



Options 2017-18

Year 8 into 9

SUBJECT GUIDE

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Introduction

This booklet aims to describe the elements of the curriculum supporting students, Parents/Guardians understand of the choices on offer. This very important decision will guide your child's career pathways in the future and decide what pathways/subjects are studied during Years 9, 10 and 11.

A large part of the curriculum is compulsory for all students but there is also an element of choice. This means that students can shape their own learning programme in Key Stage 4 (KS4) according to their interests and future education and career aspirations. If these aspirations include a career in the healthcare professions, they should consider a future as part of our post-16 Healthcare Careers Academy.

Information about courses and the procedure for selecting option subjects is explained in this booklet. With the exception of several vocational qualifications, all subjects offered are GCSEs. For Year 8, the process has been simplified with the selection of pathway automatically generated from Year 6 (KS2) results.

From 2015, new specifications have been introduced in GCSE English and mathematics; from 2016, virtually all GCSE subjects will have been reformed*. These new GCSEs are part of the first wave of 'tougher' qualifications addressing concerns raised by the current government about examination standards.

*There will be instances throughout this option booklet and during the options process when the detail about new qualifications is simply not available. This is because Ofqual and the Department of Education are still in the process of quality assuring the new specifications presented to them by the various Examination Boards or, the Boards themselves are in the process of developing the specifications to share with schools and academies.

Qualifications in Key Stage 4

Key Stage 4 is the name given to the period of education during Years 9, 10 and 11. For most students this will cover the 13 to 16 age range. A range of qualifications is used to ensure students achieve the best possible grades for individual levels of ability.

General Certificate of Secondary Education (GCSE) – Mathematics, English and other EBacc subjects of the Curriculum are assessed by GCSE's. Most GCSE's will be assessed via examinations at the end of two years and these are worth 100%. Very few GCSEs have retained controlled assessment.

BTEC qualifications - are Level 2 qualifications (equivalent to GCSE) which offer on-going assessment of academic achievement an external assessment. These courses are examined through assignments at regular intervals with an examination 33%. They are more vocational in nature.

Pathways

There are 4 pathways students in Year 8 going to Year 9 will follow within the Academy.

S Pathway: Triple Science students on the EBacc qualification.

T Pathway: Combined Science on the EBAC qualification

A Pathway: Combined Science with 2 option subjects

R Pathway: Combined Science, supportive study** and 2 options

We encourage you to contact Mr Lewis about the preselected pathway options generated from your child's attainment data. Some families are keen to have extra support for their child with Math's and English and want them in the R pathway for instance.

Schedule

21/03/18	Options Evening launch
22/03/18	PSHE for Year 8 options day to investigate the option subjects
26/03/18	Assembly for anyone without an option form handed in
27/03/18	Options form hand in deadline
18/04/18	Confirmed options sent home in a letter, any parental concerns will need a meeting or call with Mr Lewis to discuss the change before the deadline
27/04/18	Options complete final option fixed for all students

Whatever courses students eventually follow, the staff, with the help of parents, will encourage each individual to achieve his or her best through academic excellence and suitable progression rates into the Sixth Form or further education being the ultimate aim.

Harborne Academy is a Good School moving towards outstanding which aims to provide all of its students with a first class education, advice and guidance to gain the correct qualifications. I hope you find this booklet informative and helpful in helping you to make the right choices for your child. Overleaf you will find a list of key dates to help and assist you in this process.

Careers Information Advice and Guidance

In order to make sound choices, students must be well informed.

Independent careers advice and guidance is available from a variety of sources:

Students will have a range of assemblies and talks regarding the different options from subject specialists. They will also have discussions with their form tutors analyzing career market information on projected employment need in the future. Students will also use the KUDOS software to support their investigation into the world of careers and work, this software supports learners to understand the industry that interests them as well as practical advice on how to get in there.

Independent careers advice can be found on a range of national websites:

- <https://nationalcareersservice.direct.gov.uk>
- <http://www.connexions-bs.co.uk/>
- <http://www.apprenticeships.org.uk/>
- http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/Which_Way_Now-2010-11.pdf

Further careers advice and guidance:

- Students can discuss pathways and options with teachers in subject areas or with their learning tutors
- Learning tutors deliver careers advice and support through the form time activities
- One to one interviews with students are offered as well as drop in sessions provided by the Academy and Birmingham Metropolitan College staff in Year 10
- Birmingham Careers Service still supports our students, working with their families to produce an action plan for their future career pathway

Students will use the PSHE day on Thursday 22nd March to investigate and try different subject areas of their choice. This will enable student to make better choice for subject areas before the deadline of 27th March 2018.

Staff understand that choosing your options can be stressful and a little unsettling. It can also be exciting and your first real step into planning ahead for your education and your own career plans. Within Harborne Academy we have two qualified Careers Advisors who are here to support you and guide you along the way. Mrs Smith and Miss Corbett are based in the Library and are on hand to support you from 08:00 – 16:00. Support can be given 1:2:1 or if you feel more comfortable talking through your plans in a group you can do this, too. Resources are available and Parents / Guardians are always invited to talk with the team.

A Commitment To Study

A commitment to study is essential to success. This means hard work in school and at home. Students can expect an increased homework load during these two important years. All courses have substantial elements of preparation work to be completed at home too.

Employers and institutions of further and higher education will be impressed by GOOD GRADES. They are keen to recruit people who have demonstrated the ability to work hard, who are reliable and trustworthy and who can contribute to the society in which they live and work. We therefore regard it as important that students continue to participate in extra-curricular activities and contribute to the wider life of our school community (although it may be necessary to curtail these at times approaching examinations).

Good attendance and punctuality at school are also vital to this success. It is also something that 6th Forms, colleges and apprentice employers ask about in a reference.

Core Subjects: Courses Every Student Follows

English Language & Literature
Mathematics (including Statistics)
Combined Science (double award)
Personal, Social and Health Education (PSHE) Physical Education

All students will follow courses in the subjects above; the format and type assessment and qualification to be awarded in each subject will depend on the learning preferences of students. Details can be found on the individual subject pages.

Option Subjects: Courses students can choose to follow

The pathway students follow will dictate the options they can make. Details of option subjects can be found on the individual subject pages. The choices below represent our offer in its entirety. Your child will have a tailored option from in your pack to select subject choices in preference following the personalised options sheet.

The Option Blocks

Option A	Option B	Option C
History	Triple Science	Geography
Geography	Business Studies	French
Catering	Music	Business
Photography	H&S	Engineering
Study Skills	IT	Art
		RE

6th Form at Harborne Academy

Opened in September 2014, Harborne Academy offers the Academy for Careers in the Medical Professions which will offer a range of courses used in the healthcare career pathways. Vocational courses for sixth formers to support their aspirations for careers in the healthcare professions.

With support from our sponsors, Birmingham Metropolitan College and unique links with local universities and hospitals, the Sixth Form Academy has quickly grown into a first-class learning experience in which all learners are supported to reach their full potential.

The range of qualifications delivered meets the entry requirements for numerous Universities, including the Russell Group applications and enhanced progression into a range of career pathways or Apprenticeship employment. Students not only receive first-class teaching, but are also provided work experience and voluntary placements in University Hospital Birmingham. In addition they can access support for interviews and specialist lectures from the local University.

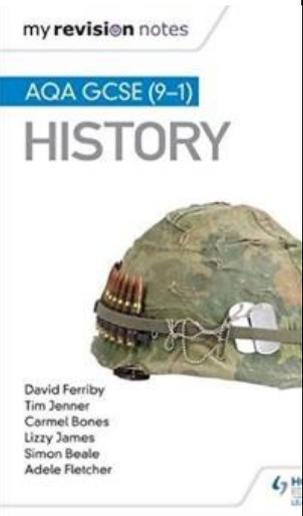
If your aspirations are to be a Radiologist, midwife, a scientist in cancer research, physiotherapist or a HR manager the Academy has a range of qualifications that will meet

the entry requirements for either University or apprenticeship employment. We have had students complete our courses and go on to study Pharmacy and Optometry as well as Biomedical Science with the BTEC qualifications gained.

Vocational: Level 3 Health & Social Care, Applied Science, Sport, and Business Studies

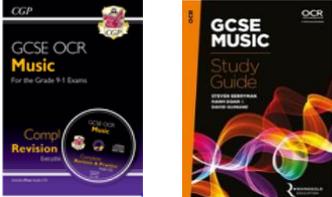
Options Subject information Guide

SUBJECT	<u>Geography</u>			
Exam Board	OCA Geography A (Geographical Themes) (9-1) J383 (from 2016) – Syllabus & Past papers on the OCR Website http://www.ocr.org.uk/qualifications/gcse-geography-a-geographical-themes-j383-from-2016/			
Exam Information	There are 3 papers:			
	1. Living in the UK Today	60 marks	60 mins	30% of GCSE
	2. The World Around Us	60 marks	60 mins	30% of GCSE
	3. Geographical Skills	80 marks	90 mins	40% of GCSE
<p>Key Information: For all exams:</p> <ul style="list-style-type: none"> • Students answer all questions • There is a separate Resource Booklet • Each exam is externally assessed • There will be three marks for SPaG associated with this component in each paper <p>The compulsory fieldwork component Fieldwork adds ‘geographical value’ to study, allowing learners to ‘anchor’ their studies within a real world context. Fieldwork must be undertaken:</p> <ul style="list-style-type: none"> • Outside the classroom and beyond the school grounds • On at least two occasions • In contrasting locations • In both physical and human geographical contexts 				
Careers information	<p>“Geography graduates have one of the highest rates of graduate employment, pursuing a wide range of career paths. Put simply, there is no such thing as a geography job; rather there are multiple jobs that geographers do” (<i>The Royal Geographical Society</i>)</p> <p>Geography careers offer opportunities to develop solutions to some of the most pressing issues for modern society, including climate change, natural disasters, overpopulation, urban expansion, and multicultural integration.</p>			
Extra resources/ websites/books	<p>Websites: https://www.gcsepod.com/gcsepod_content/geography/ http://www.bbc.co.uk/schools/gcsebitesize/geography/ http://www.s-cool.co.uk/gcse/geography https://revisionworld.com/gcse-revision/geography</p> <p>Books:</p> <ul style="list-style-type: none"> • OCR GCSE (9-1) Geography A: Geographical Themes (ISBN-139781471853081) • Geographical Skills and Fieldwork for OCR GCSE (9-1) Geography A and B (ISBN-9781471865961) 			
Intervention Schedule	A range of targeted intervention takes place throughout the course delivered and is delivered by subject specialists. Intervention is aimed at ensuring that all students achieve their target grade as a minimum.			

SUBJECT	History			
Exam Board	AQA – Syllabus & Past papers on the AQA Website http://www.aqa.org.uk/subjects/history/gcse/history-8145			
Exam Information	There are 2 papers:			
	Understanding the modern world	84 marks	1 hr 45 mins	50% of GCSE
	Shaping the nation	84 marks	1 hr 45 mins	50% of GCSE
Key Information: Chosen options at Harborne:				
Paper 1		Paper 2		
Period Study	Wider world depth study	Thematic study	British depth study	
Germany 1890 – 1945: Democracy and dictatorship	Conflict and tension: 1918 - 1939	Health and the people: c1000 to the present day	Norman England: c1066 – c1100	
Careers Information	Employers value the research, analytical, teamwork and communication skills that history students develop throughout their degree. Those who study history should be practised in applying lessons of the past to help resolve problems of the present, and have the ability to apply an analytical mind set to all kinds of situations and challenges. These problem-solving and analytical skills are relevant in just about any industry which has a focus on current societies and future developments, particularly in the fields of business, politics and academia.			
Extra resources/websites/books	<p>Websites: GCSE Pod, Bitesize KS4 History, S-cool the revision website, Revisionworld.com</p> <p>Revision guides and workbooks: My revision notes. AQA GCSE (9-1) History</p> <p>Germany 1890-1945: Democracy and dictatorship Revision Guide and Workbook ISBN: 9781292204765</p> <p>Conflict and tension, 1918-1939 Revision Guide and Workbook ISBN: 9781292204772</p> <p>Health and the people: c1000 to the present day Revision Guide and Workbook ISBN: 9781292204789</p> <p>Norman England, c1066-c1100 Guide and Workbook ISBN: 9781292204796</p>			
				

SUBJECT	Religious Studies			
Exam Board	AQA GCSE RELIGIOUS STUDIES A (9-1) -8062 (from 2018) – Syllabus & Specimen papers on the AQA Website http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/assessment-resources			
Exam Information	There are 2 papers:			
	The Study of religions: beliefs, teachings and practices	96 marks	1 hour 45 mins	50% of GCSE
	Thematic Studies	96 marks	1 hour 45 mins	50% of GCSE
Key Information: Beliefs, teachings and practices of two from: <ul style="list-style-type: none"> • Christianity • Islam Thematic Studies: Theme A: Relationships and families. Theme B: Religion and life. Theme E: Religion, crime and punishment. Theme F: Religion, human rights and social justice. Questions Each section has a common structure of two five-part questions of 1, 2, 4, 5 and 12 marks.				
Careers Information	Studying theology and religious studies allows you to explore how religious beliefs and practices shape and influence the world we live in. Religious Studies graduates move into a variety of careers: law, travel, advertising, human resources, diplomacy, publishing, journalism, the media and teaching.			
Extra resources/websites/books	Websites: https://www.gcsepod.com/gcsepod_video/religious-studies/ https://revisionworld.com/gcse-revision/rs-religious-studies Books: <ul style="list-style-type: none"> • AQA GCSE Religious Studies A: Christianity Publisher: Oxford University Press ISBN-13: 978-0-19-837033-8 • AQA GCSE Religious Studies A: Islam Publisher: Oxford University Press ISBN-13: 978-0-19-837034-5 • AQA GCSE (9-1) Religious Studies Specification A Publisher: Hodder Education ISBN-13: 9781471866852 Revision guides: https://padlet.com/dcox19/u3j7b2fwdpeb			
Intervention Schedule	A range of targeted intervention takes place throughout the course delivered and is delivered by subject specialists. Intervention is aimed at ensuring that all students achieve their target grade as a minimum.			

SUBJECT	Food and Cookery													
Exam Board	NCFE LEVEL 2 CERTIFICATE IN FOOD AND COOKERY – Syllabus & Past papers on the website: https://www.ncfe.org.uk/qualification-search/ncfe-level-2-certificate-in-food-and-cookery-4434.aspx													
Exam Information	4 mandatory units; each worth 25% equally													
Key Information:														
	<table border="1"> <thead> <tr> <th>Unit number & Title</th> <th>Assessment</th> </tr> </thead> <tbody> <tr> <td>Unit 1: Preparing to cook</td> <td>Internally assessed; portfolio of evidence</td> </tr> <tr> <td>Unit 2: Understanding food</td> <td>Internally assessed; portfolio of evidence</td> </tr> <tr> <td>Unit 3: Exploring balanced diets</td> <td>Externally set & marked assessment paper</td> </tr> <tr> <td>Unit 4: Plan & produce dishes in response to a brief</td> <td>Internally assessed; portfolio of evidence</td> </tr> </tbody> </table>		Unit number & Title	Assessment	Unit 1: Preparing to cook	Internally assessed; portfolio of evidence	Unit 2: Understanding food	Internally assessed; portfolio of evidence	Unit 3: Exploring balanced diets	Externally set & marked assessment paper	Unit 4: Plan & produce dishes in response to a brief	Internally assessed; portfolio of evidence	<p>To achieve the NCFE Level 2 Certificate in Food and Cookery, pupils must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units</p> <p>Pupils must achieve a minimum of a Pass in all assessment criteria within a unit in order to pass the unit as a whole.</p>	
Unit number & Title	Assessment													
Unit 1: Preparing to cook	Internally assessed; portfolio of evidence													
Unit 2: Understanding food	Internally assessed; portfolio of evidence													
Unit 3: Exploring balanced diets	Externally set & marked assessment paper													
Unit 4: Plan & produce dishes in response to a brief	Internally assessed; portfolio of evidence													
<p>This qualification is designed for learners who have an interest in food and cookery. It will provide learners with experience of using different cooking techniques and methods to enable them to use these within further education or apprenticeships. It will give them a basic understanding of the skills required for a career in food.</p>														
Head of Faculty	Mrs M Dhillon E-mail: mandeep.dhillon@harborneacademy.co.uk													
Lead Teacher	Miss J Barrett E-mail: joanne.barrett@harborneacademy.co.uk													
Careers	Hospitality & Catering: <ul style="list-style-type: none"> ✚ Barista ✚ Catering Manager ✚ Chef ✚ Publican ✚ Restaurant Manager 	Health & Well-being: <ul style="list-style-type: none"> ✚ Dietitian ✚ Environmental Health Officer ✚ Health Promotion Specialist ✚ Nutritionist ✚ Personal Trainer 	Food Development & Production: <ul style="list-style-type: none"> ✚ Consumer Scientist ✚ Food Laboratory Technician ✚ Food Processing Worker ✚ Food Scientist / Technologist 	Food Retail: <ul style="list-style-type: none"> ✚ Baker ✚ Butcher ✚ Food Buyer ✚ Retail Manager ✚ Shopkeeper 										
Extra resources/websites /books	Websites: GCSE Pod + BBC Food + Nutrition program Books: (for Unit 3 – Exam) GCSE Food Preparation & Nutrition (black cover) Food & Nutrition: Anita Tull – (red cover) School resources: Shared drive + Firefly													

SUBJECT	Music
Exam Board	OCR Music (9-1) - J536 (from 2016) 
Exam Information	60% Coursework: - (2 compositions = 30%, 2 performances = 30%); 40% Listening paper.
<p>Key Information:</p> <p>Our GCSE in Music provides an accessible and creative musical education, integrating the three main components: performing, composing and appraising. Students broaden their musical horizons within five areas of study as they explore musical context, language, performance and composition.</p> <p>Learners should study an instrument. The instrument can be any of the following:</p> <ul style="list-style-type: none"> • Any instrument; • Voice – this can include styles such as rapping or beatboxing; • D J-ing; • Sequencing. <p>At a glance:</p> <ul style="list-style-type: none"> • 60% of marks are for performing and composing coursework (listed above); • Total performance time will be four minutes across both performances; • Total composition time is three minutes across both compositions; • The Listening paper (40%) will encompass a wide range of Areas of Study, and includes interesting content, with excellent progression onto further education and other music careers (see below). 	
Lead Teacher	Mr Marcus Wheatley E-mail: marcus.wheatley@harborneacademy.co.uk
<p>Careers</p> 	<p>Careers pathways: Producers, composers for computer music, conductors, session musicians, music advisors, sound effects people for adverts and films, project commissioning, music therapists, teachers of music, work for sync and licensing companies, music supervisors for TV, radio pluggers, songwriters for adverts / jingles, studio engineers, producers, live instrument technicians for players (guitar techs etc.), road crew, working for people or performing rights, live and local music fieldworkers, children's' music classes, rhythm time, vocal coaches, voice rehabilitation specialists, specialist audio/visual technicians, instrument construction and overhaul, historic reconstruction, solo star...</p>
 <p>CGP and Rhinegold Guides (for OCR)</p>	<p>Websites:</p> <p>OCR website: <i>Download high-quality, exciting and innovative GCSE (9-1) Music resources from OCR:</i> http://www.ocr.org.uk/qualifications/gcse-music-j536-from-2016/ <i>Bitesize:</i> https://www.bbc.co.uk/education/subjects/zpf3cdm</p>

SUBJECT	<u>BTEC Engineering Level 2</u>
Exam Board	BTEC Engineering
Exam Information	Component 3 Responding to an Engineering Brief. Student will learn how to apply their knowledge and understanding from engineering principles to solving problems in a brief. This will be externally assessed.

Key Information:

The UK is regarded as a world leader in engineering, which covers a wide range of exciting and rapidly developing areas such as renewable energy, space, low carbon, aerospace, automotive, agri-food and bioscience. People with engineering skills are always in demand. Between 2010 and 2020, engineering companies are projected to have 2.74 million job openings.

In the course students will complete 3 components

Component 1 is an internally assessed unit looking at the engineering world and how engineering make products in different sectors showing students different career opportunities. In component 2 students develop their engineering skills by design and making a product from an engineering brief. Problem solving using maths and science is the fundamental principles of engineering. Good literacy skills will be needed to communicate a portfolio of evidence and evaluation. Finally component 3 is the external exam assessing students' knowledge and understanding of component 1 and 2 as well as a science based practical exam gathering data and making judgments.

Pearson BTEC Level 1/Level 2 Award in Engineering				
Component number	Component title	GLH	Level	How assessed
1	Exploring Engineering Sectors and Design Applications	36	1/2	Internal
2	Investigating an Engineering Project	36	1/2	Internal
3	Responding to an Engineering Brief	48	1/2	Synoptic External

***Subject to DFE approval for 2021**

Teacher	Mr Lewis E-mail: antony.lewis@harborneacadmey.co.uk
Careers	This qualification will give students a good grounding for a future in Engineering. This could consist of an apprenticeship at level 2 or combined with grade 5+ Maths and English a Level 3 Engineering qualification. This will allow students to apply to University of higher apprenticeships in Engineering or other courses if they students change their mind.
Extra resources/websites/books	Websites: https://qualifications.pearson.com/en/qualifications/btec-tech-awards/engineering.html http://www.tomorrowsengineers.org.uk/ http://www.bbc.co.uk/schools/gcsebitesize/art/ https://nationalcareersservice.direct.gov.uk/job-profiles/manufacturing-and-engineering https://www.bbc.co.uk/education/clips/zrpd7ty

SUBJECT	IT		
Exam Board	OCR Cambridge National Certificate in IT http://www.ocr.org.uk/qualifications/cambridge-nationals-ict-level-1-2-j800-j810-j820/		
Exam Information	There is one exam- which is 50% of then qualification Unit 1- Understanding tools, techniques, methods and processes for technological solutions.		
Key Information:			
Unit	Core units	Assessment method	% of the Qualification
1	Understanding tools, techniques, methods and processes for technological solutions.	External	50% 1 hour and 45 minute examination
2	Creating Data Management Systems for Business	Internally assessed and Externally Moderated.	50% Control Assessment
WHAT WILL YOU ACHIEVE? <ul style="list-style-type: none"> • Practical problem solving with hands on creativity. • Advanced skills beyond typical GCSE level. • Skills that are highly valued by employers such as Project Management, Cyber Security, Knowledge of Legislation and Data Management. • Knowledge on how IT is used to help businesses operate and grow. 			
Careers Information	This qualification is a good grounding for any students in any discipline since the skills acquired in the use of IT in Business and problem solving will apply to any field of study at any level. Students wishing to go into employment will have the skills and specialist knowledge to open doors to working in Cyber Security, Marketing, Project Management, Date Management and creative or technical roles. Students wishing to continue their IT studies will be able to increase their knowledge and continue to an A level standard (Level 3 Award).		
Extra resources/websites/books	Useful websites to revise OCR Cambridge National Certificate in IT : http://www.bbc.co.uk https://www.bbc.com/education/levels/zc9d7ty http://www.bbc.co.uk/schools/gcsebitesize/dida/ http://www.bbc.co.uk/bitesize/standard/computing/		

SUBJECT		BTEC Tech Award in Enterprise (Business Studies)	
Exam Board		Edexcel https://qualifications.pearson.com/en/qualifications/btec-tech-awards/enterprise.html will find the syllabus and past papers on the website.	
SUBJECT	Art & Design		
Exam Information		There is 1 external Synoptic element to the BTEC. Unit 3- Promotion and Finance for Enterprise	
Key Information:			
Unit	Core units	Assessment method	GLH
1	Exploring Enterprises	Internal	36
2	Planning for and Running an Enterprise	Internal	36
3	Promotion and Finance for Enterprise	External	48
<div style="border: 1px solid black; padding: 5px; margin: 5px;"> <p>To achieve the BTEC level 1/2 Tech in Business, pupils must successfully demonstrate their achievement of all the learning outcomes and assessment criteria of the units.</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <p>Pupils must achieve a minimum of a pass in all the assessment within a unit in order to achieve a level 2 pass overall. If the work does not meet the level 2 criteria, then the student will achieve a level 1 Pass, Merit, Distinction or a "U" grade if they do not meet the criteria at all.</p> <p>Students need to successfully PASS all units to achieve the qualification.</p> </div>			
Careers Information		<p>Students can move onto BTEC level 3 Extended Diploma in Business if they successfully complete this course.</p> <p>Typical jobs with a Business qualifications:</p> <ul style="list-style-type: none"> •Business adviser •Business analyst •Chartered management accountant •Corporate investment banker •Data analyst •Management consultant •Operational researcher •Project manager •Stockbroker 	
Extra resources/websites/books		<p>Useful websites to revise BTEC Tech Award in Enterprise:</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/business/ http://www.businessdictionary.com/ http://www.businessstudiesonline.co.uk/live/ http://www.bbc.co.uk http://www.tutor2u.net/business/revision-quizzes.html www.thetimes100.co.uk</p>	

SUBJECT	Art & Design
Exam Board	AQA - <i>follow the link to view the Specification.</i> http://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016.PDF
Exam Information	Students final grade will be made up from: 60% Coursework - 40% Exam
<p>Key Information:</p> <p>Unit 1: Coursework – This is 2 projects that are teacher led and allows students to explore a number of materials so that strengths and weaknesses can be realised and worked upon. Coursework allows students to research, develop and refine ideas and practise which will ultimately lead to a final piece.</p> <p>Unit 2: Exam - All students are entered for the same exam and will be presented with the exam paper in the January of year 11. They will select 1 question out of 7 which they will then need to explore using the methodology that we developed throughout the coursework. Research and developing of ideas will take place during normal lesson time and the students own time; at this stage teacher input is acceptable. The final exam will take place at the end of April/May (date will be confirmed at a later date) and will be 10 hours long, normally over 2 days. This time is given to allow the students to produce a final response to their chosen question in a creative manner. It is imperative that students are making links between their sketch book and their final outcome to attain as many marks as possible.</p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">ASSESSMENT OBJECTIVES</p> <ul style="list-style-type: none"> • A01 Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding <i>(Look at the work of other artists and think about how they work, show that you have really thought about this and use this to give you ideas about ways to develop your own work)</i> • A02 Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes <i>(When you collect images, show that you can select the best and experiment with different ways to develop your ideas to find the one that works best! We should be able to see evidence of this in your sketchbook)</i> • A03 Record ideas, observations and insights relevant to their intentions in visual and/or other forms <i>(Think carefully about the images you collect for projects, if you start off with lots of good material then you give your self a chance to do your very best!)</i> • A04 Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements. <i>(This brings everything together – if you have worked hard on Assessment Objectives 1-3 then you will be able to develop some exciting final work, you will also be asked to evaluate your work when you have finished)</i> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>This bit needs to be evidenced in your sketch book. It is going to make ¾ of your mark – 75% of your final mark.</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>A04 is worth 25% of your final mark</p> </div>	
Head of Faculty	Mrs Mandeep Dhillon E-mail: mandeep.dhillon@harborneacademy.co.uk
Equipment	Most materials are supplied by the Art Department which students are welcome to take home where possible but must respect, look after and return upon completion.
Extra resources/websites/books	Websites: http://www.studentartguide.com/ http://www.bbc.co.uk/schools/gcsebitesize/art/ https://www.pinterest.co.uk/explore/websites-for-artists/
Careers Pathway	The list is endless but here are some of the most popular: Architect, Antique Dealer, Animator, Art Teacher, Art Therapist, Community Arts Worker, Fashion Designer, Graphic Artist, Interior Designer, Make-up artist, Museum Curator, Product Designer, Web Designer

SUBJECT	Art & Design Photography
Exam Board	AQA - <i>follow the link to view the Specification.</i> http://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016.PDF
Exam Information	Students final grade will be made up from: 60% Coursework - 40% Exam
<p>Key Information:</p> <p>Unit 1: Coursework – This is 2 projects that are teacher led and allows students to explore lighting and composition. Pupils will be introduced to photography techniques to enhance and rethink how they take photos. Project 1 will be the same for all as this allows the tutor to see how all students are developing and allows students to build on strengths and realise weaknesses. Project 2 is discussed with the tutor but chosen by the student; this allows for a more independent approach. Coursework allows students to research, develop and refine ideas and practise which will ultimately lead to a final piece.</p> <p>Unit 2: Exam - All students are entered for the same exam and will be presented with the exam paper in the January of year 11. They will select 1 question out of 7 which they will then need to explore using the methodology that we developed throughout the coursework. Research and developing of ideas will take place during normal lesson time and the students own time; at this stage teacher input is acceptable. The final exam will take place at the end of April/May (date will be confirmed at a later date) and will be 10 hours long, normally over 2 days. This time is given to allow the students to produce a final response to their chosen question in a creative manner. It is imperative that students are making links between their sketch book and their final outcome to attain as many marks as possible.</p> <div style="border: 2px solid blue; border-radius: 20px; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">ASSESSMENT OBJECTIVES</p> <ul style="list-style-type: none"> • A01 Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding <i>(Look at the work of other artists and think about how they work, show that you have really thought about this and use this to give you ideas about ways to develop your own work)</i> • A02 Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes <i>(When you collect images, show that you can select the best and experiment with different ways to develop your ideas to find the one that works best! We should be able to see evidence of this in your sketchbook)</i> • A03 Record ideas, observations and insights relevant to their intentions in visual and/or other forms <i>(Think carefully about the images you collect for projects, if you start off with lots of good material then you give your self a chance to do your very best!)</i> • A04 Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements. <i>(This brings everything together – If you have worked hard on Assessment Objectives 1-3 then you will be able to develop some exciting final work, you will also be asked to evaluate your work when you have finished)</i> </div> <div style="border: 1px solid blue; padding: 5px; margin: 10px 0;"> <p>This bit needs to be evidenced in your sketch book. It is going to make $\frac{3}{4}$ of your mark – 75% of your final mark.</p> </div> <div style="border: 1px solid blue; padding: 5px; margin: 10px 0;"> <p>A04 is worth 25% of your final mark</p> </div>	
Head of Faculty	Mrs Mandeep Dhillon E-mail: mandeep.dhillon@harborneacademy.co.uk
Equipment	Students will need a smartphone or camera to be able to take part in this course. Please make sure that you are also equipped with a lead to be able to download your images. Sketchbooks provided by the Academy.
Extra resources/websites/books	Websites: http://www.bjp-online.com/ https://iphonephotographyschool.com/ https://www.popphoto.com/
Careers Pathway	Here's a list of some of the most popular: Portrait Photographer, Commercial Photographer, Wildlife Photographer, Scientific and Medical Photographer, News Photographer, Sports Photographer, Wedding and Special Occasions Photographer

SUBJECT	<u>BTEC Awards Health and Social Care</u>			
Exam Board	Edexcel https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care.html			
Exam Information	<u>Health and Social Care:</u> <ul style="list-style-type: none"> • Component 1 & 2 coursework marked internally (in school) • Component 3 is a controlled assessment where students are provided with a case study. Students then produce written assessment using knowledge base from all taught components 			
Vocational Interaction	We offer students to try the empathy pregnancy belly, links with sunrise residential care home, Aston lighthouse and Health offering practical approaches to nursing.			
<p>Key Information: BTEC Tech Awards are designed to be taught alongside GCSEs, giving your students a glimpse into a professional sector whilst teaching them transferable skills for life: understanding life stages, services and values within health and social care as well as health and wellbeing of individuals. BTEC TECH are specifically designed for 14-16 year olds graded at Level 1 and Level 2 to recognise the achievements of all students assessed using assignments and practical tasks to suit vocational students.</p> <p>Learners are required to complete and achieve all the components included in the qualification. :</p>				
Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care				
Components	Component title	GLH	Level	How assessed
1	Human Lifespan Development	36	1/2	Internal
2	Health and Social Care Services and Values	36	1/2	Internal
3	Health and wellbeing	36	1/2	Synoptic External (Controlled Assessment)
<p>The qualification has three components that focus on the assessment of knowledge, skills and practices. The learners will take this qualification over a two-year period or longer. This means that they are given the opportunity to build their confidence in understanding the sector, vocational contexts and vocational attributes over a long period during the course of study before they are assessed.</p>				
Careers information	A range of careers are available once students complete both level 2 and 3 offered at Harborne. Career such as Social Worker, Nursing, Care Assistant, General Practitioner (GP), Health Visitor, Nursery worker, Youth and Community Worker, Midwifery, Mental Health Nurse and other social care jobs within 'Health' or 'Social' sector.			
Extra resources/websites/books	Revision guides/ Books: BTEC Tech Award Health and Social Care Student Book			

SUBJECT	<u>GCSE French and Home Language</u>
Subject	GCSE French and Home Language
Exam Information	Four skills are assessed in GCSE French: listening, speaking, reading and writing. Each examination will account for 25% of the final grade. GCSE French is assessed at both Foundation (grades 1-5) and Higher (grades 4-9) tiers. Students must be assessed in all four skills at the same tier.
Vocational Interaction	<p>At Harborne Academy, we highly value the benefits that language learning brings our students. The GCSE French course further develops the skills introduced at Key Stage 3, building upon the vocabulary bases and grammatical foundations that have been set. Three key themes are studied throughout the course:</p> <ul style="list-style-type: none"> • Theme 1: Identity and culture • Theme 2: Local, national, international and global areas of interest • Theme 3: Current and future study and employment
<p>Key Information:</p> <p>The ability to communicate in another language is a skill that most employers are keen to see from candidates. Aside from the obvious speaking and communication skills, a qualification in a language demonstrates the development of a range of skills including problem solving skills, logical thinking and literacy. Languages are an essential life skill that can provide many opportunities in further education and employment, for example sandwich years at University, gap years, career promotion.</p>  <p><u>GCSE in a Home Language</u></p> <p>At Harborne Academy, we are proud of the wide array of language backgrounds that our students have. On the condition that students are competent in all four skills of assessment (listening, speaking, reading and writing), they may be entered for the GCSE examinations in their respective language (please note that not all home languages are available at GCSE). We work closely with the Brasshouse Language School and other colleagues to provide this opportunity for our students. All students wishing to be entered for their home language will take an initial assessment with their tutor to ascertain their levels of competency in the four skill areas. The results of this initial assessment will allow for appropriate support to be provided so that students succeed in all four skills. There is an expectation of a commitment outside school hours in order to prepare for these examinations.</p>	
Careers information	French links many different forms of careers from the business, leisure and travel to the media. You do need to consider a modern foreign language for access to Russell group and Oxbridge universities.
Extra resources/websites/books	Revision guides/ Books: AQA French GCSE