



YEAR 9
GCSE FOUNDATION GUIDE
2017 - 2018



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(Courses arranged alphabetically)

February 2017

Dear Archer parents and students,

We have been delighted by the response of our students to the curriculum opportunities available to them as they move into Year 9.

Our Year 9 curriculum builds on the foundations of our excellent provision across Year 7 and Year 8, allowing students to sample a range of new courses, as well as beginning to specialise in subjects at which they have begun to excel. Archer Academy students will begin their Key Stage 4 programme of study from Year 9, enabling a 3 year depth Key Stage 4 model, with a deliberately flexible and staggered approach to subject specialisation.

Our Year 9 curriculum is designed to enable greater personalisation for our students and is designed through a series of blocks; with students, able to make choices in some blocks in Year 9 and then refine and make further choices in Year 10. Students will not be making decisions about their final GCSE portfolio until Year 9.

Year 9 is the first step for our students in creating their personal curriculum pathway through which they can truly realise their potential.

How does our Year 9 curriculum model work?

Our Year 9 curriculum is composed of five blocks.

Red block: This block constitutes the core curriculum; subjects everyone must study. In Year 9 students will begin their GCSE courses in English Language and Literature, Mathematics and Science. Students will continue to study a foreign language/functional skills and PE in a similar format to now. Humanities forms a part of the red block; however, time allocations for History and Geography in Year 9, as such important academic subjects, will be increased to 2 hours per subject per week.

Grey block: This block constitutes the additional core curriculum for our students; securing statutory parts of the curriculum. Additionally, this block enables us to provide opportunities for our students to continue to grow as independent learners and build the skills needed for success at GCSE, A Level and beyond. In addition to students' compulsory subjects in red block, students will study Computer Science, Citizenship and Extended Project for one term each over the course of Year 9.

Purple block: This block enables students to make decisions about their creative, performing and visual arts curriculum. Students have benefitted from extensive breadth in their creative, performing and visual arts subjects across Year 7 and Year 8. Year 9 provides the opportunity for students to study two courses in depth, for two hours each per week. Students should make two choices in this block.

Green block: This block provides our students with the opportunity to experience an introductory year in one of a variety of GCSE courses. Amongst the menu of courses available this block provides students with the flexibility to follow a dual linguist pathway.

White block: This block forms enrichment choices for our Year 9 cohort. As students move into Year 9 they will have separate enrichment choices to the rest of lower school. Students will not make their enrichment choices until September. This block is designed to enrich and extend our students experiences and skills to support their wider learning.

For our Year 9 students their enrichment programme will be distinctly different on each afternoon. On one afternoon per week students will make a choice to study a course for a full academic year; these courses will include opportunities such as *Duke of Edinburgh*, *GCSE Further Maths*, *LAMDA*, *Latin*, *Sport Studies*, *debating society* and other programmes which have the possibility of external accreditation in the future. On the other afternoon students, will be able to make different choices each term, as they do now, from a range of courses designed to spark their imaginations and try something different; such as *Velocity Dance*, *Archer Players*, *chess*, *climbing*, *book club* and *a host of sports*.

Making informed choices

What follows in this booklet is detailed information about each of the subjects' students are able to choose from in Year 9; across the **purple** and **green** blocks. It is imperative that students make broad and balanced choices; not narrowing their curriculum too significantly at this stage whilst taking the opportunity to play to their strengths.

Before any choices are made students should:

1. **Read** this booklet carefully.
2. **Discuss** the subjects with parents or carers. Which do you enjoy the most and are most relevant for you?
3. **Ask** for further information from subject teachers, Heads of Department and form tutors.
4. **Select** the subjects you want and would like to study. These are not necessarily the ones chosen by your friends.
5. **Remember** the choices you make help to shape your decisions for your final GCSE portfolio. Your choice may have an influence on what you do in Year 10, your future career or course selection for Sixth Form. Once you have started your course, you must see it through to the end on Year 9.
6. **Reflect** by asking themselves some searching questions:
 - *Am I on track to achieve my target level in the subjects (or similar subjects) I would like to choose by the end of the academic year? Am I considering choosing subjects (or similar subjects) in which my attainment to date is high? If not, what can I do to raise the level of my work?*
 - *Have I discussed my progress with my form tutor recently?*
 - *Have I spoken to my subject teacher?*
 - *Have I shown good motivation so far?*
 - *Do I really know what the subject involves?*
 - *Have I considered any specific requirements for the course? For example Music?*
 - *Have I thought ahead and considered possible career paths to see if this subject would be useful in my future?*

Thinking ahead to Year 10

Our students will refine and finalise their choices in Year 9 ready for Year 10. This options process will provide all of our students with the chance to qualify for the high status national academic standard called the English Baccalaureate. This standard is becoming increasingly important for employers as well as for college and university selection processes. Students can reach the English Baccalaureate standard by gaining 1-9 GCSE passes in English Language, English Literature, mathematics, science which includes computer science, a modern foreign language or Latin, history or geography. We are determined that the vast majority of Archer Academy students should reach this important standard as long as it is an appropriate route for them.

However, we are aware that the English Baccalaureate pathway is not the route suited to all students and their ambitions for their future. Therefore, Year 10 choices do include a variety of vocational based subjects such as BTEC Health & Social Care and BTEC Engineering to enable every student to realise their potential and relish their learning.

Students will then make further choices, based on their experiences of subjects in Year 9, to finalise their GCSE portfolio.

What happens next?

Naturally, as parents, you will want to make the best choices and to have access to good quality advice. This booklet helps start that process by providing an overview of the courses we offer. Please use this booklet to support discussions at home, as a family, and with subject teachers and Heads of Department.

Students, following discussion with teachers and parents, should then complete their choices form. Each student must hand in their completed choices form to their form tutor on Learning Review Day, on Friday 24th February.

Every effort will be made to ensure that as many students as possible are successful in getting their first choices. However, if too few students opt for a subject or if a subject is oversubscribed, it may be necessary for a student to study a reserve choice. In this case the student will sit down with Mr Oakley and Mr McSherry to discuss the matter. Therefore, students should please think carefully about their second and third choices.

Students should record their two subject choices for the **purple block** and make one subject choice in the **green block** on their choices form; enclosed at the back of this booklet.

This is an exciting time for our students. Our ability to offer this curriculum design is based on their success and maturity to date. We very much look forward to supporting you and them on this next stage in their journey.

Please do not hesitate to contact your child's form tutor or any of their subject teachers over the coming week as the all important decisions are made.

Best wishes,



Lucy Harrison
Headteacher

Making choices

This is how your Year 9 curriculum will be constructed:

Red Block - Core subjects							Grey block	Purple Block	Green Block	White Block
English Language English Literature	Mathematics	Combined Science	French or Spanish or Functional Skills	History	Geography	PE	Citizenship, Computer Science & EPQ	Make two choices	Make one choice	Enrichment

Core curriculum

All students follow the core curriculum. This is designed to give you the skills and qualifications that you will need for the future; whatever you decide to do. You will also have two hours of PE – to keep you healthy in body as well as mind! Finally, all students will study Citizenship, Computing and Extended Project on a termly rotation across Year 9.

Choices subjects

The remaining subjects available are for you to choose from across two blocks. These blocks have been designed to allow you personalise your curriculum and prepare well for Upper School. You need to choose two subjects from the purple block and one subject from the green block to create your pathway.

Purple Block (2 Choices)	Green Block (1 Choice)
Art and Design Dance Design & Technology Drama Music	Classical Civilisation Computer Science Italian Latin Media Studies Photography PE Psychology <i>VCERT Business & Enterprise</i>

GCSE Grades and changes to GCSE specifications

All subjects at GCSE will now be graded on a scale from 9-1; in contrast to the former A* - G scale. The specifications for the GCSE courses have been rewritten and in general the following changes are common:

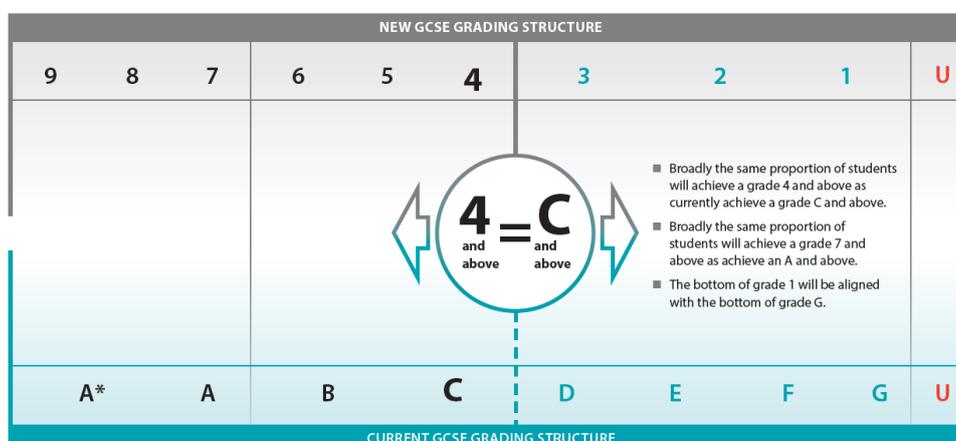
- there is less coursework (now called Non Examined Assessment or NEA), and no longer any controlled assessments
- maths content has been increased in relevant subjects
- quality of written English counts for more marks
- the amount of content has increased and in some cases brought in some of the A level content
- all courses are now linear, so all assessment takes place at the end of year 11
- exams will cover all content studied from the start of year 9

From the start of year 9 students will be assessed against this new scale where a 9 is the highest possible and 1 is the lowest.

There is not a direct translation between the old letter grades and the new number grades, and the artificial C/D borderline is now less important to students and schools. However, a “good pass” is considered to be a grade 5 or above. Grade 6 will probably become the new entry requirement for continuing to study a course at A level.

The following helps to explain what the new grades mean:

- The new numbered grades will not translate directly from the old grades A* - G, but we do know that approximately the same proportion of students who currently achieve:
 - grade A or higher will receive a grade 7 or higher
 - grade C or higher will receive a grade 4 or higher
 - grade 9 will be a new grade for very high performing students, to be set as the top fifth of the current A grades
 - grade 5 will be the benchmark for a 'good pass'
 - the bottom of grade 1 will be the same as the bottom of grade G



Purple Block Choices

Art & Design

Subject: Art and Design	
Purple Block Choice	
Grade level 9-1	
Examining body: Edexcel	Specification: GCSE Art & design
Synopsis of course: This course encompasses art, craft and design and encourages students to explore a range of 2 or 3 dimensional approaches to their studies. Work produced will demonstrate the use of formal elements and creative skills, and allow students to visually communicate feelings, ideas and observations. This GCSE course aims to develop: <ul style="list-style-type: none">• creative and imaginative ability and the practical skills for expressing original ideas, feelings and meanings in art and design• investigative, analytical and experimental learners with critical and enquiring minds• cultural knowledge and understanding of art, craft and design used in different times, contexts and societies• confidence, resilient, self-disciplined and committed learners	
Teaching methods and resources: Over the course of Year 9 students will be introduced to the Art and Design GCSE through 2 internally set units. The first unit 'structures and surfaces' will encourage students to begin to work more independently, however each lesson will involve teacher demonstrations, input and task ideas. The aim of this unit is to ensure students understand how to complete preparatory work and a final piece based on a theme that shows clear evidence of each assessment objective. The second unit will encourage students to continue to work independently and begin to set their own tasks. Work will be monitored through class, group and individual critical tutorials, one to one feedback (written and verbal) and demonstrations. Students will be expected to work in at least 2 of these disciplines: Painting and drawing, sculpture, print making and alternative media units will be designed to enable this to happen. Students will be required to use and develop these skills: <ul style="list-style-type: none">• A range of art, craft and design processes.• An understanding of how ideas, feelings and meanings are conveyed.• An understanding of the work of others and how it relates to own practice and social, historical and cultural context.• An ability to record observations and experiences using appropriate materials and processes.• An exploration of sources (analysis and evaluation) and mediums (experimentation)• An ability to refine and develop work as it progresses.	
Students will be assessed by the following methods at GCSE, Year 9 will follow a similar structure: Unit 1: Personal portfolio in Art and Design weighted at 60% of the total GCSE <ul style="list-style-type: none">• this unit is internally set, marked and standardised before external moderation• students must show evidence of all 4 assessment objectives (see below)	

Unit 2: Externally set assignment in Art and Design weighted at 40% of the total GCSE

- this unit consists of one externally set, broad based thematic starting point
- work produced will consist of 30 hours of preparatory work and a 10 hour exam
- this unit is externally set, internally marked and standardised before external moderation
- students must show evidence of all 4 assessment objectives (see below)

Students will be assessed against 4 assessment objectives, each weighted equally at 25%:

- **AO1:** develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding
- **AO2:** refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes
- **AO3:** record ideas, observations and insights relevant to their intentions in visual and/or other forms
- **AO4:** present a personal, informed and meaningful response demonstrating analytical and critical understanding

Where could studying GCSE Art and Design take me? Further study and employment opportunities:

This course provides the ideal foundation year for GCSE Art and Design, Textiles and GCSE Fine Art and then good preparation for A Level courses such as Fine Art.

The course is ideal for students considering future careers in the art, design and technology industry; branding, product design, graphics, textile and fashion design, interior design, architecture and decoration.

Head of Department: Mr Pearson

Dance

Subject: Dance

Purple Block Choice

Grade level 1-9

Examining body: AQA

Specification: GCSE Dance

Synopsis of the course:

This GCSE Dance course aims to:

- Build on your technical and interpretive performance skills.
- Expand on your knowledge of choreography and provide you with an opportunity to create contemporary dance repertoire.
- Examine a range of professional works and study practitioners within the field.
- Improve your understanding of dance specific terminology and literacy.
- Develop your resilience, independence, discipline and creativity.

The GCSE year 9 dance course will focus on students developing their practical understanding of contemporary performance technique and the craft of choreography. Practical dance repertoire created and learned will allow students to build on their coursework in year 10. The students will study the basics in theory and analyse a professional dance work to assist them making effective progress in their written examination.

Teaching methods and resources:

Lessons will be a mixture of practical performance technique, choreography and theory sessions. The students will study the course for two hours per week. There will be additional extended performance opportunities to enhance the student's ability and prepare them for their final examination in year 11.

Skills Required

- Imagination and creativity.
- Commitment to attending lessons and after school rehearsals on a weekly basis.
- Some previous dance experience or the ability to show potential and enthusiasm in dance.
- Positive approaches to choreography and challenging dance stimuli.
- Willingness to work in groups and participate in other student's choreography.
- Resilience and high levels of discipline.

Assessment methods:**Critical Appreciation of Dance**

You will be required to write a written exam paper based on two chosen professional works. This year the students will be studying Matthew Bourne's Nutcracker and David Bintley's Still Life At The Penguin Cafe.

Set Study and Contemporary Technique

This contemporary dance solo will demonstrate your understanding of the technical and interpretive performance skills required to achieve GCSE Level. It represents 20% of the final mark and is examined externally by the AQA.

Performance in a Duo or Group

You will perform this dance with others in the group, and the choreography will be based on a chosen professional dance work. The students will need to demonstrate a range of technical and interpretive skills, and a solid insight of their role in group performance.

Choreography**Solo Composition**

In this unit you will be given the opportunity to explore three motifs from a professional work and develop this into a solo choreography.

Group Choreography

This choreographic dance task allows you to be innovative and creative. The students independently pick a stimulus or starting point for their composition, and are expected to create a dance for 2, or maximum 5, dancers.

Where could studying GCSE dance take me? Further study and employment opportunities:

This course provides the ideal foundation year for GCSE dance and is a good preparation for A level courses within dance, drama and the creative performing arts. You will learn invaluable skills that employment and higher education institutes will recognise and find extremely interesting.

The course is ideal for students considering future careers within the creative and performing arts field. Help will be given to pupils preparing for auditions for full time courses at the end of key stage four.

Head of Department: Miss Randall

Design & Technology

Subject: GCSE Design & Technology					
Purple Block Choice					
Grade level 9-1					
Examining body: OCR	Specification: TBC				
<p>Synopsis of the course: This course encompasses research, designing and making. It also encourages students to explore existing products and designers to inform their own work. Work produced will demonstrate the use of formal elements and creative skills, and allow students to visually communicate feelings, ideas and observations.</p> <p>This GCSE course encourages students to</p> <ul style="list-style-type: none"> • Engage actively in the processes of design and technology in order to develop as effective and independent learners. • Enable pupils to make decisions, consider sustainability and combine skills with knowledge and understanding in order to design and make quality products. • Encourage pupils to combine their designing and modelling skills with knowledge and understanding, in order to produce outcomes capable of being rigorously tested. 					
<p>Teaching methods and resources: Over the course of year 9 students will be introduced to the product design and resistant materials GCSE through design and make projects.</p> <p>Pupils will develop key skills in research, knowledge of theory, designing through sketching and CAD. They will also develop making skills using various materials and machinery such as drills, sanders, laser cutters, 3D printers and may more.</p> <p>These will take the form of a design and make project where pupils will identify target markets and go through the design process to make a working end product.</p> <p>Work will be monitored through class, group and individual critical tutorials, one to one feedback (written and verbal) and demonstrations. Students will be expected to complete design work and practical work in order to pass each project.</p>					
<p>Students will be assessed by the following methods at GCSE, Year 9 will follow a similar structure:</p> <p><i>Pupils will be assessed on a written theory exam and a practical design and make project.</i></p> <p>GCSE pupils will be assessed on</p> <table border="0"> <tr> <td>• Iterative design challenge (Coursework)</td> <td style="text-align: right;">50% of marks</td> </tr> <tr> <td>• Principles of Design and Technology (2hr written theory exam)</td> <td style="text-align: right;">50% of marks</td> </tr> </table>		• Iterative design challenge (Coursework)	50% of marks	• Principles of Design and Technology (2hr written theory exam)	50% of marks
• Iterative design challenge (Coursework)	50% of marks				
• Principles of Design and Technology (2hr written theory exam)	50% of marks				
<p>Where could studying GCSE Product Design take me? Further study and employment opportunities: This course provides the ideal foundation year for GCSE Product design and Resistant Materials and then good preparation for A Levels courses such as Product Design. The course is ideal for students considering future careers in product design, industrial design, graphic design, architecture, engineering etc.</p>					
Head of Department: Mr Pearson					

Drama

Subject: Drama

Purple Block Choice

Grade level 9-1

Examining body: OCR

Specification: GCSE Drama

Synopsis of the course:

OCR's GCSE (9–1) in Drama will encourage learners to:

- Apply knowledge and understanding of drama when making, performing and responding to drama.
- Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created (a performance text is one that has been written specifically for theatrical performance)
- Develop a range of theatrical skills and apply them to create performances.
- Work collaboratively to generate, develop and communicate ideas.
- Develop as creative, effective, independent and reflective students able to make informed choices in process and performance.
- Contribute as an individual to a theatrical performance.
- Reflect on and evaluate their own work and that of others.
- Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice.
- Adopt safe working practices.

The GCSE year 9 drama course focuses on developing a practical understanding of drama and refining the craft of the devising process. The students will study a range of famous playwrights and work on performance skills and the art of characterisation. The course will enable pupils to build on their understanding of how to write about drama and build their knowledge of complex terminology.

Teaching methods and resources:

The students will explore a mixture of practical performance and devising workshops and theoretical sessions. The students will study the course for two hours per week. There will be additional extended performance opportunities to enhance their ability and prepare them for their final external examinations in year 11.

Skills Required

- Ability to contribute and direct others in the devising process.
- Commitment to attending lessons and after school drama rehearsals on a weekly basis.
- Passion for drama performance and exploring new scripts and playwrights.
- Positive and resilient approaches to independent rehearsal.
- Willingness to work in groups and collaborate/lead in the devising process.
- Evaluative and analytical processes when writing about drama.
- Creativity when exploring a specific role or key theme.

Assessment methods:**Devising Drama***Tomorrow's World & The Exam*

You will take part in a series of workshops that will be centred on a range of drama genres, themes and topics. For example you will take part in lessons that explore the concept of 'Tomorrow's World'. You will be expected to use Drama strategies and techniques to explore this stimulus and work collaboratively in groups.

Documentary Evidence (written project)

Throughout the workshops you must keep a logbook of everything you do to ensure that you write an effective Drama portfolio. Your portfolio will show your understanding of how you have explored the work and an evaluation of the work you have done. You will be expected to use detailed and analytical writing techniques.

Presenting and Performing Texts*Metamorphosis*

You will be expected to explore Steven Berkoff's famous play, Metamorphosis. You will be put in groups, by your teacher and refine scripted scenes from the production. You will be assessed on your skills in acting and interpretation of the playwright's intention. In Year 9, there will be various opportunities to be assessed on your performance skills in order for you to progress effectively.

Performance and Response*History of Drama Workshops*

You will take part in a series of workshops exploring a range of scripted playwrights chosen by your teacher. This will range from Greek theatre to Shakespeare. You will show your ability to interpret a play in various ways and show an understanding about how to theoretically evaluate live performance.

Where could studying GCSE drama take me? Further study and employment opportunities:

This course provides the ideal foundation year for GCSE Drama and is a good preparation for A level courses within creative and performing arts. You will learn invaluable skills that employment and higher education institutes will recognise and find extremely interesting.

The course is ideal for students considering future careers within the creative and performing arts field. Help will be given to pupils preparing for auditions for full time courses at the end of key stage four.

Head of Department: Miss Randall

Music

Subject: Music

Purple Choice Block

Grade level: 9-1

Examining body: Edexcel

Specification: 2016

Synopsis of the course:

This qualification supports students in forming personal and meaningful relationships with music through the development of musical knowledge, understanding and skills including performing, composing and appraising.

The qualification encourages students to engage critically and creatively with a wide range of music and musical contexts, develop an understanding of the place of music in different cultures and contexts, and reflect on how music is used in the expression of personal and collective identities.

This qualification also supports the development of musical fluency and provides access to further study of music at AS and A Level.

The aims and objectives of this qualification are to enable students to:

- Engage actively in the process of music study.
- Develop performing skills individually, and in groups, to communicate musically with fluency and control.
- Develop composing skills to organise musical ideas and make use of appropriate resources
- Broaden musical experience and interests, develop imagination and foster creativity
- Develop knowledge, understanding and skills needed to communicate effectively as musicians
- Develop awareness of a variety of instruments, styles and approaches to performing and composing
- Develop awareness of music technologies and their use in the creation and presentation of music
- Recognise contrasting genres and styles of music, and develop some awareness of musical chronology
- Develop as effective and independent learners with enquiring minds
- Reflect on and evaluate their own and others' music
- Engage with, and appreciate, the diverse heritage of music; in order to promote personal, social, intellectual and cultural development.

Teaching methods and resources:

Lessons will be divided between individual and group Performance rehearsal, Composition and Music Writing, and preparing for the written test by exploring and analysing several pieces of music from the following four areas – Classical, Vocal Music, Music for Stage and Film, and Fusion.

- Solo performing
- Ensemble performing
- Approaches to performing
- Developing musical ideas
- Compositional techniques and strategies
- Ensuring technical control and coherence
- Methods of notating composition scores

Assessment methods:

Component One: Performance – 30%

- Students perform two separate pieces, of at least four minutes' combined duration.
 - One solo performance, of at least one minute in duration.
 - One ensemble performance, of at least one minute in duration.
- Each performance will be out of 30 marks.
- Internally marked and externally moderated.
- GRADE 4 = Standard Level GRADE 5 = Higher Level

Component Two: Composition – 30%

- Students compose two compositions, of at least three minutes' combined duration
 - One composition to a brief set by Pearson, of at least one minute in duration.
 - One free composition set by the student, of at least one minute in duration.
- Each composition will be out of 30 marks.
- Internally marked and externally moderated.

Component 3: Appraising 40%

Written examination: 1 hour and 45 minutes

- Musical elements, musical contexts and musical language
- Areas of study:
 1. Instrumental Music 1700–1820
 2. Vocal Music
 3. Music for Stage and Screen
 4. Fusions.

The paper is made up of two sections and is out of a total of 80 marks.

Section A – Areas of study, dictation, and unfamiliar pieces (68 marks)

- Six questions related to the eight set works.
- One short melody/rhythm completion exercise.
- One question on an unfamiliar piece (skeleton score provided) with questions on its musical elements, musical contexts and musical language.
-

Section B – Extended response comparison between a set work and one unfamiliar piece (12 marks) – approx. 2 x A4 sides.

- One question that asks students to compare and/or evaluate the musical elements, musical contexts and musical language of one set work with one unfamiliar piece of music.

Where could studying Music take me? Further study and employment opportunities:

This course provides the ideal foundation year for GCSE Music (Edexcel) and is essential preparation for A Level courses such as Music and Music Technology. Studying instrumental music or singing to a high standard indicates a good work ethic, commitment to rehearsal and dedication to learning, especially useful to emphasise on university applications. Music is viewed as both a creative art and as an academic subject, given the necessity of historical and theoretical knowledge required to reach the top grades.

The course is ideal for students considering future careers in Professional Musicianship, Performance Art, Musical Theatre, Music Therapy, Advertising and Creative Media, Teaching, Music Technology and Sound Engineering, Radio Production, the Music and Music Festival Industry, Live Music Industry...

Head of Department: Miss Jones

Green Block Choices

Classical Civilisation

Subject: Classical Civilisation

Green Block Choice

Grade level 9-1

Examining body: OCR J199

Full and short course options may be available in the future.

Synopsis of the course:

The GCSE foundation in Classical Civilisation has been designed to provide learners with a broad, coherent and rewarding study of the culture of the classical world. It offers learners the opportunity to study elements of the literature and visual/material culture of the classical world, and acquire an understanding of their social, historical and cultural contexts.

This qualification has been developed in consultation with teachers and stakeholders from a variety of institutions, and allows teachers to design a pathway of study for learners that is well suited both to teachers' expertise and learners' needs. Familiar, popular topics are joined by innovative, exciting new ideas, to create a creative, new approach to the study of the classical world.

GCSE (9–1) in Classical Civilisation will help learners to understand the legacy of the classical world, whilst developing their knowledge and skills in preparation for further educational opportunities, including A level Classical Civilisation.

Students will study the following topics which will be introduced through this introductory year:

- Life as an ancient Greek citizen, focusing on life in Athens. The following aspects of life in Athens will be focused on; the gods, temples, sacrifice, The Panathenaia, The City Dionysia, tragedy and comedy, The Oikos, education.
- Life as an ancient Roman citizen, focusing on life in Rome.
- Set texts such as Homer's *The Odyssey* or Virgil's *Aeneid* will be introduced.
- Study of key locations within the ancient world such as Sparta.

This course provides the opportunity for students to enjoy an intellectually rigorous course which improves analytical skills. Classics is supportive of wider areas of the curriculum such as learning modern languages and History.

Teaching methods and resources:

Students will develop the following skills:

- Develop a detailed knowledge of set books, and the ability to analyse, evaluate and respond to them in their cultural and literary context.
- Explore a range of sources to draw conclusions about the values and priorities of the citizens of Rome and the image Rome portrayed to the rest of her empire.
- Explore literary and visual sources to draw conclusions about the values and priorities of the citizens of Athens and the image Athens portrayed to other city states in Greece.
- Develop analytical and evaluative skills.
- Make informed, personal responses to the texts and sources studied

Students will read a series of set texts and sources throughout the course.

Assessment methods:

Students will be assessed by terminal exam. The exam will compose of a series of questions based on original sources for students to analyse and evaluate in order to investigate a particular aspect of the civilisation being studied; for example, Greek or Roman. Alongside source based questions, students will complete essay style questions, which will be based on both literature and key locations within the ancient world.

Where could studying Classics take me? Further study and employment opportunities:

This course provides the ideal foundation year for GCSE Classical Civilisation and is a good preparation for A Level courses such as Classics, Latin, History, Politics and English Literature.

The course is ideal for students considering future careers in archaeology, geology, teaching, academia/research, literature, journalism and the wider areas of the media.

Head of Department: Mrs Hyland

Computer Science

Subject: Computer Science (Year 9)

Green Block Choice

Grade level: 9-1

Examining body: OCR

Specification: Computer Science J276 (New specification)

Synopsis of the course:

Every time you use a computer (laptop, tablet, mobile phone) you are using programs that have been created by programmers – the software engineers who shape the connected world in which we increasingly live, work and play.

Studying computer science in Year 9 will open up an incredible range of opportunities as you learn to become a creator of the digital world rather than just a consumer. Find out how a computer thinks and how it remembers, and start to take control by learning how to program.

This GCSE course aims to:

- introduce students to the exciting world of computer science
- start on a journey that allows students to become masters of the digital world
- develop critical thinking, analysis and problem-solving skills
- learn the basics of programming
- prepare students for GCSE computer science

Teaching methods and resources:

For this year 9 course, learning to code will be a core part of the year because this is at the heart of computer science. Students will need to be prepared to rise to the challenge of breaking apart problems into small steps so that they can be turned into programming code.

We will be using Python which can be installed for free at home.

In addition, students will learn about binary numbers and logic gates, and how a computer works on the inside. This understanding will then lead on to how computers store information in various

forms. The OCR website has a MOOC (Massive Open Online Course) with numerous short videos which help to explain the concepts, and this is also free to use.

There is a significant mathematical element to the subject and so students considering it should be confident mathematicians.

Students will be assessed by the following methods at GCSE, Year 9 will follow a similar structure:

The full GCSE includes a written exam paper (80%) and a programming controlled assessment (20%).

To prepare students for this in year 9 there will be tests to check understanding and an end of year exam, as well as short programming projects which will contain varying degrees of challenge depending on the level each student is working at.

Where could studying computer science take me? Further study and employment opportunities:

The year 9 course will be an excellent preparation for the full GCSE in Computer Science. This can then lead on to A level Computer Science.

The digital industry is a fast growing success story in this country and particularly in London, and there is an incredible range of careers, college and university courses that are looking for talented and enthusiastic students. Even those interested in engineering, biology, physics and chemistry will benefit from a computer science grounding and computing skills are in high demand in many industry sectors.

Head of Department: Mr Oakley

Italian

Subject: Italian (Year 9)

Green Block Choice

Grade level: 9-1

Examining body: AQA

Specification: Course Code 8633

Synopsis of the course: This GCSE course aims to equip students with languages as a skill for life; the study of languages provides essential skills that students can utilise for further study, work and leisure and we encourage our students to see the value of this and enjoy their language learning. This course will enable students of all abilities to develop their Italian language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence. In addition to developing key language skills this course will also develop students' cultural awareness.

Teaching methods and resources: Students will be taught for two hours per week and will be expected to consolidate this learning through regular homework.

The specification covers three distinct themes which apply to all four question papers. Students are expected to be able to understand and provide information and opinions on key topics within these themes. They are encouraged to discuss both their own experiences and those of other people, including people in countries and communities where Italian is spoken.

Theme 1: Identity and culture: Me, my family and friends; Technology in everyday life; Free-time activities; Customs and festivals in Italian-speaking countries/communities

Theme 2: Local, national, international and global areas of interest: Home, town, neighbourhood and region; Social issues; Global issues; Travel and tourism

Theme 3: Current and future study and employment: My studies; Life at school/college; Education post-16

In order to be successful linguists, students will develop their ability in the four key language skills, as outlined below:

Listening: Students are expected to be able to:

- identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving familiar and some more complex language, recognising the relationship between past, present and future events.
- deduce meaning from short narratives and authentic spoken material which address a wide range of contemporary and cultural themes, answering questions, extracting information, evaluating and drawing conclusions.

Speaking: Students are expected to be able to:

- communicate and interact effectively in speech for a variety of purposes across a range of specified contexts
- take part in a short conversation, asking and answering questions and making creative use of the language to express and justify their own opinions, thoughts and points of view
- speak spontaneously and sustain communication, responding to unexpected questions, points of view or situations
- make appropriate and accurate use of a variety of vocabulary and grammatical structures, with reference to past, present and future events
- use accurate pronunciation and intonation to be understood by a native speaker.

Reading: Students are expected to be able to:

- identify the overall message, key points, details and opinions in a variety of written passages across a range of contexts, recognising the relationship between past, present and future events
- deduce meaning from authentic sources and short narratives involving some complex language and unfamiliar material and addressing relevant contemporary and cultural themes
- demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning
- translate a short passage from Italian into English.

Writing: Students are expected to be able to:

- communicate effectively in writing for a variety of purposes across a range of specified contexts
- produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately, making accurate use of a variety of vocabulary and grammatical structures, including describing and narrating with reference to past, present and future events
- manipulate the language, using and adapting a variety of structures and vocabulary, making independent, creative and more complex use of the language to express and justify individual opinions, thoughts and points of view, in order to interest, inform or convince
- translate sentences and short texts from English into Italian to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

Students will be assessed by the following methods at GCSE, Year 9 will follow a similar structure:

<p>Listening (25%) Foundation Tier and Higher Tier</p> <ul style="list-style-type: none"> • Section A – questions in English, to be answered in English or non-verbally • Section B – questions in Italian, to be answered in Italian or non-verbally 	<p>Speaking (25%)</p> <ul style="list-style-type: none"> • Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier) • Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier) <p>General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)</p>
<p>Reading (25%)</p> <ul style="list-style-type: none"> • Section A – questions in English, to be answered in English or non-verbally • Section B – questions in Italian, to be answered in Italian or non-verbally • Section C – translation from Italian into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier) 	<p>Writing (25%) Foundation Tier</p> <p>Q1 – message (four sentences in response to a photo) Q2 – short passage (student writes 40 words) Q3 – translation - English into Italian (35 words) Q4 – structured writing task (90 words)</p> <p>Higher Tier</p> <p>Q1 – structured writing task (90 words) Q2 – open-ended writing task (150 words) Q3 – translation from English into Italian (50 words)</p>
<p>Where could studying Italian take me? Further study and employment opportunities: It is widely accepted that a working knowledge of a foreign language enhances job opportunities and is a valuable asset which broadens your horizons both socially and culturally. Languages are one of the 5 EBacc subjects; a GCSE in a Modern Foreign Language will widen your choice of university courses as the EBacc qualification is highly regarded by Universities. In addition, languages are one of the 8 facilitating subjects identified by Russell Group Universities. Studying a ‘facilitating’ subject leaves open a wide range of options for future university study. A language GCSE is ideal for students considering future careers in international business, retail and sales, teaching, law, journalism, translation or tourism, although languages can be used in almost any career.</p>	
<p>Head of Department: Mrs McMullan</p>	

Latin

Subject: Latin (Year 9)

Green Block Choice

Grade level: 9-1

Examining body: OCR

Specification: Course Code J282

Synopsis of the course:

This Latin course has been designed to help learners develop their understanding of the Latin language and the related ancient literature, values and society as well as to develop a lifelong enthusiasm for the Classical world.

During the course students will:

- Develop and deploy their knowledge of vocabulary, morphology and syntax in order to read, understand and interpret Latin.
- Develop their knowledge and understanding of ancient literature, values and society through the study of original texts, adapted and abridged as appropriate
- Select, analyse and evaluate evidence to draw informed conclusions from the literature studied
- Demonstrate knowledge and understanding of the historical, literary and cultural context of a text and identify and appreciate its literary form and impact on the reader
- Develop and apply their critical, analytical and reflective skills to evaluate evidence from a range of sources
- Develop insights into the relevance of Latin and of ancient literature and civilisation to our understanding of our modern world of diverse cultures
- Deploy their knowledge and understanding of Latin to deepen their understanding of English and other languages
- Relate their knowledge and understanding of the ancient world to other disciplines
- Develop research and analytical skills which will empower them to become independent learners and enquirers, equipping them for further study in arts, humanities and sciences

Teaching methods and resources:

Students will be taught for two hours per week and will be expected to consolidate this learning through regular homework. Teaching and learning will focus on the three key areas below:

Language: Learners study texts and stories in Latin to build knowledge and understanding of Latin vocabulary, accident and syntax.

Prose and Verse Literature: Learners study Latin set texts and answer questions in English on aspects of content and analyse, evaluate and respond to the ancient literature they have studied.

Literature and Culture: Learners study two topics on Roman Civilisation and Culture using the sources in the Prescribed Sources Booklet and answer questions in English on aspects of content, culture, social practices and values.

Students will be assessed by the following methods at GCSE, Year 9 will follow a similar structure:

The Latin GCSE consists of three components that are externally assessed. Learners **must** sit the language assessment and then choose **any two** from the literature section.

Language: This is a **compulsory** component. (externally assessed, 50% of the total GCSE, 100 marks)

Latin Language is an externally assessed written examination. The examination lasts **1 hour 30 minutes** and is formed of two sections.

Section A (30 marks.)

An unseen passage will recount a story drawn from mythology or Roman domestic life. 20 marks are available for answering comprehension questions in English, including questions about the derivation of English words from Latin. 10 marks are available for learners to choose between **either** answering questions on accident and syntax **or** translating three basic English sentences into Latin.

Section B (70 marks.)

An unseen passages will recount a story or stories drawn from history. 20 marks will be available for answering comprehension questions in English. 50 marks will be available for translating a passage of unseen Latin of **at least 90 words** into English.

Literature: These are **optional** components (externally assessed, each component is worth 25% of the total GCSE, 50 marks each)

Each examination lasts **1 hour**. Student will sit 2 examinations. Each component tests understanding and appreciation of a prescribed set text which is between 110 and 120 lines in length. Learners will be asked to translate a short passage of the set text from Latin into English and answer comprehension questions. They will also be required to answer analysis questions which will be marked on a point by point basis and an 8-mark analysis question which is marked using a level of response grid. Learners will also be required to write an extended response, which draws upon material from the set text.

Where could studying Latin take me?

The study of Latin will not only develop knowledge and understanding of ancient literature, values and society but will also develop key skills including research and analytical skills which will empower students to become independent learners and enquirers, equipping them for study across the curriculum at GCSE and beyond. The study of Latin will also deepen understanding of English and other languages, setting students up for greater success in their Modern Language GCSE. This course is excellent preparation for an A Level course in Latin as well as in Classics, History, Politics, Modern Foreign Languages and English Literature. A GCSE in Latin is highly regarded and widens your choice of university courses.

The course is ideal for students considering future careers in archaeology, geology, teaching, academia/research, literature or journalism.

Head of Department: Mrs McMullan

Media Studies

Subject: Media Studies (Year 9)

Green Block Choice

Grade level: 9-1

Examining body: AQA

Specification: 4812

Synopsis of course:

This GCSE Year 9 foundation course aims to:

- actively engage students in the study of media
- develop independent learners with enquiring minds
- develop critical and reflective thinkers
- develop a knowledge and understanding of contemporary issues

You will study the **theory** but will also be expected to develop **practical skills**. For example:

- You will research, design and create a front page for a new magazine.
- You will research into successful film marketing campaigns and then create your own marketing campaign for your own film idea.
- You will plan, film and edit your own music video or television advertising campaign.

Teaching methods and resources:

Students will enjoy this course by developing their skills in:

- critical analysis
- research
- a broad commercial and cultural awareness of the media and creative industries
- teamwork
- initiation and development of creative work in writing, audio-visual or other electronic media
- a flexible, creative and independent approach to tasks
- the ability to work to a brief and meet deadlines

Students will need to take an interest in the wider world of media, newspapers, magazine, television, radio and podcasting. A wider subject knowledge will have a real benefit on the student's ability to be successful on this course.

Students will be assessed by the following methods at GCSE, Year 9 will follow a similar structure:

Coursework 60%: 3 Assignments – ranging from 500 words – 1000 words.

1 practical production (e.g. making a music video or advertising campaign)

Exam 40%: - 1 hours and 30 minutes

The exam area is based on a pre-released topic with guidance and stimulus being given out before the exam. The exam itself will consist of a range of questions/tasks – some will test your knowledge and understanding of the topic and other tasks will assess your creativity and practical skills. The practical tasks could be to design the opening credits to a new television programme or to sketch out a new magazine front page

Could you cope with this style of exam question?

"You work for an independent television company - Good Time Productions - which is developing new ideas within the profitable area of Game Shows for television. Good Time has already placed productions with Channel 4, but now wants to break into the more profitable market of ITV. Your task is to prepare a package to present to the directors of the company, offering ideas for a new show."

Where could studying Media Studies take me? Further study and employment opportunities:

Media Studies provides a good basis for a multitude of career options in the commercial world including: media planner, multimedia specialist, programme researcher, public relations, runner for broadcasting/film, video, television/film/video production.

The ability to communicate information clearly and effectively is an essential skill all employers want.

Head of Department: Mr Savage

Photography

Subject: Photography

Green Block Choice

Grade level 9-1

Examining body: AQA

Specification: 8206

Synopsis of course:

This Year 9 foundation GCSE course aims to introduce pupils to a variety of experiences exploring a range of photographic media, techniques and processes. They will be made aware of both traditional and new technologies.

Students will explore relevant images, artefacts and resources relating to photography and a wider range of art and design, from past and recent times. This is an integral part of investigating photography and the process of creating a final piece. Students' responses to a range of artists will be shown through practical and critical activities which demonstrate the candidates' understanding of different styles, genres and traditions.

GCSE Art and Design (Photography) provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in ways that are both personally relevant and developmental in nature. This two unit specification enables students to develop their ability to actively engage in the processes of Art and Design – to build creative skills through learning and doing, to develop imaginative and intuitive ways of working and develop knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures.

Teaching methods and resources:

Students are required to work in one or more area(s) of photography, such as those listed below. They may explore overlapping areas and combinations of areas.

- portraiture
- landscape photography
- still-life photography, working from objects or from the natural world
- documentary photography, photo journalism

Students will use workbooks to underpin their work where appropriate. There is no specific requirement for pupils to demonstrate drawing skills in this course unless they wish to. Students may use traditional methods and/or digital techniques to produce images. Students will be required to demonstrate skills in all of the following:

- the ability to explore elements of visual language, line, form, colour, pattern and texture in the context of photography
- the ability to respond to an issue, theme, concept or idea or work to a brief or answer a need in photography
- appreciation of viewpoint, composition, depth of field and movement; time-based, through such techniques as sequence or 'frozen moment'
- the appropriate use of the camera, film, lenses, filters and lighting for work in their chosen area of photography
- understanding of techniques related to the developing and printing of photographic images, where appropriate, presentation and layout

Students must show knowledge and understanding of:

- how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts created in the chosen area(s) of photography
- historical and contemporary developments and different styles and genres
- how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created
- continuity and change in different styles, genres and traditions relevant to photography
- the working vocabulary and specialist terminology which is relevant to their chosen area(s) of photography

Students will be assessed by the following methods at GCSE, Year 9 will follow a similar structure:

Students will acquire a detailed knowledge and understanding of the four assessment objectives: develop, refine, record and present. The course is made up of two units:

- Unit 1 – Personal Portfolio of Work: This is worth 60% of the final GCSE mark and can include a range of a pupil's most successful work.
- Unit 2 – Externally Set Assignment: This is an exam and will involve a theme issued by the exam board with a variety of starting points to choose from. Pupils have until the day of the exam to complete preparatory studies to create a final piece in 10 hours (2 school days) of exam time. This is worth 40% of the final GCSE mark.

Where could studying Photography take me? Further study and employment opportunities:

This course provides the ideal foundation year for GCSE Photography and then good preparation for further progression to Art and Design related courses such as A-level Art and Design and enhanced vocational and career pathways.

The course is ideal for students considering future careers in the creative arts, media and design; for example: advertising, fashion, documentary, film and animation.

Head of Department: Mr Pearson

Physical Education

Subject: Physical Education

Green block choice

Grade level 9-1

Examining body: AQA

Specification: 8582

Synopsis of course:

This GCSE foundation course aims to open your eyes to the amazing world of sports performance. Not only will you have the chance to perform in three different sports through the non-exam assessment component, you will also develop wide ranging knowledge into the how and why of physical activity and sport.

The combination of the physical performance and academic challenge provides an exciting opportunity for students. You can perform, and then, through the academic study, learn how to improve your performance through the application of the theory.

Physical Education is learned through a range of different contexts, looking at the impact it has on both our and other people's everyday lives. You will learn the reasons why we do things, why some people out-perform others, mentally and physically. You will also delve into the ethical considerations behind the use of drugs whilst gaining an understanding of the consequences of inactivity and poor diet.

Teaching methods and resources:

The course will be a mixture of practical and theoretical teaching. At least one hour a week will be practically based and when possible, other theory elements will be delivered in a practical setting. In the lessons the students will need to work independently and in groups. Research skills will be very important to ensure students are up to date with the wider issues in sport.

Students will be required to use and develop these skills:

- research and analysis of current issues in sport
- be able to use a range of team and individual skills in practical settings
- understand how to give effective feedback to performers and analyse their own performance
- an ability to use a range of tactics and techniques to improve performance

Assessment methods:

Content Overview	Assessment Overview	Assessment Overview
<ul style="list-style-type: none"> • Applied anatomy and physiology. • Physical training • Use of data • Movement analysis 	The human body and movement in physical activity in sport. (01) 78 marks 1hr 15mins written paper	30% of total GCSE
Socio-cultural influences <ul style="list-style-type: none"> • Sports psychology • Health, fitness and wellbeing • Use of data • Socio-cultural influences 	Socio-cultural influences and well-being in physical activity and sport (02) 78 marks 1 hour written paper	30% of total GCSE

<ul style="list-style-type: none"> • Practical activity assessment (3 activities mixed of team and individual sports) • Analysing and evaluating performance to bring about improvement. 	Practical performance in physical activity and sport (03) 100 marks Non-exam assessment	40% of total GCSE
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Where could studying PE take me? Further study and employment opportunities:

This course provides the ideal foundation year for GCSE PE and is a good preparation for A Level courses such as A-level PE. This is an interesting and challenging learning experience. In it we introduce key sporting ideas and show how these interact with practical performance, you will gain insights into the relationships they have with each other throughout the course.

There is an opportunity for the development of transferable skills including: decision making, psychological understanding of people, independent thinking, problem solving and analytical skills as well as thinking, acting and reacting under pressure.

The course is ideal for students considering future careers in teaching and coaching, sports science, media, marketing, sports management, health and exercise, sports psychology, diet and nutrition, physiotherapy

Head of Department: Mr Gillo

Psychology

Subject: Psychology	
Green Block Choice	
Grade level 9-1	
Examining body: OCR	Specification: J203 - TBC
Synopsis of course:	
<p>The foundation year for OCR's GCSE (9–1) specification in Psychology is designed to inspire and engage learners by providing a broad, coherent, satisfying and worthwhile course of study which develops an understanding of the ideas and values that characterise 'self' and others. Learners will be equipped with a psychological literacy that enables them to apply their knowledge and skills in their everyday lives, including making informed decisions about further study and career choices. OCR are enriching and supporting their qualification by working with Time to Change, England's biggest programme to challenge mental health stigma and discrimination, run by the charities Mind and Rethink Mental Illness</p>	
Teaching methods and resources:	
<p>OCR's GCSE (9–1) in Psychology will encourage learners to:</p> <ul style="list-style-type: none"> • use specialist vocabulary, psychological concepts, terminology and conventions to engage in the process of psychological enquiry • acquire knowledge and understanding of psychology, developing an understanding of self and others, and how psychological understanding can help to explain everyday social phenomena 	

- understand how psychological research is conducted, including the role of scientific method and data analysis
- present information, develop arguments and draw conclusions through a critical approach to psychological evidence, developing as reflective thinkers
- develop an understanding of the relationship between psychology and personal, moral, social and cultural issues, and develop an understanding of ethical issues in psychology
- develop an understanding of psychological issues, the contribution of psychology to individual, social and cultural diversity, and how psychology contributes to society.

Assessment methods:

Content Overview	Assessment Overview	
<ul style="list-style-type: none"> • Criminal Psychology • Development • Psychological Problems • Research Methods 	Studies and applications in psychology 1* (01) 90 marks Written paper 1 hour 30 minute	50% of total GCSE
<ul style="list-style-type: none"> • Social Influence • Memory • Sleep and Dreaming • Research Methods 	Studies and applications in psychology 2* (02) 90 marks Written paper 1 hour 30 minutes	50% of total GCSE

Where could studying Psychology take me? Further study and employment opportunities:

This course provides the ideal foundation and good preparation for the GCSE course in Psychology. The course is ideal for students considering future careers in psychology, mental health, medicine, business management or nursing amongst many others.

Head of Department: Mr Gillo

V Cert qualification:

At the Archer Academy we also offer a V Cert qualification for Year 9 students. V Certs are NCFE’s Vocational Certificates that have been developed to meet the DfE’s specifications. They contain both internally and externally assessed elements, and are the equivalent to one GCSE. The qualifications are graded Pass, Merit and Distinction.

V Certs

- meet all Ofqual and DfE requirements for rigour and balanced assessment
- are equivalent to one GCSE in the school performance tables
- count as part of the “other approved qualifications” element of Progress 8
- are supported by a network of external moderators and examiners.

VCERT Business & Enterprise

Subject: Business & Enterprise (VCERT)	
Green Block Choice	
Grade level: Pass-Merit-Distinction	
Examining body: NCFE	Specification: NCFE Level 2 Certificate in Business and Enterprise
<p>Synopsis of course:</p> <p>This is a vocational course which means that more of the assessment is via coursework than for a full GCSE. Whilst this is not actually a GCSE qualification it is classed as “equivalent to” a GCSE. Grades are awarded as Pass, Merit or Distinction rather than 9-1:</p> <ul style="list-style-type: none">➤ Pass is equivalent to a GCSE grade 4.➤ Merit is equivalent to a GCSE grade 5.5➤ Distinction is equivalent to a GCSE grade 7. <p>This qualification is designed for students who want an introduction to business and enterprise that includes a vocational and hands-on element. It has been developed to enthuse and inspire students about a career in business and enterprise. The qualification will appeal to students who wish to either set up their own business, move into employment or progress onto further study in business.</p> <p>Students will cover a range of areas such as types of business, skills and characteristics of entrepreneurs, marketing, and risks and rewards in business. This will include looking at local businesses and local entrepreneurs.</p> <p>Students will be encouraged to come up with business plans for their own ideas and investigate the issues facing a start-up business.</p> <p>There will be a focus on marketing, understanding why this is important, how to target a market through research, and the impact of social media on promotion.</p> <p>The finance unit will focus on the money side of business in terms of sources of funding, costs, cash flow and profits, and what it means to break even. This will involve a wider understanding of tax and national insurance within the UK.</p> <p>The final unit allows the students to plan and carry out their own business project, working with others and reflecting on their contributions to its success.</p>	
<p>Teaching methods and resources:</p> <p>Students will enjoy this course by learning how to:</p> <ul style="list-style-type: none">• make concise reports• plan investigations• use their mathematical skills in a practical context• think creatively and independently• communicate effectively• learn in a team• utilise ICT to research and present their findings	

Students will need to take an interest in the wider world of business and a healthy interest in TV programs such as Dragons Den and The Apprentice is helpful.

Assessment methods:

<p>Unit 01: Introduction to business and enterprise</p> <p>This unit aims to give students an introduction to business and enterprise. It gives students an introduction to start up projects and helps them to identify risks and rewards.</p>	<p>Internally assessed portfolio of evidence</p>	<p>25%</p>
<p>Unit 02: Marketing for business and Enterprise</p> <p>This unit aims to give students an insight into market research, and different marketing opportunities and techniques.</p>	<p>Externally marked assignment (5 hours)</p>	<p>25%</p>
<p>Unit 03: Finance for business and enterprise</p> <p>This unit aims to provide students with a basic knowledge and understanding of business finance for a new business or enterprise.</p>	<p>Internally assessed portfolio of evidence</p>	<p>25%</p>
<p>Unit 04: Plan, develop and participate in a business or enterprise project</p> <p>This unit aims to develop a project plan and implement the project. The learner will then go on to evaluate the overall success of the project.</p>	<p>Internally assessed portfolio of evidence</p>	<p>25%</p>

Where could Business Studies take me? Further study and employment opportunities:

From an entrepreneur to a charity worker to an accountant, studying Business and Entrepreneurship will give you the skills to enter virtually any industry. Business and Enterprise gives you the choice to specialise in an area of business such as marketing and promotion or to combine all aspects of business by owning and running your own enterprise.

Some of the more focused careers that Business and Enterprise can lead to are:

- Marketing
- Human Resources
- Accountancy
- Purchasing
- Public Relations
- Advertising
- Logistics
- Production
- Retail Management
- Administration
- Banking
- Insurance

In addition, this qualification is a good route into apprenticeships, as well as level 3 certificates and diplomas at college.

Head of Department: Mr Oakley

Choices Record/Notes

Purple block (2 choices)	
1.	2.
Reserve choices:	Reserve choices:
Green block (1 choice)	
1.	
Reserve choices:	
Notes:	