Course content:

Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

Assessment and examinations:

There is one tier of assessment covering grades A*-G

Paper 1: A 1 hour 45 exam - 50% of the award

This will assess the students' theoretical knowledge of the five key areas outlined above.

Non-Examined Assessment (NEA): two tasks worth 50% of the award

Task 1:

Food investigation- a practical investigation into the working characteristics, functional and chemical properties of ingredients.

Task 2:

Food preparation assessment- planning, preparation, cooking and presentation of food reflecting the application of nutrition relating to the chosen task. Students are required to produce a final menu of three dishes in three hours.

Curriculum enrichment:

The Technology department provides homework clubs, controlled assessment support and field visits where appropriate.

Further education:

Sixth Form / College courses

BTEC/NVQ/City & Guilds/A-Levels available in:
Catering and Hospitality
Professional Cookery
Food Technology

University courses

Food Technology
Food Science
Home Economics: Food Design
Hospitality & Culinary Management

Careers:

Careers in food research and marketing, catering and hospitality for example chef; food technologist; food research scientist; food product developer and designer and quality controller or diet related careers such as dietician.

Further information, advice and guidance:

Head of Department contact

Mr A. Hall
a.hall@belmontschool.org.uk

Useful websites and other support

<http://www.aqa.org.uk/subjects/food-preparation-and-nutrition>
<http://www.whatuni.com/degrees/courses/degree-courses/food-technology-degree-courses-united-kingdom/food+technology/m/united+kingdom/united+kingdom/25/0/0/0/r/0/1/0/uc/0/0/page.html>

<h1>Health & Social Care</h1>	Option subject
Qualification:	BTEC Tech Award
Awarding body / specification No.	Pearson / 603/0395/5

Why study?
This is a brand new course for September 2017. About 3 million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives and health care assistants, while social care roles include care assistants, occupational therapists, counsellors and administrative roles. Together they account for nearly one tenth of all paid jobs in the UK. Demand for both health and social care is likely to rise so they will continue to play a key role in UK society, and demand for people to fill these vital jobs will increase. This course will give you a taste of what the health and social care sector is like. You will be able to explore the core values, develop valuable skills and explore potential careers.
Course content:
The course is split into 3 components: Component 1 - Human Lifespan Development In this component you will learn about how we grow and develop throughout our lives. You will explore how we develop physically, emotionally, socially and intellectually over time. You will investigate how various factors, events and choices may impact on growth and development. You will also discover how people adapt to life events and cope with making changes. Component 2 - Health and Social Care Values In this component you will get to know how the Health and Social Care sector works and the care values that underpin it. You will learn which health and social care services are available and discover who is involved in providing these services. You will explore what might stop people from accessing the services they need, and look at the care values the sector has to make sure people get the care and protection they need. Component 3 - Health and Wellbeing In this component you will learn what being 'healthy' means to different people. You will explore the different factors that might influence health and wellbeing. You will learn to identify key health indicators and how to interpret them. You will create a health and wellbeing improvement plan which includes targets and recommendations of support services available.
Assessment and examinations:
Components 1 and 2 are both worth 30% of the overall grade and are assessed internally through assignment work. Component 3 is worth 40% of the overall grade and is assessed via an externally set task in which you will create a health and wellbeing improvement plan for someone based on a brief set by the exam board.
Curriculum enrichment:
Links will be made with local health and social care services wherever possible. There will be an opportunity to plan and lead an event for local service users. The department run weekly after school sessions for additional support.

Further education:	
Sixth Form / College courses	University courses
A Levels in a range of subjects Level 3 Health & Social Care Level 3 Child Development	Health & Social Care Management Health & Social Care Nursing
Careers:	
Nurse; midwife; health visitor; health care assistant; alternative therapist; mental health worker; support worker; teacher; child psychologist; youth group worker and social worker.	

Further information, advice and guidance:	
Head of Department contact	Mrs H. Latta h.latta@belmontschool.org.uk
Useful websites and other support	http://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care.html http://www.whatuni.com/degree-courses/search?q=health-and-social-care

<h1>Photography</h1>		Option subject
Qualification:	1 GCSE	
Awarding body / specification No.	AQA / 8206	

Why study?
You will work in several areas of light and lens based photography including: portraiture, landscape, still life, fine art, documentary, experimental imagery and new media such as computer manipulated photography. You will be introduced to a variety of experiences, exploring a range of photographic media techniques and processes. These will include technical and creative skills such as the use of : viewpoints, composition, focus, control, depth of field. It will also introduce use of techniques, technology and equipment to create exciting original images and personal work in response to a theme.
Course content:
Component 1: Portfolio A portfolio that shows explicit coverage of the four assessment objectives. This will include a sustained project evidencing the journey from initial engagement to realism of intentions and a selection of further work undertaken during the course of study. The work will show evidence of one or more areas of study which are: portraiture, location/studio photography, experimental imagery, installation, documentary photography, photojournalism, moving image or fashion photography.
Component 2: Externally set assignment Set by the examination board. Students select one question to research, explore ideas and develop a personal response to their chosen question/theme. This involves a preparatory period followed by 10 hour of controlled assessment.
Assessment and examinations:
A portfolio of work studying at least two areas of work and an externally set assignment: Component 1: Portfolio work - 60% of the award Component 2: Externally set assignment – 40% of the award The portfolio should be selected from work undertaken during the course of study and must include a sustained project and a selection of further work undertaken during the course of study.
Curriculum enrichment:
Key Stage 4 photography club is held weekly.

Further education:	
Sixth Form / College courses	University courses
A-Level Photography	Photography; Design, Film & Photography; Photography & Video Art; Media Photography; Creative Media (Photography) Animation; Film/Media Studies; Wildlife Photography and Fine Art.
Careers:	
Photographer: freelance; general (portraits, weddings); medical; scene of crime; forensic, fashion; wildlife; advertising and editorial; photojournalist, unit stills (takes photographs of film sets or studio shoots); digital imaging specialist; technical support engineer.	

Further information, advice and guidance:	
Head of Department contact	Mrs L. Dobbs L.dobbs@belmontschool.org.uk
Useful websites and other support	http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206 www.gcsephotography.co.uk http://creativeskillset.org/creative_industries/photo_imaging

Physical Education: GCSE

Option subject

Qualification:	1 GCSE
Awarding body / specification No.	Edexcel – 2PE01

Why study?

Are you passionate about sport and physical education and already take part in a range of sports both in and outside of school? Can you demonstrate competence in at least four sporting activities? Do you actively engage in watching, listening to and researching a wide variety of sports? GCSE PE is the perfect foundation for those considering a career in sport or studying GCE AS/A2 Sport and Physical Education. You will have the opportunity to demonstrate your skills through practical performance and the theory of Physical Education.

Course content:

Component 1: Fitness and Body Systems

Topic 1: Applied anatomy and physiology
Topic 2: Movement analysis
Topic 3: Physical training
Topic 4: Use of data

Component 2: Health and Performance

Topic 1: Health, fitness and well-being
Topic 2: Sport psychology
Topic 3: Socio-cultural influences
Topic 4: Use of data

Component 3: Practical Performance

Skills during individual and team activities
General performance skills
Three physical activities from a set list. One must be a team activity. One must be an individual activity. The final activity can be a free choice.

Component 4: Personal Exercise Programme (PEP)

Planning, performing and evaluating a six week Personal Exercise Programme

Assessment and examinations:

60% of the course is assessed on two final written examinations that are taken at the end of the course with a mixture of short and extended questions.
40% of the course is assessed on practical performance throughout the course. If you take part in sport outside of school this may be taken into consideration. In addition, you will choose one of your activities to explore in greater depth and will be assessed on your ability to analyse performance in this activity; this includes planning, performing and evaluating a six week Personal Exercise Programme (PEP). The PEP is then written up under controlled assessment conditions at the end of the six weeks.

Curriculum enrichment:

You will need to commit to attend at least one of the extra-curricular activities offered by the department. Attendance on a regular basis will help to maximise performance.

Further education:

Sixth Form / College courses	University courses
A Level Physical Education BTEC National Diploma in Sports Science or Coaching	Physical Education Sports Science Physiotherapy

Careers:

Sports science; PE teacher; physiotherapist; professional sportsperson; sports coach/consultant; sports policy at local and national level; diet and fitness instructor.

Further information, advice and guidance:

Head of Department contact	Mrs N. Roberts n.roberts@belmontschool.org.uk
Useful websites and other support	http://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html

<h1>Religious Studies</h1>		Accessed via Ethics
Qualification:	1 GCSE	
Awarding body / specification No.	Eduqas	

Why study?
<p>Students wishing to study for the GCSE in Religious Studies can do so via their Ethics course, if appropriate.</p> <p>Religious Studies is not about making you 'religious', it is about enabling you to think for yourself about religious and moral issues. It is about you, your life and the issues you will face living in a multi-ethnic, multi-faith society.</p>
Course content:
<p><u>Component 1: Religious, Philosophical and Ethical Studies in the Modern World</u></p> <ul style="list-style-type: none"> ● Issues of Relationships ● Issues of Life and Death ● Issues of Good and Evil ● Issues of Human Rights <p><u>Component 2: Study of Christianity</u></p> <ul style="list-style-type: none"> ● Beliefs, teachings and practices of Christianity <p><u>Component 3: Study of a World Faith</u></p> <ul style="list-style-type: none"> ● Study of the beliefs and teachings of Islam
Assessment and examinations:
<p>Assessment comprises of 3 examinations: Paper 1 (90 minutes), Paper 2 (90 minutes) and Paper 3 (1 hour)</p>
Curriculum enrichment:
<p>The Humanities department run after school sessions for Key Stage 4 students. We also provide revision sessions and a drop in facility where students can come for additional support with homework.</p>

Further education:	
Sixth Form / College courses	University courses
AS / A-Level Religious Studies, History and English AS / A-Level Philosophy AS / A-Level Social Sciences (Law, Sociology and Psychology)	Theology and Religious Studies; Politics, Ethics and Philosophy; Social Sciences.
Careers:	
<p>Advice worker; counsellor; housing adviser; journalist; librarian; teacher; minister of religion; youth and community worker. Other jobs and careers that appreciate the skills Religious Studies will give you are medicine, the police, the armed forces and caring professions such as social work, nursing and the probation service.</p>	

Further information, advice and guidance:	
Head of Department contact	Humanities Department humanities@belmontschool.org.uk
Useful websites and other support	http://www.eduqas.co.uk/qualifications/religious-studies/gcse/index.html <i>(Please note this information is subject to change on accreditation)</i>

<h1>Sport</h1>		Option subject
Qualification:	BTEC Level 2 First Award in Sport	
Awarding body / specification No.	Edexcel – 600/4779/3	

Why study?	
The BTEC First Award is a practical work related course that is designed to introduce students to the world of sport and possible employment. Students will learn by completing projects and assignments based on practical situations.	
Course content:	
The BTEC First Award will cover four units and is worth the equivalent of one full GCSE grade. The course will be taught through a practical approach and will require students to complete assignments related to the class work.	
<ul style="list-style-type: none"> ● Unit 1 - Fitness for sport and exercise ● Unit 2 - Practical sport ● Unit 5 - Training for personal fitness ● Unit 6 - Leading sports activities 	
Assessment and examinations:	
The BTEC Sport course is predominantly coursework based but also features an online assessment which is worth 25% of the final mark. Students will complete different assignments based on the work covered in lessons. All of the units are graded at pass, merit and distinction.	
Method of Assessment:	
Unit 1 - On-screen test 1 hour 25%	
Unit 2 - Practical Sports Performance assessed via assignment work 25%	
Unit 5 - Training for Personal Fitness 25%	
Unit 6 - Leading Sports Activities 25%	
Unit 1 is externally assessed by the examination board, using an on-screen test. All other units are assessed internally and students are awarded a pass, merit or distinction. An overall grade is then awarded at the end of the course, which is a combination of the attainment in all four units. There are deadlines to meet with the assessments for each unit. Students must complete work by the set target date to pass. To achieve this a student must be highly organised in managing their homework and coursework. A lot of independent study is required.	
Curriculum enrichment:	
You will need to commit to attend at least one of the extra-curricular activities offered by the department. Attendance on a regular basis will help to maximise performance.	

Further education:	
Sixth Form / College courses	University courses
Post 16 Level 2 Extended Certificate and/or Level 3 Nationals In Sport, Sport and Exercise Sciences or GCE AS/A2 and hence into employment in the sport and active leisure sectors	Sports Science Sport with Coaching and Development Physiotherapy Sports Coaching and Management
Careers:	
Sports centre / leisure centre assistant; sports coaching; sports development; outdoor and activity centres; teacher training.	

Further information, advice and guidance:	
Head of Department contact	Mrs N. Roberts n.roberts@belmontschool.org.uk
Useful websites and other support	https://www.edexcel.com/migrationdocuments/BTEC%20Firsts%20from%202010/BF021866_Firsts_in_Sport.pdf

Technical Award Materials Technology

Option subject

Qualification:	Level 1/2 Technical Award
Awarding body / specification No.	AQA/3740 (Draft)

Why study?

Through this practical Level 1/2 Technical Award in Materials Technology, you will have the opportunity to develop skills in making high quality products using woods, metal and polymers (plastics).

You will be expected to make a range of products, prototypes and samples, applying technical and practical expertise to ensure that the product is fit for purpose. You will have the opportunity to use traditional skills and modern technologies. It is ideally suited to learners with a preference for practical, in addition to, theoretical learning.

Course content:

You will complete three mandatory units.

Unit 1: Skills demonstration (internally assessed) You will carry out a number of bite-sized projects to demonstrate your competence in 12 core skills. This will include teamwork and one of the mini projects will allow for this. You will produce a series of small made outcomes and record your work in a portfolio of no more than 12 pages.

Unit 2: Extended making project (internally assessed) You will complete an extended making project that shows off the skills and knowledge you have developed in Unit 1 and Unit 3. The project will answer a brief and you will develop skills, knowledge and understanding in planning and development, making, testing, evaluation and communication.

Unit 3: Fundamentals of Materials Technology (externally assessed) You will study materials and their working properties and learn about processes and manufacture. You will gain knowledge of the applications and characteristics of a wide range of woods, metals and polymers and also learn about possible careers within industry.

Assessment and examinations:

Unit 1: Skills Demonstration - Learners undertake a number of mini projects that will allow them to be assessed against 12 practical skills and the knowledge associated with these. This is internally assessed and is worth 30% of the overall award

Unit 2: Extended Making Project - Learners will produce a made outcome in addition to a small portfolio to evidence the planning and development and testing and evaluation stages. This is internally assessed and is worth 30% of the overall award.

Unit 3: Fundamentals of Materials Technology - Learners will be assessed on their knowledge and understanding of the following: materials and their working properties, processes and manufacture, joining, components, adhesives and finishes, product specification, commercial practice, careers opportunities. This is externally assessed in a single 90 minute written exam and is worth 40% of the overall award.

Curriculum enrichment:

The Technology department runs workshops for Key Stage 4 students after school. This facility is designed to give help with both design and practical work issues. Homework support sessions are also offered.

Further education:

Sixth Form / College courses	University courses
Level 2 Design and Technology	Product Design, Design and Technology Degree, 3 Dimensional Design Degree.
Careers:	
Craftsperson, Teacher/Tutor, Skilled operative.	

Further information, advice and guidance:

Head of Department contact	Mr A. Hall a.hall@belmontschool.org.uk
Useful websites and other support	http://www.aqa.org.uk/subjects/design-and-technology/technical-award/materials-technology-3740



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