



Sawtry Village
Academy

Guided Pathways Prospectus



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Introduction

This prospectus provides you with details of the courses and other activities which are available to students at the Academy during Key Stage 4 (Year 9,10 and 11)

THE KEY STAGE 4 PROGRAMME OF STUDY

Core Curriculum

SUBJECTS

ENGLISH (Language and Literature)

MATHEMATICS

SCIENCE

CORE STUDIES

PHYSICAL EDUCATION

ICT SKILLS

With the exception of Physical Education, Core Studies and ICT skills, the entire core curriculum subjects will be examined at GCSE or level 2 equivalents. This may change as short courses or qualifications become available to be achieved during core curriculum time.

All examined subjects lead to GCSE qualifications or Level 2 Equivalents such as BTEC. This means that most students will follow a complete programme of study ultimately leading to between 8 and 11 GCSEs. Careers, Information, Advice and Guidance forms an integral part of Key Stage 4 and helps ensure all students are supported with their next pathway at Post 16.

Guided Pathways

The subjects available within this programme are wide and varied which allows students to explore new subjects, or continue those studied in Key Stage 3. Guidance is given on the Pathways Form as to the choice of subjects offered to each student. In making these choices, they are expressing a preference for the subjects they would like to follow.

Whilst it is hoped that all courses and subjects will be available in September, and that students are able to study their first choices, it is important that students make clear their order of preference when selecting. We cannot guarantee every student will be able to study their choice or that all subjects will run, although we will do our very best to try and make that possible.

Students should consider a number of factors before making their final choices. As well as selecting subjects where they have talent and subjects they enjoy, students should consider their ambitions for future study or careers. Choosing a combination of subjects that offers some variety during their GCSE years whilst building a good foundation of subjects to move on with. They should certainly ask the question 'to what extent is a subject desirable or essential to a preferred career?' It is possible to book a careers interview with a qualified professional careers advisor or speak further with teachers and the leadership team during academic mentoring or in school time.



GCSE courses

GCSE courses are aimed at the whole ability range. They are assessed by various means. Some have an element of school based assessment carried out on tasks completed during the course. All have a final examination or assessment worth at least 40% of the overall grade which is taken towards the end of the course.

To be successful in completing GCSE courses it is vital that students consistently produce their best work at all times. Controlled Assessment tasks which earn marks towards the final grade in a subject may be set at regular intervals from the very start of the course.

The English Baccalaureate

It is important that students organise their time efficiently and allow enough time to complete work to a high standard. Work which is rushed is seldom of the best standard and deadlines set by teachers are expected to be met at all times.

This accreditation, strongly supported by the government, requires a student to achieve a grade 4 pass or higher in the following combination of subjects:

- English Language & Literature;
- Mathematics;
- a minimum of 2 GCSEs in Science subjects;
- either History or Geography;
- either French or Spanish.

Students do not receive an additional certificate for achieving this combination but subjects in this list are considered to be 'facilitating' subjects and are highly regarded by both universities and future employers. In an interview or selection process, if one student has this combination and another does not, it may be that this could be used as a deciding factor.

Many leading universities will require two facilitating subjects to be studied to Advanced Level to gain an offer. Ensuring a student has a broad range of GCSE subjects is one of the best ways to keep future career choices open.

Humanities (Geography & History)

Our aim is to prepare students for the future. Humanities subjects are highly thought of by employers and further education colleges and sixth forms. After completing the GCSE courses, students will apply for a place in Sixth Form, college or for an Apprenticeship. It is therefore important in ensuring all students leave Sawtry Village Academy with the best mix of subjects possible to allow them to follow any career path they wish. The personalised option form indicates that all students must select a humanities subject as one of their choices. If a student particularly enjoys both these subjects, it is of course possible to choose both.

Modern Foreign Languages (French & Spanish)

Whilst modern foreign languages are extremely well thought of, we do appreciate that not every student will be able to cope with the demands of studying a language at GCSE. However, we have analysed the data available on all students and have decided that for some students studying a language will be compulsory as it will increase their career options and prospects beyond GCSE. Whilst studying a language is not compulsory for all students, it is recommended that if you enjoy studying a language and are willing to work hard then this would be greatly beneficial. Your personalised option form will indicate whether studying a language at GCSE is compulsory or optional.

Pathways Form

A great deal of time has been invested by the Leadership Team and Senior Tutors in looking at individual students and their potential ability. Their current performance in all subjects and the bigger picture has helped make the decision about the best course of study at Key Stage 4. The Academy has therefore designed a pathway process that is individualised to every student and should lead to the best outcomes in terms of breadth of study and preparation for the future. Each student has been given a Pathways Form that is specific to them, rather than a generalised pro-forma. If you have any questions regarding your options form, please contact your Form Tutor or Senior Tutor in the first instance.

GCSE Grading

All GCSE courses have been refreshed and replaced over the past few years and all subjects now follow the new courses. This means that the qualification will no longer be graded using A* to G letters, but instead with a new numbering system 9 down to 1.

The graphic shows the rough conversion between grades and number scores. It is also important to note that previously a C grade at GCSE was classed as a good pass. Under the new system, a grade 5 is classed as a good pass. This, which as you can see from the diagram, is slightly harder to achieve than the old C grade.

Students should talk about, carefully consider and ask any questions they may have before making their selections. As an Academy we are happy to offer additional careers advice if needed and recognise the importance of taking time to decide on subject choices. Should you have any questions please do not hesitate to get in touch.

New grading structure		Current grading structure
9		A*
8		A
7		B
6	GOOD PASS (DfE) 5 and above = top of C and above	B
5	AWARDING 4 and above = bottom of C and above	C
4		D
3		E
2		F
1		G
U		U



English Language and Literature

Qualification: GCSE

Examination Board: AQA

Assessment Method: 100% Examination (both GCSE English Language and GCSE English Literature)

Students will study English Language and English Literature leading to two separate GCSEs. A wide range of texts are covered, including prose, poetry, drama and various non-fiction texts from the 19th, 20th and 21st centuries. English Language assesses skills in reading and writing with speaking and listening as a separate accreditation. English Literature examines the students' responses to Shakespeare (Romeo and Juliet), the Nineteenth Century English novel (Dr Jekyll and Mr Hyde by Robert Louis Stevenson) and a modern British play (Willy Russell's Blood Brothers).

The course aims to develop the students' ability to:

1. Speak and listen effectively: students are taught to formulate, clarify and express their ideas; adapt their speech appropriately according to context; listen appropriately to others; use the vocabulary and grammar of Standard English where appropriate.

2. Read effectively: students are given practice in fluent, accurate reading and are given the opportunity to enjoy and respond to literature of increasing complexity.
3. Write effectively: students are taught to develop compositional skills to aid clear communication of meaning to the reader; they are helped to develop a wide vocabulary and are taught to structure grammatically correct sentences and coherent paragraphs and whole texts; they are helped to develop good presentational skills, including accurate spelling and punctuation and legible, cursive handwriting.

Students will focus on:

1. Becoming mature and reflective readers, writers and speakers.
2. Developing the ability to write a variety of texts within time limits, keeping in mind form, purpose and audience.
3. Enjoying challenging literary texts in an informed and rigorous fashion.

For further information, contact:

Curriculum Lead:

Mrs Rebecca Orpwood Price: orpwoodprice@sawtryva.org



PE (core)

All students will have at least one physical education lesson a week to promote sports, personal health and well being. No qualification or certificate is normally worked towards. This programme is supported by further Session 6 and lunch time clubs, as well as competitive opportunities when representing the Academy in sport.

Core Studies (core)

In this subject we cover four important areas of study PSHE, Citizenship, Careers and RE. Our aim is to develop students' self-awareness and personal qualities and to help them to become valuable and effective members of society. Students think about and discuss topical political, moral, social and cultural issues, problems and events. They study the legal, political, religious, social, constitutional and economic systems that influence their lives and communities, looking more closely at how they work and their effects. We explore contemporary moral and ethical issues through a study of Britain as a multi-cultural society. Students will have the opportunity to explore a range of religious and philosophical viewpoints on issues that affect them and their community. Students are taught how to express considered opinions clearly and with confidence to a range of audiences.

Some of the key components are:

- Choices at 16+
- The World of Work
- Relationships and Sex Education
- Drugs Education
- Economic Understanding
- Managing Stress

For further information, contact:

Mrs Emma Gilbert EGilbert@sawtryva.org

Science

Qualification: GCSE

Awarding Body: AQA

General outline of the course: Science offers either a Combined Science qualification worth 2 GCSEs or separate GCSEs in each of Biology, Chemistry and Physics, studied over 3 years.

GCSE Combined Science

The Combined Science 'Trilogy' course is designed to make Science more relevant to everyday life. The course teaches and assesses important content and skills that can be translated into future careers and Further Education. The course is assessed through terminal examinations in Biology, Chemistry and Physics at the end of Year 11. The exams have two tiers, Higher and Foundation and include questions based on practical activities conducted through the course. Combined Science has a 17 point grading scale, from 9-9, 9-8 through to 2-1, 1-1.

Separate Sciences award 3 GCSEs, studied over 3 years.

GCSE Separate Sciences - Biology, Chemistry and Physics

These students will be selected during the course at the discretion of the Science Faculty Lead.

Assessment method:

Six Papers: Two Biology, two Chemistry and two Physics. Each will assess different topics and all will be sat at the end of Year 11.

Duration: The papers are 1 hour 15 minutes for Combined Science and 1 hour 45 minutes for Separate Sciences.

Tiers: Foundation or higher

Weighting: The papers are equally weighted. Each paper is worth 16.7% of the grade, and is worth 70 marks for Combined Science and 100 marks for Separate Sciences.

Question Types: Multiple choice, structured, closed, short answer and open response.

Post 16 and Career opportunities:

A-levels in Biology, Chemistry, Physics and Level 3 AAQ in Medical Science can be accessed by this route of study. However, students will need to meet the subject requirements before gaining entry onto the courses.

For further information, contact:

Mr S Moore – Faculty Lead, Science:
smoore@sawtryva.org

Mathematics (core)

Qualification: GCSE

Awarding Body: AQA

General outline of the course: GCSE Mathematics covers a wide range of basic mathematical knowledge and skills. The subject is grouped into particular curriculum strands:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability and statistics

GCSE Mathematics has changed to assess the new Key Stage 4 programme of study which schools and colleges are required to teach. The new secondary mathematics programmes of study place a renewed emphasis on problem-solving, functionality and mathematical thinking. The course should provide a strong foundation for further academic and vocational study and for employment, to give students the appropriate mathematical skills, knowledge and understanding to help them progress to a full range of courses in further and higher education.

GCSE Mathematics covers a lot of basic skills you will use in later life. You will also use these skills in other GCSEs for example using formulae in Science, reading charts and scales in Geography or using measures and reading scales in D&T. Many college courses as well as many jobs have GCSE Maths as an entry requirement.

GCSE Mathematics is tiered into two levels. It is envisioned by the Examination boards that the majority of students will be entered for the Foundation tier.

The grades available for award at each tier are:

Higher: Grades 9,8,7,6,5,4 and 3

Foundation: Grades 5, 4, 3, 2 and 1

Grade 9 is the highest possible award.

There are three exam papers that will be taken at the end of the course. Both Higher and Foundation papers are 1 hour 30 minutes long. All papers contain a mixture of short and long questions with the questions arranged so that the easier questions are at the beginning of the paper. The first paper of each tier is a non-calculator paper, the remaining two are calculator papers.

Assessment method: 100% Exam

Post 16 and Career opportunities:

GCSE Mathematics is generally required by most employers and by those wishing to go on to higher education. It gives a good background for those hoping to go into commerce or industry and especially those professions with a financial emphasis.

Most university courses in any subject require a specific level in Mathematics at GCSE. At the time of writing, it is unclear how the new GCSE levels will be interpreted by universities. It is clear that the bottom end of the old C Grade has been matched with the bottom end of a Grade 4.

However, the government has also placed high expectation on students gaining at least a level 5 in the new examination and this will, as a consequence, become the new level for which to aim. In the future this may mean that students who do not achieve a Grade 5 will need to continue to study GCSE Mathematics as part of their Post-16 education.

For further information, contact Curriculum Leader:

Mr Andrew Hurst, ahurst@sawtryva.org



Art and Design

Qualification: GCSE

Examination Board: Eduqas

General outline of the course: The course is designed for students to explore new ideas and express their own creativity. You will have the freedom to create individual artwork based around a set theme.

All students will have the opportunity to visit galleries in London and regionally. Practical work, theory knowledge and understanding are integrated to reach a personal response.

Students are studying the Fine Art endorsement which provides for a wide range of practices. Students can produce work in a range of materials and explore a variety of approaches and techniques. In addition to drawing and painting they may also explore 3D work (sculpture in any available materials) and also photography and new media can be used for research, presentation and creative outcomes.

At the end of the course you exhibit your work to family, friends and to the general public.

You do not have to be great at drawing and be a great artist to do well at GCSE Art, it is much more important that you are committed to and enjoy the subject.

"Where the spirit does not work with the hand, there is no art." - Leonardo da Vinci

Assessment method:

The coursework is 60% of your final GCSE grade, with a final examination at the end of Year 11 worth 40%. The exam is a practical project and can be in any of the specialisms in which you have developed skills throughout the GCSE course. The exam consists of a set preparation time (about 10 weeks), with teacher guidance and input and a final outcome, produced independently under exam conditions (10 hour exam).

40% is a practical exam spread over 2 days.

For further information, contact:

Mr K Terry - Subject Leader: kterry@sawtryva.org

Post 16 and Career opportunities:

The GCSE Art course will enable you to develop creative and practical skills as well as other transferable skills which are advantageous in many A Level courses.

Many of our students go on to complete A Level courses or a college course in an Art specialism that suits them. The GCSE course is an ideal stepping stone to art-related courses, which are widely available both locally and nationally. Students wishing to go on to study Art A Level should study Art at GCSE. Art courses often followed = GCSE > A Level > Foundation Course or BTEC > Degree > Masters



Business

Qualification: GCSE Business

Awarding Body: OCR

General outline of the course: GCSE Business will equip students with the skills and confidence to explore how different business situation affect business decisions.

Studying GCSE Business will enable students to:

- Know and understand business concepts, business terminology and the impact of business on individuals and wider society.
- Apply knowledge and understanding to contemporary business issues.
- Develop as enterprising individuals with the ability to think commercially and creatively.
- Develop as effective and independent students.
- Investigate and analyse real business opportunities and solve business problems.

The Business Department requires students to:

- Maintain positive attitudes towards learning.
- Respect other students, staff and resources.
- Have a positive attitude towards home learning (homework).
- Develop the skill of independent study.

Assessment method:

Internal Assessment

Students will complete regular formative assessments which will assess knowledge, understanding and exam technique. These will be of a similar format to the external exams.

External Assessment

There are two external assessments for OCR GCSE Business. There are each worth 50% of the GCSE qualification. Each exam will last 90 minutes and take place at the end of Year 11.

Post 16 and Career opportunities:

OCR GCSE Business will encourage students to make informed choices about a wide range of further learning opportunities and career pathways as well as develop life skills that enable them to become financially and commercially aware.

Progress to A Level Business or a modern apprenticeship would be an expected pathway.

For further information, contact:

Mr G Kennedy - Subject Leader: gkennedy@sawtryva.org



I ❤️
BUSINESS

Health and Social care

Qualification: OCR level1/2 Cambridge National in Health and Social Care

Examination Board: OCR

General outline of the course: understand and apply the fundamental principles and concepts of the rights of individuals, person-centred values, effective communication and how to protect individuals in health and social care settings, develop learning and practical skills that can be applied to real-life contexts and work situations, think creatively, innovatively, analytically, logically and critically, develop independence and confidence in using skills that would be relevant to the health and social care sector and more widely.

Assessment method:

R033: Supporting individuals through life events – NEA January of year 10

R035: Health promotion campaigns – NEA January of year 11

R032: Principles of care in health and social care settings – Exam May year 11

Progression

These skills will help you progress onto further study in the health and social care sector. This may be Level 3 vocational qualifications, such as AAQ, Cambridge Technical in Health and Social Care; A levels in psychology, biology or sociology and the following apprenticeships:

Allied Health Profession Support, Dental Nursing, Health and Social Care Healthcare science assistant, Maternity and Paediatric Support (Levels 2 and 3)

For further information, contact:

Mrs D Larham - Subject Leader: dlarham@sawtryva.org



Computer Science

Qualification: GCSE

Examination Board: OCR

General outline of the course: The OCR GCSE Computer Science course is designed to increase students' understanding of how computer technology works. Students will gain in-depth knowledge of one or more programming language to industry entry-level standard. Programming will help students develop computational thinking, analysis and critical thinking skills which can be transferred to other subjects.

During the course, students will also learn about networking, CPU's, cybersecurity hardware, data representation, databases and the system life cycle. It is recommended that students on the computer science course have a strong foundation knowledge in mathematics and a passion to learn programming.

Assessment method:

The course involves students gaining and using a strong knowledge of Python programming language, in addition to applying the fundamental principles of computational thinking to solve real life problems. Python practical skills are then used to complete a controlled assessment task that complement the tasks that makes up the exam papers. Python practical skills are then used to complete a controlled assessment task that complement the tasks that makes up the exam papers. The python practical tasks are also submitted and is a compulsory part of the assessment process. There are 2 written theory exams worth 50% and will be completed in Year 11.

The overall assessment structure of the qualification is shown below:

Computer systems (01) - 90minutes Written paper – 50% of GCSE

Computational thinking, algorithms and programming (02) - 90minutes Written paper – 50% of GCSE

For further information, contact:

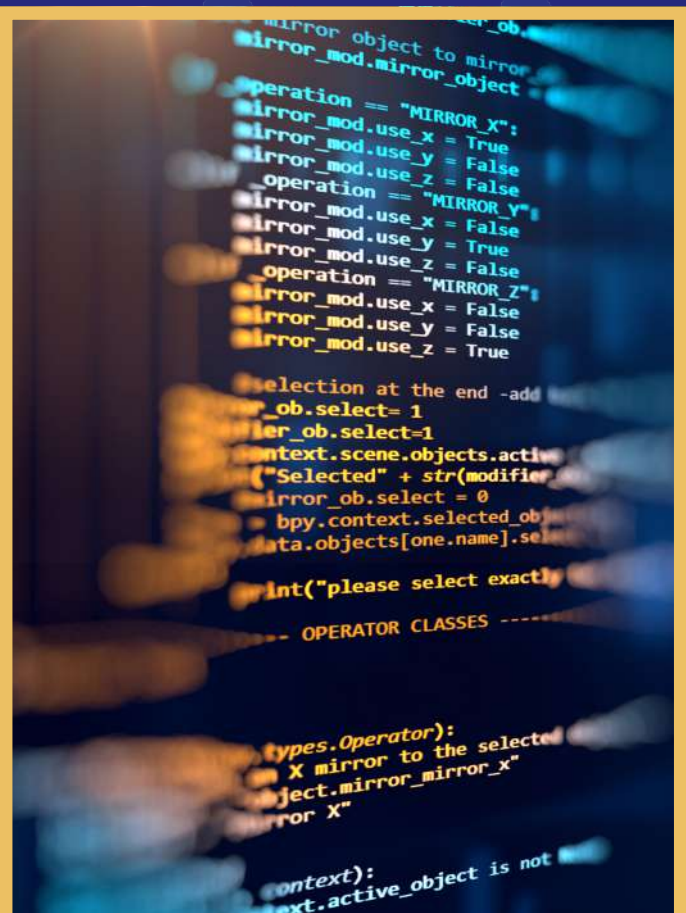
Mr Ajayi - Subject Leader: gajayi@sawtryva.org

Post 16 and Career opportunities:

Progression routes for GCSE Computer Science includes Programming, Gaming and Computer technology related courses at college and AS/A2 Computer Science.

Whether you want to uncover the secrets of the universe, or you just want to pursue a career in the 21st century, basic computer programming is an essential skill to learn."

Stephen Hawking





Leafy Green	9-1
Roots	M7
Art. Highs	
Slides	

Food Preparation and Nutrition

Qualification: GCSE

Awarding Body: AQA

General outline of the course: This GCSE is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Studying GCSE Business will enable students to:

- Explore a variety of food commodities
- Learn about nutrition
- Gain knowledge of diet and good health
- Gain knowledge of the science of food
- Consider food spoilage and how it can be prevented
- Learn a variety of cooking and food preparation methods
- Consider food manufacture and production
- Discuss sustainability
- Experience meal planning

For further information, contact:

Corinne Wheeler - Assistant Principal:
CWheeler@sawtryva.org

Assessment method:

Exam Paper - 50% of GCSE

Theoretical knowledge of food preparation and nutrition
Coursework – 50% of GCSE

Task 1: Food investigation: Students' understanding of the working characteristics of ingredients.

Task 2: Food preparation assessment: Students will prepare, cook and present a final menu of three dishes within three hours.

Post 16 and Career opportunities:

The course allows progression to A Level equivalent food courses or the studying of catering at college. There are many different careers open to you with a background in food including: chef, dietician, environmental health officer, food chemist, food consultant, food stylist, food photographer, home economist, hotel and restaurant manager, marketing and advertising executive, health professional, farmer, microbiologist, nutritionist, recipe developer, teacher, working in food magazines, radio and television.



Geography

Qualification: GCSE

Examination Board: AQA

General outline of the course: Our aim at GCSE is to develop a student's appreciation of the many diverse cultures and environments that they may experience during their lives; to gain an understanding of some of the world's key challenges and give them the skills, knowledge and abilities to research and communicate their ideas and opinions. They will have the opportunity to study the relationships between the human and physical environment and understand how our actions are changing the world. They have the opportunity to undertake fieldwork; this year the students will be working in Sheringham.

We make the course as relevant and up-to-date as possible, using real world examples and issues.

The course consists of the following topics:

- **Living with the Physical Environment**
Section A: The challenge of natural hazards
Section B: The living world
Section C: Physical landscapes in the UK
- **Challenges in the Human Environment**
Section A: Urban issues and challenges
Section B: The changing economic world
Section C: The challenge of resource management
- **Geographical Applications**
Issue evaluation Fieldwork

The students will undertake two geographical enquiries, one physical and one human. The enquiries will involve primary data collection. The enquiries are written up as a geographical investigation.

There are three exams at the end of Year 11:

- **Paper 1 – Living with the Physical Environment**
Written exam: 1½ hours, 88 marks, 35% of final GCSE mark
- **Paper 2 - Challenges in the Human Environment**
Written exam: 1½ hours, 88 marks, 35% of final GCSE mark
- **Paper 3 – Geographical Applications**
Written exam: 1½ hours, 76 marks, 30% of final GCSE mark

The questions include short and long written answers, multiple choice and data response tasks.

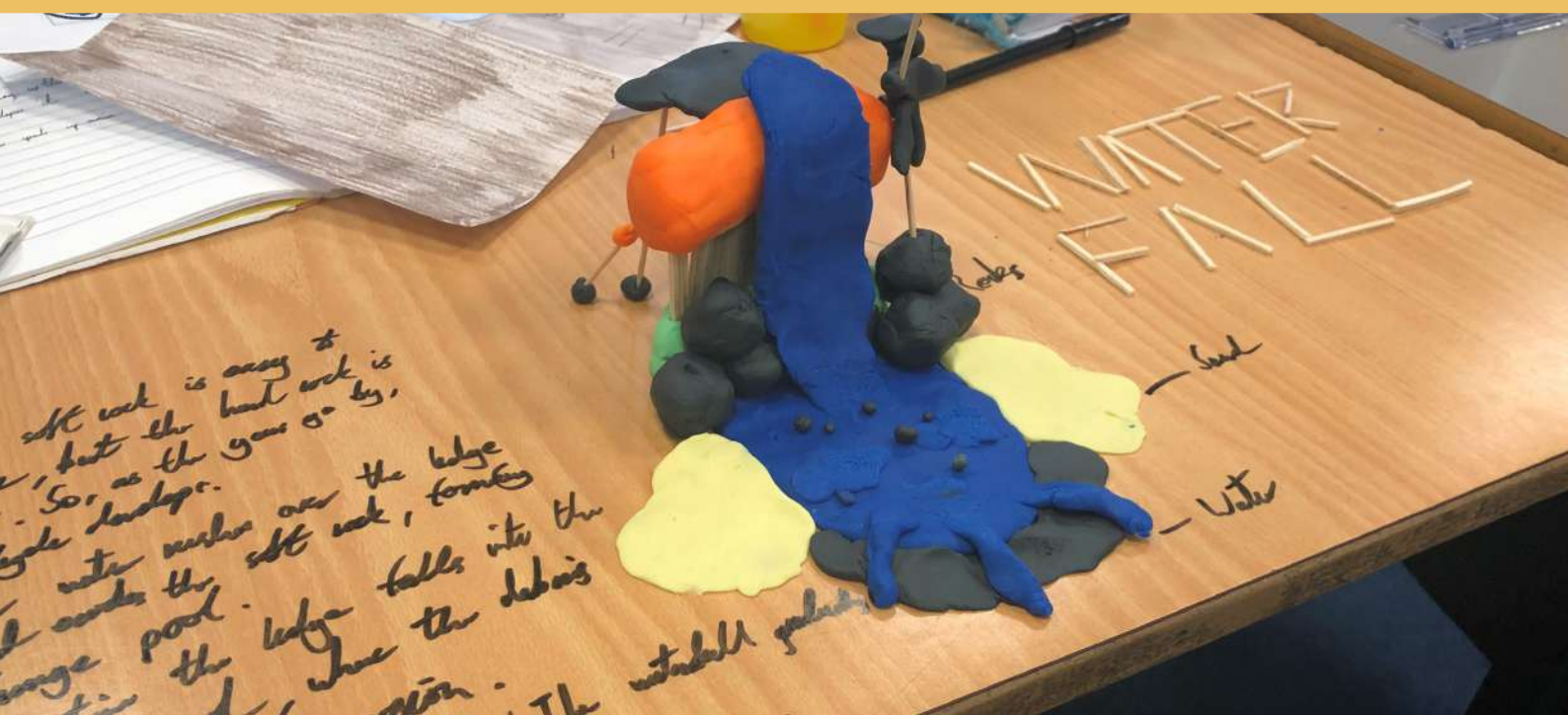
Post 16 and Career opportunities:

The department teaches Edexcel AS and A Level Geography. Students go on to study both physical and human geography, environmental sciences or use it as a facilitating subject which are those subjects which are most commonly required or preferred by universities to get on to a range of degree courses.

Geography is a very diverse subject and provides knowledge and skills needed for a range of careers which include Climatologist, Weather Forecaster, Geologist, Town Planner, Surveyor, Teacher (all levels), GIS consultant, GIS analyst, Architect, Conservation officer, Charity Worker, International Aid Worker .and many more careers.

For further information, contact:

Mrs K Tracy, Subject Leader of Geography
KTracy@Sawtryva.org



Design Technology - Graphic Materials

Qualification: GCSE

Examination Board: AQA

General outline of the course: This GCSE course is concerned with giving students the opportunity to gain experience in identifying, considering and solving design problems using materials, components and processes, and understanding their effect on the environment

There is a common core content across all of the design technology subjects which includes:

- New and emerging technologies
- Energy storage and generation
- Smart and modern materials and their properties and application
- Systems approach to designing
- Mechanical devices
- A basic understanding of variety of materials and their working properties – including wood, fabric, electronic components, metal, paper and board, plastics

If you enjoy modelling with a variety of materials and enjoy producing innovative designs then this is the course for you. Students will produce sketches of ideas and develop these into viable final designs using graphic media and new technologies (Computer Aided Design and Computer Aided Manufacture).

Students specialising in Graphic Materials will spend time designing and making products for a specific target market and need. The course develops problem solving skills, finding solutions before putting them into practice bringing real life and industry issues into the classroom.

You will learn different ways in which designs evolve and have first-hand experience of designing and making your own innovative products.

For further information, contact:

Mr D Hughes - Subject Leader: dhughes@sawtryva.org

Assessment method:

50% Coursework

50% Written Examination

Component 1 - Written Paper (50%)

- Core Technical Principles - Mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.
- Specialist Technical Principles - Several short answer questions and one extended response to assess a more in depth knowledge of technical principles.
- Designing and Making Principles- A mixture of short and extended response questions including a design problem.

Component 2 - Major Project (50%)

- An interactive design challenge in response to a choice of set design contexts. These contexts will be released by the examination board in June of Year 10. The project will be internally assessed and should represent about 45 hours of work.

Post 16 and Career opportunities:

Appropriate as part of a broad and balanced curriculum for access to post 16 studies and/or training. The focus on creativity, communication and manufactured products equips students for further study and training in any design related field. Students have successfully progressed onto Level 3 courses leading to careers in:

- Product Design, Footwear Design, Industrial and Engineering Design.
- Architecture and Interior Design along with the allied building related careers.
- Graphic Design, Web and Multimedia Design



History

Qualification: GCSE

Awarding Body: Edexcel

General outline of the course: The course is split into 3 examination papers:

Paper 1 – Thematic Study and Historic Environment

- Medicine in Britain c1250-present and the British sector of the Western Front 1914-1918: injuries, treatment and the trenches

Paper 2 – Period Study and Depth Study

- Early Elizabethan England 1558-1588
- The American West c1835-c1895

Paper 3 – Modern Depth Study

- Weimar and Nazi Germany 1918-1939

Assessment method: 100% exam

Paper 1 – 1 hour and 20 minutes exam 30% of the GCSE

Paper 2 – 1 hour and 50 minutes exam 40% of the GCSE

Paper 3 – 1 hour and 30 minutes exam 30% of the GCSE

For further information, contact:

Mr A Kearney - Subject Leader: akearney@sawtryva.org

Post 16 and Career opportunities:

The skills gained through studying History are applicable to many careers including politics, the Civil Service, teaching, law and journalism. History provides a fantastic opportunity to ignite and engage your passion and interests in culture, society and politics.

Studying History will help you develop into an independent learner, a critical thinker and a decision maker. All of these personal assets will make you stand out as you progress to A Level, university and/or the workplace. Students who study GCSE History often continue to study History at A Level and take Government and Politics, English, and other humanities subjects alongside it.

***"History is not
a burden on
the memory
but an
illumination of
the soul"***

Lord Acton



ICT

Qualification: Level 1 and 2 BTEC Tech Award in Digital IT

Awarding Body: Pearson

General outline of the course: The BTEC Tech Award in Digital IT will teach learners what different hands-on technologies could be used in solving problems in a wide range of settings. Learners will develop knowledge and skills in a range of applications and use the skills to solve a real-life user-defined problem. Learners will develop skills in creating graphical and multimedia content, project management, cybersecurity, legislations, data interpretation, user dashboards and evaluation and design.

The course is made up of three components: two that are internally assessed and one that's externally assessed.

Component 1: Exploring User Interface Design Principles and Project Planning Techniques

(internally assessed assignments, 30% of the total course)

Component 2: Collecting, Presenting and Interpreting Data

(internally assessed assignments, 30% of the total course)

Component 3: Effective Digital Working Practices

(externally assessed 90 minute written exam, 40% of the total course)

- Specialist Technical Principles - Several short answer questions and one extended response to assess a more in depth knowledge of technical principles.
- Designing and Making Principles- A mixture of short and extended response questions including a design problem.

Component 3: Effective Digital Working Practices (externally assessed 90 minute written exam, 40% of the total course)

Assessment method:

The course is assessed by way of a written external exam at the end of Year 11 worth 40% of the total marks and two controlled assessment assignments worth 30% each. The main areas of ICT that are visited during Year 10 are interface design, project management, spreadsheets, and testing. In Year 11 the theory topics include E-Safety, mobile phones, networking, the internet, gaming, online shopping, hardware and software.

For further information, contact:

Mr Gabriel Ajayi - Subject Leader: GAjayi@sawtryva.org

Post 16 and Career opportunities:

Successful completion of the course should lead to acceptance on to computer related courses at Further Education Colleges, including the BTEC Level 3 Extended Certificate and Diploma in IT. The qualification is also recognized by employers offering apprenticeships.



Media Studies

Qualification: GCSE

Examination Board: Eduqas

General outline of the course: This course offers students the opportunity to develop an understanding of a range of different media industries and learn a number of digital media skills. It is a course which is suitable for students who are both academic and creative and the content covers newspapers, magazines, music videos, radio, gaming, TV and film. Students will create a range of media productions in addition to conducting detailed analysis of a variety of different media texts using specialist media terminology. Students will learn to analyse how meaning is created for the audience and discuss social, historical, political, and cultural contexts.

The course teaches valuable skills for use in the digital world and would suit anyone looking to continue in education post-16, alongside students looking to pursue careers in the many different media industries such as music, news & journalism, photography, advertising or film and TV production. The skills developed over the duration of course also lend themselves to careers in advertising, marketing, branding and promotion.

Assessment method:

Assessment is through a combination of three components in the form of two written exams (70%) and a non-exam assessment (30%).

Candidates all sit two examinations. Exam one is titled 'Exploring the Media' and in Section A students will need to discuss conventions and representations, comparing contemporary and historical examples of film posters, magazine front covers, newspaper front covers and print advertising. In Section B students will discuss the ever-changing media industry from an institution and audience perspective. In preparation for the exam students will have conducted detailed case studies on a set film, video game, radio show and newspaper which they will use to help form their exam responses.

Exam two is titled 'Understanding Media Forms and Products' and assesses media language and representation in relation to television and music. In Section A Students will be expected to analyse and respond to a short unseen moving image extract from a set television episode of ITV's series 'Trigger Point' to demonstrate their understanding of key media concepts in relation to TV crime drama. 'The Sweeney' is also studied to give a historical context of the genre.

Section B will test students' understanding of media language, institutions and representation by answering questions on contemporary music artists 'Taylor Swift' and 'Justin Bieber' and a historical comparison is made with 'Duran Duran'. Students will again conduct case studies in the lead up to the exam which will help form their exam responses. These case studies will look in detail at set music videos from each artist as well as analysing their online presence through analysis of their websites and their social media platforms.

For further information, contact:

Mrs Amy Ellis - subject Leader:
AEllis@sawtryva.org

Non-exam assessment (coursework):

Students will study in detail a particular industry and genre and will then be expected to make a full media production. Examples of this unit in the past have involved the production of an opening sequence for a movie or the development of a professional marketing campaign. The genre for this unit often changes each year but will always involve the study of a media industry and the making of a professional production.

Post 16 and Career opportunities:

This course emphasises both analytical and theoretical skills as well as a creative and practical approach. It is a rigorous and creative GCSE which can also be pursued in the Sixth Form. We have found that many students seek to continue with the subject into the Sixth Form and then onto university. The Media Studies GCSE is a first step into a longer career of further education and potential employment opportunities in the diverse and fast-growing media industry. The skills learnt will also benefit careers in many business roles especially advertising, branding and promotion.



Modern Languages (French, Spanish)

Qualification: GCSE

Examination Board: AQA

General outline of the course: At KS3, you acquired a significant amount of knowledge and understanding in listening, speaking, reading and writing. At KS4, the GCSE course builds on this and introduces you to a wider range of structures and topic areas including:

Theme 1:

- People and lifestyle (Topic 1: Identity and relationships with others/Topic 2: Healthy living and lifestyle/Topic 3: Education and work)

Theme 2:

- Popular culture (Topic 1: Free-time activities/Topic 2: Customs, festivals and celebrations/Topic 3: Celebrity culture)

Theme 3:

- Communication and the world around us (Topic 1: Travel and tourism, including places of interest/Topic 2: Media and technology/Topic 3: The environment and where people live)

Assessment method:

The course covers Years 9,10 and 11. You will be informally assessed regularly and asked to target specific areas for improvement.

Your listening, reading, speaking and writing skills are tested separately at the end of Year 11.

Summative assessment takes the following form:

- 25% listening exam
- 25% speaking exam
- 25% reading exam
- 25% writing exam

For further information, contact:

Mrs Isabelle Poidevin - Subject leader:
IPoidevin@sawtryva.org

Post 16 and Career opportunities:

A GCSE in a Modern Foreign Language ensures an essential basis for progression to further study at AS/A level and is a stepping-stone to the learning of other languages, not to mention plenty of interesting career and social opportunities.

The world has become a much smaller place, thanks to technology and ease of travel. It is, therefore, crucial that we are able to speak to one another and appreciate different cultures. In an increasingly competitive employment market, a GCSE in a Modern Foreign Language can make a big difference to your future employment and mobility prospects, whatever your career plans may be.

Speaking a language fluently can lead to careers in teaching, interpreting, translating, sales, finance and marketing in many business sectors. It also develops your self-confidence, your powers of deduction, your communication and analytical skills and your awareness of language in general.



Music

Qualification: GCSE

Awarding Body: OCR

General outline of the course: GCSE Music consists of three main elements - performing, composing and listening. The performing and composing elements contribute to 60% of the course and are internally assessed. The listening component is 40% and requires students to answer specific questions on selected extracts of music encompassing a multitude of styles. The range of topics allows for practical and musical learning and can be tailored to the various types of musicians who choose to study it. To choose GCSE Music, students must be prepared to practise their performance work independently outside of lesson time.

Area of Study 1: My Music

Area of Study 2: The Concerto Through Time

Area of Study 3: Rhythms of World

Area of Study 4: Film Music

Area of Study 5: Conventions of Pop

For further information, contact:

Mrs H Hart – Hhart@sawtryva.org

Post 16 and Career opportunities:

Many employers view Music quite highly because it demonstrates students' ability to show discipline, creativity and analysis.

Aural perception is a large part of the qualification which can be transferred to other subjects, such as Modern Foreign Languages. It is an invaluable qualification for students wishing to study Music or Performing Arts beyond Key Stage 4.

Component Title	Component Overview
Integrated Portfolio	<ul style="list-style-type: none"> • Performance on students' chosen instrument (can include vocals) • Composition to a brief set by the student • Explore the skills and capabilities of their instrument and produce a performance to demonstrate interpretation and technical control • Internally assessed, externally moderated
Practical Component	<ul style="list-style-type: none"> • Ensemble performance on any instrument • Composition to a board set brief, linked to an area of study • Internally assessed, externally moderated
Listening Exam	<ul style="list-style-type: none"> • Listening, appraising and notation skills are assessed • Externally assessed



Physical Education GCSE

Qualification: GCSE

Awarding Body: OCR

General outline of the course: GCSE PE will equip students with the knowledge, understanding and skills to develop their own performance in sport. They develop their understanding of socio-cultural influences on participation in sport, and the benefits of physical activity to health, fitness and well-being. This will require students to develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance. To understand how the physiological and psychological state affects performance in physical activity and sport. This course will prepare students for the further study of PE or sports science courses as well as other related subject areas such as psychology, sociology and biology.

Assessment method:

Component 1 Exam (1 hour paper 30%)

Physical Factors Affecting Performance
Applied Anatomy and Physiology
Physical Training

Component 2 Exam (1 hour paper 30%)

Sports Psychology
Socio-cultural influences
Health, Fitness and Well-being

Component 3 (Practical performance and AEP 40%)

Performance practical in three activities
(Individual/Team) 30%
Analysing and Evaluation Performance (AEP) 10%

Grading Criteria: 9-1

For further information, contact:

Mr S. Dunn – subject Lead:
sdunn@sawtryva.org



Physical Education Sports Studies – Cambridge Nationals

Qualification: Cambridge Nationals Sport Studies

Examination Board: OCR

General outline of the course: We will develop independence and confidence in using skills that are relevant to the Exercise, Physical Activity, Sport and Health sector and more widely. Understand topical and contemporary issues in sport, including; why people do and do not participate in sport, the promotion of ethics and values, the roles of National Governing Bodies and high profile events have in sport, as well as how technology is used within sport. Develop skills as a performer in two different sporting activities and learn how to lead sporting activity sessions. Students will explore the relationship that media has with sport and understand how they are linked.



Assessment method:

Contemporary issues in sport (1 hour 15minutes paper 40%)

Issues which affect participation in sport.
The role of sport in promoting values.
The implications of hosting a major sporting event for a city or country.
The role National Governing Bodies (NGBs) play in the development of their sport.
The use of technology in sport.

Performance and leadership in sports activities (Practical assessment 40%)

Performance in 2 sports and leadership in 1 sport.

Sports and the media (written coursework 20%)

The different sources of media that cover sport.
Positive and negative effects of the media in sport.

Grading Criteria:

Level 2:

Distinction*
Distinction
Merit
Pass

Level 1:

Distinction
Merit
Pass

For further information, contact:

Mr S. Dunn – subject Lead:
sdunn@sawtryva.org

Drama

Qualification: GCSE

Examination Board: AQA

General outline of the course: Drama GCSE is creative, interesting and challenging. Students learn how to independently apply their own creative ideas to reading and performing sections of a set text and script work. This will include acting, directing and learning lines. Drama isn't just about acting, so students learn about working in theatre, they explore design skills and see how they are used by theatre practitioners and industry professionals. Using voice, facial expression and physical skills as well as costume, make up and set design skills to elicit an effect on the audience. Finally, students will devise Drama, learning Drama techniques and using them to create original plays.

All students learn how to;

- Devise from stimulus
- Read, interpret and perform plays
- Create and sustain roles, using performance skills appropriately
- Students acquire design skills and develop knowledge and understanding of the technical aspects of theatre practice
- How conventions, forms and techniques are used in drama and live theatre to create meaning.
- How creative and artistic choices influence how meaning is communicated to an audience.
- How performance texts are constructed to be performed, conveying meaning.
- How performance texts are informed by their social, cultural and historical contexts and are interpreted and performed for an audience.

Studying Drama will enable students to:

Drama also teaches students many life skills such as confidence, teamwork, decision making and compromise.

Post 16 and Career opportunities:

Successful completion of the course should lead to acceptance on to Drama or Theatre A Level courses. If you are wanting to become an actor, then GCSE Drama will start you on the path to become audition ready for those wanting to attend Drama school. The technical aspects of the course such as lighting or sound design could lead to acceptance at a College studying Technical Theatre.

Assessment method:

Component One - Understanding Drama (Written) What's assessed

- Knowledge and understanding of drama and theatre
- Study of one set play from a choice of nine
- Analysis and evaluation of the work of live theatre makers

How it's assessed

Written exam: 1 hour and 45 minutes

- Open book
- 80 marks
- 40% of GCSE

Component Two- Devising (Practical) What's assessed

- Process of creating devised drama
- Performance of devised drama (students may contribute as performer or designer)
- Analysis and evaluation of own work

How it's assessed

- Devising log (60 marks)
- Devised performance (20 marks)
- 80 marks in total
- 40% of GCSE

Component Three- Texts in Practice (practical) What's assessed

- Performance of two extracts from one play (students may contribute as performer or designer)

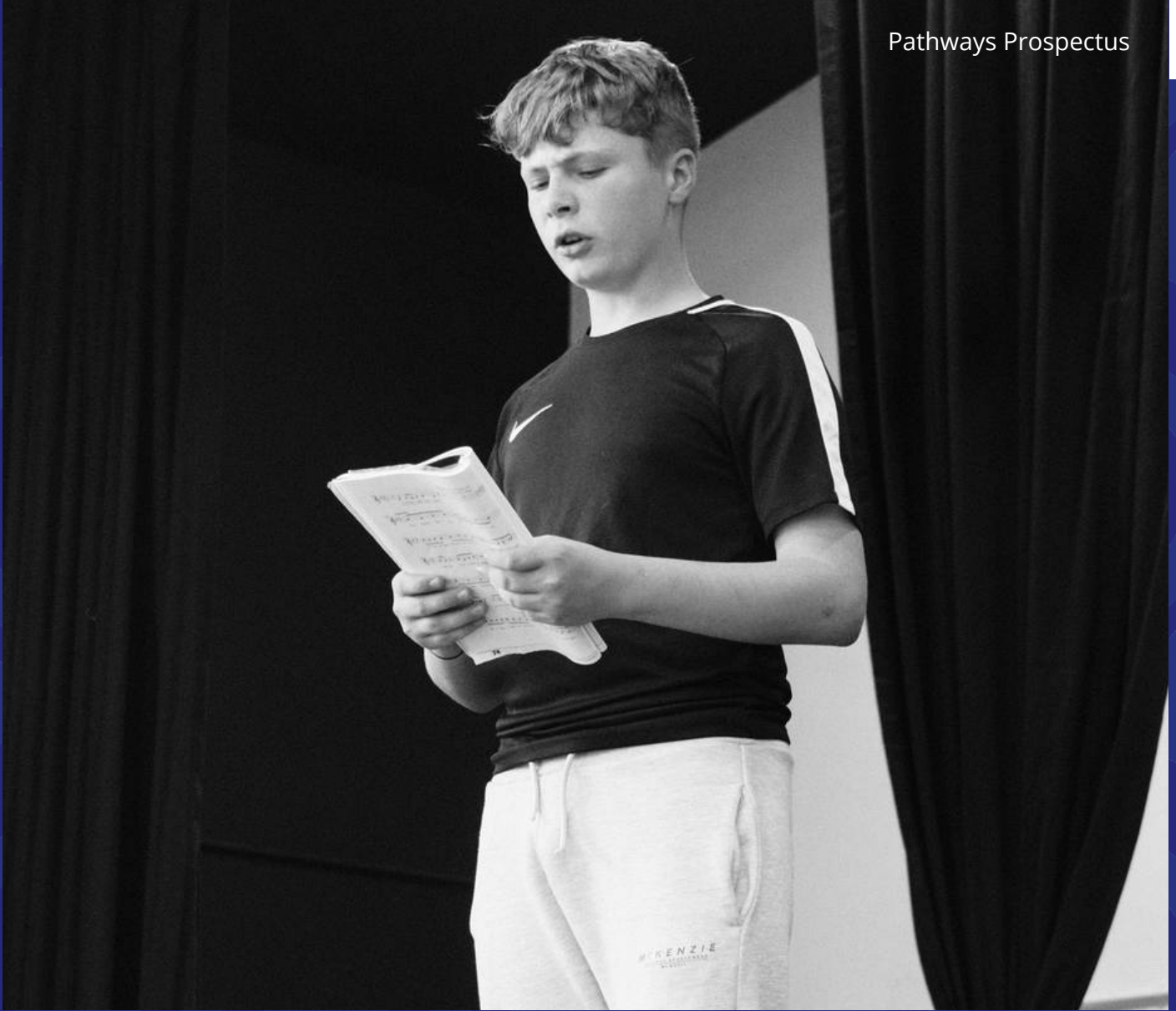
Free choice of play but it must contrast with the set play chosen for Component 1

How it's assessed

- Performance of Extract 1 (20 marks) and Extract 2 (20 marks)
- 40 marks in total
- 20% of GCSE

For further information, contact:

Mrs O Thorpe Youell-Subject Lead:
othorpeyouell@sawtryva.org



Textiles Design

Qualification: GCSE

Awarding Body: Eduqas

General outline of the course: Are you creative and imaginative? Then this could be the course for you. During this GCSE students will have the opportunity to develop processes and techniques such as weaving, surface printing (block, screen and digital), pattern making, pattern cutting, embroidery (machine and hand), knitting, batik, felting, appliqué and collage. Students will create textiles outcomes within fashion, interiors and accessories projects.

Assessment method:

GCSE Textiles (Eduqas) course consists of two components:

The first component, the **portfolio**, produced in lessons provides students with the opportunity to explore and cultivate important skills through a variety of experiences. These include using resources such as the local environment and galleries to conduct focused research. Students will be encouraged to experiment and work innovatively through a variety of media and technologies (60%).

The second component is an externally set **practical assignment**, 10 hours under supervised examination conditions. This will require students to utilise their knowledge and skills they have acquired from the first component to produce a piece of work within the allotted time frame (40%).

For further information, contact:

Mrs E Gilbert - egilbert@sawtryva.org

Post 16 and Career opportunities:

Textiles allows students to be creative and develop their own style. You can continue your studies at A Level and on to university. A career in fashion and textiles is a glamorous idea. The industry is diverse with many different roles. A fashion job can be anything from running exotic photo shoots in far flung corners of the world to managing a trend-spotting blog in the fashion media. Students looking for careers such as garment technologist, fashion designers, retail buyer, fashion illustrator, merchandisers, fashion stylist, textile designers, personal stylist, fashion journalist and theatrical costume designer will find this course an interesting starting point.



Design Technology - Resistant Materials

Qualification: GCSE

Examination Board: AQA

General outline of the course: This GCSE course is concerned with giving students the opportunity to gain experience in identifying, considering and solving design problems using materials, components and processes and understanding their effect on the environment.

There is a common core content across all of the design technology subjects which includes:

- New and emerging technologies
- Energy storage and generation
- Smart and modern materials and their properties and application
- Systems approach to designing
- Mechanical devices
- A basic understanding of variety of materials and their working properties – including wood, fabric, electronic components, metal, paper and board, plastics

Students specialising in Resistant Materials will learn how to design products with creativity and originality using a range of materials and techniques. Students will learn the importance of the social and moral impact of design, the need for sustainability and the environmental impact that their finished products have on the design process.

Projects include:

- A range of small projects to develop the skills learnt at KS3 to help students with their medium projects. (Small focused practical tasks to improve understanding of material properties and tools)
- Medium sized projects in wood, metal and plastic to help students understand the requirements of their final project. (Small storage solution, bird feeder and MP3 speaker dock)
- A final major project taken from the exam board set design briefs

Assessment method:

50% Coursework

50% Written Examination

Component 1- Written Paper (50%)

- Core Technical Principles- Mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.
- Specialist Technical Principles- Several short answer questions and one extended response to assess a more in depth knowledge of technical principles.
- Designing and Making Principles- A mixture of short and extended response questions including a design problem.

Post 16 and Career opportunities:

Appropriate as part of a broad and balanced curriculum for access to post 16 studies and/or training. The focus on creativity, communication and manufactured products equips students for further study and training in any design related field. Students have successfully progressed onto level 3 courses leading to careers as a product designer, design engineer, architect, civil engineer, graphic designer, aerospace engineer, builder..... and many more.

Component 2- Major Project (50%)

- An interactive design challenge in response to a choice of set design contexts. These contexts will be released by the examination board in June of Year 10. The project will be internally assessed and should represent about 45 hours of work.

For further information, contact:

Mr L. Brearley – LBrearley@sawtryva.org



Sawtry Village Academy

Sawtry Village Academy Fen Lane Sawtry Huntingdon Cambridgeshire PE28 5TQ

Tel: 01487 830701

Web: www.sawtryva.org

E-mail: office@sawtryva.org

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